



SPRINGTOWN INDEPENDENT SCHOOL DISTRICT

MIKE KELLEY
Superintendent

"Home of the Fighting Porcupines"

AMY READER
Administrative Assistant

March 5, 2018

Dear Parent,

The State of Texas 2016–17 School Report Card for Springtown ISD is now available. Digital copies can be viewed on our district's website (www.springtownisd.net), and printed copies are available at our administration office. The report is required by the Texas Legislature and prepared by the Texas Education Agency. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR[®]), as well as information on student enrollment, class size averages, and financial expenditures.

The information contained in the School Report Card is required by state law and is briefly described in the "2016–17 School Report Card Definitions." The report for our campuses may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school.

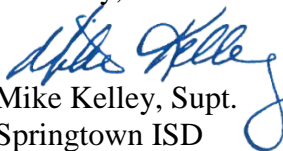
State law requires that the school report card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The School Report Cards can be found online at
<https://rptsvr1.tea.texas.gov/perfreport/src/20176/campus.srch.html>

A more complete report about [name of school], the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at
<https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of Springtown ISD.

Sincerely,


Mike Kelley, Supt.
Springtown ISD

(Traducción al español en el reverso de esta página)



March 5, 2018

Estimado Padre de Familia:

El Informe Escolar del Estado de Texas 2016-17 para Springtown ISD ya está disponible. Las copias digitales se pueden ver en el sitio web de nuestro distrito (www.springtownisd.net), y las copias impresas están disponibles en nuestra oficina de administración. El informe es requerido por la Legislatura de Texas y preparado por la Agencia de Educación de Texas.. Estas calificaciones proveen información concerniente al progreso académico de los estudiantes y también otra información sobre su escuela como el número de estudiantes, tamaño promedio del salón escolar, y gastos.

La información requerida en la tarjeta de calificaciones escolar es requerida por la ley estatal y se describe brevemente en las "Definiciones de la libreta de calificaciones escolar 2016-17". El informe para nuestros campus puede tener o no toda la información descrita porque la información presentada depende de si la escuela es una escuela primaria, intermedia o secundaria.

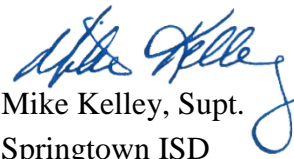
La ley estatal también manda que la información sea provista a nivel del estado, del distrito escolar, y de nuestra escuela. Esta información debe ser reportada, en tanto sea posible, por grupo étnico/raza y estatus socioeconómico de los estudiantes y debe de incluir por lo menos dos años de resultados.

También puede encontrar estas calificaciones (*school report card*) en la internet bajo <https://rptsvr1.tea.texas.gov/perfreport/src/2017/campus.srch.html>

Usted puede obtener un reporte más completo sobre nuestra Springtown ISD en el informe del Reporte del Desempeño Académico de Texas (TAPR) ya sea que lo pida aquí en la escuela, o lo puede obtener en el internet bajo <https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html>

Por favor póngase en contacto con nosotros si tiene cualquier pregunta concerniente a este reporte de calificaciones escolares. Le agradezco su constante apoyo de Springtown ISD.

Sinceramente,


Mike Kelley, Supt.
Springtown ISD



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

District Name: SPRINGTOWN ISD

District ID: 184902

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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

			Region State	11	African District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
												Races	Races						
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																			
Grade 3																			
Reading	2017	72%	74%	79%	*	79%	79%	*	-	*	71%	43%	73%	82%	80%	78%	-		
	2016	72%	74%	73%	*	72%	74%	*	*	-	89%	54%	69%	70%	73%	74%	-		
Mathematics	2017	76%	77%	76%	*	65%	79%	*	-	*	*	35%	70%	64%	73%	78%	-		
	2016	74%	75%	77%	*	74%	78%	*	*	-	89%	63%	73%	70%	72%	80%	-		
Grade 4																			
Reading	2017	69%	71%	68%	*	64%	70%	*	*	-	50%	53%	60%	53%	70%	66%	-		
	2016	74%	75%	73%	*	59%	77%	*	-	-	*	*	67%	44%	79%	68%	-		
Mathematics	2017	74%	75%	80%	*	77%	81%	*	*	-	60%	63%	74%	74%	76%	83%	-		
	2016	72%	73%	71%	*	61%	75%	*	-	-	*	*	68%	56%	71%	71%	-		
Writing	2017	64%	64%	57%	*	55%	58%	*	*	-	*	*	49%	42%	60%	54%	-		
	2016	68%	70%	64%	*	49%	68%	*	-	-	*	*	57%	33%	73%	57%	-		
Grade 5																			
Reading	2017	81%	82%	75%	*	72%	75%	*	*	-	*	*	72%	55%	75%	74%	*		
	2016	80%	81%	75%	*	66%	78%	*	*	-	*	30%	69%	44%	79%	71%	-		
Mathematics	2017	86%	86%	83%	*	86%	83%	*	*	-	*	40%	81%	75%	86%	81%	*		
	2016	85%	85%	90%	*	91%	92%	*	*	-	*	59%	89%	89%	93%	87%	-		
Science	2017	73%	73%	64%	*	55%	66%	*	*	-	*	*	59%	37%	56%	70%	*		
	2016	73%	74%	66%	*	59%	70%	*	*	-	*	33%	62%	50%	63%	69%	-		
Grade 6																			
Reading	2017	67%	71%	65%	*	58%	68%	*	*	-	83%	22%	56%	*	71%	59%	-		
	2016	68%	72%	64%	*	58%	65%	*	-	-	*	24%	60%	64%	69%	59%	-		
Mathematics	2017	75%	78%	84%	*	74%	88%	*	*	-	86%	41%	81%	60%	88%	79%	-		
	2016	71%	73%	74%	*	75%	76%	*	-	-	*	40%	71%	55%	76%	71%	-		
Grade 7																			
Reading	2017	72%	75%	74%	*	74%	74%	*	*	-	*	32%	72%	50%	80%	69%	-		
	2016	69%	73%	67%	*	53%	69%	-	*	-	*	*	56%	*	71%	64%	-		
Mathematics	2017	68%	69%	68%	*	65%	70%	*	*	-	*	20%	62%	50%	77%	61%	-		
	2016	68%	69%	67%	*	58%	68%	-	*	-	*	*	59%	67%	70%	65%	-		
Writing	2017	68%	71%	75%	*	72%	75%	*	*	-	100%	24%	69%	*	86%	65%	-		
	2016	68%	71%	74%	*	63%	75%	-	*	-	*	35%	69%	*	81%	67%	-		
Grade 8																			
Reading	2017	84%	86%	88%	*	79%	89%	-	*	-	*	29%	78%	100%	89%	87%	*		
	2016	85%	88%	88%	*	89%	87%	*	*	-	*	40%	86%	67%	90%	86%	-		
Mathematics	2017	84%	84%	89%	*	83%	90%	-	*	-	*	48%	86%	89%	91%	87%	*		
	2016	80%	81%	84%	*	85%	84%	*	-	-	*	40%	81%	*	88%	81%	-		
Science	2017	74%	77%	74%	*	48%	78%	-	*	-	*	35%	61%	*	73%	75%	*		
	2016	73%	75%	70%	*	64%	71%	*	*	-	*	32%	64%	*	66%	73%	-		
Social Studies	2017	62%	65%	62%	*	47%	64%	-	*	-	*	29%	48%	*	58%	66%	*		
	2016	62%	66%	67%	*	62%	68%	*	*	-	*	37%	63%	*	62%	71%	-		
End of Course																			
English I	2017	61%	66%	62%	*	66%	60%	*	*	-	63%	*	59%	*	69%	57%	*		

	2016	Region		African American			American Indian			Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
		State	11	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
	63%	68%	63%	71%	58%	63%	*	-	-	67%	16%	56%	50%	72%	56%	-		
English II	2017	64%	68%	63%	*	67%	62%	*	-	-	91%	*	59%	*	69%	58%	-	
	2016	66%	71%	64%	*	58%	66%	-	*	-	*	*	54%	*	67%	61%	-	
Algebra I	2017	81%	83%	85%	*	91%	83%	*	-	-	*	38%	84%	86%	90%	80%	*	
	2016	76%	78%	78%	*	81%	77%	*	*	-	75%	31%	69%	*	81%	75%	-	
Biology	2017	85%	88%	93%	*	95%	92%	*	*	-	89%	63%	88%	*	93%	92%	-	
	2016	86%	89%	95%	*	95%	96%	-	-	-	*	60%	94%	*	96%	94%	-	
U.S. History	2017	91%	93%	93%	100%	95%	93%	-	*	-	*	47%	91%	*	91%	95%	-	
	2016	90%	92%	91%	*	98%	90%	*	-	*	100%	44%	89%	83%	89%	94%	-	
All Grades																		
All Subjects	2017	74%	76%	75%	70%	71%	76%	62%	93%	*	73%	33%	69%	55%	77%	73%	75%	
	2016	74%	76%	74%	61%	69%	75%	59%	94%	*	71%	32%	68%	52%	76%	72%	-	
Reading	2017	71%	74%	71%	63%	69%	72%	53%	80%	*	74%	25%	66%	53%	75%	68%	*	
	2016	72%	75%	70%	60%	65%	72%	64%	100%	-	73%	24%	64%	49%	74%	67%	-	
Mathematics	2017	78%	79%	81%	68%	77%	82%	71%	100%	*	66%	40%	76%	70%	83%	78%	*	
	2016	75%	76%	77%	52%	76%	78%	45%	100%	-	69%	38%	72%	64%	78%	76%	-	
Writing	2017	66%	68%	66%	100%	64%	66%	*	*	-	56%	23%	59%	41%	73%	59%	-	
	2016	68%	71%	69%	83%	55%	72%	*	*	-	*	22%	62%	31%	77%	62%	-	
Science	2017	78%	80%	77%	73%	68%	79%	*	*	-	93%	42%	70%	37%	74%	80%	*	
	2016	77%	79%	76%	63%	71%	79%	*	*	-	46%	39%	72%	43%	75%	78%	-	
Social Studies	2017	76%	79%	76%	75%	72%	76%	-	*	-	100%	37%	68%	38%	73%	79%	*	
	2016	76%	79%	78%	*	77%	78%	*	*	*	89%	40%	74%	50%	76%	80%	-	

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades																		
All Subjects	2017	44%	47%	42%	33%	35%	43%	38%	81%	*	38%	15%	35%	20%	43%	41%	8%	
	2016	42%	45%	37%	24%	31%	39%	14%	67%	*	39%	15%	31%	13%	38%	37%	-	
Reading	2017	43%	47%	40%	33%	32%	42%	33%	80%	*	42%	12%	33%	18%	43%	37%	*	
	2016	42%	46%	36%	20%	28%	38%	9%	86%	-	41%	13%	29%	13%	39%	33%	-	
Mathematics	2017	45%	46%	44%	32%	37%	46%	36%	63%	*	34%	17%	36%	28%	44%	43%	*	
	2016	40%	42%	39%	24%	33%	41%	18%	100%	-	36%	15%	34%	21%	38%	40%	-	
Writing	2017	36%	38%	32%	40%	30%	32%	*	*	-	13%	14%	26%	17%	38%	26%	-	
	2016	39%	43%	32%	33%	23%	34%	*	*	-	*	11%	24%	4%	39%	25%	-	
Science	2017	48%	52%	45%	36%	39%	46%	*	*	-	53%	17%	39%	7%	38%	51%	*	
	2016	44%	47%	36%	38%	29%	38%	*	*	-	23%	20%	30%	3%	32%	40%	-	
Social Studies	2017	48%	52%	51%	25%	47%	52%	-	*	-	67%	21%	47%	8%	47%	56%	*	
	2016	45%	49%	45%	*	42%	45%	*	*	*	78%	14%	38%	7%	38%	51%	-	

STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades																		
All Subjects	2017	19%	21%	16%	7%	12%	17%	14%	48%	*	14%	4%	12%	8%	15%	16%	0%	
	2016	17%	18%	12%	6%	10%	13%	7%	33%	*	14%	5%	9%	4%	12%	13%	-	
Reading	2017	18%	20%	15%	7%	10%	16%	20%	50%	*	9%	3%	11%	9%	16%	14%	*	
	2016	16%	18%	11%	3%	8%	12%	0%	43%	-	14%	4%	9%	5%	12%	10%	-	
Mathematics	2017	21%	22%	17%	5%	14%	17%	7%	50%	*	15%	3%	12%	10%	15%	18%	*	
	2016	17%	18%	14%	14%	13%	14%	9%	60%	-	10%	6%	10%	7%	13%	15%	-	
Writing	2017	11%	12%	7%	0%	7%	7%	*	*	-	6%	5%	4%	3%	10%	5%	-	
	2016	14%	16%	6%	0%	1%	7%	*	*	-	*	3%	4%	0%	8%	5%	-	
Science	2017	19%	20%	13%	0%	11%	13%	*	*	-	20%	3%	9%	3%	8%	17%	*	
	2016	15%	16%	9%	0%	7%	10%	*	*	-	0%	7%	7%	3%	8%	11%	-	
Social Studies	2017	26%	30%	31%	25%	24%	33%	-	*	-	50%	11%	28%	8%	26%	37%	*	
	2016	21%	24%	22%	*	21%	22%	*	*	*	56%	11%	15%	0%	17%	27%	-	

STAAR Participation (All Grades)

All Tests	2017	99%	99%	99%	100%	100%	99%	100%	100%	*	99%	100%	99%	100%	99%	99%	92%
	2016	99%	99%	100%	100%	100%	100%	97%	100%	*	99%	99%	100%	100%	100%	100%	-
Reading	2017	99%	99%	99%	100%	100%	99%	100%	100%	*	98%	100%	99%	100%	99%	100%	*
	2016	99%	99%	99%	100%	100%	99%	92%	100%	-	98%	99%	100%	100%	99%	99%	-
Mathematics	2017	100%	100%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	*
	2016	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	-
Writing	2017	100%	100%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	99%	-
	2016	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	99%	100%	99%	99%	*	*	-	100%	97%	99%	97%	99%	99%	*
	2016	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	99%	-
Social Studies	2017	98%	98%	99%	100%	100%	99%	-	*	-	100%	100%	100%	100%	99%	99%	*
	2016	98%	98%	100%	100%	100%	100%	*	*	*	100%	97%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2017	98%	98%	99%	*	98%	100%	*	*	-	86%	99%	99%	93%	100%	99%	*
% STAAR/EOC With No Accommodations	2017	13%	15%	11%	*	5%	13%	*	*	-	0%	11%	12%	7%	9%	11%	*
% STAAR/EOC With Accommodations	2017	73%	72%	78%	*	76%	79%	*	*	-	86%	78%	78%	86%	84%	76%	*
% STAAR Alternate 2	2017	12%	11%	10%	*	17%	9%	*	*	-	0%	10%	9%	0%	7%	11%	*
% of Non-Participants	2017	2%	2%	1%	*	2%	0%	*	*	-	14%	1%	1%	7%	0%	1%	*
Mathematics Tests																	
% of Participants	2017	99%	99%	99%	*	100%	100%	*	*	-	83%	99%	100%	100%	100%	99%	*
% STAAR/EOC With No Accommodations	2017	12%	15%	5%	*	3%	6%	*	*	-	0%	5%	5%	0%	4%	6%	*
% STAAR/EOC With Accommodations	2017	74%	73%	82%	*	78%	83%	*	*	-	83%	82%	84%	100%	87%	80%	*
% STAAR Alternate 2	2017	13%	11%	12%	*	19%	11%	*	*	-	0%	12%	11%	0%	10%	13%	*
% of Non-Participants	2017	1%	1%	1%	*	0%	0%	*	*	-	17%	1%	0%	0%	0%	1%	*

*** 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 American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y				Y	Y	N	Y	n/a	7	8	88
Mathematics	Y		Y	Y				Y	Y	N	Y	n/a	6	7	86
Writing	Y		Y	Y					Y	N		n/a	4	5	80
Science	Y		Y	Y					Y	N	N	n/a	4	6	67
Social Studies	Y		Y	Y					Y	N		n/a	4	5	80
Total													25	31	81
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N		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%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	Total +	Total Met	Total Eligible	Percent of Eligible Met
Reading	Y	Y	Y	Y				Y	Y	Y	n/a	Y	8	8	100
Mathematics	Y		Y	Y				Y	Y	Y	n/a	Y	7	7	100
Total													15	15	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y		Y	Y					N		n/a		3	4	75
Reason Code ***	a		a	b											
Total													3	4	75
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	Y														
Number Proficient	16														
Total Federal Cap Limit	23														
Mathematics															
Alternate 1%	Y														
Number Proficient	16														
Total Federal Cap Limit	19														
Total													1	1	100
Overall Total													44	51	86

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

* Indicates results are masked due to small numbers to protect student confidentiality.

*** 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.

	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 Standard	1,523	17	274	1,179	8	**	*	37	713	46	77	n/a
Total Tests	2,115	28	389	1,626	15	**	*	48	1,071	185	129	105
% at Approaches Grade Level Standard	72%	61%	70%	73%	53%	88%	*	77%	67%	25%	60%	n/a
Mathematics												
# at Approaches Grade Level Standard	1,407	14	248	1,104	10	**	*	24	689	60	87	n/a
Total Tests	1,721	20	312	1,333	14	**	*	35	888	152	116	95
% at Approaches Grade Level Standard	82%	70%	79%	83%	71%	100%	*	69%	78%	39%	75%	n/a
Writing												
# at Approaches Grade Level Standard	339	5	60	261	*	*	-	8	163	10	17	n/a
Total Tests	504	5	92	387	*	*	-	13	271	43	32	24
% at Approaches Grade Level Standard	67%	100%	65%	67%	*	*	-	62%	60%	23%	53%	n/a
Science												
# at Approaches Grade Level Standard	568	7	78	464	*	*	-	14	245	26	16	n/a
Total Tests	724	9	112	582	*	*	-	15	345	61	34	30
% at Approaches Grade Level Standard	78%	78%	70%	80%	*	*	-	93%	71%	43%	47%	n/a
Social Studies												
# at Approaches Grade Level Standard	352	**	48	290	-	*	-	6	136	14	6	n/a
Total Tests	456	**	66	376	-	*	-	6	198	37	13	13
% at Approaches Grade Level Standard	77%	100%	73%	77%	-	*	-	100%	69%	38%	46%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	2,262	30	419	1,733	15	**	*	54	1,156	208	n/a	116
Total Students	2,274	30	419	1,744	15	**	*	55	1,163	208	n/a	116
Participation Rate	99%	100%	100%	99%	100%	100%	*	98%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	1,835	22	334	1,414	14	**	*	42	948	165	n/a	102
Total Students	1,841	22	335	1,419	14	**	*	42	952	165	n/a	102
Participation Rate	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	n/a	100%

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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* 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	188	*	39	141	*	-	-	5	80	10	5	n/a
Total in Class	207	*	42	157	*	-	-	5	96	15	6	5
Graduation Rate	90.8%	*	92.9%	89.8%	*	-	-	100.0%	83.3%	66.7%	83.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	188	*	35	141	*	*	-	5	81	15	*	n/a
Total in Class	208	*	37	158	*	*	-	6	98	19	*	*
Graduation Rate	90.4%	*	94.6%	89.2%	*	*	-	83.3%	82.7%	78.9%	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	192	*	36	144	*	*	-	5	83	15	*	n/a
Total in Class	208	*	37	159	*	*	-	5	97	20	*	*
Graduation Rate	92.3%	*	97.3%	90.6%	*	*	-	100.0%	85.6%	75.0%	*	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	16
Total Federal Cap Limit	23
Mathematics	
Number Proficient	16
Total Federal Cap Limit	19

* 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.

Results available at campus level only.

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.

Results available at campus level only.

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.

	----- District -----		----- State -----	
	Number	Percent	Number	Percent
No Degree	0.0	0.0%	4,333.3	1.2%
Bachelors	201.3	84.8%	262,745.0	74.5%
Masters	34.1	14.4%	83,426.6	23.6%
Doctorate	1.9	0.8%	2,251.2	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

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

Report Not Required

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	District	Region 11	State
2014-15	47.7%	56.4%	56.1%
2013-14	47.2%	57.6%	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	% Achievement Level				
			Below Basic	At or Above Basic	At or Above Proficient	At or Above 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

Grade	Subject	Student Group	% At or Above			
			Below Basic	Basic	Proficient	Advanced
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
		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
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment