## Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools District Name: JARRELL ISD

District ID: 246907

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

	State	Region 13	District	African American		White	American Indian		Islander		Ed	l Econ Disadv		Female	Male	Migra
TAAR Perce	ent at or Abo	ve App	roaches	s Grade Le	evel (2017	7) or Lo	evel II Sat	isfacto	ory Stand	lard (2	2016)					
Grade 3								,								
Reading	2017 72%	74%	65%	*	50%	82%	-	-	-	*	*	52%	*	66%	63%	-
	2016 72%	76%	70%	*	67%	73%	-	-	-	*	*	60%	50%	77%	61%	-
Mathemati	cs2017 76%	78%	72%	*	66%	84%	-	-	-	*	*	61%	32%	70%	76%	-
	2016 74%	77%	68%	*	64%	76%	-	-	-	*	*		40%		67%	-
Orreado A																
Grade 4 Reading	2017 69%	72%	63%	*	67%	58%	_	*	-	*	*	55%	50%	75%	47%	-
rtodding	2016 74%	76%	70%	*	65%	80%	-	-	*	*	*		63%		67%	-
			1	1	1			1	II				1			
Mathemati	cs2017 74%	75%	76%	*	81%	71%	-	*	-	*	*	69%	75%	82%	69%	-
	2016 72%	75%	70%	*	60%	83%	-	-	*	75%	*	61%	63%	67%	72%	-
\//ritio a	2017 64%	64%	59%	*	E00/	58%		*		*	*	51%	50%	72%	43%	
Writing	2017 64%	70%	63%	*	59% 50%	72%	-	-	-	78%	*		50% 38%		43% 54%	-
	2010 0070	1070	0070		5070	1270	_	_		1070		0170	5070	7470	J <b>-</b> 70	_
Grade 5																
Reading	2017 81%	82%	77%	*	71%	86%	-	-	*	78%	*	73%	60%	87%	70%	-
	2016 80%	82%	74%	*	64%	82%	-	-	-	100%	*	67%	40%	78%	71%	-
Mathemati	cs2017 86%	86%	86%	*	79%	94%			*	78%	*	84%	65%	94%	79%	-
Mathemati	2016 85%	86%	75%	*	66%	82%		-	-	100%	*		60%		75%	-
	2010 0070	0070		1	0070	0270		1		10070		1070	0070	10/0	1070	
Science	2017 73%	73%	59%	*	42%	77%	-	-	*	67%	*	51%	32%	63%	56%	-
	2016 73%	75%	68%	*	61%	76%	-	-	-	100%	*	60%	50%	66%	70%	-
Grade 6																
Reading	2017 67%	70%	65%	*	56%	74%	-	-	-	83%	*	62%	28%	72%	58%	-
	2016 68%	72%	64%	*	57%	76%	-	*	-	56%	*		33%		62%	-
Mathemati	cs2017 75%	76%	67%	*	63%	70%	-	-	-	83%	*		33%		61%	-
	2016 71%	74%	54%	*	48%	67%	-	*	-	56%	*	45%	*	45%	62%	-
Grade 7																
Reading	2017 72%	75%	74%	*	67%	86%	-	*	-	86%	*	67%	47%	76%	73%	-
<b>U</b>	2016 69%	74%	73%	83%	62%	85%	-	*	-	*	*	66%	50%		76%	-

	State	Region 13		African American		White	American Indian		Pacific Islander			Econ Disadv		Female	Male	Migran
Mathematics	2017 68%	66%	77%	*	76%	77%	-	*	-	86%	*	65%	59%	73%	80%	-
	2016 68%		52%	*	44%	63%	-	-	-	-	*		35%		50%	-
		700/		*	= 4 0 (	000/				7404	*	100(	4404	0.404	500/	
Writing	2017 68%		57% 65%	*	51%	63%	-	*	-	71% *	*	49%	41%		53%	-
	2016 68%	72%	03%		60%	69%	-		-			61%	56%	71%	57%	-
Grade 8																
Reading	2017 84%	86%	86%	100%	79%	91%	-	*	-	*	53%	82%	74%	88%	85%	-
	2016 85%	87%	91%	*	91%	90%	-	-	-	*	*	87%	*	91%	90%	*
	0047040/	0.00/	000/	4000/	0.00/	0.00/			[	1	<b>500</b> /	0.40/	C40/	0.00/	750/	
Mathematics			82% 79%	100%	80%	82%	-	- *	-	-	53% *		61% *		75%	-
	2016 80%	83%	1 3 70		76%	80%	-		-			66%		85%	72%	
Science	2017 74%	77%	61%	75%	47%	74%	-	*	-	*	*	53%	37%	60%	63%	-
	2016 73%		69%	*	61%	75%	-	-	-	*	*	57%	*	67%	71%	*
	, , ,		_	-				,								
Social Studies	2017 62%		59%	*	46%	74%	-	*	-	*	40%	52%	44%	59%	60%	-
	2016 62%	68%	57%	*	50%	65%	-	-	-	*	*	41%	*	49%	65%	*
End of Cours	•															
English I	e 2017 61%	65%	71%	*	67%	78%	-	-	_	*	*	64%	*	83%	62%	-
Linglishi	2016 63%		62%	*	49%	76%	_	*	_	63%	*	49%	*	69%	56%	*
	2010 0070	0070	0270		1070	10/0		1	I	0070	1	1070		0070		
English II	2017 64%	68%	73%	*	63%	86%	-	*	-	75%	*	67%	*	77%	69%	-
	2016 66%	70%	62%	83%	45%	71%	-	*	-	*	*	49%	*	67%	58%	*
Algebra I	2017 81%	0.00/	85%	83%	82%	000/		*		*	*	86%	*	90%	82%	
Algebra I	2017 81%		86%	100%	78%	89% 94%	-	-	-	86%	50%	1	50%		78%	-
	2010/10/0	11/0	0070	10070	7070	3-770	_	_	_	0070	5070	1370	5070	3470	1070	_
Biology	2017 85%	87%	84%	83%	81%	89%	-	-	-	*	54%	77%	43%	88%	82%	-
	2016 86%		89%	*	85%	94%	-	*	-	88%	38%	81%	*	94%	85%	-
								,								
U.S. History	<u> </u>		96%	*	94%	96%	-	-	-	*	*	93%	*	95%	96%	-
	2016 90%	92%	98%	100%	98%	98%	-	*	-	-	90%	100%	*	97%	98%	-
All Grades																
All Subjects	2017 74%	76%	72%	69%	66%	80%	-	100%	*	73%	37%	66%	45%	77%	68%	-
	2016 74%		71%	69%	64%	79%	-	100%		75%	33%		43%		70%	*
Reading	2017 71%		72%	63%	65%	80%	-	*	*	75%	36%		40%		66%	-
	2016 72%	75%	70%	73%	62%	79%	-	*	*	68%	27%	61%	41%	74%	67%	*
Mathematics	2017 78%	79%	78%	73%	75%	82%	-	*	*	74%	38%	73%	52%	81%	74%	-
mainematics	2017 78%		78%	67%	64%	80%	-	*	*	74%	34%		52% 45%		74%	*
		1170		0170	01/0	0070	1	1	1	1070			1070	12/0	10/0	
Writing	2017 66%	67%	58%	*	56%	60%	-	*	-	62%	*	50%	46%	67%	48%	-
	2016 68%	71%	64%	63%	55%	71%	-	*	*	80%	28%	59%	47%	72%	55%	-
	<u> </u>							<u> </u>	1 -		1	1	1		1	
Science	2017 78%		69%	80%	57%	81%	-	*	*	67%	38%		37%		68%	-
	2016 77%	80%	76%	63%	70%	82%	-	*	-	93%	35%	66%	38%	76%	76%	*

StateRegionDistrict African Hispanic/WhiteAmericanAsian Pacific Two Special Econ ELLFemaleMale Indian     Two Special Econ ELLFemaleMale Disader of the property o			State	Region	District	African	Hispanic	White	American	Asian	Pacific	Two	Special	Econ	ELL	Female	Male	Migrar
Budies     Image: Studies     Image: Studies <tudies< td=""></tudies<>											Islander	or More	Ed					
2016     76%     78%     75%     74%     81%     -     *     -     *     61%     72%     *     70%     84%       STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)       All Grades     *     47%     15%     27%     10%     37%     31%       2016     42%     48%     34%     37%     25%     43%     -     *     47%     15%     27%     10%     37%     31%       2016     42%     48%     34%     37%     25%     43%     -     *     52%     18%     29%     10%     41%     32%       Reading     2017     43%     39%     36%     37%     26%     43%     -     *     52%     18%     29%     10%     41%     32%       Quite data     48%     34%     00%     25%     43%     -     *     50%     14%     26%     15%     37%     30%       Mathematics 2017     45%		2017	76%	79%	76%	67%	65%	85%	-	*	-	*	45%	69%	50%	74%	77%	-
All Grades     All Subjects 2017 44% 48% 34% 37% 25% 43% - 45% * 47% 15% 27% 10% 37% 31%     2016 42% 48% 33% 31% 26% 39% - 70% * 44% 14% 26% 7% 34% 31%     Reading 2017 43% 49% 36% 37% 27% 46% - * * 52% 18% 29% 10% 41% 32%     2016 42% 48% 34% 40% 25% 43% - * * 37% 13% 25% 6% 37% 32%     Mathematics 2017 45% 47% 34% 37% 26% 42% - * * 50% 14% 26% 15% 37% 30%     2016 40% 45% 26% 15% 21% 32% - * * 42% 13% 22% 7% 26% 26%     Writing 2017 36% 39% 15% * 13% 15% - * * 38% * 9% 3% 19% 11%     2016 39% 44% 35% 50% 26% 40% - * * 70% 12% 26% 9% 46% 24%     Science 2017 48% 53% 35% 53% 24% 47% - * * 25% 18% 30% 6% 38% 34%     2016 44% 51% 37% 25% 32% 41% - * - 57% 6% 333% 9% 39% 35%     Science 2017 48% 54% 40% 33% 29% 51% - * - * 39% 32% 5% 35% 45%     Science 2017 48% 54% 40% 33% 29% 51% - * - * 39% 32% 5% 35% 45%     Science 2017 48% 54% 40% 33% 29% 51% - * - * 39% 32% 5% 35% 45%     Science 2017 19% 23% 11% 16% 7% 14% - * - * 39% 32% 5% 35% 45%     Science 2017 18% 23% 11% 16% 7% 14% - * - * 39% 32% 5% 35% 45%     Science 2017 18% 24%     Science 2017 148% 54% 40% 33% 29% 51% - * - * 39% 32% 5%		2016	6 76%	80%	78%	75%	74%	81%	-	*	-	*	61%	72%	*	70%	84%	*
All Subjects   2017   44%   48%   34%   37%   25%   43%   -   45%   *   47%   15%   27%   10%   37%   31%     2016   42%   48%   33%   31%   26%   39%   -   70%   *   44%   14%   26%   7%   34%   31%     Reading   2017   43%   49%   36%   37%   27%   46%   -   *   *   52%   18%   29%   10%   41%   32%     2016   42%   48%   34%   40%   25%   43%   -   *   *   50%   14%   26%   15%   37%   32%     Mathematics   2017   45%   47%   34%   37%   26%   42%   -   *   *   40%   26%   15%   37%   30%   20%   26%   15%   21%   32%   46%   24%   22%   7%   26%   26%   26%   26%   26%   26%   26%   26%   26%   26%   20%   26%   26%   26%<	TAAR Percent	t at N	leets (	Grade L	_evel (20	017) or Fir	nal Level	II Stan	dard (201	6)								
2016     42%     48%     33%     31%     26%     39%     -     70%     *     44%     14%     26%     7%     34%     31%       Reading     2017     43%     49%     36%     37%     27%     46%     -     *     *     52%     18%     29%     10%     41%     32%       Mathematics     2016     42%     48%     34%     40%     25%     43%     -     *     50%     14%     26%     15%     32%       Mathematics     2016     40%     45%     26%     15%     21%     32%     -     *     42%     13%     22%     7%     26%     26%       Writing     2017     36%     39%     15%     *     13%     15%     -     *     -     38%     9%     3%     19%     11%       2016     39%     44%     35%     50%     26%     40%     -     *     25%     18%     30%																		
Reading   2017 43%   49%   36%   37%   27%   46%   -   *   *   52%   18%   29%   10%   41%   32%     2016 42%   48%   34%   40%   25%   43%   -   *   *   37%   13%   25%   6%   37%   32%     Mathematics   2016 42%   47%   34%   37%   26%   42%   -   *   *   50%   14%   26%   6%   37%   32%     Mathematics   2017 45%   47%   34%   37%   26%   42%   -   *   *   50%   14%   26%   15%   32%   26%   26%   26%     Writing   2017 36%   39%   15%   *   13%   15%   -   *   -   38%   9%   3%   19%   11%     2016 39%   44%   35%   50%   26%   40%   -   *   25%   18%   30%   6%   38%   34%     2016 44%   51%   37%   25%   32%   41	All Subjects								-		*							-
Reading     2017     43%     34%     37%     27%     40%     -     32%     10%     29%     10%     41%     32%       2016     42%     48%     34%     40%     25%     43%     -     *     *     37%     13%     25%     6%     37%     32%       Mathematics     2017     45%     47%     34%     37%     26%     42%     -     *     *     50%     14%     26%     15%     37%     30%       2016     40%     45%     26%     15%     21%     32%     -     *     42%     13%     22%     7%     26%     26%       Writing     2017     36%     39%     15%     *     13%     15%     -     *     -     38%     *     9%     38%     34%     24%       Science     2017     48%     53%     35%     53%     24%     47%     -     *     25%     18%     30%     6% <td></td> <td>2016</td> <td>6 42%</td> <td>48%</td> <td>33%</td> <td>31%</td> <td>26%</td> <td>39%</td> <td>-</td> <td>70%</td> <td>*</td> <td>44%</td> <td>14%</td> <td>26%</td> <td>7%</td> <td>34%</td> <td>31%</td> <td>*</td>		2016	6 42%	48%	33%	31%	26%	39%	-	70%	*	44%	14%	26%	7%	34%	31%	*
Mathematics   2017   45%   47%   34%   37%   26%   42%   -   *   *   50%   14%   26%   15%   37%   30%     2016   40%   45%   26%   15%   21%   32%   -   *   *   42%   13%   22%   7%   26%   26%   26%     Writing   2017   36%   39%   15%   *   13%   15%   -   *   -   38%   9%   3%   19%   11%     2016   39%   44%   35%   50%   26%   40%   -   *   70%   12%   26%   9%   46%   24%     Science   2017   48%   53%   35%   53%   24%   47%   -   *   -   57%   6%   33%   9%   39%   35%     Science   2017   48%   54%   40%   33%   29%   51%   -   *   -   *   9%   32%   5%   35%   45%     Studies   2016   <	Reading	2017	43%	49%	36%	37%	27%	46%	-	*	*	52%	18%	29%	10%	41%	32%	-
2016   40%   45%   26%   15%   21%   32%   -   *   *   42%   13%   22%   7%   26%   26%     Writing   2017   36%   39%   15%   *   13%   15%   -   *   -   38%   *   9%   3%   19%   11%     2016   39%   44%   35%   50%   26%   40%   -   *   70%   12%   26%   9%   46%   24%     Science   2017   48%   53%   35%   53%   24%   47%   -   *   *   25%   13%   34%   24%     Science   2017   48%   54%   40%   33%   29%   51%   -   *   57%   6%   33%   9%   39%   35%     Studies   2016   45%   52%   40%   38%   37%   43%   -   *   *   9%   32%   5%   35%   45%     Studies   2016   45%   52%   40%   38% <td< td=""><td></td><td>2016</td><td>8 42%</td><td>48%</td><td>34%</td><td>40%</td><td>25%</td><td>43%</td><td>-</td><td>*</td><td>*</td><td>37%</td><td>13%</td><td>25%</td><td>6%</td><td>37%</td><td>32%</td><td>*</td></td<>		2016	8 42%	48%	34%	40%	25%	43%	-	*	*	37%	13%	25%	6%	37%	32%	*
Writing   2017   36%   39%   15%   *   13%   15%   -   *   -   38%   *   9%   3%   19%   11%     2016   39%   44%   35%   50%   26%   40%   -   *   *   70%   12%   26%   9%   46%   24%     Science   2017   48%   53%   35%   53%   24%   47%   -   *   *   70%   12%   26%   9%   46%   24%     Science   2017   48%   53%   35%   53%   24%   47%   -   *   *   25%   18%   30%   6%   38%   34%     Science   2016   44%   51%   37%   25%   32%   41%   -   *   -   57%   6%   33%   39%   39%   39%   39%   35%     Social   2017   48%   54%   40%   38%   37%   43%   -   *   -   *   39%   39%   30%   47%  <	Mathematics	2017	45%	47%	34%	37%	26%	42%	-	*	*	50%	14%	26%	15%	37%	30%	-
Withing     2011/30 %     33 %     14 %     16 %     16 %     16 %     16 %     16 %     16 %     16 %     16 %     16 %     16 %     16 %		2016	6 40%	45%	26%	15%	21%	32%	-	*	*	42%	13%	22%	7%	26%	26%	*
2016     39%     44%     35%     50%     26%     40%     -     *     *     70%     12%     26%     9%     46%     24%       Science     2017     48%     53%     35%     53%     24%     47%     -     *     *     25%     18%     30%     6%     38%     34%       2016     44%     51%     37%     25%     32%     41%     -     *     -     57%     6%     33%     9%     39%     35%       Social     2017     48%     54%     40%     33%     29%     51%     -     *     -     *     9%     32%     5%     35%     45%       studies     2016     45%     52%     40%     38%     37%     43%     -     *     -     *     39%     39%     *     30%     47%       * 706     43%     -     *     -     *     39%     39%     10%     10%	Writing	2017	36%	39%	15%	*	13%	15%	-	*	-	38%	*	9%	3%	19%	11%	-
2016   44%   51% <b>37%</b> 25%   32%   41%   -   *   -   57%   6%   33%   9%   35%     Social   2017   48%   54% <b>40%</b> 33%   29%   51%   -   *   -   *   9%   32%   5%   35%   45%     Studies   2016   45%   52% <b>40%</b> 38%   37%   43%   -   *   -   *   9%   32%   5%   35%   45%     Studies   2016   45%   52% <b>40%</b> 38%   37%   43%   -   *   -   *   39%   39%   *   30%   47%     Studies     STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)     All Subjects   2017   19%   23%   11%   16%   7%   14%   -   0%   *   19%   4%   7%   3%   12%   10%     2016   17%   21%   8%   7%   6%   11%   -   *   *	, , , , , , , , , , , , , , , , , , ,	-				50%			-	*	*		12%					-
2016   44%   51%   37%   25%   32%   41%   -   *   -   57%   6%   33%   9%   35%     Social Studies   2017   48%   54%   40%   33%   29%   51%   -   *   -   *   9%   32%   5%   35%   45%     Studies   2016   45%   52%   40%   38%   37%   43%   -   *   -   *   9%   32%   5%   35%   45%     Studies   2016   45%   52%   40%   38%   37%   43%   -   *   -   *   39%   39%   *   30%   47%     Staar   staar   staar   staar   staar   staar   staar   staar   30%   47%     Staar   staar   staar   staar   staar   staar   staar     All Grades     All Subjects   2017   19%	Science	2017	48%	53%	35%	53%	24%	47%	_	*	*	25%	18%	30%	6%	38%	34%	_
Studies     Image: Studies	0010100									*	-						1 1	*
2016   45%   52%   40%   38%   37%   43%   -   *   -   *   39%   39%   *   30%   47%     STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)     All Grades     All Subjects   2017   19%   23%   11%   16%   7%   14%   -   0%   *   19%   4%   7%   3%   12%   10%     All Subjects   2016   17%   21%   8%   7%   6%   11%   -   10%   *   15%   3%   6%   10%   7%     Reading   2017   18%   23%   12%   17%   7%   15%   -   *   *   25%   2%   7%   3%   15%   8%     Q017   18%   23%   12%   17%   7%   15%   -   *   *   25%   2%   7%   3%   15%   8%     Q016   16%   21%   9%   10%   7%   15%   -   *   *		2017	48%	54%	40%	33%	29%	51%	-	*	-	*	9%	32%	5%	35%	45%	-
All Grades     All Subjects   2017   19%   23%   11%   16%   7%   14%   -   0%   *   19%   4%   7%   3%   12%   10%     2016   17%   21%   8%   7%   6%   11%   -   10%   *   15%   3%   6%   1%   10%   7%     Reading   2017   18%   23%   12%   17%   7%   15%   -   *   *   25%   2%   7%   3%   15%   8%     2016   16%   21%   9%   10%   7%   15%   -   *   *   25%   2%   7%   3%   15%   8%     2016   16%   21%   9%   10%   7%   11%   -   *   *   12%   1%   4%   1%   12%   6%		2016	6 45%	52%	40%	38%	37%	43%	-	*	-	*	39%	39%	*	30%	47%	*
2016   17%   21%   8%   7%   6%   11%   -   10%   *   15%   3%   6%   1%   10%   7%     Reading   2017   18%   23%   12%   17%   7%   15%   -   *   *   25%   2%   7%   3%   15%   8%     2016   16%   21%   9%   10%   7%   11%   -   *   *   12%   1%   1%   12%   6%		t at N	lasters	Grade	e Level (	(2017) or l	_evel III A	dvanc	ed (2016)									
2016   17%   21%   8%   7%   6%   11%   -   10%   *   15%   3%   6%   1%   10%   7%     Reading   2017   18%   23%   12%   17%   7%   15%   -   *   *   25%   2%   7%   3%   15%   8%     2016   16%   21%   9%   10%   7%   11%   -   *   *   12%   1%   1%   12%   6%	All Subjects	2017	19%	23%	11%	16%	7%	14%	-	0%	*	19%	4%	7%	3%	12%	10%	-
2016 16% 21% <b>9%</b> 10% 7% 11% - * * 12% 1% 4% 1% 12% 6%									-		*							*
2016 16% 21% <b>9%</b> 10% 7% 11% - * * 12% 1% 4% 1% 12% 6%	Reading	2017	18%	23%	12%	17%	7%	15%	-	*	*	25%	2%	7%	3%	15%	8%	-
Mathematics 2017 21% 24% <b>12%</b> 20% 8% 16% - * * 15% 4% 8% 4% 13% 11%									-	*	*						1 1	*
	Mathematics	2017	21%	24%	12%	20%	8%	16%		*	*	15%	4%	8%	4%	13%	11%	_
2016 17% 21% 7% 0% 5% 10% - * * 14% 4% 5% 2% 7% 7%	mainemailes	-								*	*			1				*

All Grades																1	
All Subjects	2017	19%	23%	11%	16%	7%	14%	-	0%	*	19%	4%	7%	3%	12%	10%	-
	2016	17%	21%	8%	7%	6%	11%	-	10%	*	15%	3%	6%	1%	10%	7%	*
Reading	2017	18%	23%	12%	17%	7%	15%	-	*	*	25%	2%	7%	3%	15%	8%	-
	2016	16%	21%	9%	10%	7%	11%	-	*	*	12%	1%	4%	1%	12%	6%	*
Mathematics	2017	21%	24%	12%	20%	8%	16%	-	*	*	15%	4%	8%	4%	13%	11%	-
	2016	17%	21%	7%	0%	5%	10%	-	*	*	14%	4%	5%	2%	7%	7%	*
i	2017	11%	14%	1%	*	1%	1%	-	*	-	0%	*	1%	0%	1%	1%	_
	2016	14%	17%	8%	13%	3%	11%	-	*	*	30%	4%	6%	0%	11%	5%	-
Science	2017	19%	23%	9%	7%	5%	12%	-	*	*	17%	5%	5%	2%	11%	7%	_
		15%	21%	9%	0%	6%	13%	-	*	-	14%	3%	7%	3%	10%	9%	*
Social	2017	26%	32%	17%	25%	9%	21%	-	*	-	*	5%	12%	5%	9%	24%	-
tudies	2016	21%	27%	11%	25%	9%	11%		*		*	6%	10%	*	10%	11%	*

STAAR Participation (All Grades)

All Tests	2017 99% 99% <b>100%</b> 100% 100% 100% - 100% * 100% 100% 100% 100% 100%
	2016 99% 99% <b>100%</b> 100% 100% 100% - 100% * 100% 100% 100% 100% 100% 100% 10
Reading	2017 99% 99% <b>100%</b> 100% 100% 100% - * * 100% 100% 100% 100% 100% -
_	2016 99% 99% <b>100%</b> 100% 100% 99% - * * 100% 100% 100% 100% 100% *
Mathematics	2017 100% 99% <b>100%</b> 100% 100% 100% - * * 100% 100% 100% 100% 100% -
	2016 100% 100% 100% 100% 100% 100% - * * 100% 100% 100% 100% 100% *
Writing	2017 100% 100% 100% 100% 100% 100% - * - 100% 100% 100% 100% 100% -
	2016 99% 99% <b>100%</b> 100% 100% 100% - * * 100% 100% 100% 100% 100% -
Science	2017 99% 99% 100% 100% 100% 100% - * * 100% 100% 100% 100% 100% -
	2016 99% 99% <b>100%</b> 100% 100% 100% - * - 100% 100% 100% 100% 100% *
Social Studies	2017 98% 99% 100% 100% 100% - * - * 100% 100% 100% 100% 100% -
	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% 98% 98% 95% 100% - - - 100% 98% 96% 91% 96% 98% % STAAR/EOC With 2017 13% 11% 16% 17% 10% - - -36% 16% 18% 13% 19% 15% No Accommodations % STAAR/EOC With 2017 73% 77% 73% 74% 73% 64% 73% 70% 78% 70% 75% Accommodations % STAAR Alternate 8% 5% 8% 2017 12% 10% 17% 0% 8% 0% 7% 8% % of Non-Participants 9% 4% 2% 2% 5% 0% 2% 4% 2% 2017 2% 0% Mathematics Tests % of Participants 99% 99% 100% 100% 100% - - 100% 100% 100% 100% 100% 100% 2017 \* % STAAR/EOC With 2017 12% 10% 13% 16% 8% 17% 13% 14% 15% 10% 13% -No Accommodations % STAAR/EOC With 2017 74% 78% 78% 78% 73% 83% 78% 77% 85% 80% 77% Accommodations % STAAR Alternate 5% 10% 9% 10% 2017 13% 11% 10% 19% 0% 0% 10% % of Non-Participants 2017 0% 0% 1% 0% 0% 0% 0% 0% 0% 1% 0%

\*' 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.

?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races		Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent Eligible Measure Met
rformance Stat	tus - State														
ate Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
eading	Y	Ν	Y	Y				Y	Y	Ν	N	n/a	5	8	63
athematics	Y	Y	Y	Y				Y	Y	Ν	Y	n/a	7	8	88
riting	Ν		Ν	Y					Ν		N	n/a	1	5	20
cience	Y		Ν	Y					Y	Ν	Ν	n/a	3	6	50
ocial Studies	Y		Y	Y					Y			n/a	4	4	100
tal													20	31	65
rformance Star	tus - Federa	1													
deral Target	91%	91%	91%	91%					91%	91%	91%				
eading	Ν		Ν	Ν	n/a	n/a	n/a	n/a	Ν		N	n/a			
athematics	Ν		Ν	Ν	n/a	n/a	n/a	n/a	Ν	Ν	Ν	n/a			
rticipation Stat	tus														
irget	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
eading	Y	Y	Y	Y				Y	Y	Y	n/a	Y	8	8	100
athematics	Y	Y	Y	Y				Y	Y	Y	n/a	Y	8	8	100
tal													16	16	100
deral Graduati	on Status (T	arget: See R	eason Code	<i>(s)</i>											
aduation	Y		Y	Y					Y		n/a		4	4	100
eason Code	а		а	а					а						
tal													4	4	100
strict: Met Fede	aral Limita a	n Altornativa	Accorre	nto											
ading			, A336331116	1113										1	
ternate 1%	Y				L										
umber	7														
oficient tal Federal	10														
ap Limit															
athematics	N/														
ternate 1%	Y														
umber oficient	7														
otal Federal ap Limit	8														
otal						<u>,                                     </u>		nI		ļ			1	1	100
verall Total													41	52	79

Participation uses ELL (Current), Graduation uses ELL (Ever HS) Indicates results are masked due to small numbers to protect student confidentiality. Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Go d = Five-year Graduation Rate Target of 91% b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate T ank cells above represent student group indicators that do not meet the minimum size criteria.

a Indicates the student group is not applicable to System Safeguards.

	All Students	African American		White	American Indian	Asian	Pacific Islander		Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance I	Rates											
Reading			1		0						— <u> </u>	
# at Approaches Grade Level Standard	649	19	301	292	-	*	*	33	324	29	72	n/a
Total Tests	899	32	458	360	-	*	*	44	495	81	143	117
% at Approaches Grade Level Standard	72%	59%	66%	81%	-	*	*	75%	65%	36%	50%	n/a
Mathematics		н			1						1	
# at Approaches Grade Level Standard	564	19	283	233	-	*	*	25	299	27	80	n/a
Total Tests	715	27	367	283	-	*	*	34	406	69	129	107
% at Approaches Grade Level Standard	79%	70%	77%	82%	-	*	*	74%	74%	39%	62%	n/a
Writing						<u>II</u>		8				
# at Approaches Grade Level Standard	118	*	63	42	-	*	-	8	64	*	22	n/a
Total Tests	201	*	110	70	-	*	-	13	125	*	40	33
% at Approaches Grade Level Standard	59%	*	57%	60%	-	*	-	62%	51%	*	55%	n/a
Science	•	•			0							
# at Approaches Grade Level Standard	225	10	89	116	-	*	*	8	103	14	24	n/a
Total Tests	325	13	155	143	-	*	*	12	172	37	52	43
% at Approaches Grade Level Standard	69%	77%	57%	81%	-	*	*	67%	60%	38%	46%	n/a
Social Studies	6		·		•					ù.		
# at Approaches Grade Level Standard	145	7	55	78	-	*	-	*	70	9	14	n/a
Total Tests	186	11	80	90	-	*	-	*	98	21	21	18
% at Approaches Grade Level Standard	78%	64%	69%	87%	-	*	-	*	71%	43%	67%	n/a
Participation F Reading: 2016		ssments										

	All Students	African American	Hispanic	White	American Indian	Asian	Islander	Two or More Races	Disadv		ELL (Current & Monitored)	· /
Number Participating	966	35	491	389	-	*	*	44	532	86	n/a	137
Total Students	966	35	491	389	-	*	*	44	532	86	n/a	137
Participation Rate	100%	100%	100%	100%	-	*	*	100%	100%	100%	n/a	100%
Mathematics:	2016-2017 /	Assessment	S			•				•		
Number Participating	770	30	394	307	-	*	*	34	436	72	n/a	124
Total Students	770	30	394	307	-	*	*	34	436	72	n/a	124
Participation Rate	100%	100%	100%	100%	-	*	*	100%	100%	100%	n/a	100%

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	Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Grad 4-year Longit			on Rate (Gr	9-12): Cla	ass of 2016							
Number Graduated	80	*	32	43	-	*	-	*	38	8	*	n/a
Total in Class	82	*	34	43	-	*	-	*	40	8	*	*
Graduation Rate	97.6%	*	94.1%	100.0%	-	*	-	*	95.0%	100.0%	*	n/a
4-year Longit	udinal Coho	ort Graduatio	n Rate (Gr	9-12): Cla	ass of 2015							
Number Graduated	63	*	28	29	-	-	*	*	29	*	5	n/a
Total in Class	64	*	29	29	-	-	*	*	29	*	5	*
Graduation Rate	98.4%	*	96.6%	100.0%	-	-	*	*	100.0%	*	100.0%	n/a
5-year Extend	led Graduat	ion Rate (Gr	9-12): Clas	s of 2015								
Number Graduated	64	*	29	29	-	-	*	*	29	*	5	n/a
Total in Class	64	*	29	29	-	-	*	*	29	*	5	*
Graduation Rate	100.0%	*	100.0%	100.0%	-	-	*	*	100.0%	*	100.0%	n/a
District: Met I Reading	Federal Limi	its on Altern	ative Asses	sments								
Number Proficient	7											
Total	10											

	All Students	African American	White	American Indian	Islander	Disadv	Special Ed	ELL (Current)
Federal Cap Limit								
Mathematics								
Number Proficient	7							
Total Federal Cap Limit	8							

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.

Source: 2017 Accountability System Safeguards Report

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 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics.

Results available at campus level only.

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

Results available at campus level only.

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.

	District		State	e
	Number	Percent	Number	Percent
No Degree	0.0	0.0%	4,333.3	1.2%
Bachelors	79.5	73.6%	262,745.0	74.5%
Masters	27.0	25.0%	83,426.6	23.6%
Doctorate	1.5	1.4%	2,251.2	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 this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

### Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

#### Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

**Part V:** Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	District	Region 13	State
2014-15	40.9%	55.7%	56.1%
2013-14	43.8%	56.4%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

Grade	Subject	Student Group	%	%	%	%
			<b>Below Basic</b>	At or Above	At or Above	At or Above
				Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
					1	
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
	1	National School Lunch	34	66	20	3
	1	E Lational Control Editori				~

### State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		Program				
			-			-

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment