



		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2017	18%	24%	8%	*	6%	17%	-	-	-	-	*	0%	*	12%	4%	-
	2016	16%	21%	14%	*	10%	19%	-	-	-	*	*	10%	*	16%	8%	-
Mathematics	2017	21%	23%	0%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2016	17%	21%	*	*	*	-	-	-	-	*	*	*	-	*	*	-
Science	2017	19%	24%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016	15%	20%	*	-	*	*	-	-	-	*	*	*	-	*	*	-
Social Studies	2017	26%	31%	38%	*	13%	56%	-	-	-	*	*	13%	*	38%	40%	-
	2016	21%	27%	37%	17%	15%	51%	*	-	-	*	*	25%	*	25%	51%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	98%	100%	97%	100%	-	-	-	*	91%	94%	100%	100%	94%	-
	2016	99%	99%	98%	100%	96%	100%	*	-	-	*	100%	98%	100%	97%	100%	-
Reading	2017	99%	99%	96%	100%	95%	100%	-	-	-	-	83%	90%	100%	100%	93%	-
	2016	99%	99%	96%	*	93%	100%	-	-	-	*	100%	96%	100%	94%	100%	-
Mathematics	2017	100%	99%	100%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2016	100%	99%	*	*	*	-	-	-	-	*	*	*	-	*	*	-
Science	2017	99%	99%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
	2016	99%	99%	*	-	*	*	-	-	-	*	*	*	-	*	*	-
Social Studies	2017	98%	98%	99%	*	100%	100%	-	-	-	*	*	96%	*	100%	94%	-
	2016	98%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests																	
% of Participants	2017	98%	96%	88%	*	83%	-	-	-	-	-	88%	*	-	*	*	-
% STAAR/EOC With No Accommodations	2017	13%	8%	0%	*	0%	-	-	-	-	-	0%	*	-	*	*	-
% STAAR/EOC With Accommodations	2017	73%	78%	88%	*	83%	-	-	-	-	-	88%	*	-	*	*	-
% STAAR Alternate 2	2017	12%	10%	0%	*	0%	-	-	-	-	-	0%	*	-	*	*	-
% of Non-Participants	2017	2%	4%	13%	*	17%	-	-	-	-	-	13%	*	-	*	*	-
Mathematics Tests																	
% of Participants	2017	99%	98%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% STAAR/EOC With No Accommodations	2017	12%	6%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% STAAR/EOC With Accommodations	2017	74%	81%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% STAAR Alternate 2	2017	13%	11%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
% of Non-Participants	2017	1%	2%	*	-	*	-	-	-	-	-	*	-	-	-	*	-

** Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

	All Students	African American	Hispanic	White	American Indian	Asian	Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL + Monitored	Total Met	Total Eligible	Percent of Eligible Measures Met
Writing												n/a	0	0	
Science ~												n/a	0	0	
Social Studies															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
% at Approaches Grade Level Standard	95%	*	94%	100%	-	-	-	*	88%	*	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	54	6	35	13	-	-	-	-	19	5	n/a	11
Total Students	56	6	37	13	-	-	-	-	21	6	n/a	11
Participation Rate	96%	100%	95%	100%	-	-	-	-	90%	83%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	16	*	*	*	-	-	-	-	*	*	n/a	*
Total Students	17	*	*	*	-	-	-	-	*	*	n/a	*
Participation Rate	94%	*	*	*	-	-	-	-	*	*	n/a	*

~ Indicates Small Numbers Analysis was used for the subject.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	58	3	15	39	-	*	-	*	19	3	1	n/a
Total in Class	135	7	55	68	-	*	-	*	47	10	10	10
Graduation Rate	43.0%	42.9%	27.3%	57.4%	-	*	-	*	40.4%	30.0%	10.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	70	5	31	32	-	*	-	*	26	4	*	n/a
Total in Class	133	11	61	56	-	*	-	*	53	9	*	*
Graduation Rate	52.6%	45.5%	50.8%	57.1%	-	*	-	*	49.1%	44.4%	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	90	6	40	41	-	*	-	**	35	7	*	n/a
Total in Class	134	12	59	56	-	*	-	**	55	13	*	*
Graduation Rate	67.2%	50.0%	67.8%	73.2%	-	*	-	40.0%	63.6%	53.8%	*	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Schools by District

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 40%, and schools with...

High Performing School: No
 High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	1.0	3.7%	0.7%	1.2%
Bachelors	14.5	53.8%	80.6%	74.5%
Masters	10.5	38.8%	18.1%	23.6%
Doctorate	1.0	3.7%	0.6%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For up

