





	All Students	African American	Hispanic	White	American Indian/Alaskan Natives	Asian	Pacific Islander	Two or More Races	English Language Learners (ELL)	Special Education	ELL (Monitored)	Total Met	Total Eligible	Percent of Eligible Measures Met
Writing												0	0	
Science	Y		Y						Y	N	Y	4	5	80
Social Studies	Y	Y	Y						Y	Y	Y	6	6	100
Total												16	24	67
Performance Status - Federal														
Federal Target	91%	91%	91%	91%					91%	91%	91%			
Reading	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a		
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	N					Y	Y	n/a	Y	6	7
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6
Total												12	13	92
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	Y						Y	Y	n/a	Y	6	6
Reason Code ***	a	a	a						a	c		a		
Total												6	6	100
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													HLMH
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,364	103	1,194	34	-	24	-	9	1,209	159	n/a	717
Total Students	1,377	106	1,202	36	-	24	-	9	1,220	161	n/a	718
Participation Rate	99%	97%	99%	94%	-	100%	-	100%	99%	99%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	475	51	404	10	-	**	-	*	419	59	n/a	257
Total Students	480	51	409	10	-	**	-	*	424	62	n/a	259
Participation Rate	99%	100%	99%	100%	-	100%	-	*	99%	95%	n/a	99%

\* 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	292	30	248	7	*	4	-	*	252	28	85	n/a
Total in Class	315	31	266	8	*	6	-	*	268	35	94	76
Graduation Rate	92.7%	96.8%	93.2%	87.5%	*	66.7%	-	*	94.0%	80.0%	90.4%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	286	23	222	17	*	16	-	**	228	27	85	n/a
Total in Class	312	30	238	20	*	16	-	**	247	37	92	75
Graduation Rate	91.7%	76.7%	93.3%	85.0%	*	100.0%	-	100.0%	92.3%	73.0%	92.4%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	288	23	224	17	*	16	-	**	228	28	85	n/a
Total in Class	310	30	237	19	*	16	-	**	246	37	91	74
Graduation Rate	92.9%	76.7%	94.5%	89.5%	*	100.0%	-	100.0%	92.7%	75.7%	93.4%	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 Schools for Improvement**

Priority schools are 5% of Title I service

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	2.0	1.7%	0.7%	1.2%
Bachelors	89.8	76.1%	80.6%	74.5%
Masters	25.2	21.3%	18.1%	23.6%
Doctorate	1.0	0.8%	0.6%	0.6%

Part IV B

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		Asian Dr ñ 1VS \$ V @ !/ € K	3	97	72	35
		Black Fem 1Wg % @ @ A/ 6 H U D * μq (æ 2' * q(i X ð ú	24	76	29	2
		Hispanic-m 1W+HLP#(W	16	84	56	22