## Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

Campus Name: BLAZIER EL Campus ID: 227901185 District Name: AUSTIN

										iwo or						
				African			American		Pacific	More	Special	Econ				
	State	District	Campus	American	Hispanio	c White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male M	/ligrant
Science	2017 48%	53%	54%	25%	53%	67%	-	*	-	*	15%	49%	35%	51%	57%	-
	2016 44%	50%	56%	70%	49%	87%	*	83%	-	*	14%	53%	39%	52%	60%	-

ST

	All Student	African sAmerican	Hispanic	White	American Indian				Econ		ELL I (Current & Monitored)			Total Eligible	
Performance Status - State State Target Reading Mathematics Writing Science Social Studies Total	60% Y Y Y Y	60%	60% Y Y Y Y	60% Y Y	60%	60%	60%	60%	60% Y Y Y Y	60% N Y	60% Y Y Y	n/a n/a n/a n/a n/a	5 6 4 4 0 19	6 6 4 4 0 20	83 100 100 100 100
Performance Status - Federa Federal Target Reading Mathematics	91% N N	91%	91% N N	91%	n/a n/a	n/a n/a	n/a n/a	n/a n/a	91% N Y	91%	91% N N	n/a n/a			
Participation Status Target Reading Mathematics Total	95% Y Y	95% Y Y	95% Y Y	95% Y Y	95%	95%	95%	95%	95% Y Y	95% Y Y	n/a n/a	95% Y Y	7 7 14	7 7 14	100 100 100
Federal Graduation Status (T Graduation Target Met Reason Code *** Total	arget: Se	e Reason Co	odes)								n/a		0	0	
District: Met Federal Limits of Reading Alternate 1% Number Proficient Total Federal Cap Limit Mathematics Alternate 1% Number Proficient Total Federal Cap Limit Total Overall Total	n/a n/a n/a n/a n/a n/a n/a n/a		ments										33	34	97

<sup>+</sup> Participation uses ELL (Current), Graduation uses ELL (Ever HS) \*\*\* Federal Graduation Rate Reason Codes:

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal d = Five-year Graduation Rate Target of 91%

a = Graduation Rate Goal of 90% c = Safe Harbor Target of a 10° b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 88.5% lank 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.

	AII 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	340	17	271	36	*	**	-	10	240	19	110	n/a
Standard	400	00	0.14	40	*	**		40	044	00	4.40	4.47
Total Tests	422	22	341	40			-	12	311	36	149	147
% at Approaches Grade	81%	77%	79%	90%	*	83%	-	83%	77%	53%	74%0 3ð ñ	%n/ <u>a</u> f €
Level Standard												
Mathematics												
# at Approaches Grade Level	380	18	307	37	*	**	-	11	282	27	132	n/a
Standard												
Total Tests	423	22	342	40	*	**	-	12	311	36	149	147
% at Approaches Grade	90%	82%	90%	93%	*	100%	_	92%	91%	75%	89%	n/a
L/et-vie/Y StrandardW DQGDUG												
Writing												
# at Approaches Grade Level	99	7	73	13	_	*	_	*	71	*	36	n/a
Standard		·	. •	. •					• •			
Torranded by VVV	129	8	101	14	-	8						

	AII Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current) n/a
# at Approaches Grade Level	-	-	-	-	-	-	-	-	-	-	-	
Standard Total Tests	_	_	_	_	_	_	_	_	_	_	_	_
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates Reading: 2016-2017 Assessments												
Number Participating	462	33	367	41	*	**	-	13	343	39	n/a	155
Total Students	463	33	368	41	*	**	-	13	343	39	n/a	155
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessm												
Number Participating	463	33	368	41	*	**	-	13	343	39	n/a	155
Total Students	463	33	368	41	*	**	-	13	343	39	n/a	155
Participation Rate	100%	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	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation	on Rate (Gr	9-12): Class	of 2016									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation	on Rate (Gr	9-12): Class	of 2015									
Number Graduated	- '	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr	r 9-12): Clas	s of 2015										
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	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 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 https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2015&year2=15&\_debug=0&single=N&title=2016-17+Federal+Report+Card&\_p... 4/6