

V^cæ ÁÒã &æã } ÁE^ ^} &  
GEFÍ ÈÏ Á^á^!æÄ^ ] [ :cÓæáÁ | Á^cæ ÁÛ à|æÄ&@ [ | •  
Ôæ ] ~ • Áæ ^KZILKER EL  
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	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
Science	48%	44%	53%	50%	67%	67%	54%	33%	50%	50%	28%	0%	33%	33%	50%	49%	54%	51%
All Subjects	19%	17%	23%	21%	7%	19%	19%	36%	36%	38%	0%	48%	5%	13%	20%	34%	32%	30%
Reading	18%	16%	24%	21%	60%	60%	26%	26%	49%	48%	75%	18%	15%	0%	46%	39%	39%	35%
Mathematics	21%	17%	23%	21%	19%	19%	31%	33%	31%	53%	50%	4%	8%	0%	19%	35%	35%	30%
Writing	11%	14%	14%	17%	3%	3%	20%	20%	20%	40%	40%	0%	24%	0%	19%	10%	10%	28%
Science	19%	15%	24%	20%	15%	15%	27%	27%	27%	50%	50%	6%	0%	0%	23%	26%	26%	14%
All Tests	99%	99%	99%	99%	100%	100%	100%	100%	100%	93%	100%	100%	100%	100%	100%	100%	99%	98%
Reading	99%	99%	99%	99%	100%	100%	99%	98%	99%	100%	100%	100%	100%	100%	100%	100%	99%	98%
Mathematics	100%	100%	99%	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	98%
Writing	100%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science	99%	99%	99%	99%	100%	100%	98%	97%	98%	100%	100%	100%	100%	100%	100%	100%	95%	97%
Reading Tests	98%	98%	96%	96%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% STAAR/EOC With No Accommodations	13%	13%	8%	8%	0%	0%	8%	8%	8%	0%	0%	4%	0%	0%	0%	4%	4%	4%
Mathematics Tests	99%	99%	98%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
% STAAR/EOC With No Accommodations	12%	12%	6%	6%	0%	0%	8%	8%	8%	0%	0%	4%	0%	0%	0%	4%	4%	4%
% STAAR Alternate 2	12%	12%	10%	10%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
% of Non-Participants	2%	2%	4%	4%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

	Reading	Mathematics	Writing	Science	Social Studies	Reading	Mathematics	Writing	Science	Social Studies	Reading	Mathematics	Writing	Science	Social Studies	Reading	Mathematics	Writing	Science	Social Studies	Reading	Mathematics	Writing	Science	Social Studies	
<b>State Target</b>	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%
<b>Federal Target</b>	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%
<b>Target H W</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
<b>Graduation Target Met Reason Code ***</b>																										
<b>Reading</b>	Y	Y	Y	Y	Á	n/a	n/a	n/a	n/a	Y	Y	Y	Y	Y	n/a	5	5	5	5	5	5	5	5	5	5	5
<b>Mathematics</b>	Y	Y	N	Y		n/a	n/a	n/a	n/a						n/a	5	5	5	5	5	5	5	5	5	5	5
<b>Writing</b>	Y																									
<b>Science</b>	Y			Y	Á																					
<b>Social Studies</b>																										
<b>Graduation Target Met Reason Code ***</b>																										
<b>Alternate 1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Number Proficient</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total Federal Cap Limit</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Alternate 1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Number Proficient</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Total Federal Cap Limit</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Reading</b>	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á
<b>Mathematics</b>	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á	Á

+ 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 91%  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.  
 n/a Indicates the student group is not applicable to System Safeguards.

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addition, at the high school level, a reward school is a Title I school with the highest graduation rates. Schools 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.

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Source: TEA Divis



Grade	Subject	Group	Percentage of Students Meeting or Exceeding Standard				
			Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met	
Grade 5	Reading	Overall	44	56	22	3	
		Hispanic	18	82	50	13	
		White	71	29	11	2	
		Students with Disabilities	59	41	12	2	
		English Language Learners	46	54	20	3	
		National School Lunch Program					
	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	
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	

Percentage of Students Meeting or Exceeding Standard

Grade	Subject	Group	Standard Exceeded	Standard Met	Standard Nearly Met	Standard Not Met
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