

### WELLMAN-UNION INDEPENDENT SCHOOL DISTRICT

P.O. Box 69 5<sup>th</sup> & Terry St. Wellman, TX 79378-0069 http://wellman.esc17.net (806) 637-4910 phone / (806) 637-2585 fax



Aaron Waldrip, Superintendent - Michael Norman, Secondary Principal - Bridget Brown, Elementary Principal

February 21, 2017

### Dear Parent:

Wellman-Union ISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal No Child Left Behind Act of 2001 (NCLB).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <a href="http://wellman.esc17.net/">http://wellman.esc17.net/</a> or are also available on the Texas Education Agency's website at:

http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/NCLB-ESEA Resources/Federal Report Card/.

Information on these report cards includes:

**Part I:** Percent Tested and Student Achievement by Proficiency Level – Provides the State of Texas Assessment of Academic Readiness (STAAR) performance results and participation for each subject area and grade level tested.

Participation reports also include reports of the participation of Children with Individualized Education Plans (IEPs) by assessment type.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs) — Provides the AMO outcomes and data table of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

**Part III: Priority and Focus Schools** – Priority schools are the lowest 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. 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.

Part IV: Teacher Quality Data – Provides information on teacher quality in three parts.

Part A – Percent of Teachers by Highest Degree Held – Professional qualifications of all public elementary and secondary teachers in the Texas.

Part B and C – Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/Low Poverty Summary Reports – 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 highpoverty compared to low-poverty schools.

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE) – Provides the percentage of students who enroll and begin instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results – Provides most recent NAEP results for Texas showing reading and mathematics performance results and participation rates, disaggregated by student group.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact Aaron Waldrip, Superintendent.

Sincerely,

Aaron Waldrip, Superintendent

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## Estimado padre de familia:

El Wellman-Union ISD está compartiendo con usted la información sobre el distrito y la escuela de su hijo como parte de las obligaciones que se requieren bajo la ley federal del Que Ningún Niño Sé Que Atrás del 2001 (NCLB, por sus siglas en inglés).

Las Tarjetas de Reporte de NCLB para el estado entero el distrito escolar y cada una de las escuelas del distrito están ahora disponibles en la página de internet en este enlace: <a href="http://wellman.esc17.net/">http://wellman.esc17.net/</a> y también están disponibles en la página de internet de la Agencia de Educación de Texas: <a href="http://tea.texas.gov/About\_TEA/Laws">http://tea.texas.gov/About\_TEA/Laws\_and\_Rules/NCLB\_and\_ESEA/NCLB\_ESEA\_Resources/Federal\_Report\_Card/</a>.

La información de las tarjetas de reporte incluye lo siguiente:

Parte I: Rendimiento de los Estudiantes por Nivel de Competencia - Proporciona los resultados de rendimiento del programa de evaluación académica (STAAR, por sus siglas en inglés) para cada materia y grado evaluado.

Parte II: Los Objetivos Académicos Anuales Mensurables del estado – Proporciona los resultados de rendimiento de las pruebas STAAR en cada materia. También incluye el índice de cuatro y cinco años de las tasas de graduación y las tasas de participación en las pruebas STAAR en lectura/inglés y matemáticas.

Parte III: Escuelas con Enfoque o Escuelas con Prioridad - las escuelas con prioridad son las que se encuentran dentro del 5% más bajo del Título I en el rendimiento en lectura y matemáticas y las tasas de graduación. Las escuelas con enfoque constituyen el 10 % del Título I que aún no son identificadas como escuelas con prioridad, que tienen la mayor diferencias entre el desempeño de grupo de estudiantes y garantizar los objetivos.

Parte IV: Calidad de Datos de Maestros – proporciona información sobre la calidad de los maestros en tres partes.

Parte A – porcentaje de maestros con el más alto nivel de título obtenido - cualificaciones profesionales de todos los maestros en las escuelas públicas de primaria y secundaria en Texas.

Parte B y C – maestros con credenciales provisionales o de emergencia, maestros altamente calificados (highly qualified), informes resumidos sobre la pobreza/con bajos índices de pobreza - porcentaje de todos los maestros en las escuelas públicas de primaria y secundaria trabajando con credenciales provisionales o de emergencia, el porcentaje de los salones de clases en el estado sin maestros que no están altamente calificados separados por niveles altos de pobreza en comparación con escuelas de bajos ingresos.

Parte V: Graduados Matriculados en una Institución de Educación Post-Secundaria en Texas (Universidad) — proporciona el porcentaje de estudiantes que se matricularon y comenzaron en una institución de educación post-secundaria en el año escolar después de que se graduaron de la secundaria.

Parte VI: Resultados Estatales de La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés) – proporciona los resultados de NAEP más recientes en Texas del rendimiento en matemáticas y lectura y la tasa de participación, separados por grupos de alumnos.

Si usted tiene dificultad obteniendo esta información del sitio de internet, copias impresas de los informes están disponibles en la oficina central del distrito o a través de la escuela en la oficina del principal. Si usted tiene preguntas acerca de la información, por favor comuníquese con Aaron Waldrip, Superintendent.

Atentamente,

Aaron Waldrip, Superintendent

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

Campus Name: WELLMAN-UNION SCHOOL
Campus ID: 223904001
District Name: WELLMAN-UNION CISD

Part I: Student Achievement by Proficiency Level

English II

2016 66% 67%

67%

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.

											Two						
					African			merican		Pacific	or	Snacial	Econ				
		State	District	Campus	American	Hispanio								ELL	Female	Male	Migran
TAAR Percent At	or Abo	ve Lev	el II Sat	tisfactory	Standard	(2016)	or Phase	e-in 1 Lev	el II (20	015)							
Grade 3																	
Reading	2016		83%	83%	-	73%	92%	-	-	-	-	*	84%	*	88%	*	*
	2015	74%	50%	50%	-	•	60%	-	-	9 <del>4</del> 9	-	8	40%		71%	38%	
Mathematics	2016		61%	61%	1.70	64%	58%	-	-	-	170	*	58%	*	65%	*	*
	2015	74%	50%	50%	-	*	60%	S=3	-	0.70	-	*	40%	*	*	46%	*
Grade 4														800	(20)		
Reading	2016 2015		67% 69%	67% 69%	-	58% 70%	78% *	-	-	-	-	*	59% 62%	*	* 58%	67% *	*
	2013	7 1 70	0370	0370	-	7070		-	_				0270		0070		
Mathematics	2016		67%	67%	-	58%	78%	35	-	0.50	-	*	59%	*	*	67%	-
	2015	71%	63%	63%	-	60%	-	( <del>-</del>	-	-			54%		58%		
Writing	2016		71%	71%	-	67%	78%	-	-	-	323	*	65%	*	*	73%	-
	2015	67%	56%	56%	-	50%	*	(i=)	-	-	-	*	54%	*	58%	*	
Grade 5																	
Reading	2016 2015		87% 89%	87% 89%	-	80% 75%	100% 100%	0. <del>5</del>	1.57	0.00	-	*	83% 87%	*	90% 71%	100%	*
	2015	03%	0970	0976	(5)	1370	100%	1.5			-		07 70		7 1 70	10070	
Mathematics	2016		80%	80%	-	80%	*	2	-	4	-	*	83%	*	80%	*	*
	2015	75%	79%	79%	(*)	63%	91%	-	-	-	-		80%	183	71%	83%	-
Science	2016		67%	67%	:=:	60%	*	-	-	=		*	67%	*	70%	*	*
	2015	69%	47%	47%	8. <del>7</del> .2	*	64%	=	15.5	=	3.50	*	40%	*	*	50%	*
Grade 6																	
Reading	2016		71%	71%	-	64%	80%	-	-	=	-	*	60%	*	60%	82%	*
	2015	73%	72%	72%	-	1.70	85%	-	-	-	-		55%		64%	86%	
Mathematics	2016		52%	52%		*	70%	-	350	=	-	*	40%	*	*	64%	*
	2015	72%	67%	67%	(1)77.7	*	62%	=	.53	<u>-</u>		*	73%	*	73%	*	
Grade 7																	
Reading	2016		83%	83% 85%	-	* 88%	92% 83%	=	-	-	-	*	73% 79%	*	75% 100%	100% 79%	*
	2015	1270	85%	05%	5( <del>4</del> )	0070	0370	-	-	-	-		1970		100 %	1970	
Mathematics	2016		44%	44%	:: <del>=</del> :	*	46%	-	-	-	-	*	55%	*	42%	*	*
	2015	68%	65%	65%		*	83%	ē	-5	-	5		57%			71%	
Writing	2016		78%	78%	12	*	85%	-	-	2	-	*	64%	*	75%	83%	-
	2015	69%	85%	85%	-	75%	92%	~	-	-	-	*	79%	*	83%	86%	*
Grade 8																	
Reading	2016		100%	100%	=	100%	100%		15	5	5	*	100%	- *	100% 83%	100% 89%	*
	2015	84%	87%	87%	400	75%	100%	-	274		5		75%		03%	09%	
Mathematics		80%	94%	94%	-	100%	90%	2	-	=	<u> </u>	*	100%	-	100%	91%	3-3
	2015	71%	47%	47%	Ψ.	*	86%	-		-	-	*	*	*	*	*	-
Science	2016	73%	81%	81%	=	100%	70%	-	-	-	=	*	91%	-	100%	73%	
	2015	67%	47%	47%	~	*	71%	=	-	(T)	-	*	*	*	*	56%	-
Social Studies	2016	62%	88%	88%	_	83%	90%	-	-	-	¥	*	82%	2	*	91%	120
	2015		33%	33%	=	*	*	-	-	-	-	*	*	*	*	*	-
End of Course																	
English I	2016		*	*	=	*	*	- :	5-5	-0	-	*	*	-	*	*	-
	2015	66%	67%	67%	=	*	83%	-	-	(5)		*	58%	*	73%	*	157
	0015	0001	070/	0=0/			40001						F00'	-	0001		

100%

Two or

	2015		Distric	t Camp 71%	usAm	rican erican H	ispani 55%		America Indian		sian l	Pacific slander				ELL *	Female 75%	<b>Male</b> 67%	Migrant -
Algebra I	2016 2015		91% 87%	91% 87%		-	83%	100% 100%	-		-	1 <b>-</b> 3	-	*	83% 78%	*	100% 100%	83% 75%	-
Biology	2016 2015		82% 86%	82% 86%		-	*	100% 100%	-		-	-	-	*	* 78%	*	* 100%	83%	-2
U.S. History	2016 2015		85% 86%	85% 86%		-	* 78%	100% 100%	-		-	-	-	*	80% 100%	*	100% 75%	* 100%	
All Grades All Subjects	2016 2015		75% 68%	75% 68%			66% 53%	83% 80%	-		8	-	-	39% 26%	70% 59%	34% 38%	75% 67%	75% 68%	80% 64%
Reading	2016 2015		79% 73%	79% 73%		-	65% 61%	91% 84%	-		-	-	-	47% 29%	73% 64%	33% 38%	80% 72%	78% 75%	* 56%
Mathematics	2016	75%	67% 65%	67% 65%		=	64% 49%	70% 78%			П Ф	-	-	36%	65% 60%	37% 48%	65% 66%	70% 64%	* 75%
Writing	2016	68%	74% 72%	74% 72%	1	-	65% 61%	82% 83%			-	-	-	*	64% 67%	*	72% 67%	76% 78%	-
Science	2016	77%	76%	76%	ì	-	73%	80%	-		-	-	-	*	76%	*	80%	73%	*
Social Studies	2015	76%	58% 86%	58% 86%	,	_	32% 67%	79% 95%	-		5 2	-	-	*	45% 81%	*	62% 92%	56% 81%	~
STAAR Percent at I	2015 Final L		59% or <b>Ab</b>	59% ove	)	_	56%	67%	-		-	920	-	*	42%	*	50%	67%	-
All Grades All Subjects	2016 2015	42% 38%	39% 27%	39% 27%		-	27% 18%	49% 34%	-		-	_		20% 7%	33% 16%	17% 3%	38% 28%	39% 26%	30% 27%
Reading	2016 2015		46% 36%	46% 36%			30% 24%	61% 45%	-		-	-	-	20% 12%	39% 23%	24% 8%	46% 37%	46% 35%	* 44%
Mathematics	2016 2015	40% 36%	26% 19%	26% 19%		-	25% 13%	28% 23%	E E		-	1	-	14%	23% 10%	11% 0%	26% 14%	27% 22%	* 13%
Writing	2016 2015		59% 28%	59% 28%		-	41% 28%	73% 28%	-		-	-		*	46% 22%	*	61% 39%	57% 17%	*
Science	2016 2015		38% 25%	38% 25%		-	27% 5%	50% 39%	-		-	-	-	*	34% 13%	*	40% 29%	36% 22%	*
Social Studies	2016 2015	45% 41%	31% 17%	31% 17%		-	0% 13%	45% 25%	-		-	-	_	*	24% 0%	*	23% 21%	38% 13%	
STAAR Percent at							1,5450												
All Grades All Subjects		17% 14%	13% 7%	13% 7%			9% 3%	17% 10%	2		_	-		7% 0%	10% 3%	8% 2%	16% 5%	11% 9%	10% 5%
Reading		16% 15%	20% 10%	20% 10%		-	14% 6%	26% 14%	-		-	-	-	13% 0%	18% 5%	10% 4%	26% 12%	14% 9%	* 11%
Mathematics		17% 14%	10% 6%	10% 6%		-	8% 4%	11% 7%	5		-	8	-	7% *	7% 4%	5% 0%	11% 0%	8% 10%	* 0%
Writing	2016 2015	14% 8%	10% 3%	10% 3%		-	6% 0%	14% 6%	-		-	-	-	*	4% 0%	*	17% 0%	5% 6%	*
Science		15% 14%	10% 8%	10% 8%		es H	5% 0%	15% 14%	-			- 	-	*	3% 0%	*	5% 5%	14% 11%	*
Social Studies		21% 18%	7% 0%	7% 0%		-	0% 0%	10% 0%	÷		-	-	-	*	0% 0%	*	0% 0%	13% 0%	-
STAAR Participation	n (All	Grade	es)																
All Tests			2016 2015	99% 99%	99% 100%	99% 100%	_	100% 100%	99% 100%	_	_	-				00% 00%	100% 100%	99% 100%	100% 100%
Reading		2	2016	99%	100%	100%	: <del>*</del> :	100%	100%	:=:	-	) <del>-</del>	- 10	00% 10	00% 1	00%	100%	100%	*

	2015	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Mathematics	2016 2015	100% 99%	99% 100%	99% 100%	-	100% 100%	98% 100%	5	-	-	-	100% 100%	100% 100%	100% 100%	100% 100%	98% 100%	* 100%
Writing	2016 2015	99% 99%	100% 100%	100% 100%	-	100% 100%	100% 100%	-	-	-	-	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	- 100%
Science	2016 2015	99% 99%	98% 100%	98% 100%	-	100% 100%	95% 100%	-	-	-	-	* 100%	100% 100%	* 100%	100% 100%	96% 100%	* 100%
Social Studies	2016 2015	98% 99%	100% 100%	100% 100%	-	100% 100%	100% 100%	9	-	-	-	* 100%	100% 100%	* 100%	100% 100%	100% 100%	
STAAR Participation Results	by Asse	essmen	t Type fo	or Stude	nts S	erved ii	ı Specia	l Edu	catio	n Sett	ings	(All Gra	ides)				
Reading Tests % of Participants % STAAR/EOC With No.	2016	98%	100%	100%	-	1009	/ <sub>6</sub> *	-	-	÷	12	1009	% 100	)% *	100%	100%	-
Accommodations % STAAR/EOC With	2016	13%	13%	13%	-	9%	*		-	-	-	13%	6 09	<b>*</b>	14%	13%	-
Accommodations % STAAR Alternate2 % of Non-Participants	2016 2016 2016	11%	73% 13% 0%	73% 13% 0%	-	73% 18% 0%	*	-	-	5	-	73% 13% 0%	6 17	% *	86% 0% 0%	63% 25% 0%	-
Mathematics Tests % of Participants % STAAR/EOC With No	2016	99%	100%	100%	-	1009	% *	-	v	-	š <b>-</b>	1009	% 100	)% *	100%	100%	-
Accommodations % STAAR/EOC With	2016	12%	7%	7%	-	10%	*	5.70	19 <del>4</del> 8	-	-	7%	09	<b>*</b>	0%	14%	((7)
Accommodations % STAAR Alternate2	2016	75%	79%	79%	-	70%	*					799	6 82	0/0 *	100%	57%	

Indicates results are masked due to small numbers to protect student confidentiality.
 Indicates zero observations reported for this group.
 In/a' Indicates data reporting is not applicable for this group.

### 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.

	All Students	African American	Hispanic	White	American Indian		Pacific Islander	Two or More Races			ELL (Current & Monitored)			Total Eligible	Percent of Eligible Measures Met
Performance Status -	State			ZO-MINE AND		- STATE OF THE		Carrier Contract	THE VALUE OF THE PARTY OF THE P						
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Υ					Y				4	4	100
Mathematics	Y		Y	Y					Y				4	4	100
Writing	Υ								Υ				2	2	100
Science	Υ								Υ				2	2	100
Social Studies	Y												1	1	100
Total													13	13	100
Performance Status -	- Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N		N	Ν	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%			
Reading	Υ		Y	Υ					Υ				4	4	100
Mathematics	Υ		Y	Y					Y				4	4	100
Total													8	8	100
Federal Graduation S	Status (Targ	et: See Rea	son Codes	)											
Graduation Targe Met	t Y												1	1	100
Reason Code ***	а														
Total													1	1	100
District: Met Federal Reading	Limits on A	Iternative A	ssessment	s											

<sup>?&#</sup>x27; Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

						Two or			ELL				Percent of Eligible
	All	African	American		Pacific	More	Econ	Special	(Current &	<b>ELL</b>	Total	Total	Measures
	Students	American Hispanic White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	+	Met	Eligible	Met
Alternate 1%	n/a												
Number	n/a												
Proficient													
Total Federal	n/a												
Cap Limit													
Mathematics													
Alternate 1%	n/a												
Number	n/a												
Proficient													
Total Federal	n/a												
Cap Limit													
Total													
Overall Total											22	22	100

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

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% d = Five-year Graduation Rate Target of 90%

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.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates				- All Control								
Reading												
# at Level II Satisfactory	102	-	39	63	-	-	-	-	71	7	7	n/a
Standard												
Total Tests	127	-	58	69	-	-	-	-	95	15	20	20
% at Level II Satisfactory	80%	-	67%	91%	-	-	-	-	75%	47%	35%	n/a
Standard												
Mathematics												
# at Level II Satisfactory	83	-	38	45	-	20	(A)	-	59	5	7	n/a
Standard												
Total Tests	120	-	56	64	-	-	8.5	-	87	14	18	18
% at Level II Satisfactory	69%	1 <del>3</del> %	68%	70%	0 <del>7</del> 0	=	17.7	-	68%	36%	39%	n/a
Standard												
Writing												
# at Level II Satisfactory	29	-	11	18	-	-	-	(14)	18	*	*	n/a
Standard												
Total Tests	38	-	16	22	( <del>-</del>	-	115	0.70	27	*	*	*
% at Level II Satisfactory	76%	-	69%	82%	-	_	-	_	67%	*	*	n/a
Standard												
Science												
# at Level II Satisfactory	32	-	16	16		-	( <del>-</del>		22	*	*	n/a
Standard												
Total Tests	41	_	21	20	-	ū.	-	_	28	*	*	*
% at Level II Satisfactory	78%	120	76%	80%	82 <u>4</u> 1	2	1023	-	79%	*	*	n/a
Standard	11/5/15		, -,-	/-					1.7.15			1000
Social Studies												
# at Level II Satisfactory	25	-	6	19	_	_	-	-	17	*	*	n/a
Standard												
Total Tests	29	120	9	20	_	2	4	132	21	*	*	*
% at Level II Satisfactory	86%		67%	95%	-	_	12	112	81%	*	*	n/a
Standard	0070		07 70	3070					0170			IIIa
I												
Participation Rates												
Reading: 2015-2016 Assessm	nents											
Number Participating	132	-	63	69	-	_	-		99	15	n/a	21
Total Students	132	-	63	69		_	_	-	99	15	n/a	21
Participation Rate	100%	_	100%	100%	010 02	2	_	12	100%	100%	n/a	100%
Mathematics: 2015-2016 Asse			10070	10070	3863	18	628	300	10070	10070	100	10070
Number Participating	125	: <del>-</del> ::	61	64	2. <del>-</del>	_	-	-	91	14	n/a	19
Total Students	126		61	65	**************************************	_	_	-	91	14	n/a	19
Participation Rate	99%	_	100%	98%	-	2	9	_	100%	100%	n/a	100%
I altopation rate	3370		10070	3070	9.5		33	- E	10070	10070	II/G	10070

Indicates there are no students in the group.

n/a Indicates the student group is not applicable to System Safeguards.

								Two or				
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current)
Federal Graduation Rates		ALL DE LEGISLATION OF THE PARTY		THE PROCESSION OF		Page 140 to 150		WHEN EXTENSION				
4-year Longitudinal Cohort Gr	aduation Ra	te (Gr 9-12):	Class of 20	15								
Number Graduated	11	=	*	**	-	3 = 3	=	-	5	*	85	n/a

<sup>\*\*\*</sup> Federal Graduation Rate Reason Codes:

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).

								Two or				
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current)
Total in Class	11		*	**	-	-	-	-	5	*	-	-
Graduation Rate	100.0%	-	*	100.0%		-	-	-	100.0%	*	-	n/a
4-year Longitudinal Cohort	Graduation Ra	ate (Gr 9-12):	Class of 20	14								
Number Graduated	10		*	**	-	-	-		6	*	-	n/a
Total in Class	10	-	*	**	-			-	6	*		-
Graduation Rate	100.0%	( <del>-</del> )	*	100.0%	-	-		( <del></del> )	100.0%	*	-	n/a
5-year Extended Graduation	Rate (Gr 9-12	2): Class of 2	014									
Number Graduated	10	141	* -	**	<u>u</u>	4	-	-	6	*	-	n/a
Total in Class	10	-	*	**		-	-	-	6	*	-	-
Graduation Rate	100.0%	-	*	100.0%	-	-	-	-	100.0%	*	-	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: Priorit

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 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.ldentifications 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.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	18.9	87.3%	87.3%	74.7%
Masters	2.8	12.7%	12.7%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

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	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

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
	201000 400000 400000 400000 4000000	Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

Campus	·		
Number	Percent	District	State
		Percent	Percent

# 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 Education	Special Education	Total
Total Number of Teachers		17	2	19
Total Number of Classes		51	10	61
Number of Classes Taught by Highly Qualified Teachers	Number	51	8	59
	Percent	100.00%	80.00%	96.72%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	2	2
	Percent	0.00%	20.00%	3.28%

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

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

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

	Number of Teachers		
	General Education	Special Education	
Highly Qualified	1	(	
Not Highly Qualified	0	1	

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	*	*	57.5%
2012-13	*	*	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.