Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools Campus Name: SANDERSON SCHOOLS Campus ID: 222901001 District Name: TERRELL COUNTY ISD

Part I: Student Achievement by Proficiency Level

Social Studies 2017 62%

2016 62%

64%

64%

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	District	Campus /	African American	Hispanie		American Indian		Pacific Islander		Special		ELL	Female	Male	Migrant
STAAR Percent a	t or Ab	ove A	pproach	es Grade	Level (20	17) or L	evel II S	atisfacto	y Stan	dard (20 ⁻	16)						
Grade 3 Reading	2017 2016		80% 60%	80% 60%	-	*	100% *	-	- -	-	-	- *	71% *	- *	71% *	*	-
Mathematics		76% 74%	70% 70%	70% 70%	-	* 75%	*	-	-	-	-	- *	*	- *	71% 100%	*	-
Grade 4																	
Reading	2017 2016		64% 70%	64% 70%	-	* 63%	*	-	-	-	-	*	*	* -	100% *	* 100%	-
Mathematics	2017 2016	74% 72%	55% 82%	55% 82%	-	* 88%	*	-	-	-	-	*	*	* -	83% *	* 100%	-
Writing	2017 2016		55% 78%	55% 78%	-	* 83%	*	-	-	-	-	* -	*	* -	83% *	* 83%	-
Grade 5																	
Reading	2017 2016		86% 67%	86% 67%	-	83% *	* 100%	-	-	-	-	- *	*	-	*	*	-
Mathematics		86% 85%	100% 67%	100% 67%	-	100% *	* 100%	-	-	-	-	- *	*	-	*	* 71%	-
Science	2017 2016	73% 73%	71% 58%	71% 58%	-	*	* 100%	-	-	- -	-	- *	*	-	*	*	-
Grade 6																	
Reading	2017 2016		79% 100%	79% 100%	-	*	100% 100%	-	- -	-	-	* -	*	-	86% *	71% 100%	-
Mathematics	2017 2016		71% 89%	71% 89%	-	*	100% *	-	-	-	-	* -	*	-	86% *	* 100%	-
Grade 7																	
Reading	2017 2016	72% 69%	89% 71%	89% 71%	-	83% *	* 100%	-	-	-	-	*	*	- *	* 86%	83% *	-
Mathematics		68% 68%	100% 36%	100% 36%	- -	100% *	*	-	-	-	-	*	100% *	- *	*	100% *	-
Writing	2017 2016	68% 68%	78% 46%	78% 46%	-	*	*	-	-	-	-	*	*	- *	*	*	-
	_0.0			/0													
Grade 8 Reading	2017 2016	84% 85%	64% 89%	64% 89%	-	* *	* *	-	-	-	-	*	*	* -	*	*	-
Mathematics	2017 2016		73% 78%	73% 78%	-	63% *	*	-	-	-	-	*	*	* -	*	*	-
Science	2017 2016	74% 73%	55% 78%	55% 78%	-	*	*	:	-	-	-	*	*	* -	*	*	-

End of curse Difference Differenc Difference Difference </th <th>Fuel of Ocumo</th> <th></th> <th>State</th> <th>District</th> <th>Campus</th> <th>African American</th> <th>Hispani</th> <th>c White</th> <th>American Indian</th> <th></th> <th>Pacific</th> <th></th> <th>Special Ed</th> <th></th> <th>ELL</th> <th>Female</th> <th>Male</th> <th>Migrant</th>	Fuel of Ocumo		State	District	Campus	African American	Hispani	c White	American Indian		Pacific		Special Ed		ELL	Female	Male	Migrant
Linguitti 2016 66% 61% 53% 6 1 <th1< th=""> 1 1</th1<>							*	*	-	-	-	-	*	* *	*	*	* 75%	-
2016 7.8 82% 9. 7.8 9. <t< td=""><td>English II</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>-</td><td>-</td><td>-</td><td>-</td><td></td><td>*</td><td></td><td></td><td></td><td>-</td></t<>	English II								-	-	-	-		*				-
Londay 2016 89 337 1 92% * 1 1 1 8 89% * * 100% 1 U.S. Hintory 2017 91% 66% 86% - 75% 100% - <td>Algebra I</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>*</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>*</td> <td>*</td> <td>-</td> <td>*</td> <td></td> <td>-</td>	Algebra I							*	-	-	-	-	*	*	-	*		-
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All Subjects 2017 74% 73% - 63% 92% - - - 1 - 1 99% 7% 68% 7% - 1 - 1 1 99% 7% 68% 7% - 0 1 1% 68% 7% - 0 1 1% 7% 68% 7% - 0 - 1 0 1 1% 68% 7% - 0 0 1 1 0 1 0 1 0 <	U.S. History							100% *	-	-	-	-						-
Reading 2017 71% 70% 71% 70% 70% 1 <th1< th=""> <th1< th=""> <th1< th=""></th1<></th1<></th1<>						-			-	-	-	-						-
2 2016 72% 71% 71% 57% 100% - - - * 52% * 68% 73% - Mathematics 2017 75% 76% - 63% 82% - - - * 63% * 83% 67% - - * 65% * 83% 67% - - * 65% * 83% 67% - - - * 65% * 65% 54% 65% - - - - * 45% * 66% 65% 65% 65% 100% - - - - * 45% 67% - - 17% 25% * 64% 75% - 25% 25% * 45% - - - 17% 23% 45% - - - 17% 23% * 45% 37% -	Reading								-	-	-	-						
mathematical 2016 75% 70%	C C	2016	72%	71%	71%		57%	100%	-	-	-	-		52%		68%	73%	-
Vitting 2016 00% 00% 1	Mathematics								-	-	-	-						-
Control 2016 70%	Writing								-	-	-	-						-
Social Studies 2011 70% 10% 1 0.0% 1 </td <td>Science</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>- -</td> <td>-</td> <td>- -</td> <td>-</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td>	Science								- -	-	- -	-						-
All Grades All Subjects 2017 44% 42% 32% 59% - - - - 17% 23% * 48% 37% - Reading 2017 43% 35% 38% - 28% 48% - - - - 17% 23% * 48% 37% - Reading 2016 42% 34% 34% - 22% 60% - - - - 23% * 32% 36% - Mathematics 2017 45% 41% - 31% 58% - - - - * 29% * 51% - - - * 20% 53% 40% - - - - * 53% 36% 40% - - - - * 56% 27% - 23% 33% 44% - - - * 30% * 33% 31% - 23% 33% 31% - 26% <td>Social Studies</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>100% *</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td>-</td>	Social Studies							100% *	-	-	-	-						-
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STAAR Percent at Wasters Grade Level (2017) or Level III Advanced (2016) All Grades All Subjects 2017 19% 13% 13% - 10% 18% - - - - - 7% * 17% 10% - - 9% 21% - - - - - 7% 7% * 17% 10% - - - - - 7% 7% * 11% 10% - - - - - 7% 7% * 11% 10% - - - - - - 7% 7% * 11% 10% -	Social Studies								-	-	-	-						-
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All Subjects 2017 19% 13% 13% 13% 13% 13% 13% 11% 18% $ 7\%$ $*$ 17% 10% $-$ Reading 2017 18% 14% 14% $ 13\%$ 17% $ 10\%$ 7% $*$ 11% 15% $-$ Reading 2017 18% 14% 14% $ 13\%$ 17% $ *$ 8% $*$ 21% 9% $-$ Mathematics 2017 21% 14% 14% $ 11\%$ 19% $ *$ 9% $*$ 20% 8% $-$ Writing 2017 11% 5% 5% $ 8\%$ 0% $ *$ 11% 9% $-$ Science 2017 19% 12% 12% $ 6\%$ 29% $ *$ 10% $*$ 11% $-$ Science 2017 19% 12% 12% $ 6\%$ 29% $ *$ 0% $*$ 0% 21% $-$, ,			,	,									
Mathematics 2016 16% 17% 17% - 11% 30% - - - * 8% * 18% 16% - Mathematics 2017 21% 14% 14% - 11% 19% - - - - * 9% * 20% 8% - Writing 2017 11% 5% 5% - 8% 0% - - - - * 9% * 20% 8% - Writing 2017 11% 5% 5% - 8% 0% - - - * 11% 0% - Science 2017 19% 12% 12% - 6% 29% - - - * * 11% 0% - Science 2017 19% 12% - 6% 29% - - - * 0% * 0% 21% -									- -	-	-	-						-
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AAR Participati	on (Al	l Grad	les)															
All Tests			2017 2016	99% 99%	100% 97%	100% 97%	- *	100% 98%	100% 98%	- -		-						
Reading			2017 2016	99% 99%	100% 98%	100% 98%	- *	100% 100%	100% 97%	-		-			* 100%	100% 97%		
Mathematics			2017 2016	100% 100%	100% 99%	100% 99%	- *			-		-			*	100% 97%		
Writing			2017 2016	100% 99%	100% 96%	100% 96%	-	100% 93%	100% 100%	-		-			*	100% 90%		
Science			2017 2016	99% 99%	100% 95%	100% 95%	- *			-		-			*	100% 85%		
Social Studies			2017 2016	98% 98%	100% 88%	100% 88%	- *	100% 89%	100% 100%	-		-			* *	100% 85%		
	Social Studies FAAR Participati All Tests Reading Mathematics Writing Science	Social Studies 2017 2016 CAAR Participation (Al All Tests Reading Mathematics Writing Science	Social Studies 2017 26% 2016 21% CAAR Participation (All Grac All Tests Reading Mathematics Writing Science	State DistrictSocial Studies201726%12%201621%4%TAAR Participation (All Grades)All Tests201720162016Reading201720162016Mathematics201720162016Writing2017Science201720162016Social Studies2017	State District Campu 2017 26% 12% 12% 2016 21% 4% 4% Social Studies 2017 26% 12% 4% 4% TAAR Participation (All Grades) 4% 4% All Tests 2017 99% 2016 99% 99% Reading 2017 99% 2016 99% 99% Mathematics 2017 100% 2016 100% 99% Writing 2017 100% 2016 99% 99% Science 2017 99% 2016 99% 99% Social Studies 2017 98%	Afria Social Studies 2017 26% 12% 12% 12% 2016 21% 4% 4% 12% 4% 2016 21% 4% 4% 12% 4% All Tests 2017 99% 100% 2016 99% 97% Reading 2017 99% 100% 2016 99% 98% Mathematics 2017 100% 100% 2016 100% 99% Writing 2017 100% 99% 96% Science 2017 99% 96% 95% Social Studies 2017 98% 100%	African State District Campus American Hi Social Studies 2017 26% 12% 12% 2 2016 21% 4% 4% - - CAAR Participation (All Grades) 2016 99% 90% 90% 97% 97% All Tests 2017 99% 100% 100% 2016 99% 97% 97% Reading 2017 99% 100% 100% 2016 99% 98% Mathematics 2017 100% 100% 99% 99% 99% Writing 2017 100% 100% 96% 96% 96% Science 2017 99% 100% 96% 95% 95% Social Studies 2017 98% 100% 100% 95%	African State District Campus American Hispanic Social Studies 2017 26% 12% 12% 6% 2016 21% 4% 4% - 6% CAAR Participation (All Grades) 6% - 6% All Tests 2017 99% 100% 100% - Reading 2017 99% 100% 100% - Mathematics 2017 100% 100% - - Writing 2017 100% 100% 99% 96% - Science 2017 99% 100% 100% - Social Studies 2017 99% 96% 96% -	African Social Studies 2017 26% 12% 12% 12% - 6% 22% 2016 21% 4% 4% - 6% * Social Studies 2017 26% 12% 4% 4% - 6% * 22% 2016 21% 4% 4% 4% - 6% * TAAR Participation (All Grades) All Tests 2017 99% 2016 99% 97% 97% * 98% Reading 2017 99% 2016 99% 98% 98% * 100% Mathematics 2017 100% 100% 100% - 100% 100% Writing 2017 100% 100% 99% 96% 96% - 93% Science 2017 99% 2017 99% 100% 100% - 100% 100% - 100% 2016 99% 95% 95% * 100% Social Studies 2017 98% 100% 100% 100% - 100%	African American Social Studies 2017 26% 12% 12% - 6% 22% - Social Studies 2017 26% 12% 12% - 6% 22% - ZO16 21% 4% 4% - 6% * - CAAR Participation (All Grades) 2016 99% 100% 100% - 100% 100% All Tests 2017 99% 100% 100% - 100% 100% Reading 2017 99% 100% 100% - 100% 100% Mathematics 2017 100% 100% 100% - 100% 100% Writing 2017 100% 100% 100% - 93% 100% Science 2017 99% 96% 96% - 93% 100% Social Studies 2017 98% 100% 100% - 100%	African American Social Studies 2017 26% 12% - 6% 22% -	African American American Pacific Social Studies 2017 26% 12% 12% - 6% 22% -	African American American Pacific Pacific More Social Studies 2017 26% 12% 12% - 6% 22% -	African American American American Asian Islander Asian Islander Rore Special Social Studies 2017 26% 12% 12% - 6% 22% -	African American American American Asian Islander Races Ed District Social Studies 2017 26% 12% 12% - 6% 22% - - - - - - Ed Disadv Social Studies 2016 21% 4% 4% - 6% * - - - - - - * 0% TAAR Participation (All Grades) 2016 99% 100% 100% - 100% 100% - - - - 100% 100% All Tests 2017 99% 100% 100% - 00% - - - 100% 100% 20% 95% 95% 98% 98% - - - 100% 100% 20% 95% 95% 100% 20% 95% 95% 100% 20% 98% 98% - - - 100%	African American American American American American Asian Islander Races Ed Disadv ELL Social Studies 2017 26% 12% 4% - 6% 22% - - - - - - * <	African American American Pacific More Special Econ Social Studies 2017 26% 12% 12% - 6% 22% - - - - - - * * * * * 10% 0% * 0% * 0% * 0% * 0% * 0% * 0% * 10% 0% * * * * * * * * * * * * * * 10% 0% * * * * * * * * * * * * * 10% 0% * * 0% 0% * 0% 0% * * 0% 0% 0% 0% 0% 0% 0% 100% 100% 100% 100% 100% 100% 100% 100% 100% 100% <td< td=""><td>African American American Pacific More Special Eco Disadv ELL Female Male Male Male Social Studies 2017 26% 12% 12% - 6% 22% - - - - - * * 10% 13% Social Studies 2016 21% 4% 4% - 6% 22% - - - - - * * * 10% 13% All Tests 2017 99% 100% 100% - 100% 100% - - - - 89% 95% 100% <td< td=""></td<></td></td<>	African American American Pacific More Special Eco Disadv ELL Female Male Male Male Social Studies 2017 26% 12% 12% - 6% 22% - - - - - * * 10% 13% Social Studies 2016 21% 4% 4% - 6% 22% - - - - - * * * 10% 13% All Tests 2017 99% 100% 100% - 100% 100% - - - - 89% 95% 100% <td< td=""></td<>

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

Reading Tests % of Participants % STAAR/EOC With No	2017	98%	100%	100%	-	100%	*	-	-	-	-	100%	100%	-	*	100%	-
Accommodations % STAAR/EOC With	2017	13%	30%	30%	-	13%	*	-	-	-	-	30%	0%	-	*	25%	-
Accommodations	2017	73%	60%	60%	-	75%	*	-	-	-	-	60%	86%	-	*	63%	-
% STAAR Alternate 2	2017	12%	10%	10%	-	13%	*	-	-	-	-	10%	14%	-	*	13%	-
% of Non-Participants	2017	2%	0%	0%	-	0%	*	-	-	-	-	0%	0%	-	*	0%	-
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	100%	100%	-	100%	*	-	-	-	-	100%	100%	-	*	100%	-
Accommodations % STAAR/EOC With	2017	12%	22%	22%	-	14%	*	-	-	-	-	22%	0%	-	*	14%	-
Accommodations	2017	74%	67%	67%	-	71%	*	-	-	-	-	67%	83%	-	*	71%	-
% STAAR Alternate 2	2017	13%	11%	11%	-	14%	*	-	-	-	-	11%	17%	-	*	14%	-
% of Non-Participants	2017	1%	0%	0%	-	0%	*	-	-	-	-	0%	0%	-	*	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 sAmerican	Hispanic	White	American Indian		Pacific Islander		Econ		ELL (Current & Monitored)			Total Eligible	
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Ν			n/a	2	3	67
Mathematics	Y		Y						Y			n/a	3	3	100
Writing	Y											n/a	1	1	100
Science	Y											n/a	1	1	100
Social Studies	Y											n/a	1	1	100
Total													8	9	89

Performance Status - Federa		African tsAmerican	ıHispanic	White	American Indian				Econ		ELL Il (Current & Monitored			Total Eligible	
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	01/0	N	0170	n/a	n/a	n/a	n/a	N	0.70	01/0	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y		n/a		4	4	100
Mathematics	Y		Y	Y					Y		n/a		4	4	100
Total													8	8	100
Federal Graduation Status (T	arget: Se	e Reason Co	odes)												
Graduation Target Met	Y										n/a		1	1	100
Reason Code ***	а														
Total													1	1	100
District: Met Federal Limits o Reading	n Altern	ative Assessi	ments												
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													17	18	94

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** 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 Goal b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Ta d = Five-year Graduation Rate Target of 91%

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 (Current & Monitored)	ELL (Current)
											,	(,
Performance Rates Reading												
# at Approaches Grade Level	54	_	31	23	_	_	_	_	18	*	*	n/a
Standard	54	-	51	20	-	-	-	-	10			n/a
Total Tests	72	-	48	24					35	*	*	*
% at Approaches Grade	75%	-	65%	96%	_	-		-	51%	*	*	n/a
Level Standard	1070	-	0070	5070	-	-	_	-	0170			n/a
Mathematics												
# at Approaches Grade Level	47	-	29	18	_	-	-	-	18	*	*	n/a
Standard			20	10					10			n/a
Total Tests	61	-	40	21	_	-	_	_	29	*	*	*
% at Approaches Grade	77%	_	73%	86%	_	-	_	_	62%	*	*	n/a
Level Standard	1170		10/0	0070					0270			n/a
Writing												
# at Approaches Grade Level	11	-	6	5	-	-	-	-	*	*	*	n/a
Standard			-	-								
Total Tests	17	-	11	6	-	-	-	-	*	*	*	*
% at Approaches Grade	65%	-	55%	83%	-	-	-	-	*	*	*	n/a
Level Standard												
Science												
# at Approaches Grade Level	17	-	11	6	-	-	-	-	5	*	*	n/a
Standard												
Total Tests	25	-	18	7	-	-	-	-	11	*	*	*
% at Approaches Grade	68%	-	61%	86%	-	-	-	-	45%	*	*	n/a
Level Standard												
Social Studies												
# at Approaches Grade Level	18	-	10	8	-	-	-	-	*	*	*	n/a
Standard												
Total Tests	24	-	16	8	-	-	-	-	*	*	*	*
% at Approaches Grade	75%	-	63%	100%	-	-	-	-	*	*	*	n/a
Level Standard												
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	83	-	53	30	-	-	-	-	40	10	n/a	*
Total Students	83	-	53	30	-	-	-	-	40	10	n/a	*

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Participation Rate	100%	-	100%	100%	-	-	-	-	100%	100%	n/a	*
Mathematics: 2016-2017 Assessn	nents											
Number Participating	71	-	45	26	-	-	-	-	34	9	n/a	*
Total Students	71	-	45	26	-	-	-	-	34	9	n/a	*
Participation Rate	100%	-	100%	100%	-	-	-	-	100%	100%	n/a	*

* 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.

								Two or				
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation	on Rate (Gr	9-12): Class	of 2016									
Number Graduated	9	-	**	*	-	-	-	-	7	*	*	n/a
Total in Class	10	-	**	*	-	-	-	-	7	*	*	*
Graduation Rate	90.0%	-	83.3%	*	-	-	-	-	100.0%	*	*	n/a
4-year Longitudinal Cohort Graduation	on Rate (Gr	9-12): Class	of 2015									
Number Graduated	10	-	**	*	-	-	-	-	*	-	-	n/a
Total in Class	10	-	**	*	-	-	-	-	*	-	-	-
Graduation Rate	100.0%	-	100.0%	*	-	-	-	-	*	-	-	n/a
5-year Extended Graduation Rate (Gr	9-12): Clas	s of 2015										
Number Graduated	10	-	**	*	-	-	-	-	*	-	-	n/a
Total in Class	10	-	**	*	-	-	-	-	*	-	-	-
Graduation Rate	100.0%	-	100.0%	*	-	-	-	-	*	-	-	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

* 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 performance in the selected student groups.

Priority School Identification:	Priority School Reason: N/A
No	Focus School Reason: N/A
Focus School Identification: No	

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.

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			
	Number	Percent	District	State
			Percent	Percent
No Degree	1.9	12.2%	12.2%	1.2%
Bachelors	7.0	44.6%	44.6%	74.5%
Masters	6.8	43.3%	43.3%	23.6%
Doctorate	0.0	0.0%	0.0%	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

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	Campus	District	State
2014-15	*	*	56.1%
2013-14	45.5%	45.5%	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.

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
Grade 4	Reading	Overall	36	64	31	7
	Ū	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

			%	% At or Above	% At or Above	% At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
		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
	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
		National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment