

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

Campus Name: ADAMS EL

Campus ID: 220901161

District Name: ARLINGTON 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.

Grade	Subject	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
						Hispanic	White	Indian	Asian									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																		
Grade 3																		
Reading	2016	72%	68%	61%	55%	60%	71%	*	83%	-	*	*	59%	64%	67%	55%	-	
	2015	74%	66%	47%	51%	37%	54%	-	60%	-	*	*	49%	45%	49%	46%	-	
Mathematics	2016	74%	70%	73%	65%	69%	86%	*	100%	-	*	*	73%	77%	72%	73%	-	
	2015	74%	64%	38%	32%	26%	54%	-	73%	-	*	*	39%	40%	40%	36%	-	
Grade 4																		
Reading	2016	74%	67%	52%	52%	43%	60%	-	61%	-	*	*	53%	57%	63%	43%	-	
	2015	71%	64%	36%	28%	45%	*	*	70%	-	*	*	35%	47%	40%	33%	-	
Mathematics	2016	72%	66%	43%	33%	34%	50%	-	78%	-	*	*	43%	56%	43%	43%	-	
	2015	71%	62%	36%	25%	52%	*	*	80%	-	*	*	36%	50%	31%	40%	-	
Writing	2016	68%	63%	38%	30%	45%	*	-	44%	-	*	*	37%	48%	44%	34%	-	
	2015	67%	60%	36%	32%	34%	33%	*	70%	-	*	*	36%	50%	39%	33%	-	
Grade 5																		
Reading	2016	80%	74%	60%	50%	63%	58%	*	90%	-	-	*	57%	55%	59%	62%	-	
	2015	83%	79%	53%	39%	55%	*	-	88%	-	-	*	54%	58%	59%	45%	-	
Mathematics	2016	85%	79%	70%	55%	77%	75%	*	100%	-	-	*	69%	79%	67%	73%	-	
	2015	75%	67%	40%	31%	38%	*	-	75%	-	-	*	41%	44%	43%	36%	-	
Science	2016	73%	67%	57%	35%	66%	64%	*	100%	-	-	*	56%	64%	55%	59%	-	
	2015	69%	61%	32%	19%	31%	*	-	69%	-	-	*	33%	38%	27%	38%	-	
Grade 6																		
Reading	2016	68%	67%	45%	31%	45%	*	-	85%	-	-	*	45%	38%	59%	29%	-	
	2015	73%	74%	64%	55%	68%	*	-	76%	-	-	*	65%	66%	69%	58%	*	
Mathematics	2016	71%	69%	44%	31%	38%	*	-	92%	-	-	*	42%	41%	51%	36%	-	
	2015	72%	73%	66%	50%	72%	*	-	94%	-	-	*	66%	69%	67%	65%	*	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	54%	43%	53%	61%	100%	80%	-	60%	*	52%	58%	58%	50%	-
	2015	73%	69%	44%	36%	44%	35%	*	76%	-	*	19%	45%	49%	47%	42%	*
Reading	2016	72%	67%	55%	47%	52%	61%	*	77%	-	*	*	53%	55%	62%	47%	-
	2015	74%	70%	49%	43%	49%	42%	*	74%	-	*	22%	51%	52%	54%	45%	*
Mathematics	2016	75%	70%	57%	45%	53%	70%	*	91%	-	*	*	56%	63%	58%	56%	-
	2015	73%	67%	44%	35%	43%	33%	*	81%	-	*	22%	45%	49%	46%	43%	*
Writing	2016	68%	64%	38%	30%	45%	*	-	44%	-	*	*	37%	48%	44%	34%	-
	2015	68%	63%	36%	32%	34%	33%	*	70%	-	*	*	36%	50%	39%	33%	-
Science	2016	77%	74%	57%	35%	66%	64%	*	100%	-	-	*	56%	64%	55%	59%	-
	2015	75%	71%	32%	19%	31%	*	-	69%	-	-	*	33%	38%	27%	38%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	22%	13%	22%	26%	20%	45%	-	20%	*	22%	25%	22%	22%	-
	2015	38%	34%	13%	7%	12%	8%	*	35%	-	*	4%	13%	12%	15%	11%	*
Reading	2016	42%	38%	24%	16%	21%	33%	*	43%	-	*	*	22%	23%	26%	21%	-
	2015	40%	36%	16%	11%	15%	11%	*	36%	-	*	3%	16%	13%	19%	13%	*
Mathematics	2016	40%	35%	23%	12%	23%	21%	*	53%	-	*	*	23%	27%	21%	25%	-
	2015	36%	30%	12%	6%	10%	8%	*	36%	-	*	6%	12%	11%	13%	11%	*
Writing	2016	39%	36%	15%	7%	21%	*	-	22%	-	*	*	15%	25%	18%	13%	-
	2015	31%	27%	7%	2%	14%	0%	*	20%	-	*	*	8%	12%	13%	2%	-
Science	2016	44%	41%	22%	11%	24%	27%	*	50%	-	-	*	22%	21%	14%	30%	-
	2015	40%	35%	9%	0%	9%	*	-	31%	-	-	*	10%	6%	10%	8%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	8%	3%	8%	8%	0%	26%	-	10%	*	7%	9%	8%	9%	-
	2015	14%	12%	3%	1%	2%	2%	*	13%	-	*	3%	3%	2%	3%	3%	*
Reading	2016	16%	14%	10%	3%	9%	12%	*	26%	-	*	*	8%	8%	10%	10%	-
	2015	15%	13%	4%	2%	5%	3%	*	12%	-	*	3%	5%	3%	5%	4%	*
Mathematics	2016	17%	15%	9%	3%	7%	9%	*	34%	-	*	*	8%	10%	8%	11%	-
	2015	14%	11%	3%	1%	1%	3%	*	16%	-	*	3%	3%	3%	2%	4%	*
Writing	2016	14%	11%	4%	0%	8%	*	-	6%	-	*	*	4%	8%	4%	3%	-
	2015	8%	6%	0%	0%	0%	0%	*	0%	-	*	*	0%	0%	0%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	5%	3%	3%	0%	*	20%	-	-	*	4%	4%	2%	7%	-
	2015	14%	12%	2%	0%	0%	*	-	13%	-	-	*	3%	0%	0%	5%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	100%	100%	100%	100%	-	90%	100%	99%	100%	99%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	99%	99%	100%	100%	100%	-	100%	100%	99%	99%	99%	100%	100%
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	100%	100%	100%	100%	-	100%	100%	99%	100%	99%	100%	100%
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2015	99%	99%	98%	98%	100%	100%	100%	100%	-	50%	100%	99%	100%	98%	98%	-
Science	2016	99%	99%	98%	100%	97%	92%	*	100%	-	-	100%	98%	97%	96%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	19%	14%	22%	*	-	*	-	*	19%	19%	*	0%	28%	-
% STAAR/EOC With Accommodations	2016	73%	69%	81%	86%	78%	*	-	*	-	*	81%	81%	*	100%	72%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	19%	14%	22%	*	-	*	-	*	19%	19%	*	0%	28%	-
% STAAR/EOC With Accommodations	2016	75%	69%	81%	86%	78%	*	-	*	-	*	81%	81%	*	100%	72%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	*	-	*	0%	0%	*	0%	0%	-

** 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 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	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	N	N	N	N		Y			N		Y		2	7	29
Mathematics	N	N	N	Y		Y			N		Y		3	7	43
Writing	N	N	N						N		N		0	5	0
Science	N	N	Y						N		Y		2	5	40
Social Studies													0	0	
Total													7	24	29
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													23	40	58

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	197	63	74	18	*	39	-	*	175	*	98	n/a
Total Tests	355	134	135	31	*	51	-	*	323	*	160	145
% at Level II Satisfactory Standard	55%	47%	55%	58%	*	76%	-	*	54%	*	61%	n/a
Mathematics												
# at Level II Satisfactory Standard	209	63	75	21	*	46	-	*	184	*	108	n/a
Total Tests	356	134	136	31	*	51	-	*	324	*	161	146
% at Level II Satisfactory Standard	59%	47%	55%	68%	*	90%	-	*	57%	*	67%	n/a
Writing												
# at Level II Satisfactory Standard	39	12	16	*	-	7	-	*	36	*	23	n/a
Total Tests	99	39	33	*	-	17	-	*	94	*	46	43
% at Level II Satisfactory Standard	39%	31%	48%	*	-	41%	-	*	38%	*	50%	n/a
Science												
# at Level II Satisfactory Standard	49	13	19	**	*	9	-	-	44	*	25	n/a
Total Tests	83	35	27	**	*	9	-	-	77	*	34	27
% at Level II Satisfactory Standard	59%	37%	70%	64%	*	100%	-	-	57%	*	74%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	390	147	151	33	*	53	-	*	345	26	n/a	159
Total Students	390	147	151	33	*	53	-	*	345	26	n/a	159
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	389	147	150	33	*	53	-	*	344	26	n/a	158
Total Students	389	147	150	33	*	53	-	*	344	26	n/a	158
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No Priority School Reason: N/A
Focus School Identification: No Focus School Reason: N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	40.9	79.8%	73.8%	74.7%
Masters	10.3	20.2%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		44	2	46
Total Number of Classes		64	2	66
Number of Classes Taught by Highly Qualified Teachers	Number	64	2	66
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: AMOS EL

Campus ID: 220901124

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	75%	93%	72%	60%	-	83%	-	-	*	75%	74%	83%	68%	-
	2015	74%	66%	67%	63%	63%	75%	-	83%	-	*	*	66%	58%	66%	68%	-
Mathematics	2016	74%	70%	72%	80%	66%	70%	-	100%	-	-	*	71%	69%	73%	70%	-
	2015	74%	64%	57%	56%	50%	*	-	100%	-	*	*	53%	58%	63%	53%	-
Grade 4																	
Reading	2016	74%	67%	58%	61%	54%	*	-	83%	-	*	*	55%	44%	62%	54%	-
	2015	71%	64%	64%	46%	64%	78%	-	*	-	-	44%	65%	54%	73%	57%	-
Mathematics	2016	72%	66%	69%	61%	73%	*	-	83%	-	*	46%	67%	72%	70%	68%	-
	2015	71%	62%	84%	69%	84%	100%	-	*	-	-	56%	85%	82%	91%	78%	-
Writing	2016	68%	63%	68%	61%	66%	*	-	100%	-	*	38%	66%	67%	77%	59%	-
	2015	67%	60%	66%	54%	64%	78%	-	*	-	-	31%	65%	64%	73%	59%	-
Grade 5																	
Reading	2016	80%	74%	77%	57%	78%	100%	-	*	-	-	54%	76%	76%	85%	71%	-
	2015	83%	79%	83%	60%	87%	73%	-	100%	-	*	45%	81%	74%	91%	77%	-
Mathematics	2016	85%	79%	85%	64%	88%	100%	-	*	-	-	69%	84%	80%	91%	80%	-
	2015	75%	67%	74%	50%	75%	91%	-	100%	-	*	64%	75%	57%	79%	71%	-
Science	2016	73%	67%	85%	79%	86%	86%	-	*	-	-	69%	84%	76%	88%	83%	-
	2015	69%	61%	78%	70%	80%	64%	-	100%	-	*	55%	78%	70%	79%	77%	-
Grade 6																	
Reading	2016	68%	67%	65%	46%	70%	45%	-	100%	-	*	38%	64%	56%	70%	61%	-
	2015	73%	74%	77%	76%	72%	78%	-	100%	-	*	38%	78%	57%	74%	79%	-
Mathematics	2016	71%	69%	65%	46%	67%	73%	-	100%	-	*	62%	62%	39%	68%	63%	-
	2015	72%	73%	70%	65%	60%	89%	-	100%	-	*	38%	70%	50%	71%	69%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	72%	65%	72%	68%	-	94%	-	*	50%	70%	67%	76%	68%	-
	2015	73%	69%	72%	61%	71%	78%	-	98%	-	89%	43%	72%	63%	76%	70%	-
Reading	2016	72%	67%	69%	65%	69%	61%	-	90%	-	*	40%	68%	66%	75%	63%	-
	2015	74%	70%	73%	63%	73%	76%	-	96%	-	*	41%	72%	61%	76%	71%	-
Mathematics	2016	75%	70%	72%	63%	73%	72%	-	95%	-	*	58%	70%	67%	75%	70%	-
	2015	73%	67%	71%	61%	68%	84%	-	100%	-	*	46%	71%	64%	76%	68%	-
Writing	2016	68%	64%	68%	61%	66%	*	-	100%	-	*	38%	66%	67%	77%	59%	-
	2015	68%	63%	66%	54%	64%	78%	-	*	-	-	31%	65%	64%	73%	59%	-
Science	2016	77%	74%	85%	79%	86%	86%	-	*	-	-	69%	84%	76%	88%	83%	-
	2015	75%	71%	78%	70%	80%	64%	-	100%	-	*	55%	78%	70%	79%	77%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	36%	26%	33%	38%	-	82%	-	*	29%	34%	29%	39%	33%	-
	2015	38%	34%	31%	22%	27%	37%	-	70%	-	56%	26%	30%	18%	37%	27%	-
Reading	2016	42%	38%	33%	27%	31%	31%	-	70%	-	*	24%	31%	28%	38%	28%	-
	2015	40%	36%	34%	25%	29%	46%	-	71%	-	*	24%	32%	18%	40%	29%	-
Mathematics	2016	40%	35%	34%	22%	32%	39%	-	90%	-	*	33%	33%	29%	35%	33%	-
	2015	36%	30%	31%	21%	27%	32%	-	79%	-	*	31%	29%	22%	35%	29%	-
Writing	2016	39%	36%	43%	33%	39%	*	-	83%	-	*	31%	43%	33%	46%	41%	-
	2015	31%	27%	24%	8%	25%	33%	-	*	-	-	19%	22%	11%	39%	11%	-
Science	2016	44%	41%	46%	36%	44%	57%	-	*	-	-	31%	47%	28%	52%	41%	-
	2015	40%	35%	28%	30%	25%	27%	-	40%	-	*	18%	28%	13%	29%	27%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	14%	9%	10%	22%	-	51%	-	*	1%	13%	9%	14%	14%	-
	2015	14%	12%	11%	9%	8%	15%	-	26%	-	22%	4%	10%	2%	12%	10%	-
Reading	2016	16%	14%	14%	12%	11%	17%	-	45%	-	*	2%	12%	9%	14%	13%	-
	2015	15%	13%	14%	9%	12%	19%	-	29%	-	*	6%	13%	4%	16%	12%	-
Mathematics	2016	17%	15%	15%	10%	10%	25%	-	60%	-	*	0%	13%	13%	15%	15%	-
	2015	14%	11%	12%	11%	9%	14%	-	33%	-	*	6%	11%	1%	12%	12%	-
Writing	2016	14%	11%	17%	6%	20%	*	-	33%	-	*	0%	15%	0%	20%	14%	-
	2015	8%	6%	1%	0%	0%	11%	-	*	-	-	0%	0%	0%	3%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	9%	0%	4%	43%	-	*	-	-	0%	9%	0%	6%	12%	-
	2015	14%	12%	4%	10%	2%	9%	-	0%	-	*	0%	3%	0%	3%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	98%	-	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	97%	100%	100%	75%	-	100%	-	*	100%	98%	100%	95%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	31%	20%	28%	40%	-	-	-	*	31%	28%	25%	20%	40%	-
% STAAR/EOC With Accommodations	2016	73%	69%	38%	40%	38%	40%	-	-	-	*	38%	41%	42%	35%	40%	-
% STAAR Alternate2	2016	11%	8%	31%	40%	34%	20%	-	-	-	*	31%	31%	33%	45%	20%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	27%	20%	24%	40%	-	-	-	*	27%	23%	25%	20%	32%	-
% STAAR/EOC With Accommodations	2016	75%	69%	42%	40%	41%	40%	-	-	-	*	42%	46%	42%	35%	48%	-
% STAAR Alternate2	2016	12%	9%	31%	40%	34%	20%	-	-	-	*	31%	31%	33%	45%	20%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	Y	Y		7	7	100
Writing	Y		Y						Y				3	3	100
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													20	21	95
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													34	35	97

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
--	--------------	------------------	----------	-------	-----------------	-------	------------------	-------------------	-------------	------------	-----------------------------	-----------	----------------	----------------------------------

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	209	36	132	22	-	**	-	*	187	17	99	n/a
Total Tests	300	54	191	33	-	**	-	*	273	42	135	100
% at Level II Satisfactory Standard	70%	67%	69%	67%	-	90%	-	*	68%	40%	73%	n/a
Mathematics												
# at Level II Satisfactory Standard	217	33	138	26	-	**	-	*	193	26	100	n/a
Total Tests	299	54	190	33	-	**	-	*	272	42	134	99
% at Level II Satisfactory Standard	73%	61%	73%	79%	-	95%	-	*	71%	62%	75%	n/a
Writing												
# at Level II Satisfactory Standard	49	11	27	*	-	6	-	*	43	5	19	n/a
Total Tests	69	17	39	*	-	6	-	*	62	13	25	18
% at Level II Satisfactory Standard	71%	65%	69%	*	-	100%	-	*	69%	38%	76%	n/a
Science												
# at Level II Satisfactory Standard	62	11	42	**	-	*	-	-	56	9	32	n/a
Total Tests	72	13	49	**	-	*	-	-	66	13	39	25
% at Level II Satisfactory Standard	86%	85%	86%	86%	-	*	-	-	85%	69%	82%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	317	60	198	36	-	**	-	*	287	45	n/a	100
Total Students	317	60	198	36	-	**	-	*	287	45	n/a	100
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	317	60	198	36	-	**	-	*	287	45	n/a	100
Total Students	317	60	198	36	-	**	-	*	287	45	n/a	100
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	33.0	83.9%	73.8%	74.7%
Masters	6.3	16.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		28	3	31
Total Number of Classes		46	3	49
Number of Classes Taught by Highly Qualified Teachers	Number	46	3	49
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

2015-16 Federal Report Card			
Grade	Subject	Student Group	%
		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

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

Campus Name: ANDERSON EL

Campus ID: 220901160

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 3																	
Reading	2016	72%	68%	55%	50%	56%	*	-	*	-	-	*	55%	52%	67%	47%	-
	2015	74%	66%	66%	71%	64%	*	*	86%	*	*	*	66%	62%	80%	53%	-
Mathematics	2016	74%	70%	60%	*	65%	*	-	*	-	-	*	62%	63%	67%	56%	-
	2015	74%	64%	63%	53%	63%	*	*	86%	*	*	*	64%	62%	69%	59%	-
Grade 4																	
Reading	2016	74%	67%	55%	70%	52%	*	*	86%	*	*	*	55%	51%	70%	43%	-
	2015	71%	64%	65%	55%	67%	*	-	*	-	-	*	67%	68%	68%	63%	-
Mathematics	2016	72%	66%	63%	*	66%	*	*	86%	*	*	*	64%	63%	65%	62%	-
	2015	71%	62%	59%	50%	62%	*	-	*	-	-	*	60%	64%	55%	63%	-
Writing	2016	68%	63%	53%	*	54%	*	*	86%	*	*	*	54%	56%	65%	43%	-
	2015	67%	60%	59%	41%	64%	*	-	*	-	-	*	61%	64%	63%	56%	-
Grade 5																	
Reading	2016	80%	74%	74%	64%	75%	*	-	*	-	-	*	74%	70%	82%	69%	-
	2015	83%	79%	67%	67%	67%	*	-	-	*	-	*	66%	56%	79%	56%	-
Mathematics	2016	85%	79%	84%	83%	84%	*	-	*	-	-	71%	86%	80%	89%	81%	-
	2015	75%	67%	55%	*	60%	*	-	-	*	-	*	55%	49%	63%	49%	-
Science	2016	73%	67%	61%	82%	57%	*	-	*	-	-	71%	60%	46%	57%	64%	-
	2015	69%	61%	37%	*	38%	*	-	-	*	-	*	37%	23%	48%	27%	-
Grade 6																	
Reading	2016	68%	67%	56%	77%	53%	-	-	-	*	-	*	56%	31%	74%	42%	-
	2015	73%	74%	54%	32%	63%	-	-	*	-	*	*	54%	50%	62%	45%	-
Mathematics	2016	71%	69%	75%	92%	71%	-	-	-	*	-	*	75%	64%	84%	67%	-
	2015	72%	73%	65%	53%	70%	-	-	*	-	*	*	64%	59%	68%	61%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	64%	64%	64%	41%	*	88%	*	*	54%	64%	58%	72%	57%	-
	2015	73%	69%	59%	48%	61%	88%	*	84%	*	*	9%	59%	57%	66%	54%	-
Reading	2016	72%	67%	60%	65%	59%	*	*	89%	*	*	45%	60%	52%	73%	50%	-
	2015	74%	70%	64%	55%	66%	83%	*	89%	*	*	*	64%	61%	73%	56%	-
Mathematics	2016	75%	70%	71%	64%	72%	*	*	89%	*	*	57%	72%	67%	77%	67%	-
	2015	73%	67%	60%	47%	63%	83%	*	89%	*	*	*	61%	59%	63%	58%	-
Writing	2016	68%	64%	53%	*	54%	*	*	86%	*	*	*	54%	56%	65%	43%	-
	2015	68%	63%	59%	41%	64%	*	-	*	-	-	*	61%	64%	63%	56%	-
Science	2016	77%	74%	61%	82%	57%	*	-	*	-	-	71%	60%	46%	57%	64%	-
	2015	75%	71%	37%	*	38%	*	-	-	*	-	*	37%	23%	48%	27%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	27%	26%	26%	18%	*	81%	*	*	29%	28%	21%	31%	24%	-
	2015	38%	34%	21%	16%	21%	31%	*	79%	*	*	0%	21%	16%	25%	18%	-
Reading	2016	42%	38%	27%	35%	24%	*	*	89%	*	*	23%	28%	20%	32%	24%	-
	2015	40%	36%	23%	23%	21%	17%	*	78%	*	*	*	23%	15%	26%	19%	-
Mathematics	2016	40%	35%	29%	21%	29%	*	*	89%	*	*	29%	29%	24%	34%	25%	-
	2015	36%	30%	24%	11%	26%	33%	*	89%	*	*	*	24%	20%	28%	20%	-
Writing	2016	39%	36%	23%	*	18%	*	*	57%	*	*	*	24%	19%	25%	21%	-
	2015	31%	27%	22%	18%	23%	*	-	*	-	-	*	22%	20%	23%	21%	-
Science	2016	44%	41%	23%	0%	24%	*	-	*	-	-	43%	24%	15%	24%	22%	-
	2015	40%	35%	6%	*	5%	*	-	-	*	-	*	5%	2%	8%	4%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	8%	8%	7%	12%	*	46%	*	*	2%	8%	6%	11%	6%	-
	2015	14%	12%	8%	8%	7%	0%	*	47%	*	*	0%	8%	6%	8%	7%	-
Reading	2016	16%	14%	8%	15%	6%	*	*	33%	*	*	0%	8%	4%	13%	4%	-
	2015	15%	13%	10%	12%	8%	0%	*	67%	*	*	*	10%	8%	11%	8%	-
Mathematics	2016	17%	15%	9%	4%	8%	*	*	56%	*	*	5%	9%	9%	11%	7%	-
	2015	14%	11%	8%	5%	9%	0%	*	33%	*	*	*	9%	6%	8%	8%	-
Writing	2016	14%	11%	7%	*	5%	*	*	43%	*	*	*	7%	5%	5%	9%	-
	2015	8%	6%	4%	9%	3%	*	-	*	-	-	*	4%	3%	5%	4%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	0%	7%	*	-	*	-	-	0%	8%	4%	16%	2%	-
	2015	14%	12%	0%	*	0%	*	-	-	*	-	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	100%	*	98%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	100%	100%	96%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	*	*	95%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	*	*	100%	*	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	99%	*	-	*	-	-	100%	99%	98%	100%	98%	-
	2015	99%	99%	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	-	-	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	18%	*	22%	-	-	-	*	-	18%	20%	12%	29%	13%	-
% STAAR/EOC With Accommodations	2016	73%	69%	59%	*	56%	-	-	-	*	-	59%	55%	65%	57%	60%	-
% STAAR Alternate2	2016	11%	8%	23%	*	22%	-	-	-	*	-	23%	25%	24%	14%	27%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	-	-	-	*	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	95%	*	94%	-	-	-	*	-	95%	95%	94%	100%	93%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	18%	*	22%	-	-	-	*	-	18%	20%	12%	29%	13%	-
% STAAR/EOC With Accommodations	2016	75%	69%	59%	*	56%	-	-	-	*	-	59%	55%	65%	57%	60%	-
% STAAR Alternate2	2016	12%	9%	18%	*	17%	-	-	-	*	-	18%	20%	18%	14%	20%	-
% of Non-Participants	2016	1%	2%	5%	*	6%	-	-	-	*	-	5%	5%	6%	0%	7%	-

** 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 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	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		N		4	5	80
Mathematics	Y	Y	Y						Y		Y		5	5	100
Writing	N		N						N		Y		1	4	25
Science	Y		N						Y		Y		3	4	75
Social Studies													0	0	
Total													13	18	72
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y			Y	5	5	100
Mathematics	Y	Y	Y						Y			Y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													23	28	82

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	198	25	162	*	*	8	*	*	194	10	147	n/a
Total Tests	330	39	271	*	*	9	*	*	324	21	253	214
% at Level II Satisfactory Standard	60%	64%	60%	*	*	89%	*	*	60%	48%	58%	n/a
Mathematics												
# at Level II Satisfactory Standard	239	27	198	*	*	8	*	*	236	12	183	n/a
Total Tests	330	40	270	*	*	9	*	*	324	20	252	213
% at Level II Satisfactory Standard	72%	68%	73%	*	*	89%	*	*	73%	60%	73%	n/a
Writing												
# at Level II Satisfactory Standard	45	*	34	*	*	6	*	*	45	*	38	n/a
Total Tests	82	*	60	*	*	7	*	*	80	*	61	53
% at Level II Satisfactory Standard	55%	*	57%	*	*	86%	*	*	56%	*	62%	n/a
Science												
# at Level II Satisfactory Standard	49	7	40	*	-	*	-	-	47	*	42	n/a
Total Tests	81	9	70	*	-	*	-	-	78	*	69	50
% at Level II Satisfactory Standard	60%	78%	57%	*	-	*	-	-	60%	*	61%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	354	46	288	7	*	9	*	*	341	22	n/a	228
Total Students	354	46	288	7	*	9	*	*	341	22	n/a	228
Participation Rate	100%	100%	100%	100%	*	100%	*	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	352	47	285	7	*	9	*	*	340	21	n/a	225
Total Students	353	47	286	7	*	9	*	*	341	22	n/a	226
Participation Rate	100%	100%	100%	100%	*	100%	*	*	100%	95%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	31.9	72.0%	73.8%	74.7%
Masters	12.4	28.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		40	0	40
Total Number of Classes		69	0	69
Number of Classes Taught by Highly Qualified Teachers	Number	69	0	69
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: ARLINGTON COLLEGIATE H S

Campus ID: 220901011

District Name: ARLINGTON 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.

		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
End of Course																	
English I	2016	63%	58%	98%	100%	98%	*	-	100%	-	*	-	99%	100%	99%	98%	-
	2015	66%	62%	97%	100%	96%	100%	*	100%	*	*	-	98%	100%	97%	98%	-
English II	2016	66%	61%	98%	100%	97%	100%	-	100%	*	*	-	98%	100%	99%	98%	-
Algebra I	2016	76%	68%	96%	100%	94%	*	-	*	-	-	-	97%	*	94%	100%	-
	2015	77%	71%	100%	100%	100%	100%	*	*	*	*	-	100%	100%	100%	100%	-
Biology	2016	86%	82%	100%	100%	100%	*	-	100%	-	*	-	100%	100%	100%	100%	-
	2015	88%	84%	100%	100%	100%	100%	*	100%	*	*	-	100%	100%	100%	100%	-
All Grades																	
All Subjects	2016	74%	70%	98%	100%	98%	100%	-	100%	*	*	-	99%	100%	98%	99%	-
	2015	73%	69%	99%	100%	99%	100%	*	100%	*	*	-	99%	100%	99%	99%	-
Reading	2016	72%	67%	98%	100%	97%	100%	-	100%	*	*	-	98%	100%	99%	98%	-
	2015	74%	70%	97%	100%	96%	100%	*	100%	*	*	-	98%	100%	97%	98%	-
Mathematics	2016	75%	70%	96%	100%	94%	*	-	*	-	-	-	97%	*	94%	100%	-
	2015	73%	67%	100%	100%	100%	100%	*	*	*	*	-	100%	100%	100%	100%	-
Science	2016	77%	74%	100%	100%	100%	*	-	100%	-	*	-	100%	100%	100%	100%	-
	2015	75%	71%	100%	100%	100%	100%	*	100%	*	*	-	100%	100%	100%	100%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	86%	96%	84%	77%	-	88%	*	*	-	87%	70%	88%	82%	-
	2015	38%	34%	81%	88%	80%	82%	*	90%	*	*	-	81%	77%	80%	81%	-
Reading	2016	42%	38%	86%	96%	85%	78%	-	83%	*	*	-	87%	50%	89%	81%	-
	2015	40%	36%	83%	85%	84%	83%	*	85%	*	*	-	84%	75%	86%	77%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	40%	35%	72%	90%	66%	*	-	*	-	-	-	74%	*	76%	64%	-
	2015	36%	30%	77%	86%	76%	80%	*	*	*	*	-	77%	73%	74%	83%	-
Science	2016	44%	41%	91%	100%	88%	*	-	92%	-	*	-	92%	100%	91%	90%	-
	2015	40%	35%	81%	92%	77%	83%	*	92%	*	*	-	81%	81%	78%	84%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	24%	25%	22%	15%	-	40%	*	*	-	25%	30%	24%	24%	-
	2015	14%	12%	20%	27%	20%	12%	*	23%	*	*	-	19%	14%	18%	25%	-
Reading	2016	16%	14%	20%	30%	18%	11%	-	25%	*	*	-	21%	19%	22%	16%	-
	2015	15%	13%	16%	8%	18%	0%	*	23%	*	*	-	14%	13%	16%	16%	-
Mathematics	2016	17%	15%	30%	20%	28%	*	-	*	-	-	-	32%	*	27%	36%	-
	2015	14%	11%	33%	29%	38%	20%	*	*	*	*	-	33%	36%	28%	44%	-
Science	2016	15%	13%	31%	21%	27%	*	-	58%	-	*	-	33%	29%	26%	38%	-
	2015	14%	12%	17%	46%	12%	17%	*	23%	*	*	-	17%	0%	12%	25%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	98%	*	*	-	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	96%	*	*	-	100%	100%	99%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	*	-	*	-	-	-	100%	*	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	*	-	100%	-	*	-	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	-

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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	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			4	4	100
Mathematics	Y		Y						Y			3	3	100
Writing												0	0	
Science	Y		Y						Y			3	3	100
Social Studies												0	0	
Total												10	10	100
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a			
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		n/a			
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y			Y			Y			5	5	100
Mathematics	Y		Y						Y			3	3	100
Total												8	8	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												18	18	100

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Level II Satisfactory Standard	218	27	155	9	-	24	*	*	195	-	47	n/a
Total Tests	222	27	159	9	-	24	*	*	198	-	47	16
% at Level II Satisfactory Standard	98%	100%	97%	100%	-	100%	*	*	98%	-	100%	n/a
Mathematics												
# at Level II Satisfactory Standard	45	10	30	*	-	*	-	-	33	-	9	n/a
Total Tests	47	10	32	*	-	*	-	-	34	-	10	*
% at Level II Satisfactory Standard	96%	100%	94%	*	-	*	-	-	97%	-	90%	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	108	14	78	*	-	12	-	*	91	-	18	n/a
Total Tests	108	14	78	*	-	12	-	*	91	-	18	7
% at Level II Satisfactory Standard	100%	100%	100%	*	-	100%	-	*	100%	-	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	222	27	159	9	-	24	*	*	198	-	n/a	16
Total Students	223	27	159	9	-	25	*	*	198	-	n/a	16
Participation Rate	100%	100%	100%	100%	-	96%	*	*	100%	-	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	47	10	32	*	-	*	-	-	34	-	n/a	*
Total Students	47	10	32	*	-	*	-	-	34	-	n/a	*
Participation Rate	100%	100%	100%	*	-	*	-	-	100%	-	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.

	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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: Yes

High Progress School: Yes

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 -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	7.8	60.9%	73.8%	74.7%
Masters	4.0	31.3%	25.6%	23.6%
Doctorate	1.0	7.8%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		35	0	35
Total Number of Classes		150	0	150
Number of Classes Taught by Highly Qualified Teachers	Number	150	0	150
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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

Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
Grade 8		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		
	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	Subject	Student Group	%
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

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

Campus Name: ARLINGTON H S

Campus ID: 220901001

District Name: ARLINGTON 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.

End of Course	Year	State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
English I	2016	63%	58%	64%	56%	62%	71%	*	68%	*	76%	15%	61%	42%	75%	55%	*
	2015	66%	62%	69%	60%	63%	82%	71%	69%	*	81%	31%	64%	46%	77%	63%	-
English II	2016	66%	61%	67%	51%	60%	83%	*	63%	*	74%	19%	59%	38%	74%	60%	*
	2015	69%	65%	72%	64%	66%	83%	*	69%	*	86%	30%	67%	43%	78%	66%	-
Algebra I	2016	76%	68%	71%	67%	68%	77%	*	73%	-	77%	34%	68%	60%	78%	65%	*
	2015	77%	71%	66%	59%	64%	73%	*	80%	*	67%	28%	62%	58%	71%	62%	-
Biology	2016	86%	82%	86%	76%	87%	90%	*	89%	*	96%	41%	84%	72%	89%	84%	*
	2015	88%	84%	87%	80%	83%	93%	*	100%	*	88%	43%	85%	72%	89%	85%	-
U.S. History	2016	90%	89%	94%	91%	92%	100%	*	88%	-	91%	65%	93%	74%	95%	94%	*
	2015	88%	87%	90%	88%	87%	97%	-	86%	*	87%	58%	86%	64%	88%	93%	-
All Grades All Subjects	2016	74%	70%	75%	66%	72%	84%	90%	75%	*	83%	32%	71%	53%	82%	70%	36%
	2015	73%	69%	76%	68%	71%	86%	68%	80%	88%	82%	36%	71%	54%	81%	72%	-
Reading	2016	72%	67%	65%	54%	61%	77%	83%	65%	*	75%	16%	60%	40%	75%	57%	*
	2015	74%	70%	70%	62%	64%	83%	67%	69%	*	83%	31%	66%	45%	78%	64%	-
Mathematics	2016	75%	70%	71%	67%	68%	77%	*	73%	-	77%	34%	68%	60%	78%	65%	*
	2015	73%	67%	66%	59%	64%	73%	*	80%	*	67%	28%	62%	58%	71%	62%	-
Science	2016	77%	74%	86%	76%	87%	90%	*	89%	*	96%	41%	84%	72%	89%	84%	*
	2015	75%	71%	87%	80%	83%	93%	*	100%	*	88%	43%	85%	72%	89%	85%	-
Social Studies	2016	76%	76%	94%	91%	92%	100%	*	88%	-	91%	65%	93%	74%	95%	94%	*
	2015	74%	74%	90%	88%	87%	97%	-	86%	*	87%	58%	86%	64%	88%	93%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	48%	34%	40%	65%	70%	58%	*	53%	12%	39%	15%	53%	43%	0%
	2015	38%	34%	44%	32%	34%	62%	26%	53%	50%	56%	8%	35%	15%	48%	41%	-
Reading	2016	42%	38%	41%	25%	34%	60%	67%	50%	*	46%	5%	32%	11%	50%	34%	*
	2015	40%	36%	45%	34%	34%	64%	33%	52%	*	63%	8%	35%	16%	53%	38%	-
Mathematics	2016	40%	35%	26%	18%	21%	37%	*	36%	-	23%	8%	22%	9%	30%	22%	*
	2015	36%	30%	18%	9%	13%	30%	*	27%	*	22%	3%	14%	10%	21%	15%	-
Science	2016	44%	41%	56%	44%	44%	74%	*	74%	*	67%	13%	47%	14%	58%	53%	*
	2015	40%	35%	47%	33%	36%	64%	*	62%	*	56%	7%	37%	18%	47%	47%	-
Social Studies	2016	45%	46%	77%	66%	71%	89%	*	76%	-	82%	42%	71%	41%	73%	81%	*
	2015	41%	41%	65%	57%	55%	83%	-	59%	*	67%	18%	56%	16%	59%	71%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	14%	15%	7%	10%	24%	20%	29%	*	18%	2%	9%	2%	16%	14%	0%
	2015	14%	12%	11%	5%	7%	20%	5%	18%	13%	10%	2%	7%	2%	12%	11%	-
Reading	2016	16%	14%	6%	2%	3%	12%	0%	17%	*	8%	0%	3%	0%	9%	4%	*
	2015	15%	13%	6%	1%	3%	11%	0%	14%	*	7%	0%	2%	0%	9%	3%	-
Mathematics	2016	17%	15%	8%	6%	5%	13%	*	18%	-	9%	3%	6%	2%	11%	6%	*
	2015	14%	11%	4%	1%	3%	8%	*	0%	*	0%	1%	4%	3%	4%	4%	-
Science	2016	15%	13%	17%	7%	11%	27%	*	32%	*	17%	2%	10%	0%	17%	16%	*
	2015	14%	12%	14%	5%	7%	24%	*	23%	*	12%	2%	8%	2%	12%	15%	-
Social Studies	2016	21%	22%	43%	21%	35%	60%	*	60%	-	50%	8%	31%	12%	38%	47%	*
	2015	18%	17%	30%	21%	19%	48%	-	31%	*	33%	10%	21%	5%	24%	36%	-
STAAR Participation (All Grades)																	
All Tests	2016	99%	99%	99%	97%	99%	99%	100%	99%	*	100%	96%	99%	99%	99%	99%	100%
	2015	99%	99%	98%	99%	97%	99%	90%	99%	100%	100%	96%	98%	93%	98%	98%	-
Reading	2016	99%	99%	99%	96%	99%	99%	100%	98%	*	100%	95%	99%	99%	98%	99%	100%
	2015	99%	98%	97%	98%	95%	98%	90%	97%	100%	100%	93%	96%	88%	96%	97%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	*
	2015	99%	99%	99%	99%	99%	100%	83%	100%	100%	100%	99%	99%	99%	99%	99%	-
Science	2016	99%	99%	99%	99%	99%	99%	*	100%	*	100%	96%	99%	98%	99%	99%	*

	2015	99%	99%	99%	99%	98%	100%	100%	100%	100%	100%	97%	99%	98%	100%	98%	-
Social Studies	2016	98%	99%	99%	96%	99%	99%	*	100%	-	100%	95%	99%	97%	99%	98%	*
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	91%	89%	88%	97%	-	83%	-	88%	91%	90%	74%	86%	94%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	18%	15%	13%	21%	-	33%	-	25%	18%	17%	3%	11%	21%	-
% STAAR/EOC With Accommodations	2016	73%	69%	74%	74%	75%	76%	-	50%	-	63%	74%	73%	71%	75%	73%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	9%	11%	13%	3%	-	17%	-	13%	9%	10%	26%	14%	6%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	46%	46%	52%	43%	-	*	-	*	46%	46%	56%	41%	48%	-
% STAAR/EOC With Accommodations	2016	75%	69%	54%	54%	48%	57%	-	*	-	*	54%	54%	44%	59%	52%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-

*** 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 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	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	N	Y	Y		Y		Y	Y	N	N		6	9	67
Mathematics	Y	Y	Y	Y				Y	Y	N	Y		6	7	86
Writing													0	0	
Science	Y	Y	Y	Y					Y	N	Y		6	7	86
Social Studies	Y	Y	Y	Y					Y	Y	Y		7	7	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 25	Total Eligible 30	Percent of Eligible Measures Met 83
Total														
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a		
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y	Y	9	9	100
Mathematics	Y	Y	Y	Y					Y	Y	Y	7	7	100
Total												16	16	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	N	Y	Y		Y		N	Y	Y	Y	7	9	78
Reason Code ***	b		b	a		a			a	c	c	7	9	78
Total												7	9	78
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												48	55	87

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	1,221	182	502	452	**	37	*	39	674	29	163	n/a
Total Tests	1,814	325	791	585	**	52	*	51	1,087	169	342	296
% at Level II Satisfactory Standard	67%	56%	63%	77%	83%	71%	*	76%	62%	17%	48%	n/a
Mathematics												
# at Level II Satisfactory Standard	461	93	192	150	*	**	-	17	304	34	74	n/a
Total Tests	643	133	281	197	*	**	-	21	440	100	115	99
% at Level II Satisfactory Standard	72%	70%	68%	76%	*	78%	-	81%	69%	34%	64%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	644	99	274	231	*	15	*	23	387	35	83	n/a
Total Tests	739	126	314	256	*	17	*	24	457	88	110	92
% at Level II Satisfactory Standard	87%	79%	87%	90%	*	88%	*	96%	85%	40%	75%	n/a
Social Studies												
# at Level II Satisfactory Standard	641	103	257	239	*	20	-	**	321	32	84	n/a
Total Tests	675	111	279	240	*	22	-	**	347	47	104	70
% at Level II Satisfactory Standard	95%	93%	92%	100%	*	91%	-	95%	93%	68%	81%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	1,974	352	888	606	**	64	*	53	1,175	185	n/a	384
Total Students	2,001	365	894	612	**	65	*	53	1,191	194	n/a	386
Participation Rate	99%	96%	99%	99%	100%	98%	*	100%	99%	95%	n/a	99%
Mathematics: 2015-2016 Assessments												
Number Participating	693	148	303	207	*	**	-	22	463	104	n/a	109
Total Students	694	148	303	208	*	**	-	22	464	104	n/a	110
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	99%

* 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 2015												
Number Graduated	651	108	229	263	*	25	*	21	298	47	58	n/a
Total in Class	725	132	257	279	*	26	*	26	330	57	70	57
Graduation Rate	89.8%	81.8%	89.1%	94.3%	*	96.2%	*	80.8%	90.3%	82.5%	82.9%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	591	79	215	256	**	23	*	12	278	35	39	n/a
Total in Class	673	92	251	284	**	24	*	15	313	45	49	34
Graduation Rate	87.8%	85.9%	85.7%	90.1%	100.0%	95.8%	*	80.0%	88.8%	77.8%	79.6%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	601	79	220	259	**	24	*	13	281	39	40	n/a
Total in Class	676	94	252	284	**	24	*	15	313	46	50	36
Graduation Rate	88.9%	84.0%	87.3%	91.2%	100.0%	100.0%	*	86.7%	89.8%	84.8%	80.0%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	119.5	70.7%	73.8%	74.7%
Masters	48.6	28.7%	25.6%	23.6%
Doctorate	1.0	0.6%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		92	8	100
Total Number of Classes		627	32	659
Number of Classes Taught by Highly Qualified Teachers	Number	627	32	659
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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	61.3%	59.2%	57.5%
2012-13	59.9%	59.3%	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

Grade	Subject	Student Group	% 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	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 8		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
		Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
	Reading	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
	Mathematics	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

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

Campus Name: ASHWORTH EL

Campus ID: 220901149

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African		American		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
Grade 3																	
Reading	2016	72%	68%	76%	64%	77%	83%	-	100%	-	*	*	68%	83%	81%	73%	-
	2015	74%	66%	76%	76%	72%	82%	*	*	-	*	*	77%	75%	76%	76%	-
Mathematics	2016	74%	70%	87%	86%	86%	92%	-	100%	-	*	*	78%	94%	92%	84%	-
	2015	74%	64%	79%	80%	68%	82%	*	100%	-	*	*	80%	88%	76%	80%	-
Grade 4																	
Reading	2016	74%	67%	76%	81%	73%	58%	*	88%	-	*	63%	74%	67%	73%	78%	-
	2015	71%	64%	82%	70%	83%	93%	*	90%	-	-	*	81%	55%	93%	69%	-
Mathematics	2016	72%	66%	80%	85%	73%	75%	*	88%	-	*	63%	76%	75%	70%	87%	-
	2015	71%	62%	86%	74%	87%	100%	*	100%	-	-	56%	81%	73%	85%	88%	-
Writing	2016	68%	63%	76%	70%	79%	67%	*	88%	-	*	*	74%	82%	68%	81%	-
	2015	67%	60%	72%	57%	70%	87%	-	90%	-	-	*	69%	*	85%	56%	-
Grade 5																	
Reading	2016	80%	74%	84%	71%	82%	92%	*	100%	-	*	71%	77%	67%	89%	76%	-
	2015	83%	79%	90%	90%	80%	95%	-	100%	-	*	*	92%	71%	96%	88%	-
Mathematics	2016	85%	79%	96%	90%	95%	100%	*	100%	-	*	71%	92%	78%	97%	93%	-
	2015	75%	67%	89%	86%	75%	100%	-	100%	-	*	*	86%	86%	96%	86%	-
Science	2016	73%	67%	59%	48%	57%	58%	*	90%	-	*	*	50%	*	66%	50%	-
	2015	69%	61%	85%	81%	79%	86%	-	100%	-	*	*	83%	*	91%	81%	-
Grade 6																	
Reading	2016	68%	67%	69%	74%	47%	76%	-	88%	-	*	*	63%	*	75%	67%	-
	2015	73%	74%	93%	89%	93%	94%	-	100%	-	*	*	92%	100%	90%	97%	-
Mathematics	2016	71%	69%	84%	84%	65%	100%	-	88%	-	*	*	86%	83%	90%	81%	-
	2015	72%	73%	85%	89%	86%	82%	-	89%	-	*	*	82%	*	82%	88%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	79%	75%	74%	81%	83%	93%	-	94%	49%	74%	74%	80%	77%	-
	2015	73%	69%	84%	79%	79%	91%	*	94%	-	89%	48%	82%	72%	87%	81%	-
Reading	2016	72%	67%	76%	73%	71%	77%	*	94%	-	100%	43%	71%	69%	81%	73%	-
	2015	74%	70%	85%	81%	82%	92%	*	91%	-	*	46%	85%	72%	89%	83%	-
Mathematics	2016	75%	70%	87%	86%	80%	93%	*	94%	-	86%	53%	82%	84%	88%	86%	-
	2015	73%	67%	85%	82%	79%	92%	*	97%	-	*	54%	82%	82%	84%	85%	-
Writing	2016	68%	64%	76%	70%	79%	67%	*	88%	-	*	*	74%	82%	68%	81%	-
	2015	68%	63%	72%	57%	70%	87%	-	90%	-	-	*	69%	*	85%	56%	-
Science	2016	77%	74%	59%	48%	57%	58%	*	90%	-	*	*	50%	*	66%	50%	-
	2015	75%	71%	85%	81%	79%	86%	-	100%	-	*	*	83%	*	91%	81%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	45%	36%	38%	51%	67%	70%	-	67%	23%	39%	30%	50%	40%	-
	2015	38%	34%	43%	36%	39%	48%	*	63%	-	67%	18%	42%	24%	49%	39%	-
Reading	2016	42%	38%	47%	39%	40%	54%	*	71%	-	57%	27%	39%	22%	56%	41%	-
	2015	40%	36%	44%	40%	42%	45%	*	61%	-	*	18%	43%	18%	54%	37%	-
Mathematics	2016	40%	35%	51%	41%	46%	58%	*	81%	-	57%	23%	48%	42%	55%	48%	-
	2015	36%	30%	47%	40%	43%	54%	*	70%	-	*	25%	45%	33%	48%	47%	-
Writing	2016	39%	36%	37%	35%	25%	33%	*	50%	-	*	*	32%	36%	46%	30%	-
	2015	31%	27%	24%	4%	22%	33%	-	60%	-	-	*	24%	*	38%	6%	-
Science	2016	44%	41%	17%	5%	10%	17%	*	50%	-	*	*	13%	*	21%	11%	-
	2015	40%	35%	39%	33%	26%	50%	-	50%	-	*	*	39%	*	43%	38%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	21%	15%	19%	22%	17%	43%	-	11%	11%	18%	16%	23%	19%	-
	2015	14%	12%	19%	12%	15%	25%	*	35%	-	33%	11%	16%	4%	22%	16%	-
Reading	2016	16%	14%	22%	17%	22%	19%	*	42%	-	0%	13%	19%	13%	29%	17%	-
	2015	15%	13%	21%	17%	17%	26%	*	36%	-	*	11%	17%	5%	25%	17%	-
Mathematics	2016	17%	15%	28%	14%	26%	33%	*	65%	-	29%	10%	25%	27%	27%	28%	-
	2015	14%	11%	21%	10%	17%	26%	*	45%	-	*	14%	17%	5%	22%	19%	-
Writing	2016	14%	11%	8%	22%	0%	8%	*	0%	-	*	*	8%	0%	11%	7%	-
	2015	8%	6%	6%	4%	4%	0%	-	20%	-	-	*	10%	*	10%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	0%	0%	0%	*	10%	-	*	*	3%	*	3%	0%	-
	2015	14%	12%	14%	5%	5%	32%	-	0%	-	*	*	11%	*	17%	13%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	100%	100%	100%	-	100%	100%	99%	99%	99%	99%	-
	2015	99%	99%	99%	99%	100%	100%	99%	80%	100%	-	100%	97%	99%	99%	100%	99%
Reading	2016	99%	99%	100%	100%	99%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	100%	100%	100%	98%	100%	100%	-	100%	97%	99%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	100%	98%	100%	100%	-	100%	97%	99%	100%	100%	99%	-
Writing	2016	99%	100%	95%	88%	96%	100%	*	100%	-	*	100%	93%	92%	97%	93%	-
	2015	99%	99%	99%	100%	100%	100%	0%	100%	-	-	100%	98%	100%	98%	100%	-
Science	2016	99%	99%	99%	100%	95%	100%	*	100%	-	*	100%	97%	100%	100%	97%	-
	2015	99%	99%	99%	100%	95%	100%	-	100%	-	100%	100%	97%	86%	100%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	40%	20%	47%	38%	-	-	-	-	40%	42%	20%	50%	36%	-
% STAAR/EOC With Accommodations	2016	73%	69%	57%	80%	53%	50%	-	-	-	-	57%	58%	80%	50%	59%	-
% STAAR Alternate2	2016	11%	8%	3%	0%	0%	13%	-	-	-	-	3%	0%	0%	0%	5%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	40%	20%	47%	38%	-	-	-	-	40%	42%	20%	50%	36%	-
% STAAR/EOC With Accommodations	2016	75%	69%	57%	80%	53%	50%	-	-	-	-	57%	58%	80%	50%	59%	-
% STAAR Alternate2	2016	12%	9%	3%	0%	0%	13%	-	-	-	-	3%	0%	0%	0%	5%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-

** 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y								Y				2	2	100
Science	N								N				0	2	0
Social Studies													0	0	
Total													16	20	80
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	Y	N	N	Y	n/a	n/a	n/a	n/a	N	N	Y	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y	Y		8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	Y		8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													32	36	89

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	209	64	63	44	*	29	-	**	117	13	58	n/a
Total Tests	269	86	87	56	*	31	-	**	162	29	74	44
% at Level II Satisfactory Standard	78%	74%	72%	79%	*	94%	-	100%	72%	45%	78%	n/a
Mathematics												
# at Level II Satisfactory Standard	235	74	71	53	*	29	-	**	135	16	67	n/a
Total Tests	269	86	87	56	*	31	-	**	162	29	74	44
% at Level II Satisfactory Standard	87%	86%	82%	95%	*	94%	-	86%	83%	55%	91%	n/a
Writing												
# at Level II Satisfactory Standard	54	16	19	8	*	7	-	*	37	*	15	n/a
Total Tests	70	23	24	11	*	8	-	*	49	*	17	11
% at Level II Satisfactory Standard	77%	70%	79%	73%	*	88%	-	*	76%	*	88%	n/a
Science												
# at Level II Satisfactory Standard	39	10	12	7	*	9	-	*	19	*	14	n/a
Total Tests	66	21	21	12	*	10	-	*	38	*	24	*
% at Level II Satisfactory Standard	59%	48%	57%	58%	*	90%	-	*	50%	*	58%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	274	88	89	57	*	31	-	**	165	30	n/a	45
Total Students	275	88	90	57	*	31	-	**	165	30	n/a	45
Participation Rate	100%	100%	99%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	275	88	90	57	*	31	-	**	165	30	n/a	45
Total Students	275	88	90	57	*	31	-	**	165	30	n/a	45
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	27.0	78.3%	73.8%	74.7%
Masters	7.5	21.7%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		26	2	28
Total Number of Classes		40	2	42
Number of Classes Taught by Highly Qualified Teachers	Number	40	2	42
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: ATHERTON EL

Campus ID: 220901132

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)															
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Grade 3																		
Reading	2016	72%	68%	53%	56%	51%	*	-	*	-	*	*	49%	49%	55%	51%	-	
	2015	74%	66%	52%	47%	45%	100%	*	*	-	*	*	51%	51%	62%	44%	-	
Mathematics	2016	74%	70%	54%	46%	62%	*	-	*	-	*	*	52%	63%	57%	51%	-	
	2015	74%	64%	48%	37%	47%	*	*	*	-	*	*	48%	64%	56%	40%	-	
Grade 4																		
Reading	2016	74%	67%	56%	48%	52%	*	-	*	-	*	*	52%	54%	66%	49%	-	
	2015	71%	64%	50%	51%	42%	*	-	73%	-	-	*	47%	33%	60%	40%	-	
Mathematics	2016	72%	66%	59%	38%	62%	*	-	*	-	*	*	57%	73%	69%	51%	-	
	2015	71%	62%	37%	28%	36%	*	-	64%	-	-	*	35%	27%	35%	38%	-	
Writing	2016	68%	63%	59%	57%	50%	100%	-	*	-	*	*	56%	46%	72%	49%	-	
	2015	67%	60%	49%	49%	42%	*	-	73%	-	-	*	47%	33%	63%	37%	-	
Grade 5																		
Reading	2016	80%	74%	56%	50%	59%	*	-	64%	-	-	*	54%	46%	62%	50%	-	
	2015	83%	79%	73%	67%	77%	*	-	88%	*	-	*	72%	58%	75%	71%	-	
Mathematics	2016	85%	79%	60%	53%	63%	*	-	73%	-	-	*	58%	62%	69%	51%	-	
	2015	75%	67%	52%	40%	55%	*	-	88%	*	-	*	51%	38%	54%	50%	-	
Science	2016	73%	67%	43%	37%	43%	*	-	64%	-	-	*	42%	32%	47%	40%	-	
	2015	69%	61%	55%	43%	58%	*	-	88%	*	-	*	55%	38%	64%	49%	-	
Grade 6																		
Reading	2016	68%	67%	69%	55%	72%	100%	-	88%	*	-	*	68%	47%	77%	62%	-	
	2015	73%	74%	49%	52%	45%	*	-	71%	-	-	*	43%	26%	48%	51%	-	
Mathematics	2016	71%	69%	68%	52%	74%	*	-	88%	*	-	*	67%	68%	66%	69%	-	
	2015	72%	73%	67%	70%	61%	*	-	86%	-	-	*	65%	46%	65%	68%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	58%	49%	59%	67%	-	78%	*	71%	12%	56%	54%	63%	53%	-
	2015	73%	69%	53%	47%	51%	69%	*	76%	*	*	*	51%	42%	58%	49%	-
Reading	2016	72%	67%	59%	53%	59%	71%	-	78%	*	*	*	56%	49%	65%	53%	-
	2015	74%	70%	56%	54%	53%	75%	*	75%	*	*	*	54%	42%	61%	52%	-
Mathematics	2016	75%	70%	60%	48%	66%	59%	-	81%	*	*	17%	58%	66%	65%	56%	-
	2015	73%	67%	50%	41%	50%	63%	*	75%	*	*	*	49%	45%	52%	48%	-
Writing	2016	68%	64%	59%	57%	50%	100%	-	*	-	*	*	56%	46%	72%	49%	-
	2015	68%	63%	49%	49%	42%	*	-	73%	-	-	*	47%	33%	63%	37%	-
Science	2016	77%	74%	43%	37%	43%	*	-	64%	-	-	*	42%	32%	47%	40%	-
	2015	75%	71%	55%	43%	58%	*	-	88%	*	-	*	55%	38%	64%	49%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	27%	19%	26%	37%	-	58%	*	29%	5%	24%	18%	32%	22%	-
	2015	38%	34%	20%	14%	17%	31%	*	58%	*	*	*	19%	14%	24%	17%	-
Reading	2016	42%	38%	31%	24%	32%	35%	-	59%	*	*	*	28%	18%	38%	25%	-
	2015	40%	36%	25%	21%	19%	44%	*	63%	*	*	*	24%	15%	29%	21%	-
Mathematics	2016	40%	35%	26%	19%	26%	35%	-	63%	*	*	7%	24%	22%	29%	24%	-
	2015	36%	30%	18%	7%	17%	25%	*	59%	*	*	*	17%	16%	19%	16%	-
Writing	2016	39%	36%	25%	14%	17%	60%	-	*	-	*	*	25%	19%	41%	12%	-
	2015	31%	27%	14%	10%	11%	*	-	36%	-	-	*	11%	0%	23%	6%	-
Science	2016	44%	41%	13%	8%	13%	*	-	27%	-	-	*	10%	0%	20%	6%	-
	2015	40%	35%	18%	13%	17%	*	-	63%	*	-	*	18%	12%	21%	17%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	10%	5%	8%	19%	-	35%	*	0%	3%	9%	5%	11%	8%	-
	2015	14%	12%	9%	4%	6%	15%	*	40%	*	*	*	8%	5%	10%	7%	-
Reading	2016	16%	14%	12%	7%	12%	12%	-	37%	*	*	*	11%	6%	12%	12%	-
	2015	15%	13%	14%	8%	11%	25%	*	47%	*	*	*	13%	7%	16%	12%	-
Mathematics	2016	17%	15%	8%	4%	6%	18%	-	41%	*	*	3%	8%	5%	11%	6%	-
	2015	14%	11%	7%	2%	3%	13%	*	44%	*	*	*	6%	5%	8%	5%	-
Writing	2016	14%	11%	12%	5%	10%	60%	-	*	-	*	*	11%	4%	22%	5%	-
	2015	8%	6%	3%	5%	0%	*	-	9%	-	-	*	2%	0%	2%	4%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	3%	0%	*	-	18%	-	-	*	3%	0%	4%	2%	-
	2015	14%	12%	5%	0%	4%	*	-	38%	*	-	*	5%	0%	8%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	99%	95%	100%	99%	100%	100%	100%	99%	99%	98%	99%	-	
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	98%	98%	99%	94%	100%	97%	100%	100%	100%	98%	97%	98%	99%	-	
Mathematics	2016	100%	99%	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	98%	99%	100%	100%	100%	100%	100%	100%	99%	100%	99%	99%	-	
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	100%	67%	-	100%	-	-	100%	99%	100%	100%	98%	-	
Science	2016	99%	99%	100%	100%	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	98%	100%	-	100%	100%	-	100%	100%	100%	98%	100%	-	

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	13%	20%	8%	*	-	-	-	*	13%	11%	0%	10%	15%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	87%	80%	92%	*	-	-	-	*	87%	89%	100%	90%	85%	-	
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	13%	20%	8%	*	-	-	-	*	13%	11%	0%	10%	15%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	87%	80%	92%	*	-	-	-	*	87%	89%	100%	90%	85%	-	
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-	

** 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 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	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	N	Y			Y			N	N	Y		4	7	57
Mathematics	Y	N	Y			Y			Y	N	Y		5	7	71
Writing	N		N						N		N		0	4	0
Science	N	N	N						N		N		0	5	0
Social Studies													0	0	
Total													9	23	39
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y			Y			Y	Y	Y		7	7	100
Mathematics	Y	Y	Y			Y			Y	Y	Y		7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													23	37	62

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	197	63	99	12	-	22	*	*	159	*	90	n/a
Total Tests	322	113	163	16	-	27	*	*	274	*	143	102
% at Level II Satisfactory Standard	61%	56%	61%	75%	-	81%	*	*	58%	*	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	199	55	109	10	-	23	*	*	164	5	107	n/a
Total Tests	321	113	162	16	-	27	*	*	273	29	143	102
% at Level II Satisfactory Standard	62%	49%	67%	63%	-	85%	*	*	60%	17%	75%	n/a
Writing												
# at Level II Satisfactory Standard	40	11	19	5	-	*	-	*	33	*	20	n/a
Total Tests	68	20	38	5	-	*	-	*	59	*	34	25
% at Level II Satisfactory Standard	59%	55%	50%	100%	-	*	-	*	56%	*	59%	n/a
Science												
# at Level II Satisfactory Standard	37	12	16	*	-	**	-	-	31	*	21	n/a
Total Tests	84	33	36	*	-	**	-	-	72	*	41	25
% at Level II Satisfactory Standard	44%	36%	44%	*	-	64%	-	-	43%	*	51%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	358	129	181	17	-	27	*	*	290	30	n/a	112
Total Students	358	129	181	17	-	27	*	*	290	30	n/a	112
Participation Rate	100%	100%	100%	100%	-	100%	*	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	357	129	180	17	-	27	*	*	289	30	n/a	112
Total Students	357	129	180	17	-	27	*	*	289	30	n/a	112
Participation Rate	100%	100%	100%	100%	-	100%	*	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	30.4	71.7%	73.8%	74.7%
Masters	12.0	28.3%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		37	0	37
Total Number of Classes		55	0	55
Number of Classes Taught by Highly Qualified Teachers	Number	55	0	55
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: BAILEY J H

Campus ID: 220901045

District Name: ARLINGTON 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.

		State	District	Campus	African		American		Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 7																	
Reading	2016	69%	67%	82%	59%	75%	91%	*	89%	-	100%	30%	70%	38%	85%	78%	-
	2015	72%	71%	79%	70%	66%	90%	*	89%	-	*	22%	70%	38%	79%	80%	-
Mathematics	2016	68%	67%	84%	67%	80%	93%	*	89%	-	75%	39%	77%	58%	84%	85%	-
	2015	68%	70%	80%	60%	75%	90%	*	89%	-	*	26%	72%	55%	79%	81%	-
Writing	2016	68%	66%	84%	62%	80%	92%	*	100%	-	100%	26%	76%	46%	90%	80%	-
	2015	69%	66%	77%	62%	69%	87%	*	89%	-	*	25%	71%	40%	84%	71%	-
Grade 8																	
Reading	2016	85%	84%	91%	83%	87%	95%	*	100%	-	*	35%	86%	74%	91%	90%	-
	2015	84%	82%	88%	80%	85%	91%	-	100%	*	100%	47%	83%	65%	91%	85%	-
Mathematics	2016	80%	71%	88%	87%	84%	91%	-	100%	-	*	55%	85%	82%	86%	89%	-
	2015	71%	58%	76%	71%	74%	78%	-	*	-	100%	27%	75%	68%	81%	71%	-
Science	2016	73%	70%	79%	65%	72%	88%	*	100%	-	*	30%	70%	47%	75%	83%	-
	2015	67%	66%	77%	62%	71%	83%	-	100%	*	100%	36%	70%	51%	78%	76%	-
Social Studies	2016	62%	63%	79%	70%	69%	88%	*	100%	-	*	30%	71%	53%	75%	83%	-
	2015	61%	61%	77%	67%	72%	83%	-	100%	*	82%	31%	71%	54%	78%	76%	-
End of Course																	
Algebra I	2016	76%	68%	100%	100%	100%	100%	*	100%	-	*	-	100%	-	100%	100%	-
	2015	77%	71%	100%	100%	100%	100%	-	100%	*	*	*	100%	*	100%	100%	-
All Grades																	
All Subjects	2016	74%	70%	84%	71%	79%	92%	100%	97%	-	95%	34%	77%	58%	84%	84%	-
	2015	73%	69%	80%	68%	74%	87%	*	95%	*	96%	33%	74%	53%	82%	78%	-
Reading	2016	72%	67%	86%	71%	81%	93%	*	95%	-	100%	32%	78%	59%	88%	84%	-
	2015	74%	70%	84%	75%	77%	91%	*	94%	*	100%	39%	77%	51%	86%	82%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	88%	78%	84%	94%	*	95%	-	83%	45%	83%	72%	87%	89%	-
	2015	73%	67%	82%	67%	78%	88%	*	94%	*	100%	28%	76%	62%	83%	80%	-
Writing	2016	68%	64%	84%	62%	80%	92%	*	100%	-	100%	26%	76%	46%	90%	80%	-
	2015	68%	63%	77%	62%	69%	87%	*	89%	-	*	25%	71%	40%	84%	71%	-
Science	2016	77%	74%	79%	65%	72%	88%	*	100%	-	*	30%	70%	47%	75%	83%	-
	2015	75%	71%	77%	62%	71%	83%	-	100%	*	100%	36%	70%	51%	78%	76%	-
Social Studies	2016	76%	76%	79%	70%	69%	88%	*	100%	-	*	30%	71%	53%	75%	83%	-
	2015	74%	74%	77%	67%	72%	83%	-	100%	*	82%	31%	71%	54%	78%	76%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	56%	34%	47%	69%	86%	73%	-	60%	8%	44%	19%	57%	56%	-
	2015	38%	34%	49%	32%	38%	60%	*	69%	*	49%	10%	37%	16%	49%	49%	-
Reading	2016	42%	38%	56%	35%	46%	67%	*	74%	-	75%	9%	44%	14%	57%	55%	-
	2015	40%	36%	50%	35%	36%	64%	*	63%	*	50%	7%	36%	13%	51%	48%	-
Mathematics	2016	40%	35%	63%	36%	56%	75%	*	84%	-	50%	9%	52%	36%	63%	62%	-
	2015	36%	30%	55%	32%	47%	65%	*	81%	*	57%	9%	43%	26%	55%	54%	-
Writing	2016	39%	36%	55%	28%	47%	68%	*	56%	-	75%	10%	42%	8%	64%	48%	-
	2015	31%	27%	45%	33%	29%	59%	*	44%	-	*	4%	34%	8%	48%	41%	-
Science	2016	44%	41%	52%	31%	40%	67%	*	60%	-	*	5%	39%	9%	50%	54%	-
	2015	40%	35%	45%	27%	37%	54%	-	86%	*	55%	16%	36%	11%	43%	47%	-
Social Studies	2016	45%	46%	49%	34%	34%	65%	*	80%	-	*	5%	39%	18%	45%	53%	-
	2015	41%	41%	43%	31%	34%	52%	-	71%	*	36%	16%	34%	14%	39%	47%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	27%	10%	19%	36%	57%	40%	-	30%	2%	18%	4%	27%	26%	-
	2015	14%	12%	24%	9%	17%	33%	*	35%	*	26%	3%	14%	4%	23%	25%	-
Reading	2016	16%	14%	27%	14%	21%	33%	*	37%	-	42%	0%	19%	3%	29%	25%	-
	2015	15%	13%	30%	13%	20%	42%	*	38%	*	21%	4%	18%	5%	30%	29%	-
Mathematics	2016	17%	15%	32%	10%	25%	43%	*	53%	-	33%	6%	23%	5%	31%	33%	-
	2015	14%	11%	28%	9%	21%	38%	*	50%	*	36%	1%	18%	8%	27%	29%	-
Writing	2016	14%	11%	18%	6%	12%	23%	*	56%	-	13%	3%	10%	0%	25%	11%	-
	2015	8%	6%	11%	2%	5%	18%	*	0%	-	*	0%	5%	3%	15%	7%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	23%	6%	13%	36%	*	20%	-	*	0%	14%	3%	20%	27%	-
	2015	14%	12%	20%	11%	17%	24%	-	43%	*	27%	4%	12%	0%	18%	23%	-
Social Studies	2016	21%	22%	30%	13%	16%	44%	*	30%	-	*	0%	18%	6%	27%	32%	-
	2015	18%	17%	21%	9%	12%	29%	-	29%	*	27%	4%	12%	3%	17%	25%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%	100%	99%	-
Writing	2016	99%	100%	99%	98%	100%	99%	*	100%	-	100%	94%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%	100%	99%	-
Science	2016	99%	99%	99%	100%	100%	99%	*	100%	-	*	100%	99%	100%	100%	99%	-
	2015	99%	99%	100%	98%	99%	100%	-	100%	100%	100%	98%	99%	100%	100%	100%	-
Social Studies	2016	98%	99%	99%	98%	100%	98%	*	100%	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	98%	99%	100%	-	100%	100%	100%	98%	99%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	8%	6%	10%	0%	-	*	-	-	8%	10%	23%	0%	10%	-
% STAAR/EOC With Accommodations	2016	73%	69%	92%	94%	90%	100%	-	*	-	-	92%	90%	77%	100%	90%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	6%	0%	10%	0%	-	*	-	-	6%	8%	23%	0%	8%	-
% STAAR/EOC With Accommodations	2016	75%	69%	94%	100%	90%	100%	-	*	-	-	94%	93%	77%	100%	92%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	Y	Y	Y	Y					Y	N			5	6	83
Science	Y	Y	Y	Y					Y		N		5	6	83
Social Studies	Y	Y	Y	Y					Y		N		5	6	83
Total													27	32	84
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	Y	N	N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Y	N	N	Y	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	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 41	Total Eligible 46	Percent of Eligible Measures Met 89
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+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	644	70	206	339	*	18	-	**	303	17	62	n/a
Total Tests	740	98	250	362	*	19	-	**	384	49	87	54
% at Level II Satisfactory Standard	87%	71%	82%	94%	*	95%	-	100%	79%	35%	71%	n/a
Mathematics												
# at Level II Satisfactory Standard	658	76	214	340	*	18	-	**	322	23	71	n/a
Total Tests	740	98	250	362	*	19	-	**	384	49	87	54
% at Level II Satisfactory Standard	89%	78%	86%	94%	*	95%	-	89%	84%	47%	82%	n/a
Writing												
# at Level II Satisfactory Standard	323	30	105	172	*	9	-	**	150	8	33	n/a
Total Tests	378	48	129	185	*	9	-	**	196	30	46	23
% at Level II Satisfactory Standard	85%	63%	81%	93%	*	100%	-	100%	77%	27%	72%	n/a
Science												
# at Level II Satisfactory Standard	289	34	90	151	*	10	-	*	130	6	24	n/a
Total Tests	357	48	122	173	*	10	-	*	185	17	41	31
% at Level II Satisfactory Standard	81%	71%	74%	87%	*	100%	-	*	70%	35%	59%	n/a
Social Studies												
# at Level II Satisfactory Standard	286	37	85	150	*	10	-	*	131	6	24	n/a
Total Tests	356	48	122	172	*	10	-	*	184	17	41	31
% at Level II Satisfactory Standard	80%	77%	70%	87%	*	100%	-	*	71%	35%	59%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	779	108	267	371	*	19	-	**	397	53	n/a	58
Total Students	779	108	267	371	*	19	-	**	397	53	n/a	58
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	780	109	267	371	*	19	-	**	397	53	n/a	58
Total Students	780	109	267	371	*	19	-	**	397	53	n/a	58
Participation Rate	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	42.1	73.7%	73.8%	74.7%
Masters	15.0	26.3%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	35	5	40

		General Education	Special Education	Total
Total Number of Classes		210	39	249
Number of Classes Taught by Highly Qualified Teachers	Number	210	39	249
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: BARNETT J H

Campus ID: 220901052

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 7																	
Reading	2016	69%	67%	76%	65%	78%	79%	*	91%	-	83%	47%	74%	66%	83%	70%	-
	2015	72%	71%	73%	69%	68%	76%	*	91%	*	82%	25%	68%	48%	75%	71%	-
Mathematics	2016	68%	67%	72%	64%	70%	81%	*	90%	-	67%	44%	70%	63%	76%	69%	-
	2015	68%	70%	70%	61%	67%	76%	*	94%	*	73%	19%	65%	66%	71%	69%	-
Writing	2016	68%	66%	71%	65%	68%	77%	*	87%	-	75%	37%	67%	46%	79%	64%	-
	2015	69%	66%	66%	62%	64%	68%	*	83%	*	60%	29%	61%	55%	75%	59%	-
Grade 8																	
Reading	2016	85%	84%	86%	81%	88%	91%	*	95%	*	67%	49%	84%	77%	90%	82%	-
	2015	84%	82%	86%	83%	86%	87%	*	92%	*	88%	53%	82%	62%	89%	83%	-
Mathematics	2016	80%	71%	71%	65%	72%	85%	-	90%	*	63%	38%	71%	67%	72%	69%	-
	2015	71%	58%	61%	55%	62%	65%	-	79%	*	64%	37%	57%	44%	63%	59%	-
Science	2016	73%	70%	66%	58%	66%	65%	*	95%	*	*	23%	61%	42%	66%	66%	-
	2015	67%	66%	63%	51%	60%	70%	*	86%	*	56%	33%	55%	33%	62%	63%	-
Social Studies	2016	62%	63%	59%	53%	57%	62%	*	80%	*	67%	23%	54%	33%	62%	57%	-
	2015	61%	61%	61%	53%	57%	66%	*	79%	*	63%	31%	54%	25%	61%	61%	-
End of Course																	
English I	2016	63%	58%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
	2015	76%	68%	99%	97%	100%	100%	*	100%	-	*	-	100%	*	100%	98%	-
Algebra I	2016	76%	68%	99%	97%	100%	100%	*	100%	-	*	-	100%	*	100%	98%	-
	2015	77%	71%	99%	97%	100%	100%	*	98%	-	100%	*	98%	100%	97%	100%	-
All Grades																	
All Subjects	2016	74%	70%	73%	65%	72%	78%	69%	91%	*	68%	38%	70%	57%	77%	69%	-
	2015	73%	69%	70%	63%	68%	74%	100%	88%	80%	71%	34%	65%	48%	72%	68%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2016	72%	67%	81%	74%	83%	84%	*	93%	*	76%	48%	79%	70%	87%	76%	-
	2015	74%	70%	80%	77%	78%	83%	*	91%	*	85%	43%	76%	55%	83%	78%	-
Mathematics	2016	75%	70%	75%	68%	74%	84%	*	93%	*	67%	42%	74%	66%	78%	73%	-
	2015	73%	67%	71%	62%	69%	76%	*	93%	*	74%	31%	67%	58%	73%	70%	-
Writing	2016	68%	64%	71%	65%	68%	77%	*	87%	-	75%	37%	67%	46%	79%	64%	-
	2015	68%	63%	66%	62%	64%	68%	*	83%	*	60%	29%	61%	55%	75%	59%	-
Science	2016	77%	74%	66%	58%	66%	65%	*	95%	*	*	23%	61%	42%	66%	66%	-
	2015	75%	71%	63%	51%	60%	70%	*	86%	*	56%	33%	55%	33%	62%	63%	-
Social Studies	2016	76%	76%	59%	53%	57%	62%	*	80%	*	67%	23%	54%	33%	62%	57%	-
	2015	74%	74%	61%	53%	57%	66%	*	79%	*	63%	31%	54%	25%	61%	61%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	40%	31%	37%	45%	46%	69%	*	35%	26%	37%	20%	43%	37%	-
	2015	38%	34%	34%	24%	28%	45%	57%	59%	30%	34%	23%	28%	15%	33%	34%	-
Reading	2016	42%	38%	47%	38%	46%	56%	*	69%	*	43%	32%	42%	26%	53%	42%	-
	2015	40%	36%	37%	30%	30%	52%	*	56%	*	41%	24%	30%	13%	36%	38%	-
Mathematics	2016	40%	35%	42%	31%	39%	45%	*	81%	*	24%	28%	40%	28%	42%	42%	-
	2015	36%	30%	36%	23%	31%	45%	*	70%	*	33%	21%	30%	18%	35%	37%	-
Writing	2016	39%	36%	37%	29%	35%	35%	*	63%	-	42%	25%	38%	12%	47%	30%	-
	2015	31%	27%	30%	25%	23%	32%	*	59%	*	30%	10%	23%	9%	36%	25%	-
Science	2016	44%	41%	34%	27%	28%	44%	*	63%	*	*	17%	29%	8%	34%	34%	-
	2015	40%	35%	35%	20%	30%	48%	*	62%	*	31%	27%	29%	16%	32%	37%	-
Social Studies	2016	45%	46%	27%	20%	22%	38%	*	54%	*	33%	15%	25%	8%	27%	27%	-
	2015	41%	41%	26%	15%	19%	39%	*	46%	*	31%	25%	25%	16%	21%	30%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	16%	11%	11%	20%	46%	39%	*	10%	10%	13%	5%	18%	15%	-
	2015	14%	12%	14%	8%	9%	20%	14%	35%	0%	14%	5%	11%	2%	15%	14%	-
Reading	2016	16%	14%	21%	15%	18%	31%	*	35%	*	24%	22%	17%	5%	23%	19%	-
	2015	15%	13%	18%	12%	15%	24%	*	31%	*	19%	9%	13%	0%	18%	17%	-
Mathematics	2016	17%	15%	18%	12%	11%	18%	*	53%	*	5%	5%	16%	8%	19%	17%	-
	2015	14%	11%	14%	7%	7%	17%	*	44%	*	11%	0%	11%	4%	13%	15%	-
Writing	2016	14%	11%	9%	8%	5%	7%	*	21%	-	8%	3%	7%	2%	12%	6%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2015	8%	6%	9%	5%	7%	16%	*	19%	*	10%	3%	5%	2%	12%	6%	-
Science	2016	15%	13%	14%	9%	9%	18%	*	45%	*	*	6%	9%	3%	13%	16%	-
	2015	14%	12%	18%	8%	10%	27%	*	45%	*	13%	9%	14%	4%	16%	18%	-
Social Studies	2016	21%	22%	13%	8%	10%	18%	*	34%	*	0%	4%	11%	3%	14%	12%	-
	2015	18%	17%	10%	5%	5%	14%	*	28%	*	13%	2%	10%	2%	10%	11%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	100%	100%	100%	*	100%	99%	100%	99%	100%	99%	-
	2015	99%	99%	99%	99%	99%	98%	100%	100%	100%	99%	95%	99%	100%	99%	99%	-
Reading	2016	99%	99%	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2015	99%	98%	99%	100%	99%	98%	100%	100%	100%	100%	96%	99%	99%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	99%	99%	*	100%	*	100%	99%	100%	100%	100%	99%	-
	2015	99%	99%	99%	99%	99%	98%	100%	100%	100%	100%	95%	99%	100%	99%	99%	-
Writing	2016	99%	100%	99%	99%	99%	100%	*	100%	-	100%	98%	100%	100%	100%	99%	-
	2015	99%	99%	99%	100%	99%	95%	100%	100%	100%	91%	89%	100%	100%	99%	99%	-
Science	2016	99%	99%	99%	99%	99%	100%	*	100%	*	100%	100%	99%	97%	99%	99%	-
	2015	99%	99%	99%	98%	100%	100%	100%	100%	100%	100%	96%	99%	100%	100%	99%	-
Social Studies	2016	98%	99%	99%	98%	99%	100%	*	100%	*	100%	100%	99%	97%	99%	99%	-
	2015	99%	99%	99%	98%	99%	100%	100%	100%	100%	100%	96%	99%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	97%	100%	97%	90%	-	100%	-	*	97%	100%	100%	95%	99%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	29%	37%	19%	20%	-	43%	-	*	29%	27%	43%	32%	28%	-
% STAAR/EOC With Accommodations	2016	73%	69%	40%	52%	41%	25%	-	0%	-	*	40%	42%	43%	42%	39%	-
% STAAR Alternate2	2016	11%	8%	28%	11%	38%	45%	-	57%	-	*	28%	32%	14%	21%	32%	-
% of Non-Participants	2016	2%	3%	3%	0%	3%	10%	-	0%	-	*	3%	0%	0%	5%	1%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	96%	100%	97%	85%	-	100%	-	*	96%	100%	100%	95%	97%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	29%	38%	19%	15%	-	43%	-	*	29%	27%	43%	32%	27%	-
% STAAR/EOC With Accommodations	2016	75%	69%	39%	51%	39%	25%	-	0%	-	*	39%	40%	43%	42%	38%	-
% STAAR Alternate2	2016	12%	9%	29%	11%	39%	45%	-	57%	-	*	29%	32%	14%	21%	32%	-
% of Non-Participants	2016	1%	2%	4%	0%	3%	15%	-	0%	-	*	4%	0%	0%	5%	3%	-

** 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Science	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Social Studies	Y	N	N	Y		Y			N	N	N		3	8	38
Total													31	40	78
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			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Total Federal Cap Limit	n/a													
Total														
Overall Total												47	56	84

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	673	233	241	61	*	118	*	16	424	43	114	n/a
Total Tests	826	312	289	73	*	126	*	21	534	93	144	87
% at Level II Satisfactory Standard	81%	75%	83%	84%	*	94%	*	76%	79%	46%	79%	n/a
Mathematics												
# at Level II Satisfactory Standard	628	214	216	62	*	118	*	14	398	38	114	n/a
Total Tests	825	311	289	73	*	126	*	21	533	92	145	88
% at Level II Satisfactory Standard	76%	69%	75%	85%	*	94%	*	67%	75%	41%	79%	n/a
Writing												
# at Level II Satisfactory Standard	308	95	111	31	*	61	-	**	196	20	61	n/a
Total Tests	429	145	159	40	*	70	-	**	286	57	94	54
% at Level II Satisfactory Standard	72%	66%	70%	78%	*	87%	-	75%	69%	35%	65%	n/a
Science												
# at Level II Satisfactory Standard	268	99	88	22	*	53	*	*	151	8	32	n/a
Total Tests	395	165	131	33	*	55	*	*	246	36	51	33
% at Level II Satisfactory Standard	68%	60%	67%	67%	*	96%	*	*	61%	22%	63%	n/a
Social Studies												
# at Level II Satisfactory Standard	239	88	77	21	*	45	*	6	133	8	23	n/a
Total Tests	394	164	131	33	*	55	*	9	246	36	51	33
% at Level II Satisfactory Standard	61%	54%	59%	64%	*	82%	*	67%	54%	22%	45%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	877	340	305	79	*	127	*	21	560	114	n/a	94
Total Students	880	341	307	79	*	127	*	21	561	114	n/a	94
Participation Rate	100%	100%	99%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	872	338	303	78	*	127	*	21	557	111	n/a	93
Total Students	876	339	305	79	*	127	*	21	558	112	n/a	93
Participation Rate	100%	100%	99%	99%	*	100%	*	100%	100%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	37.0	55.5%	73.8%	74.7%
Masters	29.7	44.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	39	13	52

		General Education	Special Education	Total
Total Number of Classes		239	47	286
Number of Classes Taught by Highly Qualified Teachers	Number	239	47	286
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: BEBENSEE EL

Campus ID: 220901141

District Name: ARLINGTON 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.

Grade	Subject	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
						Hispanic	White	Indian	Asian									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																		
Grade 3																		
Reading	2016	72%	68%	69%	54%	71%	82%	-	100%	-	*	*	64%	77%	76%	62%	-	
	2015	74%	66%	72%	76%	68%	50%	-	100%	-	*	*	69%	79%	74%	70%	-	
Mathematics	2016	74%	70%	74%	60%	75%	91%	-	100%	-	*	*	69%	77%	76%	72%	-	
	2015	74%	64%	70%	71%	70%	*	-	100%	-	*	*	63%	64%	72%	68%	-	
Grade 4																		
Reading	2016	74%	67%	82%	89%	79%	67%	*	75%	-	*	*	80%	71%	84%	80%	-	
	2015	71%	64%	72%	71%	73%	67%	-	*	*	*	*	74%	53%	78%	69%	-	
Mathematics	2016	72%	66%	67%	61%	70%	56%	*	88%	-	*	*	64%	54%	69%	65%	-	
	2015	71%	62%	69%	61%	71%	75%	-	*	*	*	*	75%	68%	69%	69%	-	
Writing	2016	68%	63%	78%	83%	72%	89%	*	75%	-	*	*	74%	67%	89%	69%	-	
	2015	67%	60%	80%	79%	79%	75%	-	*	*	*	*	80%	79%	85%	76%	-	
Grade 5																		
Reading	2016	80%	74%	78%	86%	74%	64%	-	*	*	*	*	79%	69%	74%	80%	-	
	2015	83%	79%	82%	83%	79%	67%	-	100%	-	100%	*	79%	61%	84%	80%	-	
Mathematics	2016	85%	79%	75%	61%	83%	71%	-	*	*	*	*	79%	69%	80%	72%	-	
	2015	75%	67%	57%	47%	61%	44%	-	92%	-	*	*	51%	56%	56%	57%	-	
Science	2016	73%	67%	62%	50%	69%	57%	-	*	*	*	*	66%	*	66%	59%	-	
	2015	69%	61%	58%	59%	52%	50%	-	83%	-	*	*	55%	28%	60%	56%	-	
Grade 6																		
Reading	2016	68%	67%	72%	67%	69%	69%	-	92%	-	100%	*	67%	40%	75%	69%	-	
	2015	73%	74%	79%	76%	81%	82%	*	82%	*	*	*	79%	50%	80%	79%	-	
Mathematics	2016	71%	69%	67%	55%	78%	46%	-	92%	-	100%	*	65%	60%	64%	69%	-	
	2015	72%	73%	74%	60%	75%	82%	*	91%	*	*	*	75%	71%	75%	73%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	72%	67%	74%	68%	*	89%	*	93%	22%	71%	63%	75%	70%	-
	2015	73%	69%	71%	68%	71%	65%	*	92%	100%	81%	32%	70%	62%	73%	69%	-
Reading	2016	72%	67%	75%	74%	74%	70%	*	89%	*	100%	28%	73%	66%	77%	74%	-
	2015	74%	70%	77%	78%	75%	69%	*	94%	*	83%	33%	75%	63%	79%	75%	-
Mathematics	2016	75%	70%	70%	59%	77%	66%	*	93%	*	92%	*	69%	65%	71%	70%	-
	2015	73%	67%	67%	59%	69%	63%	*	94%	*	83%	30%	66%	65%	68%	66%	-
Writing	2016	68%	64%	78%	83%	72%	89%	*	75%	-	*	*	74%	67%	89%	69%	-
	2015	68%	63%	80%	79%	79%	75%	-	*	*	*	*	80%	79%	85%	76%	-
Science	2016	77%	74%	62%	50%	69%	57%	-	*	*	*	*	66%	*	66%	59%	-
	2015	75%	71%	58%	59%	52%	50%	-	83%	-	*	*	55%	28%	60%	56%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	37%	32%	36%	29%	*	71%	*	45%	11%	33%	22%	39%	35%	-
	2015	38%	34%	30%	24%	30%	29%	*	56%	80%	38%	10%	29%	22%	29%	32%	-
Reading	2016	42%	38%	40%	35%	39%	30%	*	75%	*	50%	11%	36%	22%	42%	37%	-
	2015	40%	36%	38%	32%	39%	32%	*	63%	*	42%	10%	35%	27%	38%	37%	-
Mathematics	2016	40%	35%	32%	25%	33%	28%	*	64%	*	50%	*	29%	20%	32%	32%	-
	2015	36%	30%	26%	20%	24%	26%	*	52%	*	42%	13%	26%	22%	23%	29%	-
Writing	2016	39%	36%	52%	61%	47%	33%	*	75%	-	*	*	47%	38%	64%	42%	-
	2015	31%	27%	34%	43%	29%	25%	-	*	*	*	*	34%	16%	36%	33%	-
Science	2016	44%	41%	25%	18%	24%	29%	-	*	*	*	*	24%	*	26%	24%	-
	2015	40%	35%	16%	4%	12%	28%	-	50%	-	*	*	13%	6%	13%	19%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	13%	11%	10%	15%	*	38%	*	14%	0%	13%	5%	13%	13%	-
	2015	14%	12%	11%	8%	8%	10%	*	27%	40%	13%	1%	9%	6%	11%	11%	-
Reading	2016	16%	14%	16%	16%	12%	17%	*	32%	*	8%	0%	16%	5%	16%	16%	-
	2015	15%	13%	17%	16%	15%	15%	*	31%	*	17%	3%	14%	9%	19%	15%	-
Mathematics	2016	17%	15%	10%	4%	8%	13%	*	43%	*	25%	*	9%	7%	10%	11%	-
	2015	14%	11%	7%	4%	4%	8%	*	23%	*	8%	0%	7%	5%	4%	9%	-
Writing	2016	14%	11%	20%	28%	14%	11%	*	38%	-	*	*	20%	0%	20%	20%	-
	2015	8%	6%	7%	7%	5%	8%	-	*	*	*	*	7%	5%	15%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	7%	4%	5%	14%	-	*	*	*	*	7%	*	6%	7%	-
	2015	14%	12%	4%	0%	3%	0%	-	25%	-	*	*	3%	0%	0%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2015	99%	99%	99%	99%	99%	100%	100%	97%	100%	100%	100%	99%	100%	99%	100%	-
Reading	2016	99%	99%	99%	99%	99%	100%	*	100%	*	100%	100%	99%	100%	100%	98%	-
	2015	99%	98%	99%	99%	99%	100%	100%	100%	100%	100%	100%	99%	100%	99%	100%	-
Mathematics	2016	100%	99%	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2015	99%	99%	99%	100%	99%	100%	100%	97%	100%	100%	100%	99%	100%	98%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	100%	-	*	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	98%	98%	100%	100%	-	92%	-	100%	100%	100%	100%	98%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	17%	14%	29%	*	-	*	-	-	17%	19%	*	0%	25%	-
% STAAR/EOC With Accommodations	2016	73%	69%	78%	86%	71%	*	-	*	-	-	78%	75%	*	100%	67%	-
% STAAR Alternate2	2016	11%	8%	6%	0%	0%	*	-	*	-	-	6%	6%	*	0%	8%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	17%	14%	29%	*	-	*	-	-	17%	19%	*	0%	25%	-
% STAAR/EOC With Accommodations	2016	75%	69%	78%	86%	71%	*	-	*	-	-	78%	75%	*	100%	67%	-
% STAAR Alternate2	2016	12%	9%	6%	0%	0%	*	-	*	-	-	6%	6%	*	0%	8%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	*	-	-	0%	0%	*	0%	0%	-

** 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 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	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		Y		7	7	100
Mathematics	Y	N	Y	Y		Y			Y		Y		6	7	86
Writing	Y	Y	Y						Y				4	4	100
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													20	21	95
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y			Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y			Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													34	35	97

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	265	100	94	32	*	25	*	12	188	5	75	n/a
Total Tests	348	134	129	45	*	26	*	12	256	18	98	68
% at Level II Satisfactory Standard	76%	75%	73%	71%	*	96%	*	100%	73%	28%	77%	n/a
Mathematics												
# at Level II Satisfactory Standard	246	80	99	29	*	25	*	11	178	*	75	n/a
Total Tests	350	136	129	45	*	26	*	12	258	*	98	68
% at Level II Satisfactory Standard	70%	59%	77%	64%	*	96%	*	92%	69%	*	77%	n/a
Writing												
# at Level II Satisfactory Standard	76	30	29	8	*	6	-	*	54	*	27	n/a
Total Tests	95	36	40	9	*	6	-	*	72	*	32	21
% at Level II Satisfactory Standard	80%	83%	73%	89%	*	100%	-	*	75%	*	84%	n/a
Science												
# at Level II Satisfactory Standard	51	12	28	7	-	*	*	*	44	*	13	n/a
Total Tests	82	24	40	13	-	*	*	*	68	*	22	*
% at Level II Satisfactory Standard	62%	50%	70%	54%	-	*	*	*	65%	*	59%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	371	141	141	47	*	28	*	12	266	18	n/a	74
Total Students	374	143	142	47	*	28	*	12	268	18	n/a	74
Participation Rate	99%	99%	99%	100%	*	100%	*	100%	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	373	143	141	47	*	28	*	12	268	18	n/a	74
Total Students	374	143	142	47	*	28	*	12	268	18	n/a	74
Participation Rate	100%	100%	99%	100%	*	100%	*	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.8	79.0%	73.8%	74.7%
Masters	9.5	21.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		36	0	36
Total Number of Classes		51	0	51
Number of Classes Taught by Highly Qualified Teachers	Number	51	0	51
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: BECKHAM EL

Campus ID: 220901158

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	81%	57%	83%	75%	-	92%	-	*	*	75%	82%	91%	72%	-
	2015	74%	66%	76%	75%	77%	82%	-	72%	-	*	*	70%	73%	87%	66%	-
Mathematics	2016	74%	70%	79%	50%	72%	83%	-	100%	-	*	*	77%	84%	82%	77%	-
	2015	74%	64%	78%	70%	73%	82%	-	89%	-	*	*	75%	82%	85%	71%	-
Grade 4																	
Reading	2016	74%	67%	73%	70%	70%	80%	-	74%	-	*	*	67%	60%	81%	65%	-
	2015	71%	64%	75%	61%	75%	68%	-	96%	-	*	*	73%	76%	80%	71%	-
Mathematics	2016	72%	66%	74%	65%	62%	90%	-	89%	-	*	*	67%	60%	73%	74%	-
	2015	71%	62%	68%	61%	58%	53%	-	92%	-	*	*	63%	62%	64%	71%	-
Writing	2016	68%	63%	56%	50%	48%	70%	-	68%	-	*	*	50%	48%	65%	48%	-
	2015	67%	60%	73%	74%	71%	60%	-	88%	-	*	*	70%	70%	78%	68%	-
Grade 5																	
Reading	2016	80%	74%	92%	87%	93%	88%	-	100%	-	*	*	93%	82%	91%	94%	-
	2015	83%	79%	90%	88%	90%	100%	-	82%	*	*	*	87%	76%	98%	81%	-
Mathematics	2016	85%	79%	91%	87%	81%	100%	-	100%	-	*	*	89%	86%	84%	98%	-
	2015	75%	67%	85%	75%	90%	100%	-	82%	*	*	*	80%	76%	93%	76%	-
Science	2016	73%	67%	78%	61%	77%	69%	-	100%	-	*	*	74%	73%	77%	79%	-
	2015	69%	61%	67%	54%	75%	76%	-	68%	*	*	*	63%	52%	70%	64%	-
Grade 6																	
Reading	2016	68%	67%	82%	83%	82%	93%	-	74%	-	*	*	79%	50%	91%	73%	-
	2015	73%	74%	81%	79%	67%	87%	-	88%	-	*	*	75%	36%	84%	78%	-
Mathematics	2016	71%	69%	89%	83%	91%	100%	-	87%	-	*	*	88%	75%	91%	88%	-
	2015	72%	73%	81%	79%	61%	87%	-	96%	-	*	*	79%	57%	80%	83%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	80%	71%	75%	85%	-	89%	-	89%	42%	76%	71%	83%	77%	-
	2015	73%	69%	77%	72%	74%	78%	-	86%	*	85%	36%	73%	69%	82%	73%	-
Reading	2016	72%	67%	83%	76%	82%	85%	-	86%	-	100%	47%	79%	71%	89%	77%	-
	2015	74%	70%	80%	76%	77%	84%	-	85%	*	88%	36%	76%	70%	87%	74%	-
Mathematics	2016	75%	70%	84%	74%	76%	94%	-	95%	-	88%	47%	81%	77%	83%	85%	-
	2015	73%	67%	78%	72%	71%	79%	-	90%	*	88%	41%	74%	71%	80%	75%	-
Writing	2016	68%	64%	56%	50%	48%	70%	-	68%	-	*	*	50%	48%	65%	48%	-
	2015	68%	63%	73%	74%	71%	60%	-	88%	-	*	*	70%	70%	78%	68%	-
Science	2016	77%	74%	78%	61%	77%	69%	-	100%	-	*	*	74%	73%	77%	79%	-
	2015	75%	71%	67%	54%	75%	76%	-	68%	*	*	*	63%	52%	70%	64%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	47%	34%	40%	51%	-	64%	-	68%	6%	44%	33%	50%	45%	-
	2015	38%	34%	40%	27%	31%	45%	-	60%	*	55%	9%	36%	29%	42%	38%	-
Reading	2016	42%	38%	50%	41%	47%	52%	-	57%	-	75%	0%	47%	32%	56%	44%	-
	2015	40%	36%	45%	35%	36%	48%	-	60%	*	63%	9%	41%	25%	47%	42%	-
Mathematics	2016	40%	35%	51%	31%	42%	58%	-	73%	-	63%	13%	47%	41%	51%	52%	-
	2015	36%	30%	41%	24%	32%	47%	-	64%	*	63%	14%	37%	34%	42%	40%	-
Writing	2016	39%	36%	26%	30%	19%	20%	-	37%	-	*	*	25%	4%	35%	18%	-
	2015	31%	27%	32%	22%	21%	30%	-	58%	-	*	*	32%	30%	39%	26%	-
Science	2016	44%	41%	44%	22%	27%	44%	-	79%	-	*	*	37%	32%	36%	51%	-
	2015	40%	35%	28%	13%	20%	41%	-	41%	*	*	*	22%	16%	30%	26%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	25%	13%	18%	27%	-	41%	-	53%	0%	23%	15%	27%	24%	-
	2015	14%	12%	18%	8%	10%	27%	-	30%	*	20%	2%	15%	8%	20%	16%	-
Reading	2016	16%	14%	29%	18%	26%	27%	-	38%	-	75%	0%	25%	16%	34%	23%	-
	2015	15%	13%	24%	11%	17%	37%	-	36%	*	25%	0%	20%	11%	26%	22%	-
Mathematics	2016	17%	15%	29%	13%	15%	35%	-	52%	-	50%	0%	26%	20%	28%	30%	-
	2015	14%	11%	18%	8%	7%	29%	-	34%	*	13%	5%	14%	8%	19%	18%	-
Writing	2016	14%	11%	16%	10%	15%	10%	-	26%	-	*	*	15%	0%	19%	13%	-
	2015	8%	6%	5%	4%	0%	5%	-	13%	-	*	*	4%	0%	9%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	10%	0%	4%	13%	-	25%	-	*	*	9%	5%	5%	15%	-
	2015	14%	12%	6%	0%	5%	6%	-	9%	*	*	*	6%	4%	9%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	96%	97%	95%	95%	-	99%	100%	87%	65%	95%	98%	97%	96%	-	
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	96%	97%	95%	94%	-	98%	100%	89%	65%	95%	98%	96%	96%	-	
Mathematics	2016	100%	99%	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	-	
	2015	99%	99%	96%	97%	95%	94%	-	99%	100%	89%	65%	96%	98%	96%	96%	-	
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	
	2015	99%	99%	98%	100%	92%	100%	-	100%	-	100%	71%	97%	100%	100%	96%	-	
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-	
	2015	99%	99%	96%	92%	100%	94%	-	100%	100%	67%	64%	93%	96%	98%	93%	-	

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

Reading Tests																	
% of Participants	2016	98%	97%	58%	*	*	*	-	*	-	*	58%	55%	71%	*	68%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	35%	*	*	*	-	*	-	*	35%	25%	29%	*	37%	-
% STAAR/EOC With Accommodations	2016	73%	69%	23%	*	*	*	-	*	-	*	23%	30%	43%	*	32%	-
% STAAR Alternate2	2016	11%	8%	0%	*	*	*	-	*	-	*	0%	0%	0%	*	0%	-
% of Non-Participants	2016	2%	3%	42%	*	*	*	-	*	-	*	42%	45%	29%	*	32%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	58%	*	*	*	-	*	-	*	58%	55%	71%	*	68%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	35%	*	*	*	-	*	-	*	35%	25%	29%	*	37%	-
% STAAR/EOC With Accommodations	2016	75%	69%	23%	*	*	*	-	*	-	*	23%	30%	43%	*	32%	-
% STAAR Alternate2	2016	12%	9%	0%	*	*	*	-	*	-	*	0%	0%	0%	*	0%	-
% of Non-Participants	2016	1%	2%	42%	*	*	*	-	*	-	*	42%	45%	29%	*	32%	-

** 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 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	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		Y		7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		Y		7	7	100
Writing	N		N						N				0	3	0
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													17	20	85
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													33	36	92

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	266	59	76	44	-	79	-	8	166	7	114	n/a
Total Tests	320	77	93	52	-	90	-	8	208	15	142	99
% at Level II Satisfactory Standard	83%	77%	82%	85%	-	88%	-	100%	80%	47%	80%	n/a
Mathematics												
# at Level II Satisfactory Standard	268	57	70	49	-	85	-	7	167	7	118	n/a
Total Tests	319	77	92	52	-	90	-	8	207	15	142	99
% at Level II Satisfactory Standard	84%	74%	76%	94%	-	94%	-	88%	81%	47%	83%	n/a
Writing												
# at Level II Satisfactory Standard	43	10	13	**	-	13	-	*	26	*	21	n/a
Total Tests	76	20	27	**	-	18	-	*	51	*	34	24
% at Level II Satisfactory Standard	57%	50%	48%	70%	-	72%	-	*	51%	*	62%	n/a
Science												
# at Level II Satisfactory Standard	71	14	20	**	-	24	-	*	40	*	38	n/a
Total Tests	90	23	25	**	-	24	-	*	53	*	44	22
% at Level II Satisfactory Standard	79%	61%	80%	69%	-	100%	-	*	75%	*	86%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	337	83	99	53	-	93	-	9	222	26	n/a	103
Total Students	337	83	99	53	-	93	-	9	222	26	n/a	103
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	336	83	98	53	-	93	-	9	221	26	n/a	103
Total Students	337	83	99	53	-	93	-	9	222	26	n/a	103
Participation Rate	100%	100%	99%	100%	-	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.5	92.0%	73.8%	74.7%
Masters	3.0	8.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		29	3	32
Total Number of Classes		39	3	42
Number of Classes Taught by Highly Qualified Teachers	Number	39	3	42
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: BERRY EL

Campus ID: 220901101

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	62%	*	61%	71%	-	*	-	*	*	61%	64%	64%	60%	-
	2015	74%	66%	54%	*	62%	*	*	-	-	*	*	57%	64%	66%	42%	-
Mathematics	2016	74%	70%	64%	*	65%	71%	-	*	-	*	*	64%	70%	60%	68%	-
	2015	74%	64%	54%	*	60%	*	*	-	-	*	*	57%	60%	66%	42%	-
Grade 4																	
Reading	2016	74%	67%	52%	*	57%	*	-	-	-	*	*	53%	41%	65%	40%	-
	2015	71%	64%	48%	*	53%	*	-	*	-	-	*	49%	56%	55%	42%	-
Mathematics	2016	72%	66%	41%	*	43%	*	-	-	-	*	*	39%	37%	55%	29%	-
	2015	71%	62%	34%	*	35%	*	-	*	-	-	*	35%	43%	35%	33%	-
Writing	2016	68%	63%	51%	*	51%	*	-	-	-	*	*	50%	40%	68%	34%	-
	2015	67%	60%	35%	*	36%	*	-	*	-	-	*	35%	38%	51%	19%	-
Grade 5																	
Reading	2016	80%	74%	61%	*	64%	83%	-	*	-	-	*	58%	55%	68%	53%	-
	2015	83%	79%	66%	*	70%	*	*	*	-	-	*	67%	60%	62%	70%	-
Mathematics	2016	85%	79%	70%	*	74%	83%	-	*	-	-	*	68%	73%	70%	70%	-
	2015	75%	67%	60%	*	64%	*	*	*	-	-	*	62%	60%	51%	70%	-
Science	2016	73%	67%	51%	*	49%	83%	-	*	-	-	*	48%	39%	49%	53%	-
	2015	69%	61%	52%	*	54%	*	*	*	-	-	*	53%	42%	47%	58%	-
Grade 6																	
Reading	2016	68%	67%	58%	*	60%	*	-	*	-	*	*	56%	30%	51%	64%	-
	2015	73%	74%	56%	70%	56%	*	*	*	-	-	*	57%	33%	67%	47%	*
Mathematics	2016	71%	69%	62%	*	64%	*	-	*	-	*	*	61%	50%	54%	69%	-
	2015	72%	73%	59%	*	59%	83%	*	*	-	-	*	57%	48%	73%	45%	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	58%	31%	59%	59%	-	90%	-	*	17%	56%	52%	60%	55%	-
	2015	73%	69%	52%	26%	55%	44%	100%	56%	-	*	20%	53%	52%	57%	47%	*
Reading	2016	72%	67%	59%	36%	61%	52%	-	*	-	*	*	57%	51%	62%	55%	-
	2015	74%	70%	56%	32%	61%	33%	*	*	-	*	23%	58%	55%	62%	51%	*
Mathematics	2016	75%	70%	60%	28%	62%	61%	-	*	-	*	30%	59%	59%	60%	60%	-
	2015	73%	67%	52%	23%	55%	52%	*	*	-	*	19%	53%	54%	56%	48%	*
Writing	2016	68%	64%	51%	*	51%	*	-	-	-	*	*	50%	40%	68%	34%	-
	2015	68%	63%	35%	*	36%	*	-	*	-	-	*	35%	38%	51%	19%	-
Science	2016	77%	74%	51%	*	49%	83%	-	*	-	-	*	48%	39%	49%	53%	-
	2015	75%	71%	52%	*	54%	*	*	*	-	-	*	53%	42%	47%	58%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	22%	17%	21%	34%	-	80%	-	*	0%	21%	15%	24%	21%	-
	2015	38%	34%	16%	12%	16%	15%	57%	56%	-	*	5%	16%	12%	16%	16%	*
Reading	2016	42%	38%	25%	24%	23%	48%	-	*	-	*	*	24%	17%	27%	22%	-
	2015	40%	36%	21%	16%	20%	29%	*	*	-	*	4%	21%	15%	22%	20%	*
Mathematics	2016	40%	35%	21%	16%	20%	26%	-	*	-	*	0%	21%	16%	20%	23%	-
	2015	36%	30%	14%	10%	14%	5%	*	*	-	*	8%	15%	13%	13%	15%	*
Writing	2016	39%	36%	17%	*	19%	*	-	-	-	*	*	18%	15%	30%	5%	-
	2015	31%	27%	2%	*	3%	*	-	*	-	-	*	3%	0%	5%	0%	-
Science	2016	44%	41%	21%	*	19%	33%	-	*	-	-	*	20%	6%	19%	23%	-
	2015	40%	35%	16%	*	15%	*	*	*	-	-	*	16%	8%	15%	18%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	8%	5%	8%	8%	-	40%	-	*	0%	8%	6%	8%	9%	-
	2015	14%	12%	5%	5%	5%	2%	14%	11%	-	*	2%	5%	2%	5%	5%	*
Reading	2016	16%	14%	9%	4%	10%	13%	-	*	-	*	*	9%	8%	10%	9%	-
	2015	15%	13%	7%	6%	8%	0%	*	*	-	*	0%	7%	4%	9%	6%	*
Mathematics	2016	17%	15%	9%	8%	9%	9%	-	*	-	*	0%	9%	6%	7%	12%	-
	2015	14%	11%	3%	6%	3%	0%	*	*	-	*	4%	3%	1%	2%	5%	*
Writing	2016	14%	11%	6%	*	7%	*	-	-	-	*	*	5%	3%	8%	5%	-
	2015	8%	6%	1%	*	1%	*	-	*	-	-	*	1%	0%	2%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	*	1%	0%	-	*	-	-	*	3%	3%	2%	4%	-
	2015	14%	12%	3%	*	3%	*	*	*	-	-	*	3%	0%	2%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	99%	100%	100%	100%
Mathematics	2016	100%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Writing	2016	99%	100%	99%	100%	99%	100%	-	-	-	*	100%	99%	98%	100%	98%	-	
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	19%	*	18%	*	-	-	-	-	19%	20%	23%	9%	25%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	81%	*	82%	*	-	-	-	-	81%	80%	77%	91%	75%	-	
% STAAR Alternate2	2016	11%	8%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	
% of Non-Participants	2016	2%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	19%	*	18%	*	-	-	-	-	19%	20%	23%	9%	25%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	81%	*	82%	*	-	-	-	-	81%	80%	77%	91%	75%	-	
% STAAR Alternate2	2016	12%	9%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	
% of Non-Participants	2016	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-	

** 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 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	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	N		Y						N		Y		2	4	50
Mathematics	Y		Y						N		Y		3	4	75
Writing	N		N						N		N		0	4	0
Science	N		N						N		N		0	4	0
Social Studies													0	0	
Total													5	16	31
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													17	28	61

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	198	6	179	8	-	*	-	*	184	*	140	n/a
Total Tests	339	20	294	18	-	*	-	*	321	*	222	164
% at Level II Satisfactory Standard	58%	30%	61%	44%	-	*	-	*	57%	*	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	205	*	186	10	-	*	-	*	190	8	148	n/a
Total Tests	339	*	294	18	-	*	-	*	321	24	222	164
% at Level II Satisfactory Standard	60%	*	63%	56%	-	*	-	*	59%	33%	67%	n/a
Writing												
# at Level II Satisfactory Standard	39	*	34	*	-	-	-	*	36	*	28	n/a
Total Tests	75	*	64	*	-	-	-	*	69	*	49	37
% at Level II Satisfactory Standard	52%	*	53%	*	-	-	-	*	52%	*	57%	n/a
Science												
# at Level II Satisfactory Standard	44	*	37	*	-	*	-	-	39	*	26	n/a
Total Tests	86	*	72	*	-	*	-	-	80	*	49	31
% at Level II Satisfactory Standard	51%	*	51%	*	-	*	-	-	49%	*	53%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	365	25	310	23	-	*	-	*	338	27	n/a	175
Total Students	365	25	310	23	-	*	-	*	338	27	n/a	175
Participation Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	363	25	308	23	-	*	-	*	336	27	n/a	174
Total Students	363	25	308	23	-	*	-	*	336	27	n/a	174
Participation Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	28.4	65.4%	73.8%	74.7%
Masters	13.0	30.0%	25.6%	23.6%
Doctorate	2.0	4.6%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		34	1	35
Total Number of Classes		57	1	58
Number of Classes Taught by Highly Qualified Teachers	Number	57	1	58
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: BLANTON EL

Campus ID: 220901102

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	63%	75%	63%	*	-	*	-	*	*	62%	60%	70%	57%	-
	2015	74%	66%	57%	62%	54%	*	-	*	-	-	*	56%	51%	67%	51%	-
Mathematics	2016	74%	70%	60%	75%	58%	*	-	*	-	*	*	59%	58%	65%	55%	-
	2015	74%	64%	54%	54%	51%	*	-	*	-	-	*	53%	56%	57%	52%	-
Grade 4																	
Reading	2016	74%	67%	69%	73%	68%	*	*	*	-	-	45%	68%	60%	80%	61%	-
	2015	71%	64%	63%	63%	64%	*	-	*	-	*	*	62%	51%	70%	57%	-
Mathematics	2016	72%	66%	53%	*	53%	*	*	*	-	-	45%	52%	49%	63%	46%	-
	2015	71%	62%	56%	*	54%	*	-	*	-	*	*	54%	43%	60%	51%	-
Writing	2016	68%	63%	61%	82%	57%	*	*	*	-	-	50%	60%	48%	72%	54%	-
	2015	67%	60%	61%	75%	59%	*	-	*	-	*	*	62%	49%	72%	51%	-
Grade 5																	
Reading	2016	80%	74%	69%	56%	69%	83%	-	-	-	*	*	65%	56%	71%	66%	-
	2015	83%	79%	73%	*	74%	*	*	*	-	*	56%	75%	53%	76%	69%	-
Mathematics	2016	85%	79%	79%	67%	81%	*	-	-	-	*	*	78%	78%	88%	70%	-
	2015	75%	67%	55%	*	54%	*	*	*	-	*	*	57%	58%	67%	40%	-
Science	2016	73%	67%	70%	56%	69%	100%	-	-	-	*	*	67%	59%	73%	68%	-
	2015	69%	61%	60%	*	59%	*	*	*	-	*	56%	62%	39%	62%	57%	-
Grade 6																	
Reading	2016	68%	67%	74%	*	75%	100%	*	100%	-	*	71%	73%	61%	80%	65%	-
	2015	73%	74%	82%	70%	84%	*	-	*	-	*	45%	82%	71%	83%	81%	-
Mathematics	2016	71%	69%	59%	*	57%	*	*	100%	-	*	*	56%	54%	65%	48%	-
	2015	72%	73%	73%	50%	75%	*	-	*	-	*	*	73%	68%	68%	77%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	65%	60%	65%	71%	*	100%	-	82%	46%	64%	58%	73%	59%	-
	2015	73%	69%	63%	53%	63%	72%	*	96%	-	100%	44%	63%	54%	68%	59%	-
Reading	2016	72%	67%	69%	61%	68%	70%	*	100%	-	*	45%	67%	59%	76%	62%	-
	2015	74%	70%	68%	59%	68%	78%	*	90%	-	*	47%	68%	56%	74%	64%	-
Mathematics	2016	75%	70%	62%	55%	62%	65%	*	100%	-	*	45%	61%	60%	70%	55%	-
	2015	73%	67%	60%	46%	59%	72%	*	100%	-	*	39%	59%	55%	63%	56%	-
Writing	2016	68%	64%	61%	82%	57%	*	*	*	-	-	50%	60%	48%	72%	54%	-
	2015	68%	63%	61%	75%	59%	*	-	*	-	*	*	62%	49%	72%	51%	-
Science	2016	77%	74%	70%	56%	69%	100%	-	-	-	*	*	67%	59%	73%	68%	-
	2015	75%	71%	60%	*	59%	*	*	*	-	*	56%	62%	39%	62%	57%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	31%	26%	29%	43%	*	78%	-	36%	37%	28%	23%	33%	28%	-
	2015	38%	34%	26%	19%	25%	30%	*	60%	-	82%	31%	26%	17%	29%	25%	-
Reading	2016	42%	38%	33%	27%	31%	55%	*	88%	-	*	39%	30%	23%	38%	29%	-
	2015	40%	36%	30%	21%	29%	33%	*	60%	-	*	33%	29%	19%	33%	28%	-
Mathematics	2016	40%	35%	27%	18%	26%	35%	*	63%	-	*	35%	25%	23%	27%	27%	-
	2015	36%	30%	25%	21%	24%	28%	*	50%	-	*	31%	25%	19%	24%	26%	-
Writing	2016	39%	36%	35%	55%	31%	*	*	*	-	-	40%	32%	24%	46%	28%	-
	2015	31%	27%	22%	13%	23%	*	-	*	-	*	*	22%	11%	35%	11%	-
Science	2016	44%	41%	30%	11%	32%	33%	-	-	-	*	*	28%	20%	30%	30%	-
	2015	40%	35%	20%	*	11%	*	*	*	-	*	44%	20%	6%	22%	17%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	11%	5%	10%	18%	*	56%	-	9%	4%	9%	9%	13%	9%	-
	2015	14%	12%	7%	6%	6%	2%	*	28%	-	36%	2%	6%	1%	6%	7%	-
Reading	2016	16%	14%	15%	6%	14%	25%	*	88%	-	*	3%	13%	10%	19%	11%	-
	2015	15%	13%	10%	10%	9%	6%	*	40%	-	*	3%	9%	2%	9%	11%	-
Mathematics	2016	17%	15%	8%	0%	9%	5%	*	38%	-	*	3%	8%	10%	9%	8%	-
	2015	14%	11%	4%	3%	4%	0%	*	20%	-	*	3%	4%	1%	4%	5%	-
Writing	2016	14%	11%	8%	18%	5%	*	*	*	-	-	10%	5%	2%	10%	6%	-
	2015	8%	6%	7%	13%	7%	*	-	*	-	*	*	6%	0%	12%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	0%	7%	33%	-	-	-	*	*	5%	7%	10%	7%	-
	2015	14%	12%	4%	*	2%	*	*	*	-	*	0%	4%	0%	2%	6%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	99%	99%	99%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	100%	98%	100%	100%	100%	-	100%	100%	99%	97%	99%	98%	98%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	99%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	6%	*	9%	*	-	-	-	*	6%	6%	7%	11%	5%	5%	-
% STAAR/EOC With Accommodations	2016	73%	69%	61%	*	61%	*	-	-	-	*	61%	61%	79%	33%	73%	73%	-
% STAAR Alternate2	2016	11%	8%	32%	*	30%	*	-	-	-	*	32%	32%	14%	56%	23%	23%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	6%	*	9%	*	-	-	-	*	6%	6%	7%	11%	5%	5%	-
% STAAR/EOC With Accommodations	2016	75%	69%	61%	*	61%	*	-	-	-	*	61%	61%	79%	33%	73%	73%	-
% STAAR Alternate2	2016	12%	9%	32%	*	30%	*	-	-	-	*	32%	32%	14%	56%	23%	23%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y		5	6	83
Mathematics	Y	N	Y						Y	N	Y		4	6	67
Writing	Y		N						Y		N		2	4	50
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													15	20	75
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													27	32	84

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	239	18	196	13	*	8	-	*	217	14	141	n/a
Total Tests	341	30	280	17	*	8	-	*	316	30	203	162
% at Level II Satisfactory Standard	70%	60%	70%	76%	*	100%	-	*	69%	47%	69%	n/a
Mathematics												
# at Level II Satisfactory Standard	214	15	175	12	*	8	-	*	195	14	133	n/a
Total Tests	340	30	279	17	*	8	-	*	315	30	203	162
% at Level II Satisfactory Standard	63%	50%	63%	71%	*	100%	-	*	62%	47%	66%	n/a
Writing												
# at Level II Satisfactory Standard	55	9	41	*	-	*	-	-	49	5	31	n/a
Total Tests	89	11	72	*	-	*	-	-	81	9	55	44
% at Level II Satisfactory Standard	62%	82%	57%	*	-	*	-	-	60%	56%	56%	n/a
Science												
# at Level II Satisfactory Standard	59	**	47	6	-	-	-	*	51	*	39	n/a
Total Tests	83	**	68	6	-	-	-	*	75	*	56	41
% at Level II Satisfactory Standard	71%	63%	69%	100%	-	-	-	*	68%	*	70%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	357	33	289	20	*	8	-	**	328	31	n/a	169
Total Students	357	33	289	20	*	8	-	**	328	31	n/a	169
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	355	33	287	20	*	8	-	**	326	31	n/a	168
Total Students	355	33	287	20	*	8	-	**	326	31	n/a	168
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.3	71.3%	73.8%	74.7%
Masters	13.0	28.7%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		42	2	44
Total Number of Classes		60	2	62
Number of Classes Taught by Highly Qualified Teachers	Number	60	2	62
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: BOLES J H

Campus ID: 220901051

District Name: ARLINGTON 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.

		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 7																		
Reading	2016	69%	67%	79%	62%	69%	85%	-	77%	*	91%	28%	68%	29%	83%	74%	-	
	2015	72%	71%	83%	78%	76%	86%	*	94%	*	88%	30%	76%	60%	87%	79%	-	
Mathematics	2016	68%	67%	82%	68%	76%	87%	-	85%	*	82%	28%	75%	41%	85%	78%	-	
	2015	68%	70%	80%	68%	73%	84%	*	94%	*	100%	30%	72%	70%	81%	80%	-	
Writing	2016	68%	66%	80%	78%	67%	84%	-	79%	*	91%	32%	71%	*	89%	70%	-	
	2015	69%	66%	79%	73%	75%	81%	*	94%	*	100%	19%	67%	50%	86%	72%	-	
Grade 8																		
Reading	2016	85%	84%	91%	83%	93%	93%	*	95%	*	89%	49%	84%	67%	93%	89%	-	
	2015	84%	82%	90%	80%	84%	94%	*	93%	*	86%	44%	77%	*	93%	87%	-	
Mathematics	2016	80%	71%	84%	73%	86%	87%	*	100%	*	100%	33%	76%	89%	84%	85%	-	
	2015	71%	58%	79%	72%	77%	80%	*	83%	*	100%	31%	70%	*	86%	72%	-	
Science	2016	73%	70%	79%	68%	75%	83%	*	88%	*	89%	28%	69%	*	83%	75%	-	
	2015	67%	66%	81%	60%	73%	88%	*	93%	*	*	32%	65%	*	84%	78%	-	
Social Studies	2016	62%	63%	75%	66%	73%	78%	*	89%	*	67%	25%	65%	*	77%	73%	-	
	2015	61%	61%	80%	62%	67%	86%	*	93%	*	71%	28%	62%	*	80%	79%	-	
End of Course																		
Algebra I	2016	76%	68%	100%	100%	100%	100%	-	100%	-	*	*	100%	-	100%	100%	-	
	2015	77%	71%	100%	100%	100%	100%	-	100%	-	*	*	100%	-	100%	100%	-	
Biology	2016	86%	82%	*	-	*	*	-	*	-	-	-	-	-	*	*	-	
	2015	88%	84%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	
All Grades																		
All Subjects	2016	74%	70%	82%	72%	77%	86%	80%	89%	100%	87%	33%	73%	43%	86%	79%	-	
	2015	73%	69%	83%	71%	76%	87%	100%	94%	70%	87%	31%	71%	36%	86%	80%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2016	72%	67%	85%	75%	81%	89%	*	88%	*	90%	40%	77%	42%	88%	82%	-
	2015	74%	70%	87%	79%	80%	90%	*	94%	*	87%	37%	76%	42%	90%	83%	-
Mathematics	2016	75%	70%	86%	72%	82%	89%	*	94%	*	90%	32%	77%	58%	87%	84%	-
	2015	73%	67%	83%	71%	77%	87%	*	94%	*	100%	32%	73%	47%	86%	81%	-
Writing	2016	68%	64%	80%	78%	67%	84%	-	79%	*	91%	32%	71%	*	89%	70%	-
	2015	68%	63%	79%	73%	75%	81%	*	94%	*	100%	19%	67%	50%	86%	72%	-
Science	2016	77%	74%	79%	68%	75%	83%	*	89%	*	89%	28%	69%	*	83%	76%	-
	2015	75%	71%	81%	60%	73%	88%	*	93%	*	*	32%	65%	*	84%	78%	-
Social Studies	2016	76%	76%	75%	66%	73%	78%	*	89%	*	67%	25%	65%	*	77%	73%	-
	2015	74%	74%	80%	62%	67%	86%	*	93%	*	71%	28%	62%	*	80%	79%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	55%	39%	43%	62%	30%	78%	71%	67%	11%	39%	14%	61%	49%	-
	2015	38%	34%	52%	34%	39%	59%	54%	78%	10%	48%	12%	35%	12%	55%	49%	-
Reading	2016	42%	38%	56%	44%	44%	61%	*	72%	*	75%	11%	39%	4%	63%	48%	-
	2015	40%	36%	52%	32%	37%	60%	*	79%	*	60%	12%	35%	5%	58%	46%	-
Mathematics	2016	40%	35%	59%	40%	46%	66%	*	88%	*	65%	11%	42%	27%	62%	55%	-
	2015	36%	30%	56%	37%	48%	62%	*	82%	*	60%	8%	40%	11%	59%	53%	-
Writing	2016	39%	36%	58%	44%	43%	65%	-	79%	*	73%	20%	46%	*	71%	45%	-
	2015	31%	27%	47%	35%	33%	53%	*	78%	*	50%	16%	34%	30%	58%	35%	-
Science	2016	44%	41%	53%	32%	45%	59%	*	84%	*	67%	6%	36%	*	60%	47%	-
	2015	40%	35%	56%	36%	42%	65%	*	73%	*	*	16%	36%	*	54%	58%	-
Social Studies	2016	45%	46%	46%	33%	33%	53%	*	68%	*	44%	11%	28%	*	47%	45%	-
	2015	41%	41%	45%	27%	30%	52%	*	73%	*	14%	9%	23%	*	39%	50%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	27%	14%	18%	31%	0%	57%	0%	25%	5%	14%	5%	30%	23%	-
	2015	14%	12%	24%	8%	15%	29%	0%	57%	0%	23%	5%	12%	2%	26%	23%	-
Reading	2016	16%	14%	26%	13%	19%	31%	*	47%	*	25%	6%	13%	4%	32%	20%	-
	2015	15%	13%	28%	13%	17%	34%	*	55%	*	33%	5%	14%	5%	32%	25%	-
Mathematics	2016	17%	15%	28%	12%	20%	32%	*	66%	*	25%	5%	16%	4%	30%	25%	-
	2015	14%	11%	23%	6%	13%	28%	*	55%	*	20%	5%	10%	0%	24%	22%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Writing	2016	14%	11%	21%	17%	16%	22%	-	43%	*	18%	4%	16%	*	29%	12%	-
	2015	8%	6%	14%	5%	9%	15%	*	56%	*	25%	3%	7%	0%	18%	11%	-
Science	2016	15%	13%	27%	15%	18%	33%	*	58%	*	22%	3%	9%	*	28%	26%	-
	2015	14%	12%	31%	7%	21%	38%	*	67%	*	*	6%	18%	*	31%	31%	-
Social Studies	2016	21%	22%	31%	17%	19%	37%	*	68%	*	33%	8%	16%	*	30%	31%	-
	2015	18%	17%	22%	7%	15%	25%	*	60%	*	14%	6%	12%	*	21%	23%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	100%	98%	100%	100%	100%	100%	99%	99%	100%	99%	99%	-
	2015	99%	99%	99%	100%	100%	99%	100%	100%	100%	100%	99%	100%	100%	99%	100%	-
Reading	2016	99%	99%	99%	100%	100%	99%	100%	100%	*	100%	100%	100%	100%	100%	99%	-
	2015	99%	98%	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	99%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
Writing	2016	99%	100%	98%	100%	99%	97%	-	100%	*	100%	100%	98%	100%	98%	98%	-
	2015	99%	99%	99%	100%	100%	99%	100%	100%	100%	100%	97%	99%	100%	100%	98%	-
Science	2016	99%	99%	99%	100%	100%	98%	100%	100%	*	100%	97%	100%	100%	98%	100%	-
	2015	99%	99%	99%	100%	100%	99%	100%	100%	100%	100%	97%	99%	100%	99%	99%	-
Social Studies	2016	98%	99%	98%	98%	100%	97%	100%	100%	*	100%	97%	98%	100%	97%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	18%	0%	0%	31%	*	*	-	*	18%	10%	0%	17%	18%	-
% STAAR/EOC With Accommodations	2016	73%	69%	82%	100%	100%	69%	*	*	-	*	82%	90%	100%	83%	82%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	16%	0%	0%	28%	*	*	-	*	16%	10%	0%	17%	16%	-
% STAAR/EOC With Accommodations	2016	75%	69%	84%	100%	100%	72%	*	*	-	*	84%	90%	100%	83%	84%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-

% of Non-Participants 2016 1% 2% 0% 0% 0% 0% * * - * 0% 0% 0% 0% 0% -

** Indicates results are masked due to small numbers to protect student confidentiality.
 'L' 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 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	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			6	7	86
Mathematics	Y	Y	Y	Y		Y			Y	N			6	7	86
Writing	Y	Y	Y	Y					Y	N			5	6	83
Science	Y	Y	Y	Y					Y	N			5	6	83
Social Studies	Y	Y	Y	Y					Y	N			5	6	83
Total													27	32	84
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	N	N	Y	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	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total Overall Total												43	48	90

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	581	70	124	336	*	28	*	17	175	24	19	n/a
Total Tests	678	92	154	376	*	30	*	19	228	61	32	24
% at Level II Satisfactory Standard	86%	76%	81%	89%	*	93%	*	89%	77%	39%	59%	n/a
Mathematics												
# at Level II Satisfactory Standard	583	67	127	338	*	28	*	17	176	20	21	n/a
Total Tests	680	92	154	378	*	30	*	19	229	61	32	24
% at Level II Satisfactory Standard	86%	73%	82%	89%	*	93%	*	89%	77%	33%	66%	n/a
Writing												
# at Level II Satisfactory Standard	251	27	49	153	-	11	*	**	78	8	8	n/a
Total Tests	313	34	74	180	-	13	*	**	109	25	21	*
% at Level II Satisfactory Standard	80%	79%	66%	85%	-	85%	*	91%	72%	32%	38%	n/a
Science												
# at Level II Satisfactory Standard	287	39	59	160	*	17	*	7	81	10	7	n/a
Total Tests	359	57	78	192	*	18	*	8	116	35	11	*
% at Level II Satisfactory Standard	80%	68%	76%	83%	*	94%	*	88%	70%	29%	64%	n/a
Social Studies												
# at Level II Satisfactory Standard	270	37	57	149	*	17	*	5	75	9	7	n/a
Total Tests	357	56	78	191	*	18	*	8	114	35	11	*
% at Level II Satisfactory Standard	76%	66%	73%	78%	*	94%	*	63%	66%	26%	64%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	702	97	158	388	**	32	*	20	239	62	n/a	26
Total Students	706	97	158	392	**	32	*	20	240	62	n/a	26
Participation Rate	99%	100%	100%	99%	100%	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	704	97	158	390	**	32	*	20	240	62	n/a	26
Total Students	706	97	158	392	**	32	*	20	240	62	n/a	26
Participation Rate	100%	100%	100%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.6	64.6%	73.8%	74.7%
Masters	17.9	35.4%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

General Education Special Education Total

Total Number of Teachers		32	8	40
Total Number of Classes		145	18	163
Number of Classes Taught by Highly Qualified Teachers	Number	145	18	163
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
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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

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

Campus Name: BOWIE H S

Campus ID: 220901004

District Name: ARLINGTON 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.

		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)															
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
End of Course																	
English I	2016	63%	58%	58%	51%	55%	72%	*	80%	*	67%	24%	56%	36%	68%	52%	-
	2015	66%	62%	62%	56%	62%	67%	*	82%	*	73%	20%	58%	43%	71%	55%	-
English II	2016	66%	61%	59%	51%	60%	73%	*	76%	*	69%	14%	54%	27%	68%	53%	-
	2015	69%	65%	66%	55%	67%	71%	*	90%	*	82%	23%	63%	47%	74%	59%	-
Algebra I	2016	76%	68%	69%	67%	67%	80%	*	85%	*	60%	41%	68%	58%	75%	64%	-
	2015	77%	71%	68%	63%	72%	67%	*	86%	*	77%	31%	68%	60%	74%	64%	-
Biology	2016	86%	82%	86%	85%	82%	94%	*	94%	*	84%	56%	85%	67%	89%	83%	-
	2015	88%	84%	86%	82%	88%	87%	*	94%	-	92%	46%	85%	72%	91%	82%	-
U.S. History	2016	90%	89%	88%	83%	91%	91%	*	89%	83%	100%	53%	84%	70%	88%	87%	-
	2015	88%	87%	88%	83%	89%	91%	*	94%	*	90%	46%	87%	71%	88%	88%	-
All Grades																	
All Subjects	2016	74%	70%	71%	65%	69%	82%	47%	85%	61%	74%	36%	68%	48%	77%	66%	-
	2015	73%	69%	73%	66%	74%	76%	53%	90%	69%	82%	32%	70%	56%	79%	68%	-
Reading	2016	72%	67%	59%	51%	57%	72%	*	78%	63%	68%	20%	55%	32%	68%	52%	-
	2015	74%	70%	64%	55%	64%	69%	*	86%	60%	77%	22%	60%	45%	72%	57%	-
Mathematics	2016	75%	70%	69%	67%	67%	80%	*	85%	*	60%	41%	68%	58%	75%	64%	-
	2015	73%	67%	68%	63%	72%	67%	*	86%	*	77%	31%	68%	60%	74%	64%	-
Science	2016	77%	74%	86%	85%	82%	94%	*	94%	*	84%	56%	85%	67%	89%	83%	-
	2015	75%	71%	86%	82%	88%	87%	*	94%	-	92%	46%	85%	72%	91%	82%	-
Social Studies	2016	76%	76%	88%	83%	91%	91%	*	89%	83%	100%	53%	84%	70%	88%	87%	-
	2015	74%	74%	88%	83%	89%	91%	*	94%	*	90%	46%	87%	71%	88%	88%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	41%	32%	38%	56%	40%	68%	26%	39%	15%	38%	15%	46%	37%	-
	2015	38%	34%	40%	30%	36%	50%	47%	73%	31%	43%	13%	36%	17%	44%	36%	-
Reading	2016	42%	38%	35%	27%	31%	50%	*	65%	13%	38%	11%	32%	10%	45%	28%	-
	2015	40%	36%	37%	29%	32%	47%	*	70%	30%	46%	11%	34%	14%	46%	30%	-
Mathematics	2016	40%	35%	28%	22%	27%	44%	*	56%	*	13%	16%	26%	20%	30%	26%	-
	2015	36%	30%	18%	12%	15%	25%	*	66%	*	23%	8%	16%	13%	18%	17%	-
Science	2016	44%	41%	54%	45%	46%	74%	*	78%	*	58%	20%	51%	23%	58%	50%	-
	2015	40%	35%	50%	38%	49%	59%	*	80%	-	33%	12%	46%	22%	55%	45%	-
Social Studies	2016	45%	46%	54%	44%	57%	62%	*	67%	33%	50%	23%	49%	20%	49%	59%	-
	2015	41%	41%	55%	44%	52%	66%	*	77%	*	70%	27%	52%	29%	48%	61%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	14%	9%	6%	6%	18%	7%	24%	4%	5%	3%	8%	2%	10%	9%	-
	2015	14%	12%	8%	5%	7%	12%	7%	24%	0%	5%	3%	6%	3%	8%	8%	-
Reading	2016	16%	14%	4%	2%	2%	10%	*	13%	0%	0%	5%	3%	0%	6%	2%	-
	2015	15%	13%	3%	2%	2%	5%	*	13%	0%	0%	1%	2%	1%	4%	3%	-
Mathematics	2016	17%	15%	7%	5%	4%	13%	*	31%	*	7%	1%	6%	5%	8%	6%	-
	2015	14%	11%	5%	3%	3%	5%	*	34%	*	0%	2%	4%	4%	6%	4%	-
Science	2016	15%	13%	16%	10%	12%	26%	*	35%	*	16%	3%	16%	3%	17%	16%	-
	2015	14%	12%	15%	7%	11%	22%	*	42%	-	0%	2%	12%	6%	17%	13%	-
Social Studies	2016	21%	22%	18%	14%	14%	28%	*	33%	17%	0%	2%	14%	4%	14%	22%	-
	2015	18%	17%	19%	12%	20%	24%	*	29%	*	30%	9%	16%	5%	13%	24%	-
STAAR Participation (All Grades)																	
All Tests	2016	99%	99%	98%	98%	99%	95%	100%	99%	100%	100%	98%	98%	100%	98%	98%	-
	2015	99%	99%	97%	98%	97%	97%	94%	94%	100%	98%	96%	97%	89%	97%	97%	-
Reading	2016	99%	99%	98%	98%	99%	93%	100%	100%	100%	100%	98%	99%	100%	98%	98%	-
	2015	99%	98%	96%	98%	96%	97%	86%	88%	100%	96%	95%	96%	82%	95%	96%	-
Mathematics	2016	100%	99%	98%	97%	99%	95%	*	100%	100%	100%	98%	98%	99%	98%	98%	-
	2015	99%	99%	98%	98%	98%	95%	100%	100%	100%	100%	98%	98%	97%	98%	97%	-
Science	2016	99%	99%	99%	97%	100%	99%	*	100%	*	100%	97%	99%	100%	99%	99%	-

	2015	99%	99%	99%	98%	99%	99%	100%	100%	-	100%	98%	99%	99%	99%	99%	-
Social Studies	2016	98%	99%	98%	98%	98%	97%	*	97%	100%	100%	99%	97%	99%	98%	97%	-
	2015	99%	99%	98%	98%	99%	97%	100%	99%	100%	100%	95%	99%	100%	98%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	95%	99%	91%	96%	-	80%	-	*	95%	95%	85%	96%	95%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	18%	22%	17%	4%	-	0%	-	*	18%	17%	11%	17%	18%	-
% STAAR/EOC With Accommodations	2016	73%	69%	66%	70%	67%	52%	-	40%	-	*	66%	64%	74%	69%	65%	-
% STAAR Alternate2	2016	11%	8%	11%	7%	7%	40%	-	40%	-	*	11%	14%	0%	10%	12%	-
% of Non-Participants	2016	2%	3%	5%	1%	9%	4%	-	20%	-	*	5%	5%	15%	4%	5%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	98%	97%	100%	100%	-	*	-	*	98%	99%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	10%	15%	8%	0%	-	*	-	*	10%	9%	5%	6%	12%	-
% STAAR/EOC With Accommodations	2016	75%	69%	73%	70%	85%	46%	-	*	-	*	73%	72%	95%	88%	67%	-
% STAAR Alternate2	2016	12%	9%	15%	11%	8%	54%	-	*	-	*	15%	19%	0%	6%	19%	-
% of Non-Participants	2016	1%	2%	2%	3%	0%	0%	-	*	-	*	2%	1%	0%	0%	2%	-

*** 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 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	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	N	N	Y		Y		Y	N	N	N		4	9	44
Mathematics	Y	Y	Y	Y		Y		Y	N	N	Y		7	8	88
Writing													0	0	
Science	Y	Y	Y	Y		Y		Y	N	N	Y		7	8	88
Social Studies	Y	Y	Y	Y		Y		Y	N	N	Y		7	8	88

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 25	Total Eligible 33	Percent of Eligible Measures Met 76
Total														
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		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	N		Y		Y	Y	Y	Y	8	9	89
Mathematics	Y	Y	Y	Y		Y		Y	Y	Y	Y	8	8	100
Total												16	17	94
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	N	Y		Y			Y	Y	Y	7	8	88
Reason Code ***	a	b		a		a			a	c	c			
Total												7	8	88
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												48	58	83

+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	1,191	419	419	117	*	205	**	23	747	46	129	n/a
Total Tests	1,976	812	710	159	*	247	**	33	1,326	232	319	276
% at Level II Satisfactory Standard	60%	52%	59%	74%	*	83%	63%	70%	56%	20%	40%	n/a
Mathematics												
# at Level II Satisfactory Standard	443	193	155	46	*	37	*	9	309	44	70	n/a
Total Tests	633	283	229	57	*	42	*	14	453	108	113	98
% at Level II Satisfactory Standard	70%	68%	68%	81%	*	88%	*	64%	68%	41%	62%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	682	265	204	71	*	121	*	16	458	51	82	n/a
Total Tests	786	310	247	76	*	125	*	19	538	92	111	93
% at Level II Satisfactory Standard	87%	85%	83%	93%	*	97%	*	84%	85%	55%	74%	n/a
Social Studies												
# at Level II Satisfactory Standard	666	231	239	74	*	107	**	8	378	43	81	n/a
Total Tests	754	278	262	80	*	117	**	8	445	80	106	80
% at Level II Satisfactory Standard	88%	83%	91%	93%	*	91%	83%	100%	85%	54%	76%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	2,153	855	782	171	6	295	9	34	1,422	250	n/a	383
Total Students	2,194	876	789	183	6	296	9	34	1,443	255	n/a	383
Participation Rate	98%	98%	99%	93%	100%	100%	100%	100%	99%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	685	307	246	61	*	48	**	15	480	116	n/a	110
Total Students	699	315	249	64	*	48	**	15	489	118	n/a	111
Participation Rate	98%	97%	99%	95%	*	100%	100%	100%	98%	98%	n/a	99%

* 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 2015												
Number Graduated	611	221	184	74	*	120	*	8	318	25	65	n/a
Total in Class	679	246	210	82	*	124	*	13	352	40	78	72
Graduation Rate	90.0%	89.8%	87.6%	90.2%	*	96.8%	*	61.5%	90.3%	62.5%	83.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	639	240	200	88	**	101	*	4	329	40	54	n/a
Total in Class	721	272	223	103	**	111	*	5	374	69	74	65
Graduation Rate	88.6%	88.2%	89.7%	85.4%	80.0%	91.0%	*	80.0%	88.0%	58.0%	73.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	647	243	200	92	**	102	*	4	330	41	55	n/a
Total in Class	722	271	224	103	**	112	*	5	372	73	76	64
Graduation Rate	89.6%	89.7%	89.3%	89.3%	80.0%	91.1%	*	80.0%	88.7%	56.2%	72.4%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	151.2	75.4%	73.8%	74.7%
Masters	49.4	24.6%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		104	15	119
Total Number of Classes		732	98	830
Number of Classes Taught by Highly Qualified Teachers	Number	732	98	830
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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	62.3%	59.2%	57.5%
2012-13	66.2%	59.3%	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

Grade	Subject	Student Group	% 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	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 8		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
		Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
	Reading	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
	Mathematics	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

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

Campus Name: BRYANT EL

Campus ID: 220901147

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	70%	60%	61%	79%	-	100%	-	*	*	67%	73%	68%	74%	-
	2015	74%	66%	70%	63%	77%	63%	*	100%	-	*	*	63%	82%	75%	67%	-
Mathematics	2016	74%	70%	72%	52%	87%	60%	-	100%	-	*	67%	68%	86%	71%	74%	-
	2015	74%	64%	68%	63%	77%	*	*	89%	-	*	*	65%	77%	66%	69%	-
Grade 4																	
Reading	2016	74%	67%	72%	61%	86%	71%	*	80%	-	*	*	70%	69%	83%	64%	-
	2015	71%	64%	79%	74%	76%	100%	-	82%	-	*	55%	77%	76%	82%	77%	-
Mathematics	2016	72%	66%	77%	54%	95%	71%	*	100%	-	*	*	80%	88%	77%	77%	-
	2015	71%	62%	76%	79%	69%	78%	-	82%	-	*	*	75%	67%	82%	72%	-
Writing	2016	68%	63%	56%	52%	52%	*	*	90%	-	*	*	50%	56%	68%	46%	-
	2015	67%	60%	67%	68%	55%	67%	-	82%	-	*	*	67%	57%	70%	65%	-
Grade 5																	
Reading	2016	80%	74%	76%	68%	74%	100%	-	83%	-	*	62%	76%	63%	84%	71%	-
	2015	83%	79%	86%	85%	83%	88%	-	92%	-	*	*	81%	75%	91%	80%	-
Mathematics	2016	85%	79%	83%	81%	80%	86%	-	89%	-	*	77%	83%	68%	89%	78%	-
	2015	75%	67%	75%	65%	77%	81%	-	92%	-	*	71%	73%	81%	81%	69%	-
Science	2016	73%	67%	70%	65%	68%	86%	-	78%	-	*	54%	64%	50%	76%	65%	-
	2015	69%	61%	74%	65%	71%	88%	-	77%	-	*	*	68%	56%	74%	73%	-
Grade 6																	
Reading	2016	68%	67%	72%	58%	71%	87%	-	80%	-	*	62%	74%	63%	78%	66%	-
	2015	73%	74%	82%	73%	86%	85%	*	92%	-	*	64%	79%	80%	81%	84%	-
Mathematics	2016	71%	69%	80%	62%	80%	100%	-	93%	-	*	69%	83%	75%	82%	77%	-
	2015	72%	73%	85%	77%	86%	85%	*	100%	-	*	55%	84%	90%	81%	88%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Grade 8																	
Reading	2016	85%	84%	*	-	*	*	-	-	-	-	-	*	*	*	*	-
Mathematics	2016	80%	71%	*	-	*	*	-	-	-	-	-	*	*	*	*	-
All Grades																	
All Subjects	2016	74%	70%	73%	61%	75%	80%	83%	88%	-	73%	58%	72%	70%	77%	69%	-
	2015	73%	69%	77%	71%	76%	80%	*	88%	-	75%	47%	74%	73%	79%	75%	-
Reading	2016	72%	67%	73%	62%	72%	84%	*	85%	-	83%	53%	72%	68%	77%	69%	-
	2015	74%	70%	80%	73%	81%	85%	*	90%	-	70%	58%	76%	78%	83%	77%	-
Mathematics	2016	75%	70%	78%	63%	84%	80%	*	94%	-	83%	67%	79%	80%	79%	77%	-
	2015	73%	67%	76%	70%	77%	74%	*	90%	-	70%	42%	75%	77%	78%	75%	-
Writing	2016	68%	64%	56%	52%	52%	*	*	90%	-	*	*	50%	56%	68%	46%	-
	2015	68%	63%	67%	68%	55%	67%	-	82%	-	*	*	67%	57%	70%	65%	-
Science	2016	77%	74%	70%	65%	68%	86%	-	78%	-	*	54%	64%	50%	76%	65%	-
	2015	75%	71%	74%	65%	71%	88%	-	77%	-	*	*	68%	56%	74%	73%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	40%	25%	37%	47%	67%	68%	-	47%	46%	36%	34%	40%	39%	-
	2015	38%	34%	40%	31%	37%	42%	*	60%	-	33%	36%	35%	35%	42%	37%	-
Reading	2016	42%	38%	40%	28%	38%	45%	*	67%	-	33%	40%	38%	34%	40%	40%	-
	2015	40%	36%	44%	37%	43%	43%	*	63%	-	40%	42%	40%	43%	51%	38%	-
Mathematics	2016	40%	35%	44%	25%	41%	51%	*	78%	-	67%	53%	40%	42%	45%	43%	-
	2015	36%	30%	40%	24%	40%	43%	*	67%	-	40%	39%	36%	38%	40%	40%	-
Writing	2016	39%	36%	24%	17%	24%	*	*	50%	-	*	*	24%	13%	23%	26%	-
	2015	31%	27%	28%	26%	24%	44%	-	29%	-	*	*	23%	14%	30%	26%	-
Science	2016	44%	41%	32%	19%	24%	57%	-	56%	-	*	46%	25%	22%	29%	33%	-
	2015	40%	35%	32%	35%	23%	31%	-	54%	-	*	*	25%	19%	30%	33%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	17%	10%	15%	20%	17%	32%	-	27%	8%	15%	15%	17%	18%	-
	2015	14%	12%	16%	12%	11%	20%	*	30%	-	17%	2%	14%	19%	18%	14%	-
Reading	2016	16%	14%	20%	14%	18%	25%	*	33%	-	33%	9%	17%	15%	20%	20%	-
	2015	15%	13%	22%	18%	18%	21%	*	37%	-	30%	3%	21%	25%	24%	20%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Mathematics	2016	17%	15%	19%	10%	16%	22%	*	41%	-	17%	7%	16%	20%	18%	21%	-
	2015	14%	11%	15%	8%	9%	22%	*	38%	-	10%	3%	14%	23%	18%	13%	-
Writing	2016	14%	11%	7%	10%	0%	*	*	20%	-	*	*	9%	6%	10%	5%	-
	2015	8%	6%	4%	5%	3%	11%	-	0%	-	*	*	2%	0%	3%	5%	-
Science	2016	15%	13%	7%	0%	9%	0%	-	11%	-	*	8%	7%	6%	5%	7%	-
	2015	14%	12%	8%	8%	3%	19%	-	8%	-	*	*	2%	0%	11%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	99%	100%	100%	-	100%	98%	100%	99%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	89%	97%	100%	100%	100%	99%	-
Reading	2016	99%	99%	99%	99%	100%	98%	*	100%	-	100%	98%	100%	100%	99%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	91%	97%	100%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	99%	100%	100%	*	100%	-	100%	98%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	91%	97%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	97%	100%	-	100%	-	*	100%	99%	95%	100%	98%	-
	2015	99%	99%	99%	100%	100%	100%	-	100%	-	67%	88%	100%	100%	100%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	98%	93%	100%	100%	*	100%	-	-	98%	100%	100%	94%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	20%	27%	23%	0%	*	29%	-	-	20%	19%	17%	31%	14%	-
% STAAR/EOC With Accommodations	2016	73%	69%	32%	47%	23%	38%	*	14%	-	-	32%	35%	33%	19%	39%	-
% STAAR Alternate2	2016	11%	8%	45%	20%	54%	63%	*	57%	-	-	45%	46%	50%	44%	46%	-
% of Non-Participants	2016	2%	3%	2%	7%	0%	0%	*	0%	-	-	2%	0%	0%	6%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	98%	93%	100%	100%	*	100%	-	-	98%	100%	100%	94%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	16%	20%	15%	0%	*	29%	-	-	16%	12%	17%	25%	11%	-
% STAAR/EOC With Accommodations	2016	75%	69%	36%	53%	31%	38%	*	14%	-	-	36%	42%	33%	25%	43%	-
% STAAR Alternate2	2016	12%	9%	45%	20%	54%	63%	*	57%	-	-	45%	46%	50%	44%	46%	-
% of Non-Participants	2016	1%	2%	2%	7%	0%	0%	*	0%	-	-	2%	0%	0%	6%	0%	-

*** 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	Y	Y		8	8	100
Writing	N	N							N				0	3	0
Science	Y	Y	Y						Y				4	4	100
Social Studies													0	0	
Total													19	23	83
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	Y	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 35	Total Eligible 39	Percent of Eligible Measures Met 90
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+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	227	60	80	34	*	46	-	**	152	22	78	n/a
Total Tests	307	99	109	41	*	50	-	**	211	41	97	64
% at Level II Satisfactory Standard	74%	61%	73%	83%	*	92%	-	83%	72%	54%	80%	n/a
Mathematics												
# at Level II Satisfactory Standard	246	64	93	34	*	48	-	**	170	28	84	n/a
Total Tests	308	99	109	42	*	50	-	**	212	41	97	64
% at Level II Satisfactory Standard	80%	65%	85%	81%	*	96%	-	83%	80%	68%	87%	n/a
Writing												
# at Level II Satisfactory Standard	35	13	10	*	*	8	-	*	22	*	12	n/a
Total Tests	64	26	20	*	*	8	-	*	44	*	19	13
% at Level II Satisfactory Standard	55%	50%	50%	*	*	100%	-	*	50%	*	63%	n/a
Science												
# at Level II Satisfactory Standard	61	18	22	**	-	14	-	*	42	7	22	n/a
Total Tests	87	28	32	**	-	18	-	*	66	13	30	15
% at Level II Satisfactory Standard	70%	64%	69%	86%	-	78%	-	*	64%	54%	73%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	332	110	116	44	*	54	-	**	224	43	n/a	74
Total Students	334	111	116	45	*	54	-	**	225	44	n/a	74
Participation Rate	99%	99%	100%	98%	*	100%	-	100%	100%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	333	110	116	45	*	54	-	**	225	43	n/a	74
Total Students	334	111	116	45	*	54	-	**	225	44	n/a	74
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	98%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	29.8	77.5%	73.8%	74.7%
Masters	8.6	22.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	28	4	32

		General Education	Special Education	Total
Total Number of Classes		42	4	46
Number of Classes Taught by Highly Qualified Teachers	Number	42	4	46
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	2	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: BURGIN EL

Campus ID: 220901155

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	66%	52%	67%	83%	-	75%	-	*	*	61%	63%	67%	65%	-
	2015	74%	66%	62%	59%	62%	67%	-	64%	-	*	*	62%	59%	67%	56%	-
Mathematics	2016	74%	70%	63%	40%	63%	83%	-	88%	-	*	*	63%	68%	64%	63%	-
	2015	74%	64%	54%	45%	57%	56%	-	64%	-	*	*	55%	51%	59%	49%	-
Grade 4																	
Reading	2016	74%	67%	55%	45%	61%	*	-	54%	-	*	*	54%	57%	55%	54%	-
	2015	71%	64%	53%	48%	49%	*	-	73%	-	-	*	53%	51%	66%	39%	-
Mathematics	2016	72%	66%	65%	50%	67%	75%	-	77%	-	*	*	65%	70%	63%	67%	-
	2015	71%	62%	61%	54%	60%	*	-	73%	-	-	*	58%	62%	71%	51%	-
Writing	2016	68%	63%	46%	36%	55%	*	-	54%	-	*	*	44%	51%	44%	49%	-
	2015	67%	60%	40%	35%	35%	*	-	67%	-	-	*	38%	35%	60%	19%	-
Grade 5																	
Reading	2016	80%	74%	84%	87%	83%	75%	-	86%	-	-	*	84%	73%	87%	80%	-
	2015	83%	79%	78%	85%	80%	50%	-	83%	-	*	*	77%	64%	91%	67%	-
Mathematics	2016	85%	79%	88%	90%	85%	100%	-	86%	-	-	56%	87%	87%	90%	85%	-
	2015	75%	67%	79%	74%	83%	42%	-	100%	-	*	*	78%	75%	82%	76%	-
Science	2016	73%	67%	69%	71%	69%	63%	-	71%	-	-	*	71%	60%	73%	63%	-
	2015	69%	61%	61%	53%	61%	50%	-	82%	-	*	*	60%	47%	64%	59%	-
Grade 6																	
Reading	2016	68%	67%	66%	48%	71%	50%	-	83%	-	*	*	66%	54%	74%	57%	-
	2015	73%	74%	76%	67%	77%	72%	-	88%	-	*	*	76%	68%	82%	69%	-
Mathematics	2016	71%	69%	71%	25%	87%	60%	-	92%	-	*	*	74%	75%	69%	72%	-
	2015	72%	73%	77%	59%	77%	78%	-	100%	-	*	50%	71%	68%	82%	71%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	68%	57%	72%	66%	-	77%	-	91%	30%	68%	66%	70%	66%	-
	2015	73%	69%	65%	57%	64%	59%	-	80%	-	100%	23%	63%	57%	73%	57%	-
Reading	2016	72%	67%	69%	61%	71%	63%	-	75%	-	100%	22%	67%	62%	72%	64%	-
	2015	74%	70%	68%	63%	67%	62%	-	78%	-	100%	16%	67%	60%	77%	59%	-
Mathematics	2016	75%	70%	72%	55%	76%	78%	-	85%	-	100%	37%	73%	74%	73%	72%	-
	2015	73%	67%	68%	56%	70%	62%	-	85%	-	100%	39%	66%	63%	74%	63%	-
Writing	2016	68%	64%	46%	36%	55%	*	-	54%	-	*	*	44%	51%	44%	49%	-
	2015	68%	63%	40%	35%	35%	*	-	67%	-	-	*	38%	35%	60%	19%	-
Science	2016	77%	74%	69%	71%	69%	63%	-	71%	-	-	*	71%	60%	73%	63%	-
	2015	75%	71%	61%	53%	61%	50%	-	82%	-	*	*	60%	47%	64%	59%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	33%	23%	34%	28%	-	50%	-	36%	6%	30%	28%	34%	31%	-
	2015	38%	34%	28%	18%	27%	21%	-	52%	-	71%	6%	26%	21%	34%	22%	-
Reading	2016	42%	38%	34%	26%	34%	38%	-	45%	-	40%	4%	30%	26%	37%	30%	-
	2015	40%	36%	30%	20%	27%	24%	-	55%	-	83%	6%	28%	24%	37%	22%	-
Mathematics	2016	40%	35%	36%	19%	41%	22%	-	58%	-	40%	11%	35%	34%	35%	37%	-
	2015	36%	30%	30%	18%	33%	18%	-	56%	-	50%	10%	28%	22%	35%	26%	-
Writing	2016	39%	36%	21%	16%	12%	*	-	46%	-	*	*	18%	24%	20%	23%	-
	2015	31%	27%	13%	8%	6%	*	-	33%	-	-	*	12%	8%	23%	2%	-
Science	2016	44%	41%	26%	32%	23%	0%	-	36%	-	-	*	25%	17%	28%	22%	-
	2015	40%	35%	28%	21%	26%	17%	-	45%	-	*	*	28%	19%	27%	28%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	14%	8%	16%	8%	-	24%	-	0%	0%	13%	10%	16%	12%	-
	2015	14%	12%	12%	7%	10%	10%	-	27%	-	29%	4%	11%	5%	16%	8%	-
Reading	2016	16%	14%	17%	10%	21%	16%	-	22%	-	0%	0%	15%	12%	20%	14%	-
	2015	15%	13%	14%	9%	11%	16%	-	29%	-	33%	3%	12%	4%	20%	7%	-
Mathematics	2016	17%	15%	14%	5%	16%	3%	-	31%	-	0%	0%	13%	11%	14%	14%	-
	2015	14%	11%	14%	6%	13%	9%	-	35%	-	33%	6%	13%	8%	17%	12%	-
Writing	2016	14%	11%	5%	4%	6%	*	-	8%	-	*	*	1%	3%	7%	3%	-
	2015	8%	6%	0%	0%	0%	*	-	0%	-	-	*	0%	0%	0%	0%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Science	2016	15%	13%	11%	10%	10%	0%	-	21%	-	-	*	13%	3%	13%	7%	-
	2015	14%	12%	7%	11%	6%	0%	-	18%	-	*	*	9%	3%	9%	6%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	99%	99%	100%	-	100%	-	100%	100%	100%	100%	99%	99%	-
Mathematics	2016	100%	99%	99%	99%	100%	97%	-	100%	-	100%	100%	100%	99%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	11%	10%	10%	*	-	*	-	*	11%	14%	0%	*	9%	-
% STAAR/EOC With Accommodations	2016	73%	69%	81%	80%	90%	*	-	*	-	*	81%	82%	100%	*	83%	-
% STAAR Alternate2	2016	11%	8%	7%	10%	0%	*	-	*	-	*	7%	5%	0%	*	9%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	*	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	11%	10%	10%	*	-	*	-	*	11%	14%	0%	*	9%	-
% STAAR/EOC With Accommodations	2016	75%	69%	81%	80%	90%	*	-	*	-	*	81%	82%	100%	*	83%	-
% STAAR Alternate2	2016	12%	9%	7%	10%	0%	*	-	*	-	*	7%	5%	0%	*	9%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	*	0%	-

** 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 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	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		7	8	88
Mathematics	Y	N	Y	Y		Y			Y	N	Y		6	8	75
Writing	N		N						N		N		0	4	0
Science	Y	Y	Y						Y		Y		5	5	100
Social Studies													0	0	
Total													18	25	72
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													34	41	83

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	241	54	125	20	-	37	-	5	203	6	123	n/a
Total Tests	346	88	174	30	-	49	-	5	296	26	177	145
% at Level II Satisfactory Standard	70%	61%	72%	67%	-	76%	-	100%	69%	23%	69%	n/a
Mathematics												
# at Level II Satisfactory Standard	254	49	134	24	-	42	-	5	217	10	139	n/a
Total Tests	345	87	174	30	-	49	-	5	296	26	177	145
% at Level II Satisfactory Standard	74%	56%	77%	80%	-	86%	-	100%	73%	38%	79%	n/a
Writing												
# at Level II Satisfactory Standard	37	9	18	*	-	7	-	*	32	*	22	n/a
Total Tests	75	24	33	*	-	11	-	*	68	*	37	33
% at Level II Satisfactory Standard	49%	38%	55%	*	-	64%	-	*	47%	*	59%	n/a
Science												
# at Level II Satisfactory Standard	68	20	33	5	-	10	-	-	61	*	30	n/a
Total Tests	98	28	48	8	-	14	-	-	86	*	45	30
% at Level II Satisfactory Standard	69%	71%	69%	63%	-	71%	-	-	71%	*	67%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	370	99	178	33	-	55	-	5	308	27	n/a	156
Total Students	370	99	178	33	-	55	-	5	308	27	n/a	156
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	368	98	178	32	-	55	-	5	307	27	n/a	155
Total Students	370	99	178	33	-	55	-	5	308	27	n/a	156
Participation Rate	99%	99%	100%	97%	-	100%	-	100%	100%	100%	n/a	99%

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	37.3	82.4%	73.8%	74.7%
Masters	8.0	17.6%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		37	3	40
Total Number of Classes		54	3	57
Number of Classes Taught by Highly Qualified Teachers	Number	54	3	57
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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		
	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

Grade	Subject	Student Group	%
		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

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

Campus Name: BUTLER EL

Campus ID: 220901129

District Name: ARLINGTON 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.

Grade	Subject	Year	State		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Econ Disadv		ELL		Female		Male		Migrant	
			2016	2015	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant											
Grade 3																														
Reading	2016	72%	68%	94%	86%	88%	96%	-	100%	-	*	*	90%	86%	98%	88%	-													
	2015	74%	66%	91%	75%	89%	91%	*	100%	-	*	58%	82%	100%	96%	85%	-													
Mathematics	2016	74%	70%	93%	71%	88%	96%	-	100%	-	*	*	85%	93%	94%	90%	-													
	2015	74%	64%	87%	*	89%	89%	*	100%	-	*	67%	76%	100%	94%	81%	-													
Grade 4																														
Reading	2016	74%	67%	95%	88%	92%	97%	*	100%	-	*	64%	75%	100%	100%	90%	-													
	2015	71%	64%	88%	*	86%	86%	-	100%	-	100%	83%	72%	*	94%	81%	-													
Mathematics	2016	72%	66%	88%	*	100%	88%	*	100%	-	*	73%	75%	100%	89%	88%	-													
	2015	71%	62%	78%	*	64%	81%	-	100%	-	100%	83%	61%	*	72%	84%	-													
Writing	2016	68%	63%	90%	71%	85%	91%	*	100%	-	*	75%	67%	*	93%	88%	-													
	2015	67%	60%	82%	*	93%	83%	-	83%	-	83%	83%	72%	*	91%	72%	-													
Grade 5																														
Reading	2016	80%	74%	97%	*	100%	96%	-	100%	-	100%	100%	89%	*	94%	100%	-													
	2015	83%	79%	94%	*	87%	95%	-	*	-	100%	*	95%	*	95%	92%	-													
Mathematics	2016	85%	79%	99%	*	100%	100%	-	100%	-	100%	100%	96%	*	98%	100%	-													
	2015	75%	67%	90%	*	87%	91%	-	100%	-	100%	*	81%	*	93%	88%	-													
Science	2016	73%	67%	92%	*	93%	93%	-	100%	-	100%	100%	85%	*	88%	98%	-													
	2015	69%	61%	85%	*	73%	88%	-	*	-	100%	*	81%	*	86%	84%	-													
Grade 6																														
Reading	2016	68%	67%	91%	*	88%	95%	-	*	-	*	*	81%	*	96%	86%	-													
	2015	73%	74%	92%	*	100%	92%	-	100%	-	*	*	55%	*	91%	94%	-													
Mathematics	2016	71%	69%	95%	*	100%	95%	-	100%	-	*	*	88%	*	96%	95%	-													
	2015	72%	73%	92%	100%	100%	90%	-	100%	-	*	*	64%	*	91%	94%	-													

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	93%	73%	93%	95%	*	99%	-	96%	74%	84%	89%	95%	92%	-
	2015	73%	69%	88%	66%	85%	89%	*	95%	-	98%	66%	76%	77%	90%	86%	-
Reading	2016	72%	67%	94%	83%	91%	96%	*	97%	-	89%	63%	85%	83%	97%	91%	-
	2015	74%	70%	91%	81%	89%	91%	*	96%	-	100%	63%	79%	73%	94%	88%	-
Mathematics	2016	75%	70%	94%	67%	96%	95%	*	100%	-	100%	78%	87%	96%	94%	93%	-
	2015	73%	67%	87%	57%	83%	88%	*	100%	-	100%	71%	72%	93%	87%	87%	-
Writing	2016	68%	64%	90%	71%	85%	91%	*	100%	-	*	75%	67%	*	93%	88%	-
	2015	68%	63%	82%	*	93%	83%	-	83%	-	83%	83%	72%	*	91%	72%	-
Science	2016	77%	74%	92%	*	93%	93%	-	100%	-	100%	100%	85%	*	88%	98%	-
	2015	75%	71%	85%	*	73%	88%	-	*	-	100%	*	81%	*	86%	84%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	69%	41%	58%	71%	*	84%	-	83%	56%	49%	64%	69%	68%	-
	2015	38%	34%	61%	34%	59%	61%	*	78%	-	61%	33%	36%	43%	61%	61%	-
Reading	2016	42%	38%	73%	46%	60%	77%	*	81%	-	83%	52%	56%	54%	78%	67%	-
	2015	40%	36%	68%	48%	76%	67%	*	78%	-	69%	33%	42%	40%	72%	65%	-
Mathematics	2016	40%	35%	67%	42%	59%	68%	*	88%	-	78%	52%	45%	75%	65%	69%	-
	2015	36%	30%	60%	29%	54%	60%	*	85%	-	69%	33%	36%	53%	56%	64%	-
Writing	2016	39%	36%	68%	43%	54%	68%	*	88%	-	*	50%	47%	*	71%	65%	-
	2015	31%	27%	37%	*	36%	37%	-	67%	-	33%	33%	17%	*	40%	33%	-
Science	2016	44%	41%	62%	*	47%	64%	-	82%	-	86%	100%	41%	*	51%	75%	-
	2015	40%	35%	59%	*	40%	65%	-	*	-	50%	*	33%	*	57%	60%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	40%	12%	29%	44%	*	57%	-	32%	19%	15%	39%	41%	39%	-
	2015	14%	12%	35%	12%	32%	35%	*	58%	-	27%	14%	10%	17%	35%	35%	-
Reading	2016	16%	14%	48%	8%	35%	54%	*	59%	-	50%	30%	24%	42%	51%	45%	-
	2015	15%	13%	43%	19%	46%	43%	*	56%	-	38%	17%	10%	13%	45%	40%	-
Mathematics	2016	17%	15%	38%	17%	24%	42%	*	59%	-	28%	11%	8%	42%	38%	38%	-
	2015	14%	11%	34%	10%	28%	34%	*	67%	-	25%	13%	10%	27%	31%	38%	-
Writing	2016	14%	11%	29%	14%	23%	30%	*	50%	-	*	13%	20%	*	33%	25%	-
	2015	8%	6%	13%	*	14%	12%	-	50%	-	0%	17%	0%	*	19%	7%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	27%	*	27%	27%	-	45%	-	14%	17%	7%	*	22%	32%	-
	2015	14%	12%	27%	*	20%	28%	-	*	-	33%	*	14%	*	27%	26%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
	2015	99%	99%	100%	100%	98%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-
	2015	99%	98%	100%	100%	98%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-
	2015	99%	99%	100%	100%	98%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	*	100%	100%	-	100%	-	100%	100%	100%	*	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	44%	*	50%	53%	-	-	-	*	44%	25%	*	43%	45%	-
% STAAR/EOC With Accommodations	2016	73%	69%	44%	*	50%	40%	-	-	-	*	44%	63%	*	57%	40%	-
% STAAR Alternate2	2016	11%	8%	11%	*	0%	7%	-	-	-	*	11%	13%	*	0%	15%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	44%	*	50%	53%	-	-	-	*	44%	25%	*	43%	45%	-
% STAAR/EOC With Accommodations	2016	75%	69%	44%	*	50%	40%	-	-	-	*	44%	63%	*	57%	40%	-
% STAAR Alternate2	2016	12%	9%	11%	*	0%	7%	-	-	-	*	11%	13%	*	0%	15%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-

** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current ELL & Monitored) +	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		6	6	100
Mathematics	Y		Y	Y		Y			Y	Y		6	6	100
Writing	Y			Y								2	2	100
Science	Y			Y					Y			3	3	100
Social Studies												0	0	
Total												17	17	100
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	Y		Y	Y	n/a	n/a	n/a	n/a	N			n/a		
Mathematics	Y		Y	Y	n/a	n/a	n/a	n/a	Y			n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y		Y	Y		Y			Y	Y		6	6	100
Mathematics	Y		Y	Y		Y			Y	Y		6	6	100
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												29	29	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	338	20	59	214	*	28	-	**	64	17	23	n/a
Total Tests	359	24	65	222	*	29	-	**	75	27	28	20
% at Level II Satisfactory Standard	94%	83%	91%	96%	*	97%	-	89%	85%	63%	82%	n/a
Mathematics												
# at Level II Satisfactory Standard	336	**	62	210	*	29	-	18	65	21	26	n/a
Total Tests	359	**	65	222	*	29	-	18	75	27	28	20
% at Level II Satisfactory Standard	94%	67%	95%	95%	*	100%	-	100%	87%	78%	93%	n/a
Writing												
# at Level II Satisfactory Standard	79	5	9	52	*	8	-	*	10	6	*	n/a
Total Tests	88	7	11	57	*	8	-	*	15	8	*	*
% at Level II Satisfactory Standard	90%	71%	82%	91%	*	100%	-	*	67%	75%	*	n/a
Science												
# at Level II Satisfactory Standard	83	*	14	50	-	10	-	**	22	6	6	n/a
Total Tests	90	*	15	54	-	10	-	**	26	6	6	*
% at Level II Satisfactory Standard	92%	*	93%	93%	-	100%	-	100%	85%	100%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	370	24	68	227	*	32	-	**	79	27	n/a	24
Total Students	371	24	68	228	*	32	-	**	80	27	n/a	24
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	369	24	68	226	*	32	-	**	78	27	n/a	24
Total Students	370	24	68	227	*	32	-	**	79	27	n/a	24
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.0	86.5%	73.8%	74.7%
Masters	5.3	13.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		32	1	33
Total Number of Classes		51	1	52
Number of Classes Taught by Highly Qualified Teachers	Number	51	1	52
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: CARTER J H

Campus ID: 220901041

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	African American			American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				Campus	Hispanic	White	Indian	White									
Grade 7																	
Reading	2016	69%	67%	60%	41%	63%	50%	*	*	*	*	*	61%	45%	65%	55%	-
	2015	72%	71%	56%	51%	56%	69%	*	82%	*	*	*	57%	35%	58%	54%	-
Mathematics	2016	68%	67%	60%	44%	63%	38%	*	*	*	*	10%	61%	50%	66%	54%	-
	2015	68%	70%	60%	44%	62%	69%	63%	82%	*	*	*	61%	45%	59%	61%	-
Writing	2016	68%	66%	52%	38%	53%	55%	*	*	*	*	*	53%	33%	61%	42%	-
	2015	69%	66%	54%	49%	53%	73%	*	82%	*	*	*	55%	33%	61%	48%	-
Grade 8																	
Reading	2016	85%	84%	80%	70%	82%	84%	*	70%	*	*	24%	80%	63%	84%	77%	-
	2015	84%	82%	76%	65%	77%	71%	*	100%	-	83%	19%	77%	60%	79%	72%	-
Mathematics	2016	80%	71%	72%	62%	75%	59%	*	*	*	*	27%	71%	68%	71%	72%	-
	2015	71%	58%	51%	35%	54%	60%	*	86%	-	*	19%	53%	45%	55%	48%	-
Science	2016	73%	70%	65%	56%	66%	70%	*	90%	*	*	23%	64%	41%	67%	63%	-
	2015	67%	66%	59%	43%	61%	64%	*	82%	-	*	17%	59%	37%	59%	58%	-
Social Studies	2016	62%	63%	60%	53%	61%	63%	*	80%	*	*	20%	60%	36%	58%	62%	-
	2015	61%	61%	52%	41%	53%	52%	*	91%	-	*	14%	53%	32%	52%	52%	-
End of Course																	
Algebra I	2016	76%	68%	100%	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2015	77%	71%	100%	100%	100%	100%	*	*	-	*	-	100%	100%	100%	100%	-
All Grades																	
All Subjects	2016	74%	70%	65%	55%	67%	62%	43%	77%	*	68%	16%	66%	48%	69%	62%	-
	2015	73%	69%	60%	48%	61%	67%	42%	87%	*	64%	13%	61%	42%	62%	58%	-
Reading	2016	72%	67%	70%	57%	73%	67%	63%	64%	*	67%	15%	71%	53%	74%	66%	-
	2015	74%	70%	66%	58%	67%	70%	*	91%	*	70%	13%	66%	47%	69%	62%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	70%	59%	73%	55%	*	86%	*	78%	19%	70%	59%	73%	67%	-
	2015	73%	67%	62%	45%	64%	69%	55%	86%	*	70%	14%	63%	47%	63%	60%	-
Writing	2016	68%	64%	52%	38%	53%	55%	*	*	*	*	*	53%	33%	61%	42%	-
	2015	68%	63%	54%	49%	53%	73%	*	82%	*	*	*	55%	33%	61%	48%	-
Science	2016	77%	74%	65%	56%	66%	70%	*	90%	*	*	23%	64%	41%	67%	63%	-
	2015	75%	71%	59%	43%	61%	64%	*	82%	-	*	17%	59%	37%	59%	58%	-
Social Studies	2016	76%	76%	60%	53%	61%	63%	*	80%	*	*	20%	60%	36%	58%	62%	-
	2015	74%	74%	52%	41%	53%	52%	*	91%	-	*	14%	53%	32%	52%	52%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	29%	23%	30%	32%	17%	54%	*	45%	4%	29%	11%	31%	28%	-
	2015	38%	34%	23%	17%	23%	29%	19%	52%	*	39%	2%	23%	9%	24%	22%	-
Reading	2016	42%	38%	27%	22%	26%	33%	25%	43%	*	44%	4%	26%	6%	29%	24%	-
	2015	40%	36%	24%	21%	23%	26%	*	50%	*	40%	2%	23%	7%	26%	22%	-
Mathematics	2016	40%	35%	37%	28%	38%	33%	*	71%	*	56%	4%	37%	19%	39%	35%	-
	2015	36%	30%	27%	13%	27%	35%	27%	64%	*	50%	2%	26%	13%	29%	25%	-
Writing	2016	39%	36%	25%	17%	26%	23%	*	*	*	*	*	25%	10%	30%	20%	-
	2015	31%	27%	17%	23%	16%	23%	*	45%	*	*	*	18%	6%	22%	13%	-
Science	2016	44%	41%	28%	19%	28%	39%	*	70%	*	*	7%	27%	10%	27%	29%	-
	2015	40%	35%	28%	16%	29%	40%	*	64%	-	*	2%	29%	13%	25%	31%	-
Social Studies	2016	45%	46%	26%	25%	26%	33%	*	40%	*	*	5%	26%	10%	22%	30%	-
	2015	41%	41%	16%	13%	16%	16%	*	27%	-	*	0%	16%	4%	12%	20%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	10%	7%	10%	11%	3%	35%	*	10%	1%	10%	2%	9%	11%	-
	2015	14%	12%	8%	7%	7%	6%	8%	30%	*	14%	1%	8%	1%	7%	8%	-
Reading	2016	16%	14%	9%	4%	9%	12%	0%	21%	*	11%	1%	8%	1%	9%	8%	-
	2015	15%	13%	10%	11%	9%	4%	*	23%	*	10%	0%	9%	1%	9%	10%	-
Mathematics	2016	17%	15%	14%	10%	14%	10%	*	57%	*	11%	1%	14%	3%	13%	15%	-
	2015	14%	11%	9%	6%	9%	10%	9%	41%	*	20%	2%	9%	3%	9%	9%	-
Writing	2016	14%	11%	4%	3%	4%	5%	*	*	*	*	*	4%	0%	6%	2%	-
	2015	8%	6%	2%	1%	2%	0%	*	18%	*	*	*	2%	0%	2%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	9%	5%	9%	13%	*	30%	*	*	2%	9%	1%	7%	11%	-
	2015	14%	12%	8%	4%	7%	12%	*	36%	-	*	0%	8%	2%	6%	10%	-
Social Studies	2016	21%	22%	12%	10%	12%	17%	*	30%	*	*	2%	11%	3%	7%	16%	-
	2015	18%	17%	7%	8%	7%	4%	*	27%	-	*	0%	7%	1%	6%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	98%	100%	100%	100%	100%	99%	100%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	99%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	98%	100%	100%	100%	100%	99%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	96%	*	*	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%	99%	99%	-
Science	2016	99%	99%	99%	99%	100%	96%	100%	100%	*	*	100%	100%	100%	99%	100%	100%	-
	2015	99%	99%	99%	99%	100%	96%	100%	100%	-	100%	95%	99%	100%	100%	99%	99%	-
Social Studies	2016	98%	99%	100%	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	100%	96%	100%	100%	-	100%	98%	100%	100%	100%	99%	99%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	15%	25%	12%	20%	*	*	-	*	15%	13%	9%	11%	18%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	85%	75%	88%	80%	*	*	-	*	85%	87%	91%	89%	82%	-	
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	8%	15%	8%	0%	*	*	-	*	8%	7%	2%	3%	12%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	92%	85%	92%	100%	*	*	-	*	92%	93%	98%	97%	88%	-	
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-	

** 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 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	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	N	Y	Y					Y	N	Y		5	7	71
Mathematics	Y	Y	Y	N					Y	N	Y		5	7	71
Writing	N	N	N						N	N	N		0	6	0
Science	Y	N	Y						Y	N	N		3	6	50
Social Studies	Y	N	Y						Y	N	N		3	6	50
Total													16	32	50
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			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 30	Total Eligible 46	Percent of Eligible Measures Met 65
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+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	742	71	621	30	**	9	*	5	708	14	334	n/a
Total Tests	1,041	122	843	45	**	13	*	8	991	93	516	380
% at Level II Satisfactory Standard	71%	58%	74%	67%	63%	69%	*	63%	71%	15%	65%	n/a
Mathematics												
# at Level II Satisfactory Standard	736	76	614	24	*	11	*	7	703	18	340	n/a
Total Tests	1,041	122	843	45	*	13	*	8	991	93	516	380
% at Level II Satisfactory Standard	71%	62%	73%	53%	*	85%	*	88%	71%	19%	66%	n/a
Writing												
# at Level II Satisfactory Standard	258	19	221	10	*	*	*	*	245	*	123	n/a
Total Tests	491	48	412	19	*	*	*	*	464	*	281	209
% at Level II Satisfactory Standard	53%	40%	54%	53%	*	*	*	*	53%	*	44%	n/a
Science												
# at Level II Satisfactory Standard	356	42	285	16	*	8	*	*	337	10	125	n/a
Total Tests	542	72	428	23	*	9	*	*	520	42	233	169
% at Level II Satisfactory Standard	66%	58%	67%	70%	*	89%	*	*	65%	24%	54%	n/a
Social Studies												
# at Level II Satisfactory Standard	333	41	265	16	*	7	*	*	316	9	110	n/a
Total Tests	543	73	428	23	*	9	*	*	521	42	233	169
% at Level II Satisfactory Standard	61%	56%	62%	70%	*	78%	*	*	61%	21%	47%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	1,094	138	874	49	**	14	*	9	1,018	95	n/a	394
Total Students	1,097	138	876	50	**	14	*	9	1,021	95	n/a	394
Participation Rate	100%	100%	100%	98%	100%	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	1,095	138	875	49	**	14	*	9	1,019	95	n/a	394
Total Students	1,097	138	876	50	**	14	*	9	1,021	95	n/a	394
Participation Rate	100%	100%	100%	98%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	46.5	59.2%	73.8%	74.7%
Masters	32.0	40.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

General Education Special Education Total

Total Number of Teachers		57	1	58
Total Number of Classes		306	0	306
Number of Classes Taught by Highly Qualified Teachers	Number	306	0	306
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
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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

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

Campus Name: COMMUNITY BASED PK

Campus ID: 220901105

District Name: ARLINGTON 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.

There is no data for this campus.

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	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															
Mathematics															
Writing															
Science															
Social Studies															
Total															
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					n/a	n/a	n/a	n/a							n/a
Mathematics					n/a	n/a	n/a	n/a							n/a
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			95%		
Reading															
Mathematics															
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total												0	0	
Overall Total												0	0	

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	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.

	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	17.0	81.0%	73.8%	74.7%
Masters	4.0	19.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		21	0	21
Total Number of Classes		21	0	21
Number of Classes Taught by Highly Qualified Teachers	Number	21	0	21
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

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	% At or Above			
			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
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

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
		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

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
Campus Name: COREY FINE ARTS / DUAL LANGUAGE ACADEMY
Campus ID: 220901137
District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	74%	*	69%	84%	-	*	-	83%	*	52%	83%	87%	64%	-
	2015	74%	66%	72%	40%	67%	82%	*	*	-	*	*	65%	56%	74%	70%	-
Mathematics	2016	74%	70%	83%	*	75%	92%	-	*	-	100%	*	70%	83%	90%	77%	-
	2015	74%	64%	75%	47%	71%	84%	*	*	-	*	*	67%	78%	74%	75%	-
Grade 4																	
Reading	2016	74%	67%	81%	57%	89%	85%	*	*	-	*	*	76%	*	88%	74%	-
	2015	71%	64%	85%	69%	76%	95%	-	*	*	*	*	81%	86%	85%	84%	-
Mathematics	2016	72%	66%	76%	64%	67%	80%	*	*	-	*	56%	64%	*	73%	79%	-
	2015	71%	62%	76%	54%	65%	86%	-	*	*	*	*	69%	86%	76%	76%	-
Writing	2016	68%	63%	71%	57%	78%	70%	*	*	-	*	*	63%	*	79%	63%	-
	2015	67%	60%	69%	46%	65%	78%	-	*	*	*	*	66%	71%	71%	68%	-
Grade 5																	
Reading	2016	80%	74%	93%	82%	93%	100%	-	*	*	*	*	87%	*	93%	94%	-
	2015	83%	79%	92%	100%	81%	95%	*	*	-	*	*	86%	*	98%	85%	-
Mathematics	2016	85%	79%	97%	91%	93%	100%	-	*	*	*	*	97%	*	93%	100%	-
	2015	75%	67%	83%	*	76%	89%	*	*	-	*	*	75%	*	87%	78%	-
Science	2016	73%	67%	92%	82%	79%	100%	-	*	*	*	*	87%	*	89%	94%	-
	2015	69%	61%	77%	56%	57%	85%	*	*	-	*	*	73%	*	85%	68%	-
Grade 6																	
Reading	2016	68%	67%	89%	78%	75%	94%	*	*	-	*	*	87%	*	96%	81%	-
	2015	73%	74%	78%	58%	73%	87%	-	*	-	*	*	74%	*	74%	82%	-
Mathematics	2016	71%	69%	89%	56%	81%	96%	*	*	-	*	63%	84%	*	92%	86%	-
	2015	72%	73%	75%	67%	68%	85%	-	*	-	*	*	72%	*	79%	72%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	84%	65%	79%	90%	100%	93%	*	89%	52%	76%	74%	88%	80%	-
	2015	73%	69%	78%	57%	70%	87%	100%	83%	*	77%	33%	73%	66%	81%	76%	-
Reading	2016	72%	67%	84%	63%	81%	91%	*	83%	*	83%	46%	77%	69%	91%	77%	-
	2015	74%	70%	81%	63%	74%	89%	*	80%	*	78%	33%	76%	70%	84%	79%	-
Mathematics	2016	75%	70%	86%	65%	78%	92%	*	100%	*	100%	58%	78%	81%	87%	85%	-
	2015	73%	67%	77%	53%	70%	86%	*	90%	*	67%	33%	71%	70%	79%	75%	-
Writing	2016	68%	64%	71%	57%	78%	70%	*	*	-	*	*	63%	*	79%	63%	-
	2015	68%	63%	69%	46%	65%	78%	-	*	*	*	*	66%	71%	71%	68%	-
Science	2016	77%	74%	92%	82%	79%	100%	-	*	*	*	*	87%	*	89%	94%	-
	2015	75%	71%	77%	56%	57%	85%	*	*	-	*	*	73%	*	85%	68%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	53%	39%	49%	58%	71%	67%	*	39%	18%	44%	45%	58%	48%	-
	2015	38%	34%	40%	23%	32%	48%	63%	54%	*	23%	10%	34%	25%	44%	36%	-
Reading	2016	42%	38%	56%	44%	56%	58%	*	83%	*	42%	15%	47%	50%	66%	46%	-
	2015	40%	36%	44%	29%	32%	52%	*	60%	*	33%	10%	40%	26%	51%	36%	-
Mathematics	2016	40%	35%	51%	28%	42%	60%	*	67%	*	42%	23%	40%	44%	54%	47%	-
	2015	36%	30%	38%	18%	32%	46%	*	50%	*	11%	10%	30%	30%	38%	38%	-
Writing	2016	39%	36%	48%	36%	50%	55%	*	*	-	*	*	40%	*	49%	47%	-
	2015	31%	27%	24%	23%	18%	31%	-	*	*	*	*	20%	14%	32%	16%	-
Science	2016	44%	41%	56%	64%	50%	58%	-	*	*	*	*	55%	*	50%	61%	-
	2015	40%	35%	47%	22%	38%	49%	*	*	-	*	*	36%	*	50%	43%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	26%	14%	21%	31%	43%	20%	*	18%	8%	17%	21%	30%	21%	-
	2015	14%	12%	18%	7%	16%	21%	50%	21%	*	9%	3%	14%	6%	18%	17%	-
Reading	2016	16%	14%	30%	19%	25%	36%	*	0%	*	25%	8%	21%	19%	39%	21%	-
	2015	15%	13%	22%	10%	20%	25%	*	20%	*	11%	3%	18%	7%	22%	22%	-
Mathematics	2016	17%	15%	25%	12%	19%	30%	*	50%	*	17%	8%	16%	25%	28%	21%	-
	2015	14%	11%	15%	4%	15%	19%	*	20%	*	0%	3%	13%	7%	16%	14%	-
Writing	2016	14%	11%	15%	0%	17%	20%	*	*	-	*	*	9%	*	15%	14%	-
	2015	8%	6%	1%	8%	0%	0%	-	*	*	*	*	0%	0%	3%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	20%	27%	21%	19%	-	*	*	*	*	19%	*	14%	26%	-
	2015	14%	12%	23%	0%	14%	27%	*	*	-	*	*	14%	*	23%	23%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	100%	99%	100%	100%	*	100%	100%	99%	100%	99%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	100%	92%	97%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	99%	100%	99%	100%	100%	100%	100%	90%	97%	100%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	100%	90%	97%	100%	100%	100%	99%	-
Writing	2016	99%	100%	98%	100%	100%	96%	*	*	-	*	100%	96%	*	95%	100%	-
	2015	99%	99%	99%	100%	100%	97%	-	100%	100%	100%	100%	97%	100%	100%	97%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	*	*	*	100%	*	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	27%	*	20%	38%	-	-	-	*	27%	14%	*	33%	21%	-
% STAAR/EOC With Accommodations	2016	73%	69%	69%	*	60%	63%	-	-	-	*	69%	79%	*	67%	71%	-
% STAAR Alternate2	2016	11%	8%	4%	*	20%	0%	-	-	-	*	4%	7%	*	0%	7%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	100%	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	23%	*	20%	31%	-	-	-	*	23%	14%	*	25%	21%	-
% STAAR/EOC With Accommodations	2016	75%	69%	73%	*	60%	69%	-	-	-	*	73%	79%	*	75%	71%	-
% STAAR Alternate2	2016	12%	9%	4%	*	20%	0%	-	-	-	*	4%	7%	*	0%	7%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-

** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current ELL & Monitored) +	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	N		5	6	83
Mathematics	Y	Y	Y	Y					Y	N		5	6	83
Writing	Y			Y					Y			3	3	100
Science	Y			Y					Y			3	3	100
Social Studies												0	0	
Total												16	18	89
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N			n/a		
Mathematics	N	N	N	Y	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	Y	Y	Y	Y					Y	Y		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												28	30	93

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	251	27	52	153	*	5	*	10	108	12	18	n/a
Total Tests	297	43	64	168	*	6	*	12	141	25	23	16
% at Level II Satisfactory Standard	85%	63%	81%	91%	*	83%	*	83%	77%	48%	78%	n/a
Mathematics												
# at Level II Satisfactory Standard	254	28	50	154	*	6	*	12	110	14	20	n/a
Total Tests	297	43	64	168	*	6	*	12	141	25	23	16
% at Level II Satisfactory Standard	86%	65%	78%	92%	*	100%	*	100%	78%	56%	87%	n/a
Writing												
# at Level II Satisfactory Standard	58	8	14	31	*	*	-	*	27	*	*	n/a
Total Tests	81	14	18	43	*	*	-	*	43	*	*	*
% at Level II Satisfactory Standard	72%	57%	78%	72%	*	*	-	*	63%	*	*	n/a
Science												
# at Level II Satisfactory Standard	54	9	11	31	-	*	*	*	27	*	*	n/a
Total Tests	59	11	14	31	-	*	*	*	31	*	*	*
% at Level II Satisfactory Standard	92%	82%	79%	100%	-	*	*	*	87%	*	*	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	298	43	64	169	*	6	*	12	141	26	n/a	16
Total Students	299	43	64	170	*	6	*	12	141	26	n/a	16
Participation Rate	100%	100%	100%	99%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	298	43	64	169	*	6	*	12	141	26	n/a	16
Total Students	299	43	64	170	*	6	*	12	141	26	n/a	16
Participation Rate	100%	100%	100%	99%	*	100%	*	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	36.0	86.6%	73.8%	74.7%
Masters	5.6	13.4%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		30	1	31
Total Number of Classes		46	1	47
Number of Classes Taught by Highly Qualified Teachers	Number	46	1	47
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: CROUCH EL

Campus ID: 220901150

District Name: ARLINGTON 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.

Grade	Subject	Year	State	District	Campus	African American		American Indian		Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
						Hispanic	White	Indian	Asian								
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 3																	
Reading	2016	72%	68%	55%	63%	53%	*	-	-	-	*	*	57%	58%	56%	55%	-
	2015	74%	66%	71%	60%	74%	*	-	-	-	*	*	71%	76%	76%	65%	*
Mathematics	2016	74%	70%	65%	50%	69%	*	-	-	-	*	*	68%	75%	72%	58%	-
	2015	74%	64%	65%	48%	70%	*	-	-	-	*	*	66%	70%	63%	68%	*
Grade 4																	
Reading	2016	74%	67%	59%	72%	57%	*	-	-	-	*	*	58%	57%	65%	54%	-
	2015	71%	64%	51%	40%	53%	*	-	*	-	-	*	50%	53%	69%	37%	-
Mathematics	2016	72%	66%	64%	61%	66%	*	-	-	-	*	*	62%	68%	69%	59%	-
	2015	71%	62%	63%	48%	67%	*	-	*	-	-	*	62%	67%	72%	55%	-
Writing	2016	68%	63%	51%	67%	49%	*	-	-	-	*	*	50%	48%	63%	39%	-
	2015	67%	60%	47%	48%	45%	*	-	*	-	-	*	45%	48%	67%	30%	-
Grade 5																	
Reading	2016	80%	74%	69%	69%	68%	*	-	*	-	*	*	67%	68%	79%	61%	-
	2015	83%	79%	68%	71%	66%	*	-	*	-	*	*	67%	63%	71%	64%	*
Mathematics	2016	85%	79%	79%	81%	79%	*	-	*	-	*	*	78%	81%	82%	76%	-
	2015	75%	67%	74%	71%	73%	*	-	*	-	*	*	75%	73%	79%	70%	*
Science	2016	73%	67%	63%	69%	60%	*	-	*	-	*	*	62%	55%	63%	63%	-
	2015	69%	61%	48%	50%	44%	*	-	*	-	*	*	48%	40%	50%	46%	*
Grade 6																	
Reading	2016	68%	67%	57%	45%	57%	*	-	*	-	*	*	55%	48%	69%	43%	-
	2015	73%	74%	73%	58%	76%	*	-	-	-	-	*	75%	67%	74%	73%	-
Mathematics	2016	71%	69%	62%	45%	65%	*	-	*	-	*	*	62%	62%	57%	68%	-
	2015	72%	73%	78%	68%	80%	*	-	-	-	-	*	79%	71%	73%	83%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	62%	61%	62%	67%	-	70%	-	63%	20%	62%	62%	67%	58%	-
	2015	73%	69%	64%	56%	65%	70%	-	83%	-	80%	26%	64%	62%	69%	59%	100%
Reading	2016	72%	67%	60%	62%	58%	78%	-	*	-	*	25%	59%	57%	67%	53%	-
	2015	74%	70%	66%	58%	68%	62%	-	83%	-	*	21%	66%	65%	73%	60%	*
Mathematics	2016	75%	70%	67%	58%	69%	67%	-	*	-	*	21%	67%	71%	69%	65%	-
	2015	73%	67%	70%	59%	72%	83%	-	83%	-	*	33%	70%	70%	71%	69%	*
Writing	2016	68%	64%	51%	67%	49%	*	-	-	-	*	*	50%	48%	63%	39%	-
	2015	68%	63%	47%	48%	45%	*	-	*	-	-	*	45%	48%	67%	30%	-
Science	2016	77%	74%	63%	69%	60%	*	-	*	-	*	*	62%	55%	63%	63%	-
	2015	75%	71%	48%	50%	44%	*	-	*	-	*	*	48%	40%	50%	46%	*

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	25%	21%	26%	33%	-	50%	-	25%	6%	25%	23%	28%	23%	-
	2015	38%	34%	23%	17%	24%	36%	-	33%	-	40%	5%	23%	20%	27%	20%	20%
Reading	2016	42%	38%	23%	23%	23%	33%	-	*	-	*	4%	24%	18%	28%	19%	-
	2015	40%	36%	24%	21%	25%	23%	-	17%	-	*	6%	25%	20%	29%	20%	*
Mathematics	2016	40%	35%	28%	17%	30%	44%	-	*	-	*	7%	28%	29%	29%	27%	-
	2015	36%	30%	28%	15%	30%	42%	-	33%	-	*	6%	28%	27%	30%	26%	*
Writing	2016	39%	36%	23%	28%	22%	*	-	-	-	*	*	22%	19%	30%	16%	-
	2015	31%	27%	14%	12%	13%	*	-	*	-	-	*	13%	13%	22%	8%	-
Science	2016	44%	41%	22%	25%	22%	*	-	*	-	*	*	23%	23%	21%	24%	-
	2015	40%	35%	12%	11%	9%	*	-	*	-	*	*	12%	8%	14%	9%	*

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	9%	7%	10%	19%	-	20%	-	0%	0%	9%	8%	13%	6%	-
	2015	14%	12%	7%	6%	7%	9%	-	6%	-	10%	1%	7%	6%	9%	5%	0%
Reading	2016	16%	14%	9%	6%	9%	22%	-	*	-	*	0%	9%	7%	14%	5%	-
	2015	15%	13%	9%	9%	9%	15%	-	0%	-	*	3%	10%	7%	12%	7%	*
Mathematics	2016	17%	15%	12%	8%	12%	22%	-	*	-	*	0%	11%	11%	14%	10%	-
	2015	14%	11%	8%	5%	9%	8%	-	17%	-	*	0%	8%	8%	10%	6%	*
Writing	2016	14%	11%	8%	17%	6%	*	-	-	-	*	*	7%	3%	11%	4%	-
	2015	8%	6%	0%	0%	0%	*	-	*	-	-	*	0%	0%	0%	0%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	0%	3%	*	-	*	-	*	*	2%	2%	3%	2%	-
	2015	14%	12%	1%	0%	1%	*	-	*	-	*	*	1%	0%	1%	0%	*

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	99%	100%	-	100%	-	100%	100%	100%	99%	99%	100%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	99%	99%	100%	-	100%	-	100%	100%	99%	99%	98%	100%	100%	100%
Mathematics	2016	100%	99%	100%	100%	99%	100%	-	*	-	*	100%	100%	99%	100%	100%	100%	-
	2015	99%	99%	99%	99%	99%	100%	-	100%	-	100%	100%	100%	99%	99%	100%	100%	100%
Writing	2016	99%	100%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	7%	0%	10%	*	-	-	-	-	7%	7%	12%	0%	10%	10%	-
% STAAR/EOC With Accommodations	2016	73%	69%	93%	100%	90%	*	-	-	-	-	93%	93%	88%	100%	90%	90%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-
% STAAR/EOC With Accommodations	2016	75%	69%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y		5	6	83
Mathematics	Y	N	Y						Y	N	Y		4	6	67
Writing	N		N						N		N		0	4	0
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													13	20	65
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													25	32	78

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	236	42	182	7	-	*	-	*	220	7	170	n/a
Total Tests	386	69	302	8	-	*	-	*	364	28	271	247
% at Level II Satisfactory Standard	61%	61%	60%	88%	-	*	-	*	60%	25%	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	261	40	212	5	-	*	-	*	246	6	200	n/a
Total Tests	385	69	301	8	-	*	-	*	363	28	270	246
% at Level II Satisfactory Standard	68%	58%	70%	63%	-	*	-	*	68%	21%	74%	n/a
Writing												
# at Level II Satisfactory Standard	51	11	40	*	-	-	-	*	49	*	36	n/a
Total Tests	98	17	79	*	-	-	-	*	95	*	72	70
% at Level II Satisfactory Standard	52%	65%	51%	*	-	-	-	*	52%	*	50%	n/a
Science												
# at Level II Satisfactory Standard	52	8	40	*	-	*	-	*	51	*	40	n/a
Total Tests	83	13	65	*	-	*	-	*	82	*	62	50
% at Level II Satisfactory Standard	63%	62%	62%	*	-	*	-	*	62%	*	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	410	78	316	9	-	*	-	*	381	28	n/a	259
Total Students	410	78	316	9	-	*	-	*	381	28	n/a	259
Participation Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	408	78	314	9	-	*	-	*	380	28	n/a	257
Total Students	410	78	316	9	-	*	-	*	381	28	n/a	259
Participation Rate	100%	100%	99%	100%	-	*	-	*	100%	100%	n/a	99%

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.0	68.9%	73.8%	74.7%
Masters	15.4	31.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		42	0	42
Total Number of Classes		65	0	65
Number of Classes Taught by Highly Qualified Teachers	Number	65	0	65
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: CROW EL

Campus ID: 220901103

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	Two or	Special	Econ	ELL	Female	Male	Migrant			
					American	Hispanic	White	Indian	Asian					Pacific	More	Ed
Grade 3																
Reading	2016	72%	68%	56%	*	53%	71%	-	-	-	*	54%	51%	43%	68%	-
	2015	74%	66%	53%	*	53%	*	-	-	-	*	52%	60%	53%	53%	-
Mathematics	2016	74%	70%	70%	*	72%	71%	-	-	-	*	71%	76%	57%	84%	-
	2015	74%	64%	50%	*	53%	*	-	-	-	*	48%	57%	42%	53%	-
Grade 4																
Reading	2016	74%	67%	64%	*	63%	*	-	-	-	*	65%	61%	56%	68%	-
	2015	71%	64%	51%	*	54%	*	-	-	*	*	51%	42%	60%	41%	-
Mathematics	2016	72%	66%	49%	*	53%	*	-	-	-	*	51%	55%	*	61%	-
	2015	71%	62%	59%	*	63%	*	-	-	*	*	61%	58%	63%	55%	-
Writing	2016	68%	63%	54%	*	58%	*	-	-	-	*	57%	56%	42%	60%	-
	2015	67%	60%	59%	*	62%	*	-	-	*	*	60%	54%	62%	57%	-
Grade 5																
Reading	2016	80%	74%	57%	*	59%	*	-	-	*	-	55%	23%	72%	44%	-
	2015	83%	79%	73%	100%	71%	83%	-	*	-	-	56%	72%	67%	82%	65%
Mathematics	2016	85%	79%	72%	*	80%	*	-	-	*	-	70%	62%	75%	69%	-
	2015	75%	67%	60%	*	59%	*	-	*	-	-	62%	47%	67%	55%	-
Science	2016	73%	67%	52%	*	58%	*	-	-	*	-	51%	27%	45%	58%	-
	2015	69%	61%	59%	100%	54%	83%	-	*	-	-	57%	47%	61%	58%	-
Grade 6																
Reading	2016	68%	67%	55%	*	52%	*	-	-	-	-	54%	30%	69%	45%	-
	2015	73%	74%	55%	*	48%	100%	-	-	-	-	53%	18%	61%	50%	-
Mathematics	2016	71%	69%	64%	*	63%	*	-	-	-	-	65%	65%	72%	59%	-
	2015	72%	73%	70%	*	68%	86%	-	-	-	-	70%	54%	75%	66%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	60%	36%	61%	64%	-	-	*	*	26%	59%	52%	57%	61%	-
	2015	73%	69%	59%	65%	59%	70%	-	*	*	-	24%	59%	51%	64%	56%	-
Reading	2016	72%	67%	58%	64%	57%	68%	-	-	*	*	21%	57%	44%	61%	56%	-
	2015	74%	70%	59%	67%	57%	77%	-	*	*	-	27%	58%	48%	66%	53%	-
Mathematics	2016	75%	70%	64%	*	67%	63%	-	-	*	*	32%	65%	65%	61%	67%	-
	2015	73%	67%	60%	50%	61%	64%	-	*	*	-	23%	60%	54%	64%	57%	-
Writing	2016	68%	64%	54%	*	58%	*	-	-	-	*	*	57%	56%	42%	60%	-
	2015	68%	63%	59%	*	62%	*	-	-	*	-	*	60%	54%	62%	57%	-
Science	2016	77%	74%	52%	*	58%	*	-	-	*	-	*	51%	27%	45%	58%	-
	2015	75%	71%	59%	100%	54%	83%	-	*	-	-	*	57%	47%	61%	58%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	24%	14%	25%	27%	-	-	*	*	13%	24%	20%	21%	27%	-
	2015	38%	34%	20%	13%	20%	30%	-	*	*	-	7%	20%	14%	19%	22%	-
Reading	2016	42%	38%	21%	21%	20%	32%	-	-	*	*	7%	20%	13%	20%	22%	-
	2015	40%	36%	16%	8%	16%	23%	-	*	*	-	4%	17%	10%	16%	16%	-
Mathematics	2016	40%	35%	30%	*	31%	26%	-	-	*	*	18%	29%	28%	25%	34%	-
	2015	36%	30%	26%	17%	26%	36%	-	*	*	-	12%	26%	23%	25%	27%	-
Writing	2016	39%	36%	25%	*	28%	*	-	-	-	*	*	26%	28%	16%	30%	-
	2015	31%	27%	14%	*	15%	*	-	-	*	-	*	14%	6%	7%	20%	-
Science	2016	44%	41%	15%	*	17%	*	-	-	*	-	*	13%	4%	10%	19%	-
	2015	40%	35%	21%	20%	18%	50%	-	*	-	-	*	19%	3%	18%	23%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	10%	3%	11%	4%	-	-	*	*	1%	10%	9%	9%	10%	-
	2015	14%	12%	7%	0%	7%	13%	-	*	*	-	3%	7%	4%	6%	8%	-
Reading	2016	16%	14%	10%	7%	11%	5%	-	-	*	*	0%	10%	8%	12%	9%	-
	2015	15%	13%	7%	0%	7%	9%	-	*	*	-	4%	7%	3%	8%	7%	-
Mathematics	2016	17%	15%	11%	*	12%	5%	-	-	*	*	4%	12%	13%	7%	14%	-
	2015	14%	11%	8%	0%	8%	14%	-	*	*	-	4%	9%	6%	5%	11%	-
Writing	2016	14%	11%	7%	*	8%	*	-	-	-	*	*	7%	6%	11%	5%	-
	2015	8%	6%	2%	*	2%	*	-	-	*	-	*	2%	0%	3%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	*	3%	*	-	-	*	-	*	3%	0%	3%	3%	-
	2015	14%	12%	5%	0%	3%	33%	-	*	-	-	*	6%	0%	6%	5%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	94%	-	-	*	*	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	100%	100%	96%	-	100%	100%	-	97%	99%	99%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	95%	-	-	*	*	100%	100%	100%	99%	100%	-
	2015	99%	98%	99%	100%	100%	96%	-	100%	100%	-	96%	99%	99%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	95%	-	-	*	*	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	96%	-	100%	100%	-	96%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	98%	100%	98%	100%	-	-	100%	-	100%	98%	97%	97%	100%	-
Science	2016	99%	99%	99%	100%	100%	*	-	-	*	-	100%	98%	100%	97%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	97%	*	96%	*	-	-	*	-	97%	96%	93%	100%	95%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	28%	*	26%	*	-	-	*	-	28%	29%	20%	33%	25%	-
% STAAR/EOC With Accommodations	2016	73%	69%	66%	*	65%	*	-	-	*	-	66%	64%	67%	67%	65%	-
% STAAR Alternate2	2016	11%	8%	3%	*	4%	*	-	-	*	-	3%	4%	7%	0%	5%	-
% of Non-Participants	2016	2%	3%	3%	*	4%	*	-	-	*	-	3%	4%	7%	0%	5%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	*	-	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	21%	*	18%	*	-	-	*	-	21%	22%	7%	22%	21%	-
% STAAR/EOC With Accommodations	2016	75%	69%	75%	*	77%	*	-	-	*	-	75%	74%	86%	78%	74%	-
% STAAR Alternate2	2016	12%	9%	4%	*	5%	*	-	-	*	-	4%	4%	7%	0%	5%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	*	-	-	*	-	0%	0%	0%	0%	0%	-

** 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 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	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		N						N	N	N		1	5	20
Mathematics	Y		Y						Y	N	Y		4	5	80
Writing	N		N						N		Y		1	4	25
Science	N		N						N		N		0	4	0
Social Studies													0	0	
Total													6	18	33
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y	Y		Y	5	5	100
Mathematics	Y		Y						Y	Y		Y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													16	28	57

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	151	9	129	12	-	-	*	*	139	6	99	n/a
Total Tests	252	12	221	17	-	-	*	*	237	26	171	113
% at Level II Satisfactory Standard	60%	75%	58%	71%	-	-	*	*	59%	23%	58%	n/a
Mathematics												
# at Level II Satisfactory Standard	165	*	150	11	-	-	*	*	154	9	120	n/a
Total Tests	252	*	221	17	-	-	*	*	237	26	171	113
% at Level II Satisfactory Standard	65%	*	68%	65%	-	-	*	*	65%	35%	70%	n/a
Writing												
# at Level II Satisfactory Standard	32	*	29	*	-	-	-	*	31	*	25	n/a
Total Tests	57	*	49	*	-	-	-	*	53	*	38	31
% at Level II Satisfactory Standard	56%	*	59%	*	-	-	-	*	58%	*	66%	n/a
Science												
# at Level II Satisfactory Standard	35	*	34	*	-	-	*	-	32	*	26	n/a
Total Tests	65	*	58	*	-	-	*	-	61	*	47	25
% at Level II Satisfactory Standard	54%	*	59%	*	-	-	*	-	52%	*	55%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	262	14	227	19	-	-	*	*	244	29	n/a	117
Total Students	263	14	227	20	-	-	*	*	244	29	n/a	117
Participation Rate	100%	100%	100%	95%	-	-	*	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	261	14	226	19	-	-	*	*	243	28	n/a	116
Total Students	262	14	226	20	-	-	*	*	243	28	n/a	116
Participation Rate	100%	100%	100%	95%	-	-	*	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.0	90.9%	73.8%	74.7%
Masters	3.2	9.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		29	1	30
Total Number of Classes		49	1	50
Number of Classes Taught by Highly Qualified Teachers	Number	49	1	50
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: DITTO EL

Campus ID: 220901130

District Name: ARLINGTON 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.

		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																		
Reading	2016	72%	68%	82%	88%	82%	80%	-	75%	*	100%	*	69%	86%	87%	77%	-	
	2015	74%	66%	89%	90%	67%	94%	*	*	-	83%	*	65%	*	88%	90%	-	
Mathematics	2016	74%	70%	89%	88%	81%	90%	-	88%	*	100%	*	74%	71%	85%	92%	-	
	2015	74%	64%	86%	80%	60%	91%	*	*	-	100%	*	71%	*	83%	90%	-	
Grade 4																		
Reading	2016	74%	67%	88%	100%	65%	94%	*	*	-	*	*	75%	*	87%	90%	-	
	2015	71%	64%	85%	71%	81%	88%	-	100%	-	*	62%	78%	100%	84%	87%	-	
Mathematics	2016	72%	66%	86%	100%	59%	90%	*	*	-	100%	*	71%	*	87%	86%	-	
	2015	71%	62%	75%	*	63%	81%	-	100%	-	*	46%	63%	100%	67%	84%	-	
Writing	2016	68%	63%	86%	100%	50%	91%	*	*	-	100%	*	81%	*	90%	82%	-	
	2015	67%	60%	78%	71%	62%	84%	-	100%	-	*	42%	66%	86%	82%	74%	-	
Grade 5																		
Reading	2016	80%	74%	93%	71%	84%	97%	-	100%	-	*	67%	86%	100%	91%	94%	-	
	2015	83%	79%	95%	100%	76%	97%	-	100%	-	100%	81%	92%	*	93%	97%	-	
Mathematics	2016	85%	79%	97%	100%	88%	100%	-	100%	-	*	78%	97%	100%	94%	100%	-	
	2015	75%	67%	85%	83%	76%	84%	-	100%	-	100%	44%	82%	*	90%	80%	-	
Science	2016	73%	67%	88%	*	80%	94%	-	86%	-	*	67%	71%	*	81%	94%	-	
	2015	69%	61%	92%	75%	88%	95%	-	83%	-	100%	81%	89%	*	90%	93%	-	
Grade 6																		
Reading	2016	68%	67%	87%	69%	89%	89%	-	83%	-	100%	56%	86%	*	92%	82%	-	
	2015	73%	74%	93%	100%	85%	94%	-	100%	-	*	*	92%	*	92%	94%	-	
Mathematics	2016	71%	69%	93%	81%	100%	93%	-	100%	-	100%	63%	95%	*	94%	92%	-	
	2015	72%	73%	94%	75%	95%	95%	-	100%	-	*	*	85%	*	98%	91%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	89%	85%	79%	92%	*	91%	*	96%	53%	81%	81%	89%	89%	-
	2015	73%	69%	87%	82%	75%	91%	*	98%	-	91%	55%	79%	80%	87%	88%	-
Reading	2016	72%	67%	87%	79%	81%	90%	*	87%	*	95%	51%	80%	84%	89%	85%	-
	2015	74%	70%	91%	92%	78%	93%	*	100%	-	89%	61%	83%	85%	89%	92%	-
Mathematics	2016	75%	70%	91%	90%	83%	93%	*	96%	*	100%	54%	85%	79%	90%	93%	-
	2015	73%	67%	85%	76%	73%	88%	*	100%	-	94%	41%	75%	77%	84%	86%	-
Writing	2016	68%	64%	86%	100%	50%	91%	*	*	-	100%	*	81%	*	90%	82%	-
	2015	68%	63%	78%	71%	62%	84%	-	100%	-	*	42%	66%	86%	82%	74%	-
Science	2016	77%	74%	88%	*	80%	94%	-	86%	-	*	67%	71%	*	81%	94%	-
	2015	75%	71%	92%	75%	88%	95%	-	83%	-	100%	81%	89%	*	90%	93%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	62%	52%	49%	65%	*	76%	*	73%	35%	50%	50%	63%	61%	-
	2015	38%	34%	56%	37%	44%	59%	*	80%	-	60%	23%	37%	57%	58%	53%	-
Reading	2016	42%	38%	61%	51%	49%	65%	*	65%	*	74%	35%	52%	42%	69%	54%	-
	2015	40%	36%	61%	41%	46%	66%	*	82%	-	61%	27%	43%	62%	64%	58%	-
Mathematics	2016	40%	35%	65%	54%	55%	66%	*	87%	*	79%	32%	53%	58%	62%	68%	-
	2015	36%	30%	53%	35%	43%	55%	*	86%	-	67%	17%	32%	46%	55%	52%	-
Writing	2016	39%	36%	54%	63%	25%	58%	*	*	-	60%	*	37%	*	57%	52%	-
	2015	31%	27%	39%	29%	31%	41%	-	67%	-	*	8%	25%	71%	45%	31%	-
Science	2016	44%	41%	58%	*	44%	64%	-	71%	-	*	44%	39%	*	46%	70%	-
	2015	40%	35%	58%	33%	59%	62%	-	67%	-	57%	38%	42%	*	62%	55%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	34%	27%	25%	35%	*	51%	*	49%	11%	23%	27%	35%	33%	-
	2015	14%	12%	29%	14%	19%	31%	*	54%	-	44%	8%	16%	26%	29%	28%	-
Reading	2016	16%	14%	38%	33%	30%	39%	*	43%	*	58%	11%	27%	21%	42%	35%	-
	2015	15%	13%	37%	19%	27%	40%	*	55%	-	56%	15%	21%	31%	40%	34%	-
Mathematics	2016	17%	15%	35%	23%	28%	35%	*	70%	*	53%	14%	26%	37%	34%	35%	-
	2015	14%	11%	26%	14%	13%	27%	*	64%	-	44%	5%	13%	31%	24%	27%	-
Writing	2016	14%	11%	28%	25%	19%	30%	*	*	-	20%	*	11%	*	31%	24%	-
	2015	8%	6%	10%	0%	15%	9%	-	17%	-	*	0%	3%	14%	13%	7%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	17%	*	4%	22%	-	14%	-	*	11%	7%	*	13%	21%	-
	2015	14%	12%	26%	8%	18%	29%	-	50%	-	29%	6%	21%	*	28%	25%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	97%	99%	100%	*	100%	*	100%	100%	99%	100%	100%	99%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	99%	99%	95%	99%	100%	-
Reading	2016	99%	99%	100%	98%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	-
	2015	99%	98%	99%	100%	99%	99%	100%	100%	-	100%	100%	98%	93%	98%	100%	-
Mathematics	2016	100%	99%	100%	98%	99%	100%	*	100%	*	100%	100%	98%	100%	100%	99%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	93%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	96%	100%	-	100%	-	100%	92%	100%	100%	100%	98%	-
Science	2016	99%	99%	99%	86%	100%	100%	-	100%	-	*	100%	97%	100%	100%	98%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	32%	20%	8%	50%	-	-	-	-	32%	26%	-	26%	39%	-
% STAAR/EOC With Accommodations	2016	73%	69%	68%	80%	92%	50%	-	-	-	-	68%	74%	-	74%	61%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	32%	20%	8%	50%	-	-	-	-	32%	26%	-	26%	39%	-
% STAAR/EOC With Accommodations	2016	75%	69%	68%	80%	92%	50%	-	-	-	-	68%	74%	-	74%	61%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-

** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current ELL & Monitored) +	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	N		5	6	83
Mathematics	Y	Y	Y	Y					Y	N		5	6	83
Writing	Y			Y					Y			3	3	100
Science	Y		Y	Y					Y			4	4	100
Social Studies												0	0	
Total												17	19	89
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	Y		N	Y	n/a	n/a	n/a	n/a	N		n/a			
Mathematics	Y		N	Y	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	Y	Y	Y	Y					Y	Y		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												29	31	94

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	380	27	60	257	*	18	*	17	101	18	22	n/a
Total Tests	434	35	74	285	*	20	*	18	126	34	24	14
% at Level II Satisfactory Standard	88%	77%	81%	90%	*	90%	*	94%	80%	53%	92%	n/a
Mathematics												
# at Level II Satisfactory Standard	399	31	61	267	*	20	*	18	108	19	22	n/a
Total Tests	433	35	73	285	*	20	*	18	125	34	24	14
% at Level II Satisfactory Standard	92%	89%	84%	94%	*	100%	*	100%	86%	56%	92%	n/a
Writing												
# at Level II Satisfactory Standard	86	8	7	63	*	*	-	5	21	*	*	n/a
Total Tests	98	8	14	68	*	*	-	5	25	*	*	*
% at Level II Satisfactory Standard	88%	100%	50%	93%	*	*	-	100%	84%	*	*	n/a
Science												
# at Level II Satisfactory Standard	90	*	20	60	-	6	-	*	19	6	12	n/a
Total Tests	102	*	25	64	-	6	-	*	26	9	12	*
% at Level II Satisfactory Standard	88%	*	80%	94%	-	100%	-	*	73%	67%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	457	39	77	297	*	23	*	19	132	37	n/a	19
Total Students	458	40	77	297	*	23	*	19	133	37	n/a	19
Participation Rate	100%	98%	100%	100%	*	100%	*	100%	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	456	39	76	297	*	23	*	19	131	37	n/a	19
Total Students	458	40	77	297	*	23	*	19	133	37	n/a	19
Participation Rate	100%	98%	99%	100%	*	100%	*	100%	98%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.0	78.4%	73.8%	74.7%
Masters	9.6	21.6%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		36	0	36
Total Number of Classes		54	0	54
Number of Classes Taught by Highly Qualified Teachers	Number	54	0	54
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: DUFF EL

Campus ID: 220901104

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	83%	78%	65%	87%	-	*	-	100%	80%	77%	75%	82%	83%	-
	2015	74%	66%	80%	62%	80%	86%	-	*	-	-	80%	71%	*	85%	75%	-
Mathematics	2016	74%	70%	84%	89%	75%	85%	-	*	-	88%	80%	71%	88%	88%	80%	-
	2015	74%	64%	84%	62%	93%	86%	-	*	-	-	70%	80%	100%	83%	84%	-
Grade 4																	
Reading	2016	74%	67%	84%	55%	88%	90%	-	*	-	*	70%	74%	*	88%	80%	-
	2015	71%	64%	82%	*	62%	97%	-	*	-	*	50%	63%	*	86%	80%	-
Mathematics	2016	72%	66%	84%	55%	94%	89%	-	*	-	*	70%	74%	*	82%	86%	-
	2015	71%	62%	86%	45%	77%	95%	-	*	-	*	93%	67%	83%	86%	85%	-
Writing	2016	68%	63%	80%	73%	76%	86%	-	*	-	*	70%	71%	*	84%	77%	-
	2015	67%	60%	72%	*	46%	86%	-	*	-	*	50%	48%	*	86%	63%	-
Grade 5																	
Reading	2016	80%	74%	93%	75%	86%	98%	-	*	-	100%	80%	88%	*	90%	95%	-
	2015	83%	79%	93%	81%	91%	95%	-	*	-	*	64%	88%	100%	98%	89%	-
Mathematics	2016	85%	79%	95%	67%	93%	100%	-	100%	-	100%	93%	85%	*	98%	93%	-
	2015	75%	67%	90%	69%	100%	93%	-	*	-	*	73%	83%	100%	90%	91%	-
Science	2016	73%	67%	83%	50%	71%	92%	-	*	-	100%	67%	70%	*	76%	88%	-
	2015	69%	61%	82%	50%	82%	88%	-	*	-	*	55%	68%	100%	88%	78%	-
Grade 6																	
Reading	2016	68%	67%	89%	80%	82%	92%	-	*	-	*	58%	81%	*	94%	85%	-
	2015	73%	74%	93%	80%	86%	97%	-	*	-	*	60%	86%	*	94%	91%	-
Mathematics	2016	71%	69%	94%	79%	100%	97%	-	*	-	*	92%	86%	*	94%	94%	-
	2015	72%	73%	89%	70%	86%	94%	-	*	-	*	70%	83%	*	89%	89%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	87%	70%	82%	92%	-	79%	-	90%	76%	78%	71%	87%	87%	-
	2015	73%	69%	85%	59%	81%	92%	-	74%	-	90%	66%	75%	80%	89%	82%	-
Reading	2016	72%	67%	87%	72%	79%	92%	-	81%	-	94%	72%	80%	65%	88%	86%	-
	2015	74%	70%	87%	66%	80%	94%	-	64%	-	91%	62%	78%	71%	91%	84%	-
Mathematics	2016	75%	70%	89%	72%	89%	93%	-	94%	-	83%	85%	79%	88%	90%	89%	-
	2015	73%	67%	87%	62%	89%	92%	-	86%	-	82%	78%	79%	90%	87%	87%	-
Writing	2016	68%	64%	80%	73%	76%	86%	-	*	-	*	70%	71%	*	84%	77%	-
	2015	68%	63%	72%	*	46%	86%	-	*	-	*	50%	48%	*	86%	63%	-
Science	2016	77%	74%	83%	50%	71%	92%	-	*	-	100%	67%	70%	*	76%	88%	-
	2015	75%	71%	82%	50%	82%	88%	-	*	-	*	55%	68%	100%	88%	78%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	58%	25%	52%	66%	-	50%	-	74%	51%	41%	40%	59%	57%	-
	2015	38%	34%	55%	18%	54%	64%	-	43%	-	52%	37%	38%	56%	60%	51%	-
Reading	2016	42%	38%	63%	32%	52%	70%	-	56%	-	89%	53%	45%	41%	67%	59%	-
	2015	40%	36%	61%	24%	62%	69%	-	36%	-	73%	36%	45%	57%	69%	55%	-
Mathematics	2016	40%	35%	58%	22%	55%	65%	-	56%	-	67%	51%	42%	47%	58%	58%	-
	2015	36%	30%	58%	20%	51%	69%	-	57%	-	36%	42%	40%	67%	60%	57%	-
Writing	2016	39%	36%	60%	36%	41%	71%	-	*	-	*	60%	37%	*	59%	60%	-
	2015	31%	27%	24%	*	23%	29%	-	*	-	*	29%	11%	*	28%	22%	-
Science	2016	44%	41%	42%	0%	50%	48%	-	*	-	60%	40%	24%	*	38%	45%	-
	2015	40%	35%	45%	6%	64%	52%	-	*	-	*	36%	23%	50%	55%	37%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	30%	3%	17%	38%	-	36%	-	33%	8%	15%	19%	30%	30%	-
	2015	14%	12%	26%	3%	20%	32%	-	14%	-	38%	4%	12%	9%	29%	24%	-
Reading	2016	16%	14%	34%	4%	21%	42%	-	44%	-	39%	6%	17%	24%	37%	31%	-
	2015	15%	13%	33%	8%	26%	39%	-	21%	-	45%	4%	17%	10%	39%	27%	-
Mathematics	2016	17%	15%	30%	4%	13%	39%	-	50%	-	28%	6%	13%	24%	27%	33%	-
	2015	14%	11%	27%	0%	18%	34%	-	14%	-	36%	4%	11%	10%	26%	27%	-
Writing	2016	14%	11%	29%	0%	18%	40%	-	*	-	*	0%	11%	*	33%	25%	-
	2015	8%	6%	6%	*	0%	7%	-	*	-	*	7%	4%	*	6%	6%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	18%	0%	21%	20%	-	*	-	40%	20%	15%	*	12%	22%	-
	2015	14%	12%	14%	0%	18%	17%	-	*	-	*	0%	3%	17%	15%	13%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	100%	99%	-	100%	-	100%	100%	100%	100%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	99%	100%	100%	100%	99%	-	100%	-	100%	100%	100%	99%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	98%	100%	100%	100%	-	100%	-	100%	100%	99%	100%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	13%	0%	12%	19%	-	-	-	-	13%	10%	*	0%	18%	-
% STAAR/EOC With Accommodations	2016	73%	69%	47%	56%	18%	67%	-	-	-	-	47%	35%	*	46%	47%	-
% STAAR Alternate2	2016	11%	8%	40%	44%	71%	14%	-	-	-	-	40%	55%	*	54%	35%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	13%	0%	12%	19%	-	-	-	-	13%	10%	*	0%	18%	-
% STAAR/EOC With Accommodations	2016	75%	69%	47%	56%	18%	67%	-	-	-	-	47%	35%	*	46%	47%	-
% STAAR Alternate2	2016	12%	9%	40%	44%	71%	14%	-	-	-	-	40%	55%	*	54%	35%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-

** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current ELL & Monitored) +	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		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Writing	Y			Y					Y			3	3	100
Science	Y			Y					Y			3	3	100
Social Studies												0	0	
Total												18	18	100
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	Y	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Mathematics	Y	N	Y	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y					Y	Y		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												30	30	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	308	27	48	204	-	12	-	17	107	30	15	n/a
Total Tests	352	39	61	220	-	15	-	17	133	43	20	14
% at Level II Satisfactory Standard	88%	69%	79%	93%	-	80%	-	100%	80%	70%	75%	n/a
Mathematics												
# at Level II Satisfactory Standard	316	26	54	207	-	14	-	15	105	36	19	n/a
Total Tests	352	38	61	221	-	15	-	17	132	43	20	14
% at Level II Satisfactory Standard	90%	68%	89%	94%	-	93%	-	88%	80%	84%	95%	n/a
Writing												
# at Level II Satisfactory Standard	77	7	13	54	-	*	-	*	27	7	5	n/a
Total Tests	94	9	17	62	-	*	-	*	36	10	6	*
% at Level II Satisfactory Standard	82%	78%	76%	87%	-	*	-	*	75%	70%	83%	n/a
Science												
# at Level II Satisfactory Standard	79	*	10	57	-	*	-	5	20	8	*	n/a
Total Tests	95	*	14	62	-	*	-	5	29	13	*	*
% at Level II Satisfactory Standard	83%	*	71%	92%	-	*	-	100%	69%	62%	*	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	368	47	62	225	-	16	-	18	143	47	n/a	17
Total Students	370	47	62	227	-	16	-	18	143	47	n/a	17
Participation Rate	99%	100%	100%	99%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	368	46	62	226	-	16	-	18	142	47	n/a	17
Total Students	370	47	62	227	-	16	-	18	143	47	n/a	17
Participation Rate	99%	98%	100%	100%	-	100%	-	100%	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.4	80.2%	73.8%	74.7%
Masters	7.0	17.3%	25.6%	23.6%
Doctorate	1.0	2.5%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		31	3	34
Total Number of Classes		51	1	52
Number of Classes Taught by Highly Qualified Teachers	Number	51	1	52
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: DUNN EL

Campus ID: 220901125

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	64%	59%	43%	77%	*	*	-	*	*	53%	*	70%	59%	-
	2015	74%	66%	77%	71%	64%	82%	*	*	-	*	*	78%	71%	96%	65%	-
Mathematics	2016	74%	70%	68%	53%	43%	90%	*	*	-	*	*	51%	*	68%	68%	-
	2015	74%	64%	59%	35%	55%	71%	*	*	-	*	*	59%	*	67%	54%	-
Grade 4																	
Reading	2016	74%	67%	70%	53%	75%	79%	*	*	-	*	*	65%	*	90%	53%	-
	2015	71%	64%	63%	30%	56%	82%	-	*	-	*	*	46%	*	73%	54%	-
Mathematics	2016	72%	66%	62%	42%	58%	71%	*	*	-	*	*	59%	*	66%	59%	-
	2015	71%	62%	58%	26%	*	79%	-	*	-	*	*	44%	100%	57%	59%	-
Writing	2016	68%	63%	68%	37%	69%	85%	*	*	-	*	*	60%	*	79%	59%	-
	2015	67%	60%	59%	39%	*	79%	-	*	-	*	*	52%	*	68%	52%	-
Grade 5																	
Reading	2016	80%	74%	83%	62%	80%	98%	-	*	-	*	*	76%	*	85%	82%	-
	2015	83%	79%	89%	73%	93%	97%	*	*	-	*	67%	86%	*	88%	90%	-
Mathematics	2016	85%	79%	72%	33%	50%	98%	-	*	-	*	*	58%	*	69%	74%	-
	2015	75%	67%	75%	33%	93%	86%	*	*	-	*	67%	65%	*	76%	73%	-
Science	2016	73%	67%	76%	55%	50%	95%	-	*	-	*	*	63%	*	73%	80%	-
	2015	69%	61%	64%	*	71%	79%	*	*	-	*	*	54%	*	59%	70%	-
Grade 6																	
Reading	2016	68%	67%	74%	50%	80%	84%	-	*	-	*	*	59%	*	65%	87%	-
	2015	73%	74%	67%	47%	79%	71%	-	*	-	*	*	55%	*	71%	64%	-
Mathematics	2016	71%	69%	72%	37%	87%	84%	-	*	-	*	*	65%	*	70%	74%	-
	2015	72%	73%	71%	58%	71%	77%	-	*	-	*	*	72%	*	68%	74%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	71%	48%	64%	87%	*	69%	-	84%	31%	61%	61%	73%	69%	-
	2015	73%	69%	68%	42%	68%	80%	100%	76%	-	74%	32%	61%	71%	72%	64%	-
Reading	2016	72%	67%	73%	56%	69%	85%	*	64%	-	82%	29%	63%	59%	77%	70%	-
	2015	74%	70%	73%	53%	75%	83%	*	85%	-	78%	38%	67%	65%	81%	67%	-
Mathematics	2016	75%	70%	69%	41%	61%	87%	*	73%	-	82%	32%	58%	59%	68%	69%	-
	2015	73%	67%	66%	38%	67%	79%	*	77%	-	78%	31%	59%	76%	67%	65%	-
Writing	2016	68%	64%	68%	37%	69%	85%	*	*	-	*	*	60%	*	79%	59%	-
	2015	68%	63%	59%	39%	*	79%	-	*	-	*	*	52%	*	68%	52%	-
Science	2016	77%	74%	76%	55%	50%	95%	-	*	-	*	*	63%	*	73%	80%	-
	2015	75%	71%	64%	*	71%	79%	*	*	-	*	*	54%	*	59%	70%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	38%	23%	32%	49%	*	48%	-	32%	11%	27%	23%	39%	37%	-
	2015	38%	34%	33%	13%	23%	47%	14%	47%	-	30%	13%	23%	24%	34%	32%	-
Reading	2016	42%	38%	41%	25%	31%	53%	*	45%	-	36%	11%	28%	24%	44%	37%	-
	2015	40%	36%	38%	18%	25%	52%	*	46%	-	56%	13%	27%	12%	40%	36%	-
Mathematics	2016	40%	35%	37%	18%	33%	49%	*	64%	-	27%	13%	26%	29%	35%	40%	-
	2015	36%	30%	31%	11%	23%	44%	*	69%	-	11%	16%	24%	35%	30%	32%	-
Writing	2016	39%	36%	37%	26%	38%	41%	*	*	-	*	*	29%	*	52%	24%	-
	2015	31%	27%	23%	13%	*	32%	-	*	-	*	*	14%	*	35%	12%	-
Science	2016	44%	41%	32%	25%	20%	39%	-	*	-	*	*	23%	*	28%	37%	-
	2015	40%	35%	31%	*	29%	55%	*	*	-	*	*	16%	*	24%	40%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	13%	7%	6%	18%	*	28%	-	16%	3%	7%	5%	15%	12%	-
	2015	14%	12%	13%	6%	5%	19%	0%	26%	-	4%	4%	8%	7%	13%	13%	-
Reading	2016	16%	14%	16%	8%	10%	24%	*	18%	-	18%	3%	8%	0%	21%	12%	-
	2015	15%	13%	16%	7%	10%	24%	*	31%	-	11%	6%	9%	6%	17%	16%	-
Mathematics	2016	17%	15%	14%	7%	6%	18%	*	45%	-	18%	5%	7%	12%	12%	16%	-
	2015	14%	11%	13%	5%	2%	20%	*	38%	-	0%	3%	10%	12%	12%	14%	-
Writing	2016	14%	11%	6%	11%	0%	4%	*	*	-	*	*	6%	*	14%	0%	-
	2015	8%	6%	8%	9%	*	11%	-	*	-	*	*	2%	*	14%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	7%	5%	0%	11%	-	*	-	*	*	2%	*	5%	9%	-
	2015	14%	12%	5%	*	0%	10%	*	*	-	*	*	3%	*	3%	7%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	100%	98%	100%	100%	-	100%	98%	99%	100%	100%	98%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	99%	99%	100%	98%	*	100%	-	100%	97%	99%	100%	99%	99%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Mathematics	2016	100%	99%	99%	100%	100%	98%	*	100%	-	100%	97%	99%	100%	100%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Writing	2016	99%	100%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Science	2016	99%	99%	97%	100%	100%	95%	-	100%	-	*	100%	98%	*	100%	95%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%

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

Reading Tests																	
% of Participants	2016	98%	97%	97%	100%	100%	93%	-	*	-	-	97%	100%	*	100%	97%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	15%	0%	14%	33%	-	*	-	-	15%	15%	*	20%	14%	-
% STAAR/EOC With Accommodations	2016	73%	69%	77%	93%	86%	53%	-	*	-	-	77%	81%	*	80%	76%	-
% STAAR Alternate2	2016	11%	8%	5%	7%	0%	7%	-	*	-	-	5%	4%	*	0%	7%	-
% of Non-Participants	2016	2%	3%	3%	0%	0%	7%	-	*	-	-	3%	0%	*	0%	3%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	97%	100%	100%	93%	-	*	-	-	97%	100%	*	100%	97%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	15%	0%	14%	33%	-	*	-	-	15%	15%	*	20%	14%	-
% STAAR/EOC With Accommodations	2016	75%	69%	77%	93%	86%	53%	-	*	-	-	77%	81%	*	80%	76%	-
% STAAR Alternate2	2016	12%	9%	5%	7%	0%	7%	-	*	-	-	5%	4%	*	0%	7%	-
% of Non-Participants	2016	1%	2%	3%	0%	0%	7%	-	*	-	-	3%	0%	*	0%	3%	-

** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current ELL & Monitored) +	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	N		5	6	83
Mathematics	Y	N	Y	Y					Y	N		4	6	67
Writing	Y			Y					N			2	3	67
Science	Y			Y					Y			3	3	100
Social Studies												0	0	
Total												14	18	78
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y					Y	Y		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												26	30	87

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	197	39	33	108	*	**	-	9	95	11	16	n/a
Total Tests	260	63	49	124	*	**	-	11	143	37	22	15
% at Level II Satisfactory Standard	76%	62%	67%	87%	*	64%	-	82%	66%	30%	73%	n/a
Mathematics												
# at Level II Satisfactory Standard	185	29	30	108	*	**	-	9	86	12	16	n/a
Total Tests	261	64	49	124	*	**	-	11	143	37	22	15
% at Level II Satisfactory Standard	71%	45%	61%	87%	*	73%	-	82%	60%	32%	73%	n/a
Writing												
# at Level II Satisfactory Standard	40	6	9	21	*	*	-	*	18	*	6	n/a
Total Tests	59	17	13	25	*	*	-	*	31	*	8	*
% at Level II Satisfactory Standard	68%	35%	69%	84%	*	*	-	*	58%	*	75%	n/a
Science												
# at Level II Satisfactory Standard	54	9	5	35	-	*	-	*	24	*	6	n/a
Total Tests	72	18	10	37	-	*	-	*	40	*	7	*
% at Level II Satisfactory Standard	75%	50%	50%	95%	-	*	-	*	60%	*	86%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	280	75	51	130	*	11	-	**	156	38	n/a	17
Total Students	283	76	51	132	*	11	-	**	157	39	n/a	17
Participation Rate	99%	99%	100%	98%	*	100%	-	100%	99%	97%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	281	76	51	130	*	11	-	**	156	38	n/a	17
Total Students	283	76	51	132	*	11	-	**	157	39	n/a	17
Participation Rate	99%	100%	100%	98%	*	100%	-	100%	99%	97%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	30.5	88.4%	73.8%	74.7%
Masters	4.0	11.6%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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	Special	Total
		Education	Education	
Total Number of Teachers		26	3	29
Total Number of Classes		38	3	41
Number of Classes Taught by Highly Qualified Teachers	Number	38	3	41
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: ELLIS EL

Campus ID: 220901142

District Name: ARLINGTON 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.

Grade	Subject	Year	State of Texas Assessments of Academic Readiness (STAAR) Performance Results																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	53%	47%	61%	56%	*	*	*	*	*	54%	63%	52%	53%	*		
	2015	74%	66%	57%	54%	53%	73%	*	*	-	*	*	54%	38%	55%	60%	-		
Mathematics	2016	74%	70%	47%	43%	57%	*	*	*	*	*	*	47%	60%	42%	53%	*		
	2015	74%	64%	50%	44%	50%	64%	*	*	-	*	*	52%	50%	47%	54%	-		
Grade 4																			
Reading	2016	74%	67%	59%	61%	55%	*	*	*	*	83%	*	59%	42%	68%	48%	*		
	2015	71%	64%	55%	52%	54%	69%	*	*	*	*	*	58%	48%	61%	51%	-		
Mathematics	2016	72%	66%	58%	57%	65%	50%	*	*	*	*	*	57%	58%	61%	55%	*		
	2015	71%	62%	56%	53%	56%	62%	*	*	*	*	*	56%	56%	55%	56%	-		
Writing	2016	68%	63%	68%	71%	58%	64%	*	*	*	86%	*	70%	47%	77%	57%	*		
	2015	67%	60%	52%	50%	55%	54%	*	*	*	*	*	52%	48%	54%	51%	-		
Grade 5																			
Reading	2016	80%	74%	68%	65%	74%	88%	*	*	-	*	38%	67%	68%	73%	63%	*		
	2015	83%	79%	68%	70%	62%	55%	*	-	*	*	*	66%	62%	71%	65%	-		
Mathematics	2016	85%	79%	71%	61%	86%	88%	*	*	-	*	*	72%	91%	75%	68%	*		
	2015	75%	67%	53%	53%	49%	73%	*	-	*	*	*	54%	52%	48%	58%	-		
Science	2016	73%	67%	53%	43%	68%	86%	*	*	-	*	*	55%	68%	50%	57%	*		
	2015	69%	61%	44%	44%	32%	73%	*	-	*	*	*	41%	48%	43%	45%	-		
Grade 6																			
Reading	2016	68%	67%	47%	44%	47%	56%	*	*	-	*	*	43%	47%	54%	42%	-		
	2015	73%	74%	64%	60%	76%	50%	*	*	*	*	*	59%	70%	81%	48%	-		
Mathematics	2016	71%	69%	50%	50%	44%	78%	*	*	-	*	*	49%	71%	54%	48%	-		
	2015	72%	73%	56%	58%	53%	50%	*	*	*	*	*	55%	*	65%	48%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
All Grades																		
All Subjects	2016	74%	70%	58%	54%	62%	62%	50%	67%	*	59%	23%	57%	62%	61%	54%	75%	
	2015	73%	69%	55%	54%	53%	62%	90%	58%	*	69%	17%	54%	50%	57%	54%	-	
Reading	2016	72%	67%	57%	54%	60%	58%	*	67%	*	60%	29%	56%	57%	62%	51%	*	
	2015	74%	70%	61%	60%	59%	62%	100%	*	*	77%	23%	59%	51%	66%	56%	-	
Mathematics	2016	75%	70%	57%	53%	64%	59%	*	67%	*	60%	18%	56%	69%	58%	56%	*	
	2015	73%	67%	54%	52%	52%	62%	75%	*	*	69%	16%	54%	50%	53%	55%	-	
Writing	2016	68%	64%	68%	71%	58%	64%	*	*	*	86%	*	70%	47%	77%	57%	*	
	2015	68%	63%	52%	50%	55%	54%	*	*	*	*	*	52%	48%	54%	51%	-	
Science	2016	77%	74%	53%	43%	68%	86%	*	*	-	*	*	55%	68%	50%	57%	*	
	2015	75%	71%	44%	44%	32%	73%	*	-	*	*	*	41%	48%	43%	45%	-	

STAAR Percent at Final Level II or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
All Grades																		
All Subjects	2016	42%	38%	21%	20%	22%	22%	0%	50%	*	27%	4%	21%	22%	23%	20%	38%	
	2015	38%	34%	17%	16%	15%	22%	45%	50%	*	16%	4%	16%	14%	18%	16%	-	
Reading	2016	42%	38%	24%	23%	22%	31%	*	44%	*	20%	5%	23%	20%	26%	21%	*	
	2015	40%	36%	21%	19%	20%	29%	38%	*	*	23%	3%	21%	13%	24%	19%	-	
Mathematics	2016	40%	35%	18%	15%	21%	19%	*	56%	*	20%	3%	17%	23%	17%	19%	*	
	2015	36%	30%	15%	14%	11%	16%	38%	*	*	15%	3%	13%	11%	14%	15%	-	
Writing	2016	39%	36%	34%	32%	29%	18%	*	*	*	71%	*	33%	32%	43%	22%	*	
	2015	31%	27%	18%	17%	18%	31%	*	*	*	*	*	19%	16%	20%	17%	-	
Science	2016	44%	41%	14%	13%	17%	0%	*	*	-	*	*	13%	14%	11%	17%	*	
	2015	40%	35%	12%	9%	11%	9%	*	-	*	*	*	8%	24%	10%	13%	-	

STAAR Percent at Level III Advanced

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
All Grades																		
All Subjects	2016	17%	14%	8%	7%	10%	7%	0%	29%	*	7%	1%	8%	9%	7%	9%	0%	
	2015	14%	12%	5%	4%	4%	9%	20%	33%	*	6%	1%	5%	4%	5%	6%	-	
Reading	2016	16%	14%	10%	10%	11%	11%	*	22%	*	7%	3%	10%	9%	10%	11%	*	
	2015	15%	13%	9%	8%	7%	13%	38%	*	*	15%	0%	9%	5%	9%	8%	-	
Mathematics	2016	17%	15%	8%	6%	11%	3%	*	44%	*	7%	0%	7%	13%	6%	10%	*	
	2015	14%	11%	4%	3%	3%	7%	13%	*	*	0%	3%	4%	5%	3%	5%	-	
Writing	2016	14%	11%	10%	9%	13%	9%	*	*	*	14%	*	10%	5%	12%	7%	*	
	2015	8%	6%	2%	2%	0%	8%	*	*	*	*	*	1%	0%	0%	3%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	2%	0%	0%	*	*	-	*	*	2%	0%	0%	3%	*
	2015	14%	12%	1%	1%	0%	0%	*	-	*	*	*	1%	5%	0%	1%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	99%	100%	100%
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	99%	100%	99%	99%	-
Reading	2016	99%	99%	99%	99%	99%	97%	100%	100%	*	100%	100%	99%	100%	99%	99%	*
	2015	99%	98%	99%	99%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	99%	100%	100%	100%	*	100%	100%	99%	100%	99%	100%	*
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	-
Writing	2016	99%	100%	99%	98%	100%	100%	*	*	*	100%	100%	100%	100%	98%	100%	*
	2015	99%	99%	99%	98%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	98%	-
Science	2016	99%	99%	99%	100%	98%	100%	*	*	-	*	100%	99%	100%	98%	100%	*
	2015	99%	99%	99%	99%	100%	100%	100%	-	100%	100%	100%	99%	100%	98%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	*	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	24%	32%	29%	0%	-	*	*	-	24%	22%	*	33%	19%	-
% STAAR/EOC With Accommodations	2016	73%	69%	76%	68%	71%	100%	-	*	*	-	76%	78%	*	67%	81%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	*	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	24%	32%	29%	0%	-	*	*	-	24%	22%	*	33%	19%	-
% STAAR/EOC With Accommodations	2016	75%	69%	76%	68%	71%	100%	-	*	*	-	76%	78%	*	67%	81%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	*	-	0%	0%	*	0%	0%	-

** 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 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	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	N	N	Y	N					N	N	Y		2	7	29
Mathematics	Y	N	Y	Y					N	N	Y		4	7	57
Writing	Y	Y	N						Y				3	4	75
Science	N	N	Y						N				1	4	25
Social Studies													0	0	
Total													10	22	45
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													24	36	67

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	234	117	84	18	*	5	*	7	193	9	54	n/a
Total Tests	399	207	137	32	*	6	*	12	338	30	85	78
% at Level II Satisfactory Standard	59%	57%	61%	56%	*	83%	*	58%	57%	30%	64%	n/a
Mathematics												
# at Level II Satisfactory Standard	240	116	88	21	*	5	*	8	199	6	64	n/a
Total Tests	399	206	137	33	*	6	*	12	339	30	85	78
% at Level II Satisfactory Standard	60%	56%	64%	64%	*	83%	*	67%	59%	20%	75%	n/a
Writing												
# at Level II Satisfactory Standard	69	41	17	6	*	*	-	*	57	*	8	n/a
Total Tests	99	54	29	9	*	*	-	*	81	*	16	15
% at Level II Satisfactory Standard	70%	76%	59%	67%	*	*	-	*	70%	*	50%	n/a
Science												
# at Level II Satisfactory Standard	57	23	26	6	*	*	-	*	50	*	18	n/a
Total Tests	99	47	38	7	*	*	-	*	87	*	25	21
% at Level II Satisfactory Standard	58%	49%	68%	86%	*	*	-	*	57%	*	72%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	472	256	149	36	**	9	*	15	374	38	n/a	88
Total Students	477	259	150	37	**	9	*	15	379	38	n/a	88
Participation Rate	99%	99%	99%	97%	100%	100%	*	100%	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	474	257	149	37	**	9	*	15	377	38	n/a	88
Total Students	476	258	150	37	**	9	*	15	379	38	n/a	88
Participation Rate	100%	100%	99%	100%	100%	100%	*	100%	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	36.3	66.8%	73.8%	74.7%
Masters	18.0	33.2%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		48	0	48
Total Number of Classes		77	0	77
Number of Classes Taught by Highly Qualified Teachers	Number	77	0	77
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: FARRELL EL

Campus ID: 220901143

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	76%	69%	78%	75%	*	87%	-	83%	*	66%	75%	84%	69%	-
	2015	74%	66%	66%	54%	70%	*	-	79%	-	*	*	63%	74%	69%	63%	-
Mathematics	2016	74%	70%	72%	54%	83%	75%	*	93%	-	*	*	70%	86%	76%	69%	-
	2015	74%	64%	75%	68%	76%	*	-	89%	-	*	45%	72%	80%	76%	74%	-
Grade 4																	
Reading	2016	74%	67%	71%	52%	82%	100%	-	83%	-	*	*	66%	68%	71%	71%	-
	2015	71%	64%	57%	54%	50%	86%	-	59%	-	*	33%	54%	42%	59%	56%	-
Mathematics	2016	72%	66%	69%	60%	73%	*	-	83%	-	*	*	60%	60%	67%	71%	-
	2015	71%	62%	51%	44%	40%	71%	-	73%	-	*	*	51%	54%	57%	47%	-
Writing	2016	68%	63%	55%	43%	55%	100%	-	67%	-	*	*	51%	44%	67%	45%	-
	2015	67%	60%	56%	50%	60%	86%	-	64%	-	*	*	55%	50%	68%	47%	-
Grade 5																	
Reading	2016	80%	74%	70%	71%	64%	88%	-	71%	-	*	*	64%	47%	69%	70%	-
	2015	83%	79%	81%	86%	76%	83%	-	88%	-	*	*	76%	64%	85%	78%	-
Mathematics	2016	85%	79%	75%	71%	64%	88%	-	95%	-	*	*	72%	68%	78%	72%	-
	2015	75%	67%	73%	79%	61%	*	-	94%	-	*	*	65%	61%	75%	70%	-
Science	2016	73%	67%	64%	62%	59%	75%	-	71%	-	*	*	61%	53%	64%	63%	-
	2015	69%	61%	65%	58%	66%	*	-	88%	-	*	*	57%	64%	68%	63%	-
Grade 6																	
Reading	2016	68%	67%	75%	77%	71%	71%	-	86%	-	*	*	69%	59%	82%	67%	-
	2015	73%	74%	79%	72%	89%	75%	-	83%	-	*	*	75%	56%	86%	72%	-
Mathematics	2016	71%	69%	71%	69%	63%	71%	-	100%	-	*	*	69%	53%	69%	73%	-
	2015	72%	73%	81%	72%	89%	75%	-	96%	-	*	*	79%	88%	84%	79%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	70%	63%	70%	81%	*	83%	-	63%	26%	65%	63%	73%	67%	-
	2015	73%	69%	69%	63%	69%	77%	-	81%	-	49%	23%	65%	64%	73%	65%	-
Reading	2016	72%	67%	73%	67%	74%	82%	*	81%	-	69%	27%	66%	64%	77%	69%	-
	2015	74%	70%	71%	66%	73%	83%	-	77%	-	57%	26%	67%	61%	76%	67%	-
Mathematics	2016	75%	70%	72%	64%	71%	79%	*	93%	-	56%	24%	68%	69%	72%	71%	-
	2015	73%	67%	70%	65%	68%	71%	-	88%	-	50%	23%	67%	70%	74%	67%	-
Writing	2016	68%	64%	55%	43%	55%	100%	-	67%	-	*	*	51%	44%	67%	45%	-
	2015	68%	63%	56%	50%	60%	86%	-	64%	-	*	*	55%	50%	68%	47%	-
Science	2016	77%	74%	64%	62%	59%	75%	-	71%	-	*	*	61%	53%	64%	63%	-
	2015	75%	71%	65%	58%	66%	*	-	88%	-	*	*	57%	64%	68%	63%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	33%	26%	31%	41%	*	52%	-	20%	10%	29%	23%	33%	33%	-
	2015	38%	34%	32%	23%	31%	38%	-	51%	-	29%	7%	28%	25%	35%	29%	-
Reading	2016	42%	38%	35%	30%	33%	39%	*	50%	-	25%	10%	30%	18%	39%	31%	-
	2015	40%	36%	36%	29%	36%	50%	-	47%	-	43%	6%	33%	24%	41%	32%	-
Mathematics	2016	40%	35%	34%	24%	33%	46%	*	62%	-	6%	10%	31%	34%	32%	36%	-
	2015	36%	30%	31%	23%	26%	29%	-	60%	-	21%	8%	27%	30%	32%	31%	-
Writing	2016	39%	36%	25%	21%	24%	20%	-	33%	-	*	*	20%	12%	27%	24%	-
	2015	31%	27%	19%	8%	20%	43%	-	36%	-	*	*	16%	15%	27%	14%	-
Science	2016	44%	41%	28%	23%	18%	38%	-	43%	-	*	*	22%	5%	18%	35%	-
	2015	40%	35%	27%	16%	34%	*	-	44%	-	*	*	21%	14%	26%	28%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	14%	9%	11%	19%	*	33%	-	10%	4%	12%	9%	14%	14%	-
	2015	14%	12%	11%	7%	11%	13%	-	22%	-	14%	1%	10%	6%	13%	10%	-
Reading	2016	16%	14%	18%	14%	12%	21%	*	38%	-	13%	6%	14%	12%	19%	17%	-
	2015	15%	13%	16%	11%	15%	21%	-	25%	-	29%	2%	13%	9%	18%	15%	-
Mathematics	2016	17%	15%	15%	6%	14%	18%	*	38%	-	6%	4%	13%	10%	14%	16%	-
	2015	14%	11%	10%	5%	10%	13%	-	23%	-	7%	0%	10%	6%	11%	9%	-
Writing	2016	14%	11%	1%	0%	3%	0%	-	0%	-	*	*	2%	0%	2%	0%	-
	2015	8%	6%	3%	0%	5%	0%	-	9%	-	*	*	3%	0%	5%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	11%	6%	5%	25%	-	24%	-	*	*	10%	0%	9%	13%	-
	2015	14%	12%	7%	5%	7%	*	-	13%	-	*	*	6%	4%	6%	7%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	10%	4%	8%	50%	-	*	-	0%	10%	6%	0%	8%	11%	-
% STAAR/EOC With Accommodations	2016	73%	69%	90%	96%	92%	50%	-	*	-	100%	90%	94%	100%	92%	89%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	10%	4%	8%	50%	-	*	-	0%	10%	6%	0%	8%	11%	-
% STAAR/EOC With Accommodations	2016	75%	69%	90%	96%	92%	50%	-	*	-	100%	90%	94%	100%	92%	89%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y			Y			Y	N	Y		6	7	86
Writing	N	N	N						N				0	4	0
Science	Y	Y							Y				3	3	100
Social Studies													0	0	
Total													15	21	71
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			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													31	37	84

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	281	104	89	21	*	55	-	**	165	13	94	n/a
Total Tests	386	156	120	24	*	68	-	**	247	47	126	87
% at Level II Satisfactory Standard	73%	67%	74%	88%	*	81%	-	69%	67%	28%	75%	n/a
Mathematics												
# at Level II Satisfactory Standard	282	104	85	20	*	63	-	**	169	12	99	n/a
Total Tests	387	157	120	24	*	68	-	**	248	47	126	87
% at Level II Satisfactory Standard	73%	66%	71%	83%	*	93%	-	56%	68%	26%	79%	n/a
Writing												
# at Level II Satisfactory Standard	54	18	18	*	-	12	-	*	32	*	21	n/a
Total Tests	98	41	33	*	-	18	-	*	63	*	35	24
% at Level II Satisfactory Standard	55%	44%	55%	*	-	67%	-	*	51%	*	60%	n/a
Science												
# at Level II Satisfactory Standard	64	28	12	**	-	15	-	*	39	*	22	n/a
Total Tests	100	45	20	**	-	21	-	*	65	*	31	19
% at Level II Satisfactory Standard	64%	62%	60%	71%	-	71%	-	*	60%	*	71%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	408	165	129	28	*	68	-	**	255	49	n/a	89
Total Students	409	166	129	28	*	68	-	**	256	49	n/a	89
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	409	166	129	28	*	68	-	**	256	49	n/a	89
Total Students	409	166	129	28	*	68	-	**	256	49	n/a	89
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.0	81.2%	73.8%	74.7%
Masters	8.1	18.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		26	0	26
Total Number of Classes		50	0	50
Number of Classes Taught by Highly Qualified Teachers	Number	50	0	50
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	2	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: FITZGERALD EL

Campus ID: 220901136

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African		American		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
Grade 3																	
Reading	2016	72%	68%	79%	72%	80%	92%	-	86%	-	*	*	79%	82%	79%	78%	-
	2015	74%	66%	61%	52%	59%	77%	-	71%	-	*	*	56%	57%	68%	55%	-
Mathematics	2016	74%	70%	78%	72%	77%	83%	-	100%	-	*	*	75%	86%	77%	78%	-
	2015	74%	64%	61%	52%	56%	77%	-	86%	-	*	*	57%	61%	65%	57%	-
Grade 4																	
Reading	2016	74%	67%	70%	67%	64%	100%	-	75%	-	*	*	67%	56%	74%	67%	-
	2015	71%	64%	62%	44%	65%	70%	-	88%	*	*	*	54%	55%	60%	63%	-
Mathematics	2016	72%	66%	65%	56%	67%	70%	-	88%	-	*	*	65%	63%	71%	60%	-
	2015	71%	62%	60%	44%	58%	90%	-	75%	*	*	*	50%	45%	56%	63%	-
Writing	2016	68%	63%	65%	59%	56%	90%	-	75%	-	*	*	61%	48%	72%	58%	-
	2015	67%	60%	60%	44%	62%	90%	-	63%	*	*	*	52%	*	60%	60%	-
Grade 5																	
Reading	2016	80%	74%	83%	70%	77%	100%	-	100%	*	-	*	82%	78%	86%	82%	-
	2015	83%	79%	76%	75%	66%	80%	-	100%	-	*	*	75%	*	86%	67%	-
Mathematics	2016	85%	79%	92%	90%	87%	100%	-	100%	*	-	*	91%	100%	86%	95%	-
	2015	75%	67%	71%	63%	71%	67%	-	100%	-	*	*	71%	60%	73%	69%	-
Science	2016	73%	67%	76%	60%	77%	86%	-	78%	*	-	*	77%	67%	62%	84%	-
	2015	69%	61%	49%	38%	41%	60%	-	90%	-	*	*	48%	*	49%	50%	-
Grade 6																	
Reading	2016	68%	67%	74%	88%	58%	76%	-	100%	-	*	*	75%	*	81%	70%	-
	2015	73%	74%	62%	44%	70%	*	-	100%	-	-	*	57%	*	71%	53%	-
Mathematics	2016	71%	69%	73%	65%	65%	82%	-	100%	-	*	*	73%	*	75%	72%	-
	2015	72%	73%	63%	41%	67%	75%	-	100%	-	-	*	60%	*	68%	58%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	75%	68%	70%	86%	-	91%	100%	68%	39%	73%	64%	76%	74%	-
	2015	73%	69%	63%	50%	61%	73%	-	89%	*	53%	28%	58%	48%	66%	59%	-
Reading	2016	72%	67%	76%	73%	70%	89%	-	91%	*	63%	44%	75%	64%	79%	74%	-
	2015	74%	70%	65%	54%	65%	70%	-	92%	*	*	25%	61%	50%	72%	60%	-
Mathematics	2016	75%	70%	76%	67%	74%	83%	-	97%	*	63%	44%	75%	71%	76%	76%	-
	2015	73%	67%	64%	50%	63%	76%	-	92%	*	*	33%	60%	55%	66%	62%	-
Writing	2016	68%	64%	65%	59%	56%	90%	-	75%	-	*	*	61%	48%	72%	58%	-
	2015	68%	63%	60%	44%	62%	90%	-	63%	*	*	*	52%	*	60%	60%	-
Science	2016	77%	74%	76%	60%	77%	86%	-	78%	*	-	*	77%	67%	62%	84%	-
	2015	75%	71%	49%	38%	41%	60%	-	90%	-	*	*	48%	*	49%	50%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	37%	28%	36%	39%	-	58%	17%	47%	11%	34%	27%	38%	37%	-
	2015	38%	34%	23%	12%	25%	20%	-	56%	*	7%	10%	22%	18%	24%	23%	-
Reading	2016	42%	38%	36%	27%	33%	41%	-	59%	*	50%	6%	34%	23%	37%	35%	-
	2015	40%	36%	25%	15%	25%	24%	-	53%	*	*	8%	24%	14%	27%	22%	-
Mathematics	2016	40%	35%	39%	28%	39%	39%	-	62%	*	50%	13%	36%	35%	37%	40%	-
	2015	36%	30%	25%	11%	29%	20%	-	61%	*	*	13%	23%	28%	24%	27%	-
Writing	2016	39%	36%	39%	33%	41%	30%	-	63%	-	*	*	38%	30%	49%	30%	-
	2015	31%	27%	18%	11%	15%	30%	-	38%	*	*	*	14%	*	20%	18%	-
Science	2016	44%	41%	32%	30%	32%	29%	-	33%	*	-	*	27%	0%	24%	37%	-
	2015	40%	35%	16%	8%	16%	0%	-	60%	-	*	*	18%	*	16%	15%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	15%	10%	15%	11%	-	34%	0%	11%	0%	14%	13%	16%	14%	-
	2015	14%	12%	9%	3%	7%	6%	-	32%	*	7%	0%	8%	6%	9%	8%	-
Reading	2016	16%	14%	16%	14%	16%	13%	-	32%	*	0%	0%	16%	11%	18%	15%	-
	2015	15%	13%	12%	4%	10%	13%	-	39%	*	*	0%	10%	3%	14%	11%	-
Mathematics	2016	17%	15%	16%	6%	18%	11%	-	41%	*	13%	0%	14%	20%	15%	16%	-
	2015	14%	11%	9%	3%	8%	2%	-	36%	*	*	0%	8%	10%	9%	8%	-
Writing	2016	14%	11%	12%	15%	9%	10%	-	13%	-	*	*	11%	4%	15%	9%	-
	2015	8%	6%	0%	0%	0%	0%	-	0%	*	*	*	0%	*	0%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	0%	6%	0%	-	33%	*	-	*	5%	0%	5%	11%	-
	2015	14%	12%	2%	0%	0%	0%	-	20%	-	*	*	3%	*	3%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	99%	100%	-	100%	100%	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	98%	99%	100%	-	100%	100%	100%	100%	100%	99%	99%	99%	-
Reading	2016	99%	99%	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	99%	98%	99%	100%	-	100%	100%	100%	100%	100%	98%	99%	99%	-
Mathematics	2016	100%	99%	100%	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	98%	99%	100%	-	100%	100%	100%	100%	100%	100%	99%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	*	-	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	-	-	-	*	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	31%	38%	0%	*	-	-	-	*	31%	42%	*	*	29%	-
% STAAR/EOC With Accommodations	2016	73%	69%	69%	63%	100%	*	-	-	-	*	69%	58%	*	*	71%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	-	-	-	*	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	31%	38%	0%	*	-	-	-	*	31%	33%	*	*	29%	-
% STAAR/EOC With Accommodations	2016	75%	69%	69%	63%	100%	*	-	-	-	*	69%	67%	*	*	71%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-

** 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 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	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		Y		7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		Y		7	7	100
Writing	Y	Y	N						Y				3	4	75
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													20	21	95
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y			Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y			Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													34	35	97

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	208	54	79	39	-	30	*	*	157	6	54	n/a
Total Tests	277	75	116	44	-	33	*	*	213	15	82	61
% at Level II Satisfactory Standard	75%	72%	68%	89%	-	91%	*	*	74%	40%	66%	n/a
Mathematics												
# at Level II Satisfactory Standard	212	51	86	37	-	32	*	*	160	6	63	n/a
Total Tests	277	75	116	44	-	33	*	*	213	15	82	61
% at Level II Satisfactory Standard	77%	68%	74%	84%	-	97%	*	*	75%	40%	77%	n/a
Writing												
# at Level II Satisfactory Standard	50	15	18	9	-	**	-	*	37	*	15	n/a
Total Tests	76	25	31	10	-	**	-	*	59	*	27	24
% at Level II Satisfactory Standard	66%	60%	58%	90%	-	71%	-	*	63%	*	56%	n/a
Science												
# at Level II Satisfactory Standard	45	**	24	6	-	7	*	-	34	*	15	n/a
Total Tests	58	**	30	7	-	9	*	-	44	*	18	9
% at Level II Satisfactory Standard	78%	60%	80%	86%	-	78%	*	-	77%	*	83%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	294	79	125	46	-	34	*	**	223	16	n/a	66
Total Students	295	79	126	46	-	34	*	**	224	16	n/a	66
Participation Rate	100%	100%	99%	100%	-	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	294	79	125	46	-	34	*	**	223	16	n/a	66
Total Students	295	79	126	46	-	34	*	**	224	16	n/a	66
Participation Rate	100%	100%	99%	100%	-	100%	*	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	20.4	59.3%	73.8%	74.7%
Masters	14.0	40.7%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		27	0	27
Total Number of Classes		54	0	54
Number of Classes Taught by Highly Qualified Teachers	Number	54	0	54
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: FOSTER EL

Campus ID: 220901126

District Name: ARLINGTON 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.

Grade	Subject	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
						Hispanic	White	Indian	White									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																		
Grade 3																		
Reading	2016	72%	68%	54%	50%	58%	60%	*	*	-	*	*	54%	58%	58%	52%	-	
	2015	74%	66%	66%	58%	65%	89%	*	*	-	*	*	61%	63%	80%	56%	-	
Mathematics	2016	74%	70%	51%	40%	53%	70%	*	*	-	*	*	49%	53%	52%	50%	-	
	2015	74%	64%	69%	50%	70%	94%	*	*	-	*	*	64%	65%	80%	61%	-	
Grade 4																		
Reading	2016	74%	67%	65%	66%	60%	77%	-	*	-	*	*	61%	35%	71%	60%	-	
	2015	71%	64%	69%	62%	73%	89%	-	*	-	-	*	67%	69%	65%	73%	-	
Mathematics	2016	72%	66%	54%	47%	58%	54%	-	*	-	*	*	50%	46%	61%	49%	-	
	2015	71%	62%	59%	46%	67%	67%	-	*	-	-	*	58%	69%	54%	64%	-	
Writing	2016	68%	63%	60%	54%	60%	73%	-	*	-	*	*	54%	38%	76%	47%	-	
	2015	67%	60%	57%	50%	63%	56%	-	*	-	-	*	54%	58%	62%	52%	-	
Grade 5																		
Reading	2016	80%	74%	61%	50%	69%	73%	-	*	-	*	42%	62%	47%	68%	54%	-	
	2015	83%	79%	78%	69%	84%	88%	-	63%	-	-	33%	78%	74%	83%	72%	-	
Mathematics	2016	85%	79%	61%	57%	63%	64%	-	*	-	*	50%	62%	47%	66%	56%	-	
	2015	75%	67%	56%	48%	53%	81%	-	*	-	-	39%	59%	53%	55%	57%	-	
Science	2016	73%	67%	55%	56%	48%	64%	-	*	-	*	50%	52%	37%	61%	49%	-	
	2015	69%	61%	44%	42%	31%	75%	-	63%	-	-	28%	43%	35%	45%	43%	-	
Grade 6																		
Reading	2016	68%	67%	71%	56%	75%	77%	-	91%	-	-	32%	63%	63%	73%	69%	-	
	2015	73%	74%	71%	63%	72%	90%	-	*	-	*	*	70%	50%	73%	70%	-	
Mathematics	2016	71%	69%	67%	52%	64%	85%	-	91%	-	-	37%	60%	63%	67%	67%	-	
	2015	72%	73%	70%	50%	78%	90%	-	*	-	*	*	68%	68%	71%	69%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	59%	52%	60%	70%	*	72%	-	75%	32%	56%	50%	65%	55%	-
	2015	73%	69%	64%	54%	66%	83%	*	59%	-	83%	31%	63%	60%	67%	61%	-
Reading	2016	72%	67%	62%	55%	64%	72%	*	70%	-	*	27%	59%	52%	67%	58%	-
	2015	74%	70%	71%	63%	73%	89%	*	57%	-	*	27%	69%	64%	76%	66%	-
Mathematics	2016	75%	70%	58%	48%	58%	68%	*	80%	-	83%	32%	54%	53%	61%	54%	-
	2015	73%	67%	64%	49%	68%	85%	*	61%	-	*	32%	63%	63%	65%	62%	-
Writing	2016	68%	64%	60%	54%	60%	73%	-	*	-	*	*	54%	38%	76%	47%	-
	2015	68%	63%	57%	50%	63%	56%	-	*	-	-	*	54%	58%	62%	52%	-
Science	2016	77%	74%	55%	56%	48%	64%	-	*	-	*	50%	52%	37%	61%	49%	-
	2015	75%	71%	44%	42%	31%	75%	-	63%	-	-	28%	43%	35%	45%	43%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	27%	22%	27%	38%	*	34%	-	19%	16%	24%	19%	33%	22%	-
	2015	38%	34%	24%	22%	23%	32%	*	29%	-	33%	9%	22%	17%	26%	22%	-
Reading	2016	42%	38%	30%	27%	29%	38%	*	35%	-	*	13%	25%	21%	39%	22%	-
	2015	40%	36%	27%	26%	24%	38%	*	30%	-	*	7%	24%	16%	33%	21%	-
Mathematics	2016	40%	35%	24%	15%	26%	36%	*	35%	-	17%	18%	22%	20%	26%	22%	-
	2015	36%	30%	27%	20%	27%	32%	*	39%	-	*	7%	25%	24%	27%	26%	-
Writing	2016	39%	36%	34%	36%	33%	45%	-	*	-	*	*	28%	17%	50%	22%	-
	2015	31%	27%	10%	15%	10%	0%	-	*	-	-	*	11%	8%	14%	6%	-
Science	2016	44%	41%	19%	15%	16%	36%	-	*	-	*	25%	19%	5%	17%	21%	-
	2015	40%	35%	15%	16%	9%	31%	-	13%	-	-	11%	14%	6%	11%	19%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	11%	5%	12%	17%	*	17%	-	19%	5%	9%	7%	12%	9%	-
	2015	14%	12%	8%	5%	8%	10%	*	19%	-	0%	2%	6%	6%	10%	6%	-
Reading	2016	16%	14%	13%	9%	13%	23%	*	15%	-	*	5%	11%	7%	17%	10%	-
	2015	15%	13%	11%	7%	11%	15%	*	26%	-	*	2%	9%	7%	15%	8%	-
Mathematics	2016	17%	15%	9%	2%	11%	15%	*	15%	-	17%	5%	8%	7%	8%	10%	-
	2015	14%	11%	8%	5%	8%	8%	*	22%	-	*	2%	6%	7%	8%	7%	-
Writing	2016	14%	11%	11%	4%	14%	18%	-	*	-	*	*	7%	4%	16%	8%	-
	2015	8%	6%	0%	0%	0%	0%	-	*	-	-	*	0%	0%	0%	0%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Science	2016	15%	13%	4%	0%	6%	0%	-	*	-	*	0%	5%	5%	3%	5%	-
	2015	14%	12%	3%	0%	4%	6%	-	0%	-	-	0%	1%	0%	4%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	98%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	20%	14%	18%	40%	-	*	-	-	20%	13%	6%	21%	19%	-
% STAAR/EOC With Accommodations	2016	73%	69%	75%	71%	82%	60%	-	*	-	-	75%	83%	94%	68%	78%	-
% STAAR Alternate2	2016	11%	8%	5%	14%	0%	0%	-	*	-	-	5%	4%	0%	11%	3%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	18%	14%	14%	40%	-	*	-	-	18%	11%	6%	21%	16%	-
% STAAR/EOC With Accommodations	2016	75%	69%	77%	71%	86%	60%	-	*	-	-	77%	85%	94%	68%	81%	-
% STAAR Alternate2	2016	12%	9%	5%	14%	0%	0%	-	*	-	-	5%	4%	0%	11%	3%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y	Y					Y	N	Y		5	7	71
Mathematics	N	N	N	Y					N	N	Y		2	7	29
Writing	N	N	N						N				0	4	0
Science	N		N						N				0	3	0
Social Studies													0	0	
Total													7	21	33
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													21	35	60

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	209	61	102	30	*	13	-	*	165	14	89	n/a
Total Tests	325	106	157	39	*	17	-	*	267	50	137	100
% at Level II Satisfactory Standard	64%	58%	65%	77%	*	76%	-	*	62%	28%	65%	n/a
Mathematics												
# at Level II Satisfactory Standard	188	50	93	26	*	15	-	*	149	17	89	n/a
Total Tests	325	106	157	39	*	17	-	*	267	50	137	100
% at Level II Satisfactory Standard	58%	47%	59%	67%	*	88%	-	*	56%	34%	65%	n/a
Writing												
# at Level II Satisfactory Standard	46	13	24	7	-	*	-	*	36	*	20	n/a
Total Tests	79	25	41	9	-	*	-	*	66	*	37	21
% at Level II Satisfactory Standard	58%	52%	59%	78%	-	*	-	*	55%	*	54%	n/a
Science												
# at Level II Satisfactory Standard	38	13	15	6	-	*	-	*	31	6	14	n/a
Total Tests	64	22	30	8	-	*	-	*	54	9	25	16
% at Level II Satisfactory Standard	59%	59%	50%	75%	-	*	-	*	57%	67%	56%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	372	127	170	47	*	20	-	**	290	56	n/a	114
Total Students	372	127	170	47	*	20	-	**	290	56	n/a	114
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	372	127	170	47	*	20	-	**	290	56	n/a	114
Total Students	372	127	170	47	*	20	-	**	290	56	n/a	114
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	28.5	62.6%	73.8%	74.7%
Masters	17.0	37.4%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		37	1	38
Total Number of Classes		53	1	54
Number of Classes Taught by Highly Qualified Teachers	Number	53	1	54
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: GOODMAN EL

Campus ID: 220901119

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
Grade 3																	
Reading	2016	72%	68%	75%	*	75%	*	*	*	-	*	*	73%	75%	76%	75%	-
	2015	74%	66%	72%	67%	74%	*	-	*	-	*	*	76%	71%	79%	64%	-
Mathematics	2016	74%	70%	73%	*	72%	*	*	*	-	*	*	70%	73%	71%	75%	-
	2015	74%	64%	62%	50%	66%	*	-	*	-	*	*	65%	60%	70%	51%	-
Grade 4																	
Reading	2016	74%	67%	60%	64%	57%	*	-	*	-	-	*	60%	45%	68%	50%	*
	2015	71%	64%	61%	64%	62%	*	-	*	-	*	*	60%	50%	65%	58%	-
Mathematics	2016	72%	66%	74%	64%	76%	*	-	*	-	-	*	75%	68%	73%	76%	*
	2015	71%	62%	62%	64%	63%	*	-	*	-	*	*	60%	56%	65%	60%	-
Writing	2016	68%	63%	53%	71%	45%	*	-	*	-	-	*	52%	33%	59%	44%	*
	2015	67%	60%	58%	64%	58%	*	-	*	-	*	*	56%	41%	65%	53%	-
Grade 5																	
Reading	2016	80%	74%	68%	58%	75%	*	-	*	*	*	*	66%	67%	77%	60%	-
	2015	83%	79%	74%	78%	73%	*	-	100%	*	*	*	74%	64%	79%	67%	-
Mathematics	2016	85%	79%	86%	92%	89%	*	-	*	*	*	*	88%	81%	97%	77%	-
	2015	75%	67%	68%	*	70%	*	-	100%	*	*	*	70%	69%	67%	69%	-
Science	2016	73%	67%	60%	55%	65%	*	-	*	*	*	*	62%	50%	67%	55%	-
	2015	69%	61%	57%	56%	55%	*	-	100%	*	*	*	57%	47%	60%	53%	-
Grade 6																	
Reading	2016	68%	67%	67%	*	67%	*	-	100%	-	-	*	66%	42%	77%	50%	-
	2015	73%	74%	68%	56%	68%	*	-	*	-	*	*	67%	52%	70%	66%	-
Mathematics	2016	71%	69%	71%	*	68%	83%	-	100%	-	-	*	72%	46%	73%	67%	-
	2015	72%	73%	81%	67%	81%	*	-	*	-	*	*	80%	74%	78%	84%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	69%	66%	69%	63%	*	74%	*	100%	22%	68%	60%	73%	63%	*
	2015	73%	69%	66%	60%	67%	64%	-	71%	*	90%	35%	67%	59%	70%	62%	-
Reading	2016	72%	67%	67%	61%	69%	56%	*	77%	*	*	*	66%	60%	74%	59%	*
	2015	74%	70%	69%	66%	70%	67%	-	73%	*	*	33%	70%	61%	75%	63%	-
Mathematics	2016	75%	70%	76%	72%	76%	72%	*	85%	*	*	32%	76%	69%	77%	74%	*
	2015	73%	67%	68%	55%	70%	67%	-	68%	*	*	38%	69%	64%	70%	65%	-
Writing	2016	68%	64%	53%	71%	45%	*	-	*	-	-	*	52%	33%	59%	44%	*
	2015	68%	63%	58%	64%	58%	*	-	*	-	*	*	56%	41%	65%	53%	-
Science	2016	77%	74%	60%	55%	65%	*	-	*	*	*	*	62%	50%	67%	55%	-
	2015	75%	71%	57%	56%	55%	*	-	100%	*	*	*	57%	47%	60%	53%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	31%	19%	32%	39%	*	48%	*	20%	7%	31%	26%	35%	27%	*
	2015	38%	34%	26%	14%	27%	30%	-	39%	*	30%	9%	26%	18%	29%	22%	-
Reading	2016	42%	38%	33%	22%	33%	33%	*	46%	*	*	*	33%	27%	38%	26%	*
	2015	40%	36%	29%	23%	28%	33%	-	41%	*	*	13%	29%	18%	31%	26%	-
Mathematics	2016	40%	35%	35%	17%	36%	50%	*	62%	*	*	5%	35%	30%	35%	35%	*
	2015	36%	30%	29%	9%	31%	33%	-	41%	*	*	8%	29%	25%	32%	25%	-
Writing	2016	39%	36%	21%	21%	17%	*	-	*	-	-	*	20%	8%	32%	6%	*
	2015	31%	27%	12%	7%	13%	*	-	*	-	*	*	10%	0%	26%	2%	-
Science	2016	44%	41%	19%	9%	24%	*	-	*	*	*	*	20%	21%	21%	18%	-
	2015	40%	35%	18%	11%	16%	*	-	44%	*	*	*	17%	6%	17%	19%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	11%	4%	11%	15%	*	26%	*	20%	3%	11%	7%	13%	8%	*
	2015	14%	12%	9%	4%	9%	11%	-	25%	*	30%	4%	9%	5%	11%	7%	-
Reading	2016	16%	14%	14%	8%	13%	22%	*	31%	*	*	*	13%	9%	17%	9%	*
	2015	15%	13%	12%	5%	12%	17%	-	18%	*	*	8%	12%	7%	17%	7%	-
Mathematics	2016	17%	15%	10%	3%	10%	17%	*	23%	*	*	5%	10%	6%	11%	9%	*
	2015	14%	11%	10%	5%	9%	11%	-	32%	*	*	0%	10%	6%	10%	9%	-
Writing	2016	14%	11%	5%	0%	5%	*	-	*	-	-	*	5%	3%	9%	0%	*
	2015	8%	6%	0%	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	5%	0%	7%	*	-	*	*	*	*	6%	6%	6%	5%	-
	2015	14%	12%	6%	0%	4%	*	-	33%	*	*	*	5%	0%	3%	11%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	*
	2015	99%	98%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	*	*	100%	100%	99%	100%	99%	*
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	97%	100%	96%	100%	-	*	*	*	100%	97%	94%	94%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	14%	*	7%	*	-	*	-	-	14%	11%	9%	0%	23%	-
% STAAR/EOC With Accommodations	2016	73%	69%	86%	*	93%	*	-	*	-	-	86%	89%	91%	100%	77%	-
% STAAR Alternate2	2016	11%	8%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	14%	*	7%	*	-	*	-	-	14%	11%	9%	0%	23%	-
% STAAR/EOC With Accommodations	2016	75%	69%	86%	*	93%	*	-	*	-	-	86%	89%	91%	100%	77%	-
% STAAR Alternate2	2016	12%	9%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-

** 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 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	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		5	5	100
Mathematics	Y	Y	Y						Y		Y		5	5	100
Writing	N		N						N		N		0	4	0
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													14	18	78
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y			Y	5	5	100
Mathematics	Y	Y	Y						Y			Y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													24	28	86

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	204	22	161	8	*	10	*	*	186	*	126	n/a
Total Tests	295	30	233	15	*	13	*	*	275	*	183	146
% at Level II Satisfactory Standard	69%	73%	69%	53%	*	77%	*	*	68%	*	69%	n/a
Mathematics												
# at Level II Satisfactory Standard	230	24	180	11	*	11	*	*	213	6	139	n/a
Total Tests	295	30	233	15	*	13	*	*	275	21	183	146
% at Level II Satisfactory Standard	78%	80%	77%	73%	*	85%	*	*	77%	29%	76%	n/a
Writing												
# at Level II Satisfactory Standard	40	9	26	*	-	*	-	-	38	*	22	n/a
Total Tests	76	12	58	*	-	*	-	-	73	*	50	38
% at Level II Satisfactory Standard	53%	75%	45%	*	-	*	-	-	52%	*	44%	n/a
Science												
# at Level II Satisfactory Standard	43	5	34	*	-	*	*	*	41	*	27	n/a
Total Tests	69	9	51	*	-	*	*	*	65	*	42	29
% at Level II Satisfactory Standard	62%	56%	67%	*	-	*	*	*	63%	*	64%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	314	36	243	18	*	13	*	*	289	22	n/a	159
Total Students	314	36	243	18	*	13	*	*	289	22	n/a	159
Participation Rate	100%	100%	100%	100%	*	100%	*	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	312	36	241	18	*	13	*	*	287	22	n/a	158
Total Students	313	36	242	18	*	13	*	*	288	22	n/a	159
Participation Rate	100%	100%	100%	100%	*	100%	*	*	100%	100%	n/a	99%

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.1	81.7%	73.8%	74.7%
Masters	7.2	18.3%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		31	0	31
Total Number of Classes		57	0	57
Number of Classes Taught by Highly Qualified Teachers	Number	57	0	57
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: GUNN J H

Campus ID: 220901047

District Name: ARLINGTON 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 7																	
Reading	2016	69%	67%	69%	66%	67%	72%	-	90%	-	75%	*	66%	48%	79%	60%	-
	2015	72%	71%	68%	62%	68%	74%	-	70%	-	*	*	64%	26%	74%	59%	-
Mathematics	2016	68%	67%	78%	70%	81%	81%	-	100%	-	*	19%	75%	71%	83%	73%	-
	2015	68%	70%	74%	67%	78%	71%	-	67%	-	*	*	70%	50%	78%	69%	-
Writing	2016	68%	66%	66%	59%	69%	65%	-	90%	-	75%	*	65%	45%	81%	53%	-
	2015	69%	66%	71%	63%	74%	71%	-	70%	-	*	*	71%	44%	77%	63%	-
Grade 8																	
Reading	2016	85%	84%	84%	76%	89%	81%	-	85%	-	*	25%	83%	55%	89%	77%	-
	2015	84%	82%	88%	83%	86%	93%	*	100%	-	100%	48%	85%	70%	92%	84%	-
Mathematics	2016	80%	71%	73%	70%	79%	63%	-	88%	-	*	*	73%	61%	78%	70%	-
	2015	71%	58%	71%	64%	71%	78%	*	86%	-	75%	25%	69%	67%	77%	65%	-
Science	2016	73%	70%	72%	54%	82%	70%	-	77%	-	*	25%	71%	66%	75%	67%	-
	2015	67%	66%	75%	59%	81%	80%	*	91%	-	80%	38%	71%	62%	79%	72%	-
Social Studies	2016	62%	63%	74%	67%	78%	74%	-	77%	-	*	*	72%	55%	76%	72%	-
	2015	61%	61%	79%	75%	80%	82%	*	91%	-	70%	38%	76%	59%	84%	74%	-
End of Course																	
Algebra I	2016	76%	68%	100%	100%	100%	100%	-	100%	-	*	*	100%	*	100%	100%	-
	2015	77%	71%	100%	100%	100%	100%	-	100%	-	*	-	100%	*	100%	100%	-
All Grades																	
All Subjects	2016	74%	70%	75%	67%	79%	74%	-	87%	-	70%	16%	73%	57%	81%	68%	-
	2015	73%	69%	76%	68%	77%	80%	*	84%	-	87%	31%	73%	53%	81%	71%	-
Reading	2016	72%	67%	76%	71%	78%	76%	-	87%	-	77%	14%	74%	52%	84%	68%	-
	2015	74%	70%	78%	72%	76%	85%	*	86%	-	100%	37%	75%	47%	83%	73%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	79%	72%	83%	80%	-	96%	-	54%	20%	77%	67%	84%	74%	-
	2015	73%	67%	76%	67%	78%	79%	*	81%	-	86%	21%	72%	59%	80%	71%	-
Writing	2016	68%	64%	66%	59%	69%	65%	-	90%	-	75%	*	65%	45%	81%	53%	-
	2015	68%	63%	71%	63%	74%	71%	-	70%	-	*	*	71%	44%	77%	63%	-
Science	2016	77%	74%	72%	54%	82%	70%	-	77%	-	*	25%	71%	66%	75%	67%	-
	2015	75%	71%	75%	59%	81%	80%	*	91%	-	80%	38%	71%	62%	79%	72%	-
Social Studies	2016	76%	76%	74%	67%	78%	74%	-	77%	-	*	*	72%	55%	76%	72%	-
	2015	74%	74%	79%	75%	80%	82%	*	91%	-	70%	38%	76%	59%	84%	74%	-

STAAR Percent at Final Level II or Above**All Grades**

All Subjects	2016	42%	38%	42%	31%	42%	53%	-	62%	-	45%	6%	38%	13%	49%	34%	-
	2015	38%	34%	37%	26%	36%	51%	*	57%	-	50%	7%	31%	10%	41%	34%	-
Reading	2016	42%	38%	43%	31%	45%	52%	-	61%	-	46%	6%	39%	12%	51%	35%	-
	2015	40%	36%	36%	27%	35%	45%	*	52%	-	50%	5%	30%	3%	41%	30%	-
Mathematics	2016	40%	35%	45%	35%	47%	53%	-	65%	-	46%	8%	42%	17%	54%	36%	-
	2015	36%	30%	40%	28%	39%	54%	*	57%	-	50%	9%	34%	13%	44%	36%	-
Writing	2016	39%	36%	39%	31%	37%	46%	-	60%	-	63%	*	35%	6%	53%	25%	-
	2015	31%	27%	36%	25%	34%	50%	-	50%	-	*	*	30%	6%	43%	25%	-
Science	2016	44%	41%	41%	25%	44%	54%	-	62%	-	*	4%	36%	17%	45%	36%	-
	2015	40%	35%	42%	27%	38%	60%	*	64%	-	60%	4%	36%	24%	43%	42%	-
Social Studies	2016	45%	46%	38%	27%	32%	59%	-	62%	-	*	*	31%	14%	37%	38%	-
	2015	41%	41%	32%	17%	30%	47%	*	64%	-	30%	4%	25%	10%	28%	36%	-

STAAR Percent at Level III Advanced**All Grades**

All Subjects	2016	17%	14%	18%	9%	17%	30%	-	34%	-	25%	3%	15%	1%	23%	13%	-
	2015	14%	12%	16%	8%	15%	24%	*	28%	-	19%	3%	11%	3%	16%	15%	-
Reading	2016	16%	14%	18%	8%	16%	31%	-	30%	-	23%	2%	13%	0%	23%	13%	-
	2015	15%	13%	16%	9%	15%	24%	*	33%	-	21%	5%	12%	2%	18%	14%	-
Mathematics	2016	17%	15%	22%	10%	20%	33%	-	52%	-	31%	2%	18%	3%	28%	15%	-
	2015	14%	11%	17%	7%	17%	26%	*	29%	-	21%	5%	13%	2%	18%	15%	-
Writing	2016	14%	11%	11%	7%	9%	17%	-	20%	-	25%	*	10%	0%	20%	3%	-
	2015	8%	6%	9%	7%	7%	18%	-	20%	-	*	*	4%	0%	13%	4%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	17%	6%	16%	30%	-	23%	-	*	4%	13%	0%	17%	17%	-
	2015	14%	12%	22%	11%	21%	35%	*	36%	-	20%	0%	17%	10%	19%	26%	-
Social Studies	2016	21%	22%	22%	17%	18%	37%	-	31%	-	*	*	16%	0%	24%	19%	-
	2015	18%	17%	11%	5%	11%	18%	*	18%	-	10%	0%	8%	3%	8%	14%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	100%	99%	-	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	99%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	99%	100%	100%	-	100%	98%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	-
	2015	99%	99%	100%	99%	99%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	-
Writing	2016	99%	100%	99%	99%	100%	96%	-	100%	-	100%	100%	99%	100%	100%	98%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	97%	100%	100%	-	100%	-	100%	100%	99%	100%	98%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%	99%	100%	-
Social Studies	2016	98%	99%	100%	99%	100%	100%	-	100%	-	100%	100%	99%	100%	99%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%	99%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	10%	0%	24%	7%	-	*	-	*	10%	8%	8%	9%	10%	-
% STAAR/EOC With Accommodations	2016	73%	69%	90%	100%	76%	93%	-	*	-	*	90%	92%	92%	91%	90%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	8%	0%	18%	7%	-	*	-	*	8%	8%	8%	5%	10%	-
% STAAR/EOC With Accommodations	2016	75%	69%	92%	100%	82%	93%	-	*	-	*	92%	92%	92%	95%	90%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	Y	Y	Y	Y					Y		Y		6	6	100
Science	Y	N	Y	Y					Y		Y		5	6	83
Social Studies	Y	Y	Y	Y					Y		N		5	6	83
Total													28	32	88
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 42	Total Eligible 46	Percent of Eligible Measures Met 91
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+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	357	94	165	68	-	20	-	10	259	6	56	n/a
Total Tests	461	129	209	88	-	22	-	13	339	42	87	57
% at Level II Satisfactory Standard	77%	73%	79%	77%	-	91%	-	77%	76%	14%	64%	n/a
Mathematics												
# at Level II Satisfactory Standard	374	95	178	72	-	22	-	7	266	9	68	n/a
Total Tests	461	129	209	88	-	22	-	13	339	42	87	57
% at Level II Satisfactory Standard	81%	74%	85%	82%	-	100%	-	54%	78%	21%	78%	n/a
Writing												
# at Level II Satisfactory Standard	162	42	72	33	-	9	-	6	115	*	32	n/a
Total Tests	238	68	103	49	-	10	-	8	174	*	51	31
% at Level II Satisfactory Standard	68%	62%	70%	67%	-	90%	-	75%	66%	*	63%	n/a
Science												
# at Level II Satisfactory Standard	164	34	89	27	-	**	-	*	120	6	28	n/a
Total Tests	220	60	106	37	-	**	-	*	164	20	37	26
% at Level II Satisfactory Standard	75%	57%	84%	73%	-	83%	-	*	73%	30%	76%	n/a
Social Studies												
# at Level II Satisfactory Standard	167	41	84	28	-	**	-	*	121	*	22	n/a
Total Tests	220	60	106	37	-	**	-	*	164	*	37	26
% at Level II Satisfactory Standard	76%	68%	79%	76%	-	83%	-	*	74%	*	59%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	499	143	220	100	-	23	-	13	354	51	n/a	61
Total Students	500	143	221	100	-	23	-	13	355	51	n/a	61
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	496	143	219	98	-	23	-	13	353	51	n/a	60
Total Students	498	143	220	99	-	23	-	13	355	51	n/a	60
Participation Rate	100%	100%	100%	99%	-	100%	-	100%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	26.2	72.4%	73.8%	74.7%
Masters	9.0	24.9%	25.6%	23.6%
Doctorate	1.0	2.8%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	22	4	26

		General Education	Special Education	Total
Total Number of Classes		116	8	124
Number of Classes Taught by Highly Qualified Teachers	Number	116	8	124
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: HALE EL

Campus ID: 220901153

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African		American		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
Grade 3																	
Reading	2016	72%	68%	64%	58%	68%	100%	-	*	-	*	*	62%	79%	63%	66%	-
	2015	74%	66%	74%	74%	74%	*	-	100%	-	*	*	70%	86%	78%	69%	-
Mathematics	2016	74%	70%	61%	55%	58%	100%	-	*	-	*	*	59%	75%	59%	63%	-
	2015	74%	64%	65%	67%	63%	*	-	100%	-	*	*	61%	86%	70%	58%	-
Grade 4																	
Reading	2016	74%	67%	76%	68%	87%	75%	-	100%	-	-	*	75%	87%	76%	76%	-
	2015	71%	64%	70%	60%	80%	89%	-	*	-	-	*	70%	71%	76%	66%	-
Mathematics	2016	72%	66%	73%	71%	74%	71%	-	100%	-	-	*	72%	77%	72%	75%	-
	2015	71%	62%	68%	62%	72%	78%	-	*	-	-	*	67%	65%	70%	66%	-
Writing	2016	68%	63%	70%	69%	61%	88%	-	100%	-	-	*	71%	73%	75%	65%	-
	2015	67%	60%	63%	67%	54%	56%	-	*	-	-	*	59%	41%	70%	56%	-
Grade 5																	
Reading	2016	80%	74%	67%	60%	72%	*	-	*	-	-	*	64%	71%	77%	59%	-
	2015	83%	79%	78%	74%	77%	83%	-	100%	-	*	*	76%	62%	82%	74%	-
Mathematics	2016	85%	79%	78%	74%	80%	*	-	*	-	-	*	76%	76%	91%	68%	-
	2015	75%	67%	66%	65%	58%	83%	-	100%	-	*	*	61%	62%	71%	60%	-
Science	2016	73%	67%	72%	63%	83%	*	-	*	-	-	*	71%	76%	75%	70%	-
	2015	69%	61%	62%	57%	50%	100%	-	100%	-	*	*	57%	38%	62%	62%	-
Grade 6																	
Reading	2016	68%	67%	63%	48%	65%	100%	-	100%	-	*	*	57%	*	66%	60%	-
	2015	73%	74%	71%	67%	70%	*	-	*	-	*	*	69%	55%	72%	70%	-
Mathematics	2016	71%	69%	78%	67%	83%	100%	-	100%	-	*	*	76%	*	76%	79%	-
	2015	72%	73%	78%	72%	83%	*	-	*	-	*	*	74%	82%	79%	76%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	70%	63%	74%	91%	-	100%	-	90%	27%	68%	75%	72%	68%	-
	2015	73%	69%	69%	66%	68%	76%	-	100%	-	58%	21%	66%	66%	73%	66%	-
Reading	2016	72%	67%	67%	59%	73%	91%	-	100%	-	*	*	64%	75%	70%	65%	-
	2015	74%	70%	74%	69%	75%	79%	-	100%	-	100%	23%	71%	71%	77%	70%	-
Mathematics	2016	75%	70%	72%	66%	74%	91%	-	100%	-	100%	36%	70%	75%	73%	71%	-
	2015	73%	67%	69%	66%	69%	75%	-	100%	-	*	23%	65%	74%	73%	65%	-
Writing	2016	68%	64%	70%	69%	61%	88%	-	100%	-	-	*	71%	73%	75%	65%	-
	2015	68%	63%	63%	67%	54%	56%	-	*	-	-	*	59%	41%	70%	56%	-
Science	2016	77%	74%	72%	63%	83%	*	-	*	-	-	*	71%	76%	75%	70%	-
	2015	75%	71%	62%	57%	50%	100%	-	100%	-	*	*	57%	38%	62%	62%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	37%	32%	37%	59%	-	63%	-	60%	11%	34%	35%	41%	33%	-
	2015	38%	34%	28%	22%	31%	37%	-	58%	-	17%	5%	25%	29%	32%	23%	-
Reading	2016	42%	38%	37%	31%	36%	61%	-	65%	-	*	*	33%	31%	42%	32%	-
	2015	40%	36%	28%	23%	31%	42%	-	59%	-	0%	9%	25%	32%	29%	28%	-
Mathematics	2016	40%	35%	38%	33%	38%	59%	-	69%	-	60%	16%	35%	42%	39%	37%	-
	2015	36%	30%	27%	20%	32%	33%	-	59%	-	*	5%	26%	29%	33%	20%	-
Writing	2016	39%	36%	34%	35%	22%	38%	-	67%	-	-	*	32%	33%	41%	24%	-
	2015	31%	27%	26%	24%	33%	22%	-	*	-	-	*	25%	24%	38%	16%	-
Science	2016	44%	41%	36%	26%	50%	*	-	*	-	-	*	35%	24%	41%	33%	-
	2015	40%	35%	29%	18%	27%	50%	-	71%	-	*	*	22%	15%	36%	22%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	15%	11%	18%	18%	-	32%	-	40%	3%	13%	13%	18%	12%	-
	2015	14%	12%	9%	7%	9%	6%	-	28%	-	0%	2%	7%	8%	10%	8%	-
Reading	2016	16%	14%	17%	13%	21%	22%	-	24%	-	*	*	14%	15%	20%	13%	-
	2015	15%	13%	10%	9%	11%	8%	-	29%	-	0%	0%	10%	10%	11%	10%	-
Mathematics	2016	17%	15%	14%	10%	14%	18%	-	50%	-	20%	4%	13%	14%	16%	12%	-
	2015	14%	11%	8%	7%	9%	4%	-	29%	-	*	5%	7%	6%	8%	9%	-
Writing	2016	14%	11%	18%	20%	22%	0%	-	17%	-	-	*	14%	7%	25%	8%	-
	2015	8%	6%	3%	4%	0%	0%	-	*	-	-	*	1%	6%	5%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	2%	17%	*	-	*	-	-	*	6%	6%	9%	7%	-
	2015	14%	12%	9%	4%	12%	17%	-	29%	-	*	*	9%	8%	13%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	98%	-	98%	-	100%	98%	100%	99%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	99%	100%	96%	-	94%	-	100%	96%	99%	97%	98%	99%	-
	2015	99%	99%	100%	99%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	96%	100%	-	100%	-	-	100%	99%	100%	100%	98%	-
Science	2016	99%	99%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	98%	100%	100%	-	100%	-	100%	100%	99%	100%	100%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	96%	95%	100%	*	-	-	-	-	96%	96%	*	91%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	7%	5%	0%	*	-	-	-	-	7%	8%	*	0%	13%	-
% STAAR/EOC With Accommodations	2016	73%	69%	85%	85%	100%	*	-	-	-	-	85%	85%	*	91%	81%	-
% STAAR Alternate2	2016	11%	8%	4%	5%	0%	*	-	-	-	-	4%	4%	*	0%	6%	-
% of Non-Participants	2016	2%	3%	4%	5%	0%	*	-	-	-	-	4%	4%	*	9%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	93%	90%	100%	*	-	-	-	-	93%	92%	*	82%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	7%	5%	0%	*	-	-	-	-	7%	8%	*	0%	13%	-
% STAAR/EOC With Accommodations	2016	75%	69%	81%	80%	100%	*	-	-	-	-	81%	81%	*	82%	81%	-
% STAAR Alternate2	2016	12%	9%	4%	5%	0%	*	-	-	-	-	4%	4%	*	0%	6%	-
% of Non-Participants	2016	1%	2%	7%	10%	0%	*	-	-	-	-	7%	8%	*	18%	0%	-

** 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 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	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	N	Y						Y		Y		4	5	80
Mathematics	Y	Y	Y						Y		Y		5	5	100
Writing	Y	Y							Y				3	3	100
Science	Y	Y							Y				3	3	100
Social Studies													0	0	
Total													15	16	94
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													27	28	96

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	211	106	65	19	-	**	-	*	177	*	63	n/a
Total Tests	310	182	85	21	-	**	-	*	273	*	76	57
% at Level II Satisfactory Standard	68%	58%	76%	90%	-	100%	-	*	65%	*	83%	n/a
Mathematics												
# at Level II Satisfactory Standard	226	121	66	18	-	16	-	5	192	9	60	n/a
Total Tests	306	180	85	20	-	16	-	5	270	22	73	55
% at Level II Satisfactory Standard	74%	67%	78%	90%	-	100%	-	100%	71%	41%	82%	n/a
Writing												
# at Level II Satisfactory Standard	59	32	14	7	-	6	-	-	50	*	18	n/a
Total Tests	80	45	22	7	-	6	-	-	69	*	22	15
% at Level II Satisfactory Standard	74%	71%	64%	100%	-	100%	-	-	72%	*	82%	n/a
Science												
# at Level II Satisfactory Standard	53	28	20	*	-	*	-	-	47	*	18	n/a
Total Tests	70	42	23	*	-	*	-	-	64	*	20	15
% at Level II Satisfactory Standard	76%	67%	87%	*	-	*	-	-	73%	*	90%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	331	197	89	23	-	17	-	5	281	25	n/a	61
Total Students	331	197	89	23	-	17	-	5	281	25	n/a	61
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	328	196	89	22	-	16	-	5	279	24	n/a	59
Total Students	332	198	89	23	-	17	-	5	282	25	n/a	61
Participation Rate	99%	99%	100%	96%	-	94%	-	100%	99%	96%	n/a	97%

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	33.7	82.8%	73.8%	74.7%
Masters	7.0	17.2%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		34	1	35
Total Number of Classes		60	1	61
Number of Classes Taught by Highly Qualified Teachers	Number	60	1	61
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: HILL EL

Campus ID: 220901117

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	83%	86%	60%	90%	-	*	-	*	*	59%	*	93%	76%	-		
	2015	74%	66%	78%	*	73%	80%	*	*	-	*	*	80%	*	82%	72%	-		
Mathematics	2016	74%	70%	79%	71%	55%	86%	-	*	-	*	*	59%	*	85%	73%	-		
	2015	74%	64%	79%	*	64%	82%	*	*	-	*	*	85%	*	87%	69%	-		
Grade 4																			
Reading	2016	74%	67%	88%	83%	82%	90%	*	*	-	*	*	78%	-	98%	77%	-		
	2015	71%	64%	86%	71%	76%	90%	*	*	*	100%	*	68%	*	92%	80%	-		
Mathematics	2016	72%	66%	87%	83%	91%	85%	*	*	-	*	*	85%	-	98%	74%	-		
	2015	71%	62%	68%	*	57%	75%	*	*	*	*	*	50%	*	70%	65%	-		
Writing	2016	68%	63%	84%	*	82%	88%	*	*	-	*	*	74%	-	90%	77%	-		
	2015	67%	60%	75%	*	70%	78%	*	*	*	*	*	68%	*	82%	67%	-		
Grade 5																			
Reading	2016	80%	74%	85%	*	81%	89%	*	*	*	*	67%	77%	*	91%	79%	-		
	2015	83%	79%	86%	*	84%	88%	-	*	-	*	*	77%	*	80%	91%	-		
Mathematics	2016	85%	79%	79%	*	71%	84%	*	*	*	*	64%	65%	*	77%	80%	-		
	2015	75%	67%	79%	*	79%	79%	-	*	-	*	*	58%	*	74%	83%	-		
Science	2016	73%	67%	80%	*	76%	83%	*	*	*	*	67%	69%	*	79%	81%	-		
	2015	69%	61%	75%	*	74%	77%	-	*	-	*	*	64%	*	68%	80%	-		
Grade 6																			
Reading	2016	68%	67%	83%	*	80%	84%	-	*	-	*	*	72%	*	85%	81%	-		
	2015	73%	74%	81%	*	71%	90%	*	*	-	*	*	53%	*	84%	78%	-		
Mathematics	2016	71%	69%	86%	*	80%	86%	-	*	-	*	50%	72%	*	88%	84%	-		
	2015	72%	73%	84%	*	71%	91%	*	*	-	*	50%	63%	*	86%	83%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	83%	70%	74%	87%	67%	100%	*	90%	57%	72%	61%	88%	78%	-
	2015	73%	69%	79%	48%	72%	83%	100%	70%	*	88%	36%	65%	45%	81%	78%	-
Reading	2016	72%	67%	85%	75%	75%	88%	*	100%	*	100%	52%	73%	60%	92%	78%	-
	2015	74%	70%	83%	50%	76%	87%	*	60%	*	100%	34%	68%	46%	85%	81%	-
Mathematics	2016	75%	70%	82%	71%	72%	85%	*	100%	*	91%	53%	71%	50%	86%	78%	-
	2015	73%	67%	78%	44%	68%	82%	*	70%	*	90%	45%	61%	46%	79%	76%	-
Writing	2016	68%	64%	84%	*	82%	88%	*	*	-	*	*	74%	-	90%	77%	-
	2015	68%	63%	75%	*	70%	78%	*	*	*	*	*	68%	*	82%	67%	-
Science	2016	77%	74%	80%	*	76%	83%	*	*	*	*	67%	69%	*	79%	81%	-
	2015	75%	71%	75%	*	74%	77%	-	*	-	*	*	64%	*	68%	80%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	49%	31%	44%	52%	22%	100%	*	45%	29%	38%	26%	52%	45%	-
	2015	38%	34%	46%	22%	40%	50%	0%	65%	*	27%	18%	31%	24%	51%	42%	-
Reading	2016	42%	38%	53%	42%	47%	55%	*	100%	*	64%	29%	41%	10%	59%	47%	-
	2015	40%	36%	53%	22%	47%	58%	*	60%	*	40%	17%	36%	23%	59%	48%	-
Mathematics	2016	40%	35%	46%	21%	43%	48%	*	100%	*	36%	27%	35%	40%	45%	46%	-
	2015	36%	30%	43%	22%	31%	49%	*	60%	*	10%	21%	28%	31%	45%	41%	-
Writing	2016	39%	36%	57%	*	45%	63%	*	*	-	*	*	48%	-	73%	40%	-
	2015	31%	27%	35%	*	40%	32%	*	*	*	*	*	22%	*	42%	27%	-
Science	2016	44%	41%	40%	*	33%	42%	*	*	*	*	25%	31%	*	40%	40%	-
	2015	40%	35%	44%	*	47%	43%	-	*	-	*	*	28%	*	53%	37%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	22%	7%	14%	26%	0%	69%	*	17%	9%	12%	0%	25%	19%	-
	2015	14%	12%	20%	7%	15%	22%	0%	26%	*	4%	0%	12%	0%	21%	18%	-
Reading	2016	16%	14%	28%	8%	17%	32%	*	80%	*	36%	6%	16%	0%	33%	23%	-
	2015	15%	13%	31%	11%	24%	35%	*	40%	*	10%	0%	19%	0%	36%	26%	-
Mathematics	2016	17%	15%	19%	4%	13%	21%	*	80%	*	9%	10%	11%	0%	19%	18%	-
	2015	14%	11%	14%	6%	10%	16%	*	20%	*	0%	0%	8%	0%	14%	15%	-
Writing	2016	14%	11%	24%	*	0%	31%	*	*	-	*	*	7%	-	35%	11%	-
	2015	8%	6%	6%	*	10%	5%	*	*	*	*	*	8%	*	6%	7%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	16%	*	19%	17%	*	*	*	*	8%	6%	*	17%	15%	-
	2015	14%	12%	8%	*	5%	9%	-	*	-	*	*	0%	*	9%	7%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	99%	100%	100%	100%	*	100%	97%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%
Reading	2016	99%	99%	99%	100%	99%	100%	*	100%	*	100%	97%	100%	100%	99%	99%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%
Mathematics	2016	100%	99%	99%	100%	99%	100%	*	100%	*	100%	97%	100%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	*	-	*	*	100%	-	100%	100%	-
	2015	99%	99%	98%	100%	95%	98%	100%	100%	100%	100%	100%	97%	100%	100%	96%	-
Science	2016	99%	99%	100%	100%	100%	100%	*	*	*	*	100%	100%	*	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	97%	100%	100%	94%	-	-	-	-	97%	100%	*	94%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	25%	0%	30%	31%	-	-	-	-	25%	13%	*	13%	38%	-
% STAAR/EOC With Accommodations	2016	73%	69%	50%	50%	30%	63%	-	-	-	-	50%	56%	*	63%	38%	-
% STAAR Alternate2	2016	11%	8%	22%	50%	40%	0%	-	-	-	-	22%	31%	*	19%	25%	-
% of Non-Participants	2016	2%	3%	3%	0%	0%	6%	-	-	-	-	3%	0%	*	6%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	97%	100%	100%	93%	-	-	-	-	97%	100%	*	94%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	29%	0%	40%	33%	-	-	-	-	29%	20%	*	19%	40%	-
% STAAR/EOC With Accommodations	2016	75%	69%	45%	50%	20%	60%	-	-	-	-	45%	47%	*	56%	33%	-
% STAAR Alternate2	2016	12%	9%	23%	50%	40%	0%	-	-	-	-	23%	33%	*	19%	27%	-
% of Non-Participants	2016	1%	2%	3%	0%	0%	7%	-	-	-	-	3%	0%	*	6%	0%	-

** 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 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	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	N			4	5	80
Mathematics	Y		Y	Y					Y	N			4	5	80
Writing	Y			Y					Y				3	3	100
Science	Y			Y					Y				3	3	100
Social Studies													0	0	
Total													14	16	88
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	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%			
Reading	Y		Y	Y					Y	Y			5	5	100
Mathematics	Y		Y	Y					Y	Y			5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													24	26	92

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	278	15	53	193	*	5	*	10	75	13	8	n/a
Total Tests	328	21	70	218	*	5	*	10	103	28	12	10
% at Level II Satisfactory Standard	85%	71%	76%	89%	*	100%	*	100%	73%	46%	67%	n/a
Mathematics												
# at Level II Satisfactory Standard	271	15	51	187	*	5	*	9	72	14	7	n/a
Total Tests	327	21	70	217	*	5	*	10	102	27	12	10
% at Level II Satisfactory Standard	83%	71%	73%	86%	*	100%	*	90%	71%	52%	58%	n/a
Writing												
# at Level II Satisfactory Standard	59	*	9	45	*	*	-	*	19	*	-	n/a
Total Tests	71	*	11	51	*	*	-	*	26	*	-	-
% at Level II Satisfactory Standard	83%	*	82%	88%	*	*	-	*	73%	*	-	n/a
Science												
# at Level II Satisfactory Standard	79	*	15	53	*	*	*	*	24	7	*	n/a
Total Tests	97	*	19	63	*	*	*	*	35	11	*	*
% at Level II Satisfactory Standard	81%	*	79%	84%	*	*	*	*	69%	64%	*	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	341	24	73	224	*	5	*	11	105	31	n/a	11
Total Students	343	24	74	225	*	5	*	11	105	32	n/a	11
Participation Rate	99%	100%	99%	100%	*	100%	*	100%	100%	97%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	339	24	72	223	*	5	*	11	103	30	n/a	10
Total Students	341	24	73	224	*	5	*	11	103	31	n/a	10
Participation Rate	99%	100%	99%	100%	*	100%	*	100%	100%	97%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.2	91.9%	73.8%	74.7%
Masters	3.0	8.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		29	2	31
Total Number of Classes		42	2	44
Number of Classes Taught by Highly Qualified Teachers	Number	42	2	44
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: JOHNS EL

Campus ID: 220901121

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 3																	
Reading	2016	72%	68%	71%	56%	75%	*	-	-	-	-	*	72%	73%	71%	71%	*
	2015	74%	66%	70%	59%	75%	*	-	*	-	-	*	71%	72%	76%	63%	-
Mathematics	2016	74%	70%	77%	75%	78%	*	-	-	-	-	*	79%	84%	73%	83%	*
	2015	74%	64%	77%	55%	88%	*	-	*	-	-	*	80%	84%	80%	74%	-
Grade 4																	
Reading	2016	74%	67%	61%	60%	61%	*	*	*	-	-	*	60%	64%	68%	55%	-
	2015	71%	64%	59%	61%	59%	*	-	*	-	*	*	60%	57%	61%	58%	*
Mathematics	2016	72%	66%	75%	70%	77%	*	*	*	-	-	*	74%	80%	84%	67%	-
	2015	71%	62%	74%	61%	80%	*	-	*	-	*	*	74%	79%	71%	77%	*
Writing	2016	68%	63%	60%	57%	62%	*	*	*	-	-	*	60%	64%	67%	55%	-
	2015	67%	60%	48%	56%	42%	*	-	*	-	*	*	48%	40%	63%	35%	*
Grade 5																	
Reading	2016	80%	74%	67%	59%	67%	100%	-	*	-	-	*	67%	56%	67%	67%	-
	2015	83%	79%	80%	64%	81%	*	-	*	-	-	58%	80%	77%	88%	72%	-
Mathematics	2016	85%	79%	74%	47%	80%	100%	-	*	-	-	*	74%	72%	71%	77%	-
	2015	75%	67%	65%	55%	64%	*	-	*	-	-	*	65%	61%	67%	63%	-
Science	2016	73%	67%	57%	53%	55%	*	-	*	-	-	*	56%	42%	60%	55%	-
	2015	69%	61%	61%	55%	61%	*	-	*	-	-	45%	62%	54%	62%	61%	-
Grade 6																	
Reading	2016	68%	67%	60%	57%	62%	*	-	*	-	-	*	60%	49%	68%	55%	-
	2015	73%	74%	71%	80%	70%	*	-	*	-	-	*	70%	58%	81%	57%	-
Mathematics	2016	71%	69%	59%	43%	62%	*	-	*	-	-	*	59%	55%	56%	61%	-
	2015	72%	73%	63%	60%	64%	*	-	*	-	-	56%	61%	51%	63%	63%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	66%	58%	68%	63%	*	83%	-	-	17%	66%	66%	69%	64%	*
	2015	73%	69%	67%	60%	69%	58%	-	96%	-	*	41%	67%	65%	72%	62%	*
Reading	2016	72%	67%	65%	58%	67%	63%	*	71%	-	-	19%	65%	62%	69%	62%	*
	2015	74%	70%	70%	65%	72%	56%	-	89%	-	*	42%	70%	67%	77%	63%	*
Mathematics	2016	75%	70%	72%	60%	74%	69%	*	86%	-	-	19%	72%	74%	72%	71%	*
	2015	73%	67%	70%	58%	73%	56%	-	100%	-	*	43%	70%	70%	70%	70%	*
Writing	2016	68%	64%	60%	57%	62%	*	*	*	-	-	*	60%	64%	67%	55%	-
	2015	68%	63%	48%	56%	42%	*	-	*	-	*	*	48%	40%	63%	35%	*
Science	2016	77%	74%	57%	53%	55%	*	-	*	-	-	*	56%	42%	60%	55%	-
	2015	75%	71%	61%	55%	61%	*	-	*	-	-	45%	62%	54%	62%	61%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	30%	31%	30%	33%	*	50%	-	-	1%	30%	28%	33%	28%	*
	2015	38%	34%	25%	22%	24%	16%	-	65%	-	*	5%	24%	22%	27%	23%	*
Reading	2016	42%	38%	29%	34%	28%	31%	*	29%	-	-	0%	30%	24%	34%	25%	*
	2015	40%	36%	27%	32%	26%	25%	-	56%	-	*	10%	27%	21%	31%	23%	*
Mathematics	2016	40%	35%	33%	27%	34%	25%	*	71%	-	-	3%	33%	34%	32%	34%	*
	2015	36%	30%	26%	18%	27%	19%	-	67%	-	*	0%	26%	26%	26%	26%	*
Writing	2016	39%	36%	22%	29%	20%	*	*	*	-	-	*	19%	22%	33%	12%	-
	2015	31%	27%	9%	6%	10%	*	-	*	-	*	*	10%	9%	11%	8%	*
Science	2016	44%	41%	33%	41%	27%	*	-	*	-	-	*	32%	21%	31%	36%	-
	2015	40%	35%	24%	18%	23%	*	-	*	-	-	9%	23%	21%	24%	24%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	11%	12%	10%	8%	*	39%	-	-	0%	11%	8%	13%	9%	*
	2015	14%	12%	8%	9%	7%	2%	-	35%	-	*	1%	7%	6%	9%	7%	*
Reading	2016	16%	14%	12%	13%	11%	19%	*	29%	-	-	0%	12%	7%	16%	8%	*
	2015	15%	13%	10%	12%	9%	0%	-	33%	-	*	3%	9%	7%	12%	7%	*
Mathematics	2016	17%	15%	12%	12%	12%	0%	*	43%	-	-	0%	12%	10%	12%	12%	*
	2015	14%	11%	7%	8%	6%	6%	-	33%	-	*	0%	7%	6%	7%	7%	*
Writing	2016	14%	11%	6%	5%	6%	*	*	*	-	-	*	7%	6%	11%	2%	-
	2015	8%	6%	2%	6%	2%	*	-	*	-	*	*	2%	0%	3%	2%	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	12%	7%	*	-	*	-	-	*	9%	3%	5%	12%	-
	2015	14%	12%	8%	0%	7%	*	-	*	-	-	0%	7%	5%	10%	7%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	-	-	99%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	100%	*
	2015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	100%	100%
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	-	97%	100%	100%	100%	99%	100%	*
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	100%	100%
Writing	2016	99%	100%	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	100%
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	97%	*	96%	*	-	-	-	-	97%	97%	95%	100%	96%	*	
% STAAR/EOC With No Accommodations	2016	13%	20%	30%	*	23%	*	-	-	-	-	30%	29%	20%	33%	29%	*	
% STAAR/EOC With Accommodations	2016	73%	69%	67%	*	73%	*	-	-	-	-	67%	68%	75%	67%	67%	*	
% STAAR Alternate2	2016	11%	8%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	*	
% of Non-Participants	2016	2%	3%	3%	*	4%	*	-	-	-	-	3%	3%	5%	0%	4%	*	
Mathematics Tests																		
% of Participants	2016	99%	98%	97%	*	96%	*	-	-	-	-	97%	97%	95%	100%	96%	*	
% STAAR/EOC With No Accommodations	2016	12%	20%	33%	*	31%	*	-	-	-	-	33%	32%	30%	44%	29%	*	
% STAAR/EOC With Accommodations	2016	75%	69%	64%	*	65%	*	-	-	-	-	64%	65%	65%	56%	67%	*	
% STAAR Alternate2	2016	12%	9%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	*	
% of Non-Participants	2016	1%	2%	3%	*	4%	*	-	-	-	-	3%	3%	5%	0%	4%	*	

** 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 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	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	N	Y		5	6	83
Mathematics	Y	Y	Y						Y	N	Y		5	6	83
Writing	Y		Y						Y		Y		4	4	100
Science	N		N						N		N		0	4	0
Social Studies													0	0	
Total													14	20	70
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													26	32	81

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	230	37	177	10	*	**	-	-	216	6	149	n/a
Total Tests	337	58	256	16	*	**	-	-	320	28	217	198
% at Level II Satisfactory Standard	68%	64%	69%	63%	*	83%	-	-	68%	21%	69%	n/a
Mathematics												
# at Level II Satisfactory Standard	250	37	195	11	*	**	-	-	236	6	172	n/a
Total Tests	337	58	256	16	*	**	-	-	320	28	217	198
% at Level II Satisfactory Standard	74%	64%	76%	69%	*	100%	-	-	74%	21%	79%	n/a
Writing												
# at Level II Satisfactory Standard	56	12	41	*	*	*	-	-	52	*	41	n/a
Total Tests	91	20	65	*	*	*	-	-	85	*	62	60
% at Level II Satisfactory Standard	62%	60%	63%	*	*	*	-	-	61%	*	66%	n/a
Science												
# at Level II Satisfactory Standard	46	7	33	*	-	*	-	-	44	*	28	n/a
Total Tests	78	13	58	*	-	*	-	-	76	*	48	35
% at Level II Satisfactory Standard	59%	54%	57%	*	-	*	-	-	58%	*	58%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	361	67	270	16	*	**	-	-	338	33	n/a	214
Total Students	361	67	270	16	*	**	-	-	338	33	n/a	214
Participation Rate	100%	100%	100%	100%	*	100%	-	-	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	360	67	269	16	*	**	-	-	337	32	n/a	213
Total Students	361	67	270	16	*	**	-	-	338	33	n/a	214
Participation Rate	100%	100%	100%	100%	*	100%	-	-	100%	97%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.0	75.4%	73.8%	74.7%
Masters	10.4	22.5%	25.6%	23.6%
Doctorate	1.0	2.2%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		42	0	42
Total Number of Classes		53	0	53
Number of Classes Taught by Highly Qualified Teachers	Number	53	0	53
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
Campus Name: JONES FINE ARTS / DUAL LANGUAGE ACADEMY
Campus ID: 220901163
District Name: ARLINGTON 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.

There is no data for this campus.

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	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															
Mathematics															
Writing															
Science															
Social Studies															
Total															
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					n/a	n/a	n/a	n/a				n/a			
Mathematics					n/a	n/a	n/a	n/a				n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading															
Mathematics															
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total												0	0	
Overall Total												0	0	

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	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.

	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	3.2	74.3%	73.8%	74.7%
Masters	1.1	25.7%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		4	0	4
Total Number of Classes		4	0	4
Number of Classes Taught by Highly Qualified Teachers	Number	4	0	4
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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 Levels			
			% 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
		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
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

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
		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

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

Campus Name: KEY EL

Campus ID: 220901128

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Indian									
Grade 3																	
Reading	2016	72%	68%	83%	84%	83%	85%	-	*	-	*	*	83%	77%	86%	79%	-
	2015	74%	66%	76%	87%	61%	83%	*	*	-	*	-	74%	73%	85%	69%	-
Mathematics	2016	74%	70%	66%	74%	58%	75%	-	*	-	*	*	64%	46%	67%	65%	-
	2015	74%	64%	75%	67%	61%	92%	*	*	-	*	-	68%	64%	79%	72%	-
Grade 4																	
Reading	2016	74%	67%	77%	70%	70%	78%	*	100%	-	100%	*	72%	58%	84%	72%	-
	2015	71%	64%	75%	73%	77%	76%	-	83%	-	*	*	71%	83%	76%	75%	-
Mathematics	2016	72%	66%	72%	60%	57%	91%	*	100%	-	*	*	65%	67%	75%	70%	-
	2015	71%	62%	70%	55%	73%	72%	-	100%	-	*	*	57%	100%	70%	69%	-
Writing	2016	68%	63%	86%	84%	77%	87%	*	100%	-	100%	*	86%	82%	97%	77%	-
	2015	67%	60%	78%	73%	90%	75%	-	*	-	*	*	69%	83%	78%	79%	-
Grade 5																	
Reading	2016	80%	74%	81%	70%	83%	77%	-	100%	-	*	*	76%	*	81%	81%	-
	2015	83%	79%	86%	84%	73%	100%	-	83%	-	*	69%	79%	67%	95%	76%	-
Mathematics	2016	85%	79%	71%	70%	70%	64%	-	100%	-	*	*	72%	*	73%	69%	-
	2015	75%	67%	67%	53%	62%	77%	-	100%	-	*	62%	61%	67%	67%	68%	-
Science	2016	73%	67%	74%	56%	71%	76%	-	100%	-	*	*	75%	*	73%	74%	-
	2015	69%	61%	72%	42%	64%	96%	-	100%	-	*	69%	65%	64%	70%	75%	-
Grade 6																	
Reading	2016	68%	67%	79%	71%	78%	81%	-	100%	-	*	50%	74%	71%	86%	71%	-
	2015	73%	74%	81%	71%	81%	87%	-	*	-	100%	*	76%	*	76%	88%	-
Mathematics	2016	71%	69%	76%	53%	78%	81%	-	100%	-	*	58%	71%	86%	75%	76%	-
	2015	72%	73%	79%	63%	88%	87%	-	*	-	100%	*	71%	*	73%	88%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	76%	70%	73%	80%	*	94%	-	85%	46%	74%	70%	80%	73%	-
	2015	73%	69%	76%	66%	72%	85%	*	89%	-	73%	46%	69%	70%	77%	76%	-
Reading	2016	72%	67%	80%	74%	78%	80%	*	95%	-	92%	52%	76%	69%	85%	75%	-
	2015	74%	70%	80%	78%	72%	86%	*	83%	-	78%	47%	75%	70%	83%	77%	-
Mathematics	2016	75%	70%	71%	64%	66%	78%	*	90%	-	69%	44%	68%	67%	72%	70%	-
	2015	73%	67%	73%	59%	69%	82%	*	94%	-	67%	44%	64%	70%	72%	74%	-
Writing	2016	68%	64%	86%	84%	77%	87%	*	100%	-	100%	*	86%	82%	97%	77%	-
	2015	68%	63%	78%	73%	90%	75%	-	*	-	*	*	69%	83%	78%	79%	-
Science	2016	77%	74%	74%	56%	71%	76%	-	100%	-	*	*	75%	*	73%	74%	-
	2015	75%	71%	72%	42%	64%	96%	-	100%	-	*	69%	65%	64%	70%	75%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	43%	32%	35%	50%	*	78%	-	39%	19%	33%	35%	46%	40%	-
	2015	38%	34%	40%	26%	32%	50%	*	64%	-	48%	14%	29%	25%	42%	38%	-
Reading	2016	42%	38%	48%	35%	41%	59%	*	70%	-	38%	20%	39%	42%	54%	41%	-
	2015	40%	36%	47%	30%	41%	59%	*	61%	-	56%	16%	37%	27%	49%	45%	-
Mathematics	2016	40%	35%	37%	29%	28%	40%	*	85%	-	54%	20%	27%	28%	37%	37%	-
	2015	36%	30%	35%	23%	25%	44%	*	67%	-	39%	9%	25%	24%	36%	33%	-
Writing	2016	39%	36%	46%	32%	41%	65%	*	67%	-	0%	*	38%	27%	56%	39%	-
	2015	31%	27%	34%	36%	25%	33%	-	*	-	*	*	19%	33%	36%	31%	-
Science	2016	44%	41%	41%	33%	33%	38%	-	100%	-	*	*	25%	*	31%	49%	-
	2015	40%	35%	36%	11%	24%	57%	-	67%	-	*	31%	24%	18%	40%	31%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	21%	13%	17%	23%	*	51%	-	33%	11%	14%	18%	21%	21%	-
	2015	14%	12%	16%	8%	11%	20%	*	47%	-	20%	2%	12%	12%	16%	17%	-
Reading	2016	16%	14%	26%	15%	24%	29%	*	50%	-	38%	16%	18%	19%	25%	26%	-
	2015	15%	13%	23%	10%	18%	29%	*	50%	-	22%	0%	14%	15%	23%	22%	-
Mathematics	2016	17%	15%	18%	12%	10%	20%	*	55%	-	38%	8%	11%	17%	16%	21%	-
	2015	14%	11%	13%	4%	6%	14%	*	56%	-	22%	3%	10%	15%	11%	14%	-
Writing	2016	14%	11%	20%	11%	18%	26%	*	50%	-	0%	*	17%	18%	28%	14%	-
	2015	8%	6%	6%	18%	5%	4%	-	*	-	*	*	8%	0%	8%	3%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	13%	11%	13%	5%	-	40%	-	*	*	11%	*	12%	14%	-
	2015	14%	12%	16%	5%	4%	26%	-	50%	-	*	8%	14%	0%	10%	22%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	100%	98%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	98%	99%	99%	100%	98%	-	100%	99%	98%	99%	99%	98%	-
Reading	2016	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	100%	99%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	99%	100%	99%	100%	100%	-	100%	100%	99%	100%	99%	99%	-
Writing	2016	99%	100%	99%	100%	100%	96%	*	100%	-	100%	*	98%	100%	97%	100%	-
	2015	99%	99%	94%	92%	95%	96%	-	83%	-	100%	89%	90%	100%	97%	91%	-
Science	2016	99%	99%	98%	100%	100%	95%	-	100%	-	*	100%	100%	100%	96%	100%	-
	2015	99%	99%	99%	100%	96%	100%	-	100%	-	100%	100%	97%	92%	100%	97%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	28%	*	44%	30%	-	*	-	*	28%	17%	20%	60%	20%	-
% STAAR/EOC With Accommodations	2016	73%	69%	72%	*	56%	70%	-	*	-	*	72%	83%	80%	40%	80%	-
% STAAR Alternate2	2016	11%	8%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	28%	*	44%	30%	-	*	-	*	28%	17%	20%	60%	20%	-
% STAAR/EOC With Accommodations	2016	75%	69%	72%	*	56%	70%	-	*	-	*	72%	83%	80%	40%	80%	-
% STAAR Alternate2	2016	12%	9%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-

** 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 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	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		6	6	100
Mathematics	Y	Y	Y	Y					Y		Y		6	6	100
Writing	Y								Y				2	2	100
Science	Y								Y				2	2	100
Social Studies													0	0	
Total													16	16	100
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													30	30	100

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	212	42	70	69	*	18	-	**	106	13	29	n/a
Total Tests	264	57	90	85	*	18	-	**	138	24	38	31
% at Level II Satisfactory Standard	80%	74%	78%	81%	*	100%	-	92%	77%	54%	76%	n/a
Mathematics												
# at Level II Satisfactory Standard	190	36	60	67	*	17	-	**	93	10	28	n/a
Total Tests	264	57	90	85	*	18	-	**	138	24	38	31
% at Level II Satisfactory Standard	72%	63%	67%	79%	*	94%	-	69%	67%	42%	74%	n/a
Writing												
# at Level II Satisfactory Standard	60	15	15	19	*	5	-	**	35	*	9	n/a
Total Tests	69	17	20	21	*	5	-	**	40	*	10	8
% at Level II Satisfactory Standard	87%	88%	75%	90%	*	100%	-	100%	88%	*	90%	n/a
Science												
# at Level II Satisfactory Standard	44	**	17	15	-	5	-	*	20	*	8	n/a
Total Tests	57	**	23	19	-	5	-	*	27	*	8	*
% at Level II Satisfactory Standard	77%	63%	74%	79%	-	100%	-	*	74%	*	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	288	66	97	91	*	20	-	**	142	25	n/a	36
Total Students	289	66	97	92	*	20	-	**	142	25	n/a	36
Participation Rate	100%	100%	100%	99%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	288	66	97	91	*	20	-	**	142	25	n/a	36
Total Students	289	66	97	92	*	20	-	**	142	25	n/a	36
Participation Rate	100%	100%	100%	99%	*	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	28.3	85.0%	73.8%	74.7%
Masters	5.0	15.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		27	0	27
Total Number of Classes		38	0	38
Number of Classes Taught by Highly Qualified Teachers	Number	38	0	38
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: KNOX EL

Campus ID: 220901157

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 3																	
Reading	2016	72%	68%	56%	*	56%	*	-	-	-	*	*	56%	55%	59%	53%	-
	2015	74%	66%	58%	38%	61%	*	*	*	*	*	*	60%	65%	66%	49%	-
Mathematics	2016	74%	70%	56%	*	58%	*	-	-	-	*	*	54%	59%	50%	62%	-
	2015	74%	64%	51%	25%	54%	*	*	*	*	*	*	53%	58%	55%	46%	-
Grade 4																	
Reading	2016	74%	67%	71%	*	72%	*	*	-	-	*	*	71%	62%	74%	67%	-
	2015	71%	64%	59%	*	59%	*	-	-	*	*	*	59%	55%	65%	50%	-
Mathematics	2016	72%	66%	64%	*	66%	*	*	-	-	*	*	66%	62%	69%	58%	-
	2015	71%	62%	62%	*	65%	*	-	-	*	*	*	65%	65%	59%	67%	-
Writing	2016	68%	63%	67%	*	67%	*	*	-	-	*	*	72%	54%	77%	56%	-
	2015	67%	60%	58%	*	62%	*	-	-	*	*	*	59%	54%	62%	53%	-
Grade 5																	
Reading	2016	80%	74%	75%	*	76%	*	-	-	-	-	*	75%	67%	83%	64%	-
	2015	83%	79%	80%	70%	82%	*	-	-	*	-	*	80%	76%	89%	70%	-
Mathematics	2016	85%	79%	66%	*	68%	*	-	-	-	-	*	67%	63%	70%	60%	-
	2015	75%	67%	55%	*	60%	*	-	-	*	-	*	56%	53%	59%	50%	-
Science	2016	73%	67%	58%	*	59%	*	-	-	-	-	*	59%	52%	60%	56%	-
	2015	69%	61%	44%	*	47%	*	-	-	*	-	*	44%	26%	55%	33%	-
Grade 6																	
Reading	2016	68%	67%	61%	*	60%	*	-	-	-	-	*	62%	32%	78%	47%	-
	2015	73%	74%	70%	*	72%	*	-	*	-	*	*	68%	58%	59%	82%	-
Mathematics	2016	71%	69%	65%	*	68%	*	-	-	-	-	*	64%	52%	78%	53%	-
	2015	72%	73%	65%	*	68%	*	-	*	-	*	*	66%	50%	56%	75%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	64%	58%	65%	44%	*	-	-	*	31%	65%	56%	70%	58%	-
	2015	73%	69%	59%	33%	63%	47%	*	100%	100%	89%	23%	60%	57%	63%	56%	-
Reading	2016	72%	67%	66%	67%	67%	50%	*	-	-	*	32%	67%	55%	74%	58%	-
	2015	74%	70%	65%	44%	68%	54%	*	*	*	*	25%	66%	64%	70%	61%	-
Mathematics	2016	75%	70%	63%	40%	65%	43%	*	-	-	*	32%	63%	59%	67%	58%	-
	2015	73%	67%	57%	25%	61%	46%	*	*	*	*	21%	59%	57%	57%	57%	-
Writing	2016	68%	64%	67%	*	67%	*	*	-	-	*	*	72%	54%	77%	56%	-
	2015	68%	63%	58%	*	62%	*	-	-	*	*	*	59%	54%	62%	53%	-
Science	2016	77%	74%	58%	*	59%	*	-	-	-	-	*	59%	52%	60%	56%	-
	2015	75%	71%	44%	*	47%	*	-	-	*	-	*	44%	26%	55%	33%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	25%	8%	26%	21%	*	-	-	*	4%	26%	15%	31%	19%	-
	2015	38%	34%	23%	13%	24%	18%	*	83%	20%	11%	3%	23%	16%	25%	21%	-
Reading	2016	42%	38%	27%	13%	28%	21%	*	-	-	*	0%	28%	15%	37%	17%	-
	2015	40%	36%	29%	20%	31%	15%	*	*	*	*	4%	30%	20%	32%	25%	-
Mathematics	2016	40%	35%	24%	7%	25%	29%	*	-	-	*	11%	24%	16%	27%	21%	-
	2015	36%	30%	20%	5%	22%	23%	*	*	*	*	4%	20%	16%	19%	21%	-
Writing	2016	39%	36%	29%	*	31%	*	*	-	-	*	*	32%	23%	38%	19%	-
	2015	31%	27%	19%	*	19%	*	-	-	*	*	*	19%	13%	24%	11%	-
Science	2016	44%	41%	17%	*	19%	*	-	-	-	-	*	16%	4%	18%	16%	-
	2015	40%	35%	13%	*	13%	*	-	-	*	-	*	14%	6%	16%	10%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	7%	0%	7%	9%	*	-	-	*	0%	7%	3%	9%	5%	-
	2015	14%	12%	7%	5%	8%	6%	*	17%	0%	0%	2%	7%	4%	8%	6%	-
Reading	2016	16%	14%	10%	0%	10%	14%	*	-	-	*	0%	10%	3%	15%	4%	-
	2015	15%	13%	11%	9%	11%	8%	*	*	*	*	0%	11%	5%	13%	8%	-
Mathematics	2016	17%	15%	6%	0%	6%	7%	*	-	-	*	0%	6%	4%	6%	6%	-
	2015	14%	11%	6%	2%	7%	8%	*	*	*	*	4%	6%	5%	5%	7%	-
Writing	2016	14%	11%	5%	*	6%	*	*	-	-	*	*	6%	5%	8%	3%	-
	2015	8%	6%	1%	*	1%	*	-	-	*	*	*	1%	0%	2%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	*	2%	*	-	-	-	-	*	2%	0%	3%	0%	-
	2015	14%	12%	1%	*	1%	*	-	-	*	-	*	1%	0%	2%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	*	100%	*	*	-	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	-	-	100%	100%	100%	99%	98%	98%	100%	100%	-
Science	2016	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	*	-	-	-	-	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	26%	*	27%	*	-	-	-	-	26%	28%	17%	*	25%	-
% STAAR/EOC With Accommodations	2016	73%	69%	74%	*	73%	*	-	-	-	-	74%	72%	83%	*	75%	-
% STAAR Alternate2	2016	11%	8%	0%	*	0%	*	-	-	-	-	0%	0%	0%	*	0%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	*	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	*	-	-	-	-	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	26%	*	27%	*	-	-	-	-	26%	28%	17%	*	25%	-
% STAAR/EOC With Accommodations	2016	75%	69%	74%	*	73%	*	-	-	-	-	74%	72%	83%	*	75%	-
% STAAR Alternate2	2016	12%	9%	0%	*	0%	*	-	-	-	-	0%	0%	0%	*	0%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	*	0%	-

** 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 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	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		4	4	100
Mathematics	Y		Y						Y		Y		4	4	100
Writing	Y		Y						Y		Y		4	4	100
Science	N		Y						N		Y		2	4	50
Social Studies													0	0	
Total													14	16	88
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y			Y	4	4	100
Mathematics	Y		Y						Y			Y	4	4	100
Total													8	8	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													22	24	92

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	172	8	155	6	*	-	-	*	161	5	111	n/a
Total Tests	252	13	224	12	*	-	-	*	235	18	165	128
% at Level II Satisfactory Standard	68%	62%	69%	50%	*	-	-	*	69%	28%	67%	n/a
Mathematics												
# at Level II Satisfactory Standard	157	*	145	5	*	-	-	*	148	5	107	n/a
Total Tests	252	*	224	12	*	-	-	*	235	18	165	128
% at Level II Satisfactory Standard	62%	*	65%	42%	*	-	-	*	63%	28%	65%	n/a
Writing												
# at Level II Satisfactory Standard	50	*	45	*	*	-	-	*	49	*	38	n/a
Total Tests	72	*	65	*	*	-	-	*	68	*	55	37
% at Level II Satisfactory Standard	69%	*	69%	*	*	-	-	*	72%	*	69%	n/a
Science												
# at Level II Satisfactory Standard	38	*	35	*	-	-	-	-	36	*	23	n/a
Total Tests	64	*	58	*	-	-	-	-	61	*	38	26
% at Level II Satisfactory Standard	59%	*	60%	*	-	-	-	-	59%	*	61%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	263	15	231	14	*	-	-	*	239	19	n/a	135
Total Students	263	15	231	14	*	-	-	*	239	19	n/a	135
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	263	15	231	14	*	-	-	*	239	19	n/a	135
Total Students	263	15	231	14	*	-	-	*	239	19	n/a	135
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	29.0	75.5%	73.8%	74.7%
Masters	9.4	24.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		31	0	31
Total Number of Classes		46	0	46
Number of Classes Taught by Highly Qualified Teachers	Number	46	0	46
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: KOOKEN ED CTR

Campus ID: 220901107

District Name: ARLINGTON 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.

There is no data for this campus.

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	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															
Mathematics															
Writing															
Science															
Social Studies															
Total															
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					n/a	n/a	n/a	n/a							n/a
Mathematics					n/a	n/a	n/a	n/a							n/a
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			95%		
Reading															
Mathematics															
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total												0	0	
Overall Total												0	0	

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	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.

	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	11.0	76.2%	73.8%	74.7%
Masters	3.4	23.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		9	3	12
Total Number of Classes		9	3	12
Number of Classes Taught by Highly Qualified Teachers	Number	9	3	12
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

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	% At or Above			
			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
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

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
		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

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

Campus Name: LAMAR H S

Campus ID: 220901003

District Name: ARLINGTON 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.

End of Course	Year	State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant	
					American	Hispanic				Islander	More							
		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
English I	2016	63%	58%	53%	47%	45%	81%	*	74%	*	54%	10%	45%	26%	62%	45%	*	
	2015	66%	62%	53%	47%	47%	75%	86%	70%	*	59%	22%	47%	32%	62%	46%	*	
English II	2016	66%	61%	57%	49%	50%	80%	63%	75%	*	83%	16%	47%	22%	62%	53%	-	
	2015	69%	65%	58%	53%	51%	81%	*	61%	*	62%	19%	47%	33%	63%	54%	*	
Algebra I	2016	76%	68%	49%	45%	46%	67%	*	73%	*	58%	21%	46%	34%	51%	47%	*	
	2015	77%	71%	49%	46%	49%	59%	*	50%	*	59%	28%	46%	36%	53%	45%	*	
Biology	2016	86%	82%	76%	73%	71%	91%	*	89%	*	72%	33%	69%	51%	81%	72%	-	
	2015	88%	84%	80%	74%	77%	91%	86%	94%	*	92%	41%	76%	62%	83%	77%	*	
U.S. History	2016	90%	89%	90%	87%	88%	96%	*	100%	*	86%	55%	86%	77%	91%	89%	-	
	2015	88%	87%	88%	86%	84%	93%	*	91%	*	100%	66%	81%	65%	86%	89%	-	
All Grades All Subjects	2016	74%	70%	64%	58%	57%	85%	65%	82%	80%	69%	26%	56%	38%	69%	59%	*	
	2015	73%	69%	64%	59%	59%	82%	65%	77%	89%	73%	32%	58%	43%	69%	60%	*	
Reading	2016	72%	67%	55%	48%	47%	80%	67%	74%	*	68%	13%	46%	24%	62%	48%	*	
	2015	74%	70%	56%	50%	49%	78%	62%	66%	*	60%	21%	47%	32%	62%	50%	*	
Mathematics	2016	75%	70%	49%	45%	46%	67%	*	73%	*	58%	21%	46%	34%	51%	47%	*	
	2015	73%	67%	49%	46%	49%	59%	*	50%	*	59%	28%	46%	36%	53%	45%	*	
Science	2016	77%	74%	76%	73%	71%	91%	*	89%	*	72%	33%	69%	51%	81%	72%	-	
	2015	75%	71%	80%	74%	77%	91%	86%	94%	*	92%	41%	76%	62%	83%	77%	*	
Social Studies	2016	76%	76%	90%	87%	88%	96%	*	100%	*	86%	55%	86%	77%	91%	89%	-	
	2015	74%	74%	88%	86%	84%	93%	*	91%	*	100%	66%	81%	65%	86%	89%	-	

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	34%	24%	28%	64%	26%	58%	60%	43%	10%	25%	8%	38%	31%	*
	2015	38%	34%	33%	22%	28%	59%	19%	57%	89%	45%	15%	24%	10%	35%	31%	*
Reading	2016	42%	38%	32%	21%	25%	62%	33%	50%	*	45%	6%	23%	4%	38%	26%	*
	2015	40%	36%	33%	22%	27%	61%	23%	55%	*	45%	13%	24%	12%	38%	28%	*
Mathematics	2016	40%	35%	10%	9%	8%	20%	*	36%	*	8%	5%	9%	3%	11%	9%	*
	2015	36%	30%	6%	4%	6%	9%	*	0%	*	18%	7%	5%	3%	7%	5%	*
Science	2016	44%	41%	43%	31%	35%	75%	*	75%	*	56%	9%	32%	12%	47%	39%	-
	2015	40%	35%	34%	20%	31%	61%	14%	65%	*	50%	9%	26%	7%	34%	34%	*
Social Studies	2016	45%	46%	57%	44%	53%	79%	*	73%	*	57%	26%	44%	25%	54%	60%	-
	2015	41%	41%	57%	46%	49%	78%	*	69%	*	80%	41%	45%	19%	51%	63%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	14%	8%	4%	5%	25%	0%	22%	10%	6%	2%	4%	1%	9%	8%	*
	2015	14%	12%	7%	3%	5%	16%	3%	20%	11%	15%	1%	4%	1%	7%	8%	*
Reading	2016	16%	14%	4%	1%	2%	14%	0%	13%	*	6%	0%	1%	0%	6%	3%	*
	2015	15%	13%	3%	1%	2%	7%	0%	14%	*	10%	2%	1%	0%	5%	2%	*
Mathematics	2016	17%	15%	1%	0%	1%	6%	*	9%	*	0%	0%	1%	0%	1%	1%	*
	2015	14%	11%	1%	0%	1%	2%	*	0%	*	0%	0%	0%	0%	2%	0%	*
Science	2016	15%	13%	12%	5%	6%	33%	*	43%	*	6%	3%	6%	1%	12%	12%	-
	2015	14%	12%	9%	2%	8%	23%	0%	18%	*	12%	1%	4%	0%	9%	9%	*
Social Studies	2016	21%	22%	23%	12%	18%	47%	*	35%	*	14%	11%	15%	8%	20%	27%	-
	2015	18%	17%	25%	17%	19%	38%	*	40%	*	70%	2%	18%	4%	17%	32%	-
STAAR Participation (All Grades)																	
All Tests	2016	99%	99%	98%	98%	98%	98%	96%	100%	100%	97%	97%	98%	99%	98%	98%	*
	2015	99%	99%	97%	97%	96%	99%	91%	94%	100%	99%	94%	97%	93%	98%	97%	100%
Reading	2016	99%	99%	98%	97%	98%	98%	92%	100%	*	96%	97%	98%	100%	98%	98%	*
	2015	99%	98%	96%	97%	94%	99%	87%	92%	100%	100%	94%	96%	89%	96%	96%	100%
Mathematics	2016	100%	99%	98%	99%	98%	100%	*	100%	*	92%	98%	98%	98%	99%	98%	*
	2015	99%	99%	98%	98%	98%	97%	86%	91%	100%	100%	94%	98%	98%	98%	97%	100%
Science	2016	99%	99%	98%	97%	97%	99%	*	100%	*	100%	94%	97%	96%	99%	96%	-

	2015	99%	99%	98%	98%	98%	99%	100%	97%	100%	100%	92%	99%	98%	99%	98%	100%
Social Studies	2016	98%	99%	99%	99%	100%	98%	100%	100%	*	100%	99%	99%	98%	98%	100%	-
	2015	99%	99%	99%	99%	99%	99%	100%	97%	100%	91%	100%	99%	97%	99%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	93%	96%	91%	90%	*	*	*	*	93%	94%	92%	90%	95%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	45%	43%	47%	48%	*	*	*	*	45%	46%	44%	50%	43%	-
% STAAR/EOC With Accommodations	2016	73%	69%	42%	49%	40%	35%	*	*	*	*	42%	42%	46%	34%	46%	-
% STAAR Alternate2	2016	11%	8%	6%	5%	4%	6%	*	*	*	*	6%	6%	3%	6%	6%	-
% of Non-Participants	2016	2%	3%	7%	4%	9%	10%	*	*	*	*	7%	6%	8%	10%	5%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	96%	95%	97%	100%	-	*	*	*	96%	96%	100%	93%	98%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	44%	42%	45%	45%	-	*	*	*	44%	42%	40%	52%	39%	-
% STAAR/EOC With Accommodations	2016	75%	69%	47%	50%	45%	45%	-	*	*	*	47%	46%	55%	34%	54%	-
% STAAR Alternate2	2016	12%	9%	6%	3%	6%	9%	-	*	*	*	6%	7%	5%	7%	5%	-
% of Non-Participants	2016	1%	2%	4%	5%	3%	0%	-	*	*	*	4%	4%	0%	7%	2%	-

*** 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 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	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	N	N	N	Y		Y		Y	N	N	N		3	9	33
Mathematics	N	N	N	Y					N	N	N		1	7	14
Writing													0	0	
Science	Y	Y	Y	Y					Y	N	N		5	7	71
Social Studies	Y	Y	Y	Y					Y	N	Y		6	7	86

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 15	Total Eligible 30	Percent of Eligible Measures Met 50
Total														
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a		
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y	Y	9	9	100
Mathematics	Y	Y	Y	Y				Y	Y	Y	Y	7	7	100
Total												16	16	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	N	N	Y	Y		Y			N	N	Y	4	8	50
Reason Code ***			c	b		a					c			
Total												4	8	50
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												35	54	65

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	1,113	339	400	276	**	59	*	28	619	22	135	n/a
Total Tests	1,992	699	821	338	**	76	*	43	1,313	169	435	390
% at Level II Satisfactory Standard	56%	48%	49%	82%	73%	78%	*	65%	47%	13%	31%	n/a
Mathematics												
# at Level II Satisfactory Standard	336	131	140	49	*	6	*	7	246	17	70	n/a
Total Tests	683	282	302	74	*	9	*	12	528	80	186	171
% at Level II Satisfactory Standard	49%	46%	46%	66%	*	67%	*	58%	47%	21%	38%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	619	205	235	144	*	21	*	12	385	23	98	n/a
Total Tests	803	279	326	157	*	23	*	16	550	74	174	155
% at Level II Satisfactory Standard	77%	73%	72%	92%	*	91%	*	75%	70%	31%	56%	n/a
Social Studies												
# at Level II Satisfactory Standard	634	219	214	166	*	24	*	6	320	36	77	n/a
Total Tests	700	252	239	172	*	24	*	7	371	68	94	81
% at Level II Satisfactory Standard	91%	87%	90%	97%	*	100%	*	86%	86%	53%	82%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	2,190	775	904	359	**	88	*	47	1,407	185	n/a	480
Total Students	2,237	795	918	368	**	88	*	49	1,436	191	n/a	482
Participation Rate	98%	97%	98%	98%	92%	100%	*	96%	98%	97%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	750	316	321	85	*	11	*	12	552	82	n/a	189
Total Students	762	320	328	85	*	11	*	13	561	84	n/a	192
Participation Rate	98%	99%	98%	100%	*	100%	*	92%	98%	98%	n/a	98%

* 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 2015												
Number Graduated	497	136	176	154	*	24	*	4	218	25	59	n/a
Total in Class	637	189	233	175	*	25	*	10	292	44	88	71
Graduation Rate	78.0%	72.0%	75.5%	88.0%	*	96.0%	*	40.0%	74.7%	56.8%	67.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	552	164	171	171	*	34	-	**	236	27	49	n/a
Total in Class	685	206	234	196	*	36	-	**	298	50	82	55
Graduation Rate	80.6%	79.6%	73.1%	87.2%	*	94.4%	-	90.9%	79.2%	54.0%	59.8%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	573	169	183	175	*	34	-	**	240	28	55	n/a
Total in Class	685	207	233	196	*	36	-	**	295	51	81	52
Graduation Rate	83.6%	81.6%	78.5%	89.3%	*	94.4%	-	90.9%	81.4%	54.9%	67.9%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	134.1	70.9%	73.8%	74.7%
Masters	51.0	27.0%	25.6%	23.6%
Doctorate	4.0	2.1%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		109	10	119
Total Number of Classes		613	82	695
Number of Classes Taught by Highly Qualified Teachers	Number	613	82	695
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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	52.1%	59.2%	57.5%
2012-13	58.6%	59.3%	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

Grade	Subject	Student Group	% 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	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 8	Reading	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
		Overall	28	72	28	2
	Mathematics	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

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

Campus Name: LARSON EL

Campus ID: 220901151

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	78%	83%	69%	71%	-	83%	-	*	*	74%	71%	81%	75%	-		
	2015	74%	66%	71%	59%	69%	86%	*	88%	-	*	*	60%	67%	83%	61%	-		
Mathematics	2016	74%	70%	71%	70%	62%	93%	-	83%	-	*	*	63%	64%	71%	71%	-		
	2015	74%	64%	64%	46%	56%	86%	*	100%	-	*	*	49%	67%	67%	61%	-		
Grade 4																			
Reading	2016	74%	67%	77%	74%	64%	95%	*	100%	-	*	*	63%	78%	81%	74%	-		
	2015	71%	64%	65%	46%	67%	85%	*	*	-	*	*	60%	57%	71%	59%	-		
Mathematics	2016	72%	66%	66%	49%	61%	90%	*	100%	-	*	*	57%	56%	68%	65%	-		
	2015	71%	62%	56%	37%	45%	85%	*	*	-	*	*	40%	38%	51%	60%	-		
Writing	2016	68%	63%	63%	48%	54%	95%	-	100%	-	*	*	49%	*	71%	57%	-		
	2015	67%	60%	65%	48%	62%	89%	*	*	-	*	*	59%	62%	71%	59%	-		
Grade 5																			
Reading	2016	80%	74%	73%	66%	66%	91%	-	*	-	-	*	65%	43%	71%	74%	-		
	2015	83%	79%	88%	91%	76%	90%	-	100%	-	*	55%	82%	76%	91%	85%	-		
Mathematics	2016	85%	79%	83%	72%	84%	96%	-	*	-	-	*	79%	86%	88%	79%	-		
	2015	75%	67%	69%	64%	61%	73%	-	100%	-	*	25%	62%	57%	69%	69%	-		
Science	2016	73%	67%	62%	57%	50%	86%	-	*	-	-	*	52%	50%	65%	61%	-		
	2015	69%	61%	61%	55%	56%	63%	-	89%	-	*	25%	54%	67%	63%	58%	-		
Grade 6																			
Reading	2016	68%	67%	74%	67%	76%	86%	-	75%	-	*	48%	66%	60%	77%	72%	-		
	2015	73%	74%	81%	55%	80%	93%	-	100%	-	*	55%	78%	*	89%	73%	-		
Mathematics	2016	71%	69%	71%	58%	76%	79%	-	100%	-	*	39%	66%	73%	79%	63%	-		
	2015	72%	73%	72%	45%	70%	87%	-	100%	-	*	*	68%	*	80%	65%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	72%	65%	66%	88%	*	88%	-	74%	34%	64%	63%	75%	69%	-
	2015	73%	69%	69%	56%	64%	84%	100%	90%	-	88%	31%	61%	60%	73%	65%	-
Reading	2016	72%	67%	76%	73%	68%	87%	*	83%	-	75%	38%	67%	62%	78%	74%	-
	2015	74%	70%	76%	65%	73%	89%	*	90%	-	90%	43%	71%	66%	83%	70%	-
Mathematics	2016	75%	70%	72%	62%	71%	88%	*	92%	-	75%	35%	66%	71%	76%	69%	-
	2015	73%	67%	65%	49%	58%	83%	*	97%	-	89%	25%	55%	52%	66%	64%	-
Writing	2016	68%	64%	63%	48%	54%	95%	-	100%	-	*	*	49%	*	71%	57%	-
	2015	68%	63%	65%	48%	62%	89%	*	*	-	*	*	59%	62%	71%	59%	-
Science	2016	77%	74%	62%	57%	50%	86%	-	*	-	-	*	52%	50%	65%	61%	-
	2015	75%	71%	61%	55%	56%	63%	-	89%	-	*	25%	54%	67%	63%	58%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	35%	28%	24%	56%	*	59%	-	41%	11%	27%	17%	35%	36%	-
	2015	38%	34%	33%	19%	22%	53%	60%	68%	-	50%	10%	23%	19%	34%	32%	-
Reading	2016	42%	38%	39%	34%	25%	58%	*	54%	-	50%	10%	28%	17%	38%	39%	-
	2015	40%	36%	42%	27%	32%	64%	*	69%	-	50%	10%	33%	23%	45%	39%	-
Mathematics	2016	40%	35%	34%	27%	25%	51%	*	67%	-	25%	16%	26%	19%	34%	34%	-
	2015	36%	30%	28%	12%	16%	49%	*	72%	-	56%	10%	16%	19%	28%	29%	-
Writing	2016	39%	36%	38%	18%	29%	76%	-	67%	-	*	*	27%	*	38%	38%	-
	2015	31%	27%	24%	21%	15%	37%	*	*	-	*	*	16%	14%	27%	20%	-
Science	2016	44%	41%	23%	14%	16%	45%	-	*	-	-	*	21%	0%	20%	26%	-
	2015	40%	35%	26%	14%	18%	40%	-	67%	-	*	10%	15%	14%	21%	30%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	14%	9%	7%	26%	*	40%	-	11%	2%	8%	6%	13%	15%	-
	2015	14%	12%	15%	6%	8%	29%	20%	35%	-	17%	5%	8%	3%	15%	15%	-
Reading	2016	16%	14%	17%	13%	8%	29%	*	42%	-	17%	0%	9%	8%	16%	18%	-
	2015	15%	13%	21%	12%	11%	42%	*	34%	-	10%	6%	13%	5%	24%	19%	-
Mathematics	2016	17%	15%	14%	8%	6%	26%	*	50%	-	8%	5%	10%	6%	12%	15%	-
	2015	14%	11%	12%	1%	8%	21%	*	45%	-	22%	4%	6%	3%	10%	13%	-
Writing	2016	14%	11%	10%	3%	7%	29%	-	17%	-	*	*	2%	*	11%	9%	-
	2015	8%	6%	3%	0%	0%	11%	*	*	-	*	*	0%	0%	4%	2%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Science	2016	15%	13%	5%	0%	6%	9%	-	*	-	-	*	4%	0%	3%	7%	-
	2015	14%	12%	11%	2%	3%	27%	-	22%	-	*	5%	4%	0%	6%	15%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	100%	100%	*	100%	-	100%	98%	99%	100%	100%	99%	-
	2015	99%	99%	99%	99%	100%	99%	100%	100%	-	96%	98%	99%	100%	99%	99%	-
Reading	2016	99%	99%	99%	98%	100%	100%	*	100%	-	100%	98%	99%	100%	100%	99%	-
	2015	99%	98%	100%	99%	100%	100%	100%	100%	-	100%	98%	100%	100%	99%	100%	-
Mathematics	2016	100%	99%	100%	99%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-
	2015	99%	99%	99%	99%	99%	99%	100%	100%	-	90%	96%	99%	100%	98%	99%	-
Writing	2016	99%	100%	99%	98%	100%	100%	-	100%	-	*	89%	100%	100%	98%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	98%	98%	100%	97%	-	100%	-	100%	100%	99%	100%	98%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	98%	95%	100%	100%	-	-	-	-	98%	100%	*	100%	97%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	12%	5%	13%	20%	-	-	-	-	12%	7%	*	8%	13%	-
% STAAR/EOC With Accommodations	2016	73%	69%	86%	90%	88%	80%	-	-	-	-	86%	93%	*	92%	83%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	2%	5%	0%	0%	-	-	-	-	2%	0%	*	0%	3%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	16%	5%	13%	33%	-	-	-	-	16%	15%	*	15%	17%	-
% STAAR/EOC With Accommodations	2016	75%	69%	84%	95%	88%	67%	-	-	-	-	84%	85%	*	85%	83%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	Y	N	N						N				1	4	25
Science	Y	N	N						N				1	4	25
Social Studies													0	0	
Total													14	22	64
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													28	36	78

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	278	110	71	69	-	20	-	8	135	14	39	n/a
Total Tests	363	145	106	78	-	23	-	11	200	37	58	48
% at Level II Satisfactory Standard	77%	76%	67%	88%	-	87%	-	73%	68%	38%	67%	n/a
Mathematics												
# at Level II Satisfactory Standard	269	94	75	70	-	22	-	8	135	13	44	n/a
Total Tests	364	146	106	78	-	23	-	11	200	38	58	48
% at Level II Satisfactory Standard	74%	64%	71%	90%	-	96%	-	73%	68%	34%	76%	n/a
Writing												
# at Level II Satisfactory Standard	56	15	14	19	-	**	-	*	24	*	7	n/a
Total Tests	84	28	27	20	-	**	-	*	45	*	11	*
% at Level II Satisfactory Standard	67%	54%	52%	95%	-	100%	-	*	53%	*	64%	n/a
Science												
# at Level II Satisfactory Standard	53	**	16	19	-	*	-	-	25	*	10	n/a
Total Tests	83	**	32	21	-	*	-	-	47	*	20	14
% at Level II Satisfactory Standard	64%	58%	50%	90%	-	*	-	-	53%	*	50%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	402	168	111	86	*	24	-	**	213	42	n/a	52
Total Students	405	171	111	86	*	24	-	**	215	43	n/a	52
Participation Rate	99%	98%	100%	100%	*	100%	-	100%	99%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	403	169	111	86	*	24	-	**	213	43	n/a	52
Total Students	405	171	111	86	*	24	-	**	215	43	n/a	52
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	36.0	75.9%	73.8%	74.7%
Masters	11.4	24.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		40	3	43
Total Number of Classes		50	3	53
Number of Classes Taught by Highly Qualified Teachers	Number	50	3	53
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	2	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: LITTLE EL

Campus ID: 220901146

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African		American		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
Grade 3																	
Reading	2016	72%	68%	83%	56%	74%	95%	-	*	-	*	60%	68%	73%	78%	89%	-
	2015	74%	66%	87%	89%	83%	85%	*	100%	-	*	83%	83%	82%	96%	78%	-
Mathematics	2016	74%	70%	73%	50%	57%	84%	-	*	-	*	60%	53%	64%	65%	82%	-
	2015	74%	64%	84%	72%	67%	88%	*	100%	-	*	83%	81%	91%	82%	85%	-
Grade 4																	
Reading	2016	74%	67%	80%	65%	54%	88%	*	100%	-	*	56%	70%	63%	87%	74%	-
	2015	71%	64%	76%	70%	57%	81%	-	100%	-	-	*	52%	75%	79%	73%	-
Mathematics	2016	72%	66%	88%	71%	77%	93%	*	100%	-	*	78%	82%	88%	91%	85%	-
	2015	71%	62%	80%	70%	64%	86%	-	100%	-	-	*	59%	75%	79%	82%	-
Writing	2016	68%	63%	82%	76%	62%	88%	*	100%	-	*	88%	70%	88%	87%	79%	-
	2015	67%	60%	77%	70%	70%	78%	-	100%	-	-	*	48%	75%	83%	71%	-
Grade 5																	
Reading	2016	80%	74%	93%	92%	95%	93%	-	*	-	*	71%	86%	88%	89%	96%	-
	2015	83%	79%	89%	69%	88%	95%	*	*	-	*	80%	67%	*	87%	91%	-
Mathematics	2016	85%	79%	97%	93%	90%	99%	-	100%	-	*	63%	94%	100%	96%	97%	-
	2015	75%	67%	75%	38%	77%	83%	-	*	-	*	*	50%	*	75%	75%	-
Science	2016	73%	67%	85%	87%	82%	86%	-	*	-	*	*	69%	*	86%	84%	-
	2015	69%	61%	75%	54%	80%	78%	-	*	-	*	*	42%	*	66%	83%	-
Grade 6																	
Reading	2016	68%	67%	80%	53%	79%	90%	-	*	-	*	*	67%	*	80%	81%	-
	2015	73%	74%	88%	67%	84%	94%	*	88%	-	-	71%	88%	100%	92%	84%	-
Mathematics	2016	71%	69%	78%	47%	70%	90%	-	*	-	*	*	61%	*	78%	77%	-
	2015	72%	73%	79%	50%	79%	82%	*	100%	-	-	*	76%	*	78%	80%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	84%	68%	75%	91%	*	90%	-	78%	61%	71%	67%	84%	85%	-
	2015	73%	69%	81%	66%	75%	85%	*	98%	-	78%	58%	66%	73%	82%	80%	-
Reading	2016	72%	67%	84%	65%	78%	92%	*	81%	-	71%	55%	72%	65%	83%	85%	-
	2015	74%	70%	85%	75%	77%	88%	*	95%	-	*	73%	74%	76%	89%	81%	-
Mathematics	2016	75%	70%	84%	65%	72%	92%	*	100%	-	86%	65%	71%	68%	82%	85%	-
	2015	73%	67%	80%	58%	72%	85%	*	100%	-	*	50%	68%	76%	78%	81%	-
Writing	2016	68%	64%	82%	76%	62%	88%	*	100%	-	*	88%	70%	88%	87%	79%	-
	2015	68%	63%	77%	70%	70%	78%	-	100%	-	-	*	48%	75%	83%	71%	-
Science	2016	77%	74%	85%	87%	82%	86%	-	*	-	*	*	69%	*	86%	84%	-
	2015	75%	71%	75%	54%	80%	78%	-	*	-	*	*	42%	*	66%	83%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	53%	29%	42%	61%	*	64%	-	33%	29%	33%	36%	55%	50%	-
	2015	38%	34%	46%	24%	38%	52%	*	68%	-	22%	23%	27%	34%	47%	45%	-
Reading	2016	42%	38%	54%	35%	47%	62%	*	63%	-	14%	30%	34%	35%	59%	50%	-
	2015	40%	36%	53%	28%	44%	60%	*	71%	-	*	27%	33%	35%	57%	49%	-
Mathematics	2016	40%	35%	52%	23%	39%	63%	*	63%	-	43%	24%	30%	35%	52%	52%	-
	2015	36%	30%	45%	25%	35%	52%	*	67%	-	*	27%	28%	41%	43%	48%	-
Writing	2016	39%	36%	60%	35%	46%	66%	*	100%	-	*	50%	52%	50%	67%	54%	-
	2015	31%	27%	33%	20%	17%	38%	-	67%	-	-	*	3%	25%	42%	25%	-
Science	2016	44%	41%	44%	27%	36%	51%	-	*	-	*	*	22%	*	47%	41%	-
	2015	40%	35%	32%	8%	48%	31%	-	*	-	*	*	15%	*	23%	40%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	26%	13%	17%	31%	*	45%	-	11%	13%	14%	23%	28%	24%	-
	2015	14%	12%	19%	6%	14%	22%	*	40%	-	11%	5%	8%	15%	19%	19%	-
Reading	2016	16%	14%	30%	16%	22%	37%	*	38%	-	14%	15%	14%	15%	36%	25%	-
	2015	15%	13%	27%	9%	18%	32%	*	48%	-	*	10%	10%	18%	31%	24%	-
Mathematics	2016	17%	15%	23%	11%	13%	29%	*	44%	-	14%	12%	12%	26%	22%	24%	-
	2015	14%	11%	18%	4%	14%	20%	*	43%	-	*	3%	10%	21%	16%	20%	-
Writing	2016	14%	11%	31%	18%	15%	33%	*	100%	-	*	25%	27%	50%	42%	21%	-
	2015	8%	6%	4%	10%	0%	3%	-	17%	-	-	*	0%	0%	2%	5%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	16%	0%	14%	19%	-	*	-	*	*	13%	*	14%	17%	-
	2015	14%	12%	5%	0%	12%	3%	-	*	-	*	*	0%	*	2%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%
Writing	2016	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	45%	20%	44%	50%	-	*	-	-	45%	50%	*	33%	56%	-
% STAAR/EOC With Accommodations	2016	73%	69%	55%	80%	56%	50%	-	*	-	-	55%	50%	*	67%	44%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	44%	20%	40%	50%	-	*	-	-	44%	44%	*	33%	53%	-
% STAAR/EOC With Accommodations	2016	75%	69%	56%	80%	60%	50%	-	*	-	-	56%	56%	*	67%	47%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	Y	Y		7	7	100
Writing	Y			Y					Y				3	3	100
Science	Y			Y					Y				3	3	100
Social Studies													0	0	
Total													19	20	95
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	N	N	Y	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	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													33	34	97

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	355	41	67	228	*	13	-	**	96	18	29	n/a
Total Tests	415	61	83	249	*	14	-	**	128	31	37	30
% at Level II Satisfactory Standard	86%	67%	81%	92%	*	93%	-	71%	75%	58%	78%	n/a
Mathematics												
# at Level II Satisfactory Standard	351	39	62	229	*	14	-	**	93	21	28	n/a
Total Tests	418	62	84	250	*	14	-	**	131	32	37	30
% at Level II Satisfactory Standard	84%	63%	74%	92%	*	100%	-	86%	71%	66%	76%	n/a
Writing												
# at Level II Satisfactory Standard	80	13	8	51	*	5	-	*	23	7	9	n/a
Total Tests	97	17	13	58	*	5	-	*	33	8	10	8
% at Level II Satisfactory Standard	82%	76%	62%	88%	*	100%	-	*	70%	88%	90%	n/a
Science												
# at Level II Satisfactory Standard	96	12	18	62	-	*	-	*	20	*	5	n/a
Total Tests	113	14	22	72	-	*	-	*	30	*	9	*
% at Level II Satisfactory Standard	85%	86%	82%	86%	-	*	-	*	67%	*	56%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	425	63	86	252	*	16	-	**	134	33	n/a	34
Total Students	426	63	86	253	*	16	-	**	135	33	n/a	34
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	429	65	87	253	*	16	-	**	138	34	n/a	34
Total Students	430	65	87	254	*	16	-	**	139	34	n/a	34
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.2	80.2%	73.8%	74.7%
Masters	8.4	19.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		34	2	36
Total Number of Classes		49	2	51
Number of Classes Taught by Highly Qualified Teachers	Number	49	2	51
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: MARTIN H S

Campus ID: 220901005

District Name: ARLINGTON 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.

		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)															
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
End of Course																	
English I	2016	63%	58%	77%	66%	70%	82%	*	94%	*	72%	22%	63%	46%	86%	70%	-
	2015	66%	62%	79%	67%	75%	84%	88%	91%	*	72%	30%	71%	62%	86%	74%	*
English II	2016	66%	61%	79%	65%	73%	85%	100%	89%	*	66%	24%	66%	25%	86%	73%	-
	2015	69%	65%	86%	76%	82%	89%	*	94%	-	84%	37%	79%	65%	90%	82%	*
Algebra I	2016	76%	68%	74%	70%	71%	76%	*	89%	*	74%	39%	67%	70%	78%	70%	-
	2015	77%	71%	80%	79%	69%	86%	100%	95%	*	67%	30%	74%	63%	82%	79%	-
Biology	2016	86%	82%	91%	88%	90%	92%	*	97%	*	96%	49%	86%	68%	94%	89%	-
	2015	88%	84%	93%	89%	88%	96%	100%	100%	*	88%	67%	89%	76%	95%	92%	-
U.S. History	2016	90%	89%	94%	83%	93%	96%	*	98%	-	94%	54%	87%	67%	96%	91%	-
	2015	88%	87%	92%	83%	90%	95%	*	96%	*	96%	52%	88%	76%	93%	92%	*
All Grades																	
All Subjects	2016	74%	70%	83%	73%	79%	87%	95%	94%	*	79%	36%	73%	54%	89%	78%	-
	2015	73%	69%	86%	78%	81%	90%	88%	95%	*	82%	42%	79%	67%	90%	83%	*
Reading	2016	72%	67%	78%	65%	72%	83%	90%	91%	*	69%	23%	65%	38%	86%	71%	-
	2015	74%	70%	82%	71%	78%	86%	85%	92%	*	77%	33%	74%	63%	88%	78%	*
Mathematics	2016	75%	70%	74%	70%	71%	76%	*	89%	*	74%	39%	67%	70%	78%	70%	-
	2015	73%	67%	80%	79%	69%	86%	100%	95%	*	67%	30%	74%	63%	82%	79%	-
Science	2016	77%	74%	91%	88%	90%	92%	*	97%	*	96%	49%	86%	68%	94%	89%	-
	2015	75%	71%	93%	89%	88%	96%	100%	100%	*	88%	67%	89%	76%	95%	92%	-
Social Studies	2016	76%	76%	94%	83%	93%	96%	*	98%	-	94%	54%	87%	67%	96%	91%	-
	2015	74%	74%	92%	83%	90%	95%	*	96%	*	96%	52%	88%	76%	93%	92%	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	60%	44%	51%	67%	70%	80%	*	56%	9%	44%	19%	66%	55%	-
	2015	38%	34%	59%	38%	47%	67%	58%	80%	*	55%	11%	43%	28%	60%	57%	*
Reading	2016	42%	38%	59%	39%	53%	66%	60%	78%	*	52%	7%	42%	13%	70%	50%	-
	2015	40%	36%	60%	39%	49%	69%	46%	81%	*	51%	7%	43%	27%	68%	54%	*
Mathematics	2016	40%	35%	33%	32%	23%	37%	*	63%	*	21%	2%	25%	18%	38%	29%	-
	2015	36%	30%	34%	22%	23%	43%	60%	55%	*	33%	6%	26%	7%	34%	34%	-
Science	2016	44%	41%	69%	57%	58%	73%	*	87%	*	76%	8%	55%	32%	73%	65%	-
	2015	40%	35%	62%	43%	51%	68%	80%	90%	*	61%	11%	48%	36%	60%	64%	-
Social Studies	2016	45%	46%	74%	53%	66%	81%	*	79%	-	78%	22%	58%	24%	70%	78%	-
	2015	41%	41%	70%	47%	60%	79%	*	79%	*	79%	29%	56%	44%	64%	76%	*
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	14%	20%	7%	14%	24%	10%	37%	*	13%	1%	10%	3%	21%	19%	-
	2015	14%	12%	18%	5%	10%	23%	4%	42%	*	17%	2%	8%	5%	17%	19%	*
Reading	2016	16%	14%	13%	3%	9%	17%	10%	28%	*	8%	0%	6%	0%	18%	9%	-
	2015	15%	13%	11%	3%	2%	14%	0%	37%	*	8%	0%	4%	1%	14%	9%	*
Mathematics	2016	17%	15%	10%	5%	8%	12%	*	32%	*	5%	0%	8%	9%	11%	9%	-
	2015	14%	11%	12%	4%	9%	15%	20%	35%	*	8%	1%	6%	4%	10%	13%	-
Science	2016	15%	13%	26%	10%	19%	32%	*	49%	*	8%	0%	13%	5%	27%	25%	-
	2015	14%	12%	24%	5%	17%	28%	0%	58%	*	18%	1%	11%	8%	22%	25%	-
Social Studies	2016	21%	22%	36%	16%	27%	43%	*	46%	-	44%	7%	23%	5%	28%	44%	-
	2015	18%	17%	35%	12%	23%	44%	*	39%	*	43%	10%	20%	16%	25%	43%	*
STAAR Participation (All Grades)																	
All Tests	2016	99%	99%	99%	99%	99%	99%	100%	100%	100%	98%	97%	99%	100%	99%	99%	-
	2015	99%	99%	99%	99%	98%	99%	100%	99%	100%	99%	96%	99%	89%	99%	99%	100%
Reading	2016	99%	99%	99%	99%	99%	99%	100%	100%	*	97%	97%	99%	100%	99%	98%	-
	2015	99%	98%	98%	99%	96%	99%	100%	98%	100%	98%	95%	98%	80%	98%	98%	100%
Mathematics	2016	100%	99%	99%	98%	99%	98%	*	100%	*	100%	98%	99%	100%	98%	99%	-
	2015	99%	99%	99%	99%	100%	99%	100%	100%	100%	100%	96%	100%	100%	99%	99%	-
Science	2016	99%	99%	99%	99%	99%	99%	*	100%	*	100%	97%	99%	100%	99%	100%	-

	2015	99%	99%	99%	97%	99%	100%	100%	100%	100%	100%	96%	99%	100%	100%	99%	-
Social Studies	2016	98%	99%	99%	99%	99%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	98%	99%	100%	99%	100%	100%

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

Reading Tests																	
% of Participants	2016	98%	97%	96%	100%	98%	94%	*	*	-	100%	96%	98%	94%	98%	95%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	16%	19%	22%	12%	*	*	-	9%	16%	13%	41%	15%	16%	-
% STAAR/EOC With Accommodations	2016	73%	69%	81%	81%	76%	82%	*	*	-	91%	81%	85%	53%	84%	79%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	4%	0%	2%	6%	*	*	-	0%	4%	2%	6%	2%	5%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	98%	100%	100%	96%	-	*	-	*	98%	100%	100%	96%	98%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	14%	15%	17%	11%	-	*	-	*	14%	12%	17%	12%	15%	-
% STAAR/EOC With Accommodations	2016	75%	69%	84%	85%	83%	85%	-	*	-	*	84%	88%	83%	85%	84%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	2%	0%	0%	4%	-	*	-	*	2%	0%	0%	4%	2%	-

*** 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 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.

Performance Status - State	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	
															8	9
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%					
Reading	Y	Y	Y	Y		Y		Y	Y	N	Y		8	9		89
Mathematics	Y	Y	Y	Y				Y	Y	N	Y		6	7		86
Writing													0	0		
Science	Y	Y	Y	Y		Y		Y	Y	N	Y		8	9		89
Social Studies	Y	Y	Y	Y		Y		Y	Y	N			6	7		86

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 28	Total Eligible 32	Percent of Eligible Measures Met 88
Total														
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	n/a			
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y	Y	9	9	100
Mathematics	Y	Y	Y	Y				Y	Y	Y	Y	7	7	100
Total												16	16	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	Y	Y		Y			Y	Y		7	7	100
Reason Code ***	a	a	a	a		a			d	c				
Total												7	7	100
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												51	55	93

+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	1,570	216	271	889	**	139	*	44	409	46	56	n/a
Total Tests	1,981	329	367	1,058	**	150	*	64	623	190	94	73
% at Level II Satisfactory Standard	79%	66%	74%	84%	90%	93%	*	69%	66%	24%	60%	n/a
Mathematics												
# at Level II Satisfactory Standard	445	83	106	221	*	17	*	14	173	31	25	n/a
Total Tests	592	121	146	282	*	19	*	19	253	79	32	26
% at Level II Satisfactory Standard	75%	69%	73%	78%	*	89%	*	74%	68%	39%	78%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	817	123	153	448	*	65	*	24	254	33	28	n/a
Total Tests	884	139	167	482	*	67	*	25	291	69	36	29
% at Level II Satisfactory Standard	92%	88%	92%	93%	*	97%	*	96%	87%	48%	78%	n/a
Social Studies												
# at Level II Satisfactory Standard	751	93	131	444	*	62	-	**	173	33	24	n/a
Total Tests	798	114	140	460	*	62	-	**	197	63	28	18
% at Level II Satisfactory Standard	94%	82%	94%	97%	*	100%	-	94%	88%	52%	86%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	2,066	355	391	1,087	**	155	*	64	651	203	n/a	100
Total Students	2,090	358	394	1,103	**	155	*	66	660	210	n/a	100
Participation Rate	99%	99%	99%	99%	100%	100%	*	97%	99%	97%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	619	130	153	293	*	19	*	19	264	85	n/a	33
Total Students	627	132	154	298	*	19	*	19	266	87	n/a	33
Participation Rate	99%	98%	99%	98%	*	100%	*	100%	99%	98%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	762	99	122	454	*	61	*	21	137	41	18	n/a
Total in Class	807	108	133	475	*	61	*	24	157	49	20	13
Graduation Rate	94.4%	91.7%	91.7%	95.6%	*	100.0%	*	87.5%	87.3%	83.7%	90.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	727	81	97	482	5	51	-	11	141	44	14	n/a
Total in Class	770	89	106	507	5	52	-	11	154	54	17	14
Graduation Rate	94.4%	91.0%	91.5%	95.1%	100.0%	98.1%	-	100.0%	91.6%	81.5%	82.4%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	732	81	100	484	5	51	-	11	144	46	14	n/a
Total in Class	769	89	106	506	5	52	-	11	153	56	17	14
Graduation Rate	95.2%	91.0%	94.3%	95.7%	100.0%	98.1%	-	100.0%	94.1%	82.1%	82.4%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	139.9	68.1%	73.8%	74.7%
Masters	63.5	30.9%	25.6%	23.6%
Doctorate	2.0	1.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		118	3	121
Total Number of Classes		796	37	833
Number of Classes Taught by Highly Qualified Teachers	Number	796	37	833
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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	65.1%	59.2%	57.5%
2012-13	65.1%	59.3%	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

Grade	Subject	Student Group	% 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
	American Indian	n/a	n/a	n/a	n/a	

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 8	Reading	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
		Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
	Mathematics	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

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

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

Campus Name: MILLER EL

Campus ID: 220901135

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	75%	59%	78%	80%	*	100%	-	*	*	63%	92%	73%	77%	-
	2015	74%	66%	74%	62%	56%	82%	-	100%	-	*	*	65%	90%	78%	71%	-
Mathematics	2016	74%	70%	80%	78%	70%	83%	*	100%	-	*	*	70%	85%	82%	79%	-
	2015	74%	64%	76%	57%	75%	85%	-	100%	-	*	*	68%	90%	84%	71%	-
Grade 4																	
Reading	2016	74%	67%	65%	50%	47%	81%	*	*	-	-	*	57%	67%	66%	65%	-
	2015	71%	64%	53%	35%	34%	67%	-	*	-	*	*	39%	*	53%	54%	-
Mathematics	2016	72%	66%	53%	29%	33%	78%	*	*	-	-	*	45%	60%	49%	57%	-
	2015	71%	62%	49%	35%	34%	58%	-	*	-	*	*	35%	*	53%	44%	-
Writing	2016	68%	63%	68%	61%	50%	78%	*	*	-	-	*	58%	60%	74%	64%	-
	2015	67%	60%	50%	32%	41%	56%	-	*	-	*	*	39%	*	55%	44%	-
Grade 5																	
Reading	2016	80%	74%	73%	61%	57%	88%	-	*	-	*	*	67%	*	73%	73%	-
	2015	83%	79%	88%	79%	86%	91%	-	100%	-	83%	41%	89%	82%	91%	86%	-
Mathematics	2016	85%	79%	79%	74%	76%	85%	-	*	-	*	*	75%	*	81%	78%	-
	2015	75%	67%	63%	50%	59%	68%	-	89%	-	*	*	56%	53%	62%	64%	-
Science	2016	73%	67%	60%	38%	54%	74%	-	*	-	*	*	53%	*	62%	58%	-
	2015	69%	61%	70%	58%	68%	75%	-	89%	-	*	35%	65%	59%	65%	73%	-
Grade 6																	
Reading	2016	68%	67%	69%	64%	72%	68%	-	88%	-	*	*	60%	38%	79%	62%	-
	2015	73%	74%	68%	50%	61%	79%	-	75%	-	83%	*	53%	42%	76%	63%	-
Mathematics	2016	71%	69%	74%	64%	74%	74%	-	100%	-	*	37%	64%	69%	76%	72%	-
	2015	72%	73%	70%	50%	64%	79%	-	83%	-	83%	*	59%	50%	74%	67%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	70%	59%	64%	78%	*	98%	-	78%	24%	62%	61%	72%	69%	-
	2015	73%	69%	66%	51%	58%	74%	-	91%	-	76%	24%	57%	55%	68%	65%	-
Reading	2016	72%	67%	71%	59%	66%	78%	*	96%	-	75%	19%	62%	57%	74%	69%	-
	2015	74%	70%	72%	57%	62%	80%	-	90%	-	89%	24%	62%	61%	74%	70%	-
Mathematics	2016	75%	70%	73%	63%	67%	79%	*	100%	-	75%	34%	65%	70%	74%	72%	-
	2015	73%	67%	64%	48%	57%	71%	-	90%	-	67%	22%	53%	53%	66%	62%	-
Writing	2016	68%	64%	68%	61%	50%	78%	*	*	-	-	*	58%	60%	74%	64%	-
	2015	68%	63%	50%	32%	41%	56%	-	*	-	*	*	39%	*	55%	44%	-
Science	2016	77%	74%	60%	38%	54%	74%	-	*	-	*	*	53%	*	62%	58%	-
	2015	75%	71%	70%	58%	68%	75%	-	89%	-	*	35%	65%	59%	65%	73%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	36%	21%	30%	45%	*	77%	-	33%	11%	28%	35%	35%	37%	-
	2015	38%	34%	32%	15%	26%	40%	-	61%	-	18%	7%	23%	22%	32%	31%	-
Reading	2016	42%	38%	38%	24%	33%	46%	*	71%	-	25%	10%	29%	32%	37%	39%	-
	2015	40%	36%	36%	16%	28%	46%	-	68%	-	28%	7%	26%	22%	40%	33%	-
Mathematics	2016	40%	35%	39%	23%	32%	47%	*	83%	-	50%	14%	32%	40%	37%	40%	-
	2015	36%	30%	31%	13%	28%	39%	-	65%	-	6%	7%	23%	31%	29%	33%	-
Writing	2016	39%	36%	35%	22%	33%	38%	*	*	-	-	*	26%	60%	38%	32%	-
	2015	31%	27%	21%	9%	10%	27%	-	*	-	*	*	10%	*	27%	14%	-
Science	2016	44%	41%	20%	0%	7%	41%	-	*	-	*	*	11%	*	20%	19%	-
	2015	40%	35%	27%	21%	24%	34%	-	22%	-	*	12%	20%	12%	25%	29%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	15%	7%	15%	17%	*	46%	-	11%	8%	10%	19%	14%	16%	-
	2015	14%	12%	14%	4%	10%	19%	-	35%	-	7%	3%	8%	6%	15%	13%	-
Reading	2016	16%	14%	18%	9%	17%	21%	*	42%	-	13%	8%	11%	18%	17%	19%	-
	2015	15%	13%	21%	7%	17%	27%	-	42%	-	11%	4%	13%	10%	24%	18%	-
Mathematics	2016	17%	15%	16%	5%	17%	15%	*	58%	-	13%	11%	11%	23%	14%	17%	-
	2015	14%	11%	12%	2%	8%	16%	-	35%	-	0%	0%	7%	6%	12%	11%	-
Writing	2016	14%	11%	15%	13%	6%	19%	*	*	-	-	*	16%	20%	21%	11%	-
	2015	8%	6%	3%	5%	0%	0%	-	*	-	*	*	2%	*	5%	0%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	0%	4%	5%	-	*	-	*	*	3%	*	2%	4%	-
	2015	14%	12%	10%	0%	5%	18%	-	0%	-	*	12%	5%	0%	9%	10%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	96%	99%	98%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	98%	100%	*	100%	-	100%	96%	99%	98%	99%	100%	-
	2015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	98%	100%	*	100%	-	100%	96%	99%	98%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	96%	100%	100%	-	100%	-	100%	100%	100%	100%	98%	100%	-
Science	2016	99%	99%	99%	100%	100%	98%	-	*	-	*	100%	100%	100%	98%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	96%	100%	90%	100%	-	*	-	*	96%	93%	89%	94%	97%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	20%	11%	5%	38%	-	*	-	*	20%	13%	33%	6%	28%	-
% STAAR/EOC With Accommodations	2016	73%	69%	76%	89%	85%	63%	-	*	-	*	76%	80%	56%	89%	69%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	4%	0%	10%	0%	-	*	-	*	4%	7%	11%	6%	3%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	96%	100%	88%	100%	-	*	-	*	96%	93%	86%	93%	97%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	22%	11%	6%	40%	-	*	-	*	22%	15%	43%	7%	29%	-
% STAAR/EOC With Accommodations	2016	75%	69%	74%	89%	82%	60%	-	*	-	*	74%	78%	43%	87%	68%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	4%	0%	12%	0%	-	*	-	*	4%	7%	14%	7%	3%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	Y			Y					Y				3	3	100
Science	Y	N	N	Y					N				2	5	40
Social Studies													0	0	
Total													17	22	77
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													31	36	86

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	290	64	73	122	*	23	-	**	140	8	35	n/a
Total Tests	396	103	106	153	*	24	-	**	215	44	50	40
% at Level II Satisfactory Standard	73%	62%	69%	80%	*	96%	-	75%	65%	18%	70%	n/a
Mathematics												
# at Level II Satisfactory Standard	294	66	74	123	*	24	-	**	146	14	40	n/a
Total Tests	392	103	103	152	*	24	-	**	212	40	48	38
% at Level II Satisfactory Standard	75%	64%	72%	81%	*	100%	-	75%	69%	35%	83%	n/a
Writing												
# at Level II Satisfactory Standard	53	14	9	25	*	*	-	-	22	*	6	n/a
Total Tests	76	23	17	31	*	*	-	-	36	*	8	8
% at Level II Satisfactory Standard	70%	61%	53%	81%	*	*	-	-	61%	*	75%	n/a
Science												
# at Level II Satisfactory Standard	59	11	15	27	-	*	-	*	33	*	7	n/a
Total Tests	94	25	26	37	-	*	-	*	60	*	11	*
% at Level II Satisfactory Standard	63%	44%	58%	73%	-	*	-	*	55%	*	64%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	426	112	115	164	*	24	-	**	229	48	n/a	45
Total Students	428	112	117	164	*	24	-	**	231	50	n/a	46
Participation Rate	100%	100%	98%	100%	*	100%	-	100%	99%	96%	n/a	98%
Mathematics: 2015-2016 Assessments												
Number Participating	421	111	112	163	*	24	-	**	225	44	n/a	43
Total Students	423	111	114	163	*	24	-	**	227	46	n/a	44
Participation Rate	100%	100%	98%	100%	*	100%	-	100%	99%	96%	n/a	98%

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.4	74.1%	73.8%	74.7%
Masters	12.0	25.9%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		33	0	33
Total Number of Classes		57	0	57
Number of Classes Taught by Highly Qualified Teachers	Number	57	0	57
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: MOORE EL

Campus ID: 220901144

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	79%	59%	67%	88%	-	*	-	*	33%	72%	*	77%	83%	-
	2015	74%	66%	80%	73%	70%	84%	-	-	-	*	35%	64%	67%	89%	69%	-
Mathematics	2016	74%	70%	82%	59%	67%	93%	-	*	-	*	53%	69%	*	82%	83%	-
	2015	74%	64%	81%	73%	78%	83%	-	-	-	*	40%	80%	89%	87%	73%	-
Grade 4																	
Reading	2016	74%	67%	83%	62%	85%	86%	-	-	-	*	45%	81%	86%	92%	72%	-
	2015	71%	64%	79%	82%	76%	79%	-	*	-	*	87%	66%	*	83%	75%	-
Mathematics	2016	72%	66%	81%	62%	77%	88%	-	-	-	*	50%	73%	71%	87%	74%	-
	2015	71%	62%	83%	80%	76%	86%	-	*	-	*	83%	65%	*	80%	85%	-
Writing	2016	68%	63%	80%	62%	72%	89%	-	-	-	*	53%	75%	83%	87%	73%	-
	2015	67%	60%	78%	73%	81%	77%	-	*	-	*	83%	69%	*	80%	75%	-
Grade 5																	
Reading	2016	80%	74%	85%	67%	81%	92%	-	*	-	*	91%	73%	*	85%	85%	-
	2015	83%	79%	93%	78%	86%	98%	*	*	-	*	67%	84%	*	88%	97%	-
Mathematics	2016	85%	79%	83%	67%	77%	90%	-	*	-	*	87%	59%	*	84%	82%	-
	2015	75%	67%	77%	56%	71%	83%	*	*	-	*	60%	64%	*	72%	82%	-
Science	2016	73%	67%	68%	47%	73%	70%	-	*	-	*	87%	51%	*	70%	65%	-
	2015	69%	61%	73%	*	71%	77%	*	*	-	*	60%	60%	*	67%	79%	-
Grade 6																	
Reading	2016	68%	67%	69%	33%	73%	83%	-	*	-	*	44%	50%	*	67%	71%	-
	2015	73%	74%	88%	80%	95%	85%	-	100%	-	*	57%	87%	*	91%	84%	-
Mathematics	2016	71%	69%	76%	72%	80%	80%	-	*	-	*	62%	65%	*	76%	77%	-
	2015	72%	73%	78%	60%	91%	74%	-	100%	-	*	57%	77%	*	77%	79%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	79%	58%	76%	86%	-	75%	-	69%	63%	67%	53%	81%	76%	-
	2015	73%	69%	81%	70%	80%	82%	*	84%	-	83%	64%	72%	64%	82%	79%	-
Reading	2016	72%	67%	79%	54%	78%	87%	-	80%	-	75%	57%	69%	52%	81%	78%	-
	2015	74%	70%	84%	78%	81%	86%	*	83%	-	100%	63%	75%	65%	88%	80%	-
Mathematics	2016	75%	70%	81%	65%	75%	88%	-	70%	-	67%	65%	66%	52%	82%	79%	-
	2015	73%	67%	79%	68%	80%	81%	*	83%	-	*	61%	71%	70%	79%	80%	-
Writing	2016	68%	64%	80%	62%	72%	89%	-	-	-	*	53%	75%	83%	87%	73%	-
	2015	68%	63%	78%	73%	81%	77%	-	*	-	*	83%	69%	*	80%	75%	-
Science	2016	77%	74%	68%	47%	73%	70%	-	*	-	*	87%	51%	*	70%	65%	-
	2015	75%	71%	73%	*	71%	77%	*	*	-	*	60%	60%	*	67%	79%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	45%	25%	39%	52%	-	50%	-	28%	45%	32%	25%	47%	42%	-
	2015	38%	34%	44%	27%	41%	47%	*	68%	-	58%	47%	36%	34%	46%	43%	-
Reading	2016	42%	38%	46%	25%	39%	54%	-	50%	-	42%	41%	33%	17%	51%	41%	-
	2015	40%	36%	51%	37%	45%	54%	*	67%	-	60%	44%	44%	35%	53%	48%	-
Mathematics	2016	40%	35%	42%	24%	42%	49%	-	40%	-	8%	44%	28%	30%	41%	43%	-
	2015	36%	30%	42%	23%	39%	45%	*	67%	-	*	47%	35%	30%	42%	42%	-
Writing	2016	39%	36%	55%	46%	44%	61%	-	-	-	*	41%	53%	33%	67%	42%	-
	2015	31%	27%	35%	9%	38%	35%	-	*	-	*	52%	22%	*	41%	29%	-
Science	2016	44%	41%	36%	18%	27%	43%	-	*	-	*	70%	19%	*	30%	42%	-
	2015	40%	35%	36%	*	29%	40%	*	*	-	*	53%	20%	*	28%	45%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	16%	4%	11%	20%	-	33%	-	7%	11%	8%	0%	19%	12%	-
	2015	14%	12%	18%	8%	11%	21%	*	32%	-	17%	13%	9%	0%	18%	17%	-
Reading	2016	16%	14%	19%	3%	12%	25%	-	30%	-	17%	12%	9%	0%	24%	14%	-
	2015	15%	13%	23%	12%	15%	27%	*	33%	-	40%	14%	12%	0%	26%	19%	-
Mathematics	2016	17%	15%	14%	3%	12%	18%	-	30%	-	0%	8%	6%	0%	16%	13%	-
	2015	14%	11%	16%	8%	8%	20%	*	33%	-	*	13%	8%	0%	14%	19%	-
Writing	2016	14%	11%	14%	8%	12%	17%	-	-	-	*	0%	11%	0%	25%	2%	-
	2015	8%	6%	11%	0%	5%	12%	-	*	-	*	17%	6%	*	15%	6%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Science	2016	15%	13%	10%	6%	4%	12%	-	*	-	*	22%	3%	*	11%	9%	-
	2015	14%	12%	10%	*	14%	11%	*	*	-	*	0%	0%	*	7%	13%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	98%	100%	100%	-	100%	-	100%	98%	99%	100%	99%	100%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	96%	100%	100%	-	100%	-	100%	96%	98%	100%	99%	100%	-
	2015	99%	99%	100%	98%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	99%	-
Writing	2016	99%	100%	99%	100%	100%	99%	-	-	-	*	94%	97%	100%	98%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	94%	100%	100%	-	*	-	*	100%	100%	100%	98%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	23%	9%	18%	29%	-	*	-	*	23%	15%	0%	17%	26%	-
% STAAR/EOC With Accommodations	2016	73%	69%	42%	64%	35%	40%	-	*	-	*	42%	50%	80%	54%	36%	-
% STAAR Alternate2	2016	11%	8%	35%	27%	47%	31%	-	*	-	*	35%	35%	20%	29%	38%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	96%	73%	100%	100%	-	*	-	*	96%	88%	100%	88%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	23%	9%	18%	29%	-	*	-	*	23%	15%	0%	21%	24%	-
% STAAR/EOC With Accommodations	2016	75%	69%	38%	36%	35%	40%	-	*	-	*	38%	38%	80%	38%	38%	-
% STAAR Alternate2	2016	12%	9%	35%	27%	47%	31%	-	*	-	*	35%	35%	20%	29%	38%	-
% of Non-Participants	2016	1%	2%	4%	27%	0%	0%	-	*	-	*	4%	12%	0%	13%	0%	-

** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current ELL & Monitored) +	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	N	Y	Y					Y	N		4	6	67
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Writing	Y		Y	Y					Y			4	4	100
Science	Y		Y	Y					N			3	4	75
Social Studies												0	0	
Total												17	20	85
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y					Y	Y		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y		6	6	100
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												29	32	91

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	328	33	64	215	-	8	-	8	89	40	16	n/a
Total Tests	406	59	82	244	-	10	-	11	126	70	27	23
% at Level II Satisfactory Standard	81%	56%	78%	88%	-	80%	-	73%	71%	57%	59%	n/a
Mathematics												
# at Level II Satisfactory Standard	330	39	62	215	-	7	-	7	83	44	16	n/a
Total Tests	403	56	82	244	-	10	-	11	123	67	27	23
% at Level II Satisfactory Standard	82%	70%	76%	88%	-	70%	-	64%	67%	66%	59%	n/a
Writing												
# at Level II Satisfactory Standard	88	**	18	61	-	-	-	*	26	9	7	n/a
Total Tests	108	**	25	68	-	-	-	*	34	16	8	6
% at Level II Satisfactory Standard	81%	67%	72%	90%	-	-	-	*	76%	56%	88%	n/a
Science												
# at Level II Satisfactory Standard	72	7	19	42	-	*	-	*	18	20	*	n/a
Total Tests	105	14	26	60	-	*	-	*	34	23	*	*
% at Level II Satisfactory Standard	69%	50%	73%	70%	-	*	-	*	53%	87%	*	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	427	69	85	251	-	10	-	12	137	74	n/a	23
Total Students	427	69	85	251	-	10	-	12	137	74	n/a	23
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	424	66	85	251	-	10	-	12	134	71	n/a	23
Total Students	427	69	85	251	-	10	-	12	137	74	n/a	23
Participation Rate	99%	96%	100%	100%	-	100%	-	100%	98%	96%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	36.2	73.2%	73.8%	74.7%
Masters	13.3	26.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		38	7	45
Total Number of Classes		58	7	65
Number of Classes Taught by Highly Qualified Teachers	Number	58	7	65
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: MORTON EL

Campus ID: 220901131

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	53%	65%	51%	*	*	*	-	*	*	51%	46%	61%	45%	-		
	2015	74%	66%	51%	45%	52%	*	-	75%	-	*	*	54%	52%	57%	43%	-		
Mathematics	2016	74%	70%	54%	53%	53%	*	*	*	-	*	*	52%	55%	57%	50%	-		
	2015	74%	64%	49%	32%	53%	*	-	63%	-	*	*	49%	52%	51%	47%	-		
Grade 4																			
Reading	2016	74%	67%	54%	37%	59%	*	*	*	-	*	*	56%	55%	52%	57%	-		
	2015	71%	64%	63%	59%	61%	100%	-	*	-	*	*	63%	58%	72%	53%	-		
Mathematics	2016	72%	66%	66%	53%	70%	71%	*	63%	-	*	*	67%	70%	65%	68%	-		
	2015	71%	62%	62%	41%	64%	100%	-	*	-	*	*	62%	65%	65%	59%	-		
Writing	2016	68%	63%	50%	37%	56%	*	*	*	-	*	*	51%	53%	49%	52%	-		
	2015	67%	60%	56%	63%	54%	71%	-	*	-	*	*	58%	56%	71%	40%	-		
Grade 5																			
Reading	2016	80%	74%	70%	59%	73%	*	-	*	-	*	42%	68%	62%	76%	65%	-		
	2015	83%	79%	80%	67%	82%	100%	-	89%	*	-	*	79%	78%	89%	72%	*		
Mathematics	2016	85%	79%	79%	76%	79%	100%	-	*	-	*	67%	78%	74%	82%	76%	-		
	2015	75%	67%	65%	50%	69%	*	-	89%	*	-	*	64%	68%	67%	63%	*		
Science	2016	73%	67%	54%	35%	55%	*	-	*	-	*	*	50%	46%	59%	49%	-		
	2015	69%	61%	42%	33%	42%	*	-	67%	*	-	*	39%	27%	42%	42%	*		
Grade 6																			
Reading	2016	68%	67%	55%	52%	56%	*	-	58%	*	-	*	53%	43%	55%	54%	-		
	2015	73%	74%	66%	64%	63%	83%	-	82%	-	-	*	68%	55%	65%	68%	-		
Mathematics	2016	71%	69%	50%	33%	53%	*	-	58%	*	-	*	49%	45%	47%	52%	-		
	2015	72%	73%	60%	71%	56%	*	-	91%	-	-	*	61%	55%	51%	68%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	58%	49%	60%	64%	*	55%	*	64%	34%	57%	55%	60%	56%	-
	2015	73%	69%	59%	51%	59%	68%	-	71%	*	69%	24%	59%	56%	63%	56%	*
Reading	2016	72%	67%	58%	53%	59%	61%	*	54%	*	*	29%	57%	51%	60%	55%	-
	2015	74%	70%	65%	58%	64%	83%	-	74%	*	*	26%	66%	60%	70%	60%	*
Mathematics	2016	75%	70%	62%	53%	63%	74%	*	59%	*	*	44%	61%	60%	62%	61%	-
	2015	73%	67%	59%	47%	60%	57%	-	74%	*	*	23%	59%	59%	58%	59%	*
Writing	2016	68%	64%	50%	37%	56%	*	*	*	-	*	*	51%	53%	49%	52%	-
	2015	68%	63%	56%	63%	54%	71%	-	*	-	*	*	58%	56%	71%	40%	-
Science	2016	77%	74%	54%	35%	55%	*	-	*	-	*	*	50%	46%	59%	49%	-
	2015	75%	71%	42%	33%	42%	*	-	67%	*	-	*	39%	27%	42%	42%	*

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	25%	23%	24%	34%	*	27%	*	29%	12%	24%	18%	26%	23%	-
	2015	38%	34%	20%	19%	18%	32%	-	29%	*	38%	8%	20%	16%	22%	18%	*
Reading	2016	42%	38%	27%	27%	27%	35%	*	23%	*	*	15%	25%	19%	29%	25%	-
	2015	40%	36%	24%	25%	20%	48%	-	43%	*	*	3%	24%	18%	27%	22%	*
Mathematics	2016	40%	35%	26%	20%	26%	39%	*	32%	*	*	15%	26%	20%	27%	26%	-
	2015	36%	30%	19%	16%	20%	22%	-	23%	*	*	9%	20%	17%	21%	17%	*
Writing	2016	39%	36%	17%	16%	17%	*	*	*	-	*	*	18%	15%	17%	17%	-
	2015	31%	27%	17%	25%	14%	14%	-	*	-	*	*	16%	17%	22%	12%	-
Science	2016	44%	41%	18%	24%	15%	*	-	*	-	*	*	19%	8%	22%	15%	-
	2015	40%	35%	9%	8%	8%	*	-	11%	*	-	*	9%	5%	6%	12%	*

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	9%	11%	8%	14%	*	10%	*	14%	2%	9%	6%	10%	7%	-
	2015	14%	12%	7%	6%	5%	12%	-	13%	*	31%	1%	6%	5%	7%	6%	*
Reading	2016	16%	14%	11%	14%	11%	9%	*	9%	*	*	3%	11%	7%	14%	8%	-
	2015	15%	13%	9%	9%	7%	22%	-	14%	*	*	3%	8%	6%	11%	7%	*
Mathematics	2016	17%	15%	9%	11%	7%	26%	*	15%	*	*	0%	9%	6%	10%	9%	-
	2015	14%	11%	6%	4%	6%	4%	-	14%	*	*	0%	6%	5%	5%	7%	*
Writing	2016	14%	11%	3%	11%	3%	*	*	*	-	*	*	4%	3%	3%	4%	-
	2015	8%	6%	4%	6%	1%	14%	-	*	-	*	*	4%	1%	7%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	6%	1%	*	-	*	-	*	*	2%	2%	2%	2%	-
	2015	14%	12%	2%	0%	1%	*	-	11%	*	-	*	2%	0%	0%	3%	*

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	99%	*	100%	100%	100%	100%	100%	99%	-	
	2015	99%	99%	100%	99%	100%	97%	-	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	96%	-	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	97%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	96%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Writing	2016	99%	100%	99%	100%	99%	100%	*	100%	-	*	100%	99%	100%	100%	100%	98%	-
	2015	99%	99%	99%	94%	100%	100%	-	100%	-	100%	100%	99%	100%	100%	98%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%	100%	100%

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	21%	22%	23%	-	-	*	-	-	21%	20%	10%	8%	29%	-
% STAAR/EOC With Accommodations	2016	73%	69%	74%	67%	73%	-	-	*	-	-	74%	73%	86%	85%	67%	-
% STAAR Alternate2	2016	11%	8%	6%	11%	5%	-	-	*	-	-	6%	7%	5%	8%	5%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	-	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	15%	22%	14%	-	-	*	-	-	15%	13%	0%	8%	19%	-
% STAAR/EOC With Accommodations	2016	75%	69%	79%	67%	82%	-	-	*	-	-	79%	80%	95%	85%	76%	-
% STAAR Alternate2	2016	12%	9%	6%	11%	5%	-	-	*	-	-	6%	7%	5%	8%	5%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	-	-	*	-	-	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y			N			N	N	N		2	7	29
Mathematics	Y	N	Y			N			Y	N	Y		4	7	57
Writing	N		N						N		N		0	4	0
Science	N		N						N		N		0	4	0
Social Studies													0	0	
Total													6	22	27
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y			Y			Y	Y		Y	7	7	100
Mathematics	Y	Y	Y			Y			Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													20	36	56

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	245	37	177	12	*	17	*	*	221	10	165	n/a
Total Tests	408	67	283	19	*	33	*	*	374	30	284	260
% at Level II Satisfactory Standard	60%	55%	63%	63%	*	52%	*	*	59%	33%	58%	n/a
Mathematics												
# at Level II Satisfactory Standard	264	37	189	14	*	19	*	*	238	15	189	n/a
Total Tests	408	67	284	19	*	32	*	*	374	30	284	260
% at Level II Satisfactory Standard	65%	55%	67%	74%	*	59%	*	*	64%	50%	67%	n/a
Writing												
# at Level II Satisfactory Standard	54	7	42	*	*	*	-	*	51	*	48	n/a
Total Tests	104	18	72	*	*	*	-	*	96	*	81	73
% at Level II Satisfactory Standard	52%	39%	58%	*	*	*	-	*	53%	*	59%	n/a
Science												
# at Level II Satisfactory Standard	52	6	36	*	-	*	-	*	45	*	33	n/a
Total Tests	95	15	66	*	-	*	-	*	88	*	63	52
% at Level II Satisfactory Standard	55%	40%	55%	*	-	*	-	*	51%	*	52%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	455	74	315	23	*	35	*	5	401	34	n/a	291
Total Students	456	74	316	23	*	35	*	5	402	34	n/a	292
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	454	74	315	23	*	34	*	5	400	34	n/a	290
Total Students	455	74	315	23	*	35	*	5	401	34	n/a	291
Participation Rate	100%	100%	100%	100%	*	97%	*	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	43.0	87.2%	73.8%	74.7%
Masters	6.3	12.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		42	0	42
Total Number of Classes		76	0	76
Number of Classes Taught by Highly Qualified Teachers	Number	76	0	76
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: NEWCOMER CENTER

Campus ID: 220901008

District Name: ARLINGTON 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.

		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 7																	
Reading	2016	69%	67%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2015	72%	71%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Mathematics	2016	68%	67%	15%	*	*	*	-	*	-	-	-	18%	15%	*	22%	-
	2015	68%	70%	22%	*	22%	*	-	*	-	-	-	23%	22%	*	23%	-
Writing	2016	68%	66%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2015	69%	66%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Grade 8																	
Reading	2016	85%	84%	15%	*	*	*	-	*	-	-	-	16%	15%	*	14%	-
	2015	84%	82%	14%	*	13%	*	-	*	-	-	-	14%	14%	*	20%	-
Mathematics	2016	80%	71%	41%	*	35%	*	-	83%	-	-	-	41%	41%	50%	34%	-
	2015	71%	58%	50%	*	46%	*	-	75%	-	-	-	50%	50%	44%	54%	-
Science	2016	73%	70%	24%	*	17%	*	-	*	-	-	-	25%	24%	21%	26%	-
	2015	67%	66%	31%	*	28%	*	-	*	-	-	-	33%	31%	19%	40%	-
Social Studies	2016	62%	63%	14%	*	*	*	-	*	-	-	-	14%	14%	*	14%	-
	2015	61%	61%	21%	*	17%	*	-	*	-	-	-	23%	21%	*	26%	-
End of Course																	
English I	2016	63%	58%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2015	66%	62%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
English II	2016	66%	61%	*	-	*	-	-	-	-	-	-	*	*	*	-	-
	2015	69%	65%	*	-	*	-	-	-	-	-	-	*	*	*	*	-
Algebra I	2016	76%	68%	40%	*	34%	100%	-	60%	-	-	-	40%	40%	42%	37%	-
	2015	77%	71%	41%	*	36%	*	-	83%	-	-	-	42%	41%	34%	48%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Biology	2016	86%	82%	28%	*	25%	*	-	*	-	-	-	28%	28%	30%	26%	-
	2015	88%	84%	37%	*	36%	*	-	*	-	-	-	36%	37%	31%	45%	-
All Grades																	
All Subjects	2016	74%	70%	21%	47%	17%	17%	-	39%	-	-	-	22%	21%	21%	20%	-
	2015	73%	69%	26%	45%	25%	10%	-	35%	-	-	-	27%	26%	21%	30%	-
Reading	2016	72%	67%	7%	*	5%	*	-	*	-	-	-	8%	7%	6%	8%	-
	2015	74%	70%	7%	*	7%	*	-	*	-	-	-	7%	7%	*	10%	-
Mathematics	2016	75%	70%	35%	56%	29%	43%	-	64%	-	-	-	36%	35%	37%	33%	-
	2015	73%	67%	40%	64%	36%	*	-	65%	-	-	-	42%	40%	35%	44%	-
Writing	2016	68%	64%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2015	68%	63%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Science	2016	77%	74%	26%	*	22%	*	-	50%	-	-	-	26%	26%	26%	26%	-
	2015	75%	71%	34%	71%	33%	*	-	46%	-	-	-	35%	34%	27%	43%	-
Social Studies	2016	76%	76%	14%	*	*	*	-	*	-	-	-	14%	14%	*	14%	-
	2015	74%	74%	21%	*	17%	*	-	*	-	-	-	23%	21%	*	26%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	5%	17%	3%	0%	-	17%	-	-	-	5%	5%	3%	6%	-
	2015	38%	34%	6%	12%	5%	4%	-	16%	-	-	-	7%	6%	3%	9%	-
Reading	2016	42%	38%	3%	*	3%	*	-	*	-	-	-	4%	3%	2%	4%	-
	2015	40%	36%	0%	*	0%	*	-	*	-	-	-	0%	0%	*	0%	-
Mathematics	2016	40%	35%	8%	33%	4%	0%	-	32%	-	-	-	8%	8%	5%	11%	-
	2015	36%	30%	14%	27%	9%	*	-	42%	-	-	-	15%	14%	9%	19%	-
Writing	2016	39%	36%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2015	31%	27%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Science	2016	44%	41%	2%	*	1%	*	-	14%	-	-	-	2%	2%	1%	3%	-
	2015	40%	35%	5%	0%	5%	*	-	15%	-	-	-	6%	5%	1%	9%	-
Social Studies	2016	45%	46%	5%	*	*	*	-	*	-	-	-	5%	5%	*	6%	-
	2015	41%	41%	3%	*	2%	*	-	*	-	-	-	2%	3%	*	6%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	1%	0%	0%	0%	-	6%	-	-	-	1%	1%	1%	1%	-
	2015	14%	12%	2%	0%	1%	0%	-	10%	-	-	-	1%	2%	1%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2016	16%	14%	0%	*	0%	*	-	*	-	-	-	0%	0%	0%	0%	-
	2015	15%	13%	0%	*	0%	*	-	*	-	-	-	0%	0%	*	0%	-
Mathematics	2016	17%	15%	1%	0%	1%	0%	-	9%	-	-	-	1%	1%	2%	1%	-
	2015	14%	11%	3%	0%	1%	*	-	23%	-	-	-	2%	3%	3%	3%	-
Writing	2016	14%	11%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2015	8%	6%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Science	2016	15%	13%	1%	*	0%	*	-	7%	-	-	-	1%	1%	0%	1%	-
	2015	14%	12%	2%	0%	1%	*	-	15%	-	-	-	2%	2%	0%	4%	-
Social Studies	2016	21%	22%	3%	*	*	*	-	*	-	-	-	4%	3%	*	3%	-
	2015	18%	17%	2%	*	2%	*	-	*	-	-	-	2%	2%	*	3%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2015	99%	99%	99%	88%	94%	88%	90%	-	82%	-	-	-	89%	88%	88%	87%	-
Reading	2016	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	99%	100%	-
	2015	99%	99%	98%	67%	83%	67%	68%	-	61%	-	-	-	69%	67%	69%	66%	-
Mathematics	2016	100%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	*	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Social Studies	2016	98%	99%	99%	100%	*	100%	*	-	100%	-	-	-	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-

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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
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Performance Status - State

State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	N		N						N		N	0	4	0
Mathematics	Y		N						Y		Y	3	4	75
Writing	N											0	1	0
Science	Y		Y						Y		Y	4	4	100
Social Studies	N											0	1	0
Total												7	14	50

Performance Status - Federal

Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a		
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a		

Participation Status

Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y		Y			Y			Y		Y	5	5	100
Mathematics	Y		Y						Y		Y	4	4	100
Total												9	9	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met												0	0	
Reason Code ***												0	0	
Total												0	0	

District: Met Federal Limits on Alternative Assessments

Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												16	23	70

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	15	*	9	*	-	*	-	-	15	-	15	n/a
Total Tests	52	*	38	*	-	*	-	-	50	-	52	52
% at Level II Satisfactory Standard	29%	*	24%	*	-	*	-	-	30%	-	29%	n/a
Mathematics												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Level II Satisfactory Standard	44	*	29	**	-	7	-	-	43	-	44	n/a
Total Tests	71	*	53	**	-	7	-	-	69	-	71	71
% at Level II Satisfactory Standard	62%	*	55%	75%	-	100%	-	-	62%	-	62%	n/a
Writing												
# at Level II Satisfactory Standard	*	*	*	*	-	*	-	-	*	-	*	n/a
Total Tests	*	*	*	*	-	*	-	-	*	-	*	*
% at Level II Satisfactory Standard	*	*	*	*	-	*	-	-	*	-	*	n/a
Science												
# at Level II Satisfactory Standard	27	*	21	*	-	*	-	-	27	-	27	n/a
Total Tests	38	*	30	*	-	*	-	-	38	-	38	38
% at Level II Satisfactory Standard	71%	*	70%	*	-	*	-	-	71%	-	71%	n/a
Social Studies												
# at Level II Satisfactory Standard	6	*	*	*	-	*	-	-	6	-	6	n/a
Total Tests	20	*	*	*	-	*	-	-	20	-	20	20
% at Level II Satisfactory Standard	30%	*	*	*	-	*	-	-	30%	-	30%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	258	10	204	19	-	25	-	-	205	-	n/a	258
Total Students	259	10	205	19	-	25	-	-	206	-	n/a	259
Participation Rate	100%	100%	100%	100%	-	100%	-	-	100%	-	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	216	9	171	14	-	22	-	-	202	-	n/a	216
Total Students	216	9	171	14	-	22	-	-	202	-	n/a	216
Participation Rate	100%	100%	100%	100%	-	100%	-	-	100%	-	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	19.0	67.9%	73.8%	74.7%
Masters	9.0	32.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		22	0	22
Total Number of Classes		122	0	122
Number of Classes Taught by Highly Qualified Teachers	Number	122	0	122
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%	
			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

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
		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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: NICHOLS J H

Campus ID: 220901053

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific	Two or	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Islander	Races											
Grade 7																	
Reading	2016	69%	67%	62%	54%	68%	67%	*	79%	*	80%	47%	59%	38%	73%	52%	-
	2015	72%	71%	71%	66%	70%	92%	*	71%	*	*	58%	68%	54%	76%	67%	-
Mathematics	2016	68%	67%	51%	37%	61%	65%	*	80%	*	79%	42%	46%	41%	58%	46%	-
	2015	68%	70%	65%	59%	64%	88%	*	71%	*	*	53%	62%	47%	69%	60%	-
Writing	2016	68%	66%	66%	58%	69%	76%	*	93%	*	67%	48%	63%	35%	76%	56%	-
	2015	69%	66%	61%	57%	58%	79%	*	71%	*	*	40%	60%	41%	69%	53%	-
Grade 8																	
Reading	2016	85%	84%	87%	87%	84%	95%	*	86%	-	91%	56%	84%	60%	92%	82%	*
	2015	84%	82%	81%	75%	81%	92%	*	100%	*	92%	42%	77%	72%	88%	74%	-
Mathematics	2016	80%	71%	60%	60%	59%	80%	-	*	-	*	41%	56%	51%	71%	50%	*
	2015	71%	58%	51%	45%	54%	63%	*	*	*	*	35%	48%	53%	58%	46%	-
Science	2016	73%	70%	69%	62%	72%	85%	*	83%	-	70%	54%	64%	32%	73%	65%	*
	2015	67%	66%	54%	46%	52%	75%	*	100%	*	60%	34%	47%	38%	56%	53%	-
Social Studies	2016	62%	63%	68%	66%	63%	83%	*	71%	-	70%	52%	65%	31%	70%	65%	*
	2015	61%	61%	59%	52%	54%	82%	*	100%	*	70%	39%	52%	48%	57%	61%	-
End of Course																	
Algebra I	2016	76%	68%	99%	97%	100%	100%	*	100%	-	*	*	98%	*	100%	98%	-
	2015	77%	71%	96%	94%	97%	97%	-	100%	-	*	-	93%	92%	98%	92%	-
All Grades																	
All Subjects	2016	74%	70%	67%	62%	69%	81%	80%	84%	*	73%	49%	64%	41%	75%	61%	*
	2015	73%	69%	65%	59%	63%	84%	88%	89%	*	70%	44%	60%	52%	69%	61%	-
Reading	2016	72%	67%	74%	70%	75%	81%	*	81%	*	85%	51%	71%	48%	83%	66%	*
	2015	74%	70%	76%	70%	76%	92%	*	88%	*	83%	52%	73%	64%	82%	71%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	61%	52%	65%	80%	*	86%	*	68%	42%	56%	47%	69%	54%	*
	2015	73%	67%	64%	57%	64%	83%	*	88%	*	65%	46%	60%	54%	70%	59%	-
Writing	2016	68%	64%	66%	58%	69%	76%	*	93%	*	67%	48%	63%	35%	76%	56%	-
	2015	68%	63%	61%	57%	58%	79%	*	71%	*	*	40%	60%	41%	69%	53%	-
Science	2016	77%	74%	69%	62%	72%	85%	*	83%	-	70%	54%	64%	32%	73%	65%	*
	2015	75%	71%	54%	46%	52%	75%	*	100%	*	60%	34%	47%	38%	56%	53%	-
Social Studies	2016	76%	76%	68%	66%	63%	83%	*	71%	-	70%	52%	65%	31%	70%	65%	*
	2015	74%	74%	59%	52%	54%	82%	*	100%	*	70%	39%	52%	48%	57%	61%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	36%	27%	37%	55%	70%	72%	*	42%	39%	31%	11%	40%	32%	*
	2015	38%	34%	29%	23%	24%	52%	88%	67%	*	43%	37%	23%	15%	32%	27%	-
Reading	2016	42%	38%	39%	32%	39%	59%	*	62%	*	50%	39%	35%	8%	46%	33%	*
	2015	40%	36%	33%	28%	26%	57%	*	63%	*	50%	40%	27%	13%	36%	30%	-
Mathematics	2016	40%	35%	29%	19%	30%	47%	*	71%	*	44%	33%	24%	13%	30%	27%	*
	2015	36%	30%	27%	21%	24%	46%	*	69%	*	35%	40%	21%	19%	30%	24%	-
Writing	2016	39%	36%	39%	25%	45%	56%	*	93%	*	53%	43%	35%	16%	51%	29%	-
	2015	31%	27%	33%	31%	23%	60%	*	43%	*	*	40%	28%	12%	38%	28%	-
Science	2016	44%	41%	39%	33%	40%	59%	*	67%	-	20%	48%	34%	11%	40%	37%	*
	2015	40%	35%	26%	16%	24%	48%	*	78%	*	40%	29%	18%	15%	29%	24%	-
Social Studies	2016	45%	46%	37%	30%	38%	59%	*	71%	-	20%	40%	31%	8%	36%	38%	*
	2015	41%	41%	26%	16%	21%	50%	*	78%	*	40%	28%	19%	15%	26%	26%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	13%	7%	14%	27%	60%	46%	*	15%	7%	10%	3%	15%	12%	*
	2015	14%	12%	9%	5%	7%	21%	13%	40%	*	10%	5%	5%	1%	10%	8%	-
Reading	2016	16%	14%	15%	8%	18%	29%	*	48%	*	8%	5%	12%	2%	19%	12%	*
	2015	15%	13%	12%	8%	10%	26%	*	38%	*	17%	4%	8%	1%	15%	10%	-
Mathematics	2016	17%	15%	10%	4%	10%	24%	*	48%	*	8%	10%	7%	4%	10%	10%	*
	2015	14%	11%	6%	2%	5%	15%	*	31%	*	6%	4%	3%	1%	6%	6%	-
Writing	2016	14%	11%	12%	6%	12%	15%	*	50%	*	40%	6%	10%	4%	16%	8%	-
	2015	8%	6%	7%	4%	3%	19%	*	43%	*	*	9%	4%	0%	9%	5%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	13%	8%	11%	41%	*	33%	-	10%	10%	8%	0%	13%	14%	*
	2015	14%	12%	9%	5%	6%	21%	*	44%	*	10%	3%	5%	0%	8%	9%	-
Social Studies	2016	21%	22%	18%	15%	18%	29%	*	43%	-	20%	8%	13%	5%	17%	20%	*
	2015	18%	17%	10%	6%	6%	26%	*	56%	*	10%	3%	6%	1%	10%	10%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	100%	100%	99%	*	100%	99%	99%	98%	99%	99%	*
	2015	99%	99%	98%	99%	98%	97%	73%	100%	100%	92%	94%	98%	99%	99%	98%	-
Reading	2016	99%	99%	99%	99%	99%	100%	*	100%	*	100%	99%	99%	99%	99%	100%	*
	2015	99%	98%	99%	99%	99%	97%	67%	100%	100%	100%	95%	99%	99%	99%	99%	-
Mathematics	2016	100%	99%	99%	99%	98%	99%	*	100%	*	100%	99%	99%	98%	98%	99%	*
	2015	99%	99%	98%	99%	98%	98%	67%	100%	100%	94%	93%	98%	98%	99%	98%	-
Writing	2016	99%	100%	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	98%	99%	97%	98%	67%	100%	100%	100%	97%	98%	100%	97%	98%	-
Science	2016	99%	99%	99%	99%	98%	100%	*	86%	-	100%	100%	98%	95%	99%	99%	*
	2015	99%	99%	98%	99%	98%	95%	100%	100%	100%	83%	90%	98%	99%	98%	97%	-
Social Studies	2016	98%	99%	99%	98%	98%	100%	*	100%	-	100%	100%	98%	98%	99%	98%	*
	2015	99%	99%	98%	99%	99%	97%	100%	100%	100%	83%	92%	98%	100%	99%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	93%	96%	90%	89%	-	*	-	*	93%	97%	91%	89%	96%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	10%	10%	5%	21%	-	*	-	*	10%	9%	5%	4%	14%	-
% STAAR/EOC With Accommodations	2016	73%	69%	44%	51%	44%	26%	-	*	-	*	44%	46%	68%	37%	49%	-
% STAAR Alternate2	2016	11%	8%	38%	35%	41%	42%	-	*	-	*	38%	41%	18%	48%	32%	-
% of Non-Participants	2016	2%	3%	7%	4%	10%	11%	-	*	-	*	7%	3%	9%	11%	4%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	94%	96%	93%	89%	-	*	-	*	94%	98%	95%	89%	97%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	9%	10%	0%	21%	-	*	-	*	9%	7%	0%	4%	11%	-
% STAAR/EOC With Accommodations	2016	75%	69%	47%	51%	50%	26%	-	*	-	*	47%	49%	76%	37%	53%	-
% STAAR Alternate2	2016	12%	9%	39%	35%	43%	42%	-	*	-	*	39%	42%	19%	48%	33%	-
% of Non-Participants	2016	1%	2%	6%	4%	8%	11%	-	*	-	*	6%	2%	5%	11%	3%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	N	Y	Y					N	N	N		3	7	43
Writing	Y	Y	Y	Y					Y	N	N		5	7	71
Science	Y	Y	Y	Y					Y	N	N		5	7	71
Social Studies	Y	Y	Y	Y					Y	N	N		5	7	71
Total													24	35	69
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y	Y	Y	8	8	100
Mathematics	Y	Y	Y	Y					Y	Y	Y	Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 40	Total Eligible 51	Percent of Eligible Measures Met 78
Overall 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	512	227	182	64	*	17	*	19	369	54	78	n/a
Total Tests	671	313	239	73	*	20	*	22	511	98	124	83
% at Level II Satisfactory Standard	76%	73%	76%	88%	*	85%	*	86%	72%	55%	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	425	173	154	63	*	17	*	14	291	44	71	n/a
Total Tests	664	310	236	73	*	20	*	21	506	98	123	82
% at Level II Satisfactory Standard	64%	56%	65%	86%	*	85%	*	67%	58%	45%	58%	n/a
Writing												
# at Level II Satisfactory Standard	236	96	89	27	*	12	*	10	174	24	43	n/a
Total Tests	344	153	127	35	*	13	*	13	270	48	73	45
% at Level II Satisfactory Standard	69%	63%	70%	77%	*	92%	*	77%	64%	50%	59%	n/a
Science												
# at Level II Satisfactory Standard	222	99	77	33	*	6	-	**	149	27	23	n/a
Total Tests	313	154	107	37	*	6	-	**	229	49	48	35
% at Level II Satisfactory Standard	71%	64%	72%	89%	*	100%	-	75%	65%	55%	48%	n/a
Social Studies												
# at Level II Satisfactory Standard	218	103	69	33	*	6	-	**	153	26	23	n/a
Total Tests	313	153	107	37	*	7	-	**	230	49	49	36
% at Level II Satisfactory Standard	70%	67%	64%	89%	*	86%	-	75%	67%	53%	47%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	757	364	254	88	*	21	*	26	546	116	n/a	92
Total Students	761	366	256	88	*	21	*	26	550	117	n/a	93
Participation Rate	99%	99%	99%	100%	*	100%	*	100%	99%	99%	n/a	99%
Mathematics: 2015-2016 Assessments												
Number Participating	747	361	249	87	*	21	*	25	539	115	n/a	89
Total Students	756	365	253	88	*	21	*	25	546	116	n/a	91
Participation Rate	99%	99%	98%	99%	*	100%	*	100%	99%	99%	n/a	98%

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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	48.0	67.0%	73.8%	74.7%
Masters	22.6	31.6%	25.6%	23.6%
Doctorate	1.0	1.4%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	48	10	58

		General Education	Special Education	Total
Total Number of Classes		221	29	250
Number of Classes Taught by Highly Qualified Teachers	Number	221	29	250
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: OFF CAMPUS HEALTH SERVICES

Campus ID: 220901139

District Name: ARLINGTON 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.

There is no data for this campus.

STAAR Participation (All Grades)

All Tests	2015	99%	99%	93%	94%	84%	97%	100%	-	100%	100%	86%	90%	100%	95%	89%	-
Reading	2015	99%	98%	96%	100%	91%	96%	100%	-	100%	-	92%	94%	100%	97%	94%	-
Mathematics	2015	99%	99%	95%	100%	78%	100%	-	-	100%	100%	88%	93%	100%	100%	87%	-
Writing	2015	99%	99%	94%	100%	100%	90%	-	-	-	-	100%	93%	100%	90%	100%	-
Science	2015	99%	99%	88%	86%	75%	100%	-	-	-	100%	67%	80%	-	91%	80%	-
Social Studies	2015	99%	99%	75%	75%	50%	100%	-	-	-	-	0%	60%	-	83%	50%	-

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.

Performance Status - State	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
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading															
Mathematics															
Writing															
Science															
Social Studies															
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading					n/a	n/a	n/a	n/a				n/a		
Mathematics					n/a	n/a	n/a	n/a				n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			95%	
Reading														
Mathematics														
Total														
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***												0	0	
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												0	0	

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	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.

	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	0	0	0	0	-	-	-	-	-	*	*	n/a
Total in Class	26	5	8	13	-	-	-	-	-	*	*	*
Graduation Rate	0.0%	0.0%	0.0%	0.0%	-	-	-	-	-	*	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	3.0	37.5%	73.8%	74.7%
Masters	5.0	62.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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

Report Not Required

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

Report Not Required

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

Report Not Required

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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: OUSLEY J H

Campus ID: 220901055

District Name: ARLINGTON 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.

		State	District	Campus	African		American		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 7																	
Reading	2016	69%	67%	67%	59%	64%	73%	*	88%	*	*	20%	63%	34%	74%	61%	-
	2015	72%	71%	76%	70%	74%	73%	*	94%	*	*	*	74%	54%	82%	71%	-
Mathematics	2016	68%	67%	72%	66%	71%	73%	*	87%	*	63%	22%	69%	50%	77%	67%	-
	2015	68%	70%	79%	74%	80%	79%	*	95%	*	*	32%	79%	64%	79%	79%	-
Writing	2016	68%	66%	67%	61%	65%	66%	*	89%	*	67%	15%	63%	37%	76%	59%	-
	2015	69%	66%	74%	69%	66%	81%	*	91%	*	*	*	72%	46%	85%	64%	-
Grade 8																	
Reading	2016	85%	84%	86%	81%	87%	90%	*	96%	*	78%	38%	84%	63%	93%	80%	-
	2015	84%	82%	87%	82%	88%	90%	-	93%	*	*	37%	84%	67%	89%	85%	-
Mathematics	2016	80%	71%	67%	65%	59%	76%	*	100%	*	63%	23%	65%	53%	76%	60%	-
	2015	71%	58%	61%	53%	68%	64%	-	77%	*	-	*	62%	57%	66%	57%	-
Science	2016	73%	70%	71%	63%	66%	80%	*	93%	*	56%	19%	70%	38%	78%	64%	-
	2015	67%	66%	71%	57%	68%	85%	-	90%	*	*	22%	65%	40%	70%	71%	-
Social Studies	2016	62%	63%	62%	52%	58%	73%	*	89%	*	56%	16%	60%	33%	66%	59%	-
	2015	61%	61%	64%	55%	62%	77%	-	76%	*	*	19%	59%	30%	61%	67%	-
End of Course																	
Algebra I	2016	76%	68%	99%	98%	100%	100%	-	98%	*	*	*	99%	100%	100%	98%	-
	2015	77%	71%	99%	100%	100%	97%	-	100%	-	*	-	100%	*	99%	100%	-
All Grades																	
All Subjects	2016	74%	70%	72%	65%	69%	76%	39%	92%	84%	62%	22%	70%	45%	79%	66%	-
	2015	73%	69%	75%	67%	74%	82%	*	91%	86%	96%	20%	72%	51%	77%	73%	-
Reading	2016	72%	67%	77%	71%	76%	79%	*	92%	*	61%	28%	74%	47%	83%	71%	-
	2015	74%	70%	82%	76%	81%	85%	*	93%	*	100%	24%	79%	60%	86%	78%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	76%	70%	73%	80%	*	94%	*	67%	25%	74%	54%	82%	71%	-
	2015	73%	67%	78%	70%	79%	80%	*	94%	*	86%	22%	76%	62%	79%	77%	-
Writing	2016	68%	64%	67%	61%	65%	66%	*	89%	*	67%	15%	63%	37%	76%	59%	-
	2015	68%	63%	74%	69%	66%	81%	*	91%	*	*	*	72%	46%	85%	64%	-
Science	2016	77%	74%	71%	63%	66%	80%	*	93%	*	56%	19%	70%	38%	78%	64%	-
	2015	75%	71%	71%	57%	68%	85%	-	90%	*	*	22%	65%	40%	70%	71%	-
Social Studies	2016	76%	76%	62%	52%	58%	73%	*	89%	*	56%	16%	60%	33%	66%	59%	-
	2015	74%	74%	64%	55%	62%	77%	-	76%	*	*	19%	59%	30%	61%	67%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	42%	30%	39%	50%	11%	69%	53%	32%	7%	38%	12%	47%	37%	-
	2015	38%	34%	38%	26%	38%	44%	*	65%	43%	48%	1%	36%	16%	40%	37%	-
Reading	2016	42%	38%	43%	32%	42%	51%	*	64%	*	39%	6%	39%	9%	50%	37%	-
	2015	40%	36%	43%	28%	43%	56%	*	65%	*	57%	4%	39%	14%	44%	41%	-
Mathematics	2016	40%	35%	47%	32%	45%	53%	*	77%	*	33%	9%	43%	18%	50%	44%	-
	2015	36%	30%	45%	29%	47%	50%	*	76%	*	57%	0%	45%	29%	47%	43%	-
Writing	2016	39%	36%	39%	31%	34%	41%	*	64%	*	44%	5%	35%	6%	48%	31%	-
	2015	31%	27%	39%	28%	37%	38%	*	70%	*	*	*	38%	14%	52%	29%	-
Science	2016	44%	41%	43%	29%	41%	61%	*	74%	*	22%	9%	40%	13%	47%	41%	-
	2015	40%	35%	37%	25%	34%	46%	-	62%	*	*	0%	34%	7%	36%	38%	-
Social Studies	2016	45%	46%	32%	22%	27%	41%	*	63%	*	11%	5%	28%	13%	35%	29%	-
	2015	41%	41%	19%	15%	18%	18%	-	36%	*	*	0%	15%	3%	16%	23%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	20%	9%	18%	25%	6%	46%	21%	6%	3%	18%	3%	23%	17%	-
	2015	14%	12%	17%	8%	16%	22%	*	37%	29%	16%	1%	16%	5%	19%	15%	-
Reading	2016	16%	14%	20%	12%	17%	25%	*	42%	*	11%	2%	17%	0%	25%	16%	-
	2015	15%	13%	23%	11%	25%	34%	*	37%	*	14%	2%	21%	7%	25%	20%	-
Mathematics	2016	17%	15%	23%	10%	22%	27%	*	54%	*	11%	4%	22%	5%	28%	19%	-
	2015	14%	11%	19%	8%	19%	18%	*	50%	*	29%	0%	18%	10%	22%	17%	-
Writing	2016	14%	11%	13%	4%	13%	16%	*	32%	*	0%	5%	11%	0%	17%	10%	-
	2015	8%	6%	10%	3%	4%	12%	*	36%	*	*	*	10%	0%	18%	3%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	22%	9%	19%	31%	*	54%	*	0%	5%	19%	0%	23%	21%	-
	2015	14%	12%	18%	9%	18%	26%	-	31%	*	*	0%	15%	0%	18%	18%	-
Social Studies	2016	21%	22%	17%	8%	14%	24%	*	43%	*	0%	0%	16%	9%	19%	15%	-
	2015	18%	17%	7%	5%	4%	8%	-	14%	*	*	0%	7%	0%	6%	7%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	99%	100%	100%	100%	100%	99%	99%	100%	100%	99%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	98%	98%	100%	100%	100%	100%	100%	95%	99%	100%	98%	99%	99%	-
Science	2016	99%	99%	99%	99%	99%	100%	*	99%	*	100%	100%	99%	96%	100%	98%	-	
	2015	99%	99%	99%	100%	99%	98%	-	100%	100%	100%	100%	99%	100%	100%	99%	99%	-
Social Studies	2016	98%	99%	99%	98%	99%	100%	*	100%	*	100%	100%	99%	100%	99%	99%	-	
	2015	99%	99%	99%	100%	99%	98%	-	100%	100%	100%	100%	99%	100%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	36%	28%	41%	62%	*	*	-	*	36%	28%	20%	43%	32%	-
% STAAR/EOC With Accommodations	2016	73%	69%	64%	72%	59%	38%	*	*	-	*	64%	72%	80%	57%	68%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	29%	21%	38%	54%	*	*	-	*	29%	23%	16%	29%	29%	-
% STAAR/EOC With Accommodations	2016	75%	69%	71%	79%	63%	46%	*	*	-	*	71%	77%	84%	71%	71%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-

*** 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y	Y	Y	Y		Y			Y	N	N		6	8	75
Science	Y	Y	Y	Y		Y			Y	N	N		6	8	75
Social Studies	Y	N	N	Y		Y			Y	N	N		4	8	50
Total													30	40	75
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 46	Total Eligible 56	Percent of Eligible Measures Met 82
Overall 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	738	219	262	104	*	136	*	11	479	27	110	n/a
Total Tests	952	304	341	133	*	148	*	17	646	89	176	114
% at Level II Satisfactory Standard	78%	72%	77%	78%	*	92%	*	65%	74%	30%	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	730	218	249	107	*	139	*	12	477	24	120	n/a
Total Tests	951	303	340	134	*	148	*	17	645	89	176	114
% at Level II Satisfactory Standard	77%	72%	73%	80%	*	94%	*	71%	74%	27%	68%	n/a
Writing												
# at Level II Satisfactory Standard	323	86	106	57	*	67	*	6	199	8	54	n/a
Total Tests	471	139	161	86	*	75	*	8	314	49	98	62
% at Level II Satisfactory Standard	69%	62%	66%	66%	*	89%	*	75%	63%	16%	55%	n/a
Science												
# at Level II Satisfactory Standard	338	104	117	38	*	68	*	5	229	8	43	n/a
Total Tests	475	161	178	48	*	72	*	9	327	40	75	50
% at Level II Satisfactory Standard	71%	65%	66%	79%	*	94%	*	56%	70%	20%	57%	n/a
Social Studies												
# at Level II Satisfactory Standard	298	85	104	34	*	66	*	5	198	7	39	n/a
Total Tests	476	160	179	48	*	73	*	9	329	40	78	52
% at Level II Satisfactory Standard	63%	53%	58%	71%	*	90%	*	56%	60%	18%	50%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	990	324	345	142	5	151	5	18	661	97	n/a	116
Total Students	991	324	346	142	5	151	5	18	662	97	n/a	116
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	990	324	344	143	5	151	5	18	661	97	n/a	116
Total Students	993	325	346	143	5	151	5	18	663	97	n/a	116
Participation Rate	100%	100%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	58.0	81.7%	73.8%	74.7%
Masters	13.0	18.3%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	48	7	55

		General Education	Special Education	Total
Total Number of Classes		350	4	354
Number of Classes Taught by Highly Qualified Teachers	Number	350	4	354
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: PATRICK EL

Campus ID: 220901162

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Year	State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 3																	
Reading	2016	72%	68%	68%	54%	74%	*	-	-	-	-	*	66%	75%	75%	62%	-
Mathematics	2016	74%	70%	79%	68%	84%	83%	-	-	-	-	*	79%	88%	79%	80%	-
Grade 4																	
Reading	2016	74%	67%	55%	47%	58%	*	-	*	-	-	*	58%	55%	63%	47%	-
Mathematics	2016	72%	66%	48%	31%	56%	*	-	*	-	-	*	50%	57%	43%	53%	-
Writing	2016	68%	63%	47%	31%	55%	*	-	*	-	-	*	48%	61%	58%	37%	-
Grade 5																	
Reading	2016	80%	74%	53%	52%	56%	*	-	*	-	-	*	55%	54%	56%	51%	-
Mathematics	2016	85%	79%	72%	66%	78%	*	-	*	-	-	*	75%	86%	70%	73%	-
Science	2016	73%	67%	51%	43%	59%	*	-	*	-	-	*	53%	51%	46%	54%	-
Grade 6																	
Reading	2016	68%	67%	47%	30%	55%	*	-	*	-	-	*	44%	48%	46%	49%	-
Mathematics	2016	71%	69%	41%	22%	49%	*	-	*	-	-	*	41%	44%	43%	39%	-
All Grades																	
All Subjects	2016	74%	70%	57%	44%	63%	54%	-	69%	-	-	9%	57%	64%	58%	55%	-
Reading	2016	72%	67%	56%	46%	61%	56%	-	*	-	-	*	56%	60%	61%	53%	-
Mathematics	2016	75%	70%	61%	46%	68%	69%	-	*	-	-	*	62%	72%	58%	63%	-
Writing	2016	68%	64%	47%	31%	55%	*	-	*	-	-	*	48%	61%	58%	37%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	77%	74%	51%	43%	59%	*	-	*	-	-	*	53%	51%	46%	54%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	22%	15%	26%	20%	-	23%	-	-	2%	23%	27%	24%	21%	-
Reading	2016	42%	38%	25%	17%	29%	19%	-	*	-	-	*	25%	29%	27%	23%	-
Mathematics	2016	40%	35%	22%	14%	26%	25%	-	*	-	-	*	22%	27%	23%	21%	-
Writing	2016	39%	36%	22%	17%	24%	*	-	*	-	-	*	23%	30%	27%	17%	-
Science	2016	44%	41%	15%	11%	18%	*	-	*	-	-	*	17%	11%	10%	19%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	8%	5%	10%	5%	-	0%	-	-	0%	8%	11%	8%	8%	-
Reading	2016	16%	14%	10%	7%	12%	13%	-	*	-	-	*	11%	14%	12%	9%	-
Mathematics	2016	17%	15%	8%	5%	10%	0%	-	*	-	-	*	8%	12%	7%	9%	-
Writing	2016	14%	11%	4%	0%	6%	*	-	*	-	-	*	3%	5%	4%	4%	-
Science	2016	15%	13%	2%	0%	4%	*	-	*	-	-	*	2%	0%	0%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	100%	98%	-	100%	-	-	98%	99%	100%	100%	99%	-
Reading	2016	99%	99%	99%	99%	100%	100%	-	100%	-	-	96%	99%	100%	100%	99%	-
Mathematics	2016	100%	99%	99%	99%	100%	100%	-	100%	-	-	100%	99%	100%	99%	100%	-
Writing	2016	99%	100%	99%	100%	100%	*	-	*	-	-	100%	100%	100%	98%	100%	-
Science	2016	99%	99%	99%	100%	98%	100%	-	*	-	-	100%	99%	97%	100%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	96%	92%	100%	*	-	-	-	-	96%	96%	100%	100%	94%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	19%	15%	27%	*	-	-	-	-	19%	13%	14%	0%	28%	-
% STAAR/EOC With Accommodations	2016	73%	69%	73%	69%	73%	*	-	-	-	-	73%	78%	86%	100%	61%	-

Accommodations																	
% STAAR Alternate2	2016	11%	8%	4%	8%	0%	*	-	-	-	-	4%	4%	0%	0%	6%	-
% of Non-Participants	2016	2%	3%	4%	8%	0%	*	-	-	-	-	4%	4%	0%	0%	6%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	19%	15%	27%	*	-	-	-	-	19%	13%	14%	0%	28%	-
% STAAR/EOC With Accommodations	2016	75%	69%	77%	77%	73%	*	-	-	-	-	77%	83%	86%	100%	67%	-
% STAAR Alternate2	2016	12%	9%	4%	8%	0%	*	-	-	-	-	4%	4%	0%	0%	6%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

** 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 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	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	N	N	Y						N		Y		2	5	40
Mathematics	Y	N	Y						Y		Y		4	5	80
Writing	N	N	N						N		Y		1	5	20
Science	N		Y						N		Y		2	4	50
Social Studies													0	0	
Total													9	19	47
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100

Federal Graduation Status (Target: See Reason Codes)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Graduation Target Met Reason Code ***												0	0	
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total												21	31	68

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	190	42	137	**	-	*	-	-	177	*	103	n/a
Total Tests	325	93	216	**	-	*	-	-	306	*	161	146
% at Level II Satisfactory Standard	58%	45%	63%	67%	-	*	-	-	58%	*	64%	n/a
Mathematics												
# at Level II Satisfactory Standard	209	44	152	**	-	*	-	-	196	*	118	n/a
Total Tests	326	93	217	**	-	*	-	-	307	*	161	146
% at Level II Satisfactory Standard	64%	47%	70%	83%	-	*	-	-	64%	*	73%	n/a
Writing												
# at Level II Satisfactory Standard	45	9	34	*	-	*	-	-	42	*	28	n/a
Total Tests	94	29	62	*	-	*	-	-	86	*	44	40
% at Level II Satisfactory Standard	48%	31%	55%	*	-	*	-	-	49%	*	64%	n/a
Science												
# at Level II Satisfactory Standard	42	9	31	*	-	*	-	-	42	*	23	n/a
Total Tests	77	23	49	*	-	*	-	-	76	*	38	32
% at Level II Satisfactory Standard	55%	39%	63%	*	-	*	-	-	55%	*	61%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Reading: 2015-2016 Assessments												
Number Participating	379	120	238	16	-	5	-	-	333	25	n/a	160
Total Students	381	121	239	16	-	5	-	-	335	26	n/a	160
Participation Rate	99%	99%	100%	100%	-	100%	-	-	99%	96%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	380	120	239	16	-	5	-	-	334	26	n/a	160
Total Students	382	121	240	16	-	5	-	-	336	26	n/a	160
Participation Rate	99%	99%	100%	100%	-	100%	-	-	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	1.0	2.1%	0.0%	1.0%
Bachelors	38.3	81.0%	73.8%	74.7%
Masters	8.0	16.9%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		40	2	42
Total Number of Classes		54	2	56
Number of Classes Taught by Highly Qualified Teachers	Number	54	2	56
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	3	0
Not Highly Qualified	0	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.

Report Not Required

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	%			
			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
		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
		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

Grade	Subject	Student Group	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient
		National School Lunch Program	36	64	18
	Mathematics	Overall	25	75	32
		American Indian	n/a	n/a	n/a
		Asian	5	95	67
		Black	43	57	16
		Hispanic	31	69	23
		White	12	88	48
		Students with Disabilities	62	38	8
		English Language Learners	60	40	6
		National School Lunch Program	34	66	20

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

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

Campus Name: PEARCY EL

Campus ID: 220901154

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African		American		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian									
Grade 3																	
Reading	2016	72%	68%	74%	77%	64%	71%	-	78%	-	*	*	82%	74%	60%	83%	-
	2015	74%	66%	72%	87%	63%	71%	-	83%	-	*	*	68%	72%	74%	70%	-
Mathematics	2016	74%	70%	80%	82%	86%	64%	-	89%	-	*	*	85%	68%	72%	86%	-
	2015	74%	64%	64%	57%	69%	75%	-	83%	-	*	*	60%	72%	59%	67%	-
Grade 4																	
Reading	2016	74%	67%	83%	91%	84%	82%	-	75%	-	*	*	71%	56%	80%	86%	-
	2015	71%	64%	77%	74%	69%	83%	-	88%	-	*	*	69%	*	87%	68%	-
Mathematics	2016	72%	66%	69%	61%	68%	76%	-	88%	-	*	*	63%	56%	60%	76%	-
	2015	71%	62%	76%	67%	77%	83%	-	88%	-	*	*	69%	56%	87%	65%	-
Writing	2016	68%	63%	70%	87%	63%	61%	-	63%	-	*	*	66%	*	73%	67%	-
	2015	67%	60%	81%	78%	79%	83%	-	88%	-	*	*	75%	60%	90%	72%	-
Grade 5																	
Reading	2016	80%	74%	87%	86%	84%	93%	-	86%	-	*	42%	84%	60%	97%	79%	-
	2015	83%	79%	93%	97%	94%	100%	-	75%	-	*	67%	90%	75%	97%	87%	-
Mathematics	2016	85%	79%	96%	93%	95%	100%	-	100%	-	*	75%	97%	100%	100%	92%	-
	2015	75%	67%	96%	97%	100%	100%	-	83%	-	*	67%	95%	88%	100%	90%	-
Science	2016	73%	67%	94%	90%	95%	100%	-	100%	-	*	67%	95%	100%	100%	89%	-
	2015	69%	61%	88%	93%	88%	100%	-	67%	-	*	56%	85%	69%	92%	83%	-
Grade 6																	
Reading	2016	68%	67%	79%	82%	75%	100%	-	62%	-	*	*	71%	38%	85%	69%	-
	2015	73%	74%	79%	77%	75%	93%	-	73%	-	*	*	71%	55%	79%	79%	-
Mathematics	2016	71%	69%	90%	91%	94%	100%	-	77%	-	*	*	84%	69%	93%	86%	-
	2015	72%	73%	81%	77%	69%	100%	-	82%	-	*	*	74%	55%	82%	79%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	82%	85%	81%	82%	-	80%	-	78%	48%	80%	66%	83%	81%	-
	2015	73%	69%	81%	81%	79%	87%	-	80%	-	63%	36%	76%	67%	86%	75%	-
Reading	2016	72%	67%	81%	84%	78%	84%	-	73%	-	80%	41%	77%	59%	82%	80%	-
	2015	74%	70%	80%	84%	76%	85%	-	78%	-	58%	35%	75%	65%	85%	76%	-
Mathematics	2016	75%	70%	84%	83%	85%	82%	-	86%	-	80%	53%	82%	73%	83%	85%	-
	2015	73%	67%	79%	75%	79%	88%	-	84%	-	58%	33%	75%	70%	84%	74%	-
Writing	2016	68%	64%	70%	87%	63%	61%	-	63%	-	*	*	66%	*	73%	67%	-
	2015	68%	63%	81%	78%	79%	83%	-	88%	-	*	*	75%	60%	90%	72%	-
Science	2016	77%	74%	94%	90%	95%	100%	-	100%	-	*	67%	95%	100%	100%	89%	-
	2015	75%	71%	88%	93%	88%	100%	-	67%	-	*	56%	85%	69%	92%	83%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	54%	49%	52%	57%	-	67%	-	52%	24%	45%	32%	60%	49%	-
	2015	38%	34%	44%	38%	37%	52%	-	57%	-	52%	11%	35%	27%	47%	41%	-
Reading	2016	42%	38%	49%	45%	47%	51%	-	62%	-	50%	19%	37%	22%	54%	45%	-
	2015	40%	36%	42%	39%	37%	52%	-	49%	-	42%	8%	33%	22%	46%	39%	-
Mathematics	2016	40%	35%	55%	47%	50%	65%	-	73%	-	60%	28%	49%	41%	60%	50%	-
	2015	36%	30%	44%	33%	39%	53%	-	65%	-	58%	13%	37%	35%	45%	43%	-
Writing	2016	39%	36%	42%	43%	47%	33%	-	50%	-	*	*	39%	*	53%	35%	-
	2015	31%	27%	44%	44%	36%	33%	-	75%	-	*	*	36%	20%	58%	31%	-
Science	2016	44%	41%	77%	72%	79%	86%	-	86%	-	*	33%	68%	50%	85%	71%	-
	2015	40%	35%	49%	48%	35%	75%	-	50%	-	*	22%	32%	19%	50%	48%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	25%	18%	26%	24%	-	40%	-	37%	10%	19%	9%	29%	22%	-
	2015	14%	12%	22%	14%	19%	30%	-	38%	-	30%	2%	17%	13%	23%	22%	-
Reading	2016	16%	14%	25%	17%	29%	22%	-	41%	-	50%	9%	19%	10%	28%	23%	-
	2015	15%	13%	25%	21%	19%	31%	-	38%	-	25%	5%	19%	15%	26%	24%	-
Mathematics	2016	17%	15%	27%	22%	25%	29%	-	41%	-	30%	9%	20%	10%	32%	23%	-
	2015	14%	11%	19%	9%	18%	25%	-	38%	-	33%	0%	14%	13%	18%	20%	-
Writing	2016	14%	11%	12%	9%	16%	6%	-	25%	-	*	*	8%	*	13%	12%	-
	2015	8%	6%	16%	11%	7%	17%	-	38%	-	*	*	17%	0%	23%	9%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	28%	17%	26%	36%	-	57%	-	*	17%	24%	10%	33%	24%	-
	2015	14%	12%	31%	14%	35%	75%	-	42%	-	*	0%	22%	19%	29%	34%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	99%	-	100%	-	100%	98%	100%	100%	100%	99%	-
	2015	99%	99%	100%	100%	99%	99%	-	100%	-	100%	99%	99%	99%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	98%	-	100%	-	100%	97%	100%	100%	100%	99%	-
	2015	99%	98%	100%	100%	98%	100%	-	100%	-	100%	100%	99%	98%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	98%	-	100%	-	100%	97%	100%	100%	100%	99%	-
	2015	99%	99%	99%	100%	98%	98%	-	100%	-	100%	98%	99%	98%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	97%	100%	*	86%	-	100%	-	-	97%	100%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	18%	25%	*	14%	-	17%	-	-	18%	18%	13%	25%	16%	-
% STAAR/EOC With Accommodations	2016	73%	69%	79%	75%	*	71%	-	83%	-	-	79%	82%	88%	75%	80%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	*	0%	-	0%	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	3%	0%	*	14%	-	0%	-	-	3%	0%	0%	0%	4%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	97%	100%	*	86%	-	100%	-	-	97%	100%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	18%	25%	*	14%	-	17%	-	-	18%	18%	13%	25%	16%	-
% STAAR/EOC With Accommodations	2016	75%	69%	79%	75%	*	71%	-	83%	-	-	79%	82%	88%	75%	80%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	*	0%	-	0%	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	3%	0%	*	14%	-	0%	-	-	3%	0%	0%	0%	4%	-

** 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y								Y				2	2	100
Science	Y	Y							Y				3	3	100
Social Studies													0	0	
Total													19	21	90
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													35	37	95

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	207	83	52	38	-	26	-	8	105	13	53	n/a
Total Tests	252	100	65	44	-	33	-	10	134	30	69	47
% at Level II Satisfactory Standard	82%	83%	80%	86%	-	79%	-	80%	78%	43%	77%	n/a
Mathematics												
# at Level II Satisfactory Standard	214	82	56	38	-	30	-	8	112	16	58	n/a
Total Tests	252	100	65	44	-	33	-	10	134	30	69	47
% at Level II Satisfactory Standard	85%	82%	86%	86%	-	91%	-	80%	84%	53%	84%	n/a
Writing												
# at Level II Satisfactory Standard	50	19	12	11	-	**	-	*	25	*	12	n/a
Total Tests	66	22	18	15	-	**	-	*	34	*	16	*
% at Level II Satisfactory Standard	76%	86%	67%	73%	-	83%	-	*	74%	*	75%	n/a
Science												
# at Level II Satisfactory Standard	62	24	17	12	-	**	-	*	33	8	19	n/a
Total Tests	66	27	18	12	-	**	-	*	35	12	19	10
% at Level II Satisfactory Standard	94%	89%	94%	100%	-	100%	-	*	94%	67%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	274	108	68	51	-	37	-	10	147	32	n/a	51
Total Students	275	108	68	52	-	37	-	10	147	33	n/a	51
Participation Rate	100%	100%	100%	98%	-	100%	-	100%	100%	97%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	274	108	68	51	-	37	-	10	147	32	n/a	51
Total Students	275	108	68	52	-	37	-	10	147	33	n/a	51
Participation Rate	100%	100%	100%	98%	-	100%	-	100%	100%	97%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	22.5	71.4%	73.8%	74.7%
Masters	9.0	28.6%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		22	1	23
Total Number of Classes		17	1	18
Number of Classes Taught by Highly Qualified Teachers	Number	17	1	18
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: POPE EL

Campus ID: 220901120

District Name: ARLINGTON 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.

Grade	Subject	Year	State of Texas Assessments of Academic Readiness (STAAR) Performance Results																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	82%	77%	75%	95%	*	-	-	*	*	76%	65%	92%	73%	-		
	2015	74%	66%	83%	80%	76%	96%	-	*	-	*	*	78%	73%	78%	88%	-		
Mathematics	2016	74%	70%	91%	85%	90%	95%	*	-	-	*	*	91%	92%	87%	95%	-		
	2015	74%	64%	69%	*	70%	93%	-	*	-	*	*	65%	59%	59%	78%	-		
Grade 4																			
Reading	2016	74%	67%	70%	57%	64%	82%	-	*	*	*	*	65%	40%	75%	65%	-		
	2015	71%	64%	58%	50%	45%	80%	*	*	-	*	*	50%	38%	70%	49%	-		
Mathematics	2016	72%	66%	73%	64%	71%	79%	-	*	*	*	*	68%	67%	74%	71%	-		
	2015	71%	62%	47%	27%	43%	68%	*	*	-	*	*	37%	42%	53%	44%	-		
Writing	2016	68%	63%	62%	43%	58%	75%	-	*	*	*	*	58%	40%	67%	59%	-		
	2015	67%	60%	47%	41%	37%	60%	*	*	-	*	*	37%	46%	54%	42%	-		
Grade 5																			
Reading	2016	80%	74%	74%	64%	67%	93%	*	*	-	*	*	69%	57%	75%	74%	-		
	2015	83%	79%	74%	79%	62%	85%	*	-	-	100%	38%	65%	44%	74%	74%	-		
Mathematics	2016	85%	79%	84%	77%	82%	89%	*	*	-	*	*	80%	75%	88%	81%	-		
	2015	75%	67%	61%	64%	53%	65%	*	-	-	83%	*	52%	38%	57%	65%	-		
Science	2016	73%	67%	66%	45%	62%	89%	*	*	-	*	*	60%	43%	65%	66%	-		
	2015	69%	61%	53%	43%	42%	70%	*	-	-	83%	*	40%	25%	40%	65%	-		
Grade 6																			
Reading	2016	68%	67%	70%	62%	59%	81%	*	-	-	100%	*	60%	39%	68%	71%	-		
	2015	73%	74%	64%	35%	72%	64%	*	*	-	*	*	55%	*	69%	60%	-		
Mathematics	2016	71%	69%	59%	57%	49%	69%	*	-	-	*	*	49%	28%	57%	61%	-		
	2015	72%	73%	65%	47%	70%	64%	*	*	-	*	*	58%	36%	62%	68%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	73%	63%	68%	84%	78%	89%	*	83%	25%	68%	57%	75%	71%	-
	2015	73%	69%	62%	48%	56%	75%	63%	87%	-	87%	22%	52%	43%	61%	62%	-
Reading	2016	72%	67%	74%	65%	66%	87%	*	*	*	90%	21%	68%	53%	77%	71%	-
	2015	74%	70%	69%	59%	63%	82%	*	100%	-	91%	26%	60%	47%	73%	66%	-
Mathematics	2016	75%	70%	77%	71%	73%	83%	*	*	*	80%	30%	73%	69%	76%	77%	-
	2015	73%	67%	60%	40%	58%	73%	*	83%	-	82%	19%	51%	44%	58%	62%	-
Writing	2016	68%	64%	62%	43%	58%	75%	-	*	*	*	*	58%	40%	67%	59%	-
	2015	68%	63%	47%	41%	37%	60%	*	*	-	*	*	37%	46%	54%	42%	-
Science	2016	77%	74%	66%	45%	62%	89%	*	*	-	*	*	60%	43%	65%	66%	-
	2015	75%	71%	53%	43%	42%	70%	*	-	-	83%	*	40%	25%	40%	65%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	37%	24%	29%	52%	11%	67%	*	75%	11%	30%	17%	35%	39%	-
	2015	38%	34%	28%	9%	21%	46%	38%	60%	-	60%	7%	18%	11%	28%	28%	-
Reading	2016	42%	38%	38%	31%	26%	55%	*	*	*	70%	9%	30%	10%	35%	39%	-
	2015	40%	36%	33%	12%	27%	52%	*	67%	-	55%	10%	23%	14%	34%	33%	-
Mathematics	2016	40%	35%	39%	25%	33%	51%	*	*	*	80%	15%	32%	25%	35%	42%	-
	2015	36%	30%	27%	9%	21%	44%	*	67%	-	64%	5%	19%	14%	25%	29%	-
Writing	2016	39%	36%	37%	7%	36%	46%	-	*	*	*	*	29%	13%	33%	39%	-
	2015	31%	27%	16%	9%	2%	36%	*	*	-	*	*	7%	0%	21%	13%	-
Science	2016	44%	41%	30%	14%	21%	52%	*	*	-	*	*	23%	11%	38%	25%	-
	2015	40%	35%	23%	0%	16%	41%	*	-	-	50%	*	8%	3%	19%	26%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	16%	6%	8%	29%	11%	44%	*	46%	7%	9%	3%	16%	15%	-
	2015	14%	12%	11%	3%	6%	22%	25%	27%	-	27%	1%	6%	2%	12%	10%	-
Reading	2016	16%	14%	19%	10%	10%	34%	*	*	*	60%	9%	11%	6%	22%	17%	-
	2015	15%	13%	17%	3%	10%	33%	*	50%	-	36%	2%	9%	3%	17%	16%	-
Mathematics	2016	17%	15%	15%	5%	7%	29%	*	*	*	50%	9%	9%	2%	12%	18%	-
	2015	14%	11%	9%	3%	4%	17%	*	17%	-	27%	0%	5%	1%	10%	8%	-
Writing	2016	14%	11%	15%	0%	11%	21%	-	*	*	*	*	10%	0%	17%	13%	-
	2015	8%	6%	1%	5%	0%	0%	*	*	-	*	*	0%	0%	3%	0%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	5%	0%	3%	15%	*	*	-	*	*	3%	0%	8%	4%	-
	2015	14%	12%	8%	0%	4%	15%	*	-	-	17%	*	2%	0%	13%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	99%	100%	100%	100%	*	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	99%	100%	-
Reading	2016	99%	99%	100%	98%	100%	100%	*	*	*	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	99%	99%	100%	-
Mathematics	2016	100%	99%	99%	100%	99%	100%	*	*	*	100%	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	99%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	98%	100%	100%	100%	-	100%	100%	100%	100%	98%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	21%	14%	0%	50%	-	-	-	*	21%	13%	0%	30%	17%	-
% STAAR/EOC With Accommodations	2016	73%	69%	79%	86%	100%	50%	-	-	-	*	79%	88%	100%	70%	83%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	21%	14%	0%	50%	-	-	-	*	21%	13%	0%	30%	17%	-
% STAAR/EOC With Accommodations	2016	75%	69%	79%	86%	100%	50%	-	-	-	*	79%	88%	100%	70%	83%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-

** 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 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	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	N	N		5	7	71
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	Y		Y	Y					N				3	4	75
Science	Y		Y	Y					Y		N		4	5	80
Social Studies													0	0	
Total													18	23	78
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													32	37	86

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	240	37	97	90	*	*	*	9	154	7	56	n/a
Total Tests	321	56	145	102	*	*	*	10	227	32	95	84
% at Level II Satisfactory Standard	75%	66%	67%	88%	*	*	*	90%	68%	22%	59%	n/a
Mathematics												
# at Level II Satisfactory Standard	250	41	108	85	*	*	*	8	166	10	69	n/a
Total Tests	320	57	143	102	*	*	*	10	226	32	94	84
% at Level II Satisfactory Standard	78%	72%	76%	83%	*	*	*	80%	73%	31%	73%	n/a
Writing												
# at Level II Satisfactory Standard	49	5	20	21	-	*	*	*	34	*	12	n/a
Total Tests	77	13	32	28	-	*	*	*	58	*	19	13
% at Level II Satisfactory Standard	64%	38%	63%	75%	-	*	*	*	59%	*	63%	n/a
Science												
# at Level II Satisfactory Standard	61	10	24	24	*	*	-	*	42	*	16	n/a
Total Tests	93	22	39	27	*	*	-	*	70	*	32	28
% at Level II Satisfactory Standard	66%	45%	62%	89%	*	*	-	*	60%	*	50%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	335	62	152	103	*	*	*	10	237	33	n/a	87
Total Students	336	63	152	103	*	*	*	10	238	33	n/a	87
Participation Rate	100%	98%	100%	100%	*	*	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	334	63	150	103	*	*	*	10	236	33	n/a	87
Total Students	336	63	152	103	*	*	*	10	238	33	n/a	87
Participation Rate	99%	100%	99%	100%	*	*	*	100%	99%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	31.0	87.1%	73.8%	74.7%
Masters	4.6	12.9%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		29	1	30
Total Number of Classes		46	1	47
Number of Classes Taught by Highly Qualified Teachers	Number	46	1	47
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: RANKIN EL

Campus ID: 220901109

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 3																	
Reading	2016	72%	68%	67%	80%	66%	*	*	*	*	*	*	67%	70%	68%	67%	-
	2015	74%	66%	75%	77%	74%	100%	-	*	*	*	*	77%	77%	79%	72%	-
Mathematics	2016	74%	70%	71%	70%	72%	*	*	*	*	*	*	70%	74%	73%	69%	-
	2015	74%	64%	60%	46%	60%	*	-	*	*	*	*	62%	65%	60%	60%	-
Grade 4																	
Reading	2016	74%	67%	61%	42%	63%	*	-	*	*	*	*	59%	49%	68%	54%	-
	2015	71%	64%	56%	50%	55%	*	*	-	-	*	*	56%	39%	60%	51%	-
Mathematics	2016	72%	66%	76%	67%	79%	*	-	*	*	*	*	77%	69%	81%	72%	-
	2015	71%	62%	69%	50%	68%	*	*	-	-	*	*	70%	48%	62%	76%	-
Writing	2016	68%	63%	57%	42%	58%	100%	-	*	*	*	*	56%	40%	62%	51%	-
	2015	67%	60%	51%	*	52%	*	*	-	-	*	*	51%	30%	56%	46%	-
Grade 5																	
Reading	2016	80%	74%	67%	*	73%	*	*	*	*	*	*	67%	52%	70%	63%	-
	2015	83%	79%	72%	*	74%	70%	*	*	-	*	*	73%	67%	80%	67%	-
Mathematics	2016	85%	79%	68%	*	73%	100%	*	*	*	*	*	69%	55%	64%	72%	-
	2015	75%	67%	44%	*	42%	50%	*	*	-	*	*	43%	25%	45%	43%	-
Science	2016	73%	67%	56%	*	61%	*	*	*	*	*	*	56%	34%	46%	67%	-
	2015	69%	61%	35%	*	35%	*	*	*	-	*	*	34%	16%	38%	33%	-
Grade 6																	
Reading	2016	68%	67%	57%	*	55%	56%	*	*	-	*	*	57%	39%	67%	52%	*
	2015	73%	74%	70%	75%	66%	100%	*	*	*	*	*	69%	49%	72%	69%	-
Mathematics	2016	71%	69%	40%	*	37%	*	*	*	-	*	*	40%	24%	36%	42%	*
	2015	72%	73%	45%	*	46%	*	*	*	*	*	*	44%	22%	43%	47%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	62%	51%	63%	71%	50%	69%	*	60%	17%	61%	52%	64%	60%	*
	2015	73%	69%	58%	49%	57%	65%	71%	85%	*	85%	19%	58%	46%	60%	55%	-
Reading	2016	72%	67%	63%	54%	64%	65%	*	*	*	*	*	62%	54%	68%	58%	*
	2015	74%	70%	69%	64%	68%	80%	*	83%	*	100%	18%	69%	62%	73%	66%	-
Mathematics	2016	75%	70%	64%	57%	64%	70%	*	*	*	*	*	63%	57%	65%	62%	*
	2015	73%	67%	54%	40%	53%	64%	83%	83%	*	*	21%	54%	42%	53%	55%	-
Writing	2016	68%	64%	57%	42%	58%	100%	-	*	*	*	*	56%	40%	62%	51%	-
	2015	68%	63%	51%	*	52%	*	*	-	-	*	*	51%	30%	56%	46%	-
Science	2016	77%	74%	56%	*	61%	*	*	*	*	*	*	56%	34%	46%	67%	-
	2015	75%	71%	35%	*	35%	*	*	*	-	*	*	34%	16%	38%	33%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	24%	20%	24%	25%	20%	23%	*	20%	3%	23%	17%	23%	24%	*
	2015	38%	34%	18%	16%	18%	18%	12%	31%	*	15%	10%	18%	10%	16%	20%	-
Reading	2016	42%	38%	24%	22%	24%	22%	*	*	*	*	*	23%	17%	23%	25%	*
	2015	40%	36%	22%	21%	22%	20%	*	17%	*	40%	11%	22%	13%	21%	23%	-
Mathematics	2016	40%	35%	27%	30%	26%	30%	*	*	*	*	*	26%	20%	25%	28%	*
	2015	36%	30%	17%	12%	17%	24%	17%	50%	*	*	11%	18%	10%	11%	23%	-
Writing	2016	39%	36%	20%	8%	24%	0%	-	*	*	*	*	20%	13%	28%	11%	-
	2015	31%	27%	16%	*	20%	*	*	-	-	*	*	16%	3%	20%	12%	-
Science	2016	44%	41%	16%	*	18%	*	*	*	*	*	*	16%	5%	12%	22%	-
	2015	40%	35%	7%	*	7%	*	*	*	-	*	*	7%	4%	8%	7%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	9%	8%	9%	16%	0%	15%	*	10%	2%	9%	5%	10%	9%	*
	2015	14%	12%	7%	8%	7%	8%	6%	0%	*	8%	4%	8%	3%	7%	7%	-
Reading	2016	16%	14%	10%	14%	9%	17%	*	*	*	*	*	10%	5%	11%	9%	*
	2015	15%	13%	11%	12%	11%	12%	*	0%	*	20%	4%	11%	5%	12%	9%	-
Mathematics	2016	17%	15%	11%	8%	11%	22%	*	*	*	*	*	11%	5%	10%	11%	*
	2015	14%	11%	6%	5%	7%	4%	17%	0%	*	*	4%	7%	2%	4%	8%	-
Writing	2016	14%	11%	4%	0%	5%	0%	-	*	*	*	*	3%	0%	8%	0%	-
	2015	8%	6%	3%	*	3%	*	*	-	-	*	*	4%	3%	4%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	4%	*	5%	*	*	*	*	*	*	3%	2%	4%	4%	-
	2015	14%	12%	1%	*	0%	*	*	*	-	*	*	1%	0%	0%	1%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	97%	100%	100%	100%	100%	97%	99%	100%	100%	99%	*	
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	99%	100%	100%	96%	*	100%	*	*	96%	99%	100%	100%	99%	*	
	2015	99%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	100%	100%	96%	*	100%	*	*	96%	99%	100%	100%	99%	*	
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	99%	100%	*	*	*	*	100%	99%	98%	98%	100%	-	
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	96%	*	100%	*	*	-	*	-	96%	96%	100%	100%	94%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	9%	*	6%	*	*	-	*	-	9%	9%	8%	20%	6%	-
% STAAR/EOC With Accommodations	2016	73%	69%	87%	*	94%	*	*	-	*	-	87%	87%	92%	80%	89%	-
% STAAR Alternate2	2016	11%	8%	0%	*	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	4%	*	0%	*	*	-	*	-	4%	4%	0%	0%	6%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	96%	*	100%	*	*	-	*	-	96%	96%	100%	100%	94%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	9%	*	6%	*	*	-	*	-	9%	9%	8%	20%	6%	-
% STAAR/EOC With Accommodations	2016	75%	69%	87%	*	94%	*	*	-	*	-	87%	87%	92%	80%	89%	-
% STAAR Alternate2	2016	12%	9%	0%	*	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	4%	*	0%	*	*	-	*	-	4%	4%	0%	0%	6%	-

** 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 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	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	N	Y						Y		Y		4	5	80
Mathematics	Y	Y	Y						Y		Y		5	5	100
Writing	N		N						N		N		0	4	0
Science	N		Y						N		N		1	4	25
Social Studies													0	0	
Total													10	18	56
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y			Y	5	5	100
Mathematics	Y	Y	Y						Y			Y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													20	28	71

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	235	19	194	14	*	*	*	*	227	*	149	n/a
Total Tests	368	33	300	21	*	*	*	*	357	*	237	186
% at Level II Satisfactory Standard	64%	58%	65%	67%	*	*	*	*	64%	*	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	241	20	198	15	*	*	*	*	233	*	155	n/a
Total Tests	369	33	301	21	*	*	*	*	358	*	238	187
% at Level II Satisfactory Standard	65%	61%	66%	71%	*	*	*	*	65%	*	65%	n/a
Writing												
# at Level II Satisfactory Standard	57	5	46	5	-	*	*	*	54	*	36	n/a
Total Tests	100	11	81	5	-	*	*	*	96	*	63	44
% at Level II Satisfactory Standard	57%	45%	57%	100%	-	*	*	*	56%	*	57%	n/a
Science												
# at Level II Satisfactory Standard	51	*	42	*	*	-	*	*	48	*	31	n/a
Total Tests	89	*	70	*	*	-	*	*	85	*	56	35
% at Level II Satisfactory Standard	57%	*	60%	*	*	-	*	*	56%	*	55%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	397	38	320	23	*	5	*	*	376	22	n/a	206
Total Students	399	38	321	24	*	5	*	*	378	23	n/a	206
Participation Rate	99%	100%	100%	96%	*	100%	*	*	99%	96%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	396	37	320	23	*	5	*	*	375	22	n/a	205
Total Students	398	37	321	24	*	5	*	*	377	23	n/a	205
Participation Rate	99%	100%	100%	96%	*	100%	*	*	99%	96%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	31.4	70.7%	73.8%	74.7%
Masters	12.0	27.0%	25.6%	23.6%
Doctorate	1.0	2.3%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		39	0	39
Total Number of Classes		61	0	61
Number of Classes Taught by Highly Qualified Teachers	Number	61	0	61
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: REMYNSE EL

Campus ID: 220901159

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	63%	62%	62%	*	-	*	-	-	60%	63%	60%	68%	60%	-
	2015	74%	66%	52%	53%	50%	83%	-	*	-	*	64%	51%	41%	55%	50%	-
Mathematics	2016	74%	70%	71%	57%	74%	*	-	*	-	-	50%	72%	76%	73%	69%	-
	2015	74%	64%	63%	58%	62%	100%	-	*	-	*	73%	61%	57%	60%	65%	-
Grade 4																	
Reading	2016	74%	67%	61%	72%	54%	*	-	*	-	*	70%	62%	44%	64%	58%	-
	2015	71%	64%	58%	61%	52%	*	-	*	-	-	*	54%	53%	59%	56%	-
Mathematics	2016	72%	66%	60%	56%	61%	*	-	*	-	*	70%	58%	54%	53%	65%	-
	2015	71%	62%	65%	72%	59%	*	-	*	-	-	*	62%	58%	65%	65%	-
Writing	2016	68%	63%	64%	72%	60%	*	-	*	-	*	80%	66%	56%	67%	63%	-
	2015	67%	60%	68%	67%	67%	*	-	*	-	-	*	65%	62%	76%	63%	-
Grade 5																	
Reading	2016	80%	74%	69%	54%	71%	*	-	100%	-	-	43%	64%	58%	78%	63%	-
	2015	83%	79%	83%	75%	85%	*	-	*	-	*	60%	84%	83%	84%	83%	-
Mathematics	2016	85%	79%	82%	71%	84%	*	-	100%	-	-	71%	80%	81%	84%	80%	-
	2015	75%	67%	70%	65%	71%	*	-	*	-	*	50%	68%	69%	72%	68%	-
Science	2016	73%	67%	68%	70%	63%	*	-	100%	-	-	43%	68%	46%	71%	66%	-
	2015	69%	61%	62%	65%	58%	*	-	*	-	*	60%	61%	46%	64%	60%	-
Grade 6																	
Reading	2016	68%	67%	59%	55%	59%	*	-	*	-	-	*	59%	33%	70%	44%	-
	2015	73%	74%	61%	62%	57%	*	-	*	*	*	45%	64%	27%	63%	60%	-
Mathematics	2016	71%	69%	66%	55%	69%	*	-	*	-	-	*	68%	54%	67%	65%	-
	2015	72%	73%	75%	77%	73%	*	-	*	*	*	*	75%	52%	81%	72%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	66%	62%	66%	86%	-	97%	-	*	55%	66%	57%	69%	64%	-
	2015	73%	69%	66%	65%	64%	94%	-	90%	*	*	44%	65%	55%	68%	64%	-
Reading	2016	72%	67%	63%	60%	61%	88%	-	100%	-	*	50%	62%	50%	69%	57%	-
	2015	74%	70%	64%	63%	62%	92%	-	88%	*	*	44%	64%	52%	67%	61%	-
Mathematics	2016	75%	70%	70%	60%	72%	88%	-	91%	-	*	57%	69%	66%	69%	70%	-
	2015	73%	67%	68%	67%	66%	100%	-	88%	*	*	44%	66%	59%	69%	67%	-
Writing	2016	68%	64%	64%	72%	60%	*	-	*	-	*	80%	66%	56%	67%	63%	-
	2015	68%	63%	68%	67%	67%	*	-	*	-	-	*	65%	62%	76%	63%	-
Science	2016	77%	74%	68%	70%	63%	*	-	100%	-	-	43%	68%	46%	71%	66%	-
	2015	75%	71%	62%	65%	58%	*	-	*	-	*	60%	61%	46%	64%	60%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	34%	31%	31%	76%	-	81%	-	*	46%	32%	22%	39%	30%	-
	2015	38%	34%	28%	34%	23%	61%	-	57%	*	*	36%	26%	14%	30%	26%	-
Reading	2016	42%	38%	33%	31%	30%	75%	-	82%	-	*	45%	30%	20%	36%	30%	-
	2015	40%	36%	27%	34%	22%	62%	-	50%	*	*	35%	25%	15%	28%	27%	-
Mathematics	2016	40%	35%	36%	27%	36%	75%	-	82%	-	*	45%	35%	27%	42%	31%	-
	2015	36%	30%	31%	34%	27%	69%	-	63%	*	*	37%	30%	16%	32%	29%	-
Writing	2016	39%	36%	33%	44%	26%	*	-	*	-	*	70%	31%	15%	36%	31%	-
	2015	31%	27%	26%	39%	20%	*	-	*	-	-	*	26%	15%	38%	17%	-
Science	2016	44%	41%	33%	39%	24%	*	-	83%	-	-	36%	29%	15%	39%	30%	-
	2015	40%	35%	20%	30%	14%	*	-	*	-	*	50%	18%	6%	20%	20%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	12%	9%	12%	29%	-	23%	-	*	5%	11%	7%	15%	10%	-
	2015	14%	12%	8%	12%	6%	32%	-	14%	*	*	7%	7%	4%	10%	7%	-
Reading	2016	16%	14%	13%	11%	12%	38%	-	27%	-	*	5%	12%	6%	16%	11%	-
	2015	15%	13%	9%	16%	7%	38%	-	0%	*	*	5%	7%	3%	10%	9%	-
Mathematics	2016	17%	15%	12%	7%	13%	25%	-	27%	-	*	7%	12%	11%	15%	10%	-
	2015	14%	11%	10%	11%	7%	31%	-	38%	*	*	9%	10%	6%	13%	7%	-
Writing	2016	14%	11%	8%	6%	9%	*	-	*	-	*	0%	6%	2%	17%	2%	-
	2015	8%	6%	0%	0%	0%	*	-	*	-	-	*	0%	0%	0%	0%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	10%	13%	7%	*	-	0%	-	0%	9%	0%	6%	11%	-
	2015	14%	12%	4%	15%	0%	*	-	*	-	*	20%	3%	3%	6%	3%

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	-	100%	100%	100%	100%	100%	99%	99%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	100%	99%	100%	-	100%	100%	100%	100%	100%	99%	99%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	-	100%	100%	100%	100%	99%	99%	99%	99%	-
Writing	2016	99%	100%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	96%	100%	*	-	100%	-	-	100%	99%	100%	97%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	98%	95%	100%	*	-	*	-	-	98%	97%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	5%	11%	0%	*	-	*	-	-	5%	5%	7%	0%	6%	-
% STAAR/EOC With Accommodations	2016	73%	69%	51%	42%	67%	*	-	*	-	-	51%	54%	73%	40%	55%	-
% STAAR Alternate2	2016	11%	8%	42%	42%	33%	*	-	*	-	-	42%	38%	20%	60%	36%	-
% of Non-Participants	2016	2%	3%	2%	5%	0%	*	-	*	-	-	2%	3%	0%	0%	3%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	98%	95%	100%	*	-	*	-	-	98%	97%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	5%	11%	0%	*	-	*	-	-	5%	5%	7%	0%	6%	-
% STAAR/EOC With Accommodations	2016	75%	69%	51%	42%	67%	*	-	*	-	-	51%	54%	73%	40%	55%	-
% STAAR Alternate2	2016	12%	9%	42%	42%	33%	*	-	*	-	-	42%	38%	20%	60%	36%	-
% of Non-Participants	2016	1%	2%	2%	5%	0%	*	-	*	-	-	2%	3%	0%	0%	3%	-

** 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 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	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	N	Y		5	6	83
Mathematics	Y	Y	Y						Y	Y	Y		6	6	100
Writing	Y		Y						Y		Y		4	4	100
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													18	19	95
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			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													30	31	97

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	193	43	131	**	-	11	-	*	161	18	102	n/a
Total Tests	293	70	202	**	-	11	-	*	255	35	161	115
% at Level II Satisfactory Standard	66%	61%	65%	88%	-	100%	-	*	63%	51%	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	213	44	152	**	-	10	-	*	180	21	124	n/a
Total Tests	294	70	203	**	-	11	-	*	256	35	161	115
% at Level II Satisfactory Standard	72%	63%	75%	88%	-	91%	-	*	70%	60%	77%	n/a
Writing												
# at Level II Satisfactory Standard	47	10	30	*	-	*	-	*	41	6	25	n/a
Total Tests	72	14	49	*	-	*	-	*	62	8	41	38
% at Level II Satisfactory Standard	65%	71%	61%	*	-	*	-	*	66%	75%	61%	n/a
Science												
# at Level II Satisfactory Standard	55	14	34	*	-	**	-	-	45	5	29	n/a
Total Tests	77	19	51	*	-	**	-	-	64	12	40	22
% at Level II Satisfactory Standard	71%	74%	67%	*	-	100%	-	-	70%	42%	73%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	333	84	228	**	-	11	-	*	281	43	n/a	133
Total Students	333	84	228	**	-	11	-	*	281	43	n/a	133
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	334	84	229	**	-	11	-	*	282	43	n/a	133
Total Students	334	84	229	**	-	11	-	*	282	43	n/a	133
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No Priority School Reason: N/A
Focus School Identification: No Focus School Reason: N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	29.0	75.5%	73.8%	74.7%
Masters	8.4	21.9%	25.6%	23.6%
Doctorate	1.0	2.6%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		31	4	35
Total Number of Classes		58	4	62
Number of Classes Taught by Highly Qualified Teachers	Number	58	4	62
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: ROARK EL

Campus ID: 220901110

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	67%	*	67%	*	-	*	-	*	*	71%	72%	72%	62%	-
	2015	74%	66%	61%	*	68%	*	*	*	-	*	*	62%	65%	78%	46%	-
Mathematics	2016	74%	70%	68%	*	70%	*	-	*	-	*	*	71%	79%	66%	71%	-
	2015	74%	64%	59%	43%	62%	*	*	*	-	*	*	56%	64%	63%	56%	-
Grade 4																	
Reading	2016	74%	67%	62%	*	64%	*	*	-	-	-	*	61%	56%	70%	54%	-
	2015	71%	64%	49%	58%	43%	*	-	*	-	-	*	49%	47%	66%	39%	-
Mathematics	2016	72%	66%	64%	*	68%	*	*	-	-	-	*	61%	72%	67%	61%	-
	2015	71%	62%	43%	42%	42%	*	-	*	-	-	*	45%	44%	41%	43%	-
Writing	2016	68%	63%	54%	*	54%	*	*	-	-	-	*	52%	48%	67%	41%	-
	2015	67%	60%	45%	47%	46%	*	-	*	-	-	*	46%	49%	55%	39%	-
Grade 5																	
Reading	2016	80%	74%	68%	55%	73%	*	-	-	-	-	*	68%	67%	70%	67%	-
	2015	83%	79%	69%	58%	72%	*	-	-	-	-	*	66%	69%	76%	63%	-
Mathematics	2016	85%	79%	79%	73%	83%	*	-	-	-	-	*	80%	74%	80%	79%	-
	2015	75%	67%	68%	58%	70%	*	-	-	-	-	*	70%	73%	69%	67%	-
Science	2016	73%	67%	60%	64%	59%	*	-	-	-	-	*	61%	50%	70%	53%	-
	2015	69%	61%	62%	50%	65%	*	-	-	-	-	*	63%	67%	62%	63%	-
Grade 6																	
Reading	2016	68%	67%	65%	71%	66%	*	-	-	-	*	*	66%	66%	66%	64%	-
	2015	73%	74%	61%	70%	56%	83%	*	*	*	-	*	59%	51%	60%	62%	-
Mathematics	2016	71%	69%	73%	*	77%	*	-	-	-	*	*	71%	78%	74%	71%	-
	2015	72%	73%	71%	90%	69%	*	*	*	-	-	*	72%	60%	83%	62%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	66%	55%	68%	72%	*	*	-	*	18%	66%	67%	70%	63%	-
	2015	73%	69%	59%	52%	60%	56%	*	100%	-	*	10%	59%	60%	66%	53%	-
Reading	2016	72%	67%	65%	57%	67%	71%	*	*	-	*	*	67%	66%	69%	62%	-
	2015	74%	70%	60%	52%	61%	67%	*	*	-	*	*	59%	59%	71%	52%	-
Mathematics	2016	75%	70%	71%	53%	74%	71%	*	*	-	*	23%	71%	76%	71%	71%	-
	2015	73%	67%	60%	55%	61%	57%	*	*	-	*	22%	61%	61%	65%	56%	-
Writing	2016	68%	64%	54%	*	54%	*	*	-	-	-	*	52%	48%	67%	41%	-
	2015	68%	63%	45%	47%	46%	*	-	*	-	-	*	46%	49%	55%	39%	-
Science	2016	77%	74%	60%	64%	59%	*	-	-	-	-	*	61%	50%	70%	53%	-
	2015	75%	71%	62%	50%	65%	*	-	-	-	-	*	63%	67%	62%	63%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	28%	24%	29%	28%	*	*	-	*	2%	29%	28%	31%	25%	-
	2015	38%	34%	20%	16%	20%	15%	*	57%	-	*	0%	19%	19%	24%	16%	-
Reading	2016	42%	38%	25%	27%	25%	14%	*	*	-	*	*	27%	25%	28%	23%	-
	2015	40%	36%	26%	23%	26%	24%	*	*	-	*	*	25%	23%	31%	21%	-
Mathematics	2016	40%	35%	30%	17%	32%	29%	*	*	-	*	4%	30%	33%	32%	28%	-
	2015	36%	30%	18%	13%	19%	14%	*	*	-	*	0%	18%	17%	20%	16%	-
Writing	2016	39%	36%	38%	*	40%	*	*	-	-	-	*	35%	36%	48%	28%	-
	2015	31%	27%	11%	5%	13%	*	-	*	-	-	*	12%	16%	21%	6%	-
Science	2016	44%	41%	23%	45%	18%	*	-	-	-	-	*	24%	8%	25%	22%	-
	2015	40%	35%	12%	17%	12%	*	-	-	-	-	*	10%	10%	17%	7%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	11%	3%	12%	17%	*	*	-	*	0%	12%	10%	12%	11%	-
	2015	14%	12%	6%	9%	5%	2%	*	14%	-	*	0%	5%	5%	7%	5%	-
Reading	2016	16%	14%	12%	3%	14%	14%	*	*	-	*	*	13%	10%	13%	11%	-
	2015	15%	13%	9%	13%	9%	5%	*	*	-	*	*	8%	8%	12%	7%	-
Mathematics	2016	17%	15%	11%	3%	12%	29%	*	*	-	*	0%	11%	10%	10%	12%	-
	2015	14%	11%	5%	9%	4%	0%	*	*	-	*	0%	4%	4%	5%	4%	-
Writing	2016	14%	11%	14%	*	17%	*	*	-	-	-	*	15%	12%	19%	10%	-
	2015	8%	6%	1%	0%	2%	*	-	*	-	-	*	1%	2%	3%	0%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	4%	0%	5%	*	-	-	-	-	*	4%	0%	5%	3%	-
	2015	14%	12%	1%	8%	0%	*	-	-	-	-	*	0%	0%	2%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	98%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Writing	2016	99%	100%	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	98%	100%	-	100%	-	-	100%	99%	100%	100%	98%	-
Science	2016	99%	99%	98%	100%	98%	*	-	-	-	-	100%	98%	96%	100%	97%	-
	2015	99%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	8%	14%	6%	*	*	-	-	*	8%	4%	0%	0%	12%	-
% STAAR/EOC With Accommodations	2016	73%	69%	92%	86%	94%	*	*	-	-	*	92%	96%	100%	100%	88%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	8%	14%	6%	*	*	-	-	*	8%	4%	0%	0%	12%	-
% STAAR/EOC With Accommodations	2016	75%	69%	92%	86%	94%	*	*	-	-	*	92%	96%	100%	100%	88%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	*	-	-	*	0%	0%	0%	0%	0%	-

** 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 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	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		4	4	100
Mathematics	Y		Y						Y		Y		4	4	100
Writing	N		N						N		N		0	4	0
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													11	15	73
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													23	27	85

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	148	16	127	*	*	*	-	*	139	*	100	n/a
Total Tests	220	24	187	*	*	*	-	*	206	*	144	130
% at Level II Satisfactory Standard	67%	67%	68%	*	*	*	-	*	67%	*	69%	n/a
Mathematics												
# at Level II Satisfactory Standard	159	13	140	5	*	*	-	*	148	*	114	n/a
Total Tests	220	24	187	6	*	*	-	*	206	*	144	130
% at Level II Satisfactory Standard	72%	54%	75%	83%	*	*	-	*	72%	*	79%	n/a
Writing												
# at Level II Satisfactory Standard	30	*	26	*	*	-	-	-	27	*	20	n/a
Total Tests	56	*	48	*	*	-	-	-	52	*	37	33
% at Level II Satisfactory Standard	54%	*	54%	*	*	-	-	-	52%	*	54%	n/a
Science												
# at Level II Satisfactory Standard	29	**	21	*	-	-	-	-	29	*	18	n/a
Total Tests	47	**	35	*	-	-	-	-	45	*	29	23
% at Level II Satisfactory Standard	62%	70%	60%	*	-	-	-	-	64%	*	62%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	239	30	199	7	*	*	-	*	220	26	n/a	140
Total Students	239	30	199	7	*	*	-	*	220	26	n/a	140
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	237	30	197	7	*	*	-	*	218	26	n/a	138
Total Students	237	30	197	7	*	*	-	*	218	26	n/a	138
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	25.0	72.5%	73.8%	74.7%
Masters	9.5	27.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		28	1	29
Total Number of Classes		40	1	41
Number of Classes Taught by Highly Qualified Teachers	Number	40	1	41
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: ROQUEMORE EL

Campus ID: 220901122

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Hispanic				Islander	More		Disadv				
Grade 3																	
Reading	2016	72%	68%	48%	50%	50%	*	-	*	-	*	*	40%	45%	59%	32%	-
	2015	74%	66%	62%	66%	48%	*	-	*	-	*	*	62%	50%	68%	54%	-
Mathematics	2016	74%	70%	60%	57%	71%	*	-	*	-	*	*	54%	73%	65%	52%	-
	2015	74%	64%	60%	59%	65%	*	-	*	-	*	*	64%	64%	68%	51%	-
Grade 4																	
Reading	2016	74%	67%	46%	56%	35%	*	-	*	-	*	*	48%	*	57%	33%	-
	2015	71%	64%	49%	44%	50%	*	-	*	*	-	*	52%	36%	50%	49%	-
Mathematics	2016	72%	66%	36%	32%	43%	*	-	*	-	*	*	37%	*	38%	33%	-
	2015	71%	62%	35%	28%	39%	*	-	*	*	-	*	39%	36%	33%	37%	-
Writing	2016	68%	63%	38%	41%	36%	*	-	*	-	*	*	39%	*	45%	29%	-
	2015	67%	60%	48%	51%	43%	*	-	*	*	-	*	48%	43%	57%	38%	-
Grade 5																	
Reading	2016	80%	74%	59%	51%	57%	*	*	*	*	100%	*	61%	42%	68%	51%	-
	2015	83%	79%	76%	76%	78%	*	*	-	-	*	*	76%	77%	72%	83%	-
Mathematics	2016	85%	79%	54%	51%	57%	*	*	*	*	*	*	54%	42%	46%	60%	-
	2015	75%	67%	50%	49%	52%	*	*	-	-	*	*	52%	38%	49%	52%	-
Science	2016	73%	67%	55%	46%	57%	*	*	*	*	*	*	56%	50%	54%	56%	-
	2015	69%	61%	55%	53%	56%	*	*	-	-	*	*	55%	54%	45%	72%	-
Grade 6																	
Reading	2016	68%	67%	56%	47%	67%	*	-	*	-	*	*	59%	67%	63%	47%	-
	2015	73%	74%	87%	88%	83%	*	-	-	-	-	*	88%	83%	84%	90%	-
Mathematics	2016	71%	69%	51%	49%	50%	*	-	*	-	*	*	54%	50%	55%	47%	-
	2015	72%	73%	64%	64%	67%	*	-	-	-	-	*	64%	83%	53%	75%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	50%	48%	52%	49%	*	60%	*	75%	17%	50%	45%	55%	45%	-
	2015	73%	69%	57%	57%	56%	68%	*	*	*	100%	23%	58%	53%	57%	57%	-
Reading	2016	72%	67%	52%	51%	53%	47%	*	*	*	89%	*	53%	43%	62%	42%	-
	2015	74%	70%	66%	67%	62%	79%	*	*	*	*	26%	67%	57%	67%	66%	-
Mathematics	2016	75%	70%	50%	47%	54%	53%	*	*	*	56%	*	50%	50%	51%	49%	-
	2015	73%	67%	51%	49%	53%	57%	*	*	*	*	*	53%	51%	51%	51%	-
Writing	2016	68%	64%	38%	41%	36%	*	-	*	-	*	*	39%	*	45%	29%	-
	2015	68%	63%	48%	51%	43%	*	-	*	*	-	*	48%	43%	57%	38%	-
Science	2016	77%	74%	55%	46%	57%	*	*	*	*	*	*	56%	50%	54%	56%	-
	2015	75%	71%	55%	53%	56%	*	*	-	-	*	*	55%	54%	45%	72%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	13%	12%	14%	15%	*	20%	*	29%	2%	12%	9%	16%	10%	-
	2015	38%	34%	19%	19%	15%	29%	*	*	*	86%	8%	20%	10%	18%	21%	-
Reading	2016	42%	38%	19%	16%	20%	20%	*	*	*	44%	*	17%	13%	25%	12%	-
	2015	40%	36%	27%	29%	21%	29%	*	*	*	*	11%	26%	11%	25%	29%	-
Mathematics	2016	40%	35%	9%	8%	9%	13%	*	*	*	22%	*	9%	9%	11%	7%	-
	2015	36%	30%	13%	11%	11%	29%	*	*	*	*	*	15%	11%	11%	15%	-
Writing	2016	39%	36%	10%	10%	12%	*	-	*	-	*	*	11%	*	8%	12%	-
	2015	31%	27%	14%	14%	14%	*	-	*	*	-	*	15%	14%	20%	9%	-
Science	2016	44%	41%	11%	8%	14%	*	*	*	*	*	*	9%	0%	8%	14%	-
	2015	40%	35%	18%	21%	11%	*	*	-	-	*	*	19%	0%	13%	28%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	3%	3%	1%	10%	*	0%	*	13%	0%	2%	0%	4%	2%	-
	2015	14%	12%	4%	4%	3%	6%	*	*	*	14%	0%	4%	2%	4%	4%	-
Reading	2016	16%	14%	4%	4%	1%	20%	*	*	*	11%	*	3%	0%	6%	2%	-
	2015	15%	13%	7%	6%	4%	14%	*	*	*	*	0%	7%	2%	6%	7%	-
Mathematics	2016	17%	15%	3%	2%	1%	7%	*	*	*	22%	*	2%	0%	3%	3%	-
	2015	14%	11%	3%	3%	3%	0%	*	*	*	*	*	3%	4%	4%	2%	-
Writing	2016	14%	11%	1%	2%	0%	*	-	*	-	*	*	2%	*	3%	0%	-
	2015	8%	6%	1%	3%	0%	*	-	*	*	-	*	2%	0%	0%	3%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	1%	0%	4%	*	*	*	*	*	*	1%	0%	3%	0%	-
	2015	14%	12%	1%	2%	0%	*	*	-	-	*	*	1%	0%	2%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	98%	100%	*	100%	*	100%	100%	99%	100%	99%	98%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
Reading	2016	99%	99%	99%	99%	98%	100%	*	*	*	100%	100%	98%	100%	99%	98%	-
	2015	99%	98%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
Mathematics	2016	100%	99%	99%	99%	98%	100%	*	*	*	100%	100%	98%	100%	99%	98%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
Writing	2016	99%	100%	100%	100%	100%	*	-	*	-	*	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	43%	40%	50%	*	-	-	-	*	43%	42%	*	33%	47%	-
% STAAR/EOC With Accommodations	2016	73%	69%	57%	60%	50%	*	-	-	-	*	57%	58%	*	67%	53%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	43%	50%	38%	*	-	-	-	*	43%	42%	*	50%	40%	-
% STAAR/EOC With Accommodations	2016	75%	69%	57%	50%	63%	*	-	-	-	*	57%	58%	*	50%	60%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-

** 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 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	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	N	N	N						N		N		0	5	0
Mathematics	N	N	N						N		N		0	5	0
Writing	N	N							N				0	3	0
Science	N	N	N						N				0	4	0
Social Studies													0	0	
Total													0	17	0
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y			Y	5	5	100
Mathematics	Y	Y	Y						Y			Y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													10	27	37

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	130	71	44	6	*	*	*	6	117	*	26	n/a
Total Tests	234	128	83	10	*	*	*	7	211	*	47	42
% at Level II Satisfactory Standard	56%	55%	53%	60%	*	*	*	86%	55%	*	55%	n/a
Mathematics												
# at Level II Satisfactory Standard	122	64	46	6	*	*	*	*	107	*	26	n/a
Total Tests	234	128	83	10	*	*	*	*	211	*	47	42
% at Level II Satisfactory Standard	52%	50%	55%	60%	*	*	*	*	51%	*	55%	n/a
Writing												
# at Level II Satisfactory Standard	23	14	8	*	-	*	-	*	23	*	*	n/a
Total Tests	61	33	23	*	-	*	-	*	57	*	*	*
% at Level II Satisfactory Standard	38%	42%	35%	*	-	*	-	*	40%	*	*	n/a
Science												
# at Level II Satisfactory Standard	36	15	15	*	*	*	*	*	34	*	7	n/a
Total Tests	67	32	26	*	*	*	*	*	62	*	13	12
% at Level II Satisfactory Standard	54%	47%	58%	*	*	*	*	*	55%	*	54%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	284	165	89	15	*	*	*	9	236	21	n/a	46
Total Students	288	167	91	15	*	*	*	9	240	21	n/a	46
Participation Rate	99%	99%	98%	100%	*	*	*	100%	98%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	284	165	89	15	*	*	*	9	236	21	n/a	46
Total Students	288	167	91	15	*	*	*	9	240	21	n/a	46
Participation Rate	99%	99%	98%	100%	*	*	*	100%	98%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	22.8	60.0%	73.8%	74.7%
Masters	15.2	40.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		35	0	35
Total Number of Classes		49	0	49
Number of Classes Taught by Highly Qualified Teachers	Number	49	0	49
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: SAM HOUSTON H S

Campus ID: 220901002

District Name: ARLINGTON 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.

		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)															
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
End of Course																	
English I	2016	63%	58%	47%	41%	47%	48%	*	70%	*	42%	13%	46%	29%	54%	41%	*
	2015	66%	62%	54%	51%	53%	61%	*	73%	*	47%	25%	53%	40%	58%	50%	*
English II	2016	66%	61%	48%	39%	49%	55%	*	60%	*	60%	20%	47%	30%	54%	43%	-
	2015	69%	65%	51%	46%	52%	56%	*	55%	*	42%	22%	50%	36%	57%	46%	*
Algebra I	2016	76%	68%	46%	43%	46%	49%	*	82%	*	50%	17%	46%	36%	52%	41%	*
	2015	77%	71%	54%	50%	54%	52%	*	72%	*	*	26%	54%	46%	58%	50%	-
Biology	2016	86%	82%	76%	72%	76%	77%	78%	91%	*	82%	36%	76%	58%	81%	72%	*
	2015	88%	84%	77%	69%	79%	76%	*	81%	*	78%	40%	78%	64%	82%	72%	*
U.S. History	2016	90%	89%	80%	77%	81%	75%	100%	84%	*	73%	44%	79%	63%	79%	81%	-
	2015	88%	87%	81%	82%	81%	84%	*	79%	*	90%	51%	82%	61%	80%	83%	-
All Grades																	
All Subjects	2016	74%	70%	57%	52%	57%	58%	62%	75%	100%	59%	24%	57%	40%	62%	52%	*
	2015	73%	69%	61%	58%	62%	65%	67%	71%	83%	56%	31%	61%	47%	66%	58%	*
Reading	2016	72%	67%	47%	40%	48%	51%	47%	64%	100%	50%	16%	47%	29%	54%	42%	*
	2015	74%	70%	52%	49%	52%	59%	50%	63%	*	44%	24%	52%	38%	58%	48%	*
Mathematics	2016	75%	70%	46%	43%	46%	49%	*	82%	*	50%	17%	46%	36%	52%	41%	*
	2015	73%	67%	54%	50%	54%	52%	*	72%	*	*	26%	54%	46%	58%	50%	-
Science	2016	77%	74%	76%	72%	76%	77%	78%	91%	*	82%	36%	76%	58%	81%	72%	*
	2015	75%	71%	77%	69%	79%	76%	*	81%	*	78%	40%	78%	64%	82%	72%	*
Social Studies	2016	76%	76%	80%	77%	81%	75%	100%	84%	*	73%	44%	79%	63%	79%	81%	-
	2015	74%	74%	81%	82%	81%	84%	*	79%	*	90%	51%	82%	61%	80%	83%	-

		State	District	African Campus	American Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	26%	20%	26%	30%	24%	47%	56%	20%	8%	26%	9%	29%	23%	*
	2015	38%	34%	25%	21%	24%	38%	33%	44%	25%	25%	12%	25%	10%	27%	23%	*
Reading	2016	42%	38%	23%	20%	23%	30%	33%	40%	60%	18%	7%	23%	7%	29%	19%	*
	2015	40%	36%	23%	18%	23%	36%	20%	38%	*	22%	12%	23%	11%	28%	20%	*
Mathematics	2016	40%	35%	7%	5%	6%	9%	*	36%	*	0%	3%	7%	4%	9%	5%	*
	2015	36%	30%	8%	8%	8%	13%	*	24%	*	*	10%	8%	4%	9%	8%	-
Science	2016	44%	41%	38%	28%	40%	41%	33%	63%	*	18%	7%	38%	12%	43%	34%	*
	2015	40%	35%	30%	26%	28%	48%	*	60%	*	22%	11%	30%	11%	31%	29%	*
Social Studies	2016	45%	46%	43%	33%	45%	48%	20%	58%	*	55%	18%	42%	20%	38%	49%	-
	2015	41%	41%	45%	44%	44%	58%	*	56%	*	50%	24%	45%	19%	40%	50%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	14%	5%	4%	4%	8%	0%	16%	11%	4%	2%	4%	1%	5%	4%	*
	2015	14%	12%	5%	4%	4%	9%	6%	14%	0%	11%	3%	4%	1%	4%	5%	*
Reading	2016	16%	14%	2%	3%	2%	4%	0%	4%	20%	0%	2%	2%	0%	3%	1%	*
	2015	15%	13%	1%	1%	1%	3%	0%	7%	*	7%	2%	1%	0%	2%	1%	*
Mathematics	2016	17%	15%	2%	1%	1%	1%	*	36%	*	0%	0%	2%	1%	3%	1%	*
	2015	14%	11%	2%	1%	2%	2%	*	7%	*	*	1%	2%	1%	2%	1%	-
Science	2016	15%	13%	7%	5%	6%	15%	0%	26%	*	0%	1%	6%	1%	6%	7%	*
	2015	14%	12%	6%	3%	6%	15%	*	19%	*	0%	5%	6%	1%	6%	6%	*
Social Studies	2016	21%	22%	14%	8%	15%	23%	0%	26%	*	27%	2%	14%	4%	12%	17%	-
	2015	18%	17%	17%	17%	15%	26%	*	36%	*	40%	6%	17%	2%	13%	21%	-
STAAR Participation (All Grades)																	
All Tests	2016	99%	99%	98%	97%	98%	96%	100%	98%	100%	95%	98%	98%	98%	98%	98%	*
	2015	99%	99%	95%	97%	94%	98%	72%	92%	92%	95%	93%	95%	92%	95%	95%	100%
Reading	2016	99%	99%	98%	97%	98%	98%	100%	98%	100%	97%	99%	99%	99%	98%	98%	*
	2015	99%	98%	93%	96%	92%	97%	77%	87%	86%	96%	92%	93%	88%	92%	94%	100%
Mathematics	2016	100%	99%	97%	96%	98%	93%	100%	100%	*	88%	95%	97%	98%	97%	97%	*
	2015	99%	99%	97%	98%	97%	100%	100%	97%	100%	90%	95%	97%	98%	98%	96%	-
Science	2016	99%	99%	97%	98%	97%	93%	100%	97%	*	92%	97%	97%	97%	97%	97%	*

	2015	99%	99%	96%	97%	96%	97%	50%	98%	100%	90%	92%	97%	96%	97%	95%	100%
Social Studies	2016	98%	99%	97%	97%	98%	95%	100%	98%	*	100%	100%	98%	98%	98%	97%	-
	2015	99%	99%	98%	100%	98%	98%	50%	100%	100%	100%	99%	98%	98%	98%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	92%	95%	91%	97%	*	75%	-	100%	92%	93%	89%	94%	91%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	15%	30%	9%	20%	*	0%	-	13%	15%	15%	7%	18%	14%	-
% STAAR/EOC With Accommodations	2016	73%	69%	72%	62%	76%	73%	*	75%	-	75%	72%	72%	79%	70%	73%	-
% STAAR Alternate2	2016	11%	8%	5%	3%	6%	3%	*	0%	-	13%	5%	5%	3%	6%	5%	-
% of Non-Participants	2016	2%	3%	8%	5%	9%	3%	*	25%	-	0%	8%	7%	11%	6%	9%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	94%	98%	94%	88%	*	*	-	*	94%	96%	96%	97%	93%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	17%	35%	10%	13%	*	*	-	*	17%	16%	5%	13%	19%	-
% STAAR/EOC With Accommodations	2016	75%	69%	74%	63%	80%	75%	*	*	-	*	74%	76%	87%	79%	72%	-
% STAAR Alternate2	2016	12%	9%	3%	0%	5%	0%	*	*	-	*	3%	3%	4%	5%	2%	-
% of Non-Participants	2016	1%	2%	6%	2%	6%	13%	*	*	-	*	6%	4%	4%	3%	7%	-

*** Indicates results are masked due to small numbers to protect student confidentiality.
 'L' 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 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	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	N	N	N	N		Y		N	N	N	N		1	9	11
Mathematics	N	N	N	N				N	N	N			0	7	0
Writing													0	0	
Science	Y	Y	Y	Y		Y		Y	N	Y			7	8	88
Social Studies	Y	Y	Y	Y		Y		Y	N	Y			7	8	88

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 15	Total Eligible 32	Percent of Eligible Measures Met 47
Total														
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		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y		Y	Y	Y	Y	9	9	100
Mathematics	Y	Y	Y	N					Y	Y		6	7	86
Total												15	16	94
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	Y	Y		Y			N	Y	Y	7	8	88
Reason Code ***	c	c	c	c		a				c	c	7	8	88
Total												7	8	88
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												37	56	66

+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	1,446	232	1,030	80	7	76	5	16	1,304	53	450	n/a
Total Tests	2,936	545	2,079	155	13	109	5	30	2,674	326	1,246	1,124
% at Level II Satisfactory Standard	49%	43%	50%	52%	54%	70%	100%	53%	49%	16%	36%	n/a
Mathematics												
# at Level II Satisfactory Standard	514	95	364	31	*	15	*	5	473	29	189	n/a
Total Tests	1,107	228	780	61	*	19	*	11	1,019	162	470	421
% at Level II Satisfactory Standard	46%	42%	47%	51%	*	79%	*	45%	46%	18%	40%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	854	171	589	48	**	31	*	7	784	51	263	n/a
Total Tests	1,110	229	767	61	**	34	*	9	1,018	145	415	360
% at Level II Satisfactory Standard	77%	75%	77%	79%	75%	91%	*	78%	77%	35%	63%	n/a
Social Studies												
# at Level II Satisfactory Standard	708	137	492	28	*	39	*	8	614	37	228	n/a
Total Tests	866	173	597	37	*	45	*	10	761	83	327	300
% at Level II Satisfactory Standard	82%	79%	82%	76%	*	87%	*	80%	81%	45%	70%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	3,351	645	2,348	172	15	131	5	34	3,019	372	n/a	1,394
Total Students	3,415	665	2,386	175	15	133	5	35	3,064	377	n/a	1,410
Participation Rate	98%	97%	98%	98%	100%	98%	100%	97%	99%	99%	n/a	99%
Mathematics: 2015-2016 Assessments												
Number Participating	1,198	261	822	70	**	22	*	14	1,091	168	n/a	453
Total Students	1,235	271	842	75	**	22	*	16	1,122	176	n/a	461
Participation Rate	97%	96%	98%	93%	100%	100%	*	88%	97%	95%	n/a	98%

* 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 2015												
Number Graduated	627	129	403	39	**	46	*	5	516	37	166	n/a
Total in Class	836	165	552	51	**	49	*	9	648	57	246	207
Graduation Rate	75.0%	78.2%	73.0%	76.5%	33.3%	93.9%	*	55.6%	79.6%	64.9%	67.5%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	524	123	325	34	*	36	-	**	446	32	108	n/a
Total in Class	729	163	458	60	*	41	-	**	568	72	175	143
Graduation Rate	71.9%	75.5%	71.0%	56.7%	*	87.8%	-	80.0%	78.5%	44.4%	61.7%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	548	129	339	36	*	38	-	**	462	38	117	n/a
Total in Class	729	164	458	58	*	42	-	**	561	72	176	139
Graduation Rate	75.2%	78.7%	74.0%	62.1%	*	90.5%	-	80.0%	82.4%	52.8%	66.5%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	162.9	70.0%	73.8%	74.7%
Masters	64.8	27.9%	25.6%	23.6%
Doctorate	5.0	2.1%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		120	16	136
Total Number of Classes		718	124	842
Number of Classes Taught by Highly Qualified Teachers	Number	718	124	842
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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	44.7%	59.2%	57.5%
2012-13	40.8%	59.3%	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

Grade	Subject	Student Group	% 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
	American Indian	n/a	n/a	n/a	n/a	

Grade	Subject	Student Group	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 8		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
		Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
	Reading	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
	Mathematics	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

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

Campus Name: SEGUIN H S

Campus ID: 220901009

District Name: ARLINGTON 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.

		STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)															
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
End of Course																	
English I	2016	63%	58%	63%	57%	64%	70%	*	76%	*	75%	18%	60%	44%	71%	57%	*
	2015	66%	62%	67%	62%	65%	74%	*	81%	*	79%	26%	63%	42%	72%	63%	-
English II	2016	66%	61%	64%	58%	63%	67%	*	85%	*	73%	10%	59%	37%	74%	56%	*
	2015	69%	65%	68%	60%	71%	77%	*	72%	*	*	35%	62%	38%	74%	63%	-
Algebra I	2016	76%	68%	65%	61%	66%	67%	*	90%	*	*	35%	65%	60%	67%	64%	*
	2015	77%	71%	72%	69%	71%	82%	*	77%	-	90%	34%	71%	54%	82%	62%	-
Biology	2016	86%	82%	89%	82%	90%	96%	*	100%	*	100%	55%	87%	86%	92%	87%	*
	2015	88%	84%	89%	86%	87%	98%	*	93%	*	91%	43%	87%	74%	91%	86%	-
U.S. History	2016	90%	89%	93%	89%	95%	94%	*	96%	*	100%	58%	92%	79%	93%	93%	*
	2015	88%	87%	91%	88%	90%	97%	*	95%	*	100%	65%	91%	76%	93%	90%	-
All Grades																	
All Subjects	2016	74%	70%	74%	68%	75%	79%	50%	88%	63%	81%	33%	71%	57%	79%	70%	88%
	2015	73%	69%	76%	71%	76%	84%	78%	84%	71%	90%	40%	74%	53%	82%	71%	-
Reading	2016	72%	67%	64%	57%	64%	69%	*	81%	*	74%	15%	60%	41%	72%	57%	*
	2015	74%	70%	67%	61%	68%	76%	67%	77%	*	83%	30%	63%	40%	73%	63%	-
Mathematics	2016	75%	70%	65%	61%	66%	67%	*	90%	*	*	35%	65%	60%	67%	64%	*
	2015	73%	67%	72%	69%	71%	82%	*	77%	-	90%	34%	71%	54%	82%	62%	-
Science	2016	77%	74%	89%	82%	90%	96%	*	100%	*	100%	55%	87%	86%	92%	87%	*
	2015	75%	71%	89%	86%	87%	98%	*	93%	*	91%	43%	87%	74%	91%	86%	-
Social Studies	2016	76%	76%	93%	89%	95%	94%	*	96%	*	100%	58%	92%	79%	93%	93%	*
	2015	74%	74%	91%	88%	90%	97%	*	95%	*	100%	65%	91%	76%	93%	90%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	38%	46%	36%	45%	55%	33%	73%	63%	53%	7%	42%	22%	50%	43%	63%
	2015	38%	34%	44%	37%	41%	54%	39%	65%	57%	63%	9%	38%	15%	49%	40%	-
Reading	2016	42%	38%	42%	33%	38%	49%	*	69%	*	58%	2%	36%	16%	51%	33%	*
	2015	40%	36%	40%	33%	39%	46%	22%	57%	*	56%	7%	34%	12%	48%	33%	-
Mathematics	2016	40%	35%	19%	14%	19%	18%	*	57%	*	*	5%	20%	18%	19%	19%	*
	2015	36%	30%	24%	20%	23%	24%	*	46%	-	50%	0%	21%	6%	27%	21%	-
Science	2016	44%	41%	58%	45%	56%	79%	*	81%	*	67%	8%	53%	30%	59%	58%	*
	2015	40%	35%	51%	44%	43%	70%	*	74%	*	73%	2%	44%	16%	53%	50%	-
Social Studies	2016	45%	46%	69%	60%	74%	73%	*	83%	*	40%	26%	68%	46%	61%	77%	*
	2015	41%	41%	65%	58%	61%	79%	*	79%	*	75%	28%	60%	34%	64%	67%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	14%	13%	6%	13%	17%	0%	27%	13%	6%	2%	10%	4%	13%	12%	13%
	2015	14%	12%	9%	6%	6%	15%	11%	21%	29%	14%	2%	7%	1%	9%	9%	-
Reading	2016	16%	14%	6%	2%	6%	7%	*	21%	*	5%	0%	5%	1%	9%	4%	*
	2015	15%	13%	3%	2%	2%	5%	0%	10%	*	0%	0%	2%	0%	5%	2%	-
Mathematics	2016	17%	15%	6%	2%	5%	10%	*	19%	*	*	2%	6%	7%	5%	7%	*
	2015	14%	11%	5%	3%	5%	5%	*	8%	-	20%	0%	5%	2%	6%	4%	-
Science	2016	15%	13%	15%	6%	16%	18%	*	37%	*	17%	2%	12%	5%	17%	14%	*
	2015	14%	12%	12%	8%	5%	16%	*	40%	*	18%	0%	10%	0%	11%	13%	-
Social Studies	2016	21%	22%	32%	23%	36%	45%	*	38%	*	0%	10%	26%	10%	24%	39%	*
	2015	18%	17%	25%	20%	19%	43%	*	32%	*	25%	9%	18%	2%	21%	30%	-
STAAR Participation (All Grades)																	
All Tests	2016	99%	99%	99%	99%	99%	99%	100%	100%	100%	97%	99%	99%	99%	99%	99%	100%
	2015	99%	99%	98%	98%	97%	99%	100%	93%	100%	100%	97%	97%	89%	98%	97%	-
Reading	2016	99%	99%	99%	99%	99%	99%	100%	100%	*	95%	99%	99%	100%	99%	99%	*
	2015	99%	98%	96%	98%	95%	99%	100%	88%	100%	100%	95%	95%	81%	97%	96%	-
Mathematics	2016	100%	99%	99%	100%	99%	98%	*	100%	*	*	100%	100%	100%	100%	99%	*
	2015	99%	99%	99%	99%	99%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Science	2016	99%	99%	99%	99%	99%	99%	*	100%	*	100%	98%	99%	100%	99%	100%	*

	2015	99%	99%	99%	99%	99%	95%	100%	100%	100%	100%	95%	98%	98%	99%	98%	-
Social Studies	2016	98%	99%	99%	99%	98%	99%	*	100%	*	100%	100%	99%	93%	99%	98%	*
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	97%	100%	94%	95%	-	*	-	-	97%	98%	93%	97%	98%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	4%	5%	3%	0%	-	*	-	-	4%	5%	4%	0%	6%	-
% STAAR/EOC With Accommodations	2016	73%	69%	93%	95%	91%	95%	-	*	-	-	93%	93%	89%	97%	91%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	3%	0%	6%	5%	-	*	-	-	3%	2%	7%	3%	3%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	5%	0%	5%	10%	-	*	-	-	5%	5%	12%	5%	6%	-
% STAAR/EOC With Accommodations	2016	75%	69%	95%	100%	95%	90%	-	*	-	-	95%	95%	88%	95%	94%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-

*** 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 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	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	N	Y	Y		Y			Y	N	N		5	8	63
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing													0	0	
Science	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Social Studies	Y	Y	Y	Y		Y			Y	N	Y		7	8	88

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 25	Total Eligible 31	Percent of Eligible Measures Met 81
Total														
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a		
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading	Y	Y	Y	Y		Y			Y	Y	Y	8	8	100
Mathematics	Y	Y	Y	Y					Y	Y	Y	7	7	100
Total												15	15	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	Y	Y		Y			Y	Y	N	7	8	88
Reason Code ***	b	b	d	d		a			b	c				
Total												7	8	88
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												47	54	87

+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	703	249	222	104	*	110	*	14	428	16	80	n/a
Total Tests	1,079	428	343	150	*	132	*	17	704	112	180	159
% at Level II Satisfactory Standard	65%	58%	65%	69%	*	83%	*	82%	61%	14%	44%	n/a
Mathematics												
# at Level II Satisfactory Standard	217	88	82	31	*	15	*	-	155	18	42	n/a
Total Tests	328	142	120	46	*	17	*	-	236	52	67	60
% at Level II Satisfactory Standard	66%	62%	68%	67%	*	88%	*	-	66%	35%	63%	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	379	130	128	62	-	53	*	**	257	29	57	n/a
Total Tests	422	157	140	65	-	53	*	**	293	50	65	58
% at Level II Satisfactory Standard	90%	83%	91%	95%	-	100%	*	100%	88%	58%	88%	n/a
Social Studies												
# at Level II Satisfactory Standard	388	132	140	62	*	45	*	*	217	18	43	n/a
Total Tests	415	149	146	65	*	46	*	*	235	31	51	36
% at Level II Satisfactory Standard	93%	89%	96%	95%	*	98%	*	*	92%	58%	84%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	1,169	458	369	160	**	153	*	19	758	117	n/a	196
Total Students	1,177	461	371	162	**	153	*	20	762	118	n/a	196
Participation Rate	99%	99%	99%	99%	100%	100%	*	95%	99%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	367	160	131	49	*	21	*	*	259	55	n/a	68
Total Students	369	160	132	50	*	21	*	*	260	55	n/a	68
Participation Rate	99%	100%	99%	98%	*	100%	*	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	344	129	122	48	-	41	*	*	177	25	44	n/a
Total in Class	388	146	139	55	-	44	*	*	197	31	51	37
Graduation Rate	88.7%	88.4%	87.8%	87.3%	-	93.2%	*	*	89.8%	80.6%	86.3%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	399	144	119	79	*	54	-	*	212	25	30	n/a
Total in Class	432	158	132	82	*	55	-	*	225	33	34	27
Graduation Rate	92.4%	91.1%	90.2%	96.3%	*	98.2%	-	*	94.2%	75.8%	88.2%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	404	146	121	79	*	54	-	*	214	26	30	n/a
Total in Class	432	159	132	82	*	55	-	*	226	33	34	27
Graduation Rate	93.5%	91.8%	91.7%	96.3%	*	98.2%	-	*	94.7%	78.8%	88.2%	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	78.0	65.0%	73.8%	74.7%
Masters	39.0	32.5%	25.6%	23.6%
Doctorate	3.0	2.5%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		53	10	63
Total Number of Classes		323	0	323
Number of Classes Taught by Highly Qualified Teachers	Number	323	0	323
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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	70.1%	59.2%	57.5%
2012-13	65.7%	59.3%	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

Grade	Subject	Student Group	% 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	%	%	%	%
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 8	Reading	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
		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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: SHACKELFORD J H

Campus ID: 220901048

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific	Two or	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Islander	Races											
Grade 7																	
Reading	2016	69%	67%	66%	60%	57%	85%	*	82%	*	*	17%	55%	31%	71%	61%	*
	2015	72%	71%	73%	62%	67%	89%	-	100%	*	67%	19%	63%	37%	76%	71%	-
Mathematics	2016	68%	67%	60%	53%	54%	78%	*	78%	*	*	*	48%	35%	63%	58%	*
	2015	68%	70%	68%	48%	67%	84%	-	100%	-	80%	22%	60%	48%	73%	64%	-
Writing	2016	68%	66%	69%	67%	59%	88%	*	91%	*	63%	*	59%	36%	78%	60%	-
	2015	69%	66%	67%	48%	60%	86%	-	92%	*	75%	19%	55%	29%	72%	62%	-
Grade 8																	
Reading	2016	85%	84%	82%	75%	78%	94%	*	92%	*	80%	*	77%	53%	87%	78%	*
	2015	84%	82%	81%	79%	75%	94%	*	100%	*	86%	38%	74%	51%	83%	79%	-
Mathematics	2016	80%	71%	54%	45%	45%	79%	*	88%	*	88%	*	47%	37%	60%	50%	-
	2015	71%	58%	46%	47%	40%	67%	*	*	*	*	*	41%	23%	53%	41%	-
Science	2016	73%	70%	72%	66%	64%	90%	*	91%	*	50%	*	63%	40%	74%	70%	-
	2015	67%	66%	71%	64%	62%	90%	*	100%	*	83%	24%	63%	40%	73%	69%	-
Social Studies	2016	62%	63%	60%	53%	50%	77%	*	92%	*	56%	*	48%	30%	58%	62%	-
	2015	61%	61%	60%	42%	50%	84%	*	100%	*	86%	*	48%	21%	62%	58%	-
End of Course																	
Algebra I	2016	76%	68%	98%	92%	96%	100%	-	100%	-	*	-	98%	*	99%	97%	-
	2015	77%	71%	99%	94%	100%	99%	-	100%	*	100%	-	98%	*	99%	99%	-
All Grades																	
All Subjects	2016	74%	70%	69%	61%	60%	86%	55%	89%	80%	62%	12%	59%	37%	73%	65%	*
	2015	73%	69%	69%	58%	62%	88%	*	96%	*	79%	21%	59%	36%	73%	66%	-
Reading	2016	72%	67%	75%	68%	67%	90%	*	88%	*	67%	16%	65%	41%	79%	70%	*
	2015	74%	70%	77%	71%	71%	92%	*	100%	*	74%	28%	69%	45%	80%	75%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	66%	53%	58%	85%	*	88%	*	67%	*	55%	37%	70%	62%	*
	2015	73%	67%	67%	53%	59%	85%	*	94%	*	84%	15%	56%	35%	71%	62%	-
Writing	2016	68%	64%	69%	67%	59%	88%	*	91%	*	63%	*	59%	36%	78%	60%	-
	2015	68%	63%	67%	48%	60%	86%	-	92%	*	75%	19%	55%	29%	72%	62%	-
Science	2016	77%	74%	72%	66%	64%	90%	*	91%	*	50%	*	63%	40%	74%	70%	-
	2015	75%	71%	71%	64%	62%	90%	*	100%	*	83%	24%	63%	40%	73%	69%	-
Social Studies	2016	76%	76%	60%	53%	50%	77%	*	92%	*	56%	*	48%	30%	58%	62%	-
	2015	74%	74%	60%	42%	50%	84%	*	100%	*	86%	*	48%	21%	62%	58%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	39%	25%	29%	60%	36%	72%	20%	32%	1%	25%	8%	41%	36%	*
	2015	38%	34%	35%	17%	24%	61%	*	68%	*	48%	4%	21%	6%	38%	31%	-
Reading	2016	42%	38%	42%	27%	33%	65%	*	79%	*	28%	0%	26%	8%	48%	37%	*
	2015	40%	36%	40%	25%	29%	66%	*	82%	*	58%	9%	28%	8%	43%	37%	-
Mathematics	2016	40%	35%	36%	19%	28%	57%	*	75%	*	22%	*	22%	8%	35%	36%	*
	2015	36%	30%	32%	12%	24%	56%	*	67%	*	47%	0%	19%	6%	34%	30%	-
Writing	2016	39%	36%	44%	35%	30%	67%	*	82%	*	50%	*	30%	8%	54%	33%	-
	2015	31%	27%	32%	17%	20%	57%	-	75%	*	42%	0%	17%	3%	41%	24%	-
Science	2016	44%	41%	44%	30%	37%	65%	*	73%	*	40%	*	31%	14%	45%	44%	-
	2015	40%	35%	40%	19%	29%	71%	*	60%	*	67%	4%	25%	8%	45%	36%	-
Social Studies	2016	45%	46%	27%	17%	18%	44%	*	46%	*	33%	*	16%	4%	26%	28%	-
	2015	41%	41%	26%	11%	16%	53%	*	20%	*	14%	*	14%	2%	26%	25%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	18%	10%	12%	32%	18%	47%	0%	14%	0%	9%	2%	19%	18%	*
	2015	14%	12%	15%	6%	9%	30%	*	35%	*	24%	1%	8%	1%	17%	14%	-
Reading	2016	16%	14%	22%	12%	13%	39%	*	58%	*	22%	0%	10%	2%	24%	20%	*
	2015	15%	13%	20%	8%	12%	38%	*	47%	*	42%	2%	11%	1%	23%	18%	-
Mathematics	2016	17%	15%	18%	7%	13%	30%	*	46%	*	6%	*	8%	2%	18%	18%	*
	2015	14%	11%	15%	8%	9%	26%	*	39%	*	16%	0%	8%	2%	16%	13%	-
Writing	2016	14%	11%	17%	12%	11%	29%	*	45%	*	0%	*	8%	0%	22%	12%	-
	2015	8%	6%	9%	2%	4%	18%	-	25%	*	17%	0%	2%	0%	12%	6%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Science	2016	15%	13%	21%	11%	12%	38%	*	55%	*	20%	*	10%	2%	19%	22%	-
	2015	14%	12%	19%	7%	13%	36%	*	20%	*	33%	0%	10%	1%	21%	16%	-
Social Studies	2016	21%	22%	12%	7%	8%	21%	*	23%	*	22%	*	5%	2%	11%	14%	-
	2015	18%	17%	11%	0%	5%	29%	*	20%	*	0%	*	4%	0%	9%	13%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	100%	100%	100%	100%	98%	99%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	99%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	*
	2015	99%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	99%	100%	99%	98%	*	100%	*	100%	100%	99%	100%	99%	99%	99%	*
	2015	99%	99%	100%	100%	99%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	99%	-
Science	2016	99%	99%	99%	97%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	99%	99%	-
	2015	99%	99%	99%	100%	99%	99%	100%	100%	100%	86%	100%	100%	99%	100%	98%	98%	-
Social Studies	2016	98%	99%	99%	97%	100%	100%	*	100%	*	90%	96%	99%	100%	100%	98%	98%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	16%	15%	19%	0%	-	*	*	-	16%	16%	15%	30%	9%	9%	-
% STAAR/EOC With Accommodations	2016	73%	69%	84%	85%	81%	100%	-	*	*	-	84%	84%	85%	70%	91%	91%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	*	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	18%	21%	19%	0%	-	*	*	-	18%	18%	20%	30%	11%	11%	-
% STAAR/EOC With Accommodations	2016	75%	69%	82%	79%	81%	100%	-	*	*	-	82%	82%	80%	70%	89%	89%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	*	-	0%	0%	0%	0%	0%	0%	-

** 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 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	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	N	N		5	7	71
Mathematics	Y	N	N	Y					N	N	N		2	7	29
Writing	Y	Y	Y	Y					Y	N	N		5	7	71
Science	Y	Y	Y	Y					Y		N		5	6	83
Social Studies	Y	N	N	Y					N		N		2	6	33
Total													19	33	58
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met 33	Total Eligible 47	Percent of Eligible Measures Met 70
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+ 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% decrease in difference from the prior year rate and the Goal

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.

	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 Level II Satisfactory Standard	509	89	209	175	*	20	*	12	284	9	86	n/a
Total Tests	669	126	305	194	*	22	*	18	429	49	161	119
% at Level II Satisfactory Standard	76%	71%	69%	90%	*	91%	*	67%	66%	18%	53%	n/a
Mathematics												
# at Level II Satisfactory Standard	450	70	180	166	*	20	*	12	238	*	75	n/a
Total Tests	667	125	304	194	*	22	*	18	428	*	160	118
% at Level II Satisfactory Standard	67%	56%	59%	86%	*	91%	*	67%	56%	*	47%	n/a
Writing												
# at Level II Satisfactory Standard	233	40	94	83	*	9	*	5	136	*	47	n/a
Total Tests	331	60	156	94	*	10	*	8	224	*	96	69
% at Level II Satisfactory Standard	70%	67%	60%	88%	*	90%	*	63%	61%	*	49%	n/a
Science												
# at Level II Satisfactory Standard	247	44	100	88	*	10	-	**	136	*	38	n/a
Total Tests	329	63	148	97	*	10	-	**	204	*	64	48
% at Level II Satisfactory Standard	75%	70%	68%	91%	*	100%	-	50%	67%	*	59%	n/a
Social Studies												
# at Level II Satisfactory Standard	205	35	76	76	*	12	*	5	99	*	25	n/a
Total Tests	332	62	148	99	*	12	*	9	202	*	64	48
% at Level II Satisfactory Standard	62%	56%	51%	77%	*	100%	*	56%	49%	*	39%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	706	140	321	197	*	24	*	18	449	55	n/a	133
Total Students	706	140	321	197	*	24	*	18	449	55	n/a	133
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	702	139	319	197	*	24	*	18	448	56	n/a	130
Total Students	703	140	319	197	*	24	*	18	449	56	n/a	130
Participation Rate	100%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	38.1	75.1%	73.8%	74.7%
Masters	12.6	24.9%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers	24	4	28

		General Education	Special Education	Total
Total Number of Classes		176	2	178
Number of Classes Taught by Highly Qualified Teachers	Number	176	2	178
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% At or Above			
			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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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

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

Campus Name: SHERROD EL

Campus ID: 220901134

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	69%	71%	67%	75%	-	*	-	*	58%	67%	61%	75%	64%	-
	2015	74%	66%	66%	69%	54%	83%	-	*	*	*	50%	61%	54%	67%	66%	-
Mathematics	2016	74%	70%	70%	71%	75%	63%	-	*	-	*	67%	67%	78%	68%	73%	-
	2015	74%	64%	54%	58%	36%	75%	-	*	*	*	50%	47%	54%	55%	53%	-
Grade 4																	
Reading	2016	74%	67%	54%	50%	43%	100%	-	*	*	*	44%	50%	*	66%	45%	-
	2015	71%	64%	64%	68%	53%	*	-	*	-	*	*	74%	*	74%	58%	-
Mathematics	2016	72%	66%	53%	48%	43%	90%	-	*	*	*	44%	48%	50%	49%	57%	-
	2015	71%	62%	48%	45%	47%	*	-	*	-	*	*	52%	*	45%	50%	-
Writing	2016	68%	63%	59%	55%	48%	100%	-	*	*	*	44%	55%	*	63%	56%	-
	2015	67%	60%	55%	57%	47%	*	-	*	-	*	*	60%	*	68%	47%	-
Grade 5																	
Reading	2016	80%	74%	68%	71%	58%	70%	-	*	-	*	60%	67%	42%	74%	62%	-
	2015	83%	79%	78%	71%	90%	82%	-	*	-	*	43%	75%	71%	77%	79%	-
Mathematics	2016	85%	79%	84%	86%	79%	80%	-	*	-	*	70%	84%	75%	83%	84%	-
	2015	75%	67%	55%	38%	76%	82%	-	*	-	*	*	54%	*	49%	60%	-
Science	2016	73%	67%	59%	55%	67%	70%	-	*	-	*	50%	54%	*	63%	57%	-
	2015	69%	61%	55%	42%	62%	82%	-	*	-	*	*	48%	*	46%	63%	-
Grade 6																	
Reading	2016	68%	67%	58%	49%	67%	78%	-	*	-	*	*	55%	55%	61%	55%	-
	2015	73%	74%	75%	78%	67%	58%	-	100%	-	*	50%	69%	57%	74%	77%	-
Mathematics	2016	71%	69%	55%	45%	63%	89%	-	*	-	*	28%	55%	55%	56%	55%	-
	2015	72%	73%	69%	64%	56%	83%	-	100%	-	*	56%	60%	50%	74%	65%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	63%	60%	61%	82%	-	54%	*	79%	46%	60%	52%	66%	61%	-
	2015	73%	69%	62%	58%	59%	73%	-	81%	*	80%	41%	60%	48%	63%	62%	-
Reading	2016	72%	67%	62%	60%	59%	81%	-	50%	*	69%	43%	60%	47%	69%	57%	-
	2015	74%	70%	71%	71%	66%	71%	-	80%	*	90%	46%	69%	52%	73%	70%	-
Mathematics	2016	75%	70%	65%	62%	65%	81%	-	80%	*	77%	48%	63%	66%	64%	67%	-
	2015	73%	67%	56%	50%	52%	76%	-	80%	*	80%	41%	53%	48%	56%	57%	-
Writing	2016	68%	64%	59%	55%	48%	100%	-	*	*	*	44%	55%	*	63%	56%	-
	2015	68%	63%	55%	57%	47%	*	-	*	-	*	*	60%	*	68%	47%	-
Science	2016	77%	74%	59%	55%	67%	70%	-	*	-	*	50%	54%	*	63%	57%	-
	2015	75%	71%	55%	42%	62%	82%	-	*	-	*	*	48%	*	46%	63%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	32%	27%	33%	49%	-	35%	*	52%	38%	29%	28%	29%	34%	-
	2015	38%	34%	27%	21%	25%	46%	-	57%	*	52%	33%	25%	22%	27%	28%	-
Reading	2016	42%	38%	34%	28%	33%	57%	-	40%	*	46%	36%	30%	26%	33%	34%	-
	2015	40%	36%	34%	26%	30%	55%	-	67%	*	60%	37%	30%	28%	35%	32%	-
Mathematics	2016	40%	35%	34%	26%	40%	49%	-	40%	*	62%	39%	32%	34%	27%	39%	-
	2015	36%	30%	26%	20%	20%	45%	-	53%	*	60%	31%	24%	20%	26%	26%	-
Writing	2016	39%	36%	35%	35%	29%	60%	-	*	*	*	44%	33%	*	40%	30%	-
	2015	31%	27%	14%	13%	13%	*	-	*	-	*	*	12%	*	10%	16%	-
Science	2016	44%	41%	15%	14%	11%	10%	-	*	-	*	30%	11%	*	9%	20%	-
	2015	40%	35%	20%	11%	29%	27%	-	*	-	*	*	18%	*	9%	29%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	10%	7%	11%	18%	-	27%	*	18%	1%	8%	9%	10%	10%	-
	2015	14%	12%	9%	4%	8%	23%	-	30%	*	16%	2%	5%	9%	9%	9%	-
Reading	2016	16%	14%	13%	9%	14%	22%	-	40%	*	31%	0%	11%	9%	13%	13%	-
	2015	15%	13%	12%	7%	10%	31%	-	33%	*	10%	4%	7%	13%	13%	11%	-
Mathematics	2016	17%	15%	9%	7%	9%	19%	-	20%	*	15%	0%	8%	13%	9%	10%	-
	2015	14%	11%	8%	3%	7%	21%	-	40%	*	20%	0%	6%	9%	8%	9%	-
Writing	2016	14%	11%	4%	3%	5%	10%	-	*	*	*	0%	3%	*	6%	2%	-
	2015	8%	6%	0%	0%	0%	*	-	*	-	*	*	0%	*	0%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	6%	2%	11%	10%	-	*	-	*	10%	4%	*	6%	7%	-
	2015	14%	12%	5%	2%	5%	9%	-	*	-	*	*	0%	*	3%	6%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	11%	16%	6%	0%	-	*	*	20%	11%	13%	11%	17%	8%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	48%	52%	50%	50%	-	*	*	40%	48%	44%	67%	50%	47%	-	
% STAAR Alternate2	2016	11%	8%	41%	32%	44%	50%	-	*	*	40%	41%	44%	22%	33%	45%	-	
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	9%	16%	6%	0%	-	*	*	0%	9%	10%	11%	11%	8%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	50%	52%	50%	50%	-	*	*	60%	50%	46%	67%	56%	47%	-	
% STAAR Alternate2	2016	12%	9%	41%	32%	44%	50%	-	*	*	40%	41%	44%	22%	33%	45%	-	
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	*	0%	0%	0%	0%	0%	0%	-	

** 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 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	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	N	N		5	7	71
Mathematics	Y	Y	Y	Y					Y	N	Y		6	7	86
Writing	N	N							N				0	3	0
Science	Y	N							N				1	3	33
Social Studies													0	0	
Total													12	20	60
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													26	34	76

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	198	106	53	25	-	*	*	8	146	22	31	n/a
Total Tests	309	170	88	30	-	*	*	11	240	51	55	47
% at Level II Satisfactory Standard	64%	62%	60%	83%	-	*	*	73%	61%	43%	56%	n/a
Mathematics												
# at Level II Satisfactory Standard	204	107	57	24	-	**	*	9	152	24	39	n/a
Total Tests	309	170	88	30	-	**	*	11	240	51	55	47
% at Level II Satisfactory Standard	66%	63%	65%	80%	-	75%	*	82%	63%	47%	71%	n/a
Writing												
# at Level II Satisfactory Standard	43	21	10	8	-	*	*	*	34	6	5	n/a
Total Tests	74	38	21	8	-	*	*	*	62	14	13	*
% at Level II Satisfactory Standard	58%	55%	48%	100%	-	*	*	*	55%	43%	38%	n/a
Science												
# at Level II Satisfactory Standard	43	22	12	5	-	*	-	*	29	*	6	n/a
Total Tests	69	39	18	7	-	*	-	*	51	*	11	*
% at Level II Satisfactory Standard	62%	56%	67%	71%	-	*	-	*	57%	*	55%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	340	187	88	38	-	**	*	13	252	56	n/a	54
Total Students	340	187	88	38	-	**	*	13	252	56	n/a	54
Participation Rate	100%	100%	100%	100%	-	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	339	187	88	37	-	**	*	13	252	56	n/a	53
Total Students	339	187	88	37	-	**	*	13	252	56	n/a	53
Participation Rate	100%	100%	100%	100%	-	100%	*	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	38.0	78.7%	73.8%	74.7%
Masters	10.3	21.3%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		35	6	41
Total Number of Classes		46	6	52
Number of Classes Taught by Highly Qualified Teachers	Number	46	6	52
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: SHORT EL

Campus ID: 220901123

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	66%	71%	69%	62%	*	-	-	*	*	63%	60%	74%	58%	-
	2015	74%	66%	53%	38%	51%	71%	-	*	-	*	*	50%	38%	63%	45%	-
Mathematics	2016	74%	70%	75%	71%	79%	77%	*	-	-	*	*	73%	80%	76%	73%	-
	2015	74%	64%	54%	41%	51%	71%	-	*	-	*	*	52%	50%	55%	53%	-
Grade 4																	
Reading	2016	74%	67%	62%	42%	73%	65%	-	*	-	*	*	59%	60%	74%	53%	-
	2015	71%	64%	61%	63%	62%	72%	-	*	-	*	*	58%	71%	66%	55%	-
Mathematics	2016	72%	66%	66%	52%	66%	88%	-	*	-	*	*	61%	53%	72%	62%	-
	2015	71%	62%	62%	38%	65%	72%	-	*	-	*	*	60%	57%	54%	71%	-
Writing	2016	68%	63%	66%	56%	71%	71%	-	*	-	*	*	64%	67%	74%	61%	-
	2015	67%	60%	58%	47%	62%	67%	-	*	-	*	*	56%	64%	69%	47%	-
Grade 5																	
Reading	2016	80%	74%	72%	59%	71%	89%	-	*	-	*	*	68%	80%	76%	68%	-
	2015	83%	79%	83%	74%	90%	94%	-	*	-	*	*	76%	89%	83%	82%	-
Mathematics	2016	85%	79%	76%	47%	81%	89%	-	*	-	*	56%	75%	73%	73%	78%	-
	2015	75%	67%	68%	61%	90%	63%	-	*	-	*	*	65%	78%	69%	67%	-
Science	2016	73%	67%	65%	41%	70%	78%	-	*	-	*	*	66%	80%	56%	75%	-
	2015	69%	61%	59%	52%	50%	81%	-	*	-	*	*	48%	*	50%	70%	-
Grade 6																	
Reading	2016	68%	67%	65%	64%	60%	73%	-	*	-	*	*	56%	56%	77%	52%	-
	2015	73%	74%	80%	75%	80%	82%	-	*	-	*	*	81%	80%	90%	69%	-
Mathematics	2016	71%	69%	62%	54%	63%	73%	-	*	-	*	*	58%	56%	58%	67%	-
	2015	72%	73%	71%	63%	76%	68%	-	*	-	*	*	69%	50%	77%	64%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	67%	55%	70%	77%	*	100%	-	57%	27%	64%	67%	71%	64%	-
	2015	73%	69%	64%	54%	66%	74%	-	94%	-	41%	30%	61%	59%	68%	61%	-
Reading	2016	72%	67%	66%	58%	69%	73%	*	100%	-	42%	24%	62%	65%	75%	57%	-
	2015	74%	70%	68%	60%	68%	79%	-	86%	-	*	30%	65%	65%	75%	60%	-
Mathematics	2016	75%	70%	69%	56%	72%	83%	*	100%	-	67%	27%	67%	67%	70%	69%	-
	2015	73%	67%	63%	51%	68%	69%	-	100%	-	55%	37%	61%	57%	64%	62%	-
Writing	2016	68%	64%	66%	56%	71%	71%	-	*	-	*	*	64%	67%	74%	61%	-
	2015	68%	63%	58%	47%	62%	67%	-	*	-	*	*	56%	64%	69%	47%	-
Science	2016	77%	74%	65%	41%	70%	78%	-	*	-	*	*	66%	80%	56%	75%	-
	2015	75%	71%	59%	52%	50%	81%	-	*	-	*	*	48%	*	50%	70%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	30%	24%	32%	39%	*	36%	-	20%	8%	25%	25%	37%	25%	-
	2015	38%	34%	27%	20%	22%	43%	-	59%	-	14%	4%	24%	10%	32%	22%	-
Reading	2016	42%	38%	32%	25%	34%	41%	*	20%	-	17%	6%	26%	28%	42%	22%	-
	2015	40%	36%	33%	27%	28%	48%	-	57%	-	*	7%	29%	14%	39%	27%	-
Mathematics	2016	40%	35%	30%	25%	30%	39%	*	40%	-	17%	9%	25%	24%	36%	25%	-
	2015	36%	30%	25%	15%	19%	42%	-	71%	-	18%	4%	22%	4%	29%	20%	-
Writing	2016	39%	36%	34%	24%	41%	29%	-	*	-	*	*	30%	27%	36%	32%	-
	2015	31%	27%	18%	7%	15%	33%	-	*	-	*	*	17%	14%	20%	17%	-
Science	2016	44%	41%	21%	6%	17%	39%	-	*	-	*	*	18%	13%	19%	22%	-
	2015	40%	35%	21%	17%	20%	31%	-	*	-	*	*	11%	*	31%	7%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	13%	10%	8%	25%	*	36%	-	7%	4%	9%	6%	15%	11%	-
	2015	14%	12%	12%	7%	10%	22%	-	24%	-	7%	1%	10%	4%	17%	8%	-
Reading	2016	16%	14%	16%	14%	12%	30%	*	20%	-	8%	3%	11%	7%	20%	13%	-
	2015	15%	13%	19%	13%	15%	32%	-	29%	-	*	0%	15%	6%	23%	14%	-
Mathematics	2016	17%	15%	11%	8%	8%	22%	*	40%	-	8%	6%	8%	6%	14%	9%	-
	2015	14%	11%	9%	4%	8%	16%	-	14%	-	9%	4%	6%	2%	14%	3%	-
Writing	2016	14%	11%	8%	9%	5%	12%	-	*	-	*	*	7%	0%	8%	9%	-
	2015	8%	6%	8%	0%	8%	11%	-	*	-	*	*	10%	7%	11%	3%	-

		State	District	African Campus American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	0%	0%	28%	-	*	-	*	7%	7%	6%	11%	-
	2015	14%	12%	5%	0%	0%	19%	-	*	-	*	0%	*	8%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	99%	100%	*	100%	-	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	100%	95%	-	*	-	100%	100%	98%	100%	97%	100%
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	33%	47%	33%	0%	-	-	-	*	33%	35%	0%	13%	40%	-
% STAAR/EOC With Accommodations	2016	73%	69%	67%	53%	67%	100%	-	-	-	*	67%	65%	100%	88%	60%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	33%	47%	33%	0%	-	-	-	*	33%	35%	0%	13%	40%	-
% STAAR/EOC With Accommodations	2016	75%	69%	67%	53%	67%	100%	-	-	-	*	67%	65%	100%	88%	60%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-

** 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 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	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	N	Y	Y					Y	N	Y		5	7	71
Mathematics	Y	N	Y	Y					Y	N	Y		5	7	71
Writing	Y	N	Y						Y				3	4	75
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													16	21	76
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													30	35	86

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	185	48	82	44	*	5	-	**	140	8	43	n/a
Total Tests	277	85	115	59	*	5	-	**	224	29	59	50
% at Level II Satisfactory Standard	67%	56%	71%	75%	*	100%	-	42%	63%	28%	73%	n/a
Mathematics												
# at Level II Satisfactory Standard	192	47	83	48	*	**	-	8	149	9	43	n/a
Total Tests	276	85	114	59	*	**	-	12	224	29	59	50
% at Level II Satisfactory Standard	70%	55%	73%	81%	*	100%	-	67%	67%	31%	73%	n/a
Writing												
# at Level II Satisfactory Standard	61	18	29	11	-	*	-	*	51	*	11	n/a
Total Tests	92	32	41	16	-	*	-	*	81	*	16	15
% at Level II Satisfactory Standard	66%	56%	71%	69%	-	*	-	*	63%	*	69%	n/a
Science												
# at Level II Satisfactory Standard	42	6	17	14	-	*	-	*	35	*	14	n/a
Total Tests	66	15	26	18	-	*	-	*	55	*	18	13
% at Level II Satisfactory Standard	64%	40%	65%	78%	-	*	-	*	64%	*	78%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	307	99	126	64	*	**	-	12	242	33	n/a	54
Total Students	307	99	126	64	*	**	-	12	242	33	n/a	54
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	306	99	125	64	*	**	-	12	242	33	n/a	54
Total Students	307	99	126	64	*	**	-	12	242	33	n/a	54
Participation Rate	100%	100%	99%	100%	*	100%	-	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.1	86.5%	73.8%	74.7%
Masters	5.0	13.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		28	2	30
Total Number of Classes		43	2	45
Number of Classes Taught by Highly Qualified Teachers	Number	43	2	45
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: SOUTH DAVIS EL

Campus ID: 220901111

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	52%	74%	42%	*	*	-	-	*	*	54%	41%	63%	43%	-
	2015	74%	66%	58%	80%	46%	78%	*	*	*	*	55%	56%	43%	67%	53%	-
Mathematics	2016	74%	70%	64%	68%	59%	100%	*	-	-	*	*	67%	63%	70%	59%	-
	2015	74%	64%	53%	40%	54%	56%	*	*	*	*	*	52%	50%	57%	51%	-
Grade 4																	
Reading	2016	74%	67%	62%	62%	61%	67%	*	-	*	-	*	58%	50%	86%	45%	-
	2015	71%	64%	64%	75%	57%	82%	*	*	-	*	*	64%	53%	68%	60%	-
Mathematics	2016	72%	66%	49%	54%	49%	*	*	-	*	-	*	47%	39%	59%	43%	-
	2015	71%	62%	43%	31%	46%	55%	*	*	-	*	*	44%	43%	39%	49%	-
Writing	2016	68%	63%	51%	62%	45%	67%	*	-	*	-	*	47%	37%	69%	38%	-
	2015	67%	60%	63%	56%	63%	73%	*	*	-	*	*	59%	63%	68%	57%	-
Grade 5																	
Reading	2016	80%	74%	72%	69%	68%	92%	*	*	-	*	*	74%	58%	74%	71%	-
	2015	83%	79%	66%	75%	65%	*	*	-	-	-	*	65%	55%	74%	60%	-
Mathematics	2016	85%	79%	71%	60%	76%	77%	*	*	-	*	*	74%	74%	74%	68%	-
	2015	75%	67%	47%	*	54%	*	*	-	-	-	*	48%	50%	42%	50%	-
Science	2016	73%	67%	67%	56%	71%	75%	*	*	-	*	*	69%	58%	68%	66%	-
	2015	69%	61%	43%	*	48%	*	*	-	-	-	*	42%	36%	36%	48%	-
Grade 6																	
Reading	2016	68%	67%	52%	41%	59%	50%	*	-	-	-	*	50%	*	50%	54%	-
	2015	73%	74%	75%	56%	76%	88%	-	*	-	-	*	75%	50%	87%	68%	-
Mathematics	2016	71%	69%	57%	59%	54%	58%	*	-	-	-	*	59%	*	63%	51%	-
	2015	72%	73%	70%	56%	69%	88%	-	*	-	-	*	69%	57%	65%	73%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	60%	61%	57%	69%	50%	67%	*	70%	18%	60%	49%	67%	53%	-
	2015	73%	69%	58%	53%	57%	66%	*	100%	*	*	29%	57%	50%	59%	56%	-
Reading	2016	72%	67%	59%	62%	56%	71%	*	*	*	*	16%	59%	47%	68%	53%	-
	2015	74%	70%	65%	73%	60%	76%	*	*	*	*	34%	64%	49%	73%	59%	-
Mathematics	2016	75%	70%	60%	61%	59%	67%	*	*	*	*	19%	62%	53%	67%	55%	-
	2015	73%	67%	53%	37%	55%	59%	*	*	*	*	29%	53%	49%	49%	55%	-
Writing	2016	68%	64%	51%	62%	45%	67%	*	-	*	-	*	47%	37%	69%	38%	-
	2015	68%	63%	63%	56%	63%	73%	*	*	-	*	*	59%	63%	68%	57%	-
Science	2016	77%	74%	67%	56%	71%	75%	*	*	-	*	*	69%	58%	68%	66%	-
	2015	75%	71%	43%	*	48%	*	*	-	-	-	*	42%	36%	36%	48%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	23%	25%	18%	38%	0%	33%	*	40%	1%	20%	9%	29%	18%	-
	2015	38%	34%	22%	14%	23%	29%	*	71%	*	*	12%	21%	16%	18%	25%	-
Reading	2016	42%	38%	24%	31%	18%	37%	*	*	*	*	3%	22%	6%	34%	16%	-
	2015	40%	36%	29%	23%	29%	41%	*	*	*	*	14%	28%	18%	26%	31%	-
Mathematics	2016	40%	35%	21%	22%	17%	36%	*	*	*	*	0%	19%	13%	23%	19%	-
	2015	36%	30%	19%	7%	23%	18%	*	*	*	*	11%	18%	18%	13%	24%	-
Writing	2016	39%	36%	20%	23%	17%	33%	*	-	*	-	*	14%	11%	34%	10%	-
	2015	31%	27%	17%	6%	13%	36%	*	*	-	*	*	15%	13%	20%	14%	-
Science	2016	44%	41%	28%	19%	26%	50%	*	*	-	*	*	24%	5%	26%	29%	-
	2015	40%	35%	11%	*	11%	*	*	-	-	-	*	10%	5%	6%	14%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	7%	7%	5%	13%	0%	22%	*	10%	0%	6%	2%	9%	5%	-
	2015	14%	12%	6%	3%	6%	13%	*	14%	*	*	4%	6%	2%	5%	7%	-
Reading	2016	16%	14%	9%	8%	6%	21%	*	*	*	*	0%	7%	1%	12%	6%	-
	2015	15%	13%	11%	5%	11%	21%	*	*	*	*	0%	11%	4%	11%	12%	-
Mathematics	2016	17%	15%	6%	9%	4%	5%	*	*	*	*	0%	5%	3%	8%	4%	-
	2015	14%	11%	4%	2%	4%	6%	*	*	*	*	9%	4%	1%	2%	5%	-
Writing	2016	14%	11%	7%	0%	6%	22%	*	-	*	-	*	3%	3%	14%	2%	-
	2015	8%	6%	1%	0%	0%	9%	*	*	-	*	*	0%	0%	0%	3%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	0%	3%	8%	*	*	-	*	*	2%	0%	0%	5%	-
	2015	14%	12%	3%	*	2%	*	*	-	-	-	*	3%	0%	3%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	97%	*	*	*	*	100%	100%	100%	100%	99%	99%	-
	2015	99%	98%	99%	100%	100%	94%	100%	100%	100%	100%	100%	100%	100%	98%	99%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	-	*	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	100%	100%	92%	*	*	-	*	*	98%	100%	100%	97%	-	
	2015	99%	99%	100%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-	

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	*	100%	-	
% STAAR/EOC With No Accommodations	2016	13%	20%	10%	14%	6%	14%	*	-	-	-	10%	10%	0%	*	11%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	90%	86%	94%	86%	*	-	-	-	90%	90%	100%	*	89%	-	
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	*	0%	-	
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	*	0%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	*	100%	-	
% STAAR/EOC With No Accommodations	2016	12%	20%	13%	14%	13%	14%	*	-	-	-	13%	14%	0%	*	15%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	87%	86%	88%	86%	*	-	-	-	87%	86%	100%	*	85%	-	
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	*	0%	-	
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	*	0%	-	

** 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 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	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	N	Y					N		N		3	6	50
Mathematics	Y	Y	Y	Y					Y		Y		6	6	100
Writing	N		N						N		N		0	4	0
Science	Y		Y						Y				3	3	100
Social Studies													0	0	
Total													12	19	63
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													26	33	79

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	159	30	97	25	*	*	*	*	137	*	75	n/a
Total Tests	261	48	167	35	*	*	*	*	234	*	128	102
% at Level II Satisfactory Standard	61%	63%	58%	71%	*	*	*	*	59%	*	59%	n/a
Mathematics												
# at Level II Satisfactory Standard	168	33	104	24	*	*	*	*	148	5	79	n/a
Total Tests	261	48	167	35	*	*	*	*	234	24	128	102
% at Level II Satisfactory Standard	64%	69%	62%	69%	*	*	*	*	63%	21%	62%	n/a
Writing												
# at Level II Satisfactory Standard	33	6	21	5	*	-	*	-	27	*	18	n/a
Total Tests	66	11	45	8	*	-	*	-	58	*	39	33
% at Level II Satisfactory Standard	50%	55%	47%	63%	*	-	*	-	47%	*	46%	n/a
Science												
# at Level II Satisfactory Standard	45	7	27	8	*	*	-	*	36	*	22	n/a
Total Tests	63	9	38	11	*	*	-	*	52	*	30	19
% at Level II Satisfactory Standard	71%	78%	71%	73%	*	*	-	*	69%	*	73%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	300	65	185	38	*	*	*	*	251	31	n/a	111
Total Students	301	65	185	39	*	*	*	*	252	31	n/a	111
Participation Rate	100%	100%	100%	97%	*	*	*	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	300	64	185	39	*	*	*	*	251	31	n/a	111
Total Students	300	64	185	39	*	*	*	*	251	31	n/a	111
Participation Rate	100%	100%	100%	100%	*	*	*	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.4	77.5%	73.8%	74.7%
Masters	10.0	22.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		36	0	36
Total Number of Classes		51	0	51
Number of Classes Taught by Highly Qualified Teachers	Number	51	0	51
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: SPEER EL

Campus ID: 220901112

District Name: ARLINGTON 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.

Grade	Subject	Year	State District Campus African American Hispanic White Indian Asian Pacific Islander Two or More Races Special Ed Econ Disadv ELL Female Male Migrant																
			State	District	Campus	African American	Hispanic	White	Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	57%	47%	58%	*	-	-	-	*	*	56%	58%	69%	38%	*		
	2015	74%	66%	42%	*	44%	*	-	*	-	-	*	44%	41%	55%	32%	-		
Mathematics	2016	74%	70%	63%	47%	67%	*	-	-	-	*	*	61%	69%	68%	56%	*		
	2015	74%	64%	60%	31%	64%	*	-	*	-	-	*	62%	68%	61%	60%	-		
Grade 4																			
Reading	2016	74%	67%	60%	47%	63%	*	-	*	-	-	*	60%	59%	67%	53%	-		
	2015	71%	64%	66%	47%	73%	*	*	*	-	*	*	67%	63%	65%	68%	-		
Mathematics	2016	72%	66%	55%	*	60%	*	-	*	-	-	*	56%	63%	61%	49%	-		
	2015	71%	62%	61%	53%	62%	*	*	*	-	*	*	60%	53%	57%	64%	-		
Writing	2016	68%	63%	64%	57%	65%	*	-	*	-	-	*	65%	63%	78%	52%	-		
	2015	67%	60%	61%	53%	60%	*	*	*	-	*	*	61%	47%	63%	58%	-		
Grade 5																			
Reading	2016	80%	74%	62%	53%	63%	100%	*	*	-	*	*	61%	45%	56%	67%	-		
	2015	83%	79%	62%	64%	59%	*	-	*	-	*	*	63%	53%	64%	60%	-		
Mathematics	2016	85%	79%	69%	59%	71%	*	*	*	-	*	*	69%	56%	67%	70%	-		
	2015	75%	67%	60%	43%	61%	*	-	*	-	*	*	63%	61%	59%	62%	-		
Science	2016	73%	67%	62%	53%	65%	*	*	*	-	*	*	61%	49%	56%	67%	-		
	2015	69%	61%	43%	*	44%	*	-	*	-	*	*	41%	39%	46%	40%	-		
Grade 6																			
Reading	2016	68%	67%	41%	42%	38%	*	-	*	-	*	*	40%	16%	51%	33%	-		
	2015	73%	74%	56%	60%	55%	*	-	-	-	*	*	57%	31%	55%	58%	-		
Mathematics	2016	71%	69%	65%	*	67%	*	-	*	-	*	*	67%	60%	61%	68%	-		
	2015	72%	73%	74%	53%	76%	*	-	-	-	*	*	74%	73%	76%	73%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	60%	46%	62%	82%	*	56%	-	67%	13%	60%	55%	64%	56%	*
	2015	73%	69%	59%	46%	60%	77%	42%	80%	-	79%	7%	60%	53%	60%	57%	-
Reading	2016	72%	67%	56%	47%	56%	93%	*	*	-	*	*	55%	47%	62%	49%	*
	2015	74%	70%	57%	48%	57%	69%	*	86%	-	*	*	58%	47%	60%	54%	-
Mathematics	2016	75%	70%	63%	41%	66%	79%	*	*	-	*	*	63%	63%	65%	61%	*
	2015	73%	67%	64%	45%	66%	85%	*	86%	-	*	*	65%	64%	63%	65%	-
Writing	2016	68%	64%	64%	57%	65%	*	-	*	-	-	*	65%	63%	78%	52%	-
	2015	68%	63%	61%	53%	60%	*	*	*	-	*	*	61%	47%	63%	58%	-
Science	2016	77%	74%	62%	53%	65%	*	*	*	-	*	*	61%	49%	56%	67%	-
	2015	75%	71%	43%	*	44%	*	-	*	-	*	*	41%	39%	46%	40%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	23%	13%	23%	44%	*	50%	-	33%	5%	22%	17%	24%	21%	*
	2015	38%	34%	20%	9%	20%	45%	17%	60%	-	29%	0%	20%	13%	24%	17%	-
Reading	2016	42%	38%	18%	12%	17%	36%	*	*	-	*	*	17%	10%	19%	17%	*
	2015	40%	36%	19%	10%	18%	46%	*	57%	-	*	*	18%	10%	22%	16%	-
Mathematics	2016	40%	35%	22%	10%	22%	50%	*	*	-	*	*	21%	17%	24%	19%	*
	2015	36%	30%	23%	11%	23%	54%	*	57%	-	*	*	23%	18%	27%	20%	-
Writing	2016	39%	36%	35%	29%	35%	*	-	*	-	-	*	34%	33%	41%	29%	-
	2015	31%	27%	18%	6%	19%	*	*	*	-	*	*	18%	16%	24%	13%	-
Science	2016	44%	41%	33%	12%	36%	*	*	*	-	*	*	32%	24%	27%	38%	-
	2015	40%	35%	12%	*	13%	*	-	*	-	*	*	12%	8%	15%	10%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	7%	4%	6%	24%	*	25%	-	11%	0%	6%	3%	9%	5%	*
	2015	14%	12%	5%	1%	5%	19%	8%	20%	-	14%	0%	5%	2%	8%	4%	-
Reading	2016	16%	14%	8%	5%	7%	21%	*	*	-	*	*	7%	3%	10%	6%	*
	2015	15%	13%	6%	3%	6%	15%	*	29%	-	*	*	6%	2%	9%	4%	-
Mathematics	2016	17%	15%	6%	2%	5%	29%	*	*	-	*	*	5%	3%	8%	4%	*
	2015	14%	11%	7%	0%	7%	23%	*	14%	-	*	*	7%	4%	8%	5%	-
Writing	2016	14%	11%	6%	7%	6%	*	-	*	-	-	*	5%	6%	9%	4%	-
	2015	8%	6%	3%	0%	1%	*	*	*	-	*	*	1%	2%	6%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	6%	6%	4%	*	*	*	-	*	*	4%	0%	8%	5%	-
	2015	14%	12%	0%	*	0%	*	-	*	-	*	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	99%	100%	*
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	6%	0%	10%	*	*	*	-	-	6%	7%	0%	0%	10%	100%	-
% STAAR/EOC With Accommodations	2016	73%	69%	94%	100%	90%	*	*	*	-	-	94%	93%	100%	100%	90%	100%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	6%	0%	10%	*	*	*	-	-	6%	7%	0%	0%	10%	100%	-
% STAAR/EOC With Accommodations	2016	75%	69%	94%	100%	90%	*	*	*	-	-	94%	93%	100%	100%	90%	100%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	*	*	-	-	0%	0%	0%	0%	0%	0%	-

** 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 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	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	N	N	N						N	N	N		0	6	0
Mathematics	Y	N	Y						Y	N	Y		4	6	67
Writing	Y		Y						Y		Y		4	4	100
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													12	20	60
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													24	32	75

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	205	22	166	11	*	*	-	*	191	*	142	n/a
Total Tests	354	44	285	12	*	*	-	*	333	*	247	209
% at Level II Satisfactory Standard	58%	50%	58%	92%	*	*	-	*	57%	*	57%	n/a
Mathematics												
# at Level II Satisfactory Standard	235	19	198	9	*	*	-	*	219	*	174	n/a
Total Tests	355	44	286	12	*	*	-	*	333	*	247	209
% at Level II Satisfactory Standard	66%	43%	69%	75%	*	*	-	*	66%	*	70%	n/a
Writing												
# at Level II Satisfactory Standard	56	5	49	*	-	*	-	-	56	*	43	n/a
Total Tests	84	9	73	*	-	*	-	-	84	*	64	57
% at Level II Satisfactory Standard	67%	56%	67%	*	-	*	-	-	67%	*	67%	n/a
Science												
# at Level II Satisfactory Standard	65	8	51	*	*	*	-	*	61	*	44	n/a
Total Tests	102	14	76	*	*	*	-	*	97	*	68	50
% at Level II Satisfactory Standard	64%	57%	67%	*	*	*	-	*	63%	*	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	397	59	310	14	*	6	-	*	358	31	n/a	229
Total Students	398	59	311	14	*	6	-	*	358	31	n/a	229
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	397	59	310	14	*	6	-	*	357	31	n/a	228
Total Students	397	59	310	14	*	6	-	*	357	31	n/a	228
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	38.9	78.0%	73.8%	74.7%
Masters	11.0	22.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		39	1	40
Total Number of Classes		58	1	59
Number of Classes Taught by Highly Qualified Teachers	Number	58	1	59
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: STARRETT EL

Campus ID: 220901140

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	71%	78%	53%	79%	*	*	-	*	*	67%	61%	73%	68%	-
	2015	74%	66%	69%	64%	67%	80%	*	*	-	*	*	59%	67%	77%	59%	-
Mathematics	2016	74%	70%	59%	69%	44%	58%	*	*	-	*	*	61%	44%	60%	59%	-
	2015	74%	64%	66%	52%	64%	90%	*	*	-	*	*	65%	63%	72%	59%	-
Grade 4																	
Reading	2016	74%	67%	75%	84%	70%	75%	*	*	-	-	*	77%	56%	82%	69%	-
	2015	71%	64%	63%	61%	61%	83%	-	*	-	-	*	58%	71%	65%	62%	-
Mathematics	2016	72%	66%	76%	80%	66%	100%	*	*	-	-	*	73%	50%	73%	80%	-
	2015	71%	62%	72%	64%	74%	100%	-	*	-	-	*	72%	79%	70%	73%	-
Writing	2016	68%	63%	77%	88%	72%	83%	*	*	-	-	*	75%	56%	80%	75%	-
	2015	67%	60%	59%	53%	62%	*	-	*	-	-	*	56%	71%	56%	62%	-
Grade 5																	
Reading	2016	80%	74%	71%	62%	73%	100%	-	*	-	-	*	69%	70%	75%	69%	-
	2015	83%	79%	84%	80%	87%	89%	-	*	-	*	*	83%	80%	91%	76%	-
Mathematics	2016	85%	79%	75%	65%	77%	100%	-	*	-	-	*	77%	80%	69%	78%	-
	2015	75%	67%	66%	64%	64%	67%	-	*	-	*	*	62%	60%	73%	59%	-
Science	2016	73%	67%	53%	51%	45%	88%	-	*	-	-	*	52%	50%	42%	60%	-
	2015	69%	61%	70%	64%	74%	72%	-	*	-	*	*	66%	73%	75%	65%	-
Grade 6																	
Reading	2016	68%	67%	66%	58%	70%	75%	-	*	-	-	*	69%	63%	72%	60%	-
	2015	73%	74%	72%	69%	70%	73%	*	*	-	*	*	73%	56%	75%	69%	-
Mathematics	2016	71%	69%	61%	58%	65%	63%	-	*	-	-	*	62%	*	60%	63%	-
	2015	72%	73%	67%	69%	62%	80%	*	*	-	*	*	69%	56%	71%	63%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	68%	67%	64%	78%	90%	86%	-	*	32%	68%	56%	69%	68%	-
	2015	73%	69%	69%	65%	68%	79%	100%	90%	-	82%	39%	67%	67%	73%	65%	-
Reading	2016	72%	67%	71%	69%	68%	80%	*	83%	-	*	35%	70%	61%	75%	67%	-
	2015	74%	70%	73%	70%	71%	82%	*	83%	-	100%	44%	70%	68%	78%	68%	-
Mathematics	2016	75%	70%	68%	66%	64%	75%	*	92%	-	*	26%	68%	52%	65%	70%	-
	2015	73%	67%	68%	63%	66%	80%	*	100%	-	*	37%	67%	64%	72%	64%	-
Writing	2016	68%	64%	77%	88%	72%	83%	*	*	-	-	*	75%	56%	80%	75%	-
	2015	68%	63%	59%	53%	62%	*	-	*	-	-	*	56%	71%	56%	62%	-
Science	2016	77%	74%	53%	51%	45%	88%	-	*	-	-	*	52%	50%	42%	60%	-
	2015	75%	71%	70%	64%	74%	72%	-	*	-	*	*	66%	73%	75%	65%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	30%	28%	26%	47%	30%	31%	-	*	16%	26%	21%	30%	30%	-
	2015	38%	34%	27%	20%	28%	40%	67%	30%	-	36%	15%	24%	22%	29%	25%	-
Reading	2016	42%	38%	32%	31%	26%	53%	*	17%	-	*	17%	27%	15%	32%	31%	-
	2015	40%	36%	34%	26%	35%	51%	*	25%	-	40%	15%	30%	23%	37%	30%	-
Mathematics	2016	40%	35%	30%	29%	27%	40%	*	50%	-	*	13%	27%	26%	28%	33%	-
	2015	36%	30%	25%	18%	26%	37%	*	50%	-	*	19%	23%	22%	25%	25%	-
Writing	2016	39%	36%	41%	44%	35%	58%	*	*	-	-	*	41%	28%	48%	34%	-
	2015	31%	27%	12%	8%	16%	*	-	*	-	-	*	12%	29%	14%	11%	-
Science	2016	44%	41%	13%	5%	16%	38%	-	*	-	-	*	11%	10%	8%	16%	-
	2015	40%	35%	20%	17%	21%	28%	-	*	-	*	*	15%	13%	24%	17%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	12%	10%	11%	22%	10%	14%	-	*	5%	10%	9%	12%	12%	-
	2015	14%	12%	10%	6%	9%	17%	17%	13%	-	27%	2%	8%	8%	10%	9%	-
Reading	2016	16%	14%	16%	13%	14%	27%	*	17%	-	*	4%	13%	11%	18%	14%	-
	2015	15%	13%	13%	7%	13%	24%	*	17%	-	20%	4%	10%	13%	13%	12%	-
Mathematics	2016	17%	15%	11%	9%	10%	20%	*	8%	-	*	4%	10%	9%	9%	13%	-
	2015	14%	11%	9%	6%	9%	14%	*	17%	-	*	0%	7%	6%	9%	9%	-
Writing	2016	14%	11%	14%	12%	13%	17%	*	*	-	-	*	11%	6%	14%	14%	-
	2015	8%	6%	1%	3%	0%	*	-	*	-	-	*	2%	0%	0%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	0%	5%	0%	-	*	-	-	*	0%	0%	0%	4%	-
	2015	14%	12%	6%	6%	3%	11%	-	*	-	*	*	5%	0%	9%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	98%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	98%	*	100%	-	*	100%	100%	100%	100%	99%	-
	2015	99%	98%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	98%	*	100%	-	*	100%	100%	100%	100%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	97%	100%	-	100%	-	-	100%	98%	100%	97%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	35%	0%	33%	60%	-	*	-	-	35%	36%	*	38%	33%	-
% STAAR/EOC With Accommodations	2016	73%	69%	61%	100%	58%	40%	-	*	-	-	61%	64%	*	63%	60%	-
% STAAR Alternate2	2016	11%	8%	4%	0%	8%	0%	-	*	-	-	4%	0%	*	0%	7%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	30%	0%	25%	60%	-	*	-	-	30%	29%	*	25%	33%	-
% STAAR/EOC With Accommodations	2016	75%	69%	65%	100%	67%	40%	-	*	-	-	65%	71%	*	75%	60%	-
% STAAR Alternate2	2016	12%	9%	4%	0%	8%	0%	-	*	-	-	4%	0%	*	0%	7%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-

** 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 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	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		6	6	100
Mathematics	Y	Y	Y	Y					Y		Y		6	6	100
Writing	Y		Y						Y				3	3	100
Science	N	N	N						N				0	4	0
Social Studies													0	0	
Total													15	19	79
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y			Y	6	6	100
Mathematics	Y	Y	Y	Y					Y			Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													27	31	87

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	254	92	106	40	*	10	-	*	172	6	52	n/a
Total Tests	351	128	155	50	*	12	-	*	244	21	73	52
% at Level II Satisfactory Standard	72%	72%	68%	80%	*	83%	-	*	70%	29%	71%	n/a
Mathematics												
# at Level II Satisfactory Standard	237	86	100	36	*	11	-	*	164	*	47	n/a
Total Tests	351	128	155	50	*	12	-	*	244	*	73	52
% at Level II Satisfactory Standard	68%	67%	65%	72%	*	92%	-	*	67%	*	64%	n/a
Writing												
# at Level II Satisfactory Standard	65	20	32	10	*	*	-	-	40	*	15	n/a
Total Tests	84	23	44	12	*	*	-	-	54	*	23	18
% at Level II Satisfactory Standard	77%	87%	73%	83%	*	*	-	-	74%	*	65%	n/a
Science												
# at Level II Satisfactory Standard	45	16	20	**	-	*	-	-	33	*	12	n/a
Total Tests	85	32	44	**	-	*	-	-	62	*	20	10
% at Level II Satisfactory Standard	53%	50%	45%	100%	-	*	-	-	53%	*	60%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	377	143	160	55	*	12	-	*	252	23	n/a	54
Total Students	378	143	160	56	*	12	-	*	252	23	n/a	54
Participation Rate	100%	100%	100%	98%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	377	143	160	55	*	12	-	*	252	23	n/a	54
Total Students	378	143	160	56	*	12	-	*	252	23	n/a	54
Participation Rate	100%	100%	100%	98%	*	100%	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	30.9	83.1%	73.8%	74.7%
Masters	6.3	16.9%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		32	0	32
Total Number of Classes		48	0	48
Number of Classes Taught by Highly Qualified Teachers	Number	48	0	48
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: SWIFT EL

Campus ID: 220901113

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
				Hispanic	White	Indian	White										
Grade 3																	
Reading	2016	72%	68%	71%	60%	76%	71%	*	71%	-	-	*	73%	71%	75%	66%	-
	2015	74%	66%	65%	65%	78%	58%	*	*	-	*	*	62%	65%	72%	58%	-
Mathematics	2016	74%	70%	77%	70%	75%	74%	*	100%	-	-	*	76%	81%	80%	73%	-
	2015	74%	64%	57%	29%	74%	58%	*	*	-	*	*	50%	65%	53%	61%	-
Grade 4																	
Reading	2016	74%	67%	70%	57%	79%	72%	*	*	-	*	*	67%	53%	83%	59%	-
	2015	71%	64%	67%	50%	72%	76%	-	*	-	*	*	59%	53%	64%	70%	-
Mathematics	2016	72%	66%	62%	*	72%	66%	*	*	-	*	*	57%	63%	63%	61%	-
	2015	71%	62%	63%	50%	72%	65%	-	*	-	*	*	55%	47%	56%	73%	-
Writing	2016	68%	63%	61%	43%	66%	63%	*	*	-	*	*	55%	53%	73%	50%	-
	2015	67%	60%	61%	53%	56%	67%	-	*	-	*	*	49%	47%	62%	60%	-
Grade 5																	
Reading	2016	80%	74%	79%	92%	83%	77%	-	*	-	*	55%	76%	54%	73%	90%	-
	2015	83%	79%	83%	67%	81%	96%	-	*	-	*	*	79%	60%	90%	75%	-
Mathematics	2016	85%	79%	75%	75%	70%	77%	-	*	-	*	55%	73%	46%	70%	83%	-
	2015	75%	67%	61%	50%	51%	77%	-	*	-	*	*	58%	40%	67%	54%	-
Science	2016	73%	67%	64%	73%	78%	57%	-	*	-	*	*	56%	*	58%	72%	-
	2015	69%	61%	59%	70%	46%	77%	-	*	-	*	*	51%	*	59%	59%	-
Grade 6																	
Reading	2016	68%	67%	73%	56%	67%	92%	-	*	-	*	*	67%	46%	71%	76%	-
	2015	73%	74%	74%	56%	81%	78%	*	*	-	*	*	74%	*	82%	67%	-
Mathematics	2016	71%	69%	62%	*	51%	81%	-	*	-	*	*	56%	46%	66%	58%	-
	2015	72%	73%	83%	67%	81%	87%	*	*	-	*	*	80%	71%	86%	80%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	69%	58%	70%	72%	88%	67%	-	60%	31%	65%	57%	71%	67%	-
	2015	73%	69%	67%	54%	68%	73%	*	66%	-	33%	34%	61%	51%	68%	65%	-
Reading	2016	72%	67%	73%	67%	75%	77%	*	50%	-	71%	34%	71%	58%	75%	71%	-
	2015	74%	70%	72%	60%	79%	77%	*	53%	-	*	41%	69%	56%	77%	67%	-
Mathematics	2016	75%	70%	69%	51%	66%	74%	*	94%	-	*	32%	65%	62%	70%	67%	-
	2015	73%	67%	65%	46%	67%	71%	*	80%	-	*	28%	59%	54%	64%	66%	-
Writing	2016	68%	64%	61%	43%	66%	63%	*	*	-	*	*	55%	53%	73%	50%	-
	2015	68%	63%	61%	53%	56%	67%	-	*	-	*	*	49%	47%	62%	60%	-
Science	2016	77%	74%	64%	73%	78%	57%	-	*	-	*	*	56%	*	58%	72%	-
	2015	75%	71%	59%	70%	46%	77%	-	*	-	*	*	51%	*	59%	59%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	37%	31%	37%	40%	50%	47%	-	10%	11%	33%	30%	39%	36%	-
	2015	38%	34%	33%	25%	30%	39%	*	42%	-	7%	15%	27%	22%	35%	31%	-
Reading	2016	42%	38%	41%	38%	41%	44%	*	44%	-	0%	11%	36%	27%	44%	38%	-
	2015	40%	36%	40%	29%	37%	51%	*	40%	-	*	14%	34%	23%	43%	38%	-
Mathematics	2016	40%	35%	36%	24%	34%	40%	*	61%	-	*	11%	32%	35%	34%	38%	-
	2015	36%	30%	31%	22%	27%	35%	*	60%	-	*	17%	26%	25%	30%	32%	-
Writing	2016	39%	36%	37%	29%	45%	31%	*	*	-	*	*	31%	37%	51%	24%	-
	2015	31%	27%	29%	27%	33%	31%	-	*	-	*	*	22%	13%	36%	20%	-
Science	2016	44%	41%	28%	36%	26%	29%	-	*	-	*	*	20%	*	26%	31%	-
	2015	40%	35%	18%	20%	20%	19%	-	*	-	*	*	13%	*	21%	16%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	15%	18%	13%	16%	0%	28%	-	0%	3%	13%	13%	17%	13%	-
	2015	14%	12%	16%	11%	12%	20%	*	32%	-	0%	7%	11%	12%	18%	14%	-
Reading	2016	16%	14%	20%	27%	18%	22%	*	22%	-	0%	5%	15%	11%	26%	14%	-
	2015	15%	13%	24%	15%	21%	29%	*	33%	-	*	7%	18%	14%	28%	20%	-
Mathematics	2016	17%	15%	14%	11%	11%	16%	*	39%	-	*	3%	14%	17%	13%	15%	-
	2015	14%	11%	13%	6%	7%	18%	*	47%	-	*	7%	10%	14%	14%	13%	-
Writing	2016	14%	11%	10%	14%	14%	6%	*	*	-	*	*	9%	16%	12%	9%	-
	2015	8%	6%	9%	20%	11%	6%	-	*	-	*	*	4%	7%	13%	3%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	4%	18%	0%	3%	-	*	-	*	*	4%	*	5%	3%	-
	2015	14%	12%	3%	0%	0%	8%	-	*	-	*	*	0%	*	5%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	97%	100%	100%	100%	100%	-	100%	98%	99%	100%	99%	100%	-
	2015	99%	99%	99%	98%	98%	99%	100%	100%	-	100%	97%	99%	100%	98%	99%	-
Reading	2016	99%	99%	100%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	98%	99%	98%	99%	99%	100%	100%	-	100%	97%	99%	100%	99%	99%	-
Mathematics	2016	100%	99%	99%	98%	99%	100%	*	100%	-	100%	97%	99%	100%	99%	99%	-
	2015	99%	99%	99%	98%	98%	99%	100%	100%	-	100%	97%	98%	100%	98%	99%	-
Writing	2016	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	99%	92%	100%	100%	-	*	-	*	91%	98%	100%	98%	100%	-
	2015	99%	99%	99%	100%	97%	100%	-	100%	-	100%	100%	98%	100%	98%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	8%	*	10%	9%	*	-	-	*	8%	7%	*	21%	0%	-
% STAAR/EOC With Accommodations	2016	73%	69%	92%	*	90%	91%	*	-	-	*	92%	93%	*	79%	100%	-
% STAAR Alternate2	2016	11%	8%	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	97%	*	90%	100%	*	-	-	*	97%	97%	*	100%	96%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	8%	*	10%	9%	*	-	-	*	8%	7%	*	21%	0%	-
% STAAR/EOC With Accommodations	2016	75%	69%	89%	*	80%	91%	*	-	-	*	89%	90%	*	79%	96%	-
% STAAR Alternate2	2016	12%	9%	0%	*	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	1%	2%	3%	*	10%	0%	*	-	-	*	3%	3%	*	0%	4%	-

** 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 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	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	N	Y		6	7	86
Mathematics	Y	N	Y	Y					Y	N	Y		5	7	71
Writing	Y		Y	Y					N				3	4	75
Science	Y			N					N				1	3	33
Social Studies													0	0	
Total													15	21	71
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													29	35	83

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	214	27	87	86	*	8	-	*	154	11	47	n/a
Total Tests	284	38	115	113	*	9	-	*	213	33	66	56
% at Level II Satisfactory Standard	75%	71%	76%	76%	*	89%	-	*	72%	33%	71%	n/a
Mathematics												
# at Level II Satisfactory Standard	199	22	77	85	*	9	-	*	139	11	42	n/a
Total Tests	283	38	114	113	*	9	-	*	212	32	66	56
% at Level II Satisfactory Standard	70%	58%	68%	75%	*	100%	-	*	66%	34%	64%	n/a
Writing												
# at Level II Satisfactory Standard	50	6	19	19	*	*	-	*	34	*	13	n/a
Total Tests	79	12	28	31	*	*	-	*	60	*	20	16
% at Level II Satisfactory Standard	63%	50%	68%	61%	*	*	-	*	57%	*	65%	n/a
Science												
# at Level II Satisfactory Standard	43	**	16	19	-	-	-	*	29	*	7	n/a
Total Tests	65	**	21	32	-	-	-	*	49	*	14	*
% at Level II Satisfactory Standard	66%	73%	76%	59%	-	-	-	*	59%	*	50%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	317	45	120	124	*	18	-	**	235	38	n/a	66
Total Students	318	46	120	124	*	18	-	**	236	38	n/a	66
Participation Rate	100%	98%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	316	45	119	124	*	18	-	**	234	37	n/a	66
Total Students	318	46	120	124	*	18	-	**	236	38	n/a	66
Participation Rate	99%	98%	99%	100%	*	100%	-	100%	99%	97%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	28.7	76.1%	73.8%	74.7%
Masters	9.0	23.9%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		27	1	28
Total Number of Classes		40	1	41
Number of Classes Taught by Highly Qualified Teachers	Number	40	1	41
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: TARRANT CO J J A E P

Campus ID: 220901010

District Name: ARLINGTON 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.

There is no data for this campus.

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	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															
Mathematics															
Writing															
Science															
Social Studies															
Total															
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading					n/a	n/a	n/a	n/a							n/a
Mathematics					n/a	n/a	n/a	n/a							n/a
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			95%		
Reading															
Mathematics															
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total												0	0	
Overall Total												0	0	

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2015-2016 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	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.

	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	-	-	0.0%	1.0%
Bachelors	-	-	73.8%	74.7%
Masters	-	-	25.6%	23.6%
Doctorate	-	-	0.6%	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

Report Not Required

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

Report Not Required

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

Report Not Required

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.

Report Not Required

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	% 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

Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
		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	
	Grade 8	Reading	Students with Disabilities	41	59	18	2
			English Language Learners	23	77	28	2
			National School Lunch Program	19	81	30	2
			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	
Grade 8	Mathematics	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

Grade	Subject	Student Group	%
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: THORNTON EL

Campus ID: 220901114

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant			
					American	Hispanic	White	Indian	Asian	Islander					More	Ed	Disadv
Grade 3																	
Reading	2016	72%	68%	51%	*	51%	*	*	*	-	-	*	50%	52%	55%	49%	-
	2015	74%	66%	44%	75%	42%	*	-	*	-	-	*	44%	43%	48%	39%	-
Mathematics	2016	74%	70%	65%	*	66%	*	*	*	-	-	75%	66%	65%	62%	68%	-
	2015	74%	64%	53%	*	57%	*	-	*	-	-	45%	54%	56%	52%	54%	-
Grade 4																	
Reading	2016	74%	67%	47%	*	47%	*	-	*	-	-	*	47%	49%	49%	44%	-
	2015	71%	64%	56%	*	57%	*	-	-	-	-	*	56%	51%	60%	53%	-
Mathematics	2016	72%	66%	50%	*	53%	*	-	*	-	-	*	50%	56%	53%	46%	-
	2015	71%	62%	52%	*	53%	*	-	-	-	-	*	52%	51%	55%	50%	-
Writing	2016	68%	63%	43%	*	42%	*	-	*	-	-	*	45%	44%	44%	43%	-
	2015	67%	60%	56%	*	57%	*	-	-	-	-	*	57%	54%	69%	45%	-
Grade 5																	
Reading	2016	80%	74%	67%	*	68%	*	-	-	-	-	*	67%	57%	70%	64%	-
	2015	83%	79%	66%	*	65%	*	-	*	-	-	*	67%	56%	61%	70%	-
Mathematics	2016	85%	79%	76%	*	76%	*	-	-	-	-	*	77%	72%	79%	73%	-
	2015	75%	67%	62%	*	60%	*	-	*	-	-	*	63%	57%	61%	63%	-
Science	2016	73%	67%	63%	*	64%	*	-	-	-	-	*	63%	55%	57%	68%	-
	2015	69%	61%	49%	*	48%	*	-	*	-	-	*	51%	37%	40%	55%	-
Grade 6																	
Reading	2016	68%	67%	51%	*	53%	*	-	*	-	-	*	55%	27%	49%	52%	-
	2015	73%	74%	53%	*	57%	*	*	*	-	-	*	53%	37%	63%	41%	-
Mathematics	2016	71%	69%	65%	*	66%	*	-	*	-	-	*	65%	48%	54%	73%	-
	2015	72%	73%	62%	*	64%	*	*	*	-	-	*	63%	43%	73%	49%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	58%	54%	59%	38%	*	100%	-	-	31%	58%	54%	57%	58%	-
	2015	73%	69%	55%	60%	55%	41%	*	50%	-	-	26%	55%	49%	58%	52%	-
Reading	2016	72%	67%	54%	53%	55%	40%	*	*	-	-	30%	55%	49%	56%	53%	-
	2015	74%	70%	54%	65%	54%	42%	*	*	-	-	21%	54%	47%	58%	51%	-
Mathematics	2016	75%	70%	64%	50%	65%	40%	*	*	-	-	37%	64%	62%	62%	65%	-
	2015	73%	67%	57%	57%	58%	42%	*	*	-	-	32%	57%	52%	60%	54%	-
Writing	2016	68%	64%	43%	*	42%	*	-	*	-	-	*	45%	44%	44%	43%	-
	2015	68%	63%	56%	*	57%	*	-	-	-	-	*	57%	54%	69%	45%	-
Science	2016	77%	74%	63%	*	64%	*	-	-	-	-	*	63%	55%	57%	68%	-
	2015	75%	71%	49%	*	48%	*	-	*	-	-	*	51%	37%	40%	55%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	21%	22%	21%	13%	*	50%	-	-	25%	21%	18%	17%	24%	-
	2015	38%	34%	19%	24%	19%	14%	*	8%	-	-	24%	19%	15%	19%	18%	-
Reading	2016	42%	38%	18%	26%	18%	13%	*	*	-	-	22%	19%	14%	16%	20%	-
	2015	40%	36%	18%	30%	18%	13%	*	*	-	-	21%	19%	14%	19%	17%	-
Mathematics	2016	40%	35%	25%	11%	26%	13%	*	*	-	-	30%	25%	22%	19%	30%	-
	2015	36%	30%	21%	17%	21%	17%	*	*	-	-	26%	21%	18%	21%	20%	-
Writing	2016	39%	36%	14%	*	13%	*	-	*	-	-	*	15%	14%	15%	13%	-
	2015	31%	27%	16%	*	17%	*	-	-	-	-	*	17%	13%	21%	12%	-
Science	2016	44%	41%	23%	*	23%	*	-	-	-	-	*	22%	20%	19%	27%	-
	2015	40%	35%	15%	*	14%	*	-	*	-	-	*	16%	11%	9%	20%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	5%	8%	6%	0%	*	0%	-	-	1%	6%	3%	4%	7%	-
	2015	14%	12%	4%	11%	4%	2%	*	8%	-	-	2%	4%	4%	5%	3%	-
Reading	2016	16%	14%	6%	11%	6%	0%	*	*	-	-	0%	6%	5%	6%	6%	-
	2015	15%	13%	5%	17%	4%	4%	*	*	-	-	5%	5%	5%	6%	4%	-
Mathematics	2016	17%	15%	7%	6%	7%	0%	*	*	-	-	4%	7%	3%	4%	9%	-
	2015	14%	11%	4%	4%	4%	0%	*	*	-	-	0%	4%	4%	5%	3%	-
Writing	2016	14%	11%	1%	*	0%	*	-	*	-	-	*	1%	0%	0%	2%	-
	2015	8%	6%	3%	*	3%	*	-	-	-	-	*	3%	3%	3%	3%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	*	3%	*	-	-	-	-	*	3%	3%	2%	3%	-
	2015	14%	12%	2%	*	2%	*	-	*	-	-	*	2%	0%	2%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	98%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	98%	100%	100%	-	-	100%	100%	99%	99%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	98%	99%	100%	99%	100%	100%	100%	-	-	100%	100%	99%	99%	100%	-
Mathematics	2016	100%	99%	100%	95%	100%	100%	*	*	-	-	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	100%	86%	-	-	-	-	100%	100%	99%	100%	99%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	100%	*	-	-	-	-	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	7%	*	9%	*	-	-	-	-	7%	8%	6%	*	8%	-
% STAAR/EOC With Accommodations	2016	73%	69%	63%	*	65%	*	-	-	-	-	63%	62%	69%	*	64%	-
% STAAR Alternate2	2016	11%	8%	30%	*	26%	*	-	-	-	-	30%	31%	25%	*	28%	-
% of Non-Participants	2016	2%	3%	0%	*	0%	*	-	-	-	-	0%	0%	0%	*	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	*	-	-	-	-	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	4%	*	4%	*	-	-	-	-	4%	4%	0%	*	4%	-
% STAAR/EOC With Accommodations	2016	75%	69%	67%	*	70%	*	-	-	-	-	67%	65%	75%	*	68%	-
% STAAR Alternate2	2016	12%	9%	30%	*	26%	*	-	-	-	-	30%	31%	25%	*	28%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	*	-	-	-	-	0%	0%	0%	*	0%	-

** 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 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	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	N		N						N	N	N		0	5	0
Mathematics	Y		Y						Y	N	Y		4	5	80
Writing	N		N						N		N		0	4	0
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													8	18	44
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N		N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y						Y	Y		Y	5	5	100
Mathematics	Y		Y						Y	Y		Y	5	5	100
Total													10	10	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													18	28	64

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
--	--------------	------------------	----------	-------	-----------------	-------	------------------	-------------------	-------------	------------	-----------------------------	-----------	----------------	----------------------------------

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	219	9	201	5	*	*	-	-	210	8	170	n/a
Total Tests	381	13	351	12	*	*	-	-	370	25	298	255
% at Level II Satisfactory Standard	57%	69%	57%	42%	*	*	-	-	57%	32%	57%	n/a
Mathematics												
# at Level II Satisfactory Standard	254	7	238	5	*	*	-	-	244	9	205	n/a
Total Tests	382	13	352	12	*	*	-	-	371	25	299	256
% at Level II Satisfactory Standard	66%	54%	68%	42%	*	*	-	-	66%	36%	69%	n/a
Writing												
# at Level II Satisfactory Standard	49	*	42	*	-	*	-	-	49	*	39	n/a
Total Tests	108	*	96	*	-	*	-	-	106	*	82	79
% at Level II Satisfactory Standard	45%	*	44%	*	-	*	-	-	46%	*	48%	n/a
Science												
# at Level II Satisfactory Standard	68	*	63	*	-	-	-	-	65	*	54	n/a
Total Tests	106	*	98	*	-	-	-	-	103	*	84	63
% at Level II Satisfactory Standard	64%	*	64%	*	-	-	-	-	63%	*	64%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	415	19	375	15	*	*	-	-	390	27	n/a	274
Total Students	415	19	375	15	*	*	-	-	390	27	n/a	274
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	414	18	375	15	*	*	-	-	390	27	n/a	273
Total Students	415	19	375	15	*	*	-	-	390	27	n/a	274
Participation Rate	100%	95%	100%	100%	*	*	-	-	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	42.4	80.9%	73.8%	74.7%
Masters	10.0	19.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		44	2	46
Total Number of Classes		78	2	80
Number of Classes Taught by Highly Qualified Teachers	Number	78	2	80
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: TURNING POINT ALTER H S

Campus ID: 220901007

District Name: ARLINGTON 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.

Grade	Year	State	District	Campus	African American		American Hispanic		White	American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Standard (2016)	Phase-in 1 (2015)	Standard (2016)	Phase-in 1 (2015)		Standard (2016)	Phase-in 1 (2015)									
Grade 7																				
Writing	2016	68%	66%	*	-	-	*	-	-	-	-	-	-	*	-	*	-	*	-	
End of Course																				
English I	2016	63%	58%	*	-	*	-	-	-	-	-	-	-	*	-	-	-	*	-	
	2015	66%	62%	*	*	*	-	-	-	-	-	-	-	*	*	*	-	*	-	
English II	2016	66%	61%	*	-	-	*	-	-	-	-	-	-	*	*	-	*	-	-	
Algebra I	2016	76%	68%	*	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	
	2015	77%	71%	*	*	*	-	-	-	-	-	-	-	*	*	*	*	*	-	
Biology	2016	86%	82%	*	-	*	-	-	-	-	-	-	-	*	*	-	-	*	-	
	2015	88%	84%	*	*	*	-	-	-	-	-	-	-	*	*	*	*	*	-	
U.S. History	2015	88%	87%	*	-	*	-	-	-	-	-	-	-	-	*	*	-	*	-	
All Grades																				
All Subjects	2016	74%	70%	*	*	*	*	-	-	-	-	-	-	*	*	*	*	*	-	
	2015	73%	69%	*	*	*	-	-	-	-	-	-	-	*	*	*	*	*	-	
Reading	2016	72%	67%	*	-	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
	2015	74%	70%	*	*	*	-	-	-	-	-	-	-	*	*	*	-	*	-	
Mathematics	2016	75%	70%	*	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-	
	2015	73%	67%	*	*	*	-	-	-	-	-	-	-	*	*	*	*	*	-	
Writing	2016	68%	64%	*	-	-	*	-	-	-	-	-	-	*	-	*	-	*	-	
Science	2016	77%	74%	*	-	*	-	-	-	-	-	-	-	*	*	-	-	*	-	
	2015	75%	71%	*	*	*	-	-	-	-	-	-	-	*	*	*	*	*	-	
Social Studies	2015	74%	74%	*	-	*	-	-	-	-	-	-	-	-	*	*	-	*	-	

State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
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STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	38%	34%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Reading	2016	42%	38%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
	2015	40%	36%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics	2016	40%	35%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
	2015	36%	30%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Writing	2016	39%	36%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Science	2016	44%	41%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
	2015	40%	35%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Social Studies	2015	41%	41%	*	-	*	-	-	-	-	-	*	*	-	-	*	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	*	-
	2015	14%	12%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-
Reading	2016	16%	14%	*	-	*	*	-	-	-	-	*	*	-	*	*	*	-
	2015	15%	13%	*	*	*	-	-	-	-	-	*	*	*	-	*	*	-
Mathematics	2016	17%	15%	*	*	*	-	-	-	-	-	*	*	-	-	*	*	-
	2015	14%	11%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-
Writing	2016	14%	11%	*	-	-	*	-	-	-	-	*	-	*	-	*	*	-
Science	2016	15%	13%	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-
	2015	14%	12%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	-
Social Studies	2015	18%	17%	*	-	*	-	-	-	-	-	*	*	-	-	*	*	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	77%	*	88%	*	-	-	-	-	100%	100%	*	*	75%	-
	2015	99%	99%	99%	94%	100%	89%	-	-	-	-	-	100%	100%	89%	67%	100%	-
Reading	2016	99%	99%	99%	71%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	99%	98%	98%	80%	100%	50%	-	-	-	-	-	100%	100%	50%	0%	100%	-
Mathematics	2016	100%	99%	99%	*	*	*	-	-	-	-	-	*	*	-	-	*	-

	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Science	2016	99%	99%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
Social Studies	2015	99%	99%	100%	-	100%	-	-	-	-	-	-	100%	100%	-	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% STAAR/EOC With No Accommodations	2016	13%	20%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% STAAR/EOC With Accommodations	2016	73%	69%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% STAAR Alternate2	2016	11%	8%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
% of Non-Participants	2016	2%	3%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
Mathematics Tests																	
% of Participants	2016	99%	98%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With No Accommodations	2016	12%	20%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With Accommodations	2016	75%	69%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
% STAAR Alternate2	2016	12%	9%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
% of Non-Participants	2016	1%	2%	*	-	*	-	-	-	-	-	*	*	-	-	*	-

**' 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 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.

Performance Status - State	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
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading													0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Mathematics												0	0	
Writing												0	0	
Science												0	0	
Social Studies												0	0	
Total												0	0	
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading					n/a	n/a	n/a	n/a				n/a		
Mathematics					n/a	n/a	n/a	n/a				n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading ~												0	0	
Mathematics ~												0	0	
Total												0	0	
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met ~												0	0	
Reason Code ***												0	0	
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												0	0	

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

Performance Rates	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Reading												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	7	*	*	*	-	-	-	-	*	*	n/a	*
Total Students	9	*	*	*	-	-	-	-	*	*	n/a	*
Participation Rate	78%	*	*	*	-	-	-	-	*	*	n/a	*
Mathematics: 2015-2016 Assessments												
Number Participating	*	*	*	-	-	-	-	-	*	*	n/a	-
Total Students	*	*	*	-	-	-	-	-	*	*	n/a	-
Participation Rate	*	*	*	-	-	-	-	-	*	*	n/a	-

~ Indicates Small Numbers Analysis was used for the subject.

* 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 2015 ~												
Number Graduated	*	**	*	-	-	-	-	-	-	-	-	n/a
Total in Class	*	**	*	-	-	-	-	-	-	-	-	-
Graduation Rate	*	-	*	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	*	*	**	-	-	-	-	-	-	-	-	n/a
Total in Class	*	*	**	-	-	-	-	-	-	-	-	-
Graduation Rate	*	*	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

~ Indicates Small Numbers Analysis was used for the subject.

* 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	13.0	56.5%	73.8%	74.7%
Masters	10.0	43.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		20	0	20
Total Number of Classes		133	0	133
Number of Classes Taught by Highly Qualified Teachers	Number	133	0	133
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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

Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
Grade 8		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		
	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	Subject	Student Group	%
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

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

Campus Name: TURNING POINT ALTER J H

Campus ID: 220901054

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 6																	
Reading	2016	68%	67%	*	*	*	-	-	-	-	-	*	*	-	*	*	-
Mathematics	2016	71%	69%	*	*	*	-	-	-	-	-	*	*	-	*	*	-
Grade 7																	
Reading	2016	69%	67%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	72%	71%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Mathematics	2016	68%	67%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	68%	70%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Writing	2016	68%	66%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	69%	66%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Grade 8																	
Reading	2016	85%	84%	*	*	-	*	-	-	-	-	*	*	-	-	*	-
	2015	84%	82%	*	-	*	-	-	-	-	-	*	*	*	*	*	-
Mathematics	2016	80%	71%	*	*	-	*	-	-	-	-	*	*	-	-	*	-
	2015	71%	58%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Science	2015	67%	66%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Social Studies	2015	61%	61%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
All Grades																	
All Subjects	2016	74%	70%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	73%	69%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Reading	2016	72%	67%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	74%	70%	*	*	*	-	-	-	-	-	*	*	*	*	*	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Mathematics	2016	75%	70%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	73%	67%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Writing	2016	68%	64%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	68%	63%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Science	2015	75%	71%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Social Studies	2015	74%	74%	*	*	*	-	-	-	-	-	*	*	*	*	*	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	38%	34%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Reading	2016	42%	38%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	40%	36%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Mathematics	2016	40%	35%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	36%	30%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Writing	2016	39%	36%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	31%	27%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Science	2015	40%	35%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Social Studies	2015	41%	41%	*	*	*	-	-	-	-	-	*	*	*	*	*	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	14%	12%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Reading	2016	16%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	15%	13%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Mathematics	2016	17%	15%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	14%	11%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Writing	2016	14%	11%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	8%	6%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Science	2015	14%	12%	*	*	*	-	-	-	-	-	*	*	*	*	*	-
Social Studies	2015	18%	17%	*	*	*	-	-	-	-	-	*	*	*	*	*	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	95%	100%	86%	100%	-	-	-	-	100%	94%	*	100%	94%	-
	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	89%	*	*	*	-	-	-	-	100%	86%	*	*	86%	-
	2015	99%	98%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	*	*	*	-	-	-	-	100%	100%	*	*	100%	-
	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	-	-	100%	-
Science	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
Social Studies	2015	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	*	*	*	-	-	-	-	100%	*	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	0%	*	*	*	-	-	-	-	0%	*	*	*	0%	-
% STAAR/EOC With Accommodations	2016	73%	69%	100%	*	*	*	-	-	-	-	100%	*	*	*	100%	-
% STAAR Alternate2	2016	11%	8%	0%	*	*	*	-	-	-	-	0%	*	*	*	0%	-
% of Non-Participants	2016	2%	3%	0%	*	*	*	-	-	-	-	0%	*	*	*	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	*	*	-	-	-	-	100%	*	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	0%	*	*	*	-	-	-	-	0%	*	*	*	0%	-
% STAAR/EOC With Accommodations	2016	75%	69%	100%	*	*	*	-	-	-	-	100%	*	*	*	100%	-
% STAAR Alternate2	2016	12%	9%	0%	*	*	*	-	-	-	-	0%	*	*	*	0%	-
% of Non-Participants	2016	1%	2%	0%	*	*	*	-	-	-	-	0%	*	*	*	0%	-

**' 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	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												0	0	
Mathematics												0	0	
Writing												0	0	
Science												0	0	
Social Studies												0	0	
Total												0	0	
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading					n/a	n/a	n/a	n/a				n/a		
Mathematics					n/a	n/a	n/a	n/a				n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			
Reading ~												0	0	
Mathematics ~												0	0	
Total												0	0	
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***												0	0	
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												0	0	

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	8	*	*	*	-	-	-	-	6	6	n/a	*
Total Students	9	*	*	*	-	-	-	-	7	6	n/a	*
Participation Rate	89%	*	*	*	-	-	-	-	86%	100%	n/a	*
Mathematics: 2015-2016 Assessments												
Number Participating	9	*	*	*	-	-	-	-	7	6	n/a	*
Total Students	9	*	*	*	-	-	-	-	7	6	n/a	*
Participation Rate	100%	*	*	*	-	-	-	-	100%	100%	n/a	*

~ Indicates Small Numbers Analysis was used for the subject.

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

~ Indicates Small Numbers Analysis was used for the subject.

* 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	15.0	62.5%	73.8%	74.7%
Masters	9.0	37.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		13	1	14
Total Number of Classes		96	15	111
Number of Classes Taught by Highly Qualified Teachers	Number	96	15	111
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

----- Number of Teachers -----

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

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

	----- Number of Teachers ----- General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: VENTURE ALTER H S

Campus ID: 220901006

District Name: ARLINGTON 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.

STAAR Subject	Year	State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																	
Grade 8																	
Reading	2015	84%	82%	*	-	*	-	-	-	-	-	-	*	-	*	-	-
Mathematics	2015	71%	58%	*	-	*	-	-	-	-	-	-	*	-	*	-	-
Science	2015	67%	66%	*	-	*	-	-	-	-	-	-	*	-	*	-	-
Social Studies	2015	61%	61%	*	-	*	-	-	-	-	-	-	*	-	*	-	-
End of Course																	
English I	2016	63%	58%	27%	*	31%	32%	-	*	*	*	*	29%	20%	27%	27%	-
	2015	66%	62%	49%	36%	50%	67%	-	*	*	*	*	44%	53%	49%	48%	*
English II	2016	66%	61%	30%	22%	31%	33%	-	*	*	*	*	28%	22%	31%	27%	-
	2015	69%	65%	49%	36%	44%	72%	-	*	*	*	*	42%	38%	53%	43%	*
Algebra I	2016	76%	68%	33%	29%	39%	*	*	-	*	*	*	36%	50%	35%	30%	-
	2015	77%	71%	45%	35%	49%	50%	-	*	*	-	*	47%	62%	45%	45%	*
Biology	2016	86%	82%	53%	64%	45%	*	-	*	-	*	*	67%	43%	52%	53%	-
	2015	88%	84%	61%	67%	59%	*	-	-	-	-	*	58%	*	62%	59%	-
U.S. History	2016	90%	89%	67%	56%	69%	74%	*	*	*	*	*	70%	58%	62%	77%	-
	2015	88%	87%	68%	48%	65%	91%	-	*	-	*	*	65%	32%	69%	68%	*
All Grades																	
All Subjects	2016	74%	70%	40%	33%	42%	46%	*	*	*	55%	20%	41%	35%	41%	39%	-
	2015	73%	69%	54%	41%	52%	73%	-	50%	*	100%	32%	50%	45%	56%	52%	*
Reading	2016	72%	67%	28%	18%	31%	33%	-	*	*	*	*	29%	21%	30%	27%	-
	2015	74%	70%	49%	36%	46%	70%	-	*	*	*	*	43%	44%	51%	45%	*
Mathematics	2016	75%	70%	33%	29%	39%	*	*	-	*	*	*	36%	50%	35%	30%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2015	73%	67%	45%	35%	47%	50%	-	*	*	-	*	46%	62%	44%	45%	*
Science	2016	77%	74%	53%	64%	45%	*	-	*	-	*	*	67%	43%	52%	53%	-
	2015	75%	71%	59%	67%	57%	*	-	-	-	-	*	56%	*	59%	59%	-
Social Studies	2016	76%	76%	67%	56%	69%	74%	*	*	*	*	*	70%	58%	62%	77%	-
	2015	74%	74%	68%	48%	63%	91%	-	*	-	*	*	64%	32%	68%	68%	*

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	9%	6%	7%	21%	*	*	*	27%	0%	7%	4%	8%	12%	-
	2015	38%	34%	16%	5%	17%	28%	-	0%	*	40%	11%	14%	11%	15%	18%	*
Reading	2016	42%	38%	9%	8%	7%	12%	-	*	*	*	*	9%	3%	8%	10%	-
	2015	40%	36%	21%	7%	24%	35%	-	*	*	*	*	18%	22%	24%	18%	*
Mathematics	2016	40%	35%	0%	0%	0%	*	*	-	*	*	*	0%	0%	0%	0%	-
	2015	36%	30%	0%	0%	0%	0%	-	*	*	-	*	0%	0%	0%	0%	*
Science	2016	44%	41%	0%	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-
	2015	40%	35%	15%	11%	17%	*	-	-	-	-	*	15%	*	9%	24%	-
Social Studies	2016	45%	46%	20%	9%	15%	52%	*	*	*	*	*	12%	8%	14%	33%	-
	2015	41%	41%	17%	3%	16%	32%	-	*	-	*	*	13%	0%	10%	28%	*

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	2%	1%	2%	5%	*	*	*	0%	0%	1%	0%	2%	2%	-
	2015	14%	12%	2%	0%	1%	5%	-	0%	*	0%	0%	2%	0%	0%	3%	*
Reading	2016	16%	14%	0%	0%	1%	0%	-	*	*	*	*	1%	0%	1%	0%	-
	2015	15%	13%	0%	0%	0%	2%	-	*	*	*	*	1%	0%	0%	1%	*
Mathematics	2016	17%	15%	0%	0%	0%	*	*	-	*	*	*	0%	0%	0%	0%	-
	2015	14%	11%	0%	0%	0%	0%	-	*	*	-	*	0%	0%	0%	0%	*
Science	2016	15%	13%	0%	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-
	2015	14%	12%	3%	0%	4%	*	-	-	-	-	*	4%	*	0%	6%	-
Social Studies	2016	21%	22%	7%	6%	5%	17%	*	*	*	*	*	5%	0%	5%	13%	-
	2015	18%	17%	4%	0%	2%	15%	-	*	-	*	*	3%	0%	1%	10%	*

STAAR Participation (All Grades)

All Tests	2016	99%	99%	95%	96%	95%	96%	*	89%	*	100%	96%	96%	96%	95%	96%	-
	2015	99%	99%	94%	96%	93%	92%	-	100%	100%	100%	86%	92%	89%	94%	94%	100%

Reading	2016	99%	99%	94%	96%	94%	96%	-	*	*	100%	100%	95%	96%	94%	95%	-
	2015	99%	98%	93%	95%	92%	94%	-	100%	100%	100%	83%	89%	84%	94%	93%	100%
Mathematics	2016	100%	99%	98%	97%	98%	100%	*	-	*	*	86%	98%	93%	98%	97%	-
	2015	99%	99%	97%	100%	95%	100%	-	100%	100%	-	100%	96%	93%	98%	97%	100%
Science	2016	99%	99%	95%	100%	91%	100%	-	*	-	*	*	95%	93%	95%	94%	-
	2015	99%	99%	91%	90%	92%	88%	-	-	-	-	67%	87%	100%	88%	94%	-
Social Studies	2016	98%	99%	96%	94%	97%	96%	*	*	*	*	*	95%	100%	95%	98%	-
	2015	99%	99%	94%	97%	95%	87%	-	100%	-	100%	100%	96%	95%	94%	94%	100%

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

Reading Tests																	
% of Participants	2016	98%	97%	100%	100%	100%	*	-	-	-	*	100%	100%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	54%	67%	40%	*	-	-	-	*	54%	50%	-	40%	63%	-
% STAAR/EOC With Accommodations	2016	73%	69%	46%	33%	60%	*	-	-	-	*	46%	50%	-	60%	38%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	-	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	86%	*	*	*	-	-	-	*	86%	*	-	83%	*	-
% STAAR/EOC With No Accommodations	2016	12%	20%	57%	*	*	*	-	-	-	*	57%	*	-	50%	*	-
% STAAR/EOC With Accommodations	2016	75%	69%	29%	*	*	*	-	-	-	*	29%	*	-	33%	*	-
% STAAR Alternate2	2016	12%	9%	0%	*	*	*	-	-	-	*	0%	*	-	0%	*	-
% of Non-Participants	2016	1%	2%	14%	*	*	*	-	-	-	*	14%	*	-	17%	*	-

*** 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 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	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	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	N	N	N	N					N		N	0	6	0
Mathematics	N								N			0	2	0
Writing												0	0	
Science	Y											1	1	100
Social Studies	Y		Y						Y			3	3	100
Total												4	12	33
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a		
Mathematics	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%			
Reading	N	Y	N	Y					Y		Y	4	6	67
Mathematics	Y	Y	Y						Y			4	4	100
Total												8	10	80
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	N	N	Y	N					N			1	5	20
Reason Code ***			c											
Total												1	5	20
District: Met Federal Limits on Alternative Assessments														
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												13	27	48

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Level II Satisfactory Standard	59	8	37	11	-	*	*	*	44	*	12	n/a
Total Tests	166	46	81	30	-	*	*	*	128	*	33	32
% at Level II Satisfactory Standard	36%	17%	46%	37%	-	*	*	*	34%	*	36%	n/a
Mathematics												
# at Level II Satisfactory Standard	18	6	11	*	*	-	*	*	14	*	*	n/a
Total Tests	43	13	20	*	*	-	*	*	32	*	*	*
% at Level II Satisfactory Standard	42%	46%	55%	*	*	-	*	*	44%	*	*	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	12	*	6	*	-	*	-	*	9	*	5	n/a
Total Tests	20	*	11	*	-	*	-	*	13	*	9	9
% at Level II Satisfactory Standard	60%	*	55%	*	-	*	-	*	69%	*	56%	n/a
Social Studies												
# at Level II Satisfactory Standard	45	10	21	11	-	*	*	-	32	-	9	n/a
Total Tests	72	19	34	15	-	*	*	-	48	-	15	14
% at Level II Satisfactory Standard	63%	53%	62%	73%	-	*	*	-	67%	-	60%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	272	66	152	43	-	*	*	6	207	13	n/a	70
Total Students	288	69	162	45	-	*	*	6	217	13	n/a	73
Participation Rate	94%	96%	94%	96%	-	*	*	100%	95%	100%	n/a	96%
Mathematics: 2015-2016 Assessments												
Number Participating	84	28	41	10	*	-	*	*	59	6	n/a	14
Total Students	86	29	42	10	*	-	*	*	60	7	n/a	15
Participation Rate	98%	97%	98%	100%	*	-	*	*	98%	86%	n/a	93%

* 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 2015												
Number Graduated	103	20	38	43	*	*	-	*	54	4	10	n/a
Total in Class	205	54	75	72	*	*	-	*	109	9	20	17
Graduation Rate	50.2%	37.0%	50.7%	59.7%	*	*	-	*	49.5%	44.4%	50.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	107	30	29	40	*	4	-	*	59	5	5	n/a
Total in Class	198	56	67	64	*	5	-	*	101	11	15	11
Graduation Rate	54.0%	53.6%	43.3%	62.5%	*	80.0%	-	*	58.4%	45.5%	33.3%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	130	35	39	47	*	4	-	*	63	7	9	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Total in Class	197	54	67	65	*	5	-	*	100	9	14	11
Graduation Rate	66.0%	64.8%	58.2%	72.3%	*	80.0%	-	*	63.0%	77.8%	64.3%	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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	25.0	75.8%	73.8%	74.7%
Masters	8.0	24.2%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		25	1	26
Total Number of Classes		540	0	540
Number of Classes Taught by Highly Qualified Teachers	Number	540	0	540
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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

Grade	Subject	Student Group	%	%	%	%	
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
Grade 8		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		
	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

Grade	Subject	Student Group	%
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: WEBB EL

Campus ID: 220901148

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	68%	55%	70%	*	-	*	-	*	*	67%	68%	63%	72%	-		
	2015	74%	66%	57%	59%	58%	*	-	*	-	-	*	56%	53%	54%	60%	-		
Mathematics	2016	74%	70%	77%	55%	79%	*	-	*	-	*	*	78%	78%	72%	80%	-		
	2015	74%	64%	57%	41%	61%	*	-	*	-	-	*	55%	61%	48%	65%	-		
Grade 4																			
Reading	2016	74%	67%	58%	67%	57%	*	-	*	-	-	*	56%	49%	63%	55%	-		
	2015	71%	64%	49%	38%	48%	*	*	*	-	*	*	47%	46%	52%	45%	-		
Mathematics	2016	72%	66%	63%	60%	65%	*	-	*	-	-	36%	62%	63%	58%	67%	-		
	2015	71%	62%	54%	*	58%	*	*	*	-	*	*	54%	57%	53%	55%	-		
Writing	2016	68%	63%	57%	67%	57%	*	-	*	-	-	*	56%	49%	58%	56%	-		
	2015	67%	60%	39%	*	41%	*	*	*	-	*	*	40%	41%	52%	22%	-		
Grade 5																			
Reading	2016	80%	74%	67%	*	65%	*	*	*	-	*	*	66%	60%	76%	56%	-		
	2015	83%	79%	72%	58%	76%	70%	-	*	-	*	*	73%	74%	75%	70%	-		
Mathematics	2016	85%	79%	77%	*	76%	*	*	*	-	*	*	78%	75%	86%	67%	-		
	2015	75%	67%	58%	*	66%	*	-	*	-	*	*	59%	69%	60%	56%	-		
Science	2016	73%	67%	57%	*	60%	*	*	*	-	*	*	58%	52%	63%	50%	-		
	2015	69%	61%	54%	*	56%	70%	-	*	-	*	*	54%	54%	58%	52%	-		
Grade 6																			
Reading	2016	68%	67%	51%	35%	57%	*	-	*	-	*	*	50%	51%	50%	53%	-		
	2015	73%	74%	58%	50%	56%	82%	*	-	-	-	*	*	56%	45%	61%	56%	*	
Mathematics	2016	71%	69%	52%	*	58%	63%	-	*	-	*	*	54%	62%	52%	53%	-		
	2015	72%	73%	52%	32%	51%	82%	*	-	-	*	*	48%	47%	52%	52%	*		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	63%	52%	64%	49%	83%	79%	-	*	28%	62%	61%	64%	62%	-
	2015	73%	69%	55%	40%	57%	68%	63%	*	-	*	28%	54%	55%	56%	54%	*
Reading	2016	72%	67%	61%	52%	62%	50%	*	*	-	*	23%	59%	58%	62%	59%	-
	2015	74%	70%	59%	52%	60%	75%	*	*	-	*	24%	58%	55%	60%	58%	*
Mathematics	2016	75%	70%	67%	48%	69%	56%	*	83%	-	*	38%	67%	70%	66%	67%	-
	2015	73%	67%	55%	32%	60%	63%	*	*	-	*	32%	54%	59%	53%	58%	*
Writing	2016	68%	64%	57%	67%	57%	*	-	*	-	-	*	56%	49%	58%	56%	-
	2015	68%	63%	39%	*	41%	*	*	*	-	*	*	40%	41%	52%	22%	-
Science	2016	77%	74%	57%	*	60%	*	*	*	-	*	*	58%	52%	63%	50%	-
	2015	75%	71%	54%	*	56%	70%	-	*	-	*	*	54%	54%	58%	52%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	29%	25%	29%	16%	33%	50%	-	*	16%	28%	25%	28%	29%	-
	2015	38%	34%	18%	12%	18%	29%	0%	*	-	*	12%	17%	16%	18%	17%	*
Reading	2016	42%	38%	30%	29%	30%	13%	*	*	-	*	13%	28%	25%	30%	29%	-
	2015	40%	36%	23%	21%	23%	33%	*	*	-	*	9%	22%	19%	24%	21%	*
Mathematics	2016	40%	35%	29%	17%	30%	25%	*	67%	-	*	21%	28%	28%	26%	31%	-
	2015	36%	30%	15%	3%	17%	29%	*	*	-	*	13%	15%	15%	15%	15%	*
Writing	2016	39%	36%	27%	40%	27%	*	-	*	-	-	*	25%	20%	33%	22%	-
	2015	31%	27%	5%	*	4%	*	*	*	-	*	*	3%	5%	10%	0%	-
Science	2016	44%	41%	25%	*	25%	*	*	*	-	*	*	25%	15%	24%	26%	-
	2015	40%	35%	18%	*	20%	20%	-	*	-	*	*	19%	21%	15%	21%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	11%	9%	11%	5%	17%	36%	-	*	3%	9%	9%	12%	10%	-
	2015	14%	12%	6%	5%	6%	14%	0%	*	-	*	5%	6%	5%	7%	6%	*
Reading	2016	16%	14%	15%	19%	14%	6%	*	*	-	*	3%	13%	12%	16%	13%	-
	2015	15%	13%	10%	10%	9%	21%	*	*	-	*	6%	10%	7%	10%	9%	*
Mathematics	2016	17%	15%	10%	4%	10%	6%	*	50%	-	*	3%	8%	9%	10%	9%	-
	2015	14%	11%	4%	2%	4%	4%	*	*	-	*	3%	4%	4%	5%	4%	*
Writing	2016	14%	11%	7%	0%	8%	*	-	*	-	-	*	5%	6%	13%	2%	-
	2015	8%	6%	2%	*	1%	*	*	*	-	*	*	1%	1%	3%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	2%	*	1%	*	*	*	-	*	*	3%	2%	2%	3%	-
	2015	14%	12%	7%	*	7%	20%	-	*	-	*	*	7%	6%	8%	6%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	99%	100%	100%	100%	100%	-	100%	98%	100%	100%	100%	99%	-
	2015	99%	99%	97%	93%	98%	92%	100%	100%	100%	-	100%	72%	97%	99%	97%	96%	100%
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	*	98%	100%	100%	100%	100%	100%	-
	2015	99%	98%	96%	93%	97%	92%	100%	100%	-	100%	72%	97%	99%	99%	96%	95%	100%
Mathematics	2016	100%	99%	100%	100%	99%	100%	*	100%	-	*	98%	100%	100%	100%	100%	100%	-
	2015	99%	99%	96%	91%	98%	92%	100%	100%	-	100%	69%	97%	99%	97%	95%	100%	
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	98%	-
Science	2016	99%	99%	98%	100%	98%	*	*	*	-	*	89%	99%	100%	100%	95%	-	
	2015	99%	99%	98%	100%	99%	91%	-	100%	-	100%	82%	98%	100%	98%	98%	-	

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

Reading Tests																		
% of Participants	2016	98%	97%	80%	67%	86%	*	-	-	-	*	80%	80%	97%	59%	91%	-	
% STAAR/EOC With No Accommodations	2016	13%	20%	6%	0%	8%	*	-	-	-	*	6%	7%	10%	6%	6%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	63%	56%	67%	*	-	-	-	*	63%	65%	76%	41%	75%	-	
% STAAR Alternate2	2016	11%	8%	10%	11%	11%	*	-	-	-	*	10%	9%	10%	12%	9%	-	
% of Non-Participants	2016	2%	3%	20%	33%	14%	*	-	-	-	*	20%	20%	3%	41%	9%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	80%	67%	86%	*	-	-	-	*	80%	80%	97%	59%	91%	-	
% STAAR/EOC With No Accommodations	2016	12%	20%	6%	0%	8%	*	-	-	-	*	6%	7%	10%	6%	6%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	63%	56%	67%	*	-	-	-	*	63%	65%	76%	41%	75%	-	
% STAAR Alternate2	2016	12%	9%	10%	11%	11%	*	-	-	-	*	10%	9%	10%	12%	9%	-	
% of Non-Participants	2016	1%	2%	20%	33%	14%	*	-	-	-	*	20%	20%	3%	41%	9%	-	

** 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 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	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	N	Y						Y	N	Y		4	6	67
Mathematics	Y	N	Y						Y	N	Y		4	6	67
Writing	N		Y						N		N		1	4	25
Science	Y		Y						Y		Y		4	4	100
Social Studies													0	0	
Total													13	20	65
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			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y	Y		Y	6	6	100
Mathematics	Y	Y	Y						Y	Y		Y	6	6	100
Total													12	12	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													25	32	78

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	239	22	201	8	*	5	-	*	219	9	170	n/a
Total Tests	380	43	312	15	*	6	-	*	356	37	267	242
% at Level II Satisfactory Standard	63%	51%	64%	53%	*	83%	-	*	62%	24%	64%	n/a
Mathematics												
# at Level II Satisfactory Standard	259	21	221	9	*	5	-	*	241	14	197	n/a
Total Tests	380	43	312	15	*	6	-	*	356	37	267	242
% at Level II Satisfactory Standard	68%	49%	71%	60%	*	83%	-	*	68%	38%	74%	n/a
Writing												
# at Level II Satisfactory Standard	57	9	46	*	-	*	-	-	51	*	35	n/a
Total Tests	96	14	77	*	-	*	-	-	88	*	64	60
% at Level II Satisfactory Standard	59%	64%	60%	*	-	*	-	-	58%	*	55%	n/a
Science												
# at Level II Satisfactory Standard	49	*	45	*	*	*	-	*	45	*	41	n/a
Total Tests	81	*	71	*	*	*	-	*	74	*	63	49
% at Level II Satisfactory Standard	60%	*	63%	*	*	*	-	*	61%	*	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	420	51	340	18	*	6	-	*	379	48	n/a	262
Total Students	421	51	341	18	*	6	-	*	379	49	n/a	262
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	418	51	338	18	*	6	-	*	378	48	n/a	260
Total Students	420	51	340	18	*	6	-	*	379	49	n/a	261
Participation Rate	100%	100%	99%	100%	*	100%	-	*	100%	98%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: Yes **Focus School Reason:** Math/Reading Performance Gaps

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	38.7	71.9%	73.8%	74.7%
Masters	15.1	28.1%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		30	7	37
Total Number of Classes		56	0	56
Number of Classes Taught by Highly Qualified Teachers	Number	56	0	56
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: WEST EL

Campus ID: 220901152

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	70%	52%	60%	83%	-	92%	*	*	*	59%	73%	73%	68%	-		
	2015	74%	66%	80%	69%	77%	80%	-	100%	-	*	*	73%	86%	77%	83%	-		
Mathematics	2016	74%	70%	78%	55%	70%	100%	-	100%	*	*	*	68%	94%	78%	77%	-		
	2015	74%	64%	73%	59%	73%	73%	-	95%	-	*	*	61%	86%	71%	76%	-		
Grade 4																			
Reading	2016	74%	67%	76%	62%	86%	79%	-	91%	-	*	*	65%	78%	80%	72%	-		
	2015	71%	64%	80%	61%	81%	100%	-	94%	*	100%	*	72%	82%	84%	76%	-		
Mathematics	2016	72%	66%	77%	56%	82%	86%	-	95%	-	*	*	72%	78%	78%	76%	-		
	2015	71%	62%	76%	54%	74%	90%	-	97%	*	*	*	59%	82%	76%	75%	-		
Writing	2016	68%	63%	74%	74%	71%	67%	-	86%	-	*	*	68%	63%	76%	72%	-		
	2015	67%	60%	73%	52%	68%	90%	-	91%	*	100%	*	63%	76%	78%	66%	-		
Grade 5																			
Reading	2016	80%	74%	84%	70%	85%	100%	-	92%	*	*	*	78%	72%	89%	77%	-		
	2015	83%	79%	88%	81%	91%	92%	-	89%	-	*	42%	86%	85%	90%	84%	-		
Mathematics	2016	85%	79%	84%	72%	85%	92%	-	97%	*	*	*	76%	80%	82%	87%	-		
	2015	75%	67%	74%	52%	82%	92%	-	86%	-	*	*	68%	77%	77%	70%	-		
Science	2016	73%	67%	77%	56%	74%	100%	-	95%	*	*	*	67%	75%	81%	72%	-		
	2015	69%	61%	63%	36%	65%	92%	-	86%	-	*	*	58%	73%	68%	56%	-		
Grade 6																			
Reading	2016	68%	67%	73%	56%	73%	100%	-	93%	-	*	*	71%	64%	78%	66%	-		
	2015	73%	74%	82%	79%	69%	100%	-	94%	-	*	*	70%	67%	80%	84%	-		
Mathematics	2016	71%	69%	86%	78%	91%	100%	-	93%	-	*	*	85%	82%	87%	85%	-		
	2015	72%	73%	91%	85%	88%	100%	-	100%	-	*	46%	82%	92%	89%	92%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	78%	63%	79%	89%	-	94%	100%	79%	29%	72%	77%	81%	75%	-
	2015	73%	69%	78%	64%	77%	90%	-	93%	*	92%	30%	70%	80%	79%	77%	-
Reading	2016	72%	67%	76%	60%	77%	89%	-	92%	*	83%	24%	69%	73%	81%	71%	-
	2015	74%	70%	83%	73%	80%	91%	-	94%	*	93%	33%	76%	80%	83%	82%	-
Mathematics	2016	75%	70%	82%	67%	83%	93%	-	97%	*	83%	35%	76%	84%	82%	81%	-
	2015	73%	67%	79%	64%	79%	87%	-	95%	*	86%	33%	68%	84%	78%	79%	-
Writing	2016	68%	64%	74%	74%	71%	67%	-	86%	-	*	*	68%	63%	76%	72%	-
	2015	68%	63%	73%	52%	68%	90%	-	91%	*	100%	*	63%	76%	78%	66%	-
Science	2016	77%	74%	77%	56%	74%	100%	-	95%	*	*	*	67%	75%	81%	72%	-
	2015	75%	71%	63%	36%	65%	92%	-	86%	-	*	*	58%	73%	68%	56%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	46%	27%	38%	65%	-	71%	60%	41%	4%	37%	47%	47%	43%	-
	2015	38%	34%	42%	29%	31%	62%	-	64%	*	39%	5%	31%	47%	43%	40%	-
Reading	2016	42%	38%	48%	30%	43%	74%	-	67%	*	58%	0%	40%	47%	50%	46%	-
	2015	40%	36%	50%	39%	41%	67%	-	69%	*	50%	5%	39%	51%	52%	48%	-
Mathematics	2016	40%	35%	45%	26%	37%	61%	-	76%	*	42%	5%	38%	50%	48%	42%	-
	2015	36%	30%	41%	26%	32%	59%	-	67%	*	36%	8%	29%	49%	39%	43%	-
Writing	2016	39%	36%	42%	26%	46%	40%	-	64%	-	*	*	36%	46%	45%	37%	-
	2015	31%	27%	31%	19%	13%	50%	-	54%	*	40%	*	19%	34%	38%	21%	-
Science	2016	44%	41%	39%	19%	21%	75%	-	69%	*	*	*	28%	33%	38%	42%	-
	2015	40%	35%	26%	12%	15%	62%	-	46%	-	*	*	20%	42%	30%	19%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	21%	12%	12%	27%	-	39%	20%	14%	1%	14%	22%	24%	17%	-
	2015	14%	12%	20%	11%	10%	32%	-	38%	*	11%	2%	11%	25%	21%	18%	-
Reading	2016	16%	14%	25%	18%	15%	35%	-	40%	*	25%	0%	15%	24%	30%	19%	-
	2015	15%	13%	27%	18%	15%	46%	-	46%	*	14%	3%	18%	30%	27%	26%	-
Mathematics	2016	17%	15%	22%	10%	13%	24%	-	47%	*	8%	0%	15%	27%	24%	20%	-
	2015	14%	11%	19%	9%	11%	28%	-	40%	*	14%	3%	10%	26%	21%	18%	-
Writing	2016	14%	11%	16%	12%	7%	27%	-	27%	-	*	*	13%	17%	22%	9%	-
	2015	8%	6%	10%	0%	0%	20%	-	29%	*	0%	*	2%	18%	16%	2%	-

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	8%	0%	6%	8%	-	21%	*	*	*	5%	0%	8%	8%	-
	2015	14%	12%	6%	2%	3%	8%	-	14%	-	*	*	2%	4%	6%	5%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	98%	100%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	98%	100%	99%	99%	100%	-	100%	100%	100%	98%	100%	99%	100%	100%	99%	-
Mathematics	2016	100%	99%	100%	99%	100%	98%	-	100%	*	100%	100%	99%	99%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	100%	-	100%	100%	100%	98%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	14%	14%	0%	*	-	*	-	-	14%	12%	22%	13%	14%	14%	-
% STAAR/EOC With Accommodations	2016	73%	69%	86%	86%	100%	*	-	*	-	-	86%	88%	78%	88%	86%	86%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	11%	9%	0%	*	-	*	-	-	11%	12%	22%	6%	14%	14%	-
% STAAR/EOC With Accommodations	2016	75%	69%	89%	91%	100%	*	-	*	-	-	89%	88%	78%	94%	86%	86%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-

** 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y	Y	Y						Y				4	4	100
Science	Y	N	Y			Y			Y				4	5	80
Social Studies													0	0	
Total													22	25	88
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N		Y	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													38	41	93

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	330	90	87	41	-	100	*	**	146	9	103	n/a
Total Tests	422	145	111	46	-	106	*	**	205	34	121	79
% at Level II Satisfactory Standard	78%	62%	78%	89%	-	94%	*	83%	71%	26%	85%	n/a
Mathematics												
# at Level II Satisfactory Standard	354	100	94	43	-	105	*	**	160	13	113	n/a
Total Tests	422	144	111	46	-	107	*	**	204	34	122	80
% at Level II Satisfactory Standard	84%	69%	85%	93%	-	98%	*	83%	78%	38%	93%	n/a
Writing												
# at Level II Satisfactory Standard	71	23	19	**	-	18	-	*	30	*	21	n/a
Total Tests	94	31	26	**	-	20	-	*	44	*	28	21
% at Level II Satisfactory Standard	76%	74%	73%	67%	-	90%	-	*	68%	*	75%	n/a
Science												
# at Level II Satisfactory Standard	96	23	24	12	-	34	*	*	39	*	34	n/a
Total Tests	123	39	33	12	-	35	*	*	57	*	39	21
% at Level II Satisfactory Standard	78%	59%	73%	100%	-	97%	*	*	68%	*	87%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	453	160	115	47	-	116	*	**	217	37	n/a	91
Total Students	453	160	115	47	-	116	*	**	217	37	n/a	91
Participation Rate	100%	100%	100%	100%	-	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	451	159	115	46	-	116	*	**	215	37	n/a	90
Total Students	453	160	115	47	-	116	*	**	217	37	n/a	91
Participation Rate	100%	99%	100%	98%	-	100%	*	100%	99%	100%	n/a	99%

* 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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	38.0	85.5%	73.8%	74.7%
Masters	6.4	14.5%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		25	0	25
Total Number of Classes		48	0	48
Number of Classes Taught by Highly Qualified Teachers	Number	48	0	48
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: WILLIAMS EL

Campus ID: 220901145

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	62%	62%	72%	43%	*	64%	-	-	*	55%	60%	62%	61%	-		
	2015	74%	66%	71%	71%	61%	82%	-	83%	-	-	54%	67%	74%	70%	73%	-		
Mathematics	2016	74%	70%	67%	55%	75%	61%	*	79%	-	-	42%	64%	69%	60%	72%	-		
	2015	74%	64%	73%	62%	68%	94%	-	92%	-	-	46%	67%	77%	72%	75%	-		
Grade 4																			
Reading	2016	74%	67%	69%	60%	69%	69%	-	100%	-	-	38%	70%	77%	72%	66%	-		
	2015	71%	64%	64%	50%	71%	61%	-	100%	-	*	*	63%	52%	69%	57%	-		
Mathematics	2016	72%	66%	59%	45%	58%	69%	-	100%	-	-	31%	55%	69%	60%	58%	-		
	2015	71%	62%	58%	42%	65%	56%	-	89%	-	*	*	57%	43%	56%	60%	-		
Writing	2016	68%	63%	62%	55%	56%	69%	-	100%	-	-	33%	60%	73%	68%	57%	-		
	2015	67%	60%	61%	57%	65%	44%	-	100%	-	*	*	61%	52%	73%	48%	-		
Grade 5																			
Reading	2016	80%	74%	80%	79%	80%	74%	*	100%	-	*	45%	80%	67%	81%	78%	-		
	2015	83%	79%	79%	79%	76%	81%	-	93%	-	*	*	79%	80%	86%	73%	*		
Mathematics	2016	85%	79%	91%	94%	85%	89%	*	100%	-	*	67%	91%	81%	92%	89%	-		
	2015	75%	67%	81%	74%	78%	94%	-	100%	-	*	28%	81%	85%	84%	78%	*		
Science	2016	73%	67%	82%	77%	85%	79%	*	100%	-	*	50%	81%	71%	78%	87%	-		
	2015	69%	61%	72%	74%	61%	81%	-	93%	-	*	*	71%	73%	77%	68%	*		
Grade 6																			
Reading	2016	68%	67%	70%	74%	55%	85%	-	100%	-	*	*	71%	57%	79%	62%	-		
	2015	73%	74%	73%	71%	79%	68%	*	76%	-	-	*	67%	56%	76%	71%	-		
Mathematics	2016	71%	69%	78%	77%	70%	92%	-	100%	-	*	*	79%	62%	81%	76%	-		
	2015	72%	73%	78%	63%	88%	74%	*	88%	-	-	*	73%	72%	76%	79%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	72%	68%	71%	71%	100%	93%	-	60%	36%	71%	68%	74%	70%	-
	2015	73%	69%	71%	64%	71%	73%	*	91%	-	72%	29%	69%	69%	74%	69%	*
Reading	2016	72%	67%	70%	69%	68%	65%	*	89%	-	*	32%	69%	65%	74%	66%	-
	2015	74%	70%	72%	68%	72%	72%	*	87%	-	*	32%	70%	68%	76%	69%	*
Mathematics	2016	75%	70%	74%	68%	73%	76%	*	93%	-	*	37%	72%	70%	74%	74%	-
	2015	73%	67%	73%	60%	75%	78%	*	92%	-	83%	30%	70%	72%	72%	73%	*
Writing	2016	68%	64%	62%	55%	56%	69%	-	100%	-	-	33%	60%	73%	68%	57%	-
	2015	68%	63%	61%	57%	65%	44%	-	100%	-	*	*	61%	52%	73%	48%	-
Science	2016	77%	74%	82%	77%	85%	79%	*	100%	-	*	50%	81%	71%	78%	87%	-
	2015	75%	71%	72%	74%	61%	81%	-	93%	-	*	*	71%	73%	77%	68%	*

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	36%	29%	35%	37%	0%	67%	-	30%	14%	35%	26%	38%	35%	-
	2015	38%	34%	36%	25%	36%	35%	*	65%	-	56%	14%	35%	33%	39%	33%	*
Reading	2016	42%	38%	31%	29%	28%	28%	*	57%	-	*	13%	30%	19%	35%	28%	-
	2015	40%	36%	36%	28%	35%	39%	*	58%	-	*	12%	36%	30%	42%	31%	*
Mathematics	2016	40%	35%	42%	34%	41%	44%	*	78%	-	*	15%	41%	32%	43%	42%	-
	2015	36%	30%	39%	28%	43%	33%	*	67%	-	67%	18%	38%	39%	39%	40%	*
Writing	2016	39%	36%	29%	15%	28%	44%	-	64%	-	-	13%	27%	31%	36%	23%	-
	2015	31%	27%	29%	14%	29%	22%	-	89%	-	*	*	28%	39%	33%	24%	-
Science	2016	44%	41%	40%	29%	44%	42%	*	67%	-	*	20%	35%	24%	35%	47%	-
	2015	40%	35%	29%	19%	22%	44%	-	64%	-	*	*	26%	18%	33%	25%	*

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	16%	7%	14%	19%	0%	43%	-	20%	6%	15%	12%	15%	16%	-
	2015	14%	12%	14%	10%	10%	15%	*	35%	-	33%	3%	13%	9%	16%	13%	*
Reading	2016	16%	14%	14%	9%	13%	15%	*	33%	-	*	6%	14%	9%	15%	14%	-
	2015	15%	13%	17%	14%	11%	17%	*	35%	-	*	3%	15%	8%	20%	14%	*
Mathematics	2016	17%	15%	18%	7%	17%	20%	*	54%	-	*	7%	18%	18%	16%	20%	-
	2015	14%	11%	16%	10%	12%	16%	*	42%	-	50%	5%	16%	13%	17%	16%	*
Writing	2016	14%	11%	15%	3%	14%	31%	-	36%	-	-	7%	14%	12%	18%	11%	-
	2015	8%	6%	4%	0%	3%	6%	-	22%	-	*	*	3%	4%	5%	2%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	11%	3%	10%	16%	*	44%	-	*	0%	10%	0%	10%	13%	-
	2015	14%	12%	6%	2%	7%	6%	-	14%	-	*	*	5%	0%	9%	3%	*

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	98%	100%	100%	100%	99%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%	100%	100%	100%
Reading	2016	99%	99%	100%	100%	99%	100%	*	100%	-	*	98%	100%	100%	100%	100%	-
	2015	99%	98%	100%	100%	99%	100%	100%	100%	-	100%	98%	100%	99%	100%	100%	100%
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	98%	100%	99%	100%	100%	100%
Writing	2016	99%	100%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	98%	100%	95%	100%	*	100%	-	*	83%	99%	100%	100%	96%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%

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

Reading Tests																	
% of Participants	2016	98%	97%	98%	100%	93%	100%	-	*	-	*	98%	98%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	26%	31%	29%	17%	-	*	-	*	26%	26%	22%	29%	24%	-
% STAAR/EOC With Accommodations	2016	73%	69%	61%	62%	64%	67%	-	*	-	*	61%	67%	67%	62%	61%	-
% STAAR Alternate2	2016	11%	8%	11%	8%	0%	17%	-	*	-	*	11%	5%	11%	10%	12%	-
% of Non-Participants	2016	2%	3%	2%	0%	7%	0%	-	*	-	*	2%	2%	0%	0%	3%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	26%	31%	29%	17%	-	*	-	*	26%	26%	22%	29%	24%	-
% STAAR/EOC With Accommodations	2016	75%	69%	63%	62%	71%	67%	-	*	-	*	63%	70%	67%	62%	64%	-
% STAAR Alternate2	2016	12%	9%	11%	8%	0%	17%	-	*	-	*	11%	5%	11%	10%	12%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-

** 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 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	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%	60%			
Reading	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y	N	N						Y		Y		3	5	60
Science	Y	Y	Y						Y				4	4	100
Social Studies													0	0	
Total													21	25	84
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													37	41	90

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	277	92	99	44	-	**	-	*	217	17	96	n/a
Total Tests	395	135	144	67	-	**	-	*	312	52	131	97
% at Level II Satisfactory Standard	70%	68%	69%	66%	-	89%	-	*	70%	33%	73%	n/a
Mathematics												
# at Level II Satisfactory Standard	292	90	105	52	-	**	-	*	228	20	102	n/a
Total Tests	396	135	145	67	-	**	-	*	313	53	131	97
% at Level II Satisfactory Standard	74%	67%	72%	78%	-	93%	-	*	73%	38%	78%	n/a
Writing												
# at Level II Satisfactory Standard	63	21	20	11	-	11	-	-	49	5	27	n/a
Total Tests	98	38	34	15	-	11	-	-	80	15	33	25
% at Level II Satisfactory Standard	64%	55%	59%	73%	-	100%	-	-	61%	33%	82%	n/a
Science												
# at Level II Satisfactory Standard	82	26	33	14	-	**	-	*	64	5	22	n/a
Total Tests	100	33	39	18	-	**	-	*	79	10	28	19
% at Level II Satisfactory Standard	82%	79%	85%	78%	-	100%	-	*	81%	50%	79%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	417	142	152	71	*	46	-	*	315	53	n/a	103
Total Students	418	142	153	71	*	46	-	*	316	54	n/a	103
Participation Rate	100%	100%	99%	100%	*	100%	-	*	100%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	419	143	153	71	*	46	-	*	316	54	n/a	103
Total Students	419	143	153	71	*	46	-	*	316	54	n/a	103
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.5	73.2%	73.8%	74.7%
Masters	13.0	26.8%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		36	4	40
Total Number of Classes		60	4	64
Number of Classes Taught by Highly Qualified Teachers	Number	60	4	64
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: WIMBISH EL

Campus ID: 220901116

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 3																	
Reading	2016	72%	68%	45%	32%	55%	*	*	-	-	86%	*	45%	56%	51%	38%	-
	2015	74%	66%	46%	35%	48%	75%	-	*	*	*	*	45%	50%	57%	37%	-
Mathematics	2016	74%	70%	50%	32%	68%	*	*	-	-	86%	*	49%	78%	56%	44%	-
	2015	74%	64%	46%	29%	65%	*	-	*	*	*	*	42%	79%	47%	45%	-
Grade 4																	
Reading	2016	74%	67%	32%	26%	38%	*	-	*	-	*	*	27%	*	34%	31%	-
	2015	71%	64%	49%	33%	59%	67%	*	*	-	*	*	48%	50%	58%	43%	-
Mathematics	2016	72%	66%	42%	33%	57%	*	-	*	-	*	*	44%	54%	37%	46%	-
	2015	71%	62%	36%	17%	48%	*	*	*	-	*	*	31%	45%	48%	26%	-
Writing	2016	68%	63%	34%	33%	30%	*	-	*	-	*	*	39%	*	39%	30%	-
	2015	67%	60%	35%	31%	36%	*	*	*	-	*	*	36%	42%	45%	28%	-
Grade 5																	
Reading	2016	80%	74%	64%	41%	82%	78%	-	*	-	*	43%	67%	70%	71%	60%	-
	2015	83%	79%	69%	59%	81%	67%	-	-	-	100%	*	65%	64%	73%	65%	-
Mathematics	2016	85%	79%	59%	38%	73%	78%	-	*	-	*	36%	59%	50%	65%	55%	-
	2015	75%	67%	42%	30%	63%	*	-	-	-	*	*	39%	57%	41%	42%	-
Science	2016	73%	67%	53%	31%	65%	78%	-	*	-	*	38%	53%	*	64%	44%	-
	2015	69%	61%	43%	32%	59%	56%	-	-	-	*	*	42%	50%	34%	50%	-
Grade 6																	
Reading	2016	68%	67%	57%	50%	59%	64%	-	-	*	83%	*	59%	*	63%	52%	-
	2015	73%	74%	64%	56%	65%	100%	-	-	*	*	*	66%	53%	74%	57%	-
Mathematics	2016	71%	69%	57%	45%	68%	70%	-	-	*	*	*	57%	50%	56%	57%	-
	2015	72%	73%	60%	56%	62%	75%	-	-	*	*	*	59%	53%	68%	55%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	50%	36%	61%	62%	*	78%	*	71%	32%	51%	45%	53%	46%	-
	2015	73%	69%	49%	39%	58%	59%	*	71%	*	55%	24%	47%	53%	54%	45%	-
Reading	2016	72%	67%	50%	37%	61%	61%	*	*	*	78%	31%	50%	43%	55%	46%	-
	2015	74%	70%	58%	48%	64%	76%	*	*	*	67%	27%	57%	54%	66%	51%	-
Mathematics	2016	75%	70%	52%	37%	67%	66%	*	*	*	67%	31%	53%	57%	54%	51%	-
	2015	73%	67%	46%	34%	59%	53%	*	*	*	47%	24%	42%	57%	51%	42%	-
Writing	2016	68%	64%	34%	33%	30%	*	-	*	-	*	*	39%	*	39%	30%	-
	2015	68%	63%	35%	31%	36%	*	*	*	-	*	*	36%	42%	45%	28%	-
Science	2016	77%	74%	53%	31%	65%	78%	-	*	-	*	38%	53%	*	64%	44%	-
	2015	75%	71%	43%	32%	59%	56%	-	-	-	*	*	42%	50%	34%	50%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	17%	11%	20%	24%	*	67%	*	29%	11%	18%	14%	20%	15%	-
	2015	38%	34%	15%	9%	20%	22%	*	71%	*	13%	3%	14%	15%	19%	12%	-
Reading	2016	42%	38%	21%	16%	24%	27%	*	*	*	33%	14%	21%	17%	24%	18%	-
	2015	40%	36%	21%	11%	29%	29%	*	*	*	20%	0%	18%	25%	26%	16%	-
Mathematics	2016	40%	35%	16%	9%	20%	25%	*	*	*	33%	9%	16%	14%	18%	15%	-
	2015	36%	30%	13%	8%	16%	18%	*	*	*	7%	3%	13%	12%	16%	10%	-
Writing	2016	39%	36%	3%	3%	0%	*	-	*	-	*	*	4%	*	3%	3%	-
	2015	31%	27%	4%	3%	4%	*	*	*	-	*	*	5%	0%	10%	0%	-
Science	2016	44%	41%	20%	13%	23%	33%	-	*	-	*	15%	22%	*	24%	17%	-
	2015	40%	35%	12%	6%	15%	33%	-	-	-	*	*	12%	7%	7%	16%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	5%	3%	5%	9%	*	22%	*	20%	0%	5%	4%	6%	4%	-
	2015	14%	12%	4%	2%	5%	8%	*	29%	*	3%	0%	4%	2%	5%	3%	-
Reading	2016	16%	14%	8%	5%	7%	15%	*	*	*	28%	0%	8%	5%	9%	7%	-
	2015	15%	13%	7%	5%	10%	9%	*	*	*	0%	0%	7%	5%	8%	6%	-
Mathematics	2016	17%	15%	4%	2%	5%	3%	*	*	*	17%	0%	5%	5%	5%	4%	-
	2015	14%	11%	3%	0%	3%	6%	*	*	*	7%	0%	3%	2%	5%	1%	-
Writing	2016	14%	11%	0%	0%	0%	*	-	*	-	*	*	0%	*	0%	0%	-
	2015	8%	6%	0%	0%	0%	*	*	*	-	*	*	0%	0%	0%	0%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	3%	0%	3%	11%	-	*	-	*	0%	2%	*	6%	0%	-
	2015	14%	12%	4%	4%	0%	22%	-	-	-	*	*	4%	0%	0%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	100%	100%	98%	99%	99%	100%	99%	-	
Reading	2016	99%	99%	100%	99%	100%	100%	*	*	*	100%	100%	100%	100%	100%	99%	-	
	2015	99%	98%	100%	100%	99%	100%	100%	100%	100%	100%	97%	100%	100%	100%	99%	-	
Mathematics	2016	100%	99%	100%	99%	100%	100%	*	*	*	100%	100%	100%	100%	100%	99%	-	
	2015	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	97%	100%	100%	100%	99%	-	
Writing	2016	99%	100%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	
	2015	99%	99%	97%	100%	93%	100%	100%	100%	-	100%	100%	97%	95%	97%	98%	-	
Science	2016	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-	
	2015	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	

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

Reading Tests																		
% of Participants	2016	98%	97%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	
% STAAR/EOC With No Accommodations	2016	13%	20%	14%	11%	0%	43%	-	-	-	-	14%	11%	0%	7%	20%	-	
% STAAR/EOC With Accommodations	2016	73%	69%	80%	79%	100%	57%	-	-	-	-	80%	82%	100%	87%	75%	-	
% STAAR Alternate2	2016	11%	8%	6%	11%	0%	0%	-	-	-	-	6%	7%	0%	7%	5%	-	
% of Non-Participants	2016	2%	3%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	
Mathematics Tests																		
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-	
% STAAR/EOC With No Accommodations	2016	12%	20%	17%	11%	11%	43%	-	-	-	-	17%	14%	20%	13%	20%	-	
% STAAR/EOC With Accommodations	2016	75%	69%	77%	79%	89%	57%	-	-	-	-	77%	79%	80%	80%	75%	-	
% STAAR Alternate2	2016	12%	9%	6%	11%	0%	0%	-	-	-	-	6%	7%	0%	7%	5%	-	
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-	

** 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 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	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	N	N	Y						N	N	Y		2	6	33
Mathematics	N	N	Y						N	N	Y		2	6	33
Writing	N	N							N				0	3	0
Science	N	N	Y						N				1	4	25
Social Studies													0	0	
Total													5	19	26
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			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													19	33	58

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	134	48	57	14	-	*	*	12	120	8	32	n/a
Total Tests	263	135	86	24	-	*	*	14	236	29	53	39
% at Level II Satisfactory Standard	51%	36%	66%	58%	-	*	*	86%	51%	28%	60%	n/a
Mathematics												
# at Level II Satisfactory Standard	135	48	58	15	-	*	*	10	121	8	34	n/a
Total Tests	263	135	86	24	-	*	*	14	236	29	53	39
% at Level II Satisfactory Standard	51%	36%	67%	63%	-	*	*	71%	51%	28%	64%	n/a
Writing												
# at Level II Satisfactory Standard	22	10	7	*	-	*	-	*	20	*	*	n/a
Total Tests	60	32	19	*	-	*	-	*	51	*	*	*
% at Level II Satisfactory Standard	37%	31%	37%	*	-	*	-	*	39%	*	*	n/a
Science												
# at Level II Satisfactory Standard	35	9	18	6	-	*	-	*	33	*	12	n/a
Total Tests	64	27	27	8	-	*	-	*	60	*	17	*
% at Level II Satisfactory Standard	55%	33%	67%	75%	-	*	-	*	55%	*	71%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	314	160	98	33	*	*	*	18	260	35	n/a	42
Total Students	315	161	98	33	*	*	*	18	261	35	n/a	42
Participation Rate	100%	99%	100%	100%	*	*	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	313	160	98	32	*	*	*	18	259	35	n/a	42
Total Students	314	161	98	32	*	*	*	18	260	35	n/a	42
Participation Rate	100%	99%	100%	100%	*	*	*	100%	100%	100%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	29.3	72.7%	73.8%	74.7%
Masters	11.0	27.3%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

High Poverty

Core Academic Subject Areas

		General	Special	Total
		Education	Education	
Total Number of Teachers		34	3	37
Total Number of Classes		52	0	52
Number of Classes Taught by Highly Qualified Teachers	Number	52	0	52
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: WOOD EL

Campus ID: 220901133

District Name: ARLINGTON 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.

Grade	Subject	Year	STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)																
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3																			
Reading	2016	72%	68%	71%	56%	63%	80%	-	*	-	*	*	56%	50%	70%	71%	-		
	2015	74%	66%	73%	57%	68%	81%	*	*	-	*	38%	61%	52%	70%	75%	-		
Mathematics	2016	74%	70%	81%	78%	88%	84%	-	*	-	*	*	67%	71%	79%	83%	-		
	2015	74%	64%	68%	50%	50%	80%	*	63%	-	*	42%	56%	55%	70%	66%	-		
Grade 4																			
Reading	2016	74%	67%	73%	55%	68%	80%	*	71%	-	*	29%	58%	42%	75%	71%	-		
	2015	71%	64%	72%	46%	55%	83%	-	71%	-	*	*	51%	*	80%	62%	-		
Mathematics	2016	72%	66%	72%	64%	68%	73%	*	86%	-	*	*	62%	53%	77%	68%	-		
	2015	71%	62%	81%	77%	68%	84%	-	100%	-	*	*	77%	60%	82%	81%	-		
Writing	2016	68%	63%	70%	64%	56%	81%	*	71%	-	*	35%	57%	37%	75%	67%	-		
	2015	67%	60%	68%	*	50%	79%	-	86%	-	*	*	51%	*	74%	61%	-		
Grade 5																			
Reading	2016	80%	74%	81%	58%	64%	90%	-	100%	-	*	*	63%	*	83%	80%	-		
	2015	83%	79%	92%	67%	96%	96%	-	88%	-	100%	80%	85%	80%	95%	89%	-		
Mathematics	2016	85%	79%	88%	58%	92%	90%	-	100%	-	*	71%	80%	80%	93%	82%	-		
	2015	75%	67%	81%	47%	79%	86%	-	88%	-	100%	*	59%	70%	82%	80%	-		
Science	2016	73%	67%	75%	*	60%	87%	-	86%	-	*	*	55%	60%	79%	70%	-		
	2015	69%	61%	79%	33%	75%	88%	-	88%	-	100%	50%	59%	50%	78%	80%	-		
Grade 6																			
Reading	2016	68%	67%	81%	42%	81%	87%	-	70%	-	*	*	66%	50%	85%	77%	-		
	2015	73%	74%	86%	75%	76%	91%	-	*	*	*	*	76%	*	89%	83%	-		
Mathematics	2016	71%	69%	89%	67%	83%	94%	-	100%	-	*	67%	80%	79%	95%	84%	-		
	2015	72%	73%	86%	69%	76%	93%	-	*	*	*	*	76%	*	88%	85%	-		

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	74%	70%	78%	57%	72%	85%	100%	82%	-	65%	35%	64%	55%	81%	75%	-
	2015	73%	69%	79%	56%	70%	86%	*	81%	*	90%	48%	65%	53%	81%	77%	-
Reading	2016	72%	67%	77%	52%	70%	85%	*	77%	-	62%	29%	61%	46%	78%	75%	-
	2015	74%	70%	81%	62%	74%	88%	*	73%	*	88%	52%	68%	53%	84%	79%	-
Mathematics	2016	75%	70%	83%	66%	81%	86%	*	90%	-	69%	43%	72%	68%	86%	79%	-
	2015	73%	67%	79%	60%	68%	86%	*	85%	*	88%	44%	66%	57%	80%	78%	-
Writing	2016	68%	64%	70%	64%	56%	81%	*	71%	-	*	35%	57%	37%	75%	67%	-
	2015	68%	63%	68%	*	50%	79%	-	86%	-	*	*	51%	*	74%	61%	-
Science	2016	77%	74%	75%	*	60%	87%	-	86%	-	*	*	55%	60%	79%	70%	-
	2015	75%	71%	79%	33%	75%	88%	-	88%	-	100%	50%	59%	50%	78%	80%	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects	2016	42%	38%	47%	21%	32%	59%	50%	53%	-	35%	14%	24%	14%	50%	45%	-
	2015	38%	34%	45%	14%	35%	55%	*	49%	*	65%	19%	26%	18%	47%	44%	-
Reading	2016	42%	38%	47%	18%	31%	60%	*	47%	-	38%	10%	24%	12%	51%	42%	-
	2015	40%	36%	50%	17%	34%	63%	*	42%	*	63%	15%	27%	17%	52%	48%	-
Mathematics	2016	40%	35%	52%	23%	37%	64%	*	57%	-	38%	19%	28%	19%	52%	52%	-
	2015	36%	30%	43%	14%	36%	49%	*	62%	*	63%	22%	27%	22%	43%	42%	-
Writing	2016	39%	36%	40%	27%	33%	47%	*	57%	-	*	18%	25%	11%	45%	36%	-
	2015	31%	27%	32%	*	18%	39%	-	43%	-	*	*	17%	*	43%	20%	-
Science	2016	44%	41%	36%	*	16%	44%	-	57%	-	*	*	14%	0%	34%	38%	-
	2015	40%	35%	50%	0%	46%	61%	-	38%	-	83%	30%	29%	20%	48%	52%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2016	17%	14%	25%	5%	16%	33%	0%	22%	-	23%	0%	8%	1%	25%	24%	-
	2015	14%	12%	21%	1%	14%	27%	*	19%	*	33%	6%	7%	4%	23%	18%	-
Reading	2016	16%	14%	26%	5%	16%	35%	*	20%	-	31%	0%	8%	2%	27%	25%	-
	2015	15%	13%	26%	2%	14%	36%	*	15%	*	50%	9%	7%	4%	30%	23%	-
Mathematics	2016	17%	15%	27%	5%	20%	34%	*	30%	-	23%	0%	9%	2%	25%	29%	-
	2015	14%	11%	19%	2%	17%	23%	*	19%	*	19%	3%	9%	4%	19%	18%	-
Writing	2016	14%	11%	20%	9%	19%	26%	*	0%	-	*	0%	7%	0%	24%	16%	-
	2015	8%	6%	10%	*	0%	13%	-	43%	-	*	*	0%	*	13%	7%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Science	2016	15%	13%	15%	*	0%	24%	-	14%	-	*	*	4%	0%	16%	14%	-
	2015	14%	12%	18%	0%	13%	22%	-	13%	-	33%	10%	10%	0%	23%	12%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	100%	99%	100%	100%	-	100%	98%	99%	100%	99%	100%	-
	2015	99%	99%	99%	99%	100%	99%	100%	100%	100%	100%	99%	99%	99%	99%	100%	-
Reading	2016	99%	99%	100%	100%	100%	99%	*	100%	-	100%	98%	99%	100%	99%	100%	-
	2015	99%	98%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	99%	*	100%	-	100%	98%	99%	100%	99%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	100%	100%	97%	99%	98%	100%	100%	-
Writing	2016	99%	100%	98%	100%	97%	97%	*	100%	-	*	100%	98%	100%	96%	99%	-
	2015	99%	99%	97%	92%	100%	97%	-	100%	-	100%	100%	95%	100%	96%	98%	-
Science	2016	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	98%	100%	100%	95%	-	*	-	*	98%	95%	100%	94%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	23%	13%	33%	23%	-	*	-	*	23%	24%	14%	31%	19%	-
% STAAR/EOC With Accommodations	2016	73%	69%	70%	75%	67%	68%	-	*	-	*	70%	62%	71%	56%	78%	-
% STAAR Alternate2	2016	11%	8%	5%	13%	0%	5%	-	*	-	*	5%	10%	14%	6%	4%	-
% of Non-Participants	2016	2%	3%	2%	0%	0%	5%	-	*	-	*	2%	5%	0%	6%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	98%	100%	100%	95%	-	*	-	*	98%	95%	100%	94%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	26%	13%	33%	27%	-	*	-	*	26%	24%	14%	31%	22%	-
% STAAR/EOC With Accommodations	2016	75%	69%	67%	75%	67%	64%	-	*	-	*	67%	62%	71%	56%	74%	-
% STAAR Alternate2	2016	12%	9%	5%	13%	0%	5%	-	*	-	*	5%	10%	14%	6%	4%	-
% of Non-Participants	2016	1%	2%	2%	0%	0%	5%	-	*	-	*	2%	5%	0%	6%	0%	-

** 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 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	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	N	Y	Y		Y			Y	N	Y		6	8	75
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y		Y	Y					N				3	4	75
Science	Y			Y					N				2	3	67
Social Studies													0	0	
Total													18	23	78
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													34	39	87

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	350	23	81	213	*	23	-	**	107	12	40	n/a
Total Tests	445	44	108	251	*	27	-	**	173	39	65	51
% at Level II Satisfactory Standard	79%	52%	75%	85%	*	85%	-	62%	62%	31%	62%	n/a
Mathematics												
# at Level II Satisfactory Standard	375	29	93	215	*	27	-	**	126	18	53	n/a
Total Tests	445	44	108	251	*	27	-	**	173	39	65	51
% at Level II Satisfactory Standard	84%	66%	86%	86%	*	100%	-	69%	73%	46%	82%	n/a
Writing												
# at Level II Satisfactory Standard	83	7	19	48	*	5	-	*	25	6	11	n/a
Total Tests	112	11	30	59	*	6	-	*	44	15	20	16
% at Level II Satisfactory Standard	74%	64%	63%	81%	*	83%	-	*	57%	40%	55%	n/a
Science												
# at Level II Satisfactory Standard	80	*	15	54	-	6	-	*	27	*	11	n/a
Total Tests	105	*	24	61	-	7	-	*	48	*	15	10
% at Level II Satisfactory Standard	76%	*	63%	89%	-	86%	-	*	56%	*	73%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	472	44	123	260	*	30	-	**	174	42	n/a	58
Total Students	474	44	123	262	*	30	-	**	175	43	n/a	58
Participation Rate	100%	100%	100%	99%	*	100%	-	100%	99%	98%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	471	44	122	260	*	30	-	**	174	42	n/a	57
Total Students	473	44	122	262	*	30	-	**	175	43	n/a	57
Participation Rate	100%	100%	100%	99%	*	100%	-	100%	99%	98%	n/a	100%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments**Reading**

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A

Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.0	77.8%	73.8%	74.7%
Masters	10.0	22.2%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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 Education	Special Education	Total
Total Number of Teachers		37	2	39
Total Number of Classes		53	2	55
Number of Classes Taught by Highly Qualified Teachers	Number	53	2	55
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	%
		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

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

Campus Name: WORKMAN J H

Campus ID: 220901050

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African	American	White	Indian	Asian	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
					American	Islander				More	Disadv						
Grade 6																	
Reading	2015	73%	74%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
Mathematics	2015	72%	73%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
Grade 7																	
Reading	2016	69%	67%	57%	49%	57%	64%	*	82%	*	*	11%	56%	33%	59%	54%	-
	2015	72%	71%	69%	54%	73%	67%	-	100%	-	*	*	70%	53%	72%	67%	*
Mathematics	2016	68%	67%	54%	38%	56%	64%	*	88%	*	*	*	54%	42%	56%	53%	-
	2015	68%	70%	67%	45%	74%	56%	-	100%	-	*	*	67%	54%	70%	64%	*
Writing	2016	68%	66%	53%	47%	50%	67%	*	83%	*	*	8%	52%	33%	61%	45%	-
	2015	69%	66%	61%	45%	67%	44%	-	90%	-	*	*	61%	41%	73%	51%	*
Grade 8																	
Reading	2016	85%	84%	81%	74%	84%	80%	*	87%	-	86%	17%	81%	68%	85%	78%	-
	2015	84%	82%	81%	75%	81%	84%	*	93%	*	*	23%	80%	65%	82%	81%	-
Mathematics	2016	80%	71%	63%	50%	69%	65%	-	64%	-	100%	14%	64%	60%	69%	59%	-
	2015	71%	58%	40%	33%	43%	38%	-	71%	*	*	*	39%	48%	46%	35%	-
Science	2016	73%	70%	63%	52%	64%	70%	*	87%	-	*	*	63%	46%	63%	62%	-
	2015	67%	66%	53%	34%	55%	50%	*	93%	*	*	*	52%	39%	55%	52%	-
Social Studies	2016	62%	63%	48%	39%	48%	45%	*	73%	-	*	*	47%	26%	45%	50%	-
	2015	61%	61%	49%	39%	47%	47%	*	89%	*	*	*	49%	47%	49%	49%	-
End of Course																	
Algebra I	2016	76%	68%	95%	88%	96%	90%	*	100%	-	*	*	94%	90%	94%	96%	-
	2015	77%	71%	98%	94%	98%	100%	*	100%	-	*	-	98%	86%	100%	96%	-

All Grades

		State	District	African Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Subjects	2016	74%	70%	61%	51%	62%	66%	60%	84%	83%	68%	9%	61%	43%	64%	59%	-
	2015	73%	69%	62%	48%	64%	59%	*	94%	*	61%	14%	62%	50%	66%	60%	*
Reading	2016	72%	67%	68%	61%	69%	74%	*	84%	*	73%	14%	68%	48%	71%	66%	-
	2015	74%	70%	76%	65%	77%	78%	*	96%	*	*	20%	75%	59%	77%	75%	*
Mathematics	2016	75%	70%	63%	47%	66%	68%	*	88%	*	82%	10%	63%	51%	66%	61%	-
	2015	73%	67%	62%	45%	65%	57%	*	96%	*	*	*	62%	54%	66%	58%	*
Writing	2016	68%	64%	53%	47%	50%	67%	*	83%	*	*	8%	52%	33%	61%	45%	-
	2015	68%	63%	61%	45%	67%	44%	-	90%	-	*	*	61%	41%	73%	51%	*
Science	2016	77%	74%	63%	52%	64%	70%	*	87%	-	*	*	63%	46%	63%	62%	-
	2015	75%	71%	53%	34%	55%	50%	*	93%	*	*	*	52%	39%	55%	52%	-
Social Studies	2016	76%	76%	48%	39%	48%	45%	*	73%	-	*	*	47%	26%	45%	50%	-
	2015	74%	74%	49%	39%	47%	47%	*	89%	*	*	*	49%	47%	49%	49%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	38%	26%	16%	26%	28%	40%	60%	17%	22%	1%	26%	10%	27%	25%	-
	2015	38%	34%	24%	12%	25%	17%	*	60%	*	39%	2%	24%	12%	28%	22%	*
Reading	2016	42%	38%	30%	22%	30%	39%	*	60%	*	27%	2%	30%	12%	33%	28%	-
	2015	40%	36%	28%	17%	28%	31%	*	58%	*	*	2%	27%	12%	31%	26%	*
Mathematics	2016	40%	35%	27%	15%	28%	21%	*	67%	*	27%	1%	27%	11%	27%	27%	-
	2015	36%	30%	28%	11%	31%	12%	*	79%	*	*	*	28%	15%	33%	24%	*
Writing	2016	39%	36%	25%	16%	24%	27%	*	59%	*	*	2%	24%	8%	30%	20%	-
	2015	31%	27%	22%	12%	25%	6%	-	52%	-	*	*	22%	7%	31%	16%	*
Science	2016	44%	41%	27%	17%	27%	30%	*	58%	-	*	*	28%	10%	27%	27%	-
	2015	40%	35%	21%	11%	21%	17%	*	57%	*	*	*	21%	8%	19%	22%	-
Social Studies	2016	45%	46%	14%	7%	13%	19%	*	44%	-	*	*	14%	3%	13%	15%	-
	2015	41%	41%	15%	8%	16%	10%	*	39%	*	*	*	15%	14%	15%	16%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	14%	8%	4%	7%	8%	0%	30%	0%	5%	1%	8%	1%	9%	8%	-
	2015	14%	12%	8%	4%	6%	4%	*	31%	*	17%	0%	7%	2%	9%	7%	*
Reading	2016	16%	14%	10%	6%	9%	11%	*	33%	*	9%	2%	10%	2%	11%	9%	-
	2015	15%	13%	10%	7%	8%	10%	*	33%	*	*	0%	10%	1%	10%	10%	*
Mathematics	2016	17%	15%	10%	5%	9%	7%	*	38%	*	9%	0%	10%	2%	11%	10%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2015	14%	11%	10%	5%	8%	2%	*	42%	*	*	*	10%	3%	11%	9%	*
Writing	2016	14%	11%	5%	4%	4%	3%	*	17%	*	*	2%	4%	0%	6%	3%	-
	2015	8%	6%	5%	1%	5%	0%	-	19%	-	*	*	5%	0%	9%	1%	*
Science	2016	15%	13%	8%	4%	7%	8%	*	29%	-	*	*	8%	1%	7%	8%	-
	2015	14%	12%	7%	3%	4%	3%	*	36%	*	*	*	7%	2%	6%	7%	-
Social Studies	2016	21%	22%	4%	1%	3%	7%	*	27%	-	*	*	4%	2%	4%	5%	-
	2015	18%	17%	3%	1%	2%	0%	*	14%	*	*	*	2%	4%	4%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	98%	99%	97%	100%	100%	100%	95%	98%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	99%	100%	100%	98%	100%	100%	100%	100%	100%
Reading	2016	99%	99%	99%	98%	99%	97%	*	99%	*	92%	99%	99%	100%	99%	99%	-
	2015	99%	98%	100%	100%	100%	100%	100%	98%	100%	100%	98%	100%	99%	100%	100%	100%
Mathematics	2016	100%	99%	99%	98%	100%	97%	*	100%	*	92%	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%
Writing	2016	99%	100%	100%	100%	99%	100%	*	100%	*	100%	100%	100%	99%	100%	99%	-
	2015	99%	99%	100%	100%	99%	100%	-	100%	-	100%	96%	100%	100%	99%	100%	100%
Science	2016	99%	99%	98%	96%	99%	93%	*	100%	-	100%	94%	98%	99%	98%	98%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Social Studies	2016	98%	99%	98%	96%	98%	98%	*	100%	-	100%	94%	98%	99%	98%	98%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	99%	100%	98%	100%	-	*	-	*	99%	100%	100%	98%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	39%	44%	31%	54%	-	*	-	*	39%	38%	23%	42%	37%	-
% STAAR/EOC With Accommodations	2016	73%	69%	60%	56%	68%	46%	-	*	-	*	60%	62%	78%	56%	63%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	1%	0%	2%	0%	-	*	-	*	1%	0%	0%	2%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	38%	44%	30%	54%	-	*	-	*	38%	38%	23%	43%	36%	-
% STAAR/EOC With Accommodations	2016	75%	69%	62%	56%	70%	46%	-	*	-	*	62%	62%	78%	57%	64%	-

Accommodations																		
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	-

*** 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 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	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	N		6	8	75
Mathematics	Y	N	Y	Y		Y			Y	N	N		5	8	63
Writing	N	N	N	Y		Y			N	N	N		2	8	25
Science	Y	N	Y	Y		Y			Y	N	N		5	8	63
Social Studies	N	N	N	N		Y			N	N	N		1	8	13
Total													19	40	48
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/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Mathematics														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total												35	56	63

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	911	208	566	46	*	81	*	8	812	15	264	n/a
Total Tests	1,314	328	810	65	*	96	*	10	1,178	113	470	366
% at Level II Satisfactory Standard	69%	63%	70%	71%	*	84%	*	80%	69%	13%	56%	n/a
Mathematics												
# at Level II Satisfactory Standard	843	158	543	43	*	86	*	9	753	11	266	n/a
Total Tests	1,312	327	808	65	*	97	*	10	1,177	113	469	365
% at Level II Satisfactory Standard	64%	48%	67%	66%	*	89%	*	90%	64%	10%	57%	n/a
Writing												
# at Level II Satisfactory Standard	376	88	217	18	*	47	*	*	331	*	122	n/a
Total Tests	702	181	431	27	*	55	*	*	627	*	287	214
% at Level II Satisfactory Standard	54%	49%	50%	67%	*	85%	*	*	53%	*	43%	n/a
Science												
# at Level II Satisfactory Standard	388	76	244	25	*	38	-	*	348	*	90	n/a
Total Tests	604	145	372	36	*	43	-	*	545	*	177	146
% at Level II Satisfactory Standard	64%	52%	66%	69%	*	88%	-	*	64%	*	51%	n/a
Social Studies												
# at Level II Satisfactory Standard	293	58	183	16	*	32	-	*	259	*	55	n/a
Total Tests	603	144	370	38	*	43	-	*	545	*	176	145
% at Level II Satisfactory Standard	49%	40%	49%	42%	*	74%	-	*	48%	*	31%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	1,395	362	842	72	*	101	*	11	1,220	123	n/a	387
Total Students	1,411	368	848	74	*	102	*	12	1,232	124	n/a	387
Participation Rate	99%	98%	99%	97%	*	99%	*	92%	99%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	1,391	359	840	72	*	102	*	11	1,216	123	n/a	385
Total Students	1,405	366	844	74	*	102	*	12	1,229	123	n/a	386
Participation Rate	99%	98%	100%	97%	*	100%	*	92%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a

Total Federal Cap Limit n/a

Mathematics

Number Proficient n/a

Total Federal Cap Limit n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	68.4	72.5%	73.8%	74.7%
Masters	25.0	26.5%	25.6%	23.6%
Doctorate	1.0	1.1%	0.6%	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.

High Poverty

Core Academic Subject Areas

General Education Special Education Total

Total Number of Teachers		63	3	66
Total Number of Classes		331	12	343
Number of Classes Taught by Highly Qualified Teachers	Number	331	12	343
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	% 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
		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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
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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

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

Campus Name: YOUNG J H

Campus ID: 220901049

District Name: ARLINGTON 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.

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		State	District	Campus	African American		American Indian		Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	White									
Grade 7																	
Reading	2016	69%	67%	75%	50%	69%	82%	*	84%	-	79%	23%	58%	42%	81%	69%	-
	2015	72%	71%	81%	78%	67%	87%	*	92%	-	75%	35%	72%	63%	85%	77%	-
Mathematics	2016	68%	67%	82%	64%	73%	88%	*	97%	-	79%	38%	67%	68%	83%	81%	-
	2015	68%	70%	85%	79%	73%	89%	*	100%	-	75%	40%	76%	69%	87%	82%	-
Writing	2016	68%	66%	75%	53%	61%	83%	*	96%	-	87%	29%	54%	47%	81%	70%	-
	2015	69%	66%	78%	69%	64%	84%	*	96%	-	63%	33%	64%	41%	85%	69%	-
Grade 8																	
Reading	2016	85%	84%	91%	88%	92%	92%	*	100%	-	88%	55%	88%	77%	94%	88%	-
	2015	84%	82%	91%	89%	86%	93%	*	100%	-	100%	50%	87%	83%	94%	89%	-
Mathematics	2016	80%	71%	83%	79%	81%	85%	*	100%	-	*	45%	80%	62%	86%	80%	-
	2015	71%	58%	69%	71%	62%	68%	*	100%	-	88%	*	63%	71%	77%	61%	-
Science	2016	73%	70%	83%	73%	79%	87%	*	96%	-	75%	47%	72%	69%	86%	80%	*
	2015	67%	66%	77%	67%	64%	81%	*	97%	-	100%	39%	65%	67%	77%	78%	-
Social Studies	2016	62%	63%	73%	66%	66%	75%	*	100%	-	75%	39%	65%	54%	74%	72%	-
	2015	61%	61%	67%	59%	55%	71%	*	97%	-	50%	*	48%	44%	68%	67%	-
End of Course																	
Algebra I	2016	76%	68%	100%	100%	100%	100%	-	100%	-	*	*	100%	-	100%	100%	-
	2015	77%	71%	100%	100%	100%	100%	-	100%	-	*	-	100%	*	100%	100%	-
Biology	2016	86%	82%	*	-	-	-	-	*	-	-	-	-	-	-	*	-
	2015	88%	84%	*	*	-	-	-	*	-	-	-	-	-	*	-	-
All Grades																	
All Subjects	2016	74%	70%	81%	70%	74%	85%	100%	96%	-	80%	40%	70%	59%	85%	78%	*
	2015	73%	69%	80%	74%	68%	83%	100%	97%	-	80%	31%	69%	64%	83%	76%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2016	72%	67%	83%	72%	80%	87%	*	91%	-	82%	40%	73%	56%	88%	78%	-
	2015	74%	70%	86%	83%	76%	90%	*	96%	-	89%	42%	80%	74%	90%	83%	-
Mathematics	2016	75%	70%	85%	76%	78%	89%	*	98%	-	77%	43%	75%	66%	87%	83%	-
	2015	73%	67%	82%	77%	70%	85%	*	100%	-	83%	25%	72%	74%	86%	77%	-
Writing	2016	68%	64%	75%	53%	61%	83%	*	96%	-	87%	29%	54%	47%	81%	70%	-
	2015	68%	63%	78%	69%	64%	84%	*	96%	-	63%	33%	64%	41%	85%	69%	-
Science	2016	77%	74%	83%	73%	79%	87%	*	96%	-	75%	47%	72%	69%	86%	80%	*
	2015	75%	71%	78%	68%	64%	81%	*	97%	-	100%	39%	65%	67%	77%	78%	-
Social Studies	2016	76%	76%	73%	66%	66%	75%	*	100%	-	75%	39%	65%	54%	74%	72%	-
	2015	74%	74%	67%	59%	55%	71%	*	97%	-	50%	*	48%	44%	68%	67%	-

STAAR Percent at Final Level II or Above**All Grades**

All Subjects	2016	42%	38%	52%	34%	39%	60%	70%	79%	-	56%	18%	36%	21%	56%	49%	*
	2015	38%	34%	47%	34%	31%	55%	57%	69%	-	47%	7%	30%	21%	52%	42%	-
Reading	2016	42%	38%	55%	38%	42%	62%	*	79%	-	55%	19%	38%	19%	60%	50%	-
	2015	40%	36%	52%	40%	34%	61%	*	64%	-	44%	13%	34%	15%	57%	47%	-
Mathematics	2016	40%	35%	59%	37%	43%	68%	*	88%	-	59%	19%	42%	31%	60%	58%	-
	2015	36%	30%	55%	41%	36%	61%	*	85%	-	67%	7%	35%	29%	59%	49%	-
Writing	2016	39%	36%	45%	19%	29%	54%	*	75%	-	53%	9%	28%	12%	56%	36%	-
	2015	31%	27%	46%	30%	34%	54%	*	67%	-	38%	8%	29%	12%	55%	35%	-
Science	2016	44%	41%	56%	42%	47%	61%	*	81%	-	75%	24%	42%	31%	58%	54%	*
	2015	40%	35%	50%	36%	32%	56%	*	77%	-	60%	3%	32%	39%	53%	48%	-
Social Studies	2016	45%	46%	39%	21%	26%	47%	*	62%	-	38%	16%	24%	8%	38%	39%	-
	2015	41%	41%	23%	9%	9%	29%	*	42%	-	10%	*	8%	6%	24%	22%	-

STAAR Percent at Level III Advanced**All Grades**

All Subjects	2016	17%	14%	26%	13%	17%	30%	10%	49%	-	32%	7%	13%	7%	27%	24%	*
	2015	14%	12%	22%	10%	12%	28%	0%	39%	-	20%	2%	9%	6%	25%	20%	-
Reading	2016	16%	14%	28%	15%	18%	33%	*	44%	-	36%	7%	15%	13%	30%	25%	-
	2015	15%	13%	27%	14%	16%	33%	*	38%	-	22%	1%	12%	3%	30%	24%	-
Mathematics	2016	17%	15%	32%	14%	22%	37%	*	65%	-	41%	6%	17%	13%	32%	32%	-
	2015	14%	11%	26%	11%	13%	32%	*	55%	-	33%	4%	11%	6%	27%	25%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Writing	2016	14%	11%	12%	7%	7%	13%	*	25%	-	13%	6%	5%	0%	15%	8%	-
	2015	8%	6%	15%	12%	11%	17%	*	21%	-	25%	3%	5%	6%	21%	7%	-
Science	2016	15%	13%	29%	15%	26%	33%	*	50%	-	38%	11%	11%	0%	31%	27%	*
	2015	14%	12%	27%	7%	13%	35%	*	48%	-	10%	0%	11%	17%	28%	26%	-
Social Studies	2016	21%	22%	21%	11%	12%	24%	*	50%	-	25%	7%	10%	0%	20%	21%	-
	2015	18%	17%	10%	0%	4%	14%	*	16%	-	0%	*	3%	0%	9%	11%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	100%	100%	99%	-	100%	99%	99%	99%	100%	100%	*
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	98%	99%	100%	99%	100%	100%	-
Reading	2016	99%	99%	100%	99%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-
	2015	99%	98%	99%	99%	99%	99%	100%	100%	-	95%	97%	99%	97%	100%	99%	-
Mathematics	2016	100%	99%	100%	99%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	99%	98%	100%	100%	*	93%	-	100%	100%	98%	94%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	99%	*
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%	99%	100%	-
Social Studies	2016	98%	99%	99%	99%	100%	99%	*	100%	-	100%	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	97%	99%	94%	100%	100%	-	*	-	*	99%	98%	*	100%	98%	-
% STAAR/EOC With No Accommodations	2016	13%	20%	18%	11%	15%	21%	-	*	-	*	18%	11%	*	21%	16%	-
% STAAR/EOC With Accommodations	2016	73%	69%	81%	83%	85%	79%	-	*	-	*	81%	87%	*	79%	82%	-
% STAAR Alternate2	2016	11%	8%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2016	2%	3%	1%	6%	0%	0%	-	*	-	*	1%	2%	*	0%	2%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	99%	94%	100%	100%	-	*	-	*	99%	98%	*	100%	98%	-
% STAAR/EOC With No Accommodations	2016	12%	20%	17%	6%	15%	21%	-	*	-	*	17%	11%	*	14%	18%	-
% STAAR/EOC With Accommodations	2016	75%	69%	82%	89%	85%	79%	-	*	-	*	82%	87%	*	86%	80%	-
% STAAR Alternate2	2016	12%	9%	0%	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-

% of Non-Participants 2016 1% 2% 1% 6% 0% 0% - * - * 1% 2% * 0% 2% -

** Indicates results are masked due to small numbers to protect student confidentiality.
 'L' 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 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	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		7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y		7	8	88
Writing	Y	N	Y	Y		Y			N	N			4	7	57
Science	Y	Y	Y	Y		Y			Y	N			6	7	86
Social Studies	Y	Y	Y	Y		Y			Y	N			6	7	86
Total													30	37	81
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		Y	8	8	100
Total													16	16	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total Overall Total												46	53	87

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

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.

	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 Level II Satisfactory Standard	676	98	133	374	*	51	-	**	216	32	29	n/a
Total Tests	806	135	165	427	*	55	-	**	291	80	40	28
% at Level II Satisfactory Standard	84%	73%	81%	88%	*	93%	-	81%	74%	40%	73%	n/a
Mathematics												
# at Level II Satisfactory Standard	694	103	131	387	*	54	-	**	226	35	32	n/a
Total Tests	806	135	165	427	*	55	-	**	291	80	40	28
% at Level II Satisfactory Standard	86%	76%	79%	91%	*	98%	-	76%	78%	44%	80%	n/a
Writing												
# at Level II Satisfactory Standard	305	30	55	181	*	25	-	**	78	10	14	n/a
Total Tests	399	56	87	214	*	26	-	**	138	33	21	14
% at Level II Satisfactory Standard	76%	54%	63%	85%	*	96%	-	86%	57%	30%	67%	n/a
Science												
# at Level II Satisfactory Standard	332	58	59	183	*	25	-	**	107	20	14	n/a
Total Tests	398	79	75	209	*	26	-	**	147	44	17	12
% at Level II Satisfactory Standard	83%	73%	79%	88%	*	96%	-	75%	73%	45%	82%	n/a
Social Studies												
# at Level II Satisfactory Standard	289	51	50	155	*	26	-	**	95	17	12	n/a
Total Tests	395	78	75	207	*	26	-	**	145	43	17	12
% at Level II Satisfactory Standard	73%	65%	67%	75%	*	100%	-	75%	66%	40%	71%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	828	139	172	435	*	57	-	**	301	83	n/a	32
Total Students	829	140	172	435	*	57	-	**	302	84	n/a	32
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	99%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	828	139	172	435	*	57	-	**	301	83	n/a	32
Total Students	829	140	172	435	*	57	-	**	302	84	n/a	32
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	99%	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 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient	n/a
Total Federal Cap Limit	n/a

Mathematics

Number Proficient	n/a
Total Federal Cap Limit	n/a

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

Source: 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.4	63.0%	73.8%	74.7%
Masters	20.8	37.0%	25.6%	23.6%
Doctorate	0.0	0.0%	0.6%	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.

Low Poverty

Core Academic Subject Areas

General Education Special Education Total

Total Number of Teachers		33	4	37
Total Number of Classes		228	11	239
Number of Classes Taught by Highly Qualified Teachers	Number	228	11	239
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	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.

Report Not Required

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	%	%	%	%
			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
		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
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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
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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