## **Texas Education Agency**

### 2015-16 Federal Report Card for Texas Public Schools

Campus Name: NORTH SHORE SENIOR HIGH
Campus ID: 101910003
District Name: GALENA PARK ISD

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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

| This column  |                    |           |              |          |       |       |       |       |          |        |     | Two<br>or |       |        |       |        |       |          |
|--|--------------------|-----------|--------------|----------|-------|-------|-------|-------|----------|--------|-----|-----------|-------|--------|-------|--------|-------|----------|
| STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-In Level II (2015)   Endl of Course   English II   2016 63% 68% 68% 68% 69% 69% 69% 69% 69% 69% 69% 29% 62% 37% 71% 59% 77% 69% 79% 79% 79% 79% 79% 79% 79% 69% 69% 39% 29% 63% 39% 69% 69% 69% 69% 69% 69% 69% 69% 69% 6   |                    |           |              | <b>.</b> |       |       |       |       |          |        |     | More      | •     |        |       |        |       |          |
| English I 2016 63% 64% 64% 69% 62% 68% 7 88% 7 88% 7 65% 23% 61% 29% 77% 75% 77% 77% 77% 2016 68% 77% 78% 65% 77% 78% 65% 77% 65% 67% 77% 78% 69% 7 88% 29% 63% 29% 66% 54% 67% 65% 72% 65% 72% 7 87% 7 88% 29% 63% 38% 69% 61% 60% 65% 72% 78% 78% 78% 78% 78% 78% 78% 78% 78% 78   | STAAR Percent At   |           |              |          |       |       |       |       |          |        |     | Races     | Ed    | Disadv | ELL   | Female | Male  | Migrant  |
| English I 2016 63% 64% 64% 69% 62% 68% 7 88% 7 88% 7 65% 23% 61% 29% 77% 75% 77% 77% 77% 2016 68% 77% 78% 65% 77% 78% 65% 77% 65% 67% 77% 78% 69% 7 88% 29% 63% 29% 66% 54% 67% 65% 72% 65% 72% 7 87% 7 88% 29% 63% 38% 69% 61% 60% 65% 72% 78% 78% 78% 78% 78% 78% 78% 78% 78% 78   | End of Course      |           |              |          | ·     |       | . ,   |       |          | •      | •   |           |       |        |       |        |       |          |
| English II 2016 68% 63% 64% 66% 69% 69% 69% 70% * 90% * 90% 59% 62% 37% 71% 59% 77% 69% 77% 2015 69% 64% 68% 69% 69% 62% 68% 72% * 88% * 100% 19% 69% 69% 61% 60% 69% 69% 72% * 88% * 100% 19% 69% 69% 69% 69% 69% 69% 69% 69% 69% 6   |                    | 2016      | 63%          | 61%      | 62%   | 61%   | 62%   | 68%   | *        | 88%    | _   | 56%       | 23%   | 61%    | 29%   | 71%    | 55%   | 67%      |
| All Grades All Subjects  2016 75% 75% 59% 75% 59% 75% 59% 75% 59% 75% 75% 59% 59% 50% 50% 50% 50% 50% 50% 50% 50% 50% 50   | <b>3</b> -         |           |              |          |       |       |       |       | *        |        | *   |           |       |        |       |        |       |          |
| Algebra I 2016 69% 64% 65% 62% 77% 76% 72% 1 87% 1 89% 29% 63% 38% 69% 61% 60% 61% 60% 1 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8 8   | English II         | 2016      | 66%          | 59%      | 60%   | 59%   | 58%   | 70%   | *        | 89%    | _   | 100%      | 18%   | 56%    | 29%   | 66%    | 54%   | *        |
| Biology 2016 86% 87% 88% 88% 88% 88% 88% 88% 88% 88% 88  | Liigiloii ii       |           |              |          |       |       |       |       | *        |        |     |           |       |        |       |        |       | 60%      |
| Biology 2016 86% 87% 88% 88% 88% 88% 88% 88% 88% 88% 88  | Almahan I          | 2040      | 700/         | 000/     | 700/  | 770/  | 700/  | 700/  | *        | 4000/  |     | 740/      | E40/  | 700/   | 000/  | 000/   | 700/  | 700/     |
| Biology  | Algebra I          |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| U.S. History 2016 96% 90% 90% 88% 88% 88% 88% 88% 88% 88% 88% 88% 8  |                    |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| U.S. History 2016 90% 88% 88% 88% 88% 88% 88% 88% 88% 88% 8  | Biology            |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| All Grades All Subjects  |                    | 2013      | 00 /0        | 00 /0    | 00 /6 | 90 /6 | 07 70 | 93 /6 |          | 100 /6 |     | 100 /0    | 0170  | 00 /0  | 1070  | 32 /0  | 00 /0 | 09 /0    |
| All Subjects   | U.S. History       |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       | 83%      |
| All Subjects 2016 74% 73% 74% 73% 74% 73% 73% 74% 73% 75% 94% 75% 94% 74 83% 39% 72% 49% 78% 69% 70% 70% 70% 70% 70% 70% 70% 75% 94% 74% 95% 95% 75% 94% 74% 95% 95% 75% 95% 95% 95% 95% 95% 95% 95% 95% 95% 9   |                    | 2015      | 88%          | 88%      | 88%   | 89%   | 88%   | 76%   | *        | 94%    | -   | 100%      | 47%   | 87%    | 65%   | 89%    | 87%   | *        |
| Reading 2016 73% 73% 74% 74% 74% 75% 75% 77% 47% 93% 71% 96% 39% 72% 49% 75% 77% 77% 77% 75% 75% 75% 75% 75% 75  | All Grades         |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| Reading 2016 72% 69% 61% 66% 64% 70% * 88% * 92% 25% 62% 88% 70% 60% 70% 70% 88% * 92% 25% 62% 88% 70% 60% 70% 70% 88% 89% * 92% 25% 62% 88% 70% 60% 70% 70% 80% 70% 80% * 92% 25% 62% 88% 70% 60% 70% 70% 80% 80% 70% 2015 73% 74% 69% 72% 67% 80% * 100% * 100% 40% 68% 49% 71% 68% 71% 80% 71% 80% 72% 72% 72% 72% 72% 72% 72% 72% 72% 72   | All Subjects       |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| Mathematics 2016 74% 71% 65% 64% 64% 70% * 89% * 92% 25% 62% 38% 70% 60% 70% 70% 70% 70% 70% 70% 70% 70% 70% 7   |                    | 2015      | 13%          | 13%      | 74%   | 74%   | 13%   | 11%   | 47%      | 93%    | 71% | 96%       | 39%   | 12%    | 49%   | 78%    | 70%   | 11%      |
| Mathematics 2016 75% 77% 76% 77% 76% 70% ° 100% ° 100% ° 100% 50% 76% 62% 80% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 68% 71% 72% 75% 75% 79% 88% 93% ° 100% ° 100% 61% 88% 70% 92% 86% 89% 80% 80% 80% 80% 80% 80% 80% 80% 80% 80   | Reading            |           |              |          |       |       |       |       |          |        | -   |           |       |        |       |        |       |          |
| Science 2016 73% 74% 69% 72% 67% 80% * 100% * 100% 40% 68% 49% 71% 68% 71% 68% 71% Science 2016 77% 82% 88% 89% 88% 90% 87% 93% * 100% * 100% 61% 88% 69% 90% 86% 89% 89% 80% 80% 80% 80% 80% 80% 80% 80% 80% 80   |                    | 2015      | 74%          | 71%      | 65%   | 64%   | 64%   | 70%   | *        | 89%    | *   | 92%       | 25%   | 62%    | 38%   | 70%    | 60%   | 70%      |
| Science 2016 73% 74% 69% 72% 67% 80% * 100% * 100% 40% 68% 49% 71% 68% 71% 68% 71% Science 2016 77% 82% 88% 89% 88% 90% 87% 93% * 100% - 90% 53% 88% 69% 90% 86% 89% 89% Social Studies 2016 76% 79% 88% 89% 88% 89% 88% 76% * 94% - 100% 53% 88% 69% 92% 86% 89% 88% SCIENCE 2015 74% 73% 80% 88% 88% 89% 76% * 94% - 100% 53% 87% 65% 89% 89% 88% 89% 76% * 94% - 100% 53% 87% 65% 89% 89% 89% 88% 89% 76% * 94% - 100% 54% 87% 65% 89% 89% 89% 88% 89% 76% 89% 89% 89% 76% 89% 89% 89% 89% 76% 89% 89% 89% 89% 89% 89% 89% 89% 89% 89   | Mathematics        | 2016      | 75%          | 77%      | 76%   | 77%   | 76%   | 70%   | *        | 100%   | _   | 71%       | 51%   | 76%    | 62%   | 80%    | 72%   | 78%      |
| Social Studies 2016 76% 79% 88% 99% 89% 89% 89% 89% 89% 89% 76% 2 100% 2 100% 53% 89% 75% 91% 89% 83% 89% 76% 2 100% 2 10 |                    | 2015      | 73%          | 74%      | 69%   | 72%   | 67%   | 80%   | *        |        | *   | 100%      | 40%   | 68%    | 49%   | 71%    | 68%   |          |
| Social Studies 2016 76% 79% 88% 99% 89% 89% 89% 89% 89% 89% 76% 2 100% 2 100% 53% 89% 75% 91% 89% 83% 89% 76% 2 100% 2 10 | Science            | 2016      | 77%          | 82%      | 88%   | 86%   | 88%   | 80%   | *        | 100%   | _   | an%       | 53%   | 88%    | 60%   | 90%    | 86%   | 80%      |
| STAAR Percent at Final Level II or Above  All Grades All Subjects  | Science            |           |              |          |       |       |       |       | *        |        |     |           |       |        |       |        |       |          |
| STAAR Percent at Final Level II or Above  All Grades All Subjects  | 0 : 10: "          | 0040      | <b>700</b> / | 700/     |       | 0.40/ | 000/  | 000/  | 200/     | 1000/  | _   | 4000/     | =00/  | 000/   | 750/  | 0.407  | 000/  | 000/     |
| All Grades All Subjects All Sub | Social Studies     |           |              |          |       |       |       |       | 83%      |        |     |           |       |        |       |        |       | 83%      |
| All Grades All Subjects 2016 42% 37% 39% 38% 32% 36% 32% 36% 32% 36% 42% 77% 2 55% 12% 37% 11% 43% 36% 33% 2015 38% 32% 35% 32% 34% 42% 35% 73% 43% 58% 13% 33% 10% 38% 32% 44%  Reading 2016 42% 33% 33% 31% 33% 30% 33% 40% 2 69%  |                    | 2010      | 7 - 70       | 1070     | 0070  | 0070  | 00 70 | 7070  |          | O-170  |     | 10070     | 47 70 | 01 70  | 0070  | 00 /0  | 01 /0 |          |
| All Subjects 2016 42% 37% 39% 38% 38% 46% 42% 77% * 55% 12% 37% 11% 43% 36% 33% 2015 38% 32% 35% 32% 34% 42% 35% 73% 43% 58% 13% 33% 10% 38% 32% 44% 28% 35% 73% 43% 58% 13% 33% 10% 38% 32% 44% 28% 35% 73% 43% 58% 13% 30% 77% 40% 27% 36% 2015 40% 31% 33% 30% 33% 40% * 69% * 50% 13% 31% 11% 39% 27% 39% 27% 39% 2015 36% 31% 15% 14% 15% 18% * 60% * 22% 9% 14% 7% 17% 13% 43% 22% 22% 2015 36% 31% 15% 14% 15% 18% * 60% * 22% 9% 14% 7% 17% 13% 43% 22% 22% 2015 40% 38% 42% 39% 41% 57% * 72% * 90% 12% 38% 8% 44% 40% 33% 33% 52% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% * STAAR Percent at Level III Advanced  All Grades All Subjects 2016 16% 9% 2% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 2% 0% 11% 6% 6% 7% 2% 0% 10% 6% 32% 0% 11% 15% 9% 6% 4% 6% 10% 6% 32% 0% 11% 10% 6% 17% 6% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 0% 2% 0% 44% 2% 0% 0% 10% 0% 2015 15% 9% 3% 2% 0% 10% 0% 2% 0% 44% 2% 0% 0% 10% 0% 2015 15% 9% 3% 2% 0% 10% 0% 2% 0% 44% 2% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%  | STAAR Percent at I | Final Le  | vel II       | or Abo   | ve    |       |       |       |          |        |     |           |       |        |       |        |       |          |
| All Subjects 2016 42% 37% 39% 38% 38% 46% 42% 77% * 55% 12% 37% 11% 43% 36% 33% 2015 38% 32% 35% 32% 34% 42% 35% 73% 43% 58% 13% 33% 10% 38% 32% 44% 28% 35% 73% 43% 58% 13% 33% 10% 38% 32% 44% 28% 35% 73% 43% 58% 13% 30% 77% 40% 27% 36% 2015 40% 31% 33% 30% 33% 40% * 69% * 50% 13% 31% 11% 39% 27% 39% 27% 39% 2015 36% 31% 15% 14% 15% 18% * 60% * 22% 9% 14% 7% 17% 13% 43% 22% 22% 2015 36% 31% 15% 14% 15% 18% * 60% * 22% 9% 14% 7% 17% 13% 43% 22% 22% 2015 40% 38% 42% 39% 41% 57% * 72% * 90% 12% 38% 8% 44% 40% 33% 33% 52% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% * STAAR Percent at Level III Advanced  All Grades All Subjects 2016 16% 9% 2% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 2% 0% 11% 6% 6% 7% 2% 0% 10% 6% 32% 0% 11% 15% 9% 6% 4% 6% 10% 6% 32% 0% 11% 10% 6% 17% 6% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 10% 0% 2% 0% 44% 2% 0% 0% 10% 6% 32% 0% 11% 0% 2% 0% 44% 2% 0% 0% 10% 0% 2015 15% 9% 3% 2% 0% 10% 0% 2% 0% 44% 2% 0% 0% 10% 0% 2015 15% 9% 3% 2% 0% 10% 0% 2% 0% 44% 2% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%  | All Grades         |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| Reading 2016 42% 33% 33% 31% 32% 45% 40% 77% - 40% 9% 30% 7% 40% 27% 36% 2015 40% 31% 31% 33% 30% 33% 40% * 69% * 50% 13% 31% 11% 39% 27% 39% 40% * 69% * 50% 13% 31% 11% 39% 27% 39% 40% * 60% * 50% 13% 31% 11% 39% 27% 39% 40% * 60% * 2015 36% 31% 15% 14% 15% 18% * 60% * 22% 9% 14% 7% 17% 13% 43% 43% 50% 50% 16% 56% 49% 44% 2015 40% 38% 42% 39% 41% 57% * 72% * 90% 12% 38% 8% 44% 40% 33% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% - 75% 20% 51% 17% 68% 68% 7% * 88% 18% 18% 68% 68% 7% * 88% 68% 68% 68% 68% 68% 68% 68% 68% 68%   | All Subjects       |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
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| Science 2016 44% 44% 52% 54% 51% 52% * 71% - 70% 15% 50% 16% 56% 49% 44% 2015 40% 38% 42% 39% 41% 57% * 72% * 90% 12% 38% 8% 44% 40% 33% Social Studies 2016 45% 37% 53% 53% 52% 63% 50% 56% * 88% - 75% 20% 51% 17% 48% 57% * STAAR Percent at Level III Advanced  All Grades All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 33% 7% 11% 8% 9% 0% 20% 51% 14% 9% 6% 4% 6% 10% 6% 32% 0% 111% 11% 16% 6% 11% 6% 6% 7%  Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 33% 2% 0% 11% 10% 6% 6% 7%  Mathematics 2016 17% 13% 7% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0% 0% 0% 14% 13% 0% 2% 0% 10% 6% 0% 10% 6% * 23% * 13% 0% 2% 0% 0% 14% 7% 2% 7% 6% 0% 0% 0% 14% 13% 0% 2% 0% 0% 14% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%   |                    | 2015      | 40%          | 31%      | 33%   | 30%   | 33%   | 40%   | *        | 69%    | *   | 50%       | 13%   | 31%    | 11%   | 39%    | 27%   | 39%      |
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| Social Studies 2016 45% 38% 42% 39% 41% 57% * 72% * 90% 12% 38% 8% 44% 40% 33% Social Studies 2016 45% 37% 53% 53% 52% 63% 50% 79% * 100% 17% 51% 20% 46% 60% 17% 2015 41% 33% 52% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% * STAAR Percent at Level III Advanced  All Grades All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 2015 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 1% 6% 6% 7% Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 38% 2% 0% 11% 1% 6% 6% 0% 0% 1% 6% 50% 7% 1% 6% 6% 7% 1% 6% 6% 7% 15% 20% 51% 17% 6% 6% 7% 1% 6% 6% 7% 15% 20% 2% 0% 44% 2% 0% 10% 6% 23% * 13% 0% 2% 0% 14% 2% 0% 10% 6% 23% * 13% 0% 2% 0% 44% 2% 0% 10% 6% 23% * 13% 0% 2% 0% 44% 2% 0% 10% 10% 6% 2015 15% 9% 3% 2% 3% 6% * 23% * 13% 0% 2% 0% 44% 2% 0% 10% 10% 10% 10% 10% 10% 10% 10% 10%   | man o manoo        |           |              |          |       |       |       |       | *        |        | *   |           |       |        |       |        |       |          |
| Social Studies 2016 45% 38% 42% 39% 41% 57% * 72% * 90% 12% 38% 8% 44% 40% 33% Social Studies 2016 45% 37% 53% 53% 52% 63% 50% 79% * 100% 17% 51% 20% 46% 60% 17% 2015 41% 33% 52% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% * STAAR Percent at Level III Advanced  All Grades All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 2015 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 1% 6% 6% 7% Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 38% 2% 0% 11% 1% 6% 6% 0% 0% 1% 6% 50% 7% 1% 6% 6% 7% 1% 6% 6% 7% 15% 20% 51% 17% 6% 6% 7% 1% 6% 6% 7% 15% 20% 2% 0% 44% 2% 0% 10% 6% 23% * 13% 0% 2% 0% 14% 2% 0% 10% 6% 23% * 13% 0% 2% 0% 44% 2% 0% 10% 6% 23% * 13% 0% 2% 0% 44% 2% 0% 10% 10% 6% 2015 15% 9% 3% 2% 3% 6% * 23% * 13% 0% 2% 0% 44% 2% 0% 10% 10% 10% 10% 10% 10% 10% 10% 10%   | Saianaa            | 2016      | 110/         | 110/     | E29/  | E40/  | E10/  | E20/  | *        | 710/   |     | 700/      | 150/  | E00/   | 160/  | EG0/   | 400/  | 110/     |
| Social Studies 2016 45% 37% 53% 53% 52% 63% 50% 79% * 100% 17% 51% 20% 46% 60% 17% 2015 41% 33% 52% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% * *  STAAR Percent at Level III Advanced  All Grades All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 20% 51% 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 1% 6% 6% 7%  Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 14% 2% 0% Mathematics 2016 17% 13% 7% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0% 0% 1% 6% 0% 0%  | Science            |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| 2015 41% 33% 52% 50% 52% 56% * 88% - 75% 20% 51% 17% 48% 57% *  STAAR Percent at Level III Advanced  All Grades All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 2015 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 1% 6% 6% 7%  Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 1% 6% 0% 2% 0% 1% 6% 0% 0% 4% 2% 0%  Mathematics 2016 17% 13% 7% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%  |                    |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| STAAR Percent at Level III Advanced  All Grades All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 0% 10% 6% 32% 0% 11% 1% 6% 1% 6% 6% 7%  Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 0% 11% 1% 6% 0% 2% 0% 0% 4% 2% 0% 0% 1% 6% 0% 0% 0% 1% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0% 0%   | Social Studies     |           |              |          |       |       |       |       | 50%<br>* |        | *   |           |       |        |       |        |       | 17%<br>* |
| All Grades All Subjects  2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 2015 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 1% 6% 6% 7%  Reading  2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 2% 0% 2% 0% 4% 2% 0% 6% 7%  Mathematics  2016 17% 13% 7% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%   |                    | 2013      | 4170         | JJ /0    | JZ /0 | 30 /6 | J2 /0 | 30 /6 |          | 00 /0  | -   | 13/0      | 20 /0 | J 1 /0 | 17 /0 | 40 /0  | 31 /0 |          |
| All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 2015 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 11% 6% 6% 7%  Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 2015 15% 9% 3% 2% 3% 6% * 23% * 13% 0% 2% 0% 4% 2% 0% 2% 0% 4% 2% 0% 2% 0% 2015 15% 9% 3% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%  | STAAR Percent at I | Level III | Adva         | nced     |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| All Subjects 2016 17% 11% 8% 7% 8% 13% 4% 33% * 17% 3% 7% 1% 8% 9% 0% 2015 14% 9% 6% 4% 6% 10% 6% 32% 0% 11% 1% 6% 11% 6% 6% 7%  Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 2015 15% 9% 3% 2% 3% 6% * 23% * 13% 0% 2% 0% 4% 2% 0% 2% 0% 4% 2% 0% 2% 0% 2015 15% 9% 3% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%  | All Grades         |           |              |          |       |       |       |       |          |        |     |           |       |        |       |        |       |          |
| Reading 2016 16% 9% 2% 2% 2% 7% 0% 19% - 15% 2% 2% 0% 3% 2% 0% 2% 0% 2% 0% Mathematics 2016 17% 13% 7% 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%   |                    |           |              |          | 8%    | 7%    | 8%    | 13%   | 4%       | 33%    |     | 17%       | 3%    |        |       | 8%     | 9%    |          |
| 2015 15% 9% <b>3%</b> 2% 3% 6% * 23% * 13% 0% 2% 0% 4% 2% 0%  Mathematics 2016 17% 13% <b>7%</b> 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%   |                    | 2015      | 14%          | 9%       | 6%    | 4%    | 6%    | 10%   | 6%       | 32%    | 0%  | 11%       | 1%    | 6%     | 1%    | 6%     | 6%    | 7%       |
| 2015 15% 9% <b>3%</b> 2% 3% 6% * 23% * 13% 0% 2% 0% 4% 2% 0%  Mathematics 2016 17% 13% <b>7%</b> 8% 7% 4% * 40% - 0% 4% 7% 2% 7% 6% 0%   | Reading            | 2016      | 16%          | 9%       | 2%    | 2%    | 2%    | 7%    | 0%       | 19%    | _   | 15%       | 2%    | 2%     | 0%    | 3%     | 2%    | 0%       |
|  | 5                  |           |              |          |       |       |       |       |          |        | *   |           |       |        |       |        |       |          |
|  | Mathematics        | 2016      | 17%          | 13%      | 7%    | 8%    | 7%    | 4%    | *        | 40%    | _   | 0%        | 4%    | 7%     | 2%    | 7%     | 6%    | 0%       |
| 2013 14% 10% <b>3</b> % 1% 5% 5% 20% 0% 1% 2% 1% 3% 3% 14%   |                    | 2015      |              | 10%      | 3%    | 1%    | 3%    | 5%    | *        | 20%    | *   | 0%        | 1%    | 2%     | 1%    | 3%     | 3%    | 14%      |

| Science   | 2016<br>2015 | 15%          | District<br>11%<br>9% | Campus<br>11%<br>7% | Afric<br>Ameri<br>10%<br>4% | can His          | <b>panic</b> \\ 1% |                  | merican<br>Indian<br>* |              | Pacific<br>Islander<br>-<br>* |              |                  |                  | ELL<br>1%<br>0%  | <b>Female</b> 9% 7% | <b>Male</b> 12% 6% | Migrant<br>0%<br>0% |
|---|--------------|--------------|-----------------------|---------------------|-----------------------------|------------------|--------------------|------------------|------------------------|--------------|-------------------------------|--------------|------------------|------------------|------------------|---------------------|--------------------|---------------------|
| Social Studies  | 2016<br>2015 |              | 15%<br>11%            | 21%<br>19%          | 20%<br>15%                  |                  | :0%<br>:0%         | 31%<br>18%       | 17%                    | 57%<br>65%   | *                             | 40%<br>8%    | 4%<br>5%         | 20%<br>19%       | 2%<br>2%         | 16%<br>14%          | 27%<br>24%         | 0%                  |
| STAAR Participation   | n (All C     | Grades)      | )                     |                     |                             |                  |                    |                  |                        |              |                               |              |                  |                  |                  |                     |                    |                     |
| All Tests   |              | 2016<br>2015 | 99%<br>99%            | 99%<br>99%          | 98%<br>98%                  | 99%<br>99%       | 98%<br>97%         | 98%<br>99%       | 96%<br>94%             | 95%<br>96%   | *<br>100%                     | 89%<br>100%  | 98%<br>94%       | 98%<br>98%       | 99%<br>93%       | 99%<br>98%          | 98%<br>98%         | 98%<br>98%          |
| Reading   |              | 2016<br>2015 | 99%<br>99%            | 99%<br>98%          | 98%<br>96%                  | 99%<br>99%       | 98%<br>95%         | 97%<br>99%       | 100%<br>92%            | 96%<br>92%   | -<br>100%                     | 91%<br>100%  | 97%<br>90%       | 98%<br>97%       | 99%<br>88%       | 98%<br>97%          | 98%<br>96%         |                     |
| Mathematics   |              | 2016<br>2015 | 100%<br>99%           | 100%<br>100%        | 99%<br>99%                  | 100%<br>99%      | 99%<br>99%         | 98%<br>100%      | *<br>100%              | 100%<br>100% | -<br>100%                     | 100%<br>100% | 100%<br>97%      | 99%<br>99%       | 99%<br>99%       | 99%<br>99%          | 98%<br>99%         | 100%<br>88%         |
| Science   |              | 2016<br>2015 | 99%<br>99%            | 100%<br>99%         | 99%<br>99%                  | 100%<br>99%      | 99%<br>99%         | 98%<br>100%      | *<br>100%              | 100%<br>100% |                               | 91%<br>100%  | 99%<br>95%       | 99%<br>99%       | 99%<br>98%       | 99%<br>99%          | 99%<br>99%         | 90%<br>100%         |
| Social Studies  |              | 2016<br>2015 | 98%<br>99%            | 99%<br>99%          | 98%<br>99%                  | 98%<br>99%       | 98%<br>100%        | 99%<br>98%       | 86%<br>100%            | 88%<br>100%  | *                             | 71%<br>100%  | 98%<br>98%       | 97%<br>99%       | 99%<br>100%      | 98%<br>100%         | 97%<br>99%         |                     |
| STAAR Participation   | n Resu       | ults by      | Assess                | sment Ty            | /pe for                     | Studer           | ıts Ser            | ved in S         | Special E              | Educat       | ion Setti                     | ngs (Al      | I Grades         | s)               |                  |                     |                    |                     |
| Reading Tests % of Participants   |              | 2            | 016                   | 98% 9               | 5% 8                        | 37%              | 94%                | 83%              | 94%                    | _            |                               | *            | 87%              | 88%              | 63%              | 85%                 | 88%                | /o *                |
| % STAAR/EOC V<br>Accommodations   |              |              | 016                   | 13%                 | 7%                          | 6%               | 4%                 | 8%               | 6%                     | -            |                               | *            | 6%               | 5%               | 3%               | 3%                  | 9%                 | · *                 |
| % STAAR/EOC V<br>Accommodations<br>% STAAR Alterna<br>% of Non-Participar | ate2         | 2            |                       | 11% 1               | 0%                          | 73%<br>7%<br>13% | 80%<br>9%<br>6%    | 68%<br>7%<br>17% | 83%<br>6%<br>6%        | -<br>-<br>-  |                               | *<br>*<br>*  | 73%<br>7%<br>13% | 75%<br>9%<br>12% | 61%<br>0%<br>37% | 73%<br>9%<br>15%    | 73%<br>6%<br>12%   | *                   |
| Mathematics Tests % of Participants                                       | ven- N       |              | 016                   | 99% 9               | 8% 9                        | <b>98%</b> 1     | 100%               | 97%              | 100%                   | -            |                               | *            | 98%              | 98%              | 100%             | 100%                | 98%                | % *                 |
| % STAAR/EOC V<br>Accommodations<br>% STAAR/EOC V                          |              |              | 016                   | 12%                 | 7%                          | 7%               | 5%                 | 8%               | 9%                     | -            |                               | *            | 7%               | 6%               | 0%               | 4%                  | 9%                 | *                   |
| Accommodations % STAAR Alterna % of Non-Participar                        | ate2         | 2            |                       | 12% 1               | 2%                          | 32%<br>10%<br>2% | 88%<br>7%<br>0%    | 78%<br>12%<br>3% | 82%<br>9%<br>0%        | -            |                               | *<br>*       | 82%<br>10%<br>2% | 81%<br>11%<br>2% | 100%<br>0%<br>0% | 86%<br>10%<br>0%    | 79%<br>10%<br>2%   | % *                 |

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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

This section provides the STAAR performance results for each subject area tested in the 2015-16 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.

|                      |          |          |          |       |          |       |          | Two or |        |     | ELL        |     |     |          | Percent of<br>Eligible |
|----------------------|----------|----------|----------|-------|----------|-------|----------|--------|--------|-----|------------|-----|-----|----------|------------------------|
|                      | All      | African  |          |       | American |       | Pacific  |        |        |     | (Current & |     |     |          | Measures               |
|                      | Students | American | Hispanic | White | Indian   | Asian | Islander | Races  | Disadv | Ed  | Monitored) | +   | Met | Eligible | Met                    |
| Performance Status - | State    |          |          |       |          |       |          |        |        |     |            |     |     |          |                        |
| State Target         | 60%      | 60%      | 60%      | 60%   | 60%      | 60%   | 60%      | 60%    | 60%    | 60% | 60%        |     |     |          |                        |
| Reading              | Υ        | Υ        | Υ        | Υ     |          |       |          |        | Υ      | N   | N          |     | 5   | 7        | 71                     |
| Mathematics          | Υ        | Υ        | Υ        | Υ     |          |       |          |        | Υ      | N   | Υ          |     | 6   | 7        | 86                     |
| Writing              |          |          |          |       |          |       |          |        |        |     |            |     | 0   | 0        |                        |
| Science              | Υ        | Υ        | Υ        | Υ     |          |       |          |        | Υ      | N   | Υ          |     | 6   | 7        | 86                     |
| Social Studies       | Υ        | Υ        | Υ        | Υ     |          |       |          |        | Υ      | N   | Υ          |     | 6   | 7        | 86                     |
| Total                |          |          |          |       |          |       |          |        |        |     |            |     | 23  | 28       | 82                     |
| Performance Status - | Federal  |          |          |       |          |       |          |        |        |     |            |     |     |          |                        |
| Federal Target       | 87%      | 87%      | 87%      | 87%   |          |       |          |        | 87%    | 87% | 87%        |     |     |          |                        |
| Reading              | N        | N        | N        |       | n/a      | n/a   | n/a      | n/a    | N      | N   | N          | n/a |     |          |                        |
| Mathematics          | N        | N        | N        |       | n/a      | n/a   | n/a      | n/a    | N      | N   | N          | n/a |     |          |                        |

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;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.

|  | All<br>Students          | African<br>American | Hispanic  | White | American<br>Indian |     | Pacific<br>Islander | Two or<br>More<br>Races |     | Special<br>Ed | ELL<br>(Current &<br>Monitored) |     |    | Total<br>Eligible | Percent o<br>Eligible<br>Measures<br>Met |
|--|--------------------------|---------------------|-----------|-------|--------------------|-----|---------------------|-------------------------|-----|---------------|---------------------------------|-----|----|-------------------|--|
| Participation Status   |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Target   | 95%                      | 95%                 | 95%       | 95%   | 95%                | 95% | 95%                 | 95%                     | 95% | 95%           |                                 | 95% |    |                   |  |
| Reading  | Υ                        | Υ                   | Υ         | Υ     |                    | Υ   |                     |                         | Υ   | Υ             |                                 | Υ   | 8  | 8                 | 100                                      |
| Mathematics  | Ý                        | Ý                   | Ϋ́        | Ý     |                    |     |                     |                         | Ý   | Ý             |                                 | Ý   | 7  | 7                 | 100                                      |
| Total  |                          |                     | •         | •     |                    |     |                     |                         | •   | -             |                                 | -   | 15 | 15                | 100                                      |
| ederal Graduation St   | atus (Targ               | et: See Rea         | son Codes | )     |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Graduation Target  | N                        | Υ                   | N         | N     |                    |     |                     |                         | N   | N             |                                 | N   | 1  | 7                 | 14                                       |
| Reason Code ***  |                          | d                   |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Total  |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     | 1  | 7                 | 14                                       |
| District: Met Federal L<br>Reading<br>Alternate 1%<br>Number<br>Proficient | imits on A<br>n/a<br>n/a | Iternative A        | ssessment | ts    |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Total Federal  | n/a                      |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Cap Limit<br>Mathematics   |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Alternate 1%   | n/a                      |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Number   | n/a                      |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Proficient   |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Total Federal  | n/a                      |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Cap Limit  |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
|  |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |
| Total  |                          |                     |           |       |                    |     |                     |                         |     |               |                                 |     |    |                   |  |

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

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

C = Safe Harbor Target of a 10

d = Five-year Graduation Rate Target of 88%

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.

|                             | A.II            | A full a a          |          |       | A                  |       | Daniel -            | Two or        | F              | Omanici       | ELL<br>(Commont 8        |                 |
|-----------------------------|-----------------|---------------------|----------|-------|--------------------|-------|---------------------|---------------|----------------|---------------|--------------------------|-----------------|
|                             | All<br>Students | African<br>American | Hispanic | White | American<br>Indian | Asian | Pacific<br>Islander | More<br>Races | Econ<br>Disadv | Special<br>Ed | (Current &<br>Monitored) | ELL<br>(Current |
| Performance Rates           |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Reading                     |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| # at Level II Satisfactory  | 1,972           | 452                 | 1,380    | 97    | 6                  | 22    | -                   | 15            | 1,417          | 49            | 269                      | n/a             |
| Standard                    |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Total Tests                 | 3,116           | 739                 | 2,188    | 137   | 9                  | 24    | -                   | 19            | 2,341          | 241           | 693                      | 595             |
| % at Level II Satisfactory  | 63%             | 61%                 | 63%      | 71%   | 67%                | 92%   | -                   | 79%           | 61%            | 20%           | 39%                      | n/a             |
| Standard                    |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Mathematics                 |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| # at Level II Satisfactory  | 882             | 211                 | 626      | 32    | *                  | 5     | -                   | **            | 689            | 63            | 202                      | n/a             |
| Standard                    |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Total Tests                 | 1,139           | 272                 | 808      | 44    | *                  | 5     | -                   | **            | 894            | 123           | 295                      | 239             |
| % at Level II Satisfactory  | 77%             | 78%                 | 77%      | 73%   | *                  | 100%  | -                   | 71%           | 77%            | 51%           | 68%                      | n/a             |
| Standard                    |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Writing                     |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| # at Level II Satisfactory  | -               | -                   | -        | -     | -                  | -     | -                   | _             | -              | -             | -                        | n/a             |
| Standard                    |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Total Tests                 | _               | _                   | _        | -     | _                  | -     | _                   | _             | -              | _             | _                        | -               |
| % at Level II Satisfactory  | _               | _                   | _        | _     | _                  | _     | _                   | _             | _              | _             | _                        | n/a             |
| Standard                    |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Science                     |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| # at Level II Satisfactory  | 1,118           | 252                 | 801      | 47    | *                  | **    | _                   | 8             | 846            | 58            | 201                      | n/a             |
| Standard                    | .,              |                     |          |       |                    |       |                     | -             |                |               |                          |                 |
| Total Tests                 | 1,251           | 288                 | 893      | 51    | *                  | **    | _                   | 9             | 954            | 110           | 263                      | 208             |
| % at Level II Satisfactory  | 89%             | 88%                 | 90%      | 92%   | *                  | 100%  | _                   | 89%           | 89%            | 53%           | 76%                      | n/a             |
| Standard                    | 0070            | 00,0                | 0070     | 0270  |                    | .0070 |                     | 0070          | 0070           | 0070          | . 0 / 0                  |                 |
| Social Studies              |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| # at Level II Satisfactory  | 1,062           | 230                 | 743      | 64    | **                 | 14    | *                   | 5             | 777            | 47            | 158                      | n/a             |
| Standard                    | .,00=           |                     | 0        | ٠.    |                    |       |                     | ·             |                | •••           | .00                      |                 |
| Total Tests                 | 1,167           | 250                 | 823      | 67    | **                 | 14    | *                   | 5             | 859            | 94            | 201                      | 172             |
| % at Level II Satisfactory  | 91%             | 92%                 | 90%      | 96%   | 83%                | 100%  | *                   | 100%          | 90%            | 50%           | 79%                      | n/a             |
| Standard                    | 3170            | 32 /0               | 30 70    | 30 /0 | 0370               | 10070 |                     | 100 /0        | 30 70          | 30 /0         | 7 3 70                   | 11/4            |
| Participation Rates         |                 |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Reading: 2015-2016 Assessm  | ents            |                     |          |       |                    |       |                     |               |                |               |                          |                 |
| Number Participating        | 3.435           | 782                 | 2.450    | 145   | 10                 | 26    | _                   | 20            | 2.559          | 284           | n/a                      | 797             |
| Total Students              | 3,502           | 793                 | 2,497    | 149   | 10                 | 27    | _                   | 22            | 2,603          | 294           | n/a                      | 805             |
| Participation Rate          | 98%             | 99%                 | 98%      | 97%   | 100%               | 96%   | _                   | 91%           | 98%            | 97%           | n/a                      | 99%             |
| Mathematics: 2015-2016 Asse |                 | 0070                | 0070     | 01 /3 | 10070              | 00,0  |                     | 0170          | 0070           | 0.70          | 11/4                     | 00 /0           |
| Number Participating        | 1.224           | 290                 | 871      | 47    | *                  | **    | _                   | 7             | 951            | 131           | n/a                      | 279             |
| Total Students              | 1,237           | 290                 | 883      | 48    | *                  | **    | _                   | 7             | 959            | 131           | n/a                      | 283             |
| . J.a. Oladonio             | 99%             | 100%                | 99%      | 98%   | *                  | 100%  |                     | 100%          | 99%            | 100%          | 11/4                     | 99%             |

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 90%

|          |                   |       |          |       |          | Two or |        |         | ELL        |           |
|----------|-------------------|-------|----------|-------|----------|--------|--------|---------|------------|-----------|
| All      | African           |       | American |       | Pacific  | More   | Econ   | Special | (Current & | ELL       |
| Students | American Hispanic | White | Indian   | Asian | Islander | Races  | Disadv | Ed      | Monitored) | (Current) |

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<br>Students | African<br>American | Hispanic    | White | American<br>Indian | Asian  | Pacific<br>Islander | More<br>Races | Econ<br>Disadv | Special<br>Ed | ELL<br>(Ever HS) | ELL<br>(Current) |
| Federal Graduation Rates      |                 |                     | •           |       |                    |        |                     |               |                |               |                  |                  |
| 4-year Longitudinal Cohort Gr | aduation Ra     | te (Gr 9-12):       | Class of 20 | 15    |                    |        |                     |               |                |               |                  |                  |
| Number Graduated              | 1,054           | 277                 | 707         | 45    | *                  | **     | -                   | 11            | 739            | 78            | 118              | n/a              |
| Total in Class                | 1,207           | 315                 | 807         | 59    | *                  | **     | -                   | 12            | 850            | 106           | 157              | 135              |
| Graduation Rate               | 87.3%           | 87.9%               | 87.6%       | 76.3% | *                  | 100.0% | -                   | 91.7%         | 86.9%          | 73.6%         | 75.2%            | n/a              |
| 4-year Longitudinal Cohort Gr | aduation Ra     | te (Gr 9-12):       | Class of 20 | 14    |                    |        |                     |               |                |               |                  |                  |
| Number Graduated              | 1,107           | 293                 | 718         | 56    | *                  | 15     | *                   | 20            | 777            | 90            | 113              | n/a              |
| Total in Class                | 1,256           | 331                 | 816         | 65    | *                  | 15     | *                   | 23            | 892            | 117           | 150              | 66               |
| Graduation Rate               | 88.1%           | 88.5%               | 88.0%       | 86.2% | *                  | 100.0% | *                   | 87.0%         | 87.1%          | 76.9%         | 75.3%            | n/a              |
| 5-year Extended Graduation R  | ate (Gr 9-12    | ): Class of 2       | 014         |       |                    |        |                     |               |                |               |                  |                  |
| Number Graduated              | 1,119           | 297                 | 725         | 56    | **                 | 15     | *                   | 21            | 788            | 93            | 113              | n/a              |
| Total in Class                | 1,261           | 330                 | 820         | 66    | **                 | 15     | *                   | 23            | 900            | 116           | 151              | 65               |
| Graduation Rate               | 88.7%           | 90.0%               | 88.4%       | 84.8% | 60.0%              | 100.0% | *                   | 91.3%         | 87.6%          | 80.2%         | 74.8%            | 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: 2016 Accountability System Safeguards Report

Part III: Priority and Focus Schools

**Priority schools** are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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 math 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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent 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 percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

|           | Number   |         |          |         |
|-----------|----------|---------|----------|---------|
|           | Nullibel | Percent | District | State   |
|           |          |         | Percent  | Percent |
| No Degree | 6.5      | 2.2%    | 1.0%     | 1.0%    |
| Bachelors | 185.8    | 62.9%   | 71.4%    | 74.7%   |
| Masters   | 95.1     | 32.2%   | 26.2%    | 23.6%   |
| Doctorate | 8.0      | 2.7%    | 1.4%     | 0.6%    |

# Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers 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.

#### **Core Academic Subject Areas**

|   |         | General<br>Education | Special<br>Education | Tota    |
|---|---------|----------------------|----------------------|---------|
| Total Number of Teachers                                  |         | 163                  | 10                   | 173     |
| Total Number of Classes                                   |         | 980                  | 14                   | 994     |
| Number of Classes Taught by Highly Qualified Teachers     | Number  | 980                  | 14                   | 994     |
|   | Percent | 100.00%              | 100.00%              | 100.00% |
| Number of Classes Taught by Not Highly Qualified Teachers | Number  | 0                    | 0                    | (       |
| • • • •   | Percent | 0.00%                | 0.00%                | 0.00%   |
|   | Percent | 0.00%                | 0.00%                | C       |

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

|                                       | Elem   | secondary |
|---------------------------------------|--------|-----------|
|                                       | (PK-6) | (7-12     |
| Emergency (for certified personnel)   | 0      | (         |
| Emergency (for uncertified personnel) | 0      | (         |
| Non-renewable                         | 0      | (         |
| Temporary Classroom Assignment        | 0      | (         |
| District Teaching                     | 0      | (         |
| Temporary                             | 0      | (         |

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

|                      | Nullibel          | r of Teachers     |
|----------------------|-------------------|-------------------|
|                      | General Education | Special Education |
| Highly Qualified     | 163               | 10                |
| Not Highly Qualified | 0                 | (                 |

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

| Year Enrolled in Higher Education | Campus | District | State |
|-----------------------------------|--------|----------|-------|
| 2013-14                           | 51.7%  | 52.3%    | 57.5% |
| 2012-13                           | 53.7%  | 53.3%    | 56.9% |

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

|         |             |                               |             | %   | %           | %           |
|---------|-------------|-------------------------------|-------------|---|-------------|-------------|
|         |             |                               | %           | At or Above   | At or Above | At or Above |
| Grade   | Subject     | Student Group                 | Below Basic | 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         | 97 82<br>76 29<br>84 37<br>93 60<br>59 18<br>77 28<br>81 30 | n/a         |             |
|         |             | Asian                         | 12          |   | 12          |             |
|         |             | Black                         | 38          | 62  | 19          | 2           |
|         |             | Hispanic                      | 35          | 65 19   | 19          | 1           |
|         |             | White                         | 14          |   | 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   | 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 |
| ĺ       | Mathematics | Students with Disabilities | 81 |
|         |             | Limited English Proficient | 90 |

Source: TEA Division of Student Assessment