Texas Education Agency
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**67%**	63%	66%	*	-	73%	*	*	*	67%	71%	71%	62%	-
	2016	72%	68%	**61%**	55%	60%	71%	*	83%	-	*	*	59%	64%	67%	55%	-
Mathematics	2017	76%	73%	**79%**	68%	82%	*	-	86%	*	*	*	78%	83%	85%	70%	-
	2016	74%	70%	**73%**	65%	69%	86%	*	100%	-	*	*	73%	77%	72%	73%	-
Grade 4																	
Reading	2017	69%	64%	**57%**	49%	57%	*	-	77%	-	*	*	53%	66%	61%	51%	-
	2016	74%	67%	**52%**	52%	43%	60%	-	61%	-	*	*	53%	57%	63%	43%	-
Mathematics	2017	74%	70%	**58%**	49%	60%	*	-	85%	-	*	*	57%	70%	58%	58%	-
	2016	72%	66%	**43%**	33%	34%	50%	-	78%	-	*	*	43%	56%	43%	43%	-
Writing	2017	64%	59%	**51%**	44%	57%	*	-	62%	-	*	*	46%	64%	54%	48%	-
	2016	68%	63%	**38%**	30%	45%	*	-	44%	-	*	*	37%	48%	44%	34%	-
Grade 5																	
Reading	2017	81%	75%	**60%**	58%	63%	*	-	61%	-	*	*	58%	61%	62%	58%	-
	2016	80%	74%	**60%**	50%	63%	58%	*	90%	-	-	*	57%	55%	59%	62%	-
Mathematics	2017	86%	80%	**64%**	58%	68%	*	-	83%	-	*	*	62%	71%	64%	64%	-
	2016	85%	79%	**70%**	55%	77%	75%	*	100%	-	-	*	69%	79%	67%	73%	-
Science	2017	73%	66%	**47%**	41%	50%	*	-	67%	-	*	*	44%	53%	36%	54%	-
	2016	73%	67%	**57%**	35%	66%	64%	*	100%	-	-	*	56%	64%	55%	59%	-
Grade 6																	
Reading	2017	67%	67%	**56%**	56%	44%	75%	-	71%	-	*	*	58%	49%	62%	50%	-
	2016	68%	67%	**45%**	31%	45%	*	-	85%	-	-	*	45%	38%	59%	29%	-
Mathematics	2017	75%	77%	**75%**	68%	69%	92%	-	100%	-	*	*	73%	80%	72%	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
	2016	71%	69%	**44%**	31%	38%	*	-	92%	-	-	*	42%	41%	51%	36%	-
All Grades																	
All Subjects	2017	74%	70%	**62%**	55%	62%	59%	-	76%	*	60%	*	60%	68%	64%	60%	-
	2016	74%	70%	**54%**	43%	53%	61%	100%	80%	-	60%	*	52%	58%	58%	50%	-
Reading	2017	71%	66%	**60%**	56%	58%	64%	-	70%	*	*	*	60%	63%	64%	55%	-
	2016	72%	67%	**55%**	47%	52%	61%	*	77%	-	*	*	53%	55%	62%	47%	-
Mathematics	2017	78%	74%	**69%**	60%	70%	68%	-	88%	*	71%	*	68%	77%	71%	68%	-
	2016	75%	70%	**57%**	45%	53%	70%	*	91%	-	*	*	56%	63%	58%	56%	-
Writing	2017	66%	60%	**51%**	44%	57%	*	-	62%	-	*	*	46%	64%	54%	48%	-
	2016	68%	64%	**38%**	30%	45%	*	-	44%	-	*	*	37%	48%	44%	34%	-
Science	2017	78%	73%	**47%**	41%	50%	*	-	67%	-	*	*	44%	53%	36%	54%	-
	2016	77%	74%	**57%**	35%	66%	64%	*	100%	-	-	*	56%	64%	55%	59%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**31%**	23%	30%	28%	-	57%	*	47%	*	31%	37%	34%	29%	-
	2016	42%	38%	**22%**	13%	22%	26%	20%	45%	-	20%	*	22%	25%	22%	22%	-
Reading	2017	43%	39%	**29%**	22%	28%	29%	-	48%	*	*	*	28%	30%	32%	26%	-
	2016	42%	38%	**24%**	16%	21%	33%	*	43%	-	*	*	22%	23%	26%	21%	-
Mathematics	2017	45%	39%	**38%**	28%	34%	36%	-	69%	*	57%	*	38%	46%	41%	35%	-
	2016	40%	35%	**23%**	12%	23%	21%	*	53%	-	*	*	23%	27%	21%	25%	-
Writing	2017	36%	30%	**23%**	13%	24%	*	-	54%	-	*	*	24%	34%	26%	18%	-
	2016	39%	36%	**15%**	7%	21%	*	-	22%	-	*	*	15%	25%	18%	13%	-
Science	2017	48%	44%	**22%**	13%	24%	*	-	50%	-	*	*	23%	32%	14%	29%	-
	2016	44%	41%	**22%**	11%	24%	27%	*	50%	-	-	*	22%	21%	14%	30%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**16%**	10%	15%	13%	-	30%	*	33%	*	15%	17%	16%	15%	-
	2016	17%	14%	**8%**	3%	8%	8%	0%	26%	-	10%	*	7%	9%	8%	9%	-
Reading	2017	18%	15%	**16%**	13%	14%	11%	-	24%	*	*	*	14%	13%	17%	14%	-
	2016	16%	14%	**10%**	3%	9%	12%	*	26%	-	*	*	8%	8%	10%	10%	-
Mathematics	2017	21%	18%	**19%**	11%	18%	18%	-	42%	*	29%	*	19%	24%	21%	18%	-
	2016	17%	15%	**9%**	3%	7%	9%	*	34%	-	*	*	8%	10%	8%	11%	-

		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	2017	11%	8%	**6%**	0%	10%	*	-	8%	-	*	*	7%	9%	5%	7%	-
	2016	14%	11%	**4%**	0%	8%	*	-	6%	-	*	*	4%	8%	4%	3%	-
Science	2017	19%	16%	**13%**	8%	16%	*	-	22%	-	*	*	13%	16%	5%	19%	-
	2016	15%	13%	**5%**	3%	3%	0%	*	20%	-	-	*	4%	4%	2%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	97%	*	100%	*	94%	100%	100%	100%	99%	100%	-
	2016	99%	99%	**100%**	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**99%**	100%	100%	97%	*	100%	*	86%	100%	100%	99%	99%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**99%**	100%	100%	86%	-	100%	-	*	100%	100%	98%	98%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**98%**	100%	97%	92%	*	100%	-	-	100%	98%	97%	96%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y		Y			Y		Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y		Y			Y		Y	n/a	7	7	100
Writing	N	N	N						N		Y	n/a	1	5	20
Science	N	N	N						N		Y	n/a	1	5	20
Social Studies												n/a	0	0	
Total													**15**	**24**	**63**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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		n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**38**	**76**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	227	75	84	17	-	46	*	*	195	*	125	n/a
Total Tests	364	133	139	27	-	59	*	*	319	*	173	156
% at Approaches Grade Level Standard	62%	56%	60%	63%	-	78%	*	*	61%	*	72%	n/a
Mathematics												
# at Approaches Grade Level Standard	260	82	99	18	-	54	*	**	222	*	142	n/a
Total Tests	366	133	139	27	-	59	*	**	320	*	174	157
% at Approaches Grade Level Standard	71%	62%	71%	67%	-	92%	*	83%	69%	*	82%	n/a
Writing												
# at Approaches Grade Level Standard	44	14	19	*	-	8	-	*	30	*	25	n/a
Total Tests	85	31	34	*	-	13	-	*	64	*	38	37
% at Approaches Grade Level Standard	52%	45%	56%	*	-	62%	-	*	47%	*	66%	n/a
Science												
# at Approaches Grade Level Standard	45	16	17	*	-	11	-	*	39	*	24	n/a
Total Tests	95	37	35	*	-	15	-	*	86	*	39	33
% at Approaches Grade Level Standard	47%	43%	49%	*	-	73%	-	*	45%	*	62%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	417	154	160	28	*	67	*	6	341	17	n/a	181
Total Students	420	154	160	29	*	67	*	7	342	17	n/a	182
Participation Rate	99%	100%	100%	97%	*	100%	*	86%	100%	100%	n/a	99%
Mathematics: 2016-2017 Assessments												
Number Participating	418	154	160	28	*	67	*	7	341	17	n/a	181
Total Students	419	154	160	28	*	67	*	7	342	17	n/a	181
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	40.7	79.7%	72.7%	74.5%
Masters	10.4	20.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**77%**	89%	71%	71%	-	*	-	*	*	77%	76%	93%	69%	-
	2016	72%	68%	**75%**	93%	72%	60%	-	83%	-	-	*	75%	74%	83%	68%	-
Mathematics	2017	76%	73%	**93%**	100%	92%	86%	-	*	-	*	*	97%	95%	100%	90%	-
	2016	74%	70%	**72%**	80%	66%	70%	-	100%	-	-	*	71%	69%	73%	70%	-
Grade 4																	
Reading	2017	69%	64%	**70%**	60%	72%	56%	-	100%	-	-	*	69%	64%	73%	68%	*
	2016	74%	67%	**58%**	61%	54%	*	-	83%	-	*	*	55%	44%	62%	54%	-
Mathematics	2017	74%	70%	**79%**	50%	81%	89%	-	100%	-	-	*	76%	76%	80%	77%	*
	2016	72%	66%	**69%**	61%	73%	*	-	83%	-	*	46%	67%	72%	70%	68%	-
Writing	2017	64%	59%	**64%**	60%	58%	67%	-	100%	-	-	*	61%	60%	63%	65%	*
	2016	68%	63%	**68%**	61%	66%	*	-	100%	-	*	38%	66%	67%	77%	59%	-
Grade 5																	
Reading	2017	81%	75%	**75%**	75%	68%	100%	-	100%	-	*	*	74%	69%	74%	77%	-
	2016	80%	74%	**77%**	57%	78%	100%	-	*	-	-	54%	76%	76%	85%	71%	-
Mathematics	2017	86%	80%	**97%**	92%	97%	100%	-	100%	-	*	83%	96%	94%	97%	97%	-
	2016	85%	79%	**85%**	64%	88%	100%	-	*	-	-	69%	84%	80%	91%	80%	-
Science	2017	73%	66%	**82%**	62%	83%	*	-	100%	-	*	67%	79%	75%	77%	86%	-
	2016	73%	67%	**85%**	79%	86%	86%	-	*	-	-	69%	84%	76%	88%	83%	-
Grade 6																	
Reading	2017	67%	67%	**76%**	70%	74%	78%	-	*	-	-	*	75%	56%	81%	69%	*
	2016	68%	67%	**65%**	46%	70%	45%	-	100%	-	*	38%	64%	56%	70%	61%	-
Mathematics	2017	75%	77%	**94%**	80%	98%	89%	-	*	-	-	75%	93%	93%	97%	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
	2016	71%	69%	**65%**	46%	67%	73%	-	100%	-	*	62%	62%	39%	68%	63%	-
All Grades																	
All Subjects	2017	74%	70%	**81%**	73%	80%	81%	-	100%	-	100%	58%	79%	75%	83%	79%	*
	2016	74%	70%	**72%**	65%	72%	68%	-	94%	-	*	50%	70%	67%	76%	68%	-
Reading	2017	71%	66%	**75%**	73%	71%	73%	-	100%	-	*	43%	73%	65%	79%	71%	*
	2016	72%	67%	**69%**	65%	69%	61%	-	90%	-	*	40%	68%	66%	75%	63%	-
Mathematics	2017	78%	74%	**91%**	80%	92%	90%	-	100%	-	*	73%	90%	89%	93%	88%	*
	2016	75%	70%	**72%**	63%	73%	72%	-	95%	-	*	58%	70%	67%	75%	70%	-
Writing	2017	66%	60%	**64%**	60%	58%	67%	-	100%	-	-	*	61%	60%	63%	65%	*
	2016	68%	64%	**68%**	61%	66%	*	-	100%	-	*	38%	66%	67%	77%	59%	-
Science	2017	78%	73%	**82%**	62%	83%	*	-	100%	-	*	67%	79%	75%	77%	86%	-
	2016	77%	74%	**85%**	79%	86%	86%	-	*	-	-	69%	84%	76%	88%	83%	-

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

All Grades																	
All Subjects	2017	44%	40%	**44%**	32%	39%	55%	-	84%	-	100%	39%	41%	34%	46%	43%	*
	2016	42%	38%	**36%**	26%	33%	38%	-	82%	-	*	29%	34%	29%	39%	33%	-
Reading	2017	43%	39%	**43%**	34%	37%	53%	-	79%	-	*	37%	39%	30%	47%	39%	*
	2016	42%	38%	**33%**	27%	31%	31%	-	70%	-	*	24%	31%	28%	38%	28%	-
Mathematics	2017	45%	39%	**49%**	34%	44%	63%	-	95%	-	*	47%	46%	41%	51%	48%	*
	2016	40%	35%	**34%**	22%	32%	39%	-	90%	-	*	33%	33%	29%	35%	33%	-
Writing	2017	36%	30%	**31%**	20%	28%	33%	-	67%	-	-	*	30%	20%	30%	32%	*
	2016	39%	36%	**43%**	33%	39%	*	-	83%	-	*	31%	43%	33%	46%	41%	-
Science	2017	48%	44%	**43%**	31%	39%	*	-	83%	-	*	33%	42%	38%	39%	48%	-
	2016	44%	41%	**46%**	36%	44%	57%	-	*	-	-	31%	47%	28%	52%	41%	-

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

All Grades																	
All Subjects	2017	19%	17%	**21%**	16%	16%	30%	-	56%	-	40%	4%	19%	14%	21%	21%	*
	2016	17%	14%	**14%**	9%	10%	22%	-	51%	-	*	1%	13%	9%	14%	14%	-
Reading	2017	18%	15%	**22%**	22%	15%	27%	-	58%	-	*	0%	18%	13%	23%	20%	*
	2016	16%	14%	**14%**	12%	11%	17%	-	45%	-	*	2%	12%	9%	14%	13%	-
Mathematics	2017	21%	18%	**24%**	17%	18%	40%	-	68%	-	*	3%	23%	18%	25%	24%	*
	2016	17%	15%	**15%**	10%	10%	25%	-	60%	-	*	0%	13%	13%	15%	15%	-

		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	2017	11%	8%	**11%**	10%	14%	0%	-	17%	-	-	*	11%	4%	17%	6%	*
	2016	14%	11%	**17%**	6%	20%	*	-	33%	-	*	0%	15%	0%	20%	14%	-
Science	2017	19%	16%	**17%**	0%	11%	*	-	50%	-	*	8%	15%	13%	6%	28%	-
	2016	15%	13%	**9%**	0%	4%	43%	-	*	-	-	0%	9%	0%	6%	12%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
	2016	99%	99%	**100%**	100%	100%	98%	-	100%	-	100%	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	*
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	*
	2016	100%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	-	*	100%	100%	100%	100%	*
	2016	99%	100%	**97%**	100%	100%	75%	-	100%	-	*	100%	98%	100%	95%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**13%**	33%	5%	*	-	-	-	*	13%	14%	8%	8%	18%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**33%**	33%	42%	*	-	-	-	*	33%	36%	33%	31%	35%	-
% STAAR Alternate 2	2017	12%	9%	**53%**	33%	53%	*	-	-	-	*	53%	50%	58%	62%	47%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**3%**	0%	0%	*	-	-	-	*	3%	4%	0%	8%	0%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**43%**	67%	47%	*	-	-	-	*	43%	46%	42%	31%	53%	-
% STAAR Alternate 2	2017	13%	10%	**53%**	33%	53%	*	-	-	-	*	53%	50%	58%	62%	47%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	Y	Y	n/a	7	7	100
Writing	Y		N						Y			n/a	2	3	67
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**18**	**20**	**90**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	Y	N	Y	Y	n/a	n/a	n/a	n/a	Y	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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**34**	**94**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	168	28	100	20	-	**	-	*	143	12	78	n/a
Total Tests	223	38	139	26	-	**	-	*	195	27	108	87
% at Approaches Grade Level Standard	75%	74%	72%	77%	-	100%	-	*	73%	44%	72%	n/a
Mathematics												
# at Approaches Grade Level Standard	204	32	128	24	-	**	-	*	177	21	98	n/a
Total Tests	223	38	139	26	-	**	-	*	195	27	108	87
% at Approaches Grade Level Standard	91%	84%	92%	92%	-	100%	-	*	91%	78%	91%	n/a
Writing												
# at Approaches Grade Level Standard	37	5	21	5	-	6	-	-	31	*	23	n/a
Total Tests	58	9	36	7	-	6	-	-	52	*	32	24
% at Approaches Grade Level Standard	64%	56%	58%	71%	-	100%	-	-	60%	*	72%	n/a
Science												
# at Approaches Grade Level Standard	47	7	30	*	-	**	-	-	40	7	18	n/a
Total Tests	57	11	36	*	-	**	-	-	50	11	22	16
% at Approaches Grade Level Standard	82%	64%	83%	*	-	100%	-	-	80%	64%	82%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	233	41	141	30	-	**	-	*	202	30	n/a	90
Total Students	233	41	141	30	-	**	-	*	202	30	n/a	90
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	233	41	141	30	-	**	-	*	202	30	n/a	90
Total Students	233	41	141	30	-	**	-	*	202	30	n/a	90
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	31.2	85.7%	72.7%	74.5%
Masters	5.2	14.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**45%**	45%	43%	*	-	*	-	*	*	46%	45%	43%	48%	-
	2016	72%	68%	**55%**	50%	56%	*	-	*	-	-	*	55%	52%	67%	47%	-
Mathematics	2017	76%	73%	**61%**	40%	66%	*	-	*	-	*	*	68%	68%	57%	66%	-
	2016	74%	70%	**60%**	*	65%	*	-	*	-	-	*	62%	63%	67%	56%	-
Grade 4																	
Reading	2017	69%	64%	**52%**	*	54%	*	-	*	-	-	*	53%	53%	50%	53%	-
	2016	74%	67%	**55%**	70%	52%	*	*	86%	*	*	*	55%	51%	70%	43%	-
Mathematics	2017	74%	70%	**61%**	*	63%	*	-	*	-	-	*	61%	60%	53%	67%	-
	2016	72%	66%	**63%**	*	66%	*	*	86%	*	*	*	64%	63%	65%	62%	-
Writing	2017	64%	59%	**47%**	*	49%	*	-	*	-	-	*	47%	50%	47%	47%	-
	2016	68%	63%	**53%**	*	54%	*	*	86%	*	*	*	54%	56%	65%	43%	-
Grade 5																	
Reading	2017	81%	75%	**77%**	56%	80%	*	*	*	-	-	*	77%	75%	94%	64%	-
	2016	80%	74%	**74%**	64%	75%	*	-	*	-	-	*	74%	70%	82%	69%	-
Mathematics	2017	86%	80%	**80%**	67%	81%	*	*	*	-	-	*	80%	77%	84%	76%	-
	2016	85%	79%	**84%**	83%	84%	*	-	*	-	-	71%	86%	80%	89%	81%	-
Science	2017	73%	66%	**49%**	*	46%	*	*	*	-	-	*	50%	36%	52%	46%	-
	2016	73%	67%	**61%**	82%	57%	*	-	*	-	-	71%	60%	46%	57%	64%	-
Grade 6																	
Reading	2017	67%	67%	**54%**	60%	52%	*	-	-	-	-	60%	56%	40%	61%	50%	-
	2016	68%	67%	**56%**	77%	53%	-	-	-	*	-	*	56%	31%	74%	42%	-
Mathematics	2017	75%	77%	**86%**	90%	85%	*	-	-	-	-	80%	87%	79%	89%	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
	2016	71%	69%	**75%**	92%	71%	-	-	-	*	-	*	75%	64%	84%	67%	-
All Grades																	
All Subjects	2017	74%	70%	**60%**	53%	61%	43%	100%	84%	-	*	45%	62%	58%	61%	60%	-
	2016	74%	70%	**64%**	64%	64%	41%	*	88%	*	*	54%	64%	58%	72%	57%	-
Reading	2017	71%	66%	**56%**	52%	56%	*	*	86%	-	*	38%	57%	53%	59%	53%	-
	2016	72%	67%	**60%**	65%	59%	*	*	89%	*	*	45%	60%	52%	73%	50%	-
Mathematics	2017	78%	74%	**71%**	59%	73%	56%	*	86%	-	*	52%	73%	70%	68%	73%	-
	2016	75%	70%	**71%**	64%	72%	*	*	89%	*	*	57%	72%	67%	77%	67%	-
Writing	2017	66%	60%	**47%**	*	49%	*	-	*	-	-	*	47%	50%	47%	47%	-
	2016	68%	64%	**53%**	*	54%	*	*	86%	*	*	*	54%	56%	65%	43%	-
Science	2017	78%	73%	**49%**	*	46%	*	*	*	-	-	*	50%	36%	52%	46%	-
	2016	77%	74%	**61%**	82%	57%	*	-	*	-	-	71%	60%	46%	57%	64%	-

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

All Grades																	
All Subjects	2017	44%	40%	**26%**	21%	26%	9%	50%	68%	-	*	30%	27%	21%	30%	23%	-
	2016	42%	38%	**27%**	26%	26%	18%	*	81%	*	*	29%	28%	21%	31%	24%	-
Reading	2017	43%	39%	**25%**	13%	27%	*	*	57%	-	*	31%	25%	20%	27%	23%	-
	2016	42%	38%	**27%**	35%	24%	*	*	89%	*	*	23%	28%	20%	32%	24%	-
Mathematics	2017	45%	39%	**33%**	28%	33%	22%	*	86%	-	*	28%	34%	27%	35%	31%	-
	2016	40%	35%	**29%**	21%	29%	*	*	89%	*	*	29%	29%	24%	34%	25%	-
Writing	2017	36%	30%	**9%**	*	9%	*	-	*	-	-	*	9%	7%	13%	7%	-
	2016	39%	36%	**23%**	*	18%	*	*	57%	*	*	*	24%	19%	25%	21%	-
Science	2017	48%	44%	**23%**	*	17%	*	*	*	-	-	*	22%	17%	35%	13%	-
	2016	44%	41%	**23%**	0%	24%	*	-	*	-	-	43%	24%	15%	24%	22%	-

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

All Grades																	
All Subjects	2017	19%	17%	**9%**	9%	8%	0%	0%	53%	-	*	8%	10%	7%	13%	6%	-
	2016	17%	14%	**8%**	8%	7%	12%	*	46%	*	*	2%	8%	6%	11%	6%	-
Reading	2017	18%	15%	**9%**	7%	8%	*	*	57%	-	*	7%	9%	7%	14%	5%	-
	2016	16%	14%	**8%**	15%	6%	*	*	33%	*	*	0%	8%	4%	13%	4%	-
Mathematics	2017	21%	18%	**13%**	13%	12%	0%	*	57%	-	*	10%	13%	10%	16%	10%	-
	2016	17%	15%	**9%**	4%	8%	*	*	56%	*	*	5%	9%	9%	11%	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
Writing	2017	11%	8%	**0%**	*	0%	*	-	*	-	-	*	0%	0%	0%	0%	-
	2016	14%	11%	**7%**	*	5%	*	*	43%	*	*	*	7%	5%	5%	9%	-
Science	2017	19%	16%	**6%**	*	2%	*	*	*	-	-	*	6%	2%	6%	5%	-
	2016	15%	13%	**8%**	0%	7%	*	-	*	-	-	0%	8%	4%	16%	2%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	100%	*	98%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	*	*	95%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	*	100%	*	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	99%	*	-	*	-	-	100%	99%	98%	100%	98%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**7%**	*	9%	*	*	-	-	-	7%	7%	6%	10%	5%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**69%**	*	70%	*	*	-	-	-	69%	70%	75%	70%	68%	-
% STAAR Alternate 2	2017	12%	9%	**24%**	*	22%	*	*	-	-	-	24%	22%	19%	20%	26%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**3%**	*	4%	*	*	-	-	-	3%	4%	0%	10%	0%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**72%**	*	74%	*	*	-	-	-	72%	74%	81%	70%	74%	-
% STAAR Alternate 2	2017	13%	10%	**24%**	*	22%	*	*	-	-	-	24%	22%	19%	20%	26%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	Y	N						N	N	N	n/a	1	6	17
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing	N		N						N		N	n/a	0	4	0
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													**6**	**20**	**30**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**32**	**56**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	170	18	140	*	*	6	-	-	166	10	128	n/a
Total Tests	287	30	240	*	*	7	-	-	279	26	216	195
% at Approaches Grade Level Standard	59%	60%	58%	*	*	86%	-	-	59%	38%	59%	n/a
Mathematics												
# at Approaches Grade Level Standard	211	20	178	**	*	6	-	-	207	14	159	n/a
Total Tests	286	30	239	**	*	7	-	-	278	26	215	194
% at Approaches Grade Level Standard	74%	67%	74%	63%	*	86%	-	-	74%	54%	74%	n/a
Writing												
# at Approaches Grade Level Standard	33	*	29	*	-	*	-	-	33	*	29	n/a
Total Tests	72	*	61	*	-	*	-	-	71	*	57	55
% at Approaches Grade Level Standard	46%	*	48%	*	-	*	-	-	46%	*	51%	n/a
Science												
# at Approaches Grade Level Standard	30	*	22	*	*	*	-	-	30	*	23	n/a
Total Tests	62	*	48	*	*	*	-	-	61	*	47	39
% at Approaches Grade Level Standard	48%	*	46%	*	*	*	-	-	49%	*	49%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	327	46	262	9	*	7	-	*	297	29	n/a	214
Total Students	327	46	262	9	*	7	-	*	297	29	n/a	214
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	323	46	258	9	*	7	-	*	294	29	n/a	210
Total Students	324	46	259	9	*	7	-	*	294	29	n/a	211
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	28.0	66.0%	72.7%	74.5%
Masters	14.4	34.0%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

High Poverty

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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	1	0
Non-renewable	0	0
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects

the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**96%**	94%	98%	*	-	*	-	*	-	96%	89%	97%	95%	-
	2016	63%	58%	**98%**	100%	98%	*	-	100%	-	*	-	99%	100%	99%	98%	-
English II	2017	64%	59%	**98%**	100%	99%	*	-	93%	-	*	-	98%	*	97%	100%	-
	2016	66%	61%	**98%**	100%	97%	100%	-	100%	*	*	-	98%	100%	99%	98%	-
Algebra I	2017	81%	76%	**100%**	100%	100%	-	-	*	-	*	-	100%	100%	100%	100%	-
	2016	76%	68%	**96%**	100%	94%	*	-	*	-	-	-	97%	*	94%	100%	-
Biology	2017	85%	81%	**100%**	100%	100%	*	-	*	-	*	-	100%	100%	100%	100%	-
	2016	86%	82%	**100%**	100%	100%	*	-	100%	-	*	-	100%	100%	100%	100%	-
U.S. History	2017	91%	90%	**100%**	100%	100%	100%	-	100%	*	*	-	100%	*	100%	100%	-
All Grades																	
All Subjects	2017	74%	70%	**99%**	99%	99%	100%	-	97%	*	*	-	99%	97%	99%	99%	-
	2016	74%	70%	**98%**	100%	98%	100%	-	100%	*	*	-	99%	100%	98%	99%	-
Reading	2017	71%	66%	**97%**	97%	98%	100%	-	94%	-	*	-	97%	92%	97%	97%	-
	2016	72%	67%	**98%**	100%	97%	100%	-	100%	*	*	-	98%	100%	99%	98%	-
Mathematics	2017	78%	74%	**100%**	100%	100%	-	-	*	-	*	-	100%	100%	100%	100%	-
	2016	75%	70%	**96%**	100%	94%	*	-	*	-	-	-	97%	*	94%	100%	-
Science	2017	78%	73%	**100%**	100%	100%	*	-	*	-	*	-	100%	100%	100%	100%	-
	2016	77%	74%	**100%**	100%	100%	*	-	100%	-	*	-	100%	100%	100%	100%	-
Social Studies	2017	76%	75%	**100%**	100%	100%	100%	-	100%	*	*	-	100%	*	100%	100%	-

		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 Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**90%**	95%	89%	92%	-	86%	*	*	-	90%	74%	87%	94%	-
	2016	42%	38%	**86%**	96%	84%	77%	-	88%	*	*	-	87%	70%	88%	82%	-
Reading	2017	43%	39%	**89%**	94%	89%	80%	-	89%	-	*	-	89%	77%	89%	89%	-
	2016	42%	38%	**86%**	96%	85%	78%	-	83%	*	*	-	87%	50%	89%	81%	-
Mathematics	2017	45%	39%	**85%**	85%	85%	-	-	*	-	*	-	91%	60%	78%	100%	-
	2016	40%	35%	**72%**	90%	66%	*	-	*	-	-	-	74%	*	76%	64%	-
Science	2017	48%	44%	**98%**	100%	97%	*	-	*	-	*	-	98%	100%	97%	100%	-
	2016	44%	41%	**91%**	100%	88%	*	-	92%	-	*	-	92%	100%	91%	90%	-
Social Studies	2017	48%	48%	**86%**	100%	84%	100%	-	77%	*	*	-	84%	*	78%	98%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**33%**	36%	33%	31%	-	36%	*	*	-	33%	29%	32%	36%	-
	2016	17%	14%	**24%**	25%	22%	15%	-	40%	*	*	-	25%	30%	24%	24%	-
Reading	2017	18%	15%	**24%**	23%	25%	20%	-	22%	-	*	-	24%	15%	24%	24%	-
	2016	16%	14%	**20%**	30%	18%	11%	-	25%	*	*	-	21%	19%	22%	16%	-
Mathematics	2017	21%	18%	**37%**	38%	35%	-	-	*	-	*	-	32%	20%	41%	29%	-
	2016	17%	15%	**30%**	20%	28%	*	-	*	-	-	-	32%	*	27%	36%	-
Science	2017	19%	16%	**47%**	39%	47%	*	-	*	-	*	-	47%	67%	44%	51%	-
	2016	15%	13%	**31%**	21%	27%	*	-	58%	-	*	-	33%	29%	26%	38%	-
Social Studies	2017	26%	26%	**38%**	67%	33%	33%	-	38%	*	*	-	39%	*	30%	49%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	99%	100%	-	100%	*	100%	-	100%	100%	99%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	98%	*	*	-	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	-	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	96%	*	*	-	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	-	-	*	-	*	-	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	*	-	*	-	-	-	100%	*	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	*	-	100%	100%	100%	100%	-

	2016	99%	99%	**100%**	100%	100%	*	-	100%	-	*	-	100%	100%	100%	100%	-
Social Studies	2017	98%	98%	**98%**	100%	97%	100%	-	100%	*	*	-	98%	*	97%	100%	-

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y			n/a	4	4	100
Mathematics	Y		Y						Y			n/a	3	3	100
Writing												n/a	0	0	
Science	Y		Y						Y			n/a	3	3	100
Social Studies	Y		Y						Y			n/a	3	3	100
Total													**13**	**13**	**100**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a		4	4	100
Mathematics	Y		Y						Y		n/a		3	3	100
Total													**7**	**7**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**20**	**100**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	208	30	155	**	-	17	-	*	178	-	31	n/a
Total Tests	214	31	158	**	-	18	-	*	184	-	32	13
% at Approaches Grade Level Standard	97%	97%	98%	100%	-	94%	-	*	97%	-	97%	n/a
Mathematics												
# at Approaches Grade Level Standard	41	13	26	-	-	*	-	*	34	-	10	n/a
Total Tests	41	13	26	-	-	*	-	*	34	-	10	5
% at Approaches Grade Level Standard	100%	100%	100%	-	-	*	-	*	100%	-	100%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	103	18	78	*	-	*	-	*	92	-	22	n/a
Total Tests	103	18	78	*	-	*	-	*	92	-	22	9
% at Approaches Grade Level Standard	100%	100%	100%	*	-	*	-	*	100%	-	100%	n/a
Social Studies												
# at Approaches Grade Level Standard	106	12	73	6	-	13	*	*	93	-	13	n/a
Total Tests	106	12	73	6	-	13	*	*	93	-	13	*
% at Approaches Grade Level Standard	100%	100%	100%	100%	-	100%	*	*	100%	-	100%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	218	31	161	**	-	19	-	*	188	-	n/a	17
Total Students	218	31	161	**	-	19	-	*	188	-	n/a	17
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	-	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	41	13	26	-	-	*	-	*	34	-	n/a	5
Total Students	41	13	26	-	-	*	-	*	34	-	n/a	5
Participation Rate	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: Yes

High Progress School: Yes

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	9.0	58.0%	72.7%	74.5%
Masters	5.5	35.6%	26.5%	23.6%
Doctorate	1.0	6.4%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**59%**	49%	54%	72%	*	86%	-	56%	15%	53%	23%	65%	54%	-
	2016	63%	58%	**64%**	56%	62%	71%	*	68%	*	76%	15%	61%	42%	75%	55%	*
English II	2017	64%	59%	**63%**	52%	58%	76%	*	76%	*	77%	15%	58%	30%	72%	56%	*
	2016	66%	61%	**67%**	51%	60%	83%	*	63%	*	74%	19%	59%	38%	74%	60%	*
Algebra I	2017	81%	76%	**74%**	71%	74%	76%	*	100%	-	64%	40%	74%	65%	81%	70%	-
	2016	76%	68%	**71%**	67%	68%	77%	*	73%	-	77%	34%	68%	60%	78%	65%	*
Biology	2017	85%	81%	**88%**	81%	88%	90%	*	100%	-	100%	53%	86%	75%	92%	84%	-
	2016	86%	82%	**86%**	76%	87%	90%	*	89%	*	96%	41%	84%	72%	89%	84%	*
U.S. History	2017	91%	90%	**95%**	91%	94%	98%	*	92%	*	100%	59%	93%	86%	95%	95%	-
	2016	90%	89%	**94%**	91%	92%	100%	*	88%	-	91%	65%	93%	74%	95%	94%	*
All Grades																	
All Subjects	2017	74%	70%	**74%**	66%	71%	82%	93%	89%	*	79%	31%	70%	50%	80%	69%	*
	2016	74%	70%	**75%**	66%	72%	84%	90%	75%	*	83%	32%	71%	53%	82%	70%	36%
Reading	2017	71%	66%	**61%**	50%	56%	74%	86%	80%	*	68%	15%	55%	26%	69%	55%	*
	2016	72%	67%	**65%**	54%	61%	77%	83%	65%	*	75%	16%	60%	40%	75%	57%	*
Mathematics	2017	78%	74%	**74%**	71%	74%	76%	*	100%	-	64%	40%	74%	65%	81%	70%	-
	2016	75%	70%	**71%**	67%	68%	77%	*	73%	-	77%	34%	68%	60%	78%	65%	*
Science	2017	78%	73%	**88%**	81%	88%	90%	*	100%	-	100%	53%	86%	75%	92%	84%	-
	2016	77%	74%	**86%**	76%	87%	90%	*	89%	*	96%	41%	84%	72%	89%	84%	*
Social Studies	2017	76%	75%	**95%**	91%	94%	98%	*	92%	*	100%	59%	93%	86%	95%	95%	-
	2016	76%	76%	**94%**	91%	92%	100%	*	88%	-	91%	65%	93%	74%	95%	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
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**50%**	36%	43%	65%	86%	74%	*	53%	9%	43%	21%	56%	44%	*
	2016	42%	38%	**48%**	34%	40%	65%	70%	58%	*	53%	12%	39%	15%	53%	43%	0%
Reading	2017	43%	39%	**42%**	31%	35%	59%	71%	66%	*	39%	5%	36%	8%	52%	35%	*
	2016	42%	38%	**41%**	25%	34%	60%	67%	50%	*	46%	5%	32%	11%	50%	34%	*
Mathematics	2017	45%	39%	**27%**	19%	26%	36%	*	64%	-	27%	5%	24%	21%	31%	24%	-
	2016	40%	35%	**26%**	18%	21%	37%	*	36%	-	23%	8%	22%	9%	30%	22%	*
Science	2017	48%	44%	**61%**	45%	55%	75%	*	83%	-	78%	15%	55%	24%	65%	57%	-
	2016	44%	41%	**56%**	44%	44%	74%	*	74%	*	67%	13%	47%	14%	58%	53%	*
Social Studies	2017	48%	48%	**80%**	63%	77%	89%	*	88%	*	80%	27%	75%	62%	77%	82%	-
	2016	45%	46%	**77%**	66%	71%	89%	*	76%	-	82%	42%	71%	41%	73%	81%	*
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**16%**	7%	12%	27%	43%	23%	*	22%	2%	10%	4%	17%	15%	*
	2016	17%	14%	**15%**	7%	10%	24%	20%	29%	*	18%	2%	9%	2%	16%	14%	0%
Reading	2017	18%	15%	**6%**	2%	3%	11%	29%	4%	*	11%	0%	2%	0%	9%	4%	*
	2016	16%	14%	**6%**	2%	3%	12%	0%	17%	*	8%	0%	3%	0%	9%	4%	*
Mathematics	2017	21%	18%	**8%**	5%	7%	14%	*	27%	-	9%	1%	6%	3%	8%	8%	-
	2016	17%	15%	**8%**	6%	5%	13%	*	18%	-	9%	3%	6%	2%	11%	6%	*
Science	2017	19%	16%	**18%**	9%	12%	31%	*	28%	-	11%	1%	11%	2%	17%	18%	-
	2016	15%	13%	**17%**	7%	11%	27%	*	32%	*	17%	2%	10%	0%	17%	16%	*
Social Studies	2017	26%	26%	**49%**	27%	44%	64%	*	54%	*	55%	11%	41%	23%	45%	53%	-
	2016	21%	22%	**43%**	21%	35%	60%	*	60%	-	50%	8%	31%	12%	38%	47%	*
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	98%	99%	98%	100%	100%	*	98%	98%	99%	99%	99%	99%	*
	2016	99%	99%	**99%**	97%	99%	99%	100%	99%	*	100%	96%	99%	99%	99%	99%	100%
Reading	2017	99%	99%	**99%**	98%	99%	98%	100%	100%	*	97%	98%	99%	100%	98%	99%	*
	2016	99%	99%	**99%**	96%	99%	99%	100%	98%	*	100%	95%	99%	99%	98%	99%	100%
Mathematics	2017	100%	100%	**98%**	98%	99%	98%	*	100%	-	100%	98%	98%	98%	99%	98%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	*

Science	2017	99%	99%	**99%**	99%	99%	99%	*	100%	-	100%	99%	99%	98%	99%	99%	-
	2016	99%	99%	**99%**	99%	99%	99%	*	100%	*	100%	96%	99%	98%	99%	99%	*
Social Studies	2017	98%	98%	**99%**	98%	98%	100%	*	100%	*	95%	96%	99%	99%	98%	99%	-
	2016	98%	99%	**99%**	96%	99%	99%	*	100%	-	100%	95%	99%	97%	99%	98%	*

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

Reading Tests																	
% of Participants	2017	98%	97%	**96%**	97%	95%	96%	-	*	-	100%	96%	96%	88%	92%	97%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**31%**	37%	19%	34%	-	*	-	43%	31%	21%	5%	27%	32%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**65%**	60%	75%	63%	-	*	-	57%	65%	75%	83%	65%	65%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**4%**	3%	5%	4%	-	*	-	0%	4%	4%	12%	8%	3%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**98%**	96%	100%	96%	-	-	-	*	98%	97%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**22%**	38%	18%	14%	-	-	-	*	22%	22%	18%	9%	27%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**75%**	58%	82%	82%	-	-	-	*	75%	74%	82%	91%	70%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	2%	**2%**	4%	0%	4%	-	-	-	*	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	N	Y		Y		Y	N	N	N	n/a	4	9	44
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing												n/a	0	0	
Science	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Social Studies	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Total													**23**	**31**	**74**
Performance Status - Federal															

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	9	9	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	N	Y	Y		Y			Y	N	n/a	Y	6	8	75
Reason Code ***	b		b	a		a			d			d			
Total													**6**	**8**	**75**
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													**45**	**55**	**82**

\+ 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 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	1,105	175	446	414	*	40	*	26	601	32	105	n/a
Total Tests	1,780	350	789	555	*	45	*	36	1,077	209	318	277
% at Approaches Grade Level Standard	62%	50%	57%	75%	*	89%	*	72%	56%	15%	33%	n/a
Mathematics												
# at Approaches Grade Level Standard	450	98	218	119	-	9	-	6	304	33	85	n/a
Total Tests	598	136	291	153	-	9	-	9	407	80	122	106
% at Approaches Grade Level Standard	75%	72%	75%	78%	-	100%	-	67%	75%	41%	70%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	566	109	238	195	*	16	-	**	338	36	67	n/a
Total Tests	639	132	268	215	*	16	-	**	391	68	86	72
% at Approaches Grade Level Standard	89%	83%	89%	91%	*	100%	-	100%	86%	53%	78%	n/a
Social Studies												
# at Approaches Grade Level Standard	637	104	236	250	*	23	*	20	298	24	85	n/a
Total Tests	666	113	249	255	*	25	*	20	318	41	94	74
% at Approaches Grade Level Standard	96%	92%	95%	98%	*	92%	*	100%	94%	59%	90%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,952	387	892	572	**	54	*	38	1,163	223	n/a	372
Total Students	1,980	393	899	586	**	54	*	39	1,180	228	n/a	373
Participation Rate	99%	98%	99%	98%	100%	100%	*	97%	99%	98%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	649	157	313	156	*	11	-	**	424	86	n/a	121
Total Students	659	160	316	160	*	11	-	**	431	88	n/a	124
Participation Rate	98%	98%	99%	98%	*	100%	-	100%	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 2016												
Number Graduated	639	97	279	224	*	25	*	11	327	34	83	n/a
Total in Class	722	118	315	246	*	26	*	14	374	49	104	72
Graduation Rate	88.5%	82.2%	88.6%	91.1%	*	96.2%	*	78.6%	87.4%	69.4%	79.8%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	667	111	236	266	*	26	*	23	305	51	63	n/a
Total in Class	724	132	254	281	*	26	*	26	327	60	69	57
Graduation Rate	92.1%	84.1%	92.9%	94.7%	*	100.0%	*	88.5%	93.3%	85.0%	91.3%	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											

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	116.7	69.4%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	50.5	30.0%	26.5%	23.6%
Doctorate	1.0	0.6%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	57.0%	58.1%	56.1%
2013-14	61.3%	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**73%**	62%	81%	68%	-	100%	-	*	*	67%	74%	81%	68%	-
	2016	72%	68%	**76%**	64%	77%	83%	-	100%	-	*	*	68%	83%	81%	73%	-
Mathematics	2017	76%	73%	**86%**	79%	92%	79%	-	100%	-	*	*	80%	90%	89%	83%	-
	2016	74%	70%	**87%**	86%	86%	92%	-	100%	-	*	*	78%	94%	92%	84%	-
Grade 4																	
Reading	2017	69%	64%	**75%**	65%	74%	82%	-	*	-	*	*	67%	67%	81%	70%	-
	2016	74%	67%	**76%**	81%	73%	58%	*	88%	-	*	63%	74%	67%	73%	78%	-
Mathematics	2017	74%	70%	**88%**	78%	91%	91%	-	*	-	*	*	79%	92%	85%	89%	-
	2016	72%	66%	**80%**	85%	73%	75%	*	88%	-	*	63%	76%	75%	70%	87%	-
Writing	2017	64%	59%	**70%**	70%	57%	82%	-	*	-	*	*	62%	50%	74%	68%	-
	2016	68%	63%	**76%**	70%	79%	67%	*	88%	-	*	*	74%	82%	68%	81%	-
Grade 5																	
Reading	2017	81%	75%	**81%**	83%	77%	77%	*	86%	-	*	55%	79%	50%	79%	82%	-
	2016	80%	74%	**84%**	71%	82%	92%	*	100%	-	*	71%	77%	67%	89%	76%	-
Mathematics	2017	86%	80%	**90%**	88%	87%	92%	*	100%	-	*	55%	92%	86%	85%	93%	-
	2016	85%	79%	**96%**	90%	95%	100%	*	100%	-	*	71%	92%	78%	97%	93%	-
Science	2017	73%	66%	**70%**	63%	71%	69%	*	86%	-	*	*	69%	43%	62%	76%	-
	2016	73%	67%	**59%**	48%	57%	58%	*	90%	-	*	*	50%	*	66%	50%	-
Grade 6																	
Reading	2017	67%	67%	**86%**	77%	78%	100%	*	100%	-	*	*	90%	*	94%	75%	-
	2016	68%	67%	**69%**	74%	47%	76%	-	88%	-	*	*	63%	*	75%	67%	-
Mathematics	2017	75%	77%	**98%**	100%	94%	100%	*	100%	-	*	*	100%	100%	100%	96%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**84%**	84%	65%	100%	-	88%	-	*	*	86%	83%	90%	81%	-
All Grades																	
All Subjects	2017	74%	70%	**81%**	76%	80%	83%	100%	97%	-	95%	49%	78%	73%	83%	80%	-
	2016	74%	70%	**79%**	75%	74%	81%	83%	93%	-	94%	49%	74%	74%	80%	77%	-
Reading	2017	71%	66%	**79%**	71%	78%	80%	*	97%	-	100%	46%	75%	68%	84%	74%	-
	2016	72%	67%	**76%**	73%	71%	77%	*	94%	-	100%	43%	71%	69%	81%	73%	-
Mathematics	2017	78%	74%	**90%**	86%	91%	89%	*	100%	-	100%	57%	88%	90%	90%	90%	-
	2016	75%	70%	**87%**	86%	80%	93%	*	94%	-	86%	53%	82%	84%	88%	86%	-
Writing	2017	66%	60%	**70%**	70%	57%	82%	-	*	-	*	*	62%	50%	74%	68%	-
	2016	68%	64%	**76%**	70%	79%	67%	*	88%	-	*	*	74%	82%	68%	81%	-
Science	2017	78%	73%	**70%**	63%	71%	69%	*	86%	-	*	*	69%	43%	62%	76%	-
	2016	77%	74%	**59%**	48%	57%	58%	*	90%	-	*	*	50%	*	66%	50%	-

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

All Grades																	
All Subjects	2017	44%	40%	**52%**	45%	48%	55%	60%	84%	-	55%	26%	47%	35%	55%	49%	-
	2016	42%	38%	**45%**	36%	38%	51%	67%	70%	-	67%	23%	39%	30%	50%	40%	-
Reading	2017	43%	39%	**52%**	47%	46%	56%	*	76%	-	63%	32%	45%	31%	58%	46%	-
	2016	42%	38%	**47%**	39%	40%	54%	*	71%	-	57%	27%	39%	22%	56%	41%	-
Mathematics	2017	45%	39%	**61%**	50%	58%	65%	*	100%	-	75%	25%	57%	50%	64%	59%	-
	2016	40%	35%	**51%**	41%	46%	58%	*	81%	-	57%	23%	48%	42%	55%	48%	-
Writing	2017	36%	30%	**33%**	26%	26%	45%	-	*	-	*	*	23%	17%	37%	30%	-
	2016	39%	36%	**37%**	35%	25%	33%	*	50%	-	*	*	32%	36%	46%	30%	-
Science	2017	48%	44%	**34%**	33%	39%	15%	*	43%	-	*	*	35%	7%	26%	40%	-
	2016	44%	41%	**17%**	5%	10%	17%	*	50%	-	*	*	13%	*	21%	11%	-

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

All Grades																	
All Subjects	2017	19%	17%	**29%**	23%	25%	28%	40%	64%	-	27%	13%	26%	19%	34%	25%	-
	2016	17%	14%	**21%**	15%	19%	22%	17%	43%	-	11%	11%	18%	16%	23%	19%	-
Reading	2017	18%	15%	**29%**	26%	21%	31%	*	55%	-	50%	14%	23%	15%	36%	24%	-
	2016	16%	14%	**22%**	17%	22%	19%	*	42%	-	0%	13%	19%	13%	29%	17%	-
Mathematics	2017	21%	18%	**38%**	27%	37%	37%	*	83%	-	25%	14%	34%	29%	42%	34%	-
	2016	17%	15%	**28%**	14%	26%	33%	*	65%	-	29%	10%	25%	27%	27%	28%	-

		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	2017	11%	8%	**6%**	4%	4%	0%	-	*	-	*	*	5%	0%	7%	5%	-
	2016	14%	11%	**8%**	22%	0%	8%	*	0%	-	*	*	8%	0%	11%	7%	-
Science	2017	19%	16%	**14%**	17%	16%	0%	*	29%	-	*	*	19%	7%	12%	16%	-
	2016	15%	13%	**2%**	0%	0%	0%	*	10%	-	*	*	3%	*	3%	0%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	99%	100%	100%	100%	-	100%	100%	99%	99%	99%	99%	-
Reading	2017	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**95%**	88%	96%	100%	*	100%	-	*	100%	93%	92%	97%	93%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	95%	100%	*	100%	-	*	100%	97%	100%	100%	97%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**25%**	38%	36%	0%	-	-	-	-	25%	31%	0%	29%	24%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**68%**	63%	64%	78%	-	-	-	-	68%	69%	100%	71%	67%	-
% STAAR Alternate 2	2017	12%	9%	**7%**	0%	0%	22%	-	-	-	-	7%	0%	0%	0%	10%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**25%**	38%	36%	0%	-	-	-	-	25%	31%	0%	29%	24%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**68%**	63%	64%	78%	-	-	-	-	68%	69%	100%	71%	67%	-
% STAAR Alternate 2	2017	13%	10%	**7%**	0%	0%	22%	-	-	-	-	7%	0%	0%	0%	10%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing	Y								Y			n/a	2	2	100
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**19**	**21**	**90**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	Y	N	Y	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	222	69	75	42	*	27	-	**	133	13	58	n/a
Total Tests	280	94	96	53	*	28	-	**	175	27	77	61
% at Approaches Grade Level Standard	79%	73%	78%	79%	*	96%	-	100%	76%	48%	75%	n/a
Mathematics												
# at Approaches Grade Level Standard	254	82	88	47	*	28	-	**	154	16	72	n/a
Total Tests	280	94	96	53	*	28	-	**	175	27	77	61
% at Approaches Grade Level Standard	91%	87%	92%	89%	*	100%	-	100%	88%	59%	94%	n/a
Writing												
# at Approaches Grade Level Standard	44	16	13	9	-	*	-	*	24	*	12	n/a
Total Tests	62	22	23	11	-	*	-	*	38	*	18	12
% at Approaches Grade Level Standard	71%	73%	57%	82%	-	*	-	*	63%	*	67%	n/a
Science												
# at Approaches Grade Level Standard	54	15	22	9	*	5	-	*	33	*	14	n/a
Total Tests	76	23	30	13	*	6	-	*	48	*	21	13
% at Approaches Grade Level Standard	71%	65%	73%	69%	*	83%	-	*	69%	*	67%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	289	98	98	54	*	29	-	**	178	28	n/a	62
Total Students	290	99	98	54	*	29	-	**	178	28	n/a	62
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	289	98	98	54	*	29	-	**	178	28	n/a	62
Total Students	290	99	98	54	*	29	-	**	178	28	n/a	62
Participation Rate	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	27.0	80.6%	72.7%	74.5%
Masters	6.5	19.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**57%**	49%	60%	*	-	71%	-	-	*	57%	63%	67%	49%	*
	2016	72%	68%	**53%**	56%	51%	*	-	*	-	*	*	49%	49%	55%	51%	-
Mathematics	2017	76%	73%	**65%**	49%	74%	*	-	86%	-	-	*	64%	76%	69%	60%	*
	2016	74%	70%	**54%**	46%	62%	*	-	*	-	*	*	52%	63%	57%	51%	-
Grade 4																	
Reading	2017	69%	64%	**60%**	53%	68%	*	*	*	-	*	*	60%	58%	61%	59%	*
	2016	74%	67%	**56%**	48%	52%	*	-	*	-	*	*	52%	54%	66%	49%	-
Mathematics	2017	74%	70%	**71%**	64%	82%	*	*	*	-	*	*	71%	76%	74%	68%	*
	2016	72%	66%	**59%**	38%	62%	*	-	*	-	*	*	57%	73%	69%	51%	-
Writing	2017	64%	59%	**54%**	49%	64%	*	*	*	-	*	*	53%	56%	64%	44%	*
	2016	68%	63%	**59%**	57%	50%	100%	-	*	-	*	*	56%	46%	72%	49%	-
Grade 5																	
Reading	2017	81%	75%	**75%**	73%	71%	*	-	*	-	*	*	74%	70%	70%	79%	-
	2016	80%	74%	**56%**	50%	59%	*	-	64%	-	-	*	54%	46%	62%	50%	-
Mathematics	2017	86%	80%	**76%**	73%	74%	*	-	*	-	*	*	76%	74%	85%	68%	-
	2016	85%	79%	**60%**	53%	63%	*	-	73%	-	-	*	58%	62%	69%	51%	-
Science	2017	73%	66%	**69%**	63%	66%	*	-	*	-	*	*	65%	65%	70%	68%	-
	2016	73%	67%	**43%**	37%	43%	*	-	64%	-	-	*	42%	32%	47%	40%	-
Grade 6																	
Reading	2017	67%	67%	**66%**	59%	70%	*	-	75%	-	*	*	64%	58%	70%	62%	-
	2016	68%	67%	**69%**	55%	72%	100%	-	88%	*	-	*	68%	47%	77%	62%	-
Mathematics	2017	75%	77%	**74%**	69%	78%	*	-	83%	-	*	*	74%	83%	82%	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
	2016	71%	69%	**68%**	52%	74%	*	-	88%	*	-	*	67%	68%	66%	69%	-
All Grades																	
All Subjects	2017	74%	70%	**66%**	59%	71%	71%	*	80%	-	45%	21%	65%	68%	71%	62%	*
	2016	74%	70%	**58%**	49%	59%	67%	-	78%	*	71%	12%	56%	54%	63%	53%	-
Reading	2017	71%	66%	**64%**	57%	68%	75%	*	73%	-	*	18%	63%	62%	67%	61%	*
	2016	72%	67%	**59%**	53%	59%	71%	-	78%	*	*	*	56%	49%	65%	53%	-
Mathematics	2017	78%	74%	**71%**	63%	77%	75%	*	85%	-	*	25%	71%	77%	77%	66%	*
	2016	75%	70%	**60%**	48%	66%	59%	-	81%	*	*	17%	58%	66%	65%	56%	-
Writing	2017	66%	60%	**54%**	49%	64%	*	*	*	-	*	*	53%	56%	64%	44%	*
	2016	68%	64%	**59%**	57%	50%	100%	-	*	-	*	*	56%	46%	72%	49%	-
Science	2017	78%	73%	**69%**	63%	66%	*	-	*	-	*	*	65%	65%	70%	68%	-
	2016	77%	74%	**43%**	37%	43%	*	-	64%	-	-	*	42%	32%	47%	40%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**31%**	27%	29%	53%	*	56%	-	27%	11%	30%	27%	35%	27%	*
	2016	42%	38%	**27%**	19%	26%	37%	-	58%	*	29%	5%	24%	18%	32%	22%	-
Reading	2017	43%	39%	**31%**	30%	27%	50%	*	46%	-	*	11%	31%	21%	36%	26%	*
	2016	42%	38%	**31%**	24%	32%	35%	-	59%	*	*	*	28%	18%	38%	25%	-
Mathematics	2017	45%	39%	**37%**	28%	38%	63%	*	65%	-	*	14%	35%	40%	41%	33%	*
	2016	40%	35%	**26%**	19%	26%	35%	-	63%	*	*	7%	24%	22%	29%	24%	-
Writing	2017	36%	30%	**16%**	16%	16%	*	*	*	-	*	*	14%	13%	17%	16%	*
	2016	39%	36%	**25%**	14%	17%	60%	-	*	-	*	*	25%	19%	41%	12%	-
Science	2017	48%	44%	**20%**	16%	16%	*	-	*	-	*	*	18%	9%	17%	24%	-
	2016	44%	41%	**13%**	8%	13%	*	-	27%	-	-	*	10%	0%	20%	6%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**14%**	7%	13%	32%	*	42%	-	9%	3%	13%	11%	16%	11%	*
	2016	17%	14%	**10%**	5%	8%	19%	-	35%	*	0%	3%	9%	5%	11%	8%	-
Reading	2017	18%	15%	**15%**	11%	12%	44%	*	38%	-	*	4%	15%	9%	21%	10%	*
	2016	16%	14%	**12%**	7%	12%	12%	-	37%	*	*	*	11%	6%	12%	12%	-
Mathematics	2017	21%	18%	**16%**	5%	19%	25%	*	46%	-	*	4%	15%	17%	17%	15%	*
	2016	17%	15%	**8%**	4%	6%	18%	-	41%	*	*	3%	8%	5%	11%	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
Writing	2017	11%	8%	**3%**	0%	4%	*	*	*	-	*	*	3%	5%	4%	2%	*
	2016	14%	11%	**12%**	5%	10%	60%	-	*	-	*	*	11%	4%	22%	5%	-
Science	2017	19%	16%	**8%**	0%	5%	*	-	*	-	*	*	9%	0%	7%	9%	-
	2016	15%	13%	**3%**	3%	0%	*	-	18%	-	-	*	3%	0%	4%	2%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	*
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	*
	2016	100%	99%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	*
	2016	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**18%**	25%	20%	*	-	-	-	*	18%	22%	14%	14%	19%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**82%**	75%	80%	*	-	-	-	*	82%	78%	86%	86%	81%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**18%**	25%	20%	*	-	-	-	*	18%	17%	0%	14%	19%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**82%**	75%	80%	*	-	-	-	*	82%	83%	100%	86%	81%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y			Y			Y	N	Y	n/a	5	7	71
Mathematics	Y	Y	Y			Y			Y	N	Y	n/a	6	7	86
Writing	N	N	Y						N		Y	n/a	2	5	40
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**16**	**22**	**73**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	7	7	100
Mathematics	Y	Y	Y			Y			Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**36**	**83**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	199	68	98	12	*	19	-	*	174	5	87	n/a
Total Tests	312	121	146	16	*	25	-	*	277	28	133	118
% at Approaches Grade Level Standard	64%	56%	67%	75%	*	76%	-	*	63%	18%	65%	n/a
Mathematics												
# at Approaches Grade Level Standard	228	79	113	12	*	23	-	*	200	7	106	n/a
Total Tests	312	121	146	16	*	25	-	*	277	28	133	118
% at Approaches Grade Level Standard	73%	65%	77%	75%	*	92%	-	*	72%	25%	80%	n/a
Writing												
# at Approaches Grade Level Standard	48	18	27	*	*	*	-	*	40	*	23	n/a
Total Tests	83	34	41	*	*	*	-	*	73	*	37	35
% at Approaches Grade Level Standard	58%	53%	66%	*	*	*	-	*	55%	*	62%	n/a
Science												
# at Approaches Grade Level Standard	44	12	25	*	-	*	-	*	36	*	23	n/a
Total Tests	63	18	38	*	-	*	-	*	54	*	32	23
% at Approaches Grade Level Standard	70%	67%	66%	*	-	*	-	*	67%	*	72%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	334	132	155	16	*	26	-	*	296	28	n/a	127
Total Students	334	132	155	16	*	26	-	*	296	28	n/a	127
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	333	132	154	16	*	26	-	*	295	28	n/a	126
Total Students	333	132	154	16	*	26	-	*	295	28	n/a	126
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.4	70.0%	72.7%	74.5%
Masters	13.0	30.0%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**80%**	64%	80%	88%	*	100%	-	78%	21%	74%	63%	86%	76%	*
	2016	69%	67%	**82%**	59%	75%	91%	*	89%	-	100%	30%	70%	38%	85%	78%	-
Mathematics	2017	68%	65%	**79%**	65%	76%	88%	*	100%	-	78%	18%	74%	60%	77%	81%	*
	2016	68%	67%	**84%**	67%	80%	93%	*	89%	-	75%	39%	77%	58%	84%	85%	-
Writing	2017	68%	61%	**75%**	62%	71%	84%	*	100%	-	67%	21%	67%	45%	83%	68%	*
	2016	68%	66%	**84%**	62%	80%	92%	*	100%	-	100%	26%	76%	46%	90%	80%	-
Grade 8																	
Reading	2017	84%	83%	**92%**	83%	87%	98%	*	100%	-	100%	64%	88%	48%	97%	88%	-
	2016	85%	84%	**91%**	83%	87%	95%	*	100%	-	*	35%	86%	74%	91%	90%	-
Mathematics	2017	84%	73%	**92%**	83%	89%	98%	*	*	-	*	64%	90%	71%	96%	88%	-
	2016	80%	71%	**88%**	87%	84%	91%	-	100%	-	*	55%	85%	82%	86%	89%	-
Science	2017	74%	72%	**88%**	67%	85%	95%	*	100%	-	100%	55%	81%	62%	88%	88%	-
	2016	73%	70%	**79%**	65%	72%	88%	*	100%	-	*	30%	70%	47%	75%	83%	-
Social Studies	2017	62%	60%	**86%**	73%	81%	92%	*	100%	-	100%	58%	81%	59%	85%	87%	-
	2016	62%	63%	**79%**	70%	69%	88%	*	100%	-	*	30%	71%	53%	75%	83%	-
End of Course																	
Algebra I	2017	81%	76%	**100%**	*	100%	100%	-	100%	-	*	-	100%	*	100%	100%	-
	2016	76%	68%	**100%**	100%	100%	100%	*	100%	-	*	-	100%	-	100%	100%	-
All Grades																	
All Subjects	2017	74%	70%	**85%**	70%	81%	92%	86%	100%	-	85%	41%	79%	58%	87%	83%	*
	2016	74%	70%	**84%**	71%	79%	92%	100%	97%	-	95%	34%	77%	58%	84%	84%	-
Reading	2017	71%	66%	**86%**	71%	83%	93%	*	100%	-	86%	41%	80%	57%	91%	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
	2016	72%	67%	**86%**	71%	81%	93%	*	95%	-	100%	32%	78%	59%	88%	84%	-
Mathematics	2017	78%	74%	**87%**	73%	83%	94%	*	100%	-	86%	39%	82%	65%	87%	86%	*
	2016	75%	70%	**88%**	78%	84%	94%	*	95%	-	83%	45%	83%	72%	87%	89%	-
Writing	2017	66%	60%	**75%**	62%	71%	84%	*	100%	-	67%	21%	67%	45%	83%	68%	*
	2016	68%	64%	**84%**	62%	80%	92%	*	100%	-	100%	26%	76%	46%	90%	80%	-
Science	2017	78%	73%	**88%**	67%	85%	95%	*	100%	-	100%	55%	81%	62%	88%	88%	-
	2016	77%	74%	**79%**	65%	72%	88%	*	100%	-	*	30%	70%	47%	75%	83%	-
Social Studies	2017	76%	75%	**86%**	73%	81%	92%	*	100%	-	100%	58%	81%	59%	85%	87%	-
	2016	76%	76%	**79%**	70%	69%	88%	*	100%	-	*	30%	71%	53%	75%	83%	-

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

All Grades																	
All Subjects	2017	44%	40%	**58%**	33%	51%	72%	29%	85%	-	62%	13%	47%	18%	60%	57%	*
	2016	42%	38%	**56%**	34%	47%	69%	86%	73%	-	60%	8%	44%	19%	57%	56%	-
Reading	2017	43%	39%	**56%**	32%	48%	71%	*	71%	-	57%	7%	43%	10%	61%	52%	*
	2016	42%	38%	**56%**	35%	46%	67%	*	74%	-	75%	9%	44%	14%	57%	55%	-
Mathematics	2017	45%	39%	**64%**	34%	57%	78%	*	94%	-	64%	14%	52%	29%	64%	64%	*
	2016	40%	35%	**63%**	36%	56%	75%	*	84%	-	50%	9%	52%	36%	63%	62%	-
Writing	2017	36%	30%	**49%**	25%	47%	61%	*	86%	-	44%	5%	39%	13%	58%	41%	*
	2016	39%	36%	**55%**	28%	47%	68%	*	56%	-	75%	10%	42%	8%	64%	48%	-
Science	2017	48%	44%	**66%**	43%	55%	77%	*	89%	-	80%	21%	50%	24%	64%	68%	-
	2016	44%	41%	**52%**	31%	40%	67%	*	60%	-	*	5%	39%	9%	50%	54%	-
Social Studies	2017	48%	48%	**55%**	33%	48%	63%	*	90%	-	80%	21%	47%	14%	49%	60%	-
	2016	45%	46%	**49%**	34%	34%	65%	*	80%	-	*	5%	39%	18%	45%	53%	-

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

All Grades																	
All Subjects	2017	19%	17%	**30%**	13%	21%	41%	0%	55%	-	26%	4%	19%	4%	29%	30%	*
	2016	17%	14%	**27%**	10%	19%	36%	57%	40%	-	30%	2%	18%	4%	27%	26%	-
Reading	2017	18%	15%	**30%**	13%	21%	42%	*	53%	-	21%	0%	16%	1%	31%	28%	*
	2016	16%	14%	**27%**	14%	21%	33%	*	37%	-	42%	0%	19%	3%	29%	25%	-
Mathematics	2017	21%	18%	**34%**	16%	26%	46%	*	59%	-	43%	6%	24%	4%	33%	35%	*
	2016	17%	15%	**32%**	10%	25%	43%	*	53%	-	33%	6%	23%	5%	31%	33%	-

		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	2017	11%	8%	**16%**	8%	12%	23%	*	14%	-	11%	0%	9%	3%	21%	12%	*
	2016	14%	11%	**18%**	6%	12%	23%	*	56%	-	13%	3%	10%	0%	25%	11%	-
Science	2017	19%	16%	**29%**	8%	21%	40%	*	67%	-	20%	12%	21%	7%	24%	34%	-
	2016	15%	13%	**23%**	6%	13%	36%	*	20%	-	*	0%	14%	3%	20%	27%	-
Social Studies	2017	26%	26%	**36%**	18%	24%	49%	*	70%	-	20%	9%	27%	7%	31%	41%	-
	2016	21%	22%	**30%**	13%	16%	44%	*	30%	-	*	0%	18%	6%	27%	32%	-

STAAR Participation (All Grades)

All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	*
	2016	99%	99%	**100%**	99%	100%	100%	100%	100%	-	100%	99%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	*
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	*
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**99%**	99%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	99%	*
	2016	99%	100%	**99%**	98%	100%	99%	*	100%	-	100%	94%	100%	100%	99%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	99%	*	100%	-	*	100%	99%	100%	100%	99%	-
Social Studies	2017	98%	98%	**100%**	100%	99%	100%	*	100%	-	100%	100%	99%	100%	99%	100%	-
	2016	98%	99%	**99%**	98%	100%	98%	*	100%	-	*	100%	99%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2017	98%	97%	**99%**	100%	96%	100%	-	*	-	*	99%	98%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**8%**	0%	12%	12%	-	*	-	*	8%	6%	15%	0%	12%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**90%**	100%	84%	88%	-	*	-	*	90%	92%	85%	100%	86%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**1%**	0%	4%	0%	-	*	-	*	1%	2%	0%	0%	2%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**99%**	100%	96%	100%	-	*	-	*	99%	98%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**3%**	0%	8%	0%	-	*	-	*	3%	2%	8%	0%	4%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**96%**	100%	88%	100%	-	*	-	*	96%	96%	92%	100%	94%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	2%	**1%**	0%	4%	0%	-	*	-	*	1%	2%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y	Y	Y	Y					Y	N	N	n/a	5	7	71
Science	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Social Studies	Y	Y	Y	Y					Y	Y	Y	n/a	7	7	100
Total													**30**	**35**	**86**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**44**	**49**	**90**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	671	78	237	327	*	16	-	**	346	28	61	n/a
Total Tests	769	106	282	349	*	16	-	**	427	66	86	64
% at Approaches Grade Level Standard	87%	74%	84%	94%	*	100%	-	86%	81%	42%	71%	n/a
Mathematics												
# at Approaches Grade Level Standard	677	80	236	331	*	16	-	**	351	28	66	n/a
Total Tests	768	106	281	349	*	16	-	**	426	66	86	64
% at Approaches Grade Level Standard	88%	75%	84%	95%	*	100%	-	86%	82%	42%	77%	n/a
Writing												
# at Approaches Grade Level Standard	298	37	111	136	*	7	-	**	159	8	31	n/a
Total Tests	392	58	157	160	*	7	-	**	237	37	54	39
% at Approaches Grade Level Standard	76%	64%	71%	85%	*	100%	-	67%	67%	22%	57%	n/a
Science												
# at Approaches Grade Level Standard	331	32	106	179	*	8	-	**	152	17	24	n/a
Total Tests	370	47	122	187	*	8	-	**	185	30	32	25
% at Approaches Grade Level Standard	89%	68%	87%	96%	*	100%	-	100%	82%	57%	75%	n/a
Social Studies												
# at Approaches Grade Level Standard	323	35	101	172	*	9	-	**	151	18	23	n/a
Total Tests	370	47	121	187	*	9	-	**	184	30	32	25
% at Approaches Grade Level Standard	87%	74%	83%	92%	*	100%	-	100%	82%	60%	72%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	809	126	294	356	*	17	-	**	437	71	n/a	69
Total Students	810	126	295	356	*	17	-	**	438	72	n/a	69
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	99%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	808	126	293	356	*	17	-	**	436	71	n/a	69
Total Students	810	126	295	356	*	17	-	**	438	72	n/a	69
Participation Rate	100%	100%	99%	100%	*	100%	-	100%	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	42.1	72.5%	72.7%	74.5%
Masters	16.0	27.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**78%**	70%	78%	88%	*	94%	-	*	42%	75%	59%	83%	73%	-
	2016	69%	67%	**76%**	65%	78%	79%	*	91%	-	83%	47%	74%	66%	83%	70%	-
Mathematics	2017	68%	65%	**77%**	72%	73%	85%	*	94%	-	*	45%	76%	67%	80%	73%	-
	2016	68%	67%	**72%**	64%	70%	81%	*	90%	-	67%	44%	70%	63%	76%	69%	-
Writing	2017	68%	61%	**68%**	63%	67%	74%	*	83%	-	*	31%	66%	47%	78%	57%	-
	2016	68%	66%	**71%**	65%	68%	77%	*	87%	-	75%	37%	67%	46%	79%	64%	-
Grade 8																	
Reading	2017	84%	83%	**88%**	87%	89%	77%	*	94%	-	91%	58%	88%	80%	93%	83%	-
	2016	85%	84%	**86%**	81%	88%	91%	*	95%	*	67%	49%	84%	77%	90%	82%	-
Mathematics	2017	84%	73%	**82%**	83%	82%	74%	*	90%	-	90%	61%	85%	80%	85%	80%	-
	2016	80%	71%	**71%**	65%	72%	85%	-	90%	*	63%	38%	71%	67%	72%	69%	-
Science	2017	74%	72%	**76%**	72%	73%	69%	*	94%	-	82%	44%	76%	67%	78%	74%	-
	2016	73%	70%	**66%**	58%	66%	65%	*	95%	*	*	23%	61%	42%	66%	66%	-
Social Studies	2017	62%	60%	**59%**	49%	58%	60%	*	82%	-	55%	34%	59%	41%	61%	57%	-
	2016	62%	63%	**59%**	53%	57%	62%	*	80%	*	67%	23%	54%	33%	62%	57%	-
End of Course																	
English I	2016	63%	58%	*	*	-	-	-	-	-	-	-	-	-	*	-	-
Algebra I	2017	81%	76%	**100%**	100%	100%	100%	-	100%	-	*	-	100%	100%	100%	100%	-
	2016	76%	68%	**99%**	97%	100%	100%	*	100%	-	*	-	100%	*	100%	98%	-
All Grades																	
All Subjects	2017	74%	70%	**76%**	71%	75%	75%	100%	91%	-	69%	45%	75%	64%	80%	72%	-
	2016	74%	70%	**73%**	65%	72%	78%	69%	91%	*	68%	38%	70%	57%	77%	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
Reading	2017	71%	66%	**83%**	78%	83%	82%	*	94%	-	78%	50%	82%	70%	88%	78%	-
	2016	72%	67%	**81%**	74%	83%	84%	*	93%	*	76%	48%	79%	70%	87%	76%	-
Mathematics	2017	78%	74%	**82%**	78%	79%	81%	*	95%	-	78%	54%	82%	75%	84%	79%	-
	2016	75%	70%	**75%**	68%	74%	84%	*	93%	*	67%	42%	74%	66%	78%	73%	-
Writing	2017	66%	60%	**68%**	63%	67%	74%	*	83%	-	*	31%	66%	47%	78%	57%	-
	2016	68%	64%	**71%**	65%	68%	77%	*	87%	-	75%	37%	67%	46%	79%	64%	-
Science	2017	78%	73%	**76%**	72%	73%	69%	*	94%	-	82%	44%	76%	67%	78%	74%	-
	2016	77%	74%	**66%**	58%	66%	65%	*	95%	*	*	23%	61%	42%	66%	66%	-
Social Studies	2017	76%	75%	**59%**	49%	58%	60%	*	82%	-	55%	34%	59%	41%	61%	57%	-
	2016	76%	76%	**59%**	53%	57%	62%	*	80%	*	67%	23%	54%	33%	62%	57%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**43%**	34%	40%	45%	43%	69%	-	35%	34%	41%	27%	48%	39%	-
	2016	42%	38%	**40%**	31%	37%	45%	46%	69%	*	35%	26%	37%	20%	43%	37%	-
Reading	2017	43%	39%	**49%**	41%	48%	49%	*	69%	-	50%	39%	48%	29%	55%	43%	-
	2016	42%	38%	**47%**	38%	46%	56%	*	69%	*	43%	32%	42%	26%	53%	42%	-
Mathematics	2017	45%	39%	**48%**	35%	47%	47%	*	81%	-	33%	34%	46%	36%	52%	43%	-
	2016	40%	35%	**42%**	31%	39%	45%	*	81%	*	24%	28%	40%	28%	42%	42%	-
Writing	2017	36%	30%	**34%**	26%	29%	53%	*	58%	-	*	24%	30%	18%	43%	24%	-
	2016	39%	36%	**37%**	29%	35%	35%	*	63%	-	42%	25%	38%	12%	47%	30%	-
Science	2017	48%	44%	**46%**	38%	39%	52%	*	77%	-	36%	38%	42%	25%	48%	44%	-
	2016	44%	41%	**34%**	27%	28%	44%	*	63%	*	*	17%	29%	8%	34%	34%	-
Social Studies	2017	48%	48%	**29%**	22%	27%	25%	*	51%	-	27%	31%	26%	16%	28%	30%	-
	2016	45%	46%	**27%**	20%	22%	38%	*	54%	*	33%	15%	25%	8%	27%	27%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**18%**	13%	15%	18%	29%	40%	-	12%	10%	15%	9%	21%	16%	-
	2016	17%	14%	**16%**	11%	11%	20%	46%	39%	*	10%	10%	13%	5%	18%	15%	-
Reading	2017	18%	15%	**25%**	20%	22%	26%	*	40%	-	28%	24%	22%	15%	30%	20%	-
	2016	16%	14%	**21%**	15%	18%	31%	*	35%	*	24%	22%	17%	5%	23%	19%	-
Mathematics	2017	21%	18%	**20%**	12%	16%	16%	*	52%	-	6%	6%	17%	12%	23%	17%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	17%	15%	**18%**	12%	11%	18%	*	53%	*	5%	5%	16%	8%	19%	17%	-
Writing	2017	11%	8%	**7%**	7%	3%	12%	*	14%	-	*	0%	6%	0%	11%	3%	-
	2016	14%	11%	**9%**	8%	5%	7%	*	21%	-	8%	3%	7%	2%	12%	6%	-
Science	2017	19%	16%	**16%**	10%	10%	19%	*	44%	-	9%	5%	13%	6%	18%	15%	-
	2016	15%	13%	**14%**	9%	9%	18%	*	45%	*	*	6%	9%	3%	13%	16%	-
Social Studies	2017	26%	26%	**15%**	8%	13%	12%	*	38%	-	9%	5%	11%	4%	13%	16%	-
	2016	21%	22%	**13%**	8%	10%	18%	*	34%	*	0%	4%	11%	3%	14%	12%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	99%	100%	100%	100%	*	100%	99%	100%	99%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	99%	99%	*	100%	-	100%	99%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	99%	99%	*	100%	-	100%	99%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	99%	99%	*	100%	*	100%	99%	100%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	99%	99%	100%	*	100%	-	100%	98%	100%	100%	100%	99%	-
Science	2017	99%	99%	**100%**	100%	100%	98%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	99%	99%	100%	*	100%	*	100%	100%	99%	97%	99%	99%	-
Social Studies	2017	98%	98%	**100%**	100%	100%	98%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	98%	99%	**99%**	98%	99%	100%	*	100%	*	100%	100%	99%	97%	99%	99%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**94%**	93%	98%	84%	-	100%	-	86%	94%	95%	95%	95%	93%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**20%**	25%	20%	11%	-	17%	-	14%	20%	17%	29%	23%	18%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**41%**	50%	42%	32%	-	25%	-	29%	41%	42%	38%	41%	41%	-
% STAAR Alternate 2	2017	12%	9%	**33%**	18%	36%	42%	-	58%	-	43%	33%	36%	29%	31%	34%	-
% of Non-Participants	2017	2%	3%	**6%**	7%	2%	16%	-	0%	-	14%	6%	5%	5%	5%	7%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**94%**	93%	98%	84%	-	100%	-	86%	94%	95%	95%	95%	93%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**21%**	25%	22%	11%	-	17%	-	29%	21%	19%	29%	26%	19%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**39%**	50%	40%	32%	-	25%	-	14%	39%	41%	38%	38%	40%	-
% STAAR Alternate 2	2017	13%	10%	**33%**	18%	36%	42%	-	58%	-	43%	33%	36%	29%	31%	34%	-
% of Non-Participants	2017	1%	2%	**6%**	7%	2%	16%	-	0%	-	14%	6%	5%	5%	5%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Science	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Social Studies	Y	N	N	Y		Y			Y	N	N	n/a	4	8	50
Total													**32**	**40**	**80**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total													**48**	**56**	**86**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	698	240	248	65	*	130	-	**	445	56	123	n/a
Total Tests	831	302	297	77	*	137	-	**	542	110	151	94
% at Approaches Grade Level Standard	84%	79%	84%	84%	*	95%	-	82%	82%	51%	81%	n/a
Mathematics												
# at Approaches Grade Level Standard	688	241	237	65	*	130	-	**	446	59	126	n/a
Total Tests	829	302	295	77	*	137	-	**	541	110	151	94
% at Approaches Grade Level Standard	83%	80%	80%	84%	*	95%	-	82%	82%	54%	83%	n/a
Writing												
# at Approaches Grade Level Standard	276	100	93	**	-	57	-	*	168	15	55	n/a
Total Tests	401	156	139	**	-	67	-	*	253	50	81	46
% at Approaches Grade Level Standard	69%	64%	67%	73%	-	85%	-	*	66%	30%	68%	n/a
Science												
# at Approaches Grade Level Standard	332	110	115	31	*	66	-	**	221	27	54	n/a
Total Tests	428	146	157	43	*	70	-	**	288	59	70	48
% at Approaches Grade Level Standard	78%	75%	73%	72%	*	94%	-	82%	77%	46%	77%	n/a
Social Studies												
# at Approaches Grade Level Standard	260	76	92	27	*	58	-	**	172	22	41	n/a
Total Tests	428	146	157	43	*	70	-	**	288	59	70	48
% at Approaches Grade Level Standard	61%	52%	59%	63%	*	83%	-	55%	60%	37%	59%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	888	323	314	89	*	141	-	**	556	126	n/a	101
Total Students	891	323	316	90	*	141	-	**	557	127	n/a	101
Participation Rate	100%	100%	99%	99%	*	100%	-	100%	100%	99%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	887	323	312	90	*	141	-	**	556	126	n/a	101
Total Students	890	323	314	91	*	141	-	**	557	127	n/a	101
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)

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	42.6	63.5%	72.7%	74.5%
Masters	24.5	36.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**74%**	73%	66%	93%	-	80%	-	*	*	73%	70%	76%	72%	-
	2016	72%	68%	**69%**	54%	71%	82%	-	100%	-	*	*	64%	77%	76%	62%	-
Mathematics	2017	76%	73%	**86%**	80%	90%	93%	-	90%	-	*	*	83%	89%	83%	88%	-
	2016	74%	70%	**74%**	60%	75%	91%	-	100%	-	*	*	69%	77%	76%	72%	-
Grade 4																	
Reading	2017	69%	64%	**66%**	60%	64%	78%	-	100%	-	*	*	63%	67%	77%	56%	-
	2016	74%	67%	**82%**	89%	79%	67%	*	75%	-	*	*	80%	71%	84%	80%	-
Mathematics	2017	74%	70%	**62%**	50%	68%	67%	-	100%	-	*	*	54%	42%	63%	62%	-
	2016	72%	66%	**67%**	61%	70%	56%	*	88%	-	*	*	64%	54%	69%	65%	-
Writing	2017	64%	59%	**58%**	60%	54%	67%	-	*	-	*	*	48%	*	71%	46%	-
	2016	68%	63%	**78%**	83%	72%	89%	*	75%	-	*	*	74%	67%	89%	69%	-
Grade 5																	
Reading	2017	81%	75%	**87%**	86%	89%	78%	*	86%	-	*	*	86%	79%	83%	91%	-
	2016	80%	74%	**78%**	86%	74%	64%	-	*	*	*	*	79%	69%	74%	80%	-
Mathematics	2017	86%	80%	**84%**	83%	89%	56%	*	86%	-	*	*	83%	79%	87%	81%	-
	2016	85%	79%	**75%**	61%	83%	71%	-	*	*	*	*	79%	69%	80%	72%	-
Science	2017	73%	66%	**70%**	66%	73%	56%	*	71%	-	*	*	72%	63%	67%	72%	-
	2016	73%	67%	**62%**	50%	69%	57%	-	*	*	*	*	66%	*	66%	59%	-
Grade 6																	
Reading	2017	67%	67%	**70%**	70%	67%	75%	-	*	-	*	*	70%	33%	77%	65%	-
	2016	68%	67%	**72%**	67%	69%	69%	-	92%	-	100%	*	67%	40%	75%	69%	-
Mathematics	2017	75%	77%	**74%**	70%	75%	75%	-	*	-	*	*	77%	53%	74%	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
	2016	71%	69%	**67%**	55%	78%	46%	-	92%	-	100%	*	65%	60%	64%	69%	-
All Grades																	
All Subjects	2017	74%	70%	**74%**	70%	75%	75%	*	86%	-	72%	36%	72%	66%	76%	72%	-
	2016	74%	70%	**72%**	67%	74%	68%	*	89%	*	93%	22%	71%	63%	75%	70%	-
Reading	2017	71%	66%	**75%**	73%	73%	82%	*	88%	-	71%	35%	74%	65%	78%	72%	-
	2016	72%	67%	**75%**	74%	74%	70%	*	89%	*	100%	28%	73%	66%	77%	74%	-
Mathematics	2017	78%	74%	**77%**	71%	81%	75%	*	92%	-	71%	39%	76%	73%	78%	77%	-
	2016	75%	70%	**70%**	59%	77%	66%	*	93%	*	92%	*	69%	65%	71%	70%	-
Writing	2017	66%	60%	**58%**	60%	54%	67%	-	*	-	*	*	48%	*	71%	46%	-
	2016	68%	64%	**78%**	83%	72%	89%	*	75%	-	*	*	74%	67%	89%	69%	-
Science	2017	78%	73%	**70%**	66%	73%	56%	*	71%	-	*	*	72%	63%	67%	72%	-
	2016	77%	74%	**62%**	50%	69%	57%	-	*	*	*	*	66%	*	66%	59%	-

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

All Grades																	
All Subjects	2017	44%	40%	**41%**	39%	36%	50%	*	67%	-	33%	16%	39%	31%	42%	40%	-
	2016	42%	38%	**37%**	32%	36%	29%	*	71%	*	45%	11%	33%	22%	39%	35%	-
Reading	2017	43%	39%	**43%**	44%	37%	52%	*	64%	-	29%	17%	41%	30%	47%	40%	-
	2016	42%	38%	**40%**	35%	39%	30%	*	75%	*	50%	11%	36%	22%	42%	37%	-
Mathematics	2017	45%	39%	**43%**	35%	42%	52%	*	72%	-	29%	17%	42%	39%	39%	46%	-
	2016	40%	35%	**32%**	25%	33%	28%	*	64%	*	50%	*	29%	20%	32%	32%	-
Writing	2017	36%	30%	**32%**	40%	11%	56%	-	*	-	*	*	27%	*	46%	21%	-
	2016	39%	36%	**52%**	61%	47%	33%	*	75%	-	*	*	47%	38%	64%	42%	-
Science	2017	48%	44%	**34%**	34%	31%	22%	*	57%	-	*	*	32%	16%	33%	35%	-
	2016	44%	41%	**25%**	18%	24%	29%	-	*	*	*	*	24%	*	26%	24%	-

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

All Grades																	
All Subjects	2017	19%	17%	**18%**	16%	16%	23%	*	41%	-	28%	7%	17%	13%	18%	19%	-
	2016	17%	14%	**13%**	11%	10%	15%	*	38%	*	14%	0%	13%	5%	13%	13%	-
Reading	2017	18%	15%	**21%**	16%	19%	25%	*	40%	-	29%	9%	19%	16%	21%	20%	-
	2016	16%	14%	**16%**	16%	12%	17%	*	32%	*	8%	0%	16%	5%	16%	16%	-
Mathematics	2017	21%	18%	**21%**	17%	18%	25%	*	48%	-	29%	9%	20%	14%	18%	23%	-
	2016	17%	15%	**10%**	4%	8%	13%	*	43%	*	25%	*	9%	7%	10%	11%	-

		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	2017	11%	8%	**5%**	7%	0%	11%	-	*	-	*	*	4%	*	11%	0%	-
	2016	14%	11%	**20%**	28%	14%	11%	*	38%	-	*	*	20%	0%	20%	20%	-
Science	2017	19%	16%	**12%**	14%	4%	11%	*	43%	-	*	*	10%	0%	9%	15%	-
	2016	15%	13%	**7%**	4%	5%	14%	-	*	*	*	*	7%	*	6%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	99%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	99%	99%	100%	*	100%	*	100%	100%	99%	100%	100%	98%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	100%	-	*	*	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**39%**	44%	44%	*	-	*	-	-	39%	37%	60%	14%	50%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**61%**	56%	56%	*	-	*	-	-	61%	63%	40%	86%	50%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**39%**	44%	44%	*	-	*	-	-	39%	37%	60%	14%	50%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**61%**	56%	56%	*	-	*	-	-	61%	63%	40%	86%	50%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y		Y	n/a	6	6	100
Mathematics	Y	Y	Y	Y					Y		Y	n/a	6	6	100
Writing	N	N	N						N			n/a	0	4	0
Science	Y	Y	Y						Y			n/a	4	4	100
Social Studies												n/a	0	0	
Total													**16**	**20**	**80**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**34**	**88**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	250	81	106	36	*	21	-	**	184	8	85	n/a
Total Tests	327	109	143	44	*	23	-	**	247	22	112	80
% at Approaches Grade Level Standard	76%	74%	74%	82%	*	91%	-	71%	74%	36%	76%	n/a
Mathematics												
# at Approaches Grade Level Standard	255	79	116	33	*	21	-	**	189	8	89	n/a
Total Tests	327	109	143	44	*	23	-	**	247	22	112	80
% at Approaches Grade Level Standard	78%	72%	81%	75%	*	91%	-	71%	77%	36%	79%	n/a
Writing												
# at Approaches Grade Level Standard	38	14	14	6	-	*	-	*	22	*	11	n/a
Total Tests	65	25	25	9	-	*	-	*	46	*	20	*
% at Approaches Grade Level Standard	58%	56%	56%	67%	-	*	-	*	48%	*	55%	n/a
Science												
# at Approaches Grade Level Standard	68	22	32	5	*	5	-	*	51	*	25	n/a
Total Tests	94	30	44	9	*	7	-	*	69	*	32	19
% at Approaches Grade Level Standard	72%	73%	73%	56%	*	71%	-	*	74%	*	78%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	349	122	150	44	*	25	-	**	254	23	n/a	83
Total Students	349	122	150	44	*	25	-	**	254	23	n/a	83
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	349	122	150	44	*	25	-	**	254	23	n/a	83
Total Students	349	122	150	44	*	25	-	**	254	23	n/a	83
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	34.0	76.4%	72.7%	74.5%
Masters	10.5	23.6%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**65%**	71%	53%	64%	*	74%	*	*	*	56%	62%	73%	57%	-
	2016	72%	68%	**81%**	57%	83%	75%	-	92%	-	*	*	75%	82%	91%	72%	-
Mathematics	2017	76%	73%	**74%**	71%	60%	79%	*	89%	*	*	*	72%	90%	73%	75%	-
	2016	74%	70%	**79%**	50%	72%	83%	-	100%	-	*	*	77%	84%	82%	77%	-
Grade 4																	
Reading	2017	69%	64%	**76%**	61%	83%	75%	-	80%	-	*	*	73%	76%	86%	69%	-
	2016	74%	67%	**73%**	70%	70%	80%	-	74%	-	*	*	67%	60%	81%	65%	-
Mathematics	2017	74%	70%	**81%**	67%	70%	92%	-	96%	-	*	*	80%	84%	80%	81%	-
	2016	72%	66%	**74%**	65%	62%	90%	-	89%	-	*	*	67%	60%	73%	74%	-
Writing	2017	64%	59%	**80%**	78%	70%	67%	-	96%	-	*	*	78%	84%	80%	79%	-
	2016	68%	63%	**56%**	50%	48%	70%	-	68%	-	*	*	50%	48%	65%	48%	-
Grade 5																	
Reading	2017	81%	75%	**81%**	72%	88%	70%	-	88%	-	*	*	80%	81%	82%	80%	-
	2016	80%	74%	**92%**	87%	93%	88%	-	100%	-	*	*	93%	82%	91%	94%	-
Mathematics	2017	86%	80%	**87%**	75%	92%	90%	-	92%	-	*	*	85%	92%	81%	91%	-
	2016	85%	79%	**91%**	87%	81%	100%	-	100%	-	*	*	89%	86%	84%	98%	-
Science	2017	73%	66%	**72%**	52%	83%	67%	-	84%	-	*	*	69%	77%	72%	71%	-
	2016	73%	67%	**78%**	61%	77%	69%	-	100%	-	*	*	74%	73%	77%	79%	-
Grade 6																	
Reading	2017	67%	67%	**80%**	82%	75%	73%	-	90%	-	*	*	78%	56%	79%	80%	-
	2016	68%	67%	**82%**	83%	82%	93%	-	74%	-	*	*	79%	50%	91%	73%	-
Mathematics	2017	75%	77%	**92%**	91%	86%	100%	-	93%	-	100%	*	90%	89%	85%	98%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**89%**	83%	91%	100%	-	87%	-	*	*	88%	75%	91%	88%	-
All Grades																	
All Subjects	2017	74%	70%	**79%**	72%	77%	78%	*	89%	*	83%	31%	77%	80%	79%	79%	-
	2016	74%	70%	**80%**	71%	75%	85%	-	89%	-	89%	42%	76%	71%	83%	77%	-
Reading	2017	71%	66%	**76%**	72%	76%	71%	*	84%	*	75%	28%	73%	70%	80%	73%	-
	2016	72%	67%	**83%**	76%	82%	85%	-	86%	-	100%	47%	79%	71%	89%	77%	-
Mathematics	2017	78%	74%	**84%**	76%	78%	90%	*	93%	*	92%	33%	83%	88%	80%	87%	-
	2016	75%	70%	**84%**	74%	76%	94%	-	95%	-	88%	47%	81%	77%	83%	85%	-
Writing	2017	66%	60%	**80%**	78%	70%	67%	-	96%	-	*	*	78%	84%	80%	79%	-
	2016	68%	64%	**56%**	50%	48%	70%	-	68%	-	*	*	50%	48%	65%	48%	-
Science	2017	78%	73%	**72%**	52%	83%	67%	-	84%	-	*	*	69%	77%	72%	71%	-
	2016	77%	74%	**78%**	61%	77%	69%	-	100%	-	*	*	74%	73%	77%	79%	-

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

All Grades																	
All Subjects	2017	44%	40%	**50%**	37%	43%	52%	*	65%	*	63%	13%	47%	46%	52%	48%	-
	2016	42%	38%	**47%**	34%	40%	51%	-	64%	-	68%	6%	44%	33%	50%	45%	-
Reading	2017	43%	39%	**49%**	41%	45%	49%	*	61%	*	50%	17%	47%	44%	52%	46%	-
	2016	42%	38%	**50%**	41%	47%	52%	-	57%	-	75%	0%	47%	32%	56%	44%	-
Mathematics	2017	45%	39%	**55%**	39%	44%	61%	*	74%	*	75%	11%	52%	52%	53%	56%	-
	2016	40%	35%	**51%**	31%	42%	58%	-	73%	-	63%	13%	47%	41%	51%	52%	-
Writing	2017	36%	30%	**43%**	22%	35%	25%	-	68%	-	*	*	39%	51%	49%	40%	-
	2016	39%	36%	**26%**	30%	19%	20%	-	37%	-	*	*	25%	4%	35%	18%	-
Science	2017	48%	44%	**39%**	31%	38%	56%	-	44%	-	*	*	34%	19%	47%	31%	-
	2016	44%	41%	**44%**	22%	27%	44%	-	79%	-	*	*	37%	32%	36%	51%	-

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

All Grades																	
All Subjects	2017	19%	17%	**26%**	15%	19%	29%	*	42%	*	30%	4%	23%	23%	28%	25%	-
	2016	17%	14%	**25%**	13%	18%	27%	-	41%	-	53%	0%	23%	15%	27%	24%	-
Reading	2017	18%	15%	**28%**	19%	22%	29%	*	43%	*	25%	6%	24%	25%	34%	23%	-
	2016	16%	14%	**29%**	18%	26%	27%	-	38%	-	75%	0%	25%	16%	34%	23%	-
Mathematics	2017	21%	18%	**30%**	16%	21%	33%	*	49%	*	33%	6%	28%	28%	28%	31%	-
	2016	17%	15%	**29%**	13%	15%	35%	-	52%	-	50%	0%	26%	20%	28%	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
Writing	2017	11%	8%	**13%**	6%	4%	17%	-	20%	-	*	*	4%	14%	14%	13%	-
	2016	14%	11%	**16%**	10%	15%	10%	-	26%	-	*	*	15%	0%	19%	13%	-
Science	2017	19%	16%	**18%**	7%	17%	22%	-	32%	-	*	*	18%	4%	16%	20%	-
	2016	15%	13%	**10%**	0%	4%	13%	-	25%	-	*	*	9%	5%	5%	15%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	100%	*	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**86%**	100%	63%	*	-	*	-	-	86%	88%	*	89%	83%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**38%**	50%	25%	*	-	*	-	-	38%	31%	*	11%	58%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**14%**	0%	25%	*	-	*	-	-	14%	13%	*	33%	0%	-
% STAAR Alternate 2	2017	12%	9%	**33%**	50%	13%	*	-	*	-	-	33%	44%	*	44%	25%	-
% of Non-Participants	2017	2%	3%	**14%**	0%	38%	*	-	*	-	-	14%	13%	*	11%	17%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**86%**	100%	63%	*	-	*	-	-	86%	88%	*	89%	83%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**38%**	50%	25%	*	-	*	-	-	38%	31%	*	11%	58%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**14%**	0%	25%	*	-	*	-	-	14%	13%	*	33%	0%	-
% STAAR Alternate 2	2017	13%	10%	**33%**	50%	13%	*	-	*	-	-	33%	44%	*	44%	25%	-
% of Non-Participants	2017	1%	2%	**14%**	0%	38%	*	-	*	-	-	14%	13%	*	11%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y		Y	n/a	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		Y	n/a	7	7	100
Writing	Y					Y			Y		Y	n/a	4	4	100
Science	Y								Y			n/a	2	2	100
Social Studies												n/a	0	0	
Total													**20**	**20**	**100**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		Y	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y			Y		n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**34**	**100**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	247	58	68	36	*	79	*	5	152	*	105	n/a
Total Tests	320	77	91	51	*	91	*	8	207	*	134	104
% at Approaches Grade Level Standard	77%	75%	75%	71%	*	87%	*	63%	73%	*	78%	n/a
Mathematics												
# at Approaches Grade Level Standard	272	61	71	46	*	86	*	7	171	5	123	n/a
Total Tests	320	76	92	51	*	91	*	8	207	17	135	105
% at Approaches Grade Level Standard	85%	80%	77%	90%	*	95%	*	88%	83%	29%	91%	n/a
Writing												
# at Approaches Grade Level Standard	61	13	14	**	-	24	-	*	36	*	31	n/a
Total Tests	77	16	21	**	-	25	-	*	47	*	37	37
% at Approaches Grade Level Standard	79%	81%	67%	67%	-	96%	-	*	77%	*	84%	n/a
Science												
# at Approaches Grade Level Standard	60	14	19	**	-	20	-	*	41	*	29	n/a
Total Tests	80	24	23	**	-	23	-	*	58	*	34	24
% at Approaches Grade Level Standard	75%	58%	83%	67%	-	87%	-	*	71%	*	85%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	348	86	99	51	*	98	*	12	221	21	n/a	112
Total Students	348	86	99	51	*	98	*	12	221	21	n/a	112
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	347	85	99	51	*	98	*	12	220	21	n/a	112
Total Students	347	85	99	51	*	98	*	12	220	21	n/a	112
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	33.2	89.2%	72.7%	74.5%
Masters	4.0	10.8%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	1	0
Non-renewable	0	0
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**56%**	*	55%	*	-	-	-	-	*	56%	58%	60%	51%	-
	2016	72%	68%	**62%**	*	61%	71%	-	*	-	*	*	61%	64%	64%	60%	-
Mathematics	2017	76%	73%	**69%**	*	70%	*	-	-	-	-	*	70%	67%	64%	74%	-
	2016	74%	70%	**64%**	*	65%	71%	-	*	-	*	*	64%	70%	60%	68%	-
Grade 4																	
Reading	2017	69%	64%	**43%**	*	44%	*	*	*	-	*	*	43%	51%	49%	37%	-
	2016	74%	67%	**52%**	*	57%	*	-	-	-	*	*	53%	41%	65%	40%	-
Mathematics	2017	74%	70%	**60%**	*	64%	*	*	*	-	*	*	61%	72%	61%	60%	-
	2016	72%	66%	**41%**	*	43%	*	-	-	-	*	*	39%	37%	55%	29%	-
Writing	2017	64%	59%	**38%**	*	40%	*	*	*	-	*	*	38%	44%	47%	30%	-
	2016	68%	63%	**51%**	*	51%	*	-	-	-	*	*	50%	40%	68%	34%	-
Grade 5																	
Reading	2017	81%	75%	**62%**	*	61%	*	-	-	-	*	*	64%	59%	71%	51%	-
	2016	80%	74%	**61%**	*	64%	83%	-	*	-	-	*	58%	55%	68%	53%	-
Mathematics	2017	86%	80%	**74%**	*	76%	*	-	-	-	*	*	75%	71%	80%	68%	-
	2016	85%	79%	**70%**	*	74%	83%	-	*	-	-	*	68%	73%	70%	70%	-
Science	2017	73%	66%	**50%**	*	49%	*	-	-	-	*	*	50%	38%	58%	42%	-
	2016	73%	67%	**51%**	*	49%	83%	-	*	-	-	*	48%	39%	49%	53%	-
Grade 6																	
Reading	2017	67%	67%	**51%**	*	49%	*	-	*	-	-	*	49%	26%	60%	43%	-
	2016	68%	67%	**58%**	*	60%	*	-	*	-	*	*	56%	30%	51%	64%	-
Mathematics	2017	75%	77%	**68%**	56%	68%	*	-	*	-	-	*	68%	63%	75%	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
	2016	71%	69%	**62%**	*	64%	*	-	*	-	*	*	61%	50%	54%	69%	-
All Grades																	
All Subjects	2017	74%	70%	**56%**	48%	57%	53%	*	100%	-	*	19%	57%	56%	62%	51%	-
	2016	74%	70%	**58%**	31%	59%	59%	-	90%	-	*	17%	56%	52%	60%	55%	-
Reading	2017	71%	66%	**52%**	48%	52%	55%	*	*	-	*	*	52%	51%	59%	45%	-
	2016	72%	67%	**59%**	36%	61%	52%	-	*	-	*	*	57%	51%	62%	55%	-
Mathematics	2017	78%	74%	**68%**	52%	69%	59%	*	*	-	*	40%	68%	69%	69%	66%	-
	2016	75%	70%	**60%**	28%	62%	61%	-	*	-	*	30%	59%	59%	60%	60%	-
Writing	2017	66%	60%	**38%**	*	40%	*	*	*	-	*	*	38%	44%	47%	30%	-
	2016	68%	64%	**51%**	*	51%	*	-	-	-	*	*	50%	40%	68%	34%	-
Science	2017	78%	73%	**50%**	*	49%	*	-	-	-	*	*	50%	38%	58%	42%	-
	2016	77%	74%	**51%**	*	49%	83%	-	*	-	-	*	48%	39%	49%	53%	-

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

All Grades																	
All Subjects	2017	44%	40%	**23%**	18%	23%	25%	*	71%	-	*	3%	23%	23%	26%	20%	-
	2016	42%	38%	**22%**	17%	21%	34%	-	80%	-	*	0%	21%	15%	24%	21%	-
Reading	2017	43%	39%	**23%**	19%	23%	27%	*	*	-	*	*	23%	20%	29%	16%	-
	2016	42%	38%	**25%**	24%	23%	48%	-	*	-	*	*	24%	17%	27%	22%	-
Mathematics	2017	45%	39%	**27%**	19%	26%	32%	*	*	-	*	3%	26%	30%	27%	27%	-
	2016	40%	35%	**21%**	16%	20%	26%	-	*	-	*	0%	21%	16%	20%	23%	-
Writing	2017	36%	30%	**16%**	*	15%	*	*	*	-	*	*	16%	20%	18%	13%	-
	2016	39%	36%	**17%**	*	19%	*	-	-	-	*	*	18%	15%	30%	5%	-
Science	2017	48%	44%	**21%**	*	22%	*	-	-	-	*	*	22%	13%	20%	22%	-
	2016	44%	41%	**21%**	*	19%	33%	-	*	-	-	*	20%	6%	19%	23%	-

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

All Grades																	
All Subjects	2017	19%	17%	**8%**	8%	8%	7%	*	57%	-	*	1%	8%	9%	9%	7%	-
	2016	17%	14%	**8%**	5%	8%	8%	-	40%	-	*	0%	8%	6%	8%	9%	-
Reading	2017	18%	15%	**9%**	14%	9%	9%	*	*	-	*	*	9%	8%	12%	6%	-
	2016	16%	14%	**9%**	4%	10%	13%	-	*	-	*	*	9%	8%	10%	9%	-
Mathematics	2017	21%	18%	**11%**	5%	10%	9%	*	*	-	*	3%	11%	14%	11%	11%	-
	2016	17%	15%	**9%**	8%	9%	9%	-	*	-	*	0%	9%	6%	7%	12%	-

		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	2017	11%	8%	**2%**	*	2%	*	*	*	-	*	*	2%	3%	2%	2%	-
	2016	14%	11%	**6%**	*	7%	*	-	-	-	*	*	5%	3%	8%	5%	-
Science	2017	19%	16%	**3%**	*	3%	*	-	-	-	*	*	3%	3%	0%	6%	-
	2016	15%	13%	**3%**	*	1%	0%	-	*	-	-	*	3%	3%	2%	4%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	*	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	100%	99%	100%	-	-	-	*	100%	99%	98%	100%	98%	-
Science	2017	99%	99%	**99%**	*	99%	*	-	-	-	*	100%	100%	100%	98%	100%	-
	2016	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	2017	98%	97%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**27%**	*	29%	*	-	-	-	-	27%	26%	31%	17%	29%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**73%**	*	71%	*	-	-	-	-	73%	74%	69%	83%	71%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**20%**	*	21%	*	-	-	-	-	20%	22%	19%	17%	21%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**80%**	*	79%	*	-	-	-	-	80%	78%	81%	83%	79%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N	N	N	n/a	0	5	0
Mathematics	Y		Y						Y	N	Y	n/a	4	5	80
Writing	N		N						N		N	n/a	0	4	0
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													**4**	**18**	**22**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**14**	**28**	**50**

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

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	177	9	155	10	-	*	-	*	167	*	120	n/a
Total Tests	334	20	290	19	-	*	-	*	320	*	214	191
% at Approaches Grade Level Standard	53%	45%	53%	53%	-	*	-	*	52%	*	56%	n/a
Mathematics												
# at Approaches Grade Level Standard	232	11	207	11	-	*	-	*	221	12	159	n/a
Total Tests	333	20	289	19	-	*	-	*	319	28	214	191
% at Approaches Grade Level Standard	70%	55%	72%	58%	-	*	-	*	69%	43%	74%	n/a
Writing												
# at Approaches Grade Level Standard	36	*	33	*	-	*	-	*	34	*	30	n/a
Total Tests	96	*	82	*	-	*	-	*	92	*	68	67
% at Approaches Grade Level Standard	38%	*	40%	*	-	*	-	*	37%	*	44%	n/a
Science												
# at Approaches Grade Level Standard	36	*	31	*	-	-	-	*	35	*	24	n/a
Total Tests	72	*	64	*	-	-	-	*	71	*	48	38
% at Approaches Grade Level Standard	50%	*	48%	*	-	-	-	*	49%	*	50%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	357	21	308	22	*	*	-	*	325	30	n/a	203
Total Students	357	21	308	22	*	*	-	*	325	30	n/a	203
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	354	21	305	22	*	*	-	*	324	30	n/a	201
Total Students	355	21	306	22	*	*	-	*	325	30	n/a	201
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	32.0	74.6%	72.7%	74.5%
Masters	8.9	20.7%	26.5%	23.6%
Doctorate	2.0	4.7%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**60%**	63%	59%	*	-	-	-	*	*	60%	61%	61%	58%	-
	2016	72%	68%	**63%**	75%	63%	*	-	*	-	*	*	62%	60%	70%	57%	-
Mathematics	2017	76%	73%	**67%**	63%	66%	*	-	-	-	100%	67%	70%	67%	64%	71%	-
	2016	74%	70%	**60%**	75%	58%	*	-	*	-	*	*	59%	58%	65%	55%	-
Grade 4																	
Reading	2017	69%	64%	**55%**	*	52%	*	-	*	-	*	*	55%	43%	58%	53%	-
	2016	74%	67%	**69%**	73%	68%	*	*	*	-	-	45%	68%	60%	80%	61%	-
Mathematics	2017	74%	70%	**70%**	83%	67%	*	-	*	-	*	63%	73%	68%	65%	75%	-
	2016	72%	66%	**53%**	*	53%	*	*	*	-	-	45%	52%	49%	63%	46%	-
Writing	2017	64%	59%	**57%**	83%	53%	*	-	*	-	*	*	58%	50%	58%	56%	-
	2016	68%	63%	**61%**	82%	57%	*	*	*	-	-	50%	60%	48%	72%	54%	-
Grade 5																	
Reading	2017	81%	75%	**74%**	64%	76%	*	*	*	-	*	*	72%	58%	69%	77%	-
	2016	80%	74%	**69%**	56%	69%	83%	-	-	-	*	*	65%	56%	71%	66%	-
Mathematics	2017	86%	80%	**80%**	67%	84%	*	*	*	-	*	*	81%	75%	72%	86%	-
	2016	85%	79%	**79%**	67%	81%	*	-	-	-	*	*	78%	78%	88%	70%	-
Science	2017	73%	66%	**65%**	58%	63%	*	*	*	-	*	*	63%	55%	54%	73%	-
	2016	73%	67%	**70%**	56%	69%	100%	-	-	-	*	*	67%	59%	73%	68%	-
Grade 6																	
Reading	2017	67%	67%	**68%**	55%	70%	*	-	*	-	*	*	65%	48%	74%	63%	-
	2016	68%	67%	**74%**	*	75%	100%	*	100%	-	*	71%	73%	61%	80%	65%	-
Mathematics	2017	75%	77%	**79%**	82%	81%	*	-	*	-	*	*	79%	78%	88%	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
	2016	71%	69%	**59%**	*	57%	*	*	100%	-	*	*	56%	54%	65%	48%	-
All Grades																	
All Subjects	2017	74%	70%	**67%**	67%	67%	58%	*	82%	-	89%	42%	67%	60%	66%	68%	-
	2016	74%	70%	**65%**	60%	65%	71%	*	100%	-	82%	46%	64%	58%	73%	59%	-
Reading	2017	71%	66%	**64%**	61%	64%	58%	*	*	-	83%	33%	63%	53%	66%	62%	-
	2016	72%	67%	**69%**	61%	68%	70%	*	100%	-	*	45%	67%	59%	76%	62%	-
Mathematics	2017	78%	74%	**74%**	73%	74%	53%	*	83%	-	100%	50%	75%	71%	72%	76%	-
	2016	75%	70%	**62%**	55%	62%	65%	*	100%	-	*	45%	61%	60%	70%	55%	-
Writing	2017	66%	60%	**57%**	83%	53%	*	-	*	-	*	*	58%	50%	58%	56%	-
	2016	68%	64%	**61%**	82%	57%	*	*	*	-	-	50%	60%	48%	72%	54%	-
Science	2017	78%	73%	**65%**	58%	63%	*	*	*	-	*	*	63%	55%	54%	73%	-
	2016	77%	74%	**70%**	56%	69%	100%	-	-	-	*	*	67%	59%	73%	68%	-

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

All Grades																	
All Subjects	2017	44%	40%	**34%**	27%	33%	38%	*	71%	-	43%	33%	33%	26%	35%	32%	-
	2016	42%	38%	**31%**	26%	29%	43%	*	78%	-	36%	37%	28%	23%	33%	28%	-
Reading	2017	43%	39%	**34%**	31%	33%	37%	*	*	-	50%	30%	33%	24%	37%	32%	-
	2016	42%	38%	**33%**	27%	31%	55%	*	88%	-	*	39%	30%	23%	38%	29%	-
Mathematics	2017	45%	39%	**35%**	24%	35%	42%	*	83%	-	33%	40%	35%	28%	38%	33%	-
	2016	40%	35%	**27%**	18%	26%	35%	*	63%	-	*	35%	25%	23%	27%	27%	-
Writing	2017	36%	30%	**31%**	50%	28%	*	-	*	-	*	*	31%	24%	30%	31%	-
	2016	39%	36%	**35%**	55%	31%	*	*	*	-	-	40%	32%	24%	46%	28%	-
Science	2017	48%	44%	**30%**	17%	29%	*	*	*	-	*	*	30%	20%	26%	33%	-
	2016	44%	41%	**30%**	11%	32%	33%	-	-	-	*	*	28%	20%	30%	30%	-

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

All Grades																	
All Subjects	2017	19%	17%	**12%**	13%	12%	9%	*	24%	-	7%	7%	12%	8%	12%	12%	-
	2016	17%	14%	**11%**	5%	10%	18%	*	56%	-	9%	4%	9%	9%	13%	9%	-
Reading	2017	18%	15%	**15%**	19%	14%	16%	*	*	-	0%	3%	14%	9%	17%	13%	-
	2016	16%	14%	**15%**	6%	14%	25%	*	88%	-	*	3%	13%	10%	19%	11%	-
Mathematics	2017	21%	18%	**14%**	8%	14%	5%	*	33%	-	17%	13%	14%	10%	12%	15%	-
	2016	17%	15%	**8%**	0%	9%	5%	*	38%	-	*	3%	8%	10%	9%	8%	-

		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	2017	11%	8%	**4%**	17%	4%	*	-	*	-	*	*	3%	2%	2%	5%	-
	2016	14%	11%	**8%**	18%	5%	*	*	*	-	-	10%	5%	2%	10%	6%	-
Science	2017	19%	16%	**7%**	8%	7%	*	*	*	-	*	*	7%	0%	8%	6%	-
	2016	15%	13%	**8%**	0%	7%	33%	-	-	-	*	*	5%	7%	10%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**99%**	100%	99%	100%	*	100%	-	100%	100%	99%	99%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**37%**	*	36%	*	-	-	-	*	37%	32%	41%	60%	32%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**30%**	*	23%	*	-	-	-	*	30%	32%	24%	20%	32%	-
% STAAR Alternate 2	2017	12%	9%	**33%**	*	41%	*	-	-	-	*	33%	36%	35%	20%	36%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**37%**	*	36%	*	-	-	-	*	37%	32%	41%	60%	32%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**30%**	*	23%	*	-	-	-	*	30%	32%	24%	20%	32%	-
% STAAR Alternate 2	2017	13%	10%	**33%**	*	41%	*	-	-	-	*	33%	36%	35%	20%	36%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y						Y	N	Y	n/a	4	6	67
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing	N		N						N		Y	n/a	1	4	25
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**14**	**20**	**70**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	229	18	186	10	*	*	-	10	210	10	138	n/a
Total Tests	350	31	283	17	*	*	-	12	329	28	219	176
% at Approaches Grade Level Standard	65%	58%	66%	59%	*	*	-	83%	64%	36%	63%	n/a
Mathematics												
# at Approaches Grade Level Standard	270	25	217	10	*	**	-	12	253	14	173	n/a
Total Tests	351	32	283	17	*	**	-	12	330	28	219	176
% at Approaches Grade Level Standard	77%	78%	77%	59%	*	83%	-	100%	77%	50%	79%	n/a
Writing												
# at Approaches Grade Level Standard	54	5	42	*	-	*	-	*	52	*	34	n/a
Total Tests	93	6	78	*	-	*	-	*	89	*	57	44
% at Approaches Grade Level Standard	58%	83%	54%	*	-	*	-	*	58%	*	60%	n/a
Science												
# at Approaches Grade Level Standard	54	6	42	*	*	*	-	*	49	*	37	n/a
Total Tests	84	10	67	*	*	*	-	*	78	*	58	39
% at Approaches Grade Level Standard	64%	60%	63%	*	*	*	-	*	63%	*	64%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	372	36	298	19	*	**	-	12	342	30	n/a	189
Total Students	373	36	299	19	*	**	-	12	343	30	n/a	189
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	372	37	297	19	*	**	-	12	342	30	n/a	188
Total Students	374	37	299	19	*	**	-	12	344	30	n/a	189
Participation Rate	99%	100%	99%	100%	*	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.3	81.5%	72.7%	74.5%
Masters	8.0	18.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**79%**	59%	68%	88%	*	93%	-	67%	25%	70%	40%	81%	77%	-
	2016	69%	67%	**79%**	62%	69%	85%	-	77%	*	91%	28%	68%	29%	83%	74%	-
Mathematics	2017	68%	65%	**76%**	48%	77%	82%	*	100%	-	58%	32%	67%	64%	76%	76%	-
	2016	68%	67%	**82%**	68%	76%	87%	-	85%	*	82%	28%	75%	41%	85%	78%	-
Writing	2017	68%	61%	**79%**	67%	72%	85%	*	86%	-	58%	21%	73%	52%	87%	70%	-
	2016	68%	66%	**80%**	78%	67%	84%	-	79%	*	91%	32%	71%	*	89%	70%	-
Grade 8																	
Reading	2017	84%	83%	**93%**	80%	93%	96%	-	86%	*	100%	46%	89%	78%	96%	90%	-
	2016	85%	84%	**91%**	83%	93%	93%	*	95%	*	89%	49%	84%	67%	93%	89%	-
Mathematics	2017	84%	73%	**89%**	88%	85%	93%	-	*	*	*	32%	89%	69%	92%	85%	-
	2016	80%	71%	**84%**	73%	86%	87%	*	100%	*	100%	33%	76%	89%	84%	85%	-
Science	2017	74%	72%	**86%**	70%	81%	91%	-	93%	*	100%	33%	80%	50%	90%	83%	-
	2016	73%	70%	**79%**	68%	75%	83%	*	88%	*	89%	28%	69%	*	83%	75%	-
Social Studies	2017	62%	60%	**79%**	52%	75%	85%	-	86%	*	100%	33%	65%	41%	77%	81%	-
	2016	62%	63%	**75%**	66%	73%	78%	*	89%	*	67%	25%	65%	*	77%	73%	-
End of Course																	
Algebra I	2017	81%	76%	**99%**	89%	100%	100%	-	100%	-	100%	*	100%	*	99%	100%	-
	2016	76%	68%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	-	100%	100%	-
Biology	2017	85%	81%	**100%**	-	*	*	-	-	-	-	-	-	*	*	*	-
	2016	86%	82%	*	-	*	*	-	*	-	-	-	-	-	*	*	-
All Grades																	
All Subjects	2017	74%	70%	**84%**	66%	79%	89%	*	90%	*	81%	32%	76%	57%	86%	81%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	74%	70%	**82%**	72%	77%	86%	80%	89%	100%	87%	33%	73%	43%	86%	79%	-
Reading	2017	71%	66%	**86%**	69%	81%	92%	*	89%	*	81%	35%	79%	56%	88%	83%	-
	2016	72%	67%	**85%**	75%	81%	89%	*	88%	*	90%	40%	77%	42%	88%	82%	-
Mathematics	2017	78%	74%	**85%**	67%	83%	89%	*	93%	*	76%	35%	79%	67%	86%	84%	-
	2016	75%	70%	**86%**	72%	82%	89%	*	94%	*	90%	32%	77%	58%	87%	84%	-
Writing	2017	66%	60%	**79%**	67%	72%	85%	*	86%	-	58%	21%	73%	52%	87%	70%	-
	2016	68%	64%	**80%**	78%	67%	84%	-	79%	*	91%	32%	71%	*	89%	70%	-
Science	2017	78%	73%	**86%**	70%	81%	91%	-	93%	*	100%	33%	80%	53%	90%	83%	-
	2016	77%	74%	**79%**	68%	75%	83%	*	89%	*	89%	28%	69%	*	83%	76%	-
Social Studies	2017	76%	75%	**79%**	52%	75%	85%	-	86%	*	100%	33%	65%	41%	77%	81%	-
	2016	76%	76%	**75%**	66%	73%	78%	*	89%	*	67%	25%	65%	*	77%	73%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**58%**	38%	46%	65%	*	76%	*	65%	21%	42%	27%	60%	55%	-
	2016	42%	38%	**55%**	39%	43%	62%	30%	78%	71%	67%	11%	39%	14%	61%	49%	-
Reading	2017	43%	39%	**58%**	40%	45%	66%	*	82%	*	62%	21%	43%	23%	60%	56%	-
	2016	42%	38%	**56%**	44%	44%	61%	*	72%	*	75%	11%	39%	4%	63%	48%	-
Mathematics	2017	45%	39%	**59%**	31%	48%	67%	*	82%	*	67%	21%	42%	28%	60%	57%	-
	2016	40%	35%	**59%**	40%	46%	66%	*	88%	*	65%	11%	42%	27%	62%	55%	-
Writing	2017	36%	30%	**54%**	44%	38%	62%	*	57%	-	42%	11%	42%	28%	65%	42%	-
	2016	39%	36%	**58%**	44%	43%	65%	-	79%	*	73%	20%	46%	*	71%	45%	-
Science	2017	48%	44%	**64%**	44%	52%	71%	-	79%	*	89%	29%	46%	41%	62%	65%	-
	2016	44%	41%	**53%**	32%	45%	59%	*	84%	*	67%	6%	36%	*	60%	47%	-
Social Studies	2017	48%	48%	**54%**	36%	45%	60%	-	64%	*	78%	29%	37%	18%	52%	55%	-
	2016	45%	46%	**46%**	33%	33%	53%	*	68%	*	44%	11%	28%	*	47%	45%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**31%**	11%	22%	37%	*	49%	*	35%	9%	17%	10%	34%	28%	-
	2016	17%	14%	**27%**	14%	18%	31%	0%	57%	0%	25%	5%	14%	5%	30%	23%	-
Reading	2017	18%	15%	**34%**	15%	24%	41%	*	46%	*	38%	8%	18%	9%	39%	29%	-
	2016	16%	14%	**26%**	13%	19%	31%	*	47%	*	25%	6%	13%	4%	32%	20%	-

		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	2017	21%	18%	**31%**	8%	22%	37%	*	57%	*	38%	8%	16%	14%	35%	27%	-
	2016	17%	15%	**28%**	12%	20%	32%	*	66%	*	25%	5%	16%	4%	30%	25%	-
Writing	2017	11%	8%	**21%**	4%	16%	26%	*	21%	-	25%	11%	12%	12%	25%	17%	-
	2016	14%	11%	**21%**	17%	16%	22%	-	43%	*	18%	4%	16%	*	29%	12%	-
Science	2017	19%	16%	**30%**	12%	20%	36%	-	57%	*	22%	14%	19%	6%	31%	28%	-
	2016	15%	13%	**27%**	15%	18%	33%	*	58%	*	22%	3%	9%	*	28%	26%	-
Social Studies	2017	26%	26%	**35%**	14%	28%	40%	-	57%	*	44%	10%	23%	6%	33%	36%	-
	2016	21%	22%	**31%**	17%	19%	37%	*	68%	*	33%	8%	16%	*	30%	31%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	100%	99%	99%	*	98%	*	100%	99%	99%	99%	100%	99%	-
	2016	99%	99%	**99%**	100%	100%	98%	100%	100%	100%	100%	99%	99%	100%	99%	99%	-
Reading	2017	99%	99%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**99%**	100%	100%	99%	100%	100%	*	100%	100%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	99%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**98%**	100%	99%	97%	-	100%	*	100%	100%	98%	100%	98%	98%	-
Science	2017	99%	99%	**99%**	100%	99%	99%	-	93%	*	100%	95%	97%	94%	100%	98%	-
	2016	99%	99%	**99%**	100%	100%	98%	100%	100%	*	100%	97%	100%	100%	98%	100%	-
Social Studies	2017	98%	98%	**98%**	98%	99%	98%	-	93%	*	100%	95%	96%	94%	99%	98%	-
	2016	98%	99%	**98%**	98%	100%	97%	100%	100%	*	100%	97%	98%	100%	97%	99%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**27%**	20%	15%	35%	-	*	-	*	27%	25%	13%	13%	33%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**63%**	70%	62%	62%	-	*	-	*	63%	60%	63%	75%	58%	-
% STAAR Alternate 2	2017	12%	9%	**10%**	10%	23%	4%	-	*	-	*	10%	15%	25%	13%	8%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**23%**	10%	15%	35%	-	*	-	*	23%	20%	0%	13%	28%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**67%**	80%	62%	62%	-	*	-	*	67%	65%	75%	75%	64%	-
% STAAR Alternate 2	2017	13%	10%	**10%**	10%	23%	4%	-	*	-	*	10%	15%	25%	13%	8%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing	Y	Y	Y	Y					Y	N		n/a	5	6	83
Science	Y	Y	Y	Y					Y			n/a	5	5	100
Social Studies	Y	N	Y	Y					Y			n/a	4	5	80
Total													**28**	**32**	**88**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	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			Y	Y	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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

	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
Total Overall Total													**44**	**48**	**92**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	555	56	118	337	*	25	*	17	170	18	31	n/a
Total Tests	643	83	144	365	*	28	*	21	214	51	50	41
% at Approaches Grade Level Standard	86%	67%	82%	92%	*	89%	*	81%	79%	35%	62%	n/a
Mathematics												
# at Approaches Grade Level Standard	552	56	122	330	*	26	*	16	171	18	36	n/a
Total Tests	646	83	145	367	*	28	*	21	215	51	50	41
% at Approaches Grade Level Standard	85%	67%	84%	90%	*	93%	*	76%	80%	35%	72%	n/a
Writing												
# at Approaches Grade Level Standard	257	29	52	156	*	12	-	**	78	6	18	n/a
Total Tests	324	43	73	181	*	14	-	**	108	27	31	24
% at Approaches Grade Level Standard	79%	67%	71%	86%	*	86%	-	58%	72%	22%	58%	n/a
Science												
# at Approaches Grade Level Standard	271	26	59	164	-	12	*	**	82	7	10	n/a
Total Tests	313	39	71	180	-	13	*	**	103	21	18	16
% at Approaches Grade Level Standard	87%	67%	83%	91%	-	92%	*	100%	80%	33%	56%	n/a
Social Studies												
# at Approaches Grade Level Standard	245	19	53	151	-	12	*	**	67	7	8	n/a
Total Tests	311	38	71	179	-	13	*	**	102	21	18	16
% at Approaches Grade Level Standard	79%	50%	75%	84%	-	92%	*	100%	66%	33%	44%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	663	87	150	375	*	28	*	21	217	52	n/a	43
Total Students	665	87	151	376	*	28	*	21	218	52	n/a	43
Participation Rate	100%	100%	99%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	666	87	151	377	*	28	*	21	218	52	n/a	43
Total Students	667	87	151	378	*	28	*	21	218	52	n/a	43
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)

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	31.4	64.3%	72.7%	74.5%
Masters	17.4	35.7%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**57%**	50%	58%	67%	*	73%	*	55%	22%	54%	31%	63%	53%	-
	2016	63%	58%	**58%**	51%	55%	72%	*	80%	*	67%	24%	56%	36%	68%	52%	-
English II	2017	64%	59%	**60%**	57%	56%	66%	*	75%	*	64%	22%	59%	34%	69%	54%	-
	2016	66%	61%	**59%**	51%	60%	73%	*	76%	*	69%	14%	54%	27%	68%	53%	-
Algebra I	2017	81%	76%	**77%**	74%	78%	83%	*	84%	*	55%	41%	78%	72%	83%	72%	-
	2016	76%	68%	**69%**	67%	67%	80%	*	85%	*	60%	41%	68%	58%	75%	64%	-
Biology	2017	85%	81%	**82%**	79%	80%	93%	*	91%	*	70%	50%	81%	69%	84%	80%	-
	2016	86%	82%	**86%**	85%	82%	94%	*	94%	*	84%	56%	85%	67%	89%	83%	-
U.S. History	2017	91%	90%	**89%**	83%	92%	90%	*	93%	-	91%	37%	88%	73%	88%	89%	-
	2016	90%	89%	**88%**	83%	91%	91%	*	89%	83%	100%	53%	84%	70%	88%	87%	-
All Grades																	
All Subjects	2017	74%	70%	**71%**	66%	71%	78%	70%	82%	42%	66%	33%	70%	51%	76%	67%	-
	2016	74%	70%	**71%**	65%	69%	82%	47%	85%	61%	74%	36%	68%	48%	77%	66%	-
Reading	2017	71%	66%	**59%**	53%	57%	66%	*	74%	*	61%	22%	56%	33%	66%	53%	-
	2016	72%	67%	**59%**	51%	57%	72%	*	78%	63%	68%	20%	55%	32%	68%	52%	-
Mathematics	2017	78%	74%	**77%**	74%	78%	83%	*	84%	*	55%	41%	78%	72%	83%	72%	-
	2016	75%	70%	**69%**	67%	67%	80%	*	85%	*	60%	41%	68%	58%	75%	64%	-
Science	2017	78%	73%	**82%**	79%	80%	93%	*	91%	*	70%	50%	81%	69%	84%	80%	-
	2016	77%	74%	**86%**	85%	82%	94%	*	94%	*	84%	56%	85%	67%	89%	83%	-
Social Studies	2017	76%	75%	**89%**	83%	92%	90%	*	93%	-	91%	37%	88%	73%	88%	89%	-
	2016	76%	76%	**88%**	83%	91%	91%	*	89%	83%	100%	53%	84%	70%	88%	87%	-

		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 Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**46%**	39%	43%	56%	50%	66%	17%	40%	13%	43%	20%	50%	42%	-
	2016	42%	38%	**41%**	32%	38%	56%	40%	68%	26%	39%	15%	38%	15%	46%	37%	-
Reading	2017	43%	39%	**38%**	32%	34%	48%	*	60%	*	36%	11%	36%	13%	45%	33%	-
	2016	42%	38%	**35%**	27%	31%	50%	*	65%	13%	38%	11%	32%	10%	45%	28%	-
Mathematics	2017	45%	39%	**40%**	35%	39%	56%	*	61%	*	27%	15%	38%	29%	46%	35%	-
	2016	40%	35%	**28%**	22%	27%	44%	*	56%	*	13%	16%	26%	20%	30%	26%	-
Science	2017	48%	44%	**55%**	50%	52%	62%	*	74%	*	40%	16%	52%	26%	57%	54%	-
	2016	44%	41%	**54%**	45%	46%	74%	*	78%	*	58%	20%	51%	23%	58%	50%	-
Social Studies	2017	48%	48%	**62%**	52%	63%	69%	*	77%	-	64%	15%	58%	29%	59%	64%	-
	2016	45%	46%	**54%**	44%	57%	62%	*	67%	33%	50%	23%	49%	20%	49%	59%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**13%**	9%	11%	18%	20%	29%	0%	8%	2%	11%	4%	15%	12%	-
	2016	17%	14%	**9%**	6%	6%	18%	7%	24%	4%	5%	3%	8%	2%	10%	9%	-
Reading	2017	18%	15%	**4%**	2%	3%	6%	*	11%	*	3%	1%	3%	0%	6%	2%	-
	2016	16%	14%	**4%**	2%	2%	10%	*	13%	0%	0%	5%	3%	0%	6%	2%	-
Mathematics	2017	21%	18%	**19%**	15%	17%	30%	*	41%	*	9%	4%	17%	12%	23%	16%	-
	2016	17%	15%	**7%**	5%	4%	13%	*	31%	*	7%	1%	6%	5%	8%	6%	-
Science	2017	19%	16%	**19%**	13%	15%	23%	*	46%	*	20%	2%	16%	5%	20%	19%	-
	2016	15%	13%	**16%**	10%	12%	26%	*	35%	*	16%	3%	16%	3%	17%	16%	-
Social Studies	2017	26%	26%	**29%**	20%	25%	36%	*	53%	-	9%	0%	24%	7%	26%	31%	-
	2016	21%	22%	**18%**	14%	14%	28%	*	33%	17%	0%	2%	14%	4%	14%	22%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**98%**	97%	97%	98%	100%	99%	92%	100%	97%	98%	99%	98%	97%	-
	2016	99%	99%	**98%**	98%	99%	95%	100%	99%	100%	100%	98%	98%	100%	98%	98%	-
Reading	2017	99%	99%	**98%**	97%	98%	97%	100%	100%	86%	100%	97%	98%	99%	99%	97%	-
	2016	99%	99%	**98%**	98%	99%	93%	100%	100%	100%	100%	98%	99%	100%	98%	98%	-
Mathematics	2017	100%	100%	**98%**	98%	97%	98%	*	100%	*	100%	97%	97%	99%	97%	98%	-
	2016	100%	99%	**98%**	97%	99%	95%	*	100%	100%	100%	98%	98%	99%	98%	98%	-

Science	2017	99%	99%	**98%**	98%	97%	98%	*	100%	*	100%	98%	98%	99%	98%	97%	-
	2016	99%	99%	**99%**	97%	100%	99%	*	100%	*	100%	97%	99%	100%	99%	99%	-
Social Studies	2017	98%	98%	**97%**	95%	97%	100%	*	96%	-	100%	95%	97%	95%	98%	95%	-
	2016	98%	99%	**98%**	98%	98%	97%	*	97%	100%	100%	99%	97%	99%	98%	97%	-

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

Reading Tests																	
% of Participants	2017	98%	97%	**96%**	95%	98%	96%	-	100%	-	*	96%	97%	99%	97%	96%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**14%**	14%	14%	12%	-	24%	-	*	14%	14%	18%	14%	15%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**73%**	76%	77%	42%	-	59%	-	*	73%	72%	79%	76%	71%	-
% STAAR Alternate 2	2017	12%	9%	**9%**	4%	6%	42%	-	18%	-	*	9%	10%	1%	7%	10%	-
% of Non-Participants	2017	2%	3%	**4%**	5%	2%	4%	-	0%	-	*	4%	3%	1%	3%	4%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**95%**	98%	91%	93%	-	100%	-	*	95%	95%	97%	90%	99%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**15%**	14%	14%	14%	-	20%	-	*	15%	19%	17%	13%	16%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**71%**	80%	73%	43%	-	60%	-	*	71%	68%	77%	67%	74%	-
% STAAR Alternate 2	2017	13%	10%	**9%**	4%	5%	36%	-	20%	-	*	9%	8%	3%	10%	8%	-
% of Non-Participants	2017	1%	2%	**5%**	2%	9%	7%	-	0%	-	*	5%	5%	3%	10%	1%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	N	Y		Y		Y	N	N	N	n/a	4	9	44
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing												n/a	0	0	
Science	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Social Studies	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Total													**25**	**33**	**76**

Performance Status - Federal

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	9	9	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**17**	**17**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	Y	Y	Y		Y			Y	N	n/a	Y	7	8	88
Reason Code ***	d	d	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													**49**	**58**	**84**

\+ 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 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	1,125	407	384	102	*	208	*	19	695	57	148	n/a
Total Tests	1,870	743	669	150	*	267	*	30	1,220	256	371	326
% at Approaches Grade Level Standard	60%	55%	57%	68%	*	78%	*	63%	57%	22%	40%	n/a
Mathematics												
# at Approaches Grade Level Standard	451	196	173	39	*	34	*	6	313	46	91	n/a
Total Tests	567	253	214	46	*	41	*	9	394	107	118	106
% at Approaches Grade Level Standard	80%	77%	81%	85%	*	83%	*	67%	79%	43%	77%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	547	202	194	51	*	91	*	6	367	50	94	n/a
Total Tests	656	251	238	54	*	99	*	9	449	96	124	105
% at Approaches Grade Level Standard	83%	80%	82%	94%	*	92%	*	67%	82%	52%	76%	n/a
Social Studies												
# at Approaches Grade Level Standard	620	211	238	52	*	108	-	**	368	26	78	n/a
Total Tests	694	251	260	56	*	115	-	**	418	68	103	84
% at Approaches Grade Level Standard	89%	84%	92%	93%	*	94%	-	100%	88%	38%	76%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	2,042	789	741	165	5	303	6	33	1,298	272	n/a	419
Total Students	2,086	811	756	170	5	304	7	33	1,328	279	n/a	422
Participation Rate	98%	97%	98%	97%	100%	100%	86%	100%	98%	97%	n/a	99%
Mathematics: 2016-2017 Assessments												
Number Participating	628	278	236	55	*	44	*	11	411	118	n/a	115
Total Students	644	285	244	56	*	44	*	11	422	122	n/a	116
Participation Rate	98%	98%	97%	98%	*	100%	*	100%	97%	97%	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 2016												
Number Graduated	641	235	194	71	*	126	*	8	357	32	75	n/a
Total in Class	735	273	228	84	*	134	*	9	397	60	89	59
Graduation Rate	87.2%	86.1%	85.1%	84.5%	*	94.0%	*	88.9%	89.9%	53.3%	84.3%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	628	227	192	76	*	121	*	8	328	30	68	n/a
Total in Class	678	245	210	83	*	124	*	12	352	40	80	75
Graduation Rate	92.6%	92.7%	91.4%	91.6%	*	97.6%	*	66.7%	93.2%	75.0%	85.0%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	147.2	73.6%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	52.7	26.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	65.8%	58.1%	56.1%
2013-14	62.3%	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**86%**	80%	92%	84%	-	86%	*	100%	70%	88%	90%	87%	85%	-
	2016	72%	68%	**94%**	86%	88%	96%	-	100%	-	*	*	90%	86%	98%	88%	-
Mathematics	2017	76%	73%	**90%**	90%	100%	88%	-	86%	*	100%	70%	88%	90%	89%	91%	-
	2016	74%	70%	**93%**	71%	88%	96%	-	100%	-	*	*	85%	93%	94%	90%	-
Grade 4																	
Reading	2017	69%	64%	**90%**	86%	92%	89%	-	*	-	*	*	88%	83%	96%	83%	-
	2016	74%	67%	**95%**	88%	92%	97%	*	100%	-	*	64%	75%	100%	100%	90%	-
Mathematics	2017	74%	70%	**86%**	71%	83%	87%	-	*	-	*	*	71%	83%	88%	83%	-
	2016	72%	66%	**88%**	*	100%	88%	*	100%	-	*	73%	75%	100%	89%	88%	-
Writing	2017	64%	59%	**87%**	86%	83%	87%	-	*	-	*	*	82%	83%	92%	80%	-
	2016	68%	63%	**90%**	71%	85%	91%	*	100%	-	*	75%	67%	*	93%	88%	-
Grade 5																	
Reading	2017	81%	75%	**91%**	78%	100%	90%	*	100%	*	*	73%	70%	*	96%	87%	-
	2016	80%	74%	**97%**	*	100%	96%	-	100%	-	100%	100%	89%	*	94%	100%	-
Mathematics	2017	86%	80%	**97%**	89%	100%	97%	*	100%	*	100%	82%	90%	*	100%	95%	-
	2016	85%	79%	**99%**	*	100%	100%	-	100%	-	100%	100%	96%	*	98%	100%	-
Science	2017	73%	66%	**94%**	78%	100%	94%	*	100%	*	100%	82%	80%	*	96%	93%	-
	2016	73%	67%	**92%**	*	93%	93%	-	100%	-	100%	100%	85%	*	88%	98%	-
Grade 6																	
Reading	2017	67%	67%	**92%**	*	88%	91%	-	100%	-	100%	*	91%	*	93%	91%	-
	2016	68%	67%	**91%**	*	88%	95%	-	*	-	*	*	81%	*	96%	86%	-
Mathematics	2017	75%	77%	**93%**	*	88%	93%	-	100%	-	100%	*	91%	*	96%	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
	2016	71%	69%	**95%**	*	100%	95%	-	100%	-	*	*	88%	*	96%	95%	-
All Grades																	
All Subjects	2017	74%	70%	**91%**	84%	91%	90%	*	97%	100%	98%	65%	84%	89%	93%	88%	-
	2016	74%	70%	**93%**	73%	93%	95%	*	99%	-	96%	74%	84%	89%	95%	92%	-
Reading	2017	71%	66%	**90%**	83%	93%	88%	*	96%	*	95%	65%	84%	87%	93%	87%	-
	2016	72%	67%	**94%**	83%	91%	96%	*	97%	-	89%	63%	85%	83%	97%	91%	-
Mathematics	2017	78%	74%	**92%**	86%	91%	91%	*	96%	*	100%	68%	86%	91%	93%	90%	-
	2016	75%	70%	**94%**	67%	96%	95%	*	100%	-	100%	78%	87%	96%	94%	93%	-
Writing	2017	66%	60%	**87%**	86%	83%	87%	-	*	-	*	*	82%	83%	92%	80%	-
	2016	68%	64%	**90%**	71%	85%	91%	*	100%	-	*	75%	67%	*	93%	88%	-
Science	2017	78%	73%	**94%**	78%	100%	94%	*	100%	*	100%	82%	80%	*	96%	93%	-
	2016	77%	74%	**92%**	*	93%	93%	-	100%	-	100%	100%	85%	*	88%	98%	-

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

All Grades																	
All Subjects	2017	44%	40%	**69%**	54%	64%	71%	*	88%	60%	72%	44%	52%	66%	71%	68%	-
	2016	42%	38%	**69%**	41%	58%	71%	*	84%	-	83%	56%	49%	64%	69%	68%	-
Reading	2017	43%	39%	**70%**	52%	68%	72%	*	81%	*	81%	45%	62%	65%	74%	67%	-
	2016	42%	38%	**73%**	46%	60%	77%	*	81%	-	83%	52%	56%	54%	78%	67%	-
Mathematics	2017	45%	39%	**71%**	48%	62%	74%	*	88%	*	67%	48%	50%	70%	68%	73%	-
	2016	40%	35%	**67%**	42%	59%	68%	*	88%	-	78%	52%	45%	75%	65%	69%	-
Writing	2017	36%	30%	**58%**	57%	54%	58%	-	*	-	*	*	29%	50%	70%	44%	-
	2016	39%	36%	**68%**	43%	54%	68%	*	88%	-	*	50%	47%	*	71%	65%	-
Science	2017	48%	44%	**71%**	78%	71%	66%	*	100%	*	80%	45%	45%	*	73%	69%	-
	2016	44%	41%	**62%**	*	47%	64%	-	82%	-	86%	100%	41%	*	51%	75%	-

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

All Grades																	
All Subjects	2017	19%	17%	**43%**	20%	34%	45%	*	64%	20%	50%	17%	24%	34%	45%	41%	-
	2016	17%	14%	**40%**	12%	29%	44%	*	57%	-	32%	19%	15%	39%	41%	39%	-
Reading	2017	18%	15%	**49%**	24%	44%	52%	*	65%	*	52%	19%	32%	30%	54%	45%	-
	2016	16%	14%	**48%**	8%	35%	54%	*	59%	-	50%	30%	24%	42%	51%	45%	-
Mathematics	2017	21%	18%	**43%**	17%	37%	45%	*	65%	*	48%	19%	21%	30%	40%	45%	-
	2016	17%	15%	**38%**	17%	24%	42%	*	59%	-	28%	11%	8%	42%	38%	38%	-

		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	2017	11%	8%	**23%**	14%	4%	28%	-	*	-	*	*	0%	33%	26%	20%	-
	2016	14%	11%	**29%**	14%	23%	30%	*	50%	-	*	13%	20%	*	33%	25%	-
Science	2017	19%	16%	**37%**	22%	29%	39%	*	50%	*	60%	18%	25%	*	44%	31%	-
	2016	15%	13%	**27%**	*	27%	27%	-	45%	-	14%	17%	7%	*	22%	32%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	*	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**42%**	17%	50%	53%	-	*	-	*	42%	27%	*	29%	46%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**42%**	50%	50%	47%	-	*	-	*	42%	55%	*	57%	38%	-
% STAAR Alternate 2	2017	12%	9%	**16%**	33%	0%	0%	-	*	-	*	16%	18%	*	14%	17%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**39%**	17%	50%	47%	-	*	-	*	39%	27%	*	29%	42%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**45%**	50%	50%	53%	-	*	-	*	45%	55%	*	57%	42%	-
% STAAR Alternate 2	2017	13%	10%	**16%**	33%	0%	0%	-	*	-	*	16%	18%	*	14%	17%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	Y		n/a	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y	Y		n/a	7	7	100
Writing	Y			Y								n/a	2	2	100
Science	Y			Y								n/a	2	2	100
Social Studies												n/a	0	0	
Total													**18**	**18**	**100**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		Y	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Y		Y	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	n/a		7	7	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a		7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**32**	**100**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	332	24	62	199	*	25	*	20	63	20	26	n/a
Total Tests	368	29	67	224	*	26	*	20	74	31	29	22
% at Approaches Grade Level Standard	90%	83%	93%	89%	*	96%	*	100%	85%	65%	90%	n/a
Mathematics												
# at Approaches Grade Level Standard	338	25	61	205	*	25	*	20	63	21	27	n/a
Total Tests	368	29	67	224	*	26	*	20	74	31	29	22
% at Approaches Grade Level Standard	92%	86%	91%	92%	*	96%	*	100%	85%	68%	93%	n/a
Writing												
# at Approaches Grade Level Standard	79	6	20	46	-	*	-	*	14	*	9	n/a
Total Tests	91	7	24	53	-	*	-	*	17	*	10	6
% at Approaches Grade Level Standard	87%	86%	83%	87%	-	*	-	*	82%	*	90%	n/a
Science												
# at Approaches Grade Level Standard	92	7	14	58	*	8	-	*	14	9	6	n/a
Total Tests	97	9	14	61	*	8	-	*	18	11	6	*
% at Approaches Grade Level Standard	95%	78%	100%	95%	*	100%	-	*	78%	82%	100%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	372	29	68	225	*	26	*	21	76	31	n/a	23
Total Students	373	29	68	226	*	26	*	21	76	31	n/a	23
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	372	29	68	225	*	26	*	21	76	31	n/a	23
Total Students	373	29	68	226	*	26	*	21	76	31	n/a	23
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	32.0	81.5%	72.7%	74.5%
Masters	7.3	18.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**57%**	53%	58%	54%	-	83%	-	*	*	57%	42%	64%	51%	-
	2016	69%	67%	**60%**	41%	63%	50%	*	*	*	*	*	61%	45%	65%	55%	-
Mathematics	2017	68%	65%	**54%**	49%	55%	38%	-	100%	-	*	11%	53%	42%	56%	52%	-
	2016	68%	67%	**60%**	44%	63%	38%	*	*	*	*	10%	61%	50%	66%	54%	-
Writing	2017	68%	61%	**46%**	47%	45%	43%	-	83%	-	*	*	46%	26%	55%	37%	-
	2016	68%	66%	**52%**	38%	53%	55%	*	*	*	*	*	53%	33%	61%	42%	-
Grade 8																	
Reading	2017	84%	83%	**78%**	61%	81%	63%	*	*	*	83%	22%	80%	67%	87%	70%	-
	2016	85%	84%	**80%**	70%	82%	84%	*	70%	*	*	24%	80%	63%	84%	77%	-
Mathematics	2017	84%	73%	**76%**	58%	80%	63%	*	*	*	*	18%	78%	74%	84%	69%	-
	2016	80%	71%	**72%**	62%	75%	59%	*	*	*	*	27%	71%	68%	71%	72%	-
Science	2017	74%	72%	**65%**	51%	66%	67%	*	*	*	*	20%	65%	49%	67%	63%	-
	2016	73%	70%	**65%**	56%	66%	70%	*	90%	*	*	23%	64%	41%	67%	63%	-
Social Studies	2017	62%	60%	**48%**	31%	51%	39%	*	*	*	*	*	50%	30%	51%	46%	-
	2016	62%	63%	**60%**	53%	61%	63%	*	80%	*	*	20%	60%	36%	58%	62%	-
End of Course																	
Algebra I	2017	81%	76%	**100%**	100%	100%	*	-	*	-	*	*	100%	100%	100%	100%	-
	2016	76%	68%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
Biology	2017	85%	81%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
All Grades																	
All Subjects	2017	74%	70%	**61%**	51%	63%	54%	100%	82%	100%	70%	13%	62%	47%	67%	56%	-
	2016	74%	70%	**65%**	55%	67%	62%	43%	77%	*	68%	16%	66%	48%	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
Reading	2017	71%	66%	**67%**	56%	69%	59%	*	82%	*	86%	14%	68%	54%	76%	60%	-
	2016	72%	67%	**70%**	57%	73%	67%	63%	64%	*	67%	15%	71%	53%	74%	66%	-
Mathematics	2017	78%	74%	**68%**	56%	70%	56%	*	91%	*	86%	16%	68%	59%	72%	64%	-
	2016	75%	70%	**70%**	59%	73%	55%	*	86%	*	78%	19%	70%	59%	73%	67%	-
Writing	2017	66%	60%	**46%**	47%	45%	43%	-	83%	-	*	*	46%	26%	55%	37%	-
	2016	68%	64%	**52%**	38%	53%	55%	*	*	*	*	*	53%	33%	61%	42%	-
Science	2017	78%	73%	**65%**	51%	66%	67%	*	*	*	*	22%	65%	50%	67%	63%	-
	2016	77%	74%	**65%**	56%	66%	70%	*	90%	*	*	23%	64%	41%	67%	63%	-
Social Studies	2017	76%	75%	**48%**	31%	51%	39%	*	*	*	*	*	50%	30%	51%	46%	-
	2016	76%	76%	**60%**	53%	61%	63%	*	80%	*	*	20%	60%	36%	58%	62%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**27%**	16%	28%	24%	38%	71%	63%	41%	2%	27%	13%	30%	24%	-
	2016	42%	38%	**29%**	23%	30%	32%	17%	54%	*	45%	4%	29%	11%	31%	28%	-
Reading	2017	43%	39%	**28%**	18%	28%	28%	*	73%	*	57%	2%	28%	11%	34%	22%	-
	2016	42%	38%	**27%**	22%	26%	33%	25%	43%	*	44%	4%	26%	6%	29%	24%	-
Mathematics	2017	45%	39%	**34%**	20%	36%	31%	*	82%	*	43%	3%	34%	22%	39%	31%	-
	2016	40%	35%	**37%**	28%	38%	33%	*	71%	*	56%	4%	37%	19%	39%	35%	-
Writing	2017	36%	30%	**15%**	11%	15%	7%	-	67%	-	*	*	15%	5%	21%	10%	-
	2016	39%	36%	**25%**	17%	26%	23%	*	*	*	*	*	25%	10%	30%	20%	-
Science	2017	48%	44%	**31%**	17%	33%	22%	*	*	*	*	2%	32%	15%	31%	32%	-
	2016	44%	41%	**28%**	19%	28%	39%	*	70%	*	*	7%	27%	10%	27%	29%	-
Social Studies	2017	48%	48%	**17%**	7%	18%	17%	*	*	*	*	*	17%	6%	16%	18%	-
	2016	45%	46%	**26%**	25%	26%	33%	*	40%	*	*	5%	26%	10%	22%	30%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**9%**	4%	9%	10%	25%	47%	0%	7%	0%	9%	3%	10%	8%	-
	2016	17%	14%	**10%**	7%	10%	11%	3%	35%	*	10%	1%	10%	2%	9%	11%	-
Reading	2017	18%	15%	**9%**	4%	10%	9%	*	45%	*	14%	0%	9%	2%	11%	8%	-
	2016	16%	14%	**9%**	4%	9%	12%	0%	21%	*	11%	1%	8%	1%	9%	8%	-
Mathematics	2017	21%	18%	**15%**	7%	16%	9%	*	73%	*	14%	1%	15%	6%	17%	14%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	17%	15%	**14%**	10%	14%	10%	*	57%	*	11%	1%	14%	3%	13%	15%	-
Writing	2017	11%	8%	**2%**	0%	1%	7%	-	50%	-	*	*	2%	0%	2%	1%	-
	2016	14%	11%	**4%**	3%	4%	5%	*	*	*	*	*	4%	0%	6%	2%	-
Science	2017	19%	16%	**5%**	3%	5%	11%	*	*	*	*	0%	5%	1%	5%	4%	-
	2016	15%	13%	**9%**	5%	9%	13%	*	30%	*	*	2%	9%	1%	7%	11%	-
Social Studies	2017	26%	26%	**8%**	3%	9%	11%	*	*	*	*	*	8%	3%	6%	10%	-
	2016	21%	22%	**12%**	10%	12%	17%	*	30%	*	*	2%	11%	3%	7%	16%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	96%	*	*	*	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	99%	100%	*	100%	*	100%	98%	99%	99%	100%	99%	-
	2016	99%	99%	**99%**	99%	100%	96%	100%	100%	*	*	100%	100%	100%	99%	100%	-
Social Studies	2017	98%	98%	**99%**	100%	99%	100%	*	100%	*	100%	100%	99%	99%	99%	99%	-
	2016	98%	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	2017	98%	97%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**21%**	27%	21%	13%	-	-	-	*	21%	24%	22%	23%	21%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**79%**	73%	79%	88%	-	-	-	*	79%	76%	78%	77%	79%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**20%**	27%	20%	13%	-	-	-	*	20%	23%	22%	23%	19%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**80%**	73%	80%	88%	-	-	-	*	80%	77%	78%	77%	81%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Mathematics	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Writing	N	N	N						N	N	N	n/a	0	6	0
Science	Y	N	Y						Y	N	N	n/a	3	6	50
Social Studies	N	N	N						N	N	N	n/a	0	6	0
Total													**13**	**32**	**41**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total													**27**	**46**	**59**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	703	66	599	19	*	9	*	6	665	11	320	n/a
Total Tests	1,014	112	851	29	*	11	*	7	960	80	516	420
% at Approaches Grade Level Standard	69%	59%	70%	66%	*	82%	*	86%	69%	14%	62%	n/a
Mathematics												
# at Approaches Grade Level Standard	707	65	604	18	*	10	*	6	664	12	333	n/a
Total Tests	1,015	112	852	29	*	11	*	7	961	80	516	420
% at Approaches Grade Level Standard	70%	58%	71%	62%	*	91%	*	86%	69%	15%	65%	n/a
Writing												
# at Approaches Grade Level Standard	247	33	202	6	-	**	-	*	232	*	101	n/a
Total Tests	522	63	440	12	-	**	-	*	496	*	278	224
% at Approaches Grade Level Standard	47%	52%	46%	50%	-	83%	-	*	47%	*	36%	n/a
Science												
# at Approaches Grade Level Standard	327	23	280	12	*	*	*	*	307	9	135	n/a
Total Tests	490	48	410	17	*	*	*	*	462	43	235	194
% at Approaches Grade Level Standard	67%	48%	68%	71%	*	*	*	*	66%	21%	57%	n/a
Social Studies												
# at Approaches Grade Level Standard	247	14	217	7	*	*	*	*	235	*	88	n/a
Total Tests	487	48	407	17	*	*	*	*	459	*	234	193
% at Approaches Grade Level Standard	51%	29%	53%	41%	*	*	*	*	51%	*	38%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,086	140	892	32	*	11	*	7	1,001	90	n/a	441
Total Students	1,086	140	892	32	*	11	*	7	1,001	90	n/a	441
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	1,083	140	889	32	*	11	*	7	999	90	n/a	437
Total Students	1,084	140	890	32	*	11	*	7	1,000	90	n/a	438
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)

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	46.6	60.9%	72.7%	74.5%
Masters	29.9	39.1%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading												n/a			
Mathematics												n/a			
Writing												n/a			
Science												n/a			
Social Studies												n/a			
Total															
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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											n/a				
Mathematics											n/a				
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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															
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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2016-2017 Assessments												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	19.0	90.5%	72.7%	74.5%
Masters	2.0	9.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**79%**	73%	71%	86%	*	*	*	*	*	64%	*	93%	68%	-
	2016	72%	68%	**74%**	*	69%	84%	-	*	-	83%	*	52%	83%	87%	64%	-
Mathematics	2017	76%	73%	**95%**	91%	93%	97%	*	*	*	*	100%	88%	*	100%	90%	-
	2016	74%	70%	**83%**	*	75%	92%	-	*	-	100%	*	70%	83%	90%	77%	-
Grade 4																	
Reading	2017	69%	64%	**72%**	*	71%	88%	-	-	-	*	*	55%	*	80%	65%	-
	2016	74%	67%	**81%**	57%	89%	85%	*	*	-	*	*	76%	*	88%	74%	-
Mathematics	2017	74%	70%	**77%**	*	76%	88%	-	-	-	83%	*	55%	*	83%	71%	-
	2016	72%	66%	**76%**	64%	67%	80%	*	*	-	*	56%	64%	*	73%	79%	-
Writing	2017	64%	59%	**67%**	*	65%	78%	-	-	-	*	*	52%	*	77%	59%	-
	2016	68%	63%	**71%**	57%	78%	70%	*	*	-	*	*	63%	*	79%	63%	-
Grade 5																	
Reading	2017	81%	75%	**93%**	88%	88%	97%	*	*	-	*	*	92%	*	97%	88%	-
	2016	80%	74%	**93%**	82%	93%	100%	-	*	*	*	*	87%	*	93%	94%	-
Mathematics	2017	86%	80%	**97%**	88%	100%	97%	*	*	-	*	*	97%	*	100%	94%	-
	2016	85%	79%	**97%**	91%	93%	100%	-	*	*	*	*	97%	*	93%	100%	-
Science	2017	73%	66%	**97%**	88%	94%	100%	*	*	-	*	*	94%	*	100%	94%	-
	2016	73%	67%	**92%**	82%	79%	100%	-	*	*	*	*	87%	*	89%	94%	-
Grade 6																	
Reading	2017	67%	67%	**82%**	58%	85%	91%	-	*	*	*	*	77%	*	89%	76%	-
	2016	68%	67%	**89%**	78%	75%	94%	*	*	-	*	*	87%	*	96%	81%	-
Mathematics	2017	75%	77%	**85%**	58%	85%	97%	-	*	*	*	*	77%	*	85%	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
	2016	71%	69%	**89%**	56%	81%	96%	*	*	-	*	63%	84%	*	92%	86%	-
All Grades																	
All Subjects	2017	74%	70%	**85%**	64%	83%	92%	100%	70%	*	77%	54%	77%	76%	91%	79%	-
	2016	74%	70%	**84%**	65%	79%	90%	100%	93%	*	89%	52%	76%	74%	88%	80%	-
Reading	2017	71%	66%	**82%**	60%	79%	91%	*	*	*	73%	35%	74%	73%	90%	74%	-
	2016	72%	67%	**84%**	63%	81%	91%	*	83%	*	83%	46%	77%	69%	91%	77%	-
Mathematics	2017	78%	74%	**89%**	68%	89%	95%	*	*	*	91%	70%	80%	82%	93%	85%	-
	2016	75%	70%	**86%**	65%	78%	92%	*	100%	*	100%	58%	78%	81%	87%	85%	-
Writing	2017	66%	60%	**67%**	*	65%	78%	-	-	-	*	*	52%	*	77%	59%	-
	2016	68%	64%	**71%**	57%	78%	70%	*	*	-	*	*	63%	*	79%	63%	-
Science	2017	78%	73%	**97%**	88%	94%	100%	*	*	-	*	*	94%	*	100%	94%	-
	2016	77%	74%	**92%**	82%	79%	100%	-	*	*	*	*	87%	*	89%	94%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**54%**	31%	56%	59%	100%	60%	*	55%	18%	40%	52%	61%	49%	-
	2016	42%	38%	**53%**	39%	49%	58%	71%	67%	*	39%	18%	44%	45%	58%	48%	-
Reading	2017	43%	39%	**51%**	30%	48%	57%	*	*	*	64%	13%	36%	45%	61%	43%	-
	2016	42%	38%	**56%**	44%	56%	58%	*	83%	*	42%	15%	47%	50%	66%	46%	-
Mathematics	2017	45%	39%	**58%**	33%	64%	62%	*	*	*	45%	26%	43%	55%	58%	58%	-
	2016	40%	35%	**51%**	28%	42%	60%	*	67%	*	42%	23%	40%	44%	54%	47%	-
Writing	2017	36%	30%	**34%**	*	35%	41%	-	-	-	*	*	10%	*	53%	18%	-
	2016	39%	36%	**48%**	36%	50%	55%	*	*	-	*	*	40%	*	49%	47%	-
Science	2017	48%	44%	**72%**	63%	82%	68%	*	*	-	*	*	69%	*	77%	68%	-
	2016	44%	41%	**56%**	64%	50%	58%	-	*	*	*	*	55%	*	50%	61%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**29%**	18%	28%	33%	40%	20%	*	23%	11%	17%	21%	37%	22%	-
	2016	17%	14%	**26%**	14%	21%	31%	43%	20%	*	18%	8%	17%	21%	30%	21%	-
Reading	2017	18%	15%	**31%**	20%	28%	35%	*	*	*	36%	13%	15%	9%	43%	20%	-
	2016	16%	14%	**30%**	19%	25%	36%	*	0%	*	25%	8%	21%	19%	39%	21%	-
Mathematics	2017	21%	18%	**32%**	20%	31%	38%	*	*	*	18%	13%	21%	27%	37%	28%	-
	2016	17%	15%	**25%**	12%	19%	30%	*	50%	*	17%	8%	16%	25%	28%	21%	-

		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	2017	11%	8%	**11%**	*	6%	16%	-	-	-	*	*	0%	*	20%	3%	-
	2016	14%	11%	**15%**	0%	17%	20%	*	*	-	*	*	9%	*	15%	14%	-
Science	2017	19%	16%	**28%**	13%	35%	26%	*	*	-	*	*	25%	*	31%	24%	-
	2016	15%	13%	**20%**	27%	21%	19%	-	*	*	*	*	19%	*	14%	26%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	99%	100%	100%	*	100%	100%	99%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	*	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	-	-	100%	100%	100%	*	100%	100%	-
	2016	99%	100%	**98%**	100%	100%	96%	*	*	-	*	100%	96%	*	95%	100%	-
Science	2017	99%	99%	**99%**	100%	100%	97%	*	*	-	*	*	100%	*	97%	100%	-
	2016	99%	99%	**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	2017	98%	97%	**100%**	100%	*	100%	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**30%**	13%	*	50%	-	*	-	*	30%	25%	*	33%	29%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**70%**	88%	*	50%	-	*	-	*	70%	75%	*	67%	71%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	*	0%	-	*	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	*	0%	-	*	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	*	100%	-	*	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**30%**	13%	*	50%	-	*	-	*	30%	25%	*	33%	29%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**70%**	88%	*	50%	-	*	-	*	70%	75%	*	67%	71%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	*	0%	-	*	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y			n/a	5	5	100
Mathematics	Y	Y	Y	Y					Y			n/a	5	5	100
Writing	Y			Y					N			n/a	2	3	67
Science	Y			Y					Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**15**	**16**	**94**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a		5	5	100
Mathematics	Y	Y	Y	Y					Y		n/a		5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**26**	**96**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	207	24	48	121	*	*	*	8	92	8	14	n/a
Total Tests	253	40	61	133	*	*	*	11	125	23	17	11
% at Approaches Grade Level Standard	82%	60%	79%	91%	*	*	*	73%	74%	35%	82%	n/a
Mathematics												
# at Approaches Grade Level Standard	224	27	54	126	*	*	*	10	100	16	15	n/a
Total Tests	253	40	61	133	*	*	*	11	125	23	17	11
% at Approaches Grade Level Standard	89%	68%	89%	95%	*	*	*	91%	80%	70%	88%	n/a
Writing												
# at Approaches Grade Level Standard	43	*	11	25	-	-	-	*	15	*	*	n/a
Total Tests	64	*	17	32	-	-	-	*	29	*	*	*
% at Approaches Grade Level Standard	67%	*	65%	78%	-	-	-	*	52%	*	*	n/a
Science												
# at Approaches Grade Level Standard	67	7	16	38	*	*	-	*	34	*	5	n/a
Total Tests	69	8	17	38	*	*	-	*	36	*	5	*
% at Approaches Grade Level Standard	97%	88%	94%	100%	*	*	-	*	94%	*	100%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	254	40	62	133	*	*	*	11	126	23	n/a	12
Total Students	254	40	62	133	*	*	*	11	126	23	n/a	12
Participation Rate	100%	100%	100%	100%	*	*	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	253	40	61	133	*	*	*	11	125	23	n/a	11
Total Students	253	40	61	133	*	*	*	11	125	23	n/a	11
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.0	77.8%	72.7%	74.5%
Masters	8.6	22.2%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**56%**	*	61%	*	-	-	-	*	*	58%	60%	57%	56%	-
	2016	72%	68%	**55%**	63%	53%	*	-	-	-	-	*	57%	58%	56%	55%	-
Mathematics	2017	76%	73%	**65%**	42%	70%	*	-	-	-	*	*	66%	71%	55%	78%	-
	2016	74%	70%	**65%**	50%	69%	*	-	-	-	-	*	68%	75%	72%	58%	-
Grade 4																	
Reading	2017	69%	64%	**58%**	62%	57%	*	-	-	-	-	*	56%	55%	65%	50%	-
	2016	74%	67%	**59%**	72%	57%	*	-	-	-	*	*	58%	57%	65%	54%	-
Mathematics	2017	74%	70%	**68%**	62%	69%	*	-	-	-	-	*	66%	67%	67%	69%	-
	2016	72%	66%	**64%**	61%	66%	*	-	-	-	*	*	62%	68%	69%	59%	-
Writing	2017	64%	59%	**49%**	62%	49%	*	-	-	-	-	*	46%	47%	51%	48%	-
	2016	68%	63%	**51%**	67%	49%	*	-	-	-	*	*	50%	48%	63%	39%	-
Grade 5																	
Reading	2017	81%	75%	**56%**	58%	57%	*	-	-	-	*	*	56%	53%	61%	51%	-
	2016	80%	74%	**69%**	69%	68%	*	-	*	-	*	*	67%	68%	79%	61%	-
Mathematics	2017	86%	80%	**68%**	67%	67%	*	-	-	-	*	*	69%	69%	70%	65%	-
	2016	85%	79%	**79%**	81%	79%	*	-	*	-	*	*	78%	81%	82%	76%	-
Science	2017	73%	66%	**50%**	*	53%	*	-	-	-	*	*	51%	50%	43%	57%	-
	2016	73%	67%	**63%**	69%	60%	*	-	*	-	*	*	62%	55%	63%	63%	-
Grade 6																	
Reading	2017	67%	67%	**59%**	54%	58%	*	-	*	-	*	*	60%	55%	71%	47%	-
	2016	68%	67%	**57%**	45%	57%	*	-	*	-	*	*	55%	48%	69%	43%	-
Mathematics	2017	75%	77%	**75%**	69%	75%	*	-	*	-	*	*	77%	76%	74%	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
	2016	71%	69%	**62%**	45%	65%	*	-	*	-	*	*	62%	62%	57%	68%	-
All Grades																	
All Subjects	2017	74%	70%	**60%**	54%	61%	56%	-	*	-	*	22%	61%	60%	61%	60%	-
	2016	74%	70%	**62%**	61%	62%	67%	-	70%	-	63%	20%	62%	62%	67%	58%	-
Reading	2017	71%	66%	**57%**	52%	58%	50%	-	*	-	*	*	58%	56%	63%	51%	-
	2016	72%	67%	**60%**	62%	58%	78%	-	*	-	*	25%	59%	57%	67%	53%	-
Mathematics	2017	78%	74%	**69%**	60%	70%	80%	-	*	-	*	25%	69%	70%	66%	72%	-
	2016	75%	70%	**67%**	58%	69%	67%	-	*	-	*	21%	67%	71%	69%	65%	-
Writing	2017	66%	60%	**49%**	62%	49%	*	-	-	-	-	*	46%	47%	51%	48%	-
	2016	68%	64%	**51%**	67%	49%	*	-	-	-	*	*	50%	48%	63%	39%	-
Science	2017	78%	73%	**50%**	*	53%	*	-	-	-	*	*	51%	50%	43%	57%	-
	2016	77%	74%	**63%**	69%	60%	*	-	*	-	*	*	62%	55%	63%	63%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**26%**	20%	27%	16%	-	*	-	*	7%	26%	24%	27%	25%	-
	2016	42%	38%	**25%**	21%	26%	33%	-	50%	-	25%	6%	25%	23%	28%	23%	-
Reading	2017	43%	39%	**23%**	16%	24%	20%	-	*	-	*	*	24%	20%	23%	23%	-
	2016	42%	38%	**23%**	23%	23%	33%	-	*	-	*	4%	24%	18%	28%	19%	-
Mathematics	2017	45%	39%	**32%**	20%	34%	20%	-	*	-	*	8%	32%	33%	32%	32%	-
	2016	40%	35%	**28%**	17%	30%	44%	-	*	-	*	7%	28%	29%	29%	27%	-
Writing	2017	36%	30%	**18%**	38%	14%	*	-	-	-	-	*	16%	12%	21%	14%	-
	2016	39%	36%	**23%**	28%	22%	*	-	-	-	*	*	22%	19%	30%	16%	-
Science	2017	48%	44%	**19%**	*	20%	*	-	-	-	*	*	20%	19%	21%	16%	-
	2016	44%	41%	**22%**	25%	22%	*	-	*	-	*	*	23%	23%	21%	24%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**10%**	5%	11%	8%	-	*	-	*	0%	10%	9%	10%	10%	-
	2016	17%	14%	**9%**	7%	10%	19%	-	20%	-	0%	0%	9%	8%	13%	6%	-
Reading	2017	18%	15%	**11%**	6%	12%	10%	-	*	-	*	*	12%	9%	11%	12%	-
	2016	16%	14%	**9%**	6%	9%	22%	-	*	-	*	0%	9%	7%	14%	5%	-
Mathematics	2017	21%	18%	**13%**	4%	14%	10%	-	*	-	*	0%	13%	11%	13%	12%	-
	2016	17%	15%	**12%**	8%	12%	22%	-	*	-	*	0%	11%	11%	14%	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
Writing	2017	11%	8%	**1%**	8%	0%	*	-	-	-	-	*	1%	0%	0%	2%	-
	2016	14%	11%	**8%**	17%	6%	*	-	-	-	*	*	7%	3%	11%	4%	-
Science	2017	19%	16%	**6%**	*	7%	*	-	-	-	*	*	5%	4%	4%	8%	-
	2016	15%	13%	**2%**	0%	3%	*	-	*	-	*	*	2%	2%	3%	2%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	99%	100%	-	*	-	*	100%	100%	99%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**4%**	*	5%	*	-	-	-	-	4%	4%	7%	0%	6%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**96%**	*	95%	*	-	-	-	-	96%	96%	93%	100%	94%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**4%**	*	5%	*	-	-	-	-	4%	4%	7%	0%	6%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**96%**	*	95%	*	-	-	-	-	96%	96%	93%	100%	94%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	Y						N		Y	n/a	2	5	40
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	N		N						N		N	n/a	0	4	0
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													**7**	**18**	**39**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	213	25	181	5	-	*	-	*	203	*	161	n/a
Total Tests	361	45	302	9	-	*	-	*	346	*	266	245
% at Approaches Grade Level Standard	59%	56%	60%	56%	-	*	-	*	59%	*	61%	n/a
Mathematics												
# at Approaches Grade Level Standard	254	27	216	8	-	*	-	*	242	6	195	n/a
Total Tests	361	45	302	9	-	*	-	*	346	23	266	245
% at Approaches Grade Level Standard	70%	60%	72%	89%	-	*	-	*	70%	26%	73%	n/a
Writing												
# at Approaches Grade Level Standard	41	**	34	*	-	-	-	-	36	*	29	n/a
Total Tests	83	**	70	*	-	-	-	-	78	*	60	58
% at Approaches Grade Level Standard	49%	64%	49%	*	-	-	-	-	46%	*	48%	n/a
Science												
# at Approaches Grade Level Standard	50	*	45	*	-	-	-	*	47	*	42	n/a
Total Tests	100	*	84	*	-	-	-	*	94	*	77	69
% at Approaches Grade Level Standard	50%	*	54%	*	-	-	-	*	50%	*	55%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	380	50	315	10	-	*	-	*	357	24	n/a	254
Total Students	380	50	315	10	-	*	-	*	357	24	n/a	254
Participation Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	380	50	315	10	-	*	-	*	357	24	n/a	254
Total Students	380	50	315	10	-	*	-	*	357	24	n/a	254
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	34.0	70.2%	72.7%	74.5%
Masters	14.4	29.8%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**51%**	*	51%	56%	-	-	-	*	*	57%	56%	46%	53%	-
	2016	72%	68%	**56%**	*	53%	71%	-	-	-	-	*	54%	51%	43%	68%	-
Mathematics	2017	76%	73%	**69%**	*	69%	67%	-	-	-	*	*	72%	77%	58%	74%	-
	2016	74%	70%	**70%**	*	72%	71%	-	-	-	-	*	71%	76%	57%	84%	-
Grade 4																	
Reading	2017	69%	64%	**57%**	-	55%	*	-	-	-	-	*	56%	44%	48%	64%	-
	2016	74%	67%	**64%**	*	63%	*	-	-	-	*	*	65%	61%	56%	68%	-
Mathematics	2017	74%	70%	**71%**	-	70%	*	-	-	-	-	60%	70%	65%	61%	79%	-
	2016	72%	66%	**49%**	*	53%	*	-	-	-	*	*	51%	55%	*	61%	-
Writing	2017	64%	59%	**54%**	-	51%	*	-	-	-	-	*	52%	41%	48%	58%	-
	2016	68%	63%	**54%**	*	58%	*	-	-	-	*	*	57%	56%	42%	60%	-
Grade 5																	
Reading	2017	81%	75%	**69%**	*	70%	*	-	-	-	-	*	70%	55%	50%	77%	-
	2016	80%	74%	**57%**	*	59%	*	-	-	*	-	*	55%	23%	72%	44%	-
Mathematics	2017	86%	80%	**73%**	*	77%	*	-	-	-	-	*	74%	60%	50%	83%	-
	2016	85%	79%	**72%**	*	80%	*	-	-	*	-	*	70%	62%	75%	69%	-
Science	2017	73%	66%	**61%**	*	62%	*	-	-	-	-	*	62%	45%	31%	74%	-
	2016	73%	67%	**52%**	*	58%	*	-	-	*	-	*	51%	27%	45%	58%	-
Grade 6																	
Reading	2017	67%	67%	**50%**	*	55%	*	-	-	*	-	*	48%	*	58%	42%	-
	2016	68%	67%	**55%**	*	52%	*	-	-	-	-	*	54%	30%	69%	45%	-
Mathematics	2017	75%	77%	**67%**	*	73%	*	-	-	*	-	*	66%	39%	68%	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
	2016	71%	69%	**64%**	*	63%	*	-	-	-	-	*	65%	65%	72%	59%	-
All Grades																	
All Subjects	2017	74%	70%	**62%**	*	63%	66%	-	-	*	*	33%	62%	51%	53%	67%	-
	2016	74%	70%	**60%**	36%	61%	64%	-	-	*	*	26%	59%	52%	57%	61%	-
Reading	2017	71%	66%	**56%**	*	57%	63%	-	-	*	*	26%	57%	44%	51%	59%	-
	2016	72%	67%	**58%**	64%	57%	68%	-	-	*	*	21%	57%	44%	61%	56%	-
Mathematics	2017	78%	74%	**70%**	*	72%	63%	-	-	*	*	44%	71%	63%	61%	76%	-
	2016	75%	70%	**64%**	*	67%	63%	-	-	*	*	32%	65%	65%	61%	67%	-
Writing	2017	66%	60%	**54%**	-	51%	*	-	-	-	-	*	52%	41%	48%	58%	-
	2016	68%	64%	**54%**	*	58%	*	-	-	-	*	*	57%	56%	42%	60%	-
Science	2017	78%	73%	**61%**	*	62%	*	-	-	-	-	*	62%	45%	31%	74%	-
	2016	77%	74%	**52%**	*	58%	*	-	-	*	-	*	51%	27%	45%	58%	-

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

All Grades																	
All Subjects	2017	44%	40%	**31%**	*	32%	30%	-	-	*	*	21%	32%	22%	25%	35%	-
	2016	42%	38%	**24%**	14%	25%	27%	-	-	*	*	13%	24%	20%	21%	27%	-
Reading	2017	43%	39%	**28%**	*	28%	32%	-	-	*	*	18%	29%	17%	24%	30%	-
	2016	42%	38%	**21%**	21%	20%	32%	-	-	*	*	7%	20%	13%	20%	22%	-
Mathematics	2017	45%	39%	**37%**	*	39%	26%	-	-	*	*	21%	38%	28%	29%	42%	-
	2016	40%	35%	**30%**	*	31%	26%	-	-	*	*	18%	29%	28%	25%	34%	-
Writing	2017	36%	30%	**23%**	-	23%	*	-	-	-	-	*	22%	18%	13%	30%	-
	2016	39%	36%	**25%**	*	28%	*	-	-	-	*	*	26%	28%	16%	30%	-
Science	2017	48%	44%	**29%**	*	30%	*	-	-	-	-	*	30%	15%	19%	34%	-
	2016	44%	41%	**15%**	*	17%	*	-	-	*	-	*	13%	4%	10%	19%	-

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

All Grades																	
All Subjects	2017	19%	17%	**12%**	*	13%	9%	-	-	*	*	3%	12%	8%	9%	14%	-
	2016	17%	14%	**10%**	3%	11%	4%	-	-	*	*	1%	10%	9%	9%	10%	-
Reading	2017	18%	15%	**12%**	*	12%	11%	-	-	*	*	3%	12%	8%	12%	12%	-
	2016	16%	14%	**10%**	7%	11%	5%	-	-	*	*	0%	10%	8%	12%	9%	-
Mathematics	2017	21%	18%	**14%**	*	15%	11%	-	-	*	*	3%	14%	10%	7%	19%	-
	2016	17%	15%	**11%**	*	12%	5%	-	-	*	*	4%	12%	13%	7%	14%	-

		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	2017	11%	8%	**5%**	-	6%	*	-	-	-	-	*	6%	6%	4%	6%	-
	2016	14%	11%	**7%**	*	8%	*	-	-	-	*	*	7%	6%	11%	5%	-
Science	2017	19%	16%	**10%**	*	11%	*	-	-	-	-	*	11%	5%	13%	9%	-
	2016	15%	13%	**3%**	*	3%	*	-	-	*	-	*	3%	0%	3%	3%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	94%	-	-	*	*	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	95%	-	-	*	*	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	95%	-	-	*	*	100%	100%	100%	99%	100%	-
Writing	2017	100%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	*	-	-	*	-	100%	98%	100%	97%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	*	100%	*	-	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**12%**	*	13%	*	-	-	*	-	12%	9%	10%	10%	13%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**68%**	*	63%	*	-	-	*	-	68%	69%	80%	90%	58%	-
% STAAR Alternate 2	2017	12%	9%	**21%**	*	23%	*	-	-	*	-	21%	22%	10%	0%	29%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	-	-	*	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	-	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**15%**	*	17%	*	-	-	*	-	15%	13%	15%	10%	17%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**65%**	*	60%	*	-	-	*	-	65%	66%	75%	90%	54%	-
% STAAR Alternate 2	2017	13%	10%	**21%**	*	23%	*	-	-	*	-	21%	22%	10%	0%	29%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N	N	N	n/a	0	5	0
Mathematics	Y		Y						Y	N	Y	n/a	4	5	80
Writing	N		N						N		N	n/a	0	4	0
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**7**	**17**	**41**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**27**	**63**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	131	*	118	12	-	-	*	*	126	9	81	n/a
Total Tests	231	*	205	18	-	-	*	*	220	34	146	114
% at Approaches Grade Level Standard	57%	*	58%	67%	-	-	*	*	57%	26%	55%	n/a
Mathematics												
# at Approaches Grade Level Standard	162	*	147	12	-	-	*	*	155	15	104	n/a
Total Tests	231	*	205	18	-	-	*	*	220	34	146	114
% at Approaches Grade Level Standard	70%	*	72%	67%	-	-	*	*	70%	44%	71%	n/a
Writing												
# at Approaches Grade Level Standard	30	-	**	*	-	-	-	-	28	*	19	n/a
Total Tests	55	-	**	*	-	-	-	-	53	*	38	33
% at Approaches Grade Level Standard	55%	-	52%	*	-	-	-	-	53%	*	50%	n/a
Science												
# at Approaches Grade Level Standard	30	*	28	*	-	-	-	-	29	*	23	n/a
Total Tests	50	*	46	*	-	-	-	-	47	*	34	20
% at Approaches Grade Level Standard	60%	*	61%	*	-	-	-	-	62%	*	68%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	238	7	210	19	-	-	*	*	221	34	n/a	116
Total Students	238	7	210	19	-	-	*	*	221	34	n/a	116
Participation Rate	100%	100%	100%	100%	-	-	*	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	238	7	210	19	-	-	*	*	221	34	n/a	116
Total Students	238	7	210	19	-	-	*	*	221	34	n/a	116
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.2	87.8%	72.7%	74.5%
Masters	4.2	12.2%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**90%**	100%	90%	88%	-	*	-	88%	*	82%	80%	94%	85%	-
	2016	72%	68%	**82%**	88%	82%	80%	-	75%	*	100%	*	69%	86%	87%	77%	-
Mathematics	2017	76%	73%	**94%**	100%	95%	93%	-	*	-	100%	*	91%	90%	96%	93%	-
	2016	74%	70%	**89%**	88%	81%	90%	-	88%	*	100%	*	74%	71%	85%	92%	-
Grade 4																	
Reading	2017	69%	64%	**82%**	70%	71%	83%	-	100%	*	83%	*	59%	100%	88%	79%	-
	2016	74%	67%	**88%**	100%	65%	94%	*	*	-	*	*	75%	*	87%	90%	-
Mathematics	2017	74%	70%	**93%**	80%	86%	94%	-	100%	*	100%	*	82%	100%	98%	90%	-
	2016	72%	66%	**86%**	100%	59%	90%	*	*	-	100%	*	71%	*	87%	86%	-
Writing	2017	64%	59%	**80%**	80%	71%	80%	-	82%	*	100%	*	68%	88%	90%	74%	-
	2016	68%	63%	**86%**	100%	50%	91%	*	*	-	100%	*	81%	*	90%	82%	-
Grade 5																	
Reading	2017	81%	75%	**94%**	89%	80%	97%	*	*	-	100%	*	96%	*	93%	95%	-
	2016	80%	74%	**93%**	71%	84%	97%	-	100%	-	*	67%	86%	100%	91%	94%	-
Mathematics	2017	86%	80%	**98%**	100%	93%	99%	*	*	-	100%	75%	96%	*	98%	98%	-
	2016	85%	79%	**97%**	100%	88%	100%	-	100%	-	*	78%	97%	100%	94%	100%	-
Science	2017	73%	66%	**89%**	89%	80%	93%	*	*	-	*	*	81%	*	91%	87%	-
	2016	73%	67%	**88%**	*	80%	94%	-	86%	-	*	67%	71%	*	81%	94%	-
Grade 6																	
Reading	2017	67%	67%	**89%**	70%	81%	94%	-	100%	-	*	*	81%	*	89%	89%	-
	2016	68%	67%	**87%**	69%	89%	89%	-	83%	-	100%	56%	86%	*	92%	82%	-
Mathematics	2017	75%	77%	**94%**	80%	85%	100%	-	88%	-	*	*	88%	*	87%	100%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**93%**	81%	100%	93%	-	100%	-	100%	63%	95%	*	94%	92%	-
All Grades																	
All Subjects	2017	74%	70%	**90%**	84%	84%	92%	*	95%	*	92%	46%	82%	90%	92%	89%	-
	2016	74%	70%	**89%**	85%	79%	92%	*	91%	*	96%	53%	81%	81%	89%	89%	-
Reading	2017	71%	66%	**89%**	79%	82%	91%	*	100%	*	88%	41%	79%	92%	91%	86%	-
	2016	72%	67%	**87%**	79%	81%	90%	*	87%	*	95%	51%	80%	84%	89%	85%	-
Mathematics	2017	78%	74%	**95%**	88%	90%	96%	*	96%	*	100%	56%	89%	92%	94%	95%	-
	2016	75%	70%	**91%**	90%	83%	93%	*	96%	*	100%	54%	85%	79%	90%	93%	-
Writing	2017	66%	60%	**80%**	80%	71%	80%	-	82%	*	100%	*	68%	88%	90%	74%	-
	2016	68%	64%	**86%**	100%	50%	91%	*	*	-	100%	*	81%	*	90%	82%	-
Science	2017	78%	73%	**89%**	89%	80%	93%	*	*	-	*	*	81%	*	91%	87%	-
	2016	77%	74%	**88%**	*	80%	94%	-	86%	-	*	67%	71%	*	81%	94%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**68%**	64%	59%	70%	*	78%	*	67%	11%	52%	63%	71%	66%	-
	2016	42%	38%	**62%**	52%	49%	65%	*	76%	*	73%	35%	50%	50%	63%	61%	-
Reading	2017	43%	39%	**68%**	65%	58%	71%	*	76%	*	54%	11%	50%	64%	73%	63%	-
	2016	42%	38%	**61%**	51%	49%	65%	*	65%	*	74%	35%	52%	42%	69%	54%	-
Mathematics	2017	45%	39%	**74%**	74%	65%	75%	*	80%	*	83%	15%	60%	60%	74%	74%	-
	2016	40%	35%	**65%**	54%	55%	66%	*	87%	*	79%	32%	53%	58%	62%	68%	-
Writing	2017	36%	30%	**56%**	60%	57%	53%	-	73%	*	50%	*	41%	75%	67%	50%	-
	2016	39%	36%	**54%**	63%	25%	58%	*	*	-	60%	*	37%	*	57%	52%	-
Science	2017	48%	44%	**59%**	33%	33%	66%	*	*	-	*	*	41%	*	54%	63%	-
	2016	44%	41%	**58%**	*	44%	64%	-	71%	-	*	44%	39%	*	46%	70%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**43%**	38%	31%	46%	*	59%	*	33%	7%	27%	40%	45%	42%	-
	2016	17%	14%	**34%**	27%	25%	35%	*	51%	*	49%	11%	23%	27%	35%	33%	-
Reading	2017	18%	15%	**44%**	38%	32%	47%	*	56%	*	38%	11%	25%	40%	48%	40%	-
	2016	16%	14%	**38%**	33%	30%	39%	*	43%	*	58%	11%	27%	21%	42%	35%	-
Mathematics	2017	21%	18%	**50%**	44%	35%	54%	*	72%	*	38%	7%	30%	44%	49%	52%	-
	2016	17%	15%	**35%**	23%	28%	35%	*	70%	*	53%	14%	26%	37%	34%	35%	-

		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	2017	11%	8%	**21%**	30%	21%	20%	-	36%	*	0%	*	18%	38%	31%	16%	-
	2016	14%	11%	**28%**	25%	19%	30%	*	*	-	20%	*	11%	*	31%	24%	-
Science	2017	19%	16%	**34%**	22%	20%	39%	*	*	-	*	*	26%	*	30%	37%	-
	2016	15%	13%	**17%**	*	4%	22%	-	14%	-	*	11%	7%	*	13%	21%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	99%	99%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	97%	99%	100%	*	100%	*	100%	100%	99%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	98%	100%	100%	*	100%	*	100%	100%	99%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	98%	99%	100%	*	100%	*	100%	100%	98%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**98%**	100%	100%	97%	*	*	-	100%	100%	100%	*	100%	96%	-
	2016	99%	99%	**99%**	86%	100%	100%	-	100%	-	*	100%	97%	100%	100%	98%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**22%**	*	0%	33%	-	-	-	-	22%	17%	-	30%	18%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**78%**	*	100%	67%	-	-	-	-	78%	83%	-	70%	82%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	100%	-	-	-	-	100%	100%	-	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**19%**	*	0%	28%	-	-	-	-	19%	17%	-	20%	18%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**81%**	*	100%	72%	-	-	-	-	81%	83%	-	80%	82%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	0%	-	-	-	-	0%	0%	-	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y			Y					Y			n/a	3	3	100
Science	Y			Y					Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**18**	**20**	**90**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	Y	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	Y		Y	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**36**	**94**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	374	27	61	242	*	24	*	18	95	11	30	n/a
Total Tests	420	33	74	267	*	24	*	20	119	26	32	25
% at Approaches Grade Level Standard	89%	82%	82%	91%	*	100%	*	90%	80%	42%	94%	n/a
Mathematics												
# at Approaches Grade Level Standard	399	30	67	257	*	23	*	20	106	14	30	n/a
Total Tests	420	33	74	267	*	24	*	20	119	26	32	25
% at Approaches Grade Level Standard	95%	91%	91%	96%	*	96%	*	100%	89%	54%	94%	n/a
Writing												
# at Approaches Grade Level Standard	86	8	10	55	-	8	*	*	22	*	7	n/a
Total Tests	106	10	13	68	-	10	*	*	32	*	8	8
% at Approaches Grade Level Standard	81%	80%	77%	81%	-	80%	*	*	69%	*	88%	n/a
Science												
# at Approaches Grade Level Standard	87	8	12	60	*	*	-	*	22	*	*	n/a
Total Tests	98	9	15	65	*	*	-	*	27	*	*	*
% at Approaches Grade Level Standard	89%	89%	80%	92%	*	*	-	*	81%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	436	34	76	275	*	25	*	24	126	27	n/a	25
Total Students	438	34	77	276	*	25	*	24	126	27	n/a	25
Participation Rate	100%	100%	99%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	437	34	77	275	*	25	*	24	126	27	n/a	25
Total Students	438	34	77	276	*	25	*	24	126	27	n/a	25
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	33.0	70.8%	72.7%	74.5%
Masters	13.6	29.2%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**86%**	89%	89%	83%	*	83%	-	*	*	79%	67%	95%	72%	-
	2016	72%	68%	**83%**	78%	65%	87%	-	*	-	100%	80%	77%	75%	82%	83%	-
Mathematics	2017	76%	73%	**85%**	63%	95%	86%	*	100%	-	*	83%	82%	89%	89%	79%	-
	2016	74%	70%	**84%**	89%	75%	85%	-	*	-	88%	80%	71%	88%	88%	80%	-
Grade 4																	
Reading	2017	69%	64%	**85%**	90%	68%	88%	-	100%	-	100%	50%	74%	*	91%	79%	-
	2016	74%	67%	**84%**	55%	88%	90%	-	*	-	*	70%	74%	*	88%	80%	-
Mathematics	2017	74%	70%	**93%**	90%	91%	93%	-	100%	-	100%	50%	86%	100%	95%	90%	-
	2016	72%	66%	**84%**	55%	94%	89%	-	*	-	*	70%	74%	*	82%	86%	-
Writing	2017	64%	59%	**86%**	80%	68%	93%	-	100%	-	100%	50%	71%	*	93%	79%	-
	2016	68%	63%	**80%**	73%	76%	86%	-	*	-	*	70%	71%	*	84%	77%	-
Grade 5																	
Reading	2017	81%	75%	**90%**	83%	95%	91%	-	*	-	*	78%	86%	83%	90%	90%	-
	2016	80%	74%	**93%**	75%	86%	98%	-	*	-	100%	80%	88%	*	90%	95%	-
Mathematics	2017	86%	80%	**95%**	83%	100%	97%	-	100%	-	*	100%	89%	100%	94%	96%	-
	2016	85%	79%	**95%**	67%	93%	100%	-	100%	-	100%	93%	85%	*	98%	93%	-
Science	2017	73%	66%	**81%**	58%	75%	87%	-	*	-	*	78%	70%	83%	80%	82%	-
	2016	73%	67%	**83%**	50%	71%	92%	-	*	-	100%	67%	70%	*	76%	88%	-
Grade 6																	
Reading	2017	67%	67%	**79%**	*	83%	85%	-	71%	-	100%	39%	63%	*	78%	80%	-
	2016	68%	67%	**89%**	80%	82%	92%	-	*	-	*	58%	81%	*	94%	85%	-
Mathematics	2017	75%	77%	**91%**	58%	89%	96%	-	100%	-	100%	72%	78%	*	93%	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
	2016	71%	69%	**94%**	79%	100%	97%	-	*	-	*	92%	86%	*	94%	94%	-
All Grades																	
All Subjects	2017	74%	70%	**87%**	73%	85%	90%	*	92%	-	97%	63%	78%	76%	90%	84%	-
	2016	74%	70%	**87%**	70%	82%	92%	-	79%	-	90%	76%	78%	71%	87%	87%	-
Reading	2017	71%	66%	**85%**	75%	84%	87%	*	83%	-	100%	51%	76%	64%	89%	81%	-
	2016	72%	67%	**87%**	72%	79%	92%	-	81%	-	94%	72%	80%	65%	88%	86%	-
Mathematics	2017	78%	74%	**91%**	72%	94%	93%	*	100%	-	93%	74%	84%	92%	93%	89%	-
	2016	75%	70%	**89%**	72%	89%	93%	-	94%	-	83%	85%	79%	88%	90%	89%	-
Writing	2017	66%	60%	**86%**	80%	68%	93%	-	100%	-	100%	50%	71%	*	93%	79%	-
	2016	68%	64%	**80%**	73%	76%	86%	-	*	-	*	70%	71%	*	84%	77%	-
Science	2017	78%	73%	**81%**	58%	75%	87%	-	*	-	*	78%	70%	83%	80%	82%	-
	2016	77%	74%	**83%**	50%	71%	92%	-	*	-	100%	67%	70%	*	76%	88%	-

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

All Grades																	
All Subjects	2017	44%	40%	**61%**	34%	57%	68%	*	59%	-	82%	46%	46%	52%	62%	60%	-
	2016	42%	38%	**58%**	25%	52%	66%	-	50%	-	74%	51%	41%	40%	59%	57%	-
Reading	2017	43%	39%	**58%**	36%	56%	64%	*	46%	-	87%	40%	44%	44%	60%	57%	-
	2016	42%	38%	**63%**	32%	52%	70%	-	56%	-	89%	53%	45%	41%	67%	59%	-
Mathematics	2017	45%	39%	**68%**	32%	67%	75%	*	75%	-	87%	49%	52%	64%	68%	68%	-
	2016	40%	35%	**58%**	22%	55%	65%	-	56%	-	67%	51%	42%	47%	58%	58%	-
Writing	2017	36%	30%	**58%**	60%	41%	63%	-	67%	-	71%	50%	49%	*	60%	55%	-
	2016	39%	36%	**60%**	36%	41%	71%	-	*	-	*	60%	37%	*	59%	60%	-
Science	2017	48%	44%	**50%**	8%	35%	63%	-	*	-	*	56%	27%	67%	49%	51%	-
	2016	44%	41%	**42%**	0%	50%	48%	-	*	-	60%	40%	24%	*	38%	45%	-

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

All Grades																	
All Subjects	2017	19%	17%	**36%**	16%	22%	43%	*	41%	-	54%	8%	19%	27%	38%	33%	-
	2016	17%	14%	**30%**	3%	17%	38%	-	36%	-	33%	8%	15%	19%	30%	30%	-
Reading	2017	18%	15%	**37%**	21%	23%	44%	*	33%	-	60%	5%	20%	16%	43%	30%	-
	2016	16%	14%	**34%**	4%	21%	42%	-	44%	-	39%	6%	17%	24%	37%	31%	-
Mathematics	2017	21%	18%	**40%**	15%	29%	48%	*	46%	-	60%	12%	23%	44%	38%	43%	-
	2016	17%	15%	**30%**	4%	13%	39%	-	50%	-	28%	6%	13%	24%	27%	33%	-

		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	2017	11%	8%	**24%**	20%	9%	28%	-	50%	-	29%	0%	14%	*	35%	12%	-
	2016	14%	11%	**29%**	0%	18%	40%	-	*	-	*	0%	11%	*	33%	25%	-
Science	2017	19%	16%	**24%**	0%	5%	32%	-	*	-	*	11%	5%	33%	24%	24%	-
	2016	15%	13%	**18%**	0%	21%	20%	-	*	-	40%	20%	15%	*	12%	22%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2016	99%	99%	**100%**	99%	100%	99%	-	100%	-	100%	100%	100%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	99%	-	100%	-	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**99%**	98%	100%	100%	-	100%	-	100%	100%	99%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**98%**	100%	100%	97%	-	100%	-	*	100%	100%	100%	98%	98%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**12%**	0%	6%	19%	-	*	-	-	12%	4%	*	8%	13%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**53%**	75%	24%	75%	-	*	-	-	53%	50%	*	50%	55%	-
% STAAR Alternate 2	2017	12%	9%	**35%**	25%	71%	6%	-	*	-	-	35%	46%	*	42%	32%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**12%**	0%	6%	19%	-	*	-	-	12%	4%	*	8%	13%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**53%**	75%	24%	75%	-	*	-	-	53%	50%	*	50%	55%	-
% STAAR Alternate 2	2017	13%	10%	**35%**	25%	71%	6%	-	*	-	-	35%	46%	*	42%	32%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N		n/a	5	6	83
Mathematics	Y	Y	Y	Y					Y	Y		n/a	6	6	100
Writing	Y			Y					Y			n/a	3	3	100
Science	Y			Y					Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**17**	**18**	**94**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**32**	**97**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	332	35	65	198	*	18	-	**	107	21	22	n/a
Total Tests	382	45	77	223	*	21	-	**	137	41	27	20
% at Approaches Grade Level Standard	87%	78%	84%	89%	*	86%	-	100%	78%	51%	81%	n/a
Mathematics												
# at Approaches Grade Level Standard	353	34	73	210	*	21	-	**	117	31	26	n/a
Total Tests	382	45	77	223	*	21	-	**	137	41	27	20
% at Approaches Grade Level Standard	92%	76%	95%	94%	*	100%	-	93%	85%	76%	96%	n/a
Writing												
# at Approaches Grade Level Standard	70	8	15	37	-	*	-	**	25	5	6	n/a
Total Tests	81	10	22	39	-	*	-	**	34	10	8	*
% at Approaches Grade Level Standard	86%	80%	68%	95%	-	*	-	100%	74%	50%	75%	n/a
Science												
# at Approaches Grade Level Standard	80	5	15	54	-	*	-	*	26	7	6	n/a
Total Tests	95	8	20	60	-	*	-	*	35	9	6	5
% at Approaches Grade Level Standard	84%	63%	75%	90%	-	*	-	*	74%	78%	100%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	404	53	79	231	*	24	-	**	143	43	n/a	25
Total Students	405	53	79	232	*	24	-	**	143	43	n/a	25
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	404	53	79	231	*	24	-	**	143	43	n/a	25
Total Students	405	53	79	232	*	24	-	**	143	43	n/a	25
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.5	77.2%	72.7%	74.5%
Masters	9.0	22.8%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**74%**	61%	85%	76%	-	*	-	83%	*	70%	100%	76%	73%	-
	2016	72%	68%	**64%**	59%	43%	77%	*	*	-	*	*	53%	*	70%	59%	-
Mathematics	2017	76%	73%	**86%**	91%	77%	85%	-	*	-	83%	*	80%	100%	76%	95%	-
	2016	74%	70%	**68%**	53%	43%	90%	*	*	-	*	*	51%	*	68%	68%	-
Grade 4																	
Reading	2017	69%	64%	**64%**	44%	58%	74%	*	*	-	86%	*	54%	*	69%	61%	-
	2016	74%	67%	**70%**	53%	75%	79%	*	*	-	*	*	65%	*	90%	53%	-
Mathematics	2017	74%	70%	**67%**	56%	67%	76%	*	*	-	*	*	57%	*	66%	68%	-
	2016	72%	66%	**62%**	42%	58%	71%	*	*	-	*	*	59%	*	66%	59%	-
Writing	2017	64%	59%	**59%**	44%	*	67%	*	*	-	100%	*	50%	*	72%	47%	-
	2016	68%	63%	**68%**	37%	69%	85%	*	*	-	*	*	60%	*	79%	59%	-
Grade 5																	
Reading	2017	81%	75%	**80%**	83%	71%	82%	*	*	-	*	36%	81%	83%	88%	74%	-
	2016	80%	74%	**83%**	62%	80%	98%	-	*	-	*	*	76%	*	85%	82%	-
Mathematics	2017	86%	80%	**74%**	67%	57%	86%	*	*	-	*	43%	69%	*	72%	76%	-
	2016	85%	79%	**72%**	33%	50%	98%	-	*	-	*	*	58%	*	69%	74%	-
Science	2017	73%	66%	**71%**	67%	46%	82%	*	*	-	*	43%	66%	*	68%	74%	-
	2016	73%	67%	**76%**	55%	50%	95%	-	*	-	*	*	63%	*	73%	80%	-
Grade 6																	
Reading	2017	67%	67%	**77%**	80%	60%	86%	-	*	-	-	*	70%	*	74%	80%	-
	2016	68%	67%	**74%**	50%	80%	84%	-	*	-	*	*	59%	*	65%	87%	-
Mathematics	2017	75%	77%	**80%**	70%	60%	95%	-	71%	-	-	*	72%	100%	74%	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
	2016	71%	69%	**72%**	37%	87%	84%	-	*	-	*	*	65%	*	70%	74%	-
All Grades																	
All Subjects	2017	74%	70%	**74%**	68%	62%	81%	*	77%	-	78%	44%	67%	72%	73%	74%	-
	2016	74%	70%	**71%**	48%	64%	87%	*	69%	-	84%	31%	61%	61%	73%	69%	-
Reading	2017	71%	66%	**74%**	69%	69%	80%	*	73%	-	76%	42%	69%	75%	76%	72%	-
	2016	72%	67%	**73%**	56%	69%	85%	*	64%	-	82%	29%	63%	59%	77%	70%	-
Mathematics	2017	78%	74%	**77%**	72%	65%	86%	*	80%	-	71%	44%	70%	83%	72%	81%	-
	2016	75%	70%	**69%**	41%	61%	87%	*	73%	-	82%	32%	58%	59%	68%	69%	-
Writing	2017	66%	60%	**59%**	44%	*	67%	*	*	-	100%	*	50%	*	72%	47%	-
	2016	68%	64%	**68%**	37%	69%	85%	*	*	-	*	*	60%	*	79%	59%	-
Science	2017	78%	73%	**71%**	67%	46%	82%	*	*	-	*	43%	66%	*	68%	74%	-
	2016	77%	74%	**76%**	55%	50%	95%	-	*	-	*	*	63%	*	73%	80%	-

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

All Grades																	
All Subjects	2017	44%	40%	**42%**	36%	27%	51%	*	57%	-	38%	21%	32%	33%	41%	43%	-
	2016	42%	38%	**38%**	23%	32%	49%	*	48%	-	32%	11%	27%	23%	39%	37%	-
Reading	2017	43%	39%	**43%**	40%	30%	50%	*	47%	-	35%	17%	34%	29%	44%	41%	-
	2016	42%	38%	**41%**	25%	31%	53%	*	45%	-	36%	11%	28%	24%	44%	37%	-
Mathematics	2017	45%	39%	**46%**	37%	33%	56%	*	60%	-	41%	28%	35%	42%	41%	50%	-
	2016	40%	35%	**37%**	18%	33%	49%	*	64%	-	27%	13%	26%	29%	35%	40%	-
Writing	2017	36%	30%	**27%**	19%	*	33%	*	*	-	43%	*	17%	*	34%	21%	-
	2016	39%	36%	**37%**	26%	38%	41%	*	*	-	*	*	29%	*	52%	24%	-
Science	2017	48%	44%	**37%**	29%	8%	50%	*	*	-	*	21%	29%	*	35%	38%	-
	2016	44%	41%	**32%**	25%	20%	39%	-	*	-	*	*	23%	*	28%	37%	-

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

All Grades																	
All Subjects	2017	19%	17%	**21%**	15%	9%	27%	*	40%	-	22%	3%	13%	16%	24%	18%	-
	2016	17%	14%	**13%**	7%	6%	18%	*	28%	-	16%	3%	7%	5%	15%	12%	-
Reading	2017	18%	15%	**25%**	14%	15%	36%	*	13%	-	24%	0%	16%	8%	30%	20%	-
	2016	16%	14%	**16%**	8%	10%	24%	*	18%	-	18%	3%	8%	0%	21%	12%	-
Mathematics	2017	21%	18%	**21%**	19%	7%	26%	*	60%	-	12%	8%	14%	29%	21%	22%	-
	2016	17%	15%	**14%**	7%	6%	18%	*	45%	-	18%	5%	7%	12%	12%	16%	-

		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	2017	11%	8%	**13%**	6%	*	12%	*	*	-	43%	*	3%	*	16%	11%	-
	2016	14%	11%	**6%**	11%	0%	4%	*	*	-	*	*	6%	*	14%	0%	-
Science	2017	19%	16%	**8%**	4%	0%	7%	*	*	-	*	0%	6%	*	16%	2%	-
	2016	15%	13%	**7%**	5%	0%	11%	-	*	-	*	*	2%	*	5%	9%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	100%	98%	99%	100%	100%	-	100%	94%	99%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	100%	98%	100%	100%	-	100%	98%	99%	100%	100%	98%	-
Reading	2017	99%	99%	**99%**	100%	98%	99%	*	100%	-	100%	95%	99%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	100%	98%	*	100%	-	100%	97%	99%	100%	99%	99%	-
Mathematics	2017	100%	100%	**99%**	100%	98%	99%	*	100%	-	100%	95%	99%	100%	100%	99%	-
	2016	100%	99%	**99%**	100%	100%	98%	*	100%	-	100%	97%	99%	100%	100%	99%	-
Writing	2017	100%	100%	**97%**	100%	100%	94%	*	*	-	100%	71%	100%	*	100%	95%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	93%	100%	*	*	-	*	100%	97%	100%	97%	100%	-
	2016	99%	99%	**97%**	100%	100%	95%	-	100%	-	*	100%	98%	*	100%	95%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**95%**	100%	83%	94%	-	*	-	*	95%	95%	*	100%	93%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**13%**	9%	0%	22%	-	*	-	*	13%	9%	*	13%	13%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**66%**	55%	67%	67%	-	*	-	*	66%	68%	*	88%	60%	-
% STAAR Alternate 2	2017	12%	9%	**16%**	36%	17%	6%	-	*	-	*	16%	18%	*	0%	20%	-
% of Non-Participants	2017	2%	3%	**5%**	0%	17%	6%	-	*	-	*	5%	5%	*	0%	7%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**95%**	100%	83%	94%	-	*	-	*	95%	95%	*	100%	93%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**16%**	9%	0%	28%	-	*	-	*	16%	9%	*	13%	17%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**63%**	55%	67%	61%	-	*	-	*	63%	68%	*	88%	57%	-
% STAAR Alternate 2	2017	13%	10%	**16%**	36%	17%	6%	-	*	-	*	16%	18%	*	0%	20%	-
% of Non-Participants	2017	1%	2%	**5%**	0%	17%	6%	-	*	-	*	5%	5%	*	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N		n/a	5	6	83
Mathematics	Y	Y	Y	Y					Y	N		n/a	5	6	83
Writing	Y			Y					N			n/a	2	3	67
Science	Y			Y					Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**15**	**18**	**83**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a		6	6	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a		6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**30**	**90**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	210	54	32	101	*	**	-	13	109	13	20	n/a
Total Tests	280	79	46	126	*	**	-	16	155	32	24	19
% at Approaches Grade Level Standard	75%	68%	70%	80%	*	83%	-	81%	70%	41%	83%	n/a
Mathematics												
# at Approaches Grade Level Standard	217	58	30	108	*	**	-	11	111	14	21	n/a
Total Tests	280	79	46	126	*	**	-	16	155	32	24	19
% at Approaches Grade Level Standard	78%	73%	65%	86%	*	83%	-	69%	72%	44%	88%	n/a
Writing												
# at Approaches Grade Level Standard	39	7	*	20	*	*	-	7	16	*	*	n/a
Total Tests	65	15	*	30	*	*	-	7	32	*	*	*
% at Approaches Grade Level Standard	60%	47%	*	67%	*	*	-	100%	50%	*	*	n/a
Science												
# at Approaches Grade Level Standard	48	16	6	20	-	*	-	*	23	6	*	n/a
Total Tests	67	23	12	25	-	*	-	*	35	14	*	*
% at Approaches Grade Level Standard	72%	70%	50%	80%	-	*	-	*	66%	43%	*	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	304	83	54	133	*	**	-	17	164	36	n/a	24
Total Students	306	83	55	134	*	**	-	17	165	38	n/a	24
Participation Rate	99%	100%	98%	99%	*	100%	-	100%	99%	95%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	304	83	54	133	*	**	-	17	164	36	n/a	24
Total Students	306	83	55	134	*	**	-	17	165	38	n/a	24
Participation Rate	99%	100%	98%	99%	*	100%	-	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	34.3	89.6%	72.7%	74.5%
Masters	4.0	10.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**55%**	53%	53%	*	*	*	*	*	100%	58%	48%	56%	54%	-
	2016	72%	68%	**53%**	47%	61%	56%	*	*	*	*	*	54%	63%	52%	53%	*
Mathematics	2017	76%	73%	**63%**	61%	64%	*	*	*	*	*	100%	63%	57%	56%	70%	-
	2016	74%	70%	**47%**	43%	57%	*	*	*	*	*	*	47%	60%	42%	53%	*
Grade 4																	
Reading	2017	69%	64%	**57%**	56%	59%	*	*	*	*	*	*	54%	63%	65%	48%	-
	2016	74%	67%	**59%**	61%	55%	*	*	*	*	83%	*	59%	42%	68%	48%	*
Mathematics	2017	74%	70%	**64%**	63%	66%	*	*	*	*	*	*	65%	63%	60%	68%	-
	2016	72%	66%	**58%**	57%	65%	50%	*	*	*	*	*	57%	58%	61%	55%	*
Writing	2017	64%	59%	**56%**	60%	46%	*	*	*	-	*	*	55%	42%	56%	55%	-
	2016	68%	63%	**68%**	71%	58%	64%	*	*	*	86%	*	70%	47%	77%	57%	*
Grade 5																	
Reading	2017	81%	75%	**78%**	77%	79%	*	*	*	-	*	58%	75%	73%	85%	72%	-
	2016	80%	74%	**68%**	65%	74%	88%	*	*	-	*	38%	67%	68%	73%	63%	*
Mathematics	2017	86%	80%	**88%**	89%	89%	*	*	*	-	*	75%	84%	87%	85%	91%	-
	2016	85%	79%	**71%**	61%	86%	88%	*	*	-	*	*	72%	91%	75%	68%	*
Science	2017	73%	66%	**73%**	70%	75%	*	*	*	-	*	58%	73%	80%	74%	71%	-
	2016	73%	67%	**53%**	43%	68%	86%	*	*	-	*	*	55%	68%	50%	57%	*
Grade 6																	
Reading	2017	67%	67%	**67%**	62%	65%	89%	-	*	-	*	*	63%	40%	70%	63%	-
	2016	68%	67%	**47%**	44%	47%	56%	*	*	-	*	*	43%	47%	54%	42%	-
Mathematics	2017	75%	77%	**73%**	61%	85%	89%	-	*	-	*	*	71%	80%	76%	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
	2016	71%	69%	**50%**	50%	44%	78%	*	*	-	*	*	49%	71%	54%	48%	-
All Grades																	
All Subjects	2017	74%	70%	**67%**	66%	68%	71%	70%	89%	*	64%	50%	66%	61%	68%	66%	-
	2016	74%	70%	**58%**	54%	62%	62%	50%	67%	*	59%	23%	57%	62%	61%	54%	75%
Reading	2017	71%	66%	**64%**	63%	63%	68%	*	88%	*	70%	48%	63%	56%	69%	59%	-
	2016	72%	67%	**57%**	54%	60%	58%	*	67%	*	60%	29%	56%	57%	62%	51%	*
Mathematics	2017	78%	74%	**72%**	70%	76%	74%	*	88%	*	60%	55%	71%	69%	69%	75%	-
	2016	75%	70%	**57%**	53%	64%	59%	*	67%	*	60%	18%	56%	69%	58%	56%	*
Writing	2017	66%	60%	**56%**	60%	46%	*	*	*	-	*	*	55%	42%	56%	55%	-
	2016	68%	64%	**68%**	71%	58%	64%	*	*	*	86%	*	70%	47%	77%	57%	*
Science	2017	78%	73%	**73%**	70%	75%	*	*	*	-	*	58%	73%	80%	74%	71%	-
	2016	77%	74%	**53%**	43%	68%	86%	*	*	-	*	*	55%	68%	50%	57%	*

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

All Grades																	
All Subjects	2017	44%	40%	**33%**	32%	34%	38%	30%	63%	*	24%	31%	34%	32%	31%	36%	-
	2016	42%	38%	**21%**	20%	22%	22%	0%	50%	*	27%	4%	21%	22%	23%	20%	38%
Reading	2017	43%	39%	**32%**	28%	31%	47%	*	63%	*	20%	32%	31%	32%	28%	35%	-
	2016	42%	38%	**24%**	23%	22%	31%	*	44%	*	20%	5%	23%	20%	26%	21%	*
Mathematics	2017	45%	39%	**38%**	37%	43%	32%	*	75%	*	20%	36%	40%	36%	35%	42%	-
	2016	40%	35%	**18%**	15%	21%	19%	*	56%	*	20%	3%	17%	23%	17%	19%	*
Writing	2017	36%	30%	**30%**	30%	29%	*	*	*	-	*	*	35%	25%	33%	26%	-
	2016	39%	36%	**34%**	32%	29%	18%	*	*	*	71%	*	33%	32%	43%	22%	*
Science	2017	48%	44%	**25%**	28%	14%	*	*	*	-	*	25%	25%	20%	26%	24%	-
	2016	44%	41%	**14%**	13%	17%	0%	*	*	-	*	*	13%	14%	11%	17%	*

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

All Grades																	
All Subjects	2017	19%	17%	**12%**	12%	11%	11%	0%	32%	*	8%	6%	13%	12%	10%	13%	-
	2016	17%	14%	**8%**	7%	10%	7%	0%	29%	*	7%	1%	8%	9%	7%	9%	0%
Reading	2017	18%	15%	**13%**	11%	13%	16%	*	38%	*	10%	2%	13%	17%	11%	14%	-
	2016	16%	14%	**10%**	10%	11%	11%	*	22%	*	7%	3%	10%	9%	10%	11%	*
Mathematics	2017	21%	18%	**12%**	15%	10%	5%	*	38%	*	0%	11%	14%	9%	9%	16%	-
	2016	17%	15%	**8%**	6%	11%	3%	*	44%	*	7%	0%	7%	13%	6%	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
Writing	2017	11%	8%	**7%**	9%	7%	*	*	*	-	*	*	6%	4%	9%	5%	-
	2016	14%	11%	**10%**	9%	13%	9%	*	*	*	14%	*	10%	5%	12%	7%	*
Science	2017	19%	16%	**8%**	5%	7%	*	*	*	-	*	0%	11%	13%	9%	7%	-
	2016	15%	13%	**2%**	2%	0%	0%	*	*	-	*	*	2%	0%	0%	3%	*
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	100%	100%	99%	100%	99%	100%	100%
Reading	2017	99%	99%	**99%**	99%	99%	100%	*	100%	*	100%	100%	99%	100%	99%	99%	-
	2016	99%	99%	**99%**	99%	99%	97%	100%	100%	*	100%	100%	99%	100%	99%	99%	*
Mathematics	2017	100%	100%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	99%	100%	100%	100%	*	100%	100%	99%	100%	99%	100%	*
Writing	2017	100%	100%	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	98%	100%	100%	*	*	*	100%	100%	100%	100%	98%	100%	*
Science	2017	99%	99%	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	98%	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	2017	98%	97%	**98%**	96%	100%	*	-	*	*	-	98%	100%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**13%**	16%	7%	*	-	*	*	-	13%	16%	0%	13%	13%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**60%**	56%	57%	*	-	*	*	-	60%	59%	83%	53%	63%	-
% STAAR Alternate 2	2017	12%	9%	**24%**	24%	36%	*	-	*	*	-	24%	24%	17%	33%	20%	-
% of Non-Participants	2017	2%	3%	**2%**	4%	0%	*	-	*	*	-	2%	0%	0%	0%	3%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**98%**	96%	100%	*	-	*	*	-	98%	100%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**13%**	16%	7%	*	-	*	*	-	13%	16%	0%	13%	13%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**60%**	56%	57%	*	-	*	*	-	60%	59%	83%	53%	63%	-
% STAAR Alternate 2	2017	13%	10%	**24%**	24%	36%	*	-	*	*	-	24%	24%	17%	33%	20%	-
% of Non-Participants	2017	1%	2%	**2%**	4%	0%	*	-	*	*	-	2%	0%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y	N	N	n/a	4	6	67
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing	N	Y							N			n/a	1	3	33
Science	Y	Y							Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**13**	**18**	**72**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**30**	**83**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	196	104	66	10	*	6	*	*	157	20	36	n/a
Total Tests	302	165	101	16	*	7	*	*	250	40	61	56
% at Approaches Grade Level Standard	65%	63%	65%	63%	*	86%	*	*	63%	50%	59%	n/a
Mathematics												
# at Approaches Grade Level Standard	218	116	78	11	*	6	*	*	177	22	44	n/a
Total Tests	303	166	101	16	*	7	*	*	251	40	61	56
% at Approaches Grade Level Standard	72%	70%	77%	69%	*	86%	*	*	71%	55%	72%	n/a
Writing												
# at Approaches Grade Level Standard	38	22	11	*	*	*	-	*	28	*	7	n/a
Total Tests	64	35	22	*	*	*	-	*	51	*	16	16
% at Approaches Grade Level Standard	59%	63%	50%	*	*	*	-	*	55%	*	44%	n/a
Science												
# at Approaches Grade Level Standard	58	37	16	*	*	*	-	*	46	6	8	n/a
Total Tests	78	51	21	*	*	*	-	*	63	10	10	10
% at Approaches Grade Level Standard	74%	73%	76%	*	*	*	-	*	73%	60%	80%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	360	187	128	19	*	8	*	10	255	45	n/a	76
Total Students	362	188	129	19	*	8	*	10	257	45	n/a	76
Participation Rate	99%	99%	99%	100%	*	100%	*	100%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	359	187	127	19	*	8	*	10	256	45	n/a	75
Total Students	360	187	128	19	*	8	*	10	257	45	n/a	75
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	26.3	56.8%	72.7%	74.5%
Masters	20.0	43.2%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**68%**	57%	74%	*	-	94%	*	-	*	62%	85%	75%	63%	-
	2016	72%	68%	**76%**	69%	78%	75%	*	87%	-	83%	*	66%	75%	84%	69%	-
Mathematics	2017	76%	73%	**69%**	62%	74%	*	-	88%	*	-	*	67%	81%	80%	60%	-
	2016	74%	70%	**72%**	54%	83%	75%	*	93%	-	*	*	70%	86%	76%	69%	-
Grade 4																	
Reading	2017	69%	64%	**61%**	46%	63%	*	*	88%	-	*	*	52%	63%	70%	55%	-
	2016	74%	67%	**71%**	52%	82%	100%	-	83%	-	*	*	66%	68%	71%	71%	-
Mathematics	2017	74%	70%	**68%**	57%	77%	*	*	88%	-	*	*	63%	68%	72%	64%	-
	2016	72%	66%	**69%**	60%	73%	*	-	83%	-	*	*	60%	60%	67%	71%	-
Writing	2017	64%	59%	**54%**	46%	53%	*	-	75%	-	*	*	51%	53%	57%	52%	-
	2016	68%	63%	**55%**	43%	55%	100%	-	67%	-	*	*	51%	44%	67%	45%	-
Grade 5																	
Reading	2017	81%	75%	**76%**	74%	74%	100%	-	75%	-	*	50%	75%	56%	83%	70%	-
	2016	80%	74%	**70%**	71%	64%	88%	-	71%	-	*	*	64%	47%	69%	70%	-
Mathematics	2017	86%	80%	**79%**	71%	84%	100%	-	75%	-	*	*	75%	50%	85%	73%	-
	2016	85%	79%	**75%**	71%	64%	88%	-	95%	-	*	*	72%	68%	78%	72%	-
Science	2017	73%	66%	**70%**	68%	68%	*	-	75%	-	*	*	67%	50%	73%	68%	-
	2016	73%	67%	**64%**	62%	59%	75%	-	71%	-	*	*	61%	53%	64%	63%	-
Grade 6																	
Reading	2017	67%	67%	**64%**	59%	62%	100%	-	75%	-	*	*	57%	38%	72%	58%	-
	2016	68%	67%	**75%**	77%	71%	71%	-	86%	-	*	*	69%	59%	82%	67%	-
Mathematics	2017	75%	77%	**68%**	63%	62%	100%	-	85%	-	*	*	63%	69%	65%	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
	2016	71%	69%	**71%**	69%	63%	71%	-	100%	-	*	*	69%	53%	69%	73%	-
All Grades																	
All Subjects	2017	74%	70%	**68%**	60%	70%	71%	*	82%	*	64%	26%	63%	63%	73%	63%	-
	2016	74%	70%	**70%**	63%	70%	81%	*	83%	-	63%	26%	65%	63%	73%	67%	-
Reading	2017	71%	66%	**67%**	59%	69%	74%	*	83%	*	64%	27%	61%	64%	75%	61%	-
	2016	72%	67%	**73%**	67%	74%	82%	*	81%	-	69%	27%	66%	64%	77%	69%	-
Mathematics	2017	78%	74%	**71%**	63%	75%	74%	*	84%	*	57%	27%	67%	69%	75%	67%	-
	2016	75%	70%	**72%**	64%	71%	79%	*	93%	-	56%	24%	68%	69%	72%	71%	-
Writing	2017	66%	60%	**54%**	46%	53%	*	-	75%	-	*	*	51%	53%	57%	52%	-
	2016	68%	64%	**55%**	43%	55%	100%	-	67%	-	*	*	51%	44%	67%	45%	-
Science	2017	78%	73%	**70%**	68%	68%	*	-	75%	-	*	*	67%	50%	73%	68%	-
	2016	77%	74%	**64%**	62%	59%	75%	-	71%	-	*	*	61%	53%	64%	63%	-

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

All Grades																	
All Subjects	2017	44%	40%	**37%**	26%	35%	52%	*	60%	*	36%	12%	36%	32%	43%	32%	-
	2016	42%	38%	**33%**	26%	31%	41%	*	52%	-	20%	10%	29%	23%	33%	33%	-
Reading	2017	43%	39%	**35%**	26%	35%	43%	*	55%	*	43%	9%	34%	27%	42%	30%	-
	2016	42%	38%	**35%**	30%	33%	39%	*	50%	-	25%	10%	30%	18%	39%	31%	-
Mathematics	2017	45%	39%	**43%**	29%	44%	61%	*	72%	*	36%	13%	42%	44%	49%	39%	-
	2016	40%	35%	**34%**	24%	33%	46%	*	62%	-	6%	10%	31%	34%	32%	36%	-
Writing	2017	36%	30%	**19%**	11%	17%	*	-	38%	-	*	*	16%	5%	26%	13%	-
	2016	39%	36%	**25%**	21%	24%	20%	-	33%	-	*	*	20%	12%	27%	24%	-
Science	2017	48%	44%	**37%**	32%	26%	*	-	58%	-	*	*	35%	25%	35%	39%	-
	2016	44%	41%	**28%**	23%	18%	38%	-	43%	-	*	*	22%	5%	18%	35%	-

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

All Grades																	
All Subjects	2017	19%	17%	**20%**	12%	17%	38%	*	41%	*	8%	5%	18%	14%	25%	16%	-
	2016	17%	14%	**14%**	9%	11%	19%	*	33%	-	10%	4%	12%	9%	14%	14%	-
Reading	2017	18%	15%	**20%**	13%	17%	35%	*	39%	*	14%	2%	20%	12%	25%	16%	-
	2016	16%	14%	**18%**	14%	12%	21%	*	38%	-	13%	6%	14%	12%	19%	17%	-
Mathematics	2017	21%	18%	**23%**	11%	22%	43%	*	50%	*	7%	7%	20%	21%	28%	19%	-
	2016	17%	15%	**15%**	6%	14%	18%	*	38%	-	6%	4%	13%	10%	14%	16%	-

		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	2017	11%	8%	**9%**	3%	10%	*	-	25%	-	*	*	7%	0%	14%	6%	-
	2016	14%	11%	**1%**	0%	3%	0%	-	0%	-	*	*	2%	0%	2%	0%	-
Science	2017	19%	16%	**18%**	18%	10%	*	-	25%	-	*	*	17%	6%	23%	14%	-
	2016	15%	13%	**11%**	6%	5%	25%	-	24%	-	*	*	10%	0%	9%	13%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**99%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	98%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	97%	100%	100%	-	100%	-	*	100%	98%	100%	98%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**16%**	6%	25%	29%	-	*	-	*	16%	8%	11%	40%	9%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**84%**	94%	75%	71%	-	*	-	*	84%	92%	89%	60%	91%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**13%**	6%	25%	29%	-	*	-	*	13%	8%	0%	30%	9%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**87%**	94%	75%	71%	-	*	-	*	87%	92%	100%	70%	91%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y			Y			Y	N	Y	n/a	5	7	71
Mathematics	Y	Y	Y			Y			Y	N	Y	n/a	6	7	86
Writing	Y	N	N						N			n/a	1	4	25
Science	Y	Y	Y						Y			n/a	4	4	100
Social Studies												n/a	0	0	
Total													**16**	**22**	**73**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	7	7	100
Mathematics	Y	Y	Y			Y			Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**36**	**83**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	235	86	73	16	*	51	-	**	139	10	74	n/a
Total Tests	346	145	104	22	*	61	-	**	224	41	101	74
% at Approaches Grade Level Standard	68%	59%	70%	73%	*	84%	-	62%	62%	24%	73%	n/a
Mathematics												
# at Approaches Grade Level Standard	251	94	81	16	*	52	-	**	152	11	78	n/a
Total Tests	346	145	104	22	*	61	-	**	224	41	101	74
% at Approaches Grade Level Standard	73%	65%	78%	73%	*	85%	-	54%	68%	27%	77%	n/a
Writing												
# at Approaches Grade Level Standard	51	16	16	*	-	12	-	*	29	*	17	n/a
Total Tests	85	30	27	*	-	15	-	*	54	*	25	18
% at Approaches Grade Level Standard	60%	53%	59%	*	-	80%	-	*	54%	*	68%	n/a
Science												
# at Approaches Grade Level Standard	59	23	21	*	-	9	-	*	35	*	17	n/a
Total Tests	83	34	30	*	-	12	-	*	52	*	24	15
% at Approaches Grade Level Standard	71%	68%	70%	*	-	75%	-	*	67%	*	71%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	372	160	109	23	*	64	*	14	230	45	n/a	77
Total Students	372	160	109	23	*	64	*	14	230	45	n/a	77
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	372	160	109	23	*	64	*	14	230	45	n/a	77
Total Students	372	160	109	23	*	64	*	14	230	45	n/a	77
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	34.3	83.1%	72.7%	74.5%
Masters	7.0	16.9%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**78%**	80%	74%	83%	-	78%	*	-	*	76%	74%	85%	69%	-
	2016	72%	68%	**79%**	72%	80%	92%	-	86%	-	*	*	79%	82%	79%	78%	-
Mathematics	2017	76%	73%	**84%**	70%	84%	92%	-	100%	*	-	*	78%	87%	82%	86%	-
	2016	74%	70%	**78%**	72%	77%	83%	-	100%	-	*	*	75%	86%	77%	78%	-
Grade 4																	
Reading	2017	69%	64%	**72%**	71%	65%	80%	-	100%	-	*	*	68%	64%	76%	67%	-
	2016	74%	67%	**70%**	67%	64%	100%	-	75%	-	*	*	67%	56%	74%	67%	-
Mathematics	2017	74%	70%	**84%**	80%	85%	90%	-	100%	-	*	*	82%	86%	84%	83%	-
	2016	72%	66%	**65%**	56%	67%	70%	-	88%	-	*	*	65%	63%	71%	60%	-
Writing	2017	64%	59%	**66%**	67%	58%	70%	-	83%	-	*	*	61%	57%	63%	69%	-
	2016	68%	63%	**65%**	59%	56%	90%	-	75%	-	*	*	61%	48%	72%	58%	-
Grade 5																	
Reading	2017	81%	75%	**83%**	73%	84%	100%	-	89%	-	*	71%	85%	77%	82%	85%	-
	2016	80%	74%	**83%**	70%	77%	100%	-	100%	*	-	*	82%	78%	86%	82%	-
Mathematics	2017	86%	80%	**84%**	76%	84%	86%	-	100%	-	*	86%	88%	81%	87%	82%	-
	2016	85%	79%	**92%**	90%	87%	100%	-	100%	*	-	*	91%	100%	86%	95%	-
Science	2017	73%	66%	**76%**	67%	78%	86%	-	78%	-	*	*	78%	69%	74%	78%	-
	2016	73%	67%	**76%**	60%	77%	86%	-	78%	*	-	*	77%	67%	62%	84%	-
Grade 6																	
Reading	2017	67%	67%	**71%**	59%	69%	88%	-	90%	*	-	*	69%	50%	84%	64%	-
	2016	68%	67%	**74%**	88%	58%	76%	-	100%	-	*	*	75%	*	81%	70%	-
Mathematics	2017	75%	77%	**86%**	76%	84%	88%	-	100%	*	-	*	86%	92%	84%	86%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**73%**	65%	65%	82%	-	100%	-	*	*	73%	*	75%	72%	-
All Grades																	
All Subjects	2017	74%	70%	**78%**	72%	77%	86%	-	92%	*	78%	59%	77%	75%	80%	77%	-
	2016	74%	70%	**75%**	68%	70%	86%	-	91%	100%	68%	39%	73%	64%	76%	74%	-
Reading	2017	71%	66%	**76%**	70%	74%	86%	-	88%	*	*	58%	75%	69%	81%	71%	-
	2016	72%	67%	**76%**	73%	70%	89%	-	91%	*	63%	44%	75%	64%	79%	74%	-
Mathematics	2017	78%	74%	**84%**	77%	84%	89%	-	100%	*	*	68%	84%	85%	84%	84%	-
	2016	75%	70%	**76%**	67%	74%	83%	-	97%	*	63%	44%	75%	71%	76%	76%	-
Writing	2017	66%	60%	**66%**	67%	58%	70%	-	83%	-	*	*	61%	57%	63%	69%	-
	2016	68%	64%	**65%**	59%	56%	90%	-	75%	-	*	*	61%	48%	72%	58%	-
Science	2017	78%	73%	**76%**	67%	78%	86%	-	78%	-	*	*	78%	69%	74%	78%	-
	2016	77%	74%	**76%**	60%	77%	86%	-	78%	*	-	*	77%	67%	62%	84%	-

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

All Grades																	
All Subjects	2017	44%	40%	**46%**	39%	44%	49%	-	61%	*	56%	24%	43%	37%	47%	44%	-
	2016	42%	38%	**37%**	28%	36%	39%	-	58%	17%	47%	11%	34%	27%	38%	37%	-
Reading	2017	43%	39%	**44%**	41%	41%	49%	-	59%	*	*	26%	42%	31%	49%	40%	-
	2016	42%	38%	**36%**	27%	33%	41%	-	59%	*	50%	6%	34%	23%	37%	35%	-
Mathematics	2017	45%	39%	**51%**	42%	51%	51%	-	71%	*	*	26%	49%	47%	50%	52%	-
	2016	40%	35%	**39%**	28%	39%	39%	-	62%	*	50%	13%	36%	35%	37%	40%	-
Writing	2017	36%	30%	**34%**	42%	27%	30%	-	50%	-	*	*	32%	21%	32%	38%	-
	2016	39%	36%	**39%**	33%	41%	30%	-	63%	-	*	*	38%	30%	49%	30%	-
Science	2017	48%	44%	**41%**	19%	44%	71%	-	44%	-	*	*	39%	35%	45%	38%	-
	2016	44%	41%	**32%**	30%	32%	29%	-	33%	*	-	*	27%	0%	24%	37%	-

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

All Grades																	
All Subjects	2017	19%	17%	**24%**	19%	20%	32%	-	48%	*	22%	12%	22%	15%	28%	21%	-
	2016	17%	14%	**15%**	10%	15%	11%	-	34%	0%	11%	0%	14%	13%	16%	14%	-
Reading	2017	18%	15%	**22%**	21%	17%	30%	-	44%	*	*	11%	20%	12%	29%	16%	-
	2016	16%	14%	**16%**	14%	16%	13%	-	32%	*	0%	0%	16%	11%	18%	15%	-
Mathematics	2017	21%	18%	**29%**	21%	25%	32%	-	59%	*	*	11%	27%	19%	28%	29%	-
	2016	17%	15%	**16%**	6%	18%	11%	-	41%	*	13%	0%	14%	20%	15%	16%	-

		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	2017	11%	8%	**15%**	13%	4%	30%	-	50%	-	*	*	14%	0%	18%	10%	-
	2016	14%	11%	**12%**	15%	9%	10%	-	13%	-	*	*	11%	4%	15%	9%	-
Science	2017	19%	16%	**24%**	14%	25%	43%	-	22%	-	*	*	20%	19%	29%	19%	-
	2016	15%	13%	**8%**	0%	6%	0%	-	33%	*	-	*	5%	0%	5%	11%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	98%	100%	100%	-	100%	100%	100%	96%	99%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	99%	100%	-	100%	100%	100%	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**99%**	97%	100%	100%	-	100%	*	*	95%	99%	100%	99%	99%	-
	2016	99%	99%	**100%**	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	99%	100%	100%	-	100%	*	*	95%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	99%	100%	-	100%	*	100%	100%	100%	100%	99%	100%	-
Writing	2017	100%	100%	**99%**	96%	100%	100%	-	100%	-	*	*	98%	100%	100%	97%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	97%	100%	-	100%	-	*	100%	98%	100%	100%	97%	-
	2016	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	2017	98%	97%	**95%**	89%	100%	*	-	-	*	-	95%	94%	*	100%	93%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**40%**	22%	67%	*	-	-	*	-	40%	50%	*	33%	43%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**55%**	67%	33%	*	-	-	*	-	55%	44%	*	67%	50%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	-	*	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	**5%**	11%	0%	*	-	-	*	-	5%	6%	*	0%	7%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**95%**	89%	100%	*	-	-	*	-	95%	94%	*	100%	93%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**45%**	22%	67%	*	-	-	*	-	45%	50%	*	33%	50%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**50%**	67%	33%	*	-	-	*	-	50%	44%	*	67%	43%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	-	*	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	1%	2%	**5%**	11%	0%	*	-	-	*	-	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y		Y	n/a	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		Y	n/a	7	7	100
Writing	Y								N			n/a	1	2	50
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**19**	**20**	**95**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	200	47	90	31	-	28	*	*	156	11	62	n/a
Total Tests	258	66	120	35	-	31	*	*	206	18	83	72
% at Approaches Grade Level Standard	78%	71%	75%	89%	-	90%	*	*	76%	61%	75%	n/a
Mathematics												
# at Approaches Grade Level Standard	220	51	102	32	-	31	*	*	175	13	72	n/a
Total Tests	258	66	120	35	-	31	*	*	206	18	83	72
% at Approaches Grade Level Standard	85%	77%	85%	91%	-	100%	*	*	85%	72%	87%	n/a
Writing												
# at Approaches Grade Level Standard	39	13	13	7	-	**	-	*	31	*	11	n/a
Total Tests	62	21	24	10	-	**	-	*	53	*	17	14
% at Approaches Grade Level Standard	63%	62%	54%	70%	-	83%	-	*	58%	*	65%	n/a
Science												
# at Approaches Grade Level Standard	56	14	28	**	-	6	-	*	46	*	23	n/a
Total Tests	73	21	35	**	-	8	-	*	59	*	31	26
% at Approaches Grade Level Standard	77%	67%	80%	86%	-	75%	-	*	78%	*	74%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	276	73	126	37	-	34	*	*	214	19	n/a	75
Total Students	278	75	126	37	-	34	*	*	216	20	n/a	75
Participation Rate	99%	97%	100%	100%	-	100%	*	*	99%	95%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	276	73	126	37	-	34	*	*	214	19	n/a	75
Total Students	277	74	126	37	-	34	*	*	215	20	n/a	75
Participation Rate	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	19.2	56.1%	72.7%	74.5%
Masters	15.0	43.9%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**51%**	50%	43%	100%	-	*	-	*	42%	50%	42%	55%	49%	-
	2016	72%	68%	**54%**	50%	58%	60%	*	*	-	*	*	54%	58%	58%	52%	-
Mathematics	2017	76%	73%	**59%**	42%	62%	100%	-	*	-	*	50%	59%	61%	62%	58%	-
	2016	74%	70%	**51%**	40%	53%	70%	*	*	-	*	*	49%	53%	52%	50%	-
Grade 4																	
Reading	2017	69%	64%	**63%**	41%	68%	100%	*	*	-	*	*	63%	69%	69%	58%	-
	2016	74%	67%	**65%**	66%	60%	77%	-	*	-	*	*	61%	35%	71%	60%	-
Mathematics	2017	74%	70%	**57%**	37%	64%	75%	*	*	-	*	*	59%	59%	63%	50%	-
	2016	72%	66%	**54%**	47%	58%	54%	-	*	-	*	*	50%	46%	61%	49%	-
Writing	2017	64%	59%	**64%**	50%	69%	88%	*	*	-	*	50%	63%	59%	74%	53%	-
	2016	68%	63%	**60%**	54%	60%	73%	-	*	-	*	*	54%	38%	76%	47%	-
Grade 5																	
Reading	2017	81%	75%	**74%**	84%	69%	78%	-	*	-	*	*	72%	57%	71%	77%	-
	2016	80%	74%	**61%**	50%	69%	73%	-	*	-	*	42%	62%	47%	68%	54%	-
Mathematics	2017	86%	80%	**81%**	79%	86%	78%	-	*	-	*	*	83%	81%	80%	81%	-
	2016	85%	79%	**61%**	57%	63%	64%	-	*	-	*	50%	62%	47%	66%	56%	-
Science	2017	73%	66%	**67%**	60%	68%	88%	-	*	-	*	*	68%	60%	55%	76%	-
	2016	73%	67%	**55%**	56%	48%	64%	-	*	-	*	50%	52%	37%	61%	49%	-
Grade 6																	
Reading	2017	67%	67%	**57%**	48%	67%	*	-	*	-	*	*	56%	41%	65%	50%	-
	2016	68%	67%	**71%**	56%	75%	77%	-	91%	-	-	32%	63%	63%	73%	69%	-
Mathematics	2017	75%	77%	**79%**	71%	89%	*	-	*	-	*	55%	81%	76%	85%	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
	2016	71%	69%	**67%**	52%	64%	85%	-	91%	-	-	37%	60%	63%	67%	67%	-
All Grades																	
All Subjects	2017	74%	70%	**65%**	56%	68%	86%	*	50%	-	78%	35%	65%	60%	68%	62%	-
	2016	74%	70%	**59%**	52%	60%	70%	*	72%	-	75%	32%	56%	50%	65%	55%	-
Reading	2017	71%	66%	**62%**	55%	62%	89%	*	*	-	80%	30%	60%	53%	65%	59%	-
	2016	72%	67%	**62%**	55%	64%	72%	*	70%	-	*	27%	59%	52%	67%	58%	-
Mathematics	2017	78%	74%	**68%**	57%	74%	82%	*	67%	-	80%	43%	70%	67%	72%	65%	-
	2016	75%	70%	**58%**	48%	58%	68%	*	80%	-	83%	32%	54%	53%	61%	54%	-
Writing	2017	66%	60%	**64%**	50%	69%	88%	*	*	-	*	50%	63%	59%	74%	53%	-
	2016	68%	64%	**60%**	54%	60%	73%	-	*	-	*	*	54%	38%	76%	47%	-
Science	2017	78%	73%	**67%**	60%	68%	88%	-	*	-	*	*	68%	60%	55%	76%	-
	2016	77%	74%	**55%**	56%	48%	64%	-	*	-	*	50%	52%	37%	61%	49%	-

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

All Grades																	
All Subjects	2017	44%	40%	**34%**	25%	34%	64%	*	27%	-	43%	18%	32%	26%	40%	29%	-
	2016	42%	38%	**27%**	22%	27%	38%	*	34%	-	19%	16%	24%	19%	33%	22%	-
Reading	2017	43%	39%	**31%**	27%	29%	64%	*	*	-	40%	16%	29%	19%	41%	23%	-
	2016	42%	38%	**30%**	27%	29%	38%	*	35%	-	*	13%	25%	21%	39%	22%	-
Mathematics	2017	45%	39%	**38%**	23%	43%	64%	*	33%	-	50%	25%	37%	34%	40%	36%	-
	2016	40%	35%	**24%**	15%	26%	36%	*	35%	-	17%	18%	22%	20%	26%	22%	-
Writing	2017	36%	30%	**28%**	17%	27%	63%	*	*	-	*	20%	26%	17%	36%	18%	-
	2016	39%	36%	**34%**	36%	33%	45%	-	*	-	*	*	28%	17%	50%	22%	-
Science	2017	48%	44%	**38%**	36%	32%	63%	-	*	-	*	*	36%	35%	42%	34%	-
	2016	44%	41%	**19%**	15%	16%	36%	-	*	-	*	25%	19%	5%	17%	21%	-

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

All Grades																	
All Subjects	2017	19%	17%	**13%**	8%	13%	26%	*	9%	-	26%	7%	12%	8%	15%	11%	-
	2016	17%	14%	**11%**	5%	12%	17%	*	17%	-	19%	5%	9%	7%	12%	9%	-
Reading	2017	18%	15%	**13%**	11%	13%	29%	*	*	-	20%	9%	12%	7%	18%	9%	-
	2016	16%	14%	**13%**	9%	13%	23%	*	15%	-	*	5%	11%	7%	17%	10%	-
Mathematics	2017	21%	18%	**14%**	6%	16%	32%	*	22%	-	30%	9%	15%	13%	14%	15%	-
	2016	17%	15%	**9%**	2%	11%	15%	*	15%	-	17%	5%	8%	7%	8%	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
Writing	2017	11%	8%	**5%**	4%	2%	13%	*	*	-	*	0%	5%	0%	7%	3%	-
	2016	14%	11%	**11%**	4%	14%	18%	-	*	-	*	*	7%	4%	16%	8%	-
Science	2017	19%	16%	**10%**	8%	12%	13%	-	*	-	*	*	9%	0%	13%	7%	-
	2016	15%	13%	**4%**	0%	6%	0%	-	*	-	*	0%	5%	5%	3%	5%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	97%	99%	99%	*	100%	-	100%	99%	98%	100%	99%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**99%**	98%	99%	100%	*	100%	-	100%	100%	99%	100%	99%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**99%**	98%	100%	100%	*	100%	-	100%	100%	99%	100%	99%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**95%**	89%	100%	89%	*	*	-	*	91%	95%	100%	95%	95%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	97%	100%	-	*	-	*	100%	98%	95%	100%	98%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**23%**	15%	9%	83%	-	*	-	*	23%	18%	6%	25%	21%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**73%**	69%	91%	17%	-	*	-	*	73%	76%	94%	69%	75%	-
% STAAR Alternate 2	2017	12%	9%	**5%**	15%	0%	0%	-	*	-	*	5%	5%	0%	6%	4%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**20%**	8%	9%	83%	-	*	-	*	20%	18%	6%	25%	18%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**75%**	77%	91%	17%	-	*	-	*	75%	76%	94%	69%	79%	-
% STAAR Alternate 2	2017	13%	10%	**5%**	15%	0%	0%	-	*	-	*	5%	5%	0%	6%	4%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y		Y						Y		Y	n/a	4	4	100
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**18**	**21**	**86**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**35**	**91**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	169	49	85	25	*	*	-	7	134	12	71	n/a
Total Tests	267	87	137	27	*	*	-	9	221	40	113	90
% at Approaches Grade Level Standard	63%	56%	62%	93%	*	*	-	78%	61%	30%	63%	n/a
Mathematics												
# at Approaches Grade Level Standard	194	54	107	23	*	*	-	7	159	19	87	n/a
Total Tests	268	87	138	27	*	*	-	9	222	40	113	90
% at Approaches Grade Level Standard	72%	62%	78%	85%	*	*	-	78%	72%	48%	77%	n/a
Writing												
# at Approaches Grade Level Standard	49	11	30	7	*	*	-	*	39	5	22	n/a
Total Tests	76	22	43	8	*	*	-	*	61	9	33	27
% at Approaches Grade Level Standard	64%	50%	70%	88%	*	*	-	*	64%	56%	67%	n/a
Science												
# at Approaches Grade Level Standard	44	12	23	7	-	*	-	*	34	*	21	n/a
Total Tests	62	17	33	8	-	*	-	*	51	*	30	19
% at Approaches Grade Level Standard	71%	71%	70%	88%	-	*	-	*	67%	*	70%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	301	109	143	28	*	10	-	**	232	44	n/a	99
Total Students	304	111	144	28	*	10	-	**	235	44	n/a	99
Participation Rate	99%	98%	99%	100%	*	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	300	108	144	28	*	**	-	10	232	44	n/a	98
Total Students	302	110	144	28	*	**	-	10	234	44	n/a	98
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	26.0	64.2%	72.7%	74.5%
Masters	14.5	35.8%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**62%**	38%	63%	71%	-	*	-	*	*	64%	67%	64%	60%	-
	2016	72%	68%	**75%**	*	75%	*	*	*	-	*	*	73%	75%	76%	75%	-
Mathematics	2017	76%	73%	**71%**	46%	75%	*	-	*	-	*	*	73%	78%	67%	74%	-
	2016	74%	70%	**73%**	*	72%	*	*	*	-	*	*	70%	73%	71%	75%	-
Grade 4																	
Reading	2017	69%	64%	**58%**	*	58%	*	*	*	-	*	*	59%	53%	59%	56%	-
	2016	74%	67%	**60%**	64%	57%	*	-	*	-	-	*	60%	45%	68%	50%	*
Mathematics	2017	74%	70%	**67%**	71%	68%	*	*	*	-	*	*	69%	68%	71%	63%	-
	2016	72%	66%	**74%**	64%	76%	*	-	*	-	-	*	75%	68%	73%	76%	*
Writing	2017	64%	59%	**47%**	*	50%	*	*	*	-	*	*	47%	45%	51%	41%	-
	2016	68%	63%	**53%**	71%	45%	*	-	*	-	-	*	52%	33%	59%	44%	*
Grade 5																	
Reading	2017	81%	75%	**81%**	80%	79%	*	-	*	-	-	*	79%	70%	89%	71%	-
	2016	80%	74%	**68%**	58%	75%	*	-	*	*	*	*	66%	67%	77%	60%	-
Mathematics	2017	86%	80%	**86%**	80%	86%	*	-	*	-	-	*	86%	78%	84%	88%	-
	2016	85%	79%	**86%**	92%	89%	*	-	*	*	*	*	88%	81%	97%	77%	-
Science	2017	73%	66%	**64%**	57%	61%	*	-	*	-	-	*	64%	57%	63%	65%	-
	2016	73%	67%	**60%**	55%	65%	*	-	*	*	*	*	62%	50%	67%	55%	-
Grade 6																	
Reading	2017	67%	67%	**55%**	50%	61%	*	-	*	*	*	*	56%	36%	47%	62%	-
	2016	68%	67%	**67%**	*	67%	*	-	100%	-	-	*	66%	42%	77%	50%	-
Mathematics	2017	75%	77%	**81%**	86%	78%	*	-	*	*	*	*	83%	68%	72%	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
	2016	71%	69%	**71%**	*	68%	83%	-	100%	-	-	*	72%	46%	73%	67%	-
All Grades																	
All Subjects	2017	74%	70%	**67%**	62%	68%	67%	*	79%	*	71%	27%	68%	64%	67%	67%	-
	2016	74%	70%	**69%**	66%	69%	63%	*	74%	*	100%	22%	68%	60%	73%	63%	*
Reading	2017	71%	66%	**64%**	57%	65%	67%	*	70%	*	*	20%	65%	60%	66%	62%	-
	2016	72%	67%	**67%**	61%	69%	56%	*	77%	*	*	*	66%	60%	74%	59%	*
Mathematics	2017	78%	74%	**76%**	71%	77%	67%	*	90%	*	*	33%	78%	74%	74%	79%	-
	2016	75%	70%	**76%**	72%	76%	72%	*	85%	*	*	32%	76%	69%	77%	74%	*
Writing	2017	66%	60%	**47%**	*	50%	*	*	*	-	*	*	47%	45%	51%	41%	-
	2016	68%	64%	**53%**	71%	45%	*	-	*	-	-	*	52%	33%	59%	44%	*
Science	2017	78%	73%	**64%**	57%	61%	*	-	*	-	-	*	64%	57%	63%	65%	-
	2016	77%	74%	**60%**	55%	65%	*	-	*	*	*	*	62%	50%	67%	55%	-

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

All Grades																	
All Subjects	2017	44%	40%	**35%**	22%	36%	50%	*	54%	*	14%	13%	35%	30%	36%	33%	-
	2016	42%	38%	**31%**	19%	32%	39%	*	48%	*	20%	7%	31%	26%	35%	27%	*
Reading	2017	43%	39%	**34%**	24%	35%	50%	*	50%	*	*	20%	34%	28%	36%	32%	-
	2016	42%	38%	**33%**	22%	33%	33%	*	46%	*	*	*	33%	27%	38%	26%	*
Mathematics	2017	45%	39%	**41%**	22%	44%	50%	*	60%	*	*	10%	42%	39%	42%	40%	-
	2016	40%	35%	**35%**	17%	36%	50%	*	62%	*	*	5%	35%	30%	35%	35%	*
Writing	2017	36%	30%	**16%**	*	20%	*	*	*	-	*	*	16%	13%	17%	16%	-
	2016	39%	36%	**21%**	21%	17%	*	-	*	-	-	*	20%	8%	32%	6%	*
Science	2017	48%	44%	**27%**	21%	23%	*	-	*	-	-	*	29%	22%	30%	24%	-
	2016	44%	41%	**19%**	9%	24%	*	-	*	*	*	*	20%	21%	21%	18%	-

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

All Grades																	
All Subjects	2017	19%	17%	**15%**	10%	15%	24%	*	29%	*	0%	7%	15%	13%	15%	15%	-
	2016	17%	14%	**11%**	4%	11%	15%	*	26%	*	20%	3%	11%	7%	13%	8%	*
Reading	2017	18%	15%	**15%**	12%	15%	17%	*	40%	*	*	10%	15%	13%	16%	15%	-
	2016	16%	14%	**14%**	8%	13%	22%	*	31%	*	*	*	13%	9%	17%	9%	*
Mathematics	2017	21%	18%	**18%**	10%	19%	28%	*	30%	*	*	3%	18%	17%	18%	19%	-
	2016	17%	15%	**10%**	3%	10%	17%	*	23%	*	*	5%	10%	6%	11%	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
Writing	2017	11%	8%	**1%**	*	2%	*	*	*	-	*	*	1%	3%	2%	0%	-
	2016	14%	11%	**5%**	0%	5%	*	-	*	-	-	*	5%	3%	9%	0%	*
Science	2017	19%	16%	**13%**	7%	12%	*	-	*	-	-	*	14%	11%	12%	15%	-
	2016	15%	13%	**5%**	0%	7%	*	-	*	*	*	*	6%	6%	6%	5%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	98%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	99%	100%	100%	100%
Reading	2017	99%	99%	**100%**	98%	100%	100%	*	100%	*	*	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	100%	100%	100%	*
Mathematics	2017	100%	100%	**100%**	98%	100%	100%	*	100%	*	*	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	*	*	100%	100%	99%	100%	99%	*
Writing	2017	100%	100%	**100%**	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	*
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**97%**	100%	96%	100%	-	*	*	*	100%	97%	94%	94%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**23%**	20%	20%	*	-	*	-	-	23%	22%	29%	9%	32%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**77%**	80%	80%	*	-	*	-	-	77%	78%	71%	91%	68%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**23%**	20%	20%	*	-	*	-	-	23%	22%	29%	9%	32%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**77%**	80%	80%	*	-	*	-	-	77%	78%	71%	91%	68%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y						Y	N	Y	n/a	4	6	67
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing	N		N						N		N	n/a	0	4	0
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**13**	**20**	**65**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	190	27	142	12	*	7	*	*	181	6	118	n/a
Total Tests	295	46	218	18	*	9	*	*	279	29	180	141
% at Approaches Grade Level Standard	64%	59%	65%	67%	*	78%	*	*	65%	21%	66%	n/a
Mathematics												
# at Approaches Grade Level Standard	229	34	170	12	*	9	*	*	221	10	145	n/a
Total Tests	295	46	218	18	*	9	*	*	279	29	180	141
% at Approaches Grade Level Standard	78%	74%	78%	67%	*	100%	*	*	79%	34%	81%	n/a
Writing												
# at Approaches Grade Level Standard	33	*	29	*	*	-	-	*	32	*	26	n/a
Total Tests	69	*	58	*	*	-	-	*	67	*	49	36
% at Approaches Grade Level Standard	48%	*	50%	*	*	-	-	*	48%	*	53%	n/a
Science												
# at Approaches Grade Level Standard	49	8	35	*	-	*	-	-	46	*	31	n/a
Total Tests	73	14	53	*	-	*	-	-	69	*	49	33
% at Approaches Grade Level Standard	67%	57%	66%	*	-	*	-	-	67%	*	63%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	310	49	228	18	*	10	*	*	291	30	n/a	151
Total Students	311	50	228	18	*	10	*	*	292	30	n/a	151
Participation Rate	100%	98%	100%	100%	*	100%	*	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	310	49	228	18	*	10	*	*	291	30	n/a	151
Total Students	311	50	228	18	*	10	*	*	292	30	n/a	151
Participation Rate	100%	98%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	34.0	82.5%	72.7%	74.5%
Masters	7.2	17.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**72%**	56%	79%	73%	*	91%	-	*	24%	66%	63%	80%	63%	-
	2016	69%	67%	**69%**	66%	67%	72%	-	90%	-	75%	*	66%	48%	79%	60%	-
Mathematics	2017	68%	65%	**75%**	59%	81%	77%	*	100%	-	*	30%	70%	77%	75%	75%	-
	2016	68%	67%	**78%**	70%	81%	81%	-	100%	-	*	19%	75%	71%	83%	73%	-
Writing	2017	68%	61%	**65%**	49%	70%	69%	*	82%	-	*	15%	59%	49%	74%	55%	-
	2016	68%	66%	**66%**	59%	69%	65%	-	90%	-	75%	*	65%	45%	81%	53%	-
Grade 8																	
Reading	2017	84%	83%	**84%**	84%	83%	83%	*	88%	-	100%	38%	82%	54%	87%	81%	-
	2016	85%	84%	**84%**	76%	89%	81%	-	85%	-	*	25%	83%	55%	89%	77%	-
Mathematics	2017	84%	73%	**83%**	78%	83%	88%	*	*	-	*	33%	81%	75%	82%	83%	-
	2016	80%	71%	**73%**	70%	79%	63%	-	88%	-	*	*	73%	61%	78%	70%	-
Science	2017	74%	72%	**72%**	61%	73%	83%	*	100%	-	67%	25%	70%	36%	75%	71%	-
	2016	73%	70%	**72%**	54%	82%	70%	-	77%	-	*	25%	71%	66%	75%	67%	-
Social Studies	2017	62%	60%	**69%**	57%	71%	78%	*	75%	-	78%	26%	65%	37%	71%	67%	-
	2016	62%	63%	**74%**	67%	78%	74%	-	77%	-	*	*	72%	55%	76%	72%	-
End of Course																	
Algebra I	2017	81%	76%	**100%**	100%	100%	100%	-	*	-	*	-	100%	-	100%	100%	-
	2016	76%	68%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	*	100%	100%	-
All Grades																	
All Subjects	2017	74%	70%	**75%**	64%	78%	79%	100%	91%	-	82%	27%	71%	57%	79%	71%	-
	2016	74%	70%	**75%**	67%	79%	74%	-	87%	-	70%	16%	73%	57%	81%	68%	-
Reading	2017	71%	66%	**78%**	71%	81%	78%	*	89%	-	93%	30%	74%	59%	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
	2016	72%	67%	**76%**	71%	78%	76%	-	87%	-	77%	14%	74%	52%	84%	68%	-
Mathematics	2017	78%	74%	**81%**	71%	84%	85%	*	100%	-	86%	32%	78%	76%	81%	81%	-
	2016	75%	70%	**79%**	72%	83%	80%	-	96%	-	54%	20%	77%	67%	84%	74%	-
Writing	2017	66%	60%	**65%**	49%	70%	69%	*	82%	-	*	15%	59%	49%	74%	55%	-
	2016	68%	64%	**66%**	59%	69%	65%	-	90%	-	75%	*	65%	45%	81%	53%	-
Science	2017	78%	73%	**72%**	61%	73%	83%	*	100%	-	67%	25%	70%	36%	75%	71%	-
	2016	77%	74%	**72%**	54%	82%	70%	-	77%	-	*	25%	71%	66%	75%	67%	-
Social Studies	2017	76%	75%	**69%**	57%	71%	78%	*	75%	-	78%	26%	65%	37%	71%	67%	-
	2016	76%	76%	**74%**	67%	78%	74%	-	77%	-	*	*	72%	55%	76%	72%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**43%**	32%	42%	53%	57%	63%	-	61%	15%	38%	19%	48%	38%	-
	2016	42%	38%	**42%**	31%	42%	53%	-	62%	-	45%	6%	38%	13%	49%	34%	-
Reading	2017	43%	39%	**45%**	34%	44%	54%	*	68%	-	71%	16%	40%	18%	52%	38%	-
	2016	42%	38%	**43%**	31%	45%	52%	-	61%	-	46%	6%	39%	12%	51%	35%	-
Mathematics	2017	45%	39%	**51%**	38%	52%	60%	*	79%	-	64%	18%	47%	39%	55%	47%	-
	2016	40%	35%	**45%**	35%	47%	53%	-	65%	-	46%	8%	42%	17%	54%	36%	-
Writing	2017	36%	30%	**26%**	16%	25%	41%	*	9%	-	*	6%	19%	5%	32%	19%	-
	2016	39%	36%	**39%**	31%	37%	46%	-	60%	-	63%	*	35%	6%	53%	25%	-
Science	2017	48%	44%	**42%**	32%	41%	50%	*	75%	-	56%	17%	39%	4%	44%	40%	-
	2016	44%	41%	**41%**	25%	44%	54%	-	62%	-	*	4%	36%	17%	45%	36%	-
Social Studies	2017	48%	48%	**39%**	28%	36%	54%	*	75%	-	56%	17%	35%	4%	42%	37%	-
	2016	45%	46%	**38%**	27%	32%	59%	-	62%	-	*	*	31%	14%	37%	38%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**19%**	11%	18%	27%	0%	28%	-	29%	5%	16%	4%	24%	14%	-
	2016	17%	14%	**18%**	9%	17%	30%	-	34%	-	25%	3%	15%	1%	23%	13%	-
Reading	2017	18%	15%	**21%**	14%	21%	28%	*	37%	-	29%	5%	19%	4%	30%	13%	-
	2016	16%	14%	**18%**	8%	16%	31%	-	30%	-	23%	2%	13%	0%	23%	13%	-
Mathematics	2017	21%	18%	**20%**	10%	23%	28%	*	26%	-	29%	2%	18%	8%	28%	13%	-
	2016	17%	15%	**22%**	10%	20%	33%	-	52%	-	31%	2%	18%	3%	28%	15%	-

		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	2017	11%	8%	**6%**	0%	4%	17%	*	0%	-	*	3%	2%	0%	9%	2%	-
	2016	14%	11%	**11%**	7%	9%	17%	-	20%	-	25%	*	10%	0%	20%	3%	-
Science	2017	19%	16%	**17%**	15%	11%	28%	*	50%	-	22%	8%	13%	0%	22%	13%	-
	2016	15%	13%	**17%**	6%	16%	30%	-	23%	-	*	4%	13%	0%	17%	17%	-
Social Studies	2017	26%	26%	**24%**	17%	24%	31%	*	25%	-	44%	9%	20%	0%	22%	26%	-
	2016	21%	22%	**22%**	17%	18%	37%	-	31%	-	*	*	16%	0%	24%	19%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	99%	99%	98%	100%	100%	-	100%	98%	99%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	100%	99%	-	100%	-	100%	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**99%**	99%	100%	97%	*	100%	-	100%	98%	99%	100%	99%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**99%**	100%	100%	97%	*	100%	-	100%	98%	99%	100%	99%	99%	-
	2016	100%	99%	**100%**	100%	100%	99%	-	100%	-	100%	100%	99%	100%	99%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	99%	100%	96%	-	100%	-	100%	100%	99%	100%	100%	98%	-
Science	2017	99%	99%	**99%**	99%	99%	100%	*	100%	-	100%	100%	99%	100%	100%	98%	-
	2016	99%	99%	**99%**	97%	100%	100%	-	100%	-	100%	100%	99%	100%	98%	100%	-
Social Studies	2017	98%	98%	**98%**	96%	98%	100%	*	100%	-	100%	96%	98%	96%	100%	96%	-
	2016	98%	99%	**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	2017	98%	97%	**98%**	100%	100%	94%	-	*	-	*	98%	98%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**3%**	5%	0%	0%	-	*	-	*	3%	2%	0%	0%	6%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**86%**	95%	94%	71%	-	*	-	*	86%	87%	100%	95%	81%	-
% STAAR Alternate 2	2017	12%	9%	**9%**	0%	6%	24%	-	*	-	*	9%	9%	0%	5%	11%	-
% of Non-Participants	2017	2%	3%	**2%**	0%	0%	6%	-	*	-	*	2%	2%	0%	0%	3%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**98%**	100%	100%	94%	-	*	-	*	98%	98%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**3%**	5%	0%	0%	-	*	-	*	3%	2%	0%	0%	6%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**86%**	95%	94%	71%	-	*	-	*	86%	87%	100%	95%	81%	-
% STAAR Alternate 2	2017	13%	10%	**9%**	0%	6%	24%	-	*	-	*	9%	9%	0%	5%	11%	-
% of Non-Participants	2017	1%	2%	**2%**	0%	0%	6%	-	*	-	*	2%	2%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y	N	Y	Y					Y	N	N	n/a	4	7	57
Science	Y	Y	Y	Y					Y		N	n/a	5	6	83
Social Studies	Y	N	Y	Y					Y		N	n/a	4	6	67
Total													**25**	**33**	**76**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**39**	**47**	**83**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	367	95	164	78	*	15	-	**	247	15	68	n/a
Total Tests	463	132	200	98	*	17	-	**	327	53	95	68
% at Approaches Grade Level Standard	79%	72%	82%	80%	*	88%	-	93%	76%	28%	72%	n/a
Mathematics												
# at Approaches Grade Level Standard	388	100	171	86	*	17	-	**	262	17	79	n/a
Total Tests	462	132	199	98	*	17	-	**	326	53	95	68
% at Approaches Grade Level Standard	84%	76%	86%	88%	*	100%	-	86%	80%	32%	83%	n/a
Writing												
# at Approaches Grade Level Standard	153	32	73	35	*	8	-	*	101	5	32	n/a
Total Tests	228	60	104	48	*	10	-	*	162	30	54	42
% at Approaches Grade Level Standard	67%	53%	70%	73%	*	80%	-	*	62%	17%	59%	n/a
Science												
# at Approaches Grade Level Standard	171	43	71	43	*	7	-	**	114	6	22	n/a
Total Tests	232	69	94	52	*	7	-	**	164	24	41	26
% at Approaches Grade Level Standard	74%	62%	76%	83%	*	100%	-	67%	70%	25%	54%	n/a
Social Studies												
# at Approaches Grade Level Standard	162	39	69	40	*	**	-	7	106	6	22	n/a
Total Tests	229	67	93	52	*	**	-	9	161	23	40	25
% at Approaches Grade Level Standard	71%	58%	74%	77%	*	86%	-	78%	66%	26%	55%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	499	146	212	106	*	19	-	**	345	57	n/a	71
Total Students	503	147	212	109	*	19	-	**	348	58	n/a	71
Participation Rate	99%	99%	100%	97%	*	100%	-	100%	99%	98%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	499	147	211	106	*	19	-	**	344	57	n/a	71
Total Students	503	147	212	109	*	19	-	**	348	58	n/a	71
Participation Rate	99%	100%	100%	97%	*	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	25.6	64.7%	72.7%	74.5%
Masters	14.0	35.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	0	1
Non-renewable	0	0
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**58%**	52%	56%	*	-	*	-	*	*	58%	70%	70%	43%	-
	2016	72%	68%	**64%**	58%	68%	100%	-	*	-	*	*	62%	79%	63%	66%	-
Mathematics	2017	76%	73%	**68%**	64%	64%	*	-	*	-	*	*	67%	83%	82%	51%	-
	2016	74%	70%	**61%**	55%	58%	100%	-	*	-	*	*	59%	75%	59%	63%	-
Grade 4																	
Reading	2017	69%	64%	**51%**	40%	47%	100%	-	*	-	*	*	43%	67%	51%	50%	-
	2016	74%	67%	**76%**	68%	87%	75%	-	100%	-	-	*	75%	87%	76%	76%	-
Mathematics	2017	74%	70%	**63%**	57%	58%	100%	-	*	-	*	*	57%	75%	59%	68%	-
	2016	72%	66%	**73%**	71%	74%	71%	-	100%	-	-	*	72%	77%	72%	75%	-
Writing	2017	64%	59%	**42%**	36%	32%	86%	-	*	-	*	*	37%	50%	51%	32%	-
	2016	68%	63%	**70%**	69%	61%	88%	-	100%	-	-	*	71%	73%	75%	65%	-
Grade 5																	
Reading	2017	81%	75%	**80%**	77%	79%	100%	-	*	-	-	*	81%	76%	86%	70%	-
	2016	80%	74%	**67%**	60%	72%	*	-	*	-	-	*	64%	71%	77%	59%	-
Mathematics	2017	86%	80%	**89%**	91%	83%	100%	-	*	-	-	*	89%	78%	88%	90%	-
	2016	85%	79%	**78%**	74%	80%	*	-	*	-	-	*	76%	76%	91%	68%	-
Science	2017	73%	66%	**82%**	83%	79%	*	-	*	-	-	*	85%	75%	86%	76%	-
	2016	73%	67%	**72%**	63%	83%	*	-	*	-	-	*	71%	76%	75%	70%	-
Grade 6																	
Reading	2017	67%	67%	**63%**	60%	63%	*	-	*	-	-	*	61%	50%	71%	57%	-
	2016	68%	67%	**63%**	48%	65%	100%	-	100%	-	*	*	57%	*	66%	60%	-
Mathematics	2017	75%	77%	**70%**	63%	75%	*	-	*	-	-	*	68%	50%	79%	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
	2016	71%	69%	**78%**	67%	83%	100%	-	100%	-	*	*	76%	*	76%	79%	-
All Grades																	
All Subjects	2017	74%	70%	**67%**	62%	66%	96%	-	96%	-	75%	30%	65%	69%	73%	59%	-
	2016	74%	70%	**70%**	63%	74%	91%	-	100%	-	90%	27%	68%	75%	72%	68%	-
Reading	2017	71%	66%	**63%**	57%	63%	100%	-	91%	-	*	*	61%	68%	71%	54%	-
	2016	72%	67%	**67%**	59%	73%	91%	-	100%	-	*	*	64%	75%	70%	65%	-
Mathematics	2017	78%	74%	**73%**	69%	71%	100%	-	100%	-	*	45%	70%	75%	78%	67%	-
	2016	75%	70%	**72%**	66%	74%	91%	-	100%	-	100%	36%	70%	75%	73%	71%	-
Writing	2017	66%	60%	**42%**	36%	32%	86%	-	*	-	*	*	37%	50%	51%	32%	-
	2016	68%	64%	**70%**	69%	61%	88%	-	100%	-	-	*	71%	73%	75%	65%	-
Science	2017	78%	73%	**82%**	83%	79%	*	-	*	-	-	*	85%	75%	86%	76%	-
	2016	77%	74%	**72%**	63%	83%	*	-	*	-	-	*	71%	76%	75%	70%	-

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

All Grades																	
All Subjects	2017	44%	40%	**35%**	30%	30%	73%	-	79%	-	42%	6%	31%	39%	39%	29%	-
	2016	42%	38%	**37%**	32%	37%	59%	-	63%	-	60%	11%	34%	35%	41%	33%	-
Reading	2017	43%	39%	**34%**	28%	29%	89%	-	73%	-	*	*	30%	39%	38%	30%	-
	2016	42%	38%	**37%**	31%	36%	61%	-	65%	-	*	*	33%	31%	42%	32%	-
Mathematics	2017	45%	39%	**35%**	31%	30%	78%	-	73%	-	*	10%	31%	39%	39%	31%	-
	2016	40%	35%	**38%**	33%	38%	59%	-	69%	-	60%	16%	35%	42%	39%	37%	-
Writing	2017	36%	30%	**21%**	14%	21%	29%	-	*	-	*	*	17%	29%	23%	18%	-
	2016	39%	36%	**34%**	35%	22%	38%	-	67%	-	-	*	32%	33%	41%	24%	-
Science	2017	48%	44%	**46%**	45%	39%	*	-	*	-	-	*	50%	50%	55%	31%	-
	2016	44%	41%	**36%**	26%	50%	*	-	*	-	-	*	35%	24%	41%	33%	-

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

All Grades																	
All Subjects	2017	19%	17%	**16%**	13%	14%	33%	-	43%	-	25%	2%	14%	16%	19%	12%	-
	2016	17%	14%	**15%**	11%	18%	18%	-	32%	-	40%	3%	13%	13%	18%	12%	-
Reading	2017	18%	15%	**19%**	16%	16%	44%	-	45%	-	*	*	17%	19%	24%	14%	-
	2016	16%	14%	**17%**	13%	21%	22%	-	24%	-	*	*	14%	15%	20%	13%	-
Mathematics	2017	21%	18%	**16%**	11%	13%	39%	-	64%	-	*	5%	13%	17%	17%	13%	-
	2016	17%	15%	**14%**	10%	14%	18%	-	50%	-	20%	4%	13%	14%	16%	12%	-

		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	2017	11%	8%	**3%**	2%	5%	0%	-	*	-	*	*	2%	4%	5%	0%	-
	2016	14%	11%	**18%**	20%	22%	0%	-	17%	-	-	*	14%	7%	25%	8%	-
Science	2017	19%	16%	**15%**	17%	14%	*	-	*	-	-	*	13%	13%	20%	7%	-
	2016	15%	13%	**8%**	2%	17%	*	-	*	-	-	*	6%	6%	9%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	99%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	98%	-	98%	-	100%	98%	100%	99%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**99%**	99%	100%	96%	-	94%	-	100%	96%	99%	97%	98%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	97%	100%	-	*	-	-	100%	98%	94%	98%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**10%**	8%	0%	*	-	-	-	-	10%	5%	*	0%	17%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**90%**	92%	100%	*	-	-	-	-	90%	95%	*	100%	83%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**10%**	8%	0%	*	-	-	-	-	10%	5%	*	0%	17%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**90%**	92%	100%	*	-	-	-	-	90%	95%	*	100%	83%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y		Y	n/a	5	5	100
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	N	N							N			n/a	0	3	0
Science	Y	Y	Y						Y			n/a	4	4	100
Social Studies												n/a	0	0	
Total													**14**	**17**	**82**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**27**	**89**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	182	91	59	18	-	**	-	*	151	*	65	n/a
Total Tests	275	152	89	18	-	**	-	*	242	*	85	71
% at Approaches Grade Level Standard	66%	60%	66%	100%	-	91%	-	*	62%	*	76%	n/a
Mathematics												
# at Approaches Grade Level Standard	207	107	67	18	-	**	-	*	174	9	69	n/a
Total Tests	275	152	89	18	-	**	-	*	242	18	85	71
% at Approaches Grade Level Standard	75%	70%	75%	100%	-	100%	-	*	72%	50%	81%	n/a
Writing												
# at Approaches Grade Level Standard	30	14	6	6	-	*	-	*	21	*	12	n/a
Total Tests	68	38	18	7	-	*	-	*	57	*	23	23
% at Approaches Grade Level Standard	44%	37%	33%	86%	-	*	-	*	37%	*	52%	n/a
Science												
# at Approaches Grade Level Standard	61	33	21	*	-	*	-	-	51	*	21	n/a
Total Tests	70	37	25	*	-	*	-	-	59	*	24	15
% at Approaches Grade Level Standard	87%	89%	84%	*	-	*	-	-	86%	*	88%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	294	164	96	18	-	11	-	5	252	19	n/a	74
Total Students	294	164	96	18	-	11	-	5	252	19	n/a	74
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	295	164	97	18	-	11	-	5	253	19	n/a	75
Total Students	295	164	97	18	-	11	-	5	253	19	n/a	75
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	33.8	89.6%	72.7%	74.5%
Masters	3.9	10.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**77%**	71%	83%	79%	*	*	-	*	*	71%	83%	86%	66%	-
	2016	72%	68%	**83%**	86%	60%	90%	-	*	-	*	*	59%	*	93%	76%	-
Mathematics	2017	76%	73%	**85%**	*	87%	87%	*	*	-	83%	*	77%	83%	90%	78%	-
	2016	74%	70%	**79%**	71%	55%	86%	-	*	-	*	*	59%	*	85%	73%	-
Grade 4																	
Reading	2017	69%	64%	**89%**	71%	71%	96%	-	-	*	100%	71%	82%	*	93%	85%	-
	2016	74%	67%	**88%**	83%	82%	90%	*	*	-	*	*	78%	-	98%	77%	-
Mathematics	2017	74%	70%	**84%**	75%	76%	86%	-	-	*	100%	75%	79%	*	81%	86%	-
	2016	72%	66%	**87%**	83%	91%	85%	*	*	-	*	*	85%	-	98%	74%	-
Writing	2017	64%	59%	**79%**	78%	52%	91%	-	-	*	*	*	75%	*	79%	80%	-
	2016	68%	63%	**84%**	*	82%	88%	*	*	-	*	*	74%	-	90%	77%	-
Grade 5																	
Reading	2017	81%	75%	**80%**	67%	82%	85%	*	*	*	*	78%	70%	*	81%	79%	-
	2016	80%	74%	**85%**	*	81%	89%	*	*	*	*	67%	77%	*	91%	79%	-
Mathematics	2017	86%	80%	**93%**	56%	100%	100%	*	*	*	*	78%	90%	*	95%	90%	-
	2016	85%	79%	**79%**	*	71%	84%	*	*	*	*	64%	65%	*	77%	80%	-
Science	2017	73%	66%	**87%**	75%	88%	90%	*	*	*	*	78%	86%	*	86%	88%	-
	2016	73%	67%	**80%**	*	76%	83%	*	*	*	*	67%	69%	*	79%	81%	-
Grade 6																	
Reading	2017	67%	67%	**85%**	*	88%	87%	*	*	*	*	*	77%	*	92%	78%	-
	2016	68%	67%	**83%**	*	80%	84%	-	*	-	*	*	72%	*	85%	81%	-
Mathematics	2017	75%	77%	**90%**	*	81%	97%	*	*	*	*	100%	87%	*	86%	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
	2016	71%	69%	**86%**	*	80%	86%	-	*	-	*	50%	72%	*	88%	84%	-
All Grades																	
All Subjects	2017	74%	70%	**85%**	69%	81%	90%	80%	89%	*	75%	71%	79%	76%	87%	83%	-
	2016	74%	70%	**83%**	70%	74%	87%	67%	100%	*	90%	57%	72%	61%	88%	78%	-
Reading	2017	71%	66%	**83%**	68%	81%	87%	*	*	*	68%	68%	74%	75%	88%	77%	-
	2016	72%	67%	**85%**	75%	75%	88%	*	100%	*	100%	52%	73%	60%	92%	78%	-
Mathematics	2017	78%	74%	**88%**	66%	85%	92%	*	*	*	83%	81%	83%	82%	88%	87%	-
	2016	75%	70%	**82%**	71%	72%	85%	*	100%	*	91%	53%	71%	50%	86%	78%	-
Writing	2017	66%	60%	**79%**	78%	52%	91%	-	-	*	*	*	75%	*	79%	80%	-
	2016	68%	64%	**84%**	*	82%	88%	*	*	-	*	*	74%	-	90%	77%	-
Science	2017	78%	73%	**87%**	75%	88%	90%	*	*	*	*	78%	86%	*	86%	88%	-
	2016	77%	74%	**80%**	*	76%	83%	*	*	*	*	67%	69%	*	79%	81%	-

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

All Grades																	
All Subjects	2017	44%	40%	**52%**	27%	42%	61%	30%	78%	*	43%	41%	39%	39%	57%	48%	-
	2016	42%	38%	**49%**	31%	44%	52%	22%	100%	*	45%	29%	38%	26%	52%	45%	-
Reading	2017	43%	39%	**54%**	32%	47%	62%	*	*	*	42%	32%	38%	31%	63%	46%	-
	2016	42%	38%	**53%**	42%	47%	55%	*	100%	*	64%	29%	41%	10%	59%	47%	-
Mathematics	2017	45%	39%	**50%**	21%	41%	59%	*	*	*	39%	48%	41%	53%	51%	50%	-
	2016	40%	35%	**46%**	21%	43%	48%	*	100%	*	36%	27%	35%	40%	45%	46%	-
Writing	2017	36%	30%	**47%**	44%	33%	53%	-	-	*	*	*	35%	*	50%	45%	-
	2016	39%	36%	**57%**	*	45%	63%	*	*	-	*	*	48%	-	73%	40%	-
Science	2017	48%	44%	**57%**	13%	29%	75%	*	*	*	*	56%	41%	*	62%	53%	-
	2016	44%	41%	**40%**	*	33%	42%	*	*	*	*	25%	31%	*	40%	40%	-

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

All Grades																	
All Subjects	2017	19%	17%	**28%**	15%	16%	35%	0%	67%	*	18%	10%	16%	15%	33%	23%	-
	2016	17%	14%	**22%**	7%	14%	26%	0%	69%	*	17%	9%	12%	0%	25%	19%	-
Reading	2017	18%	15%	**31%**	14%	22%	37%	*	*	*	16%	8%	16%	19%	38%	24%	-
	2016	16%	14%	**28%**	8%	17%	32%	*	80%	*	36%	6%	16%	0%	33%	23%	-
Mathematics	2017	21%	18%	**28%**	17%	14%	35%	*	*	*	17%	15%	17%	18%	30%	25%	-
	2016	17%	15%	**19%**	4%	13%	21%	*	80%	*	9%	10%	11%	0%	19%	18%	-

		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	2017	11%	8%	**16%**	22%	5%	18%	-	-	*	*	*	10%	*	24%	10%	-
	2016	14%	11%	**24%**	*	0%	31%	*	*	-	*	*	7%	-	35%	11%	-
Science	2017	19%	16%	**28%**	0%	6%	41%	*	*	*	*	11%	10%	*	31%	25%	-
	2016	15%	13%	**16%**	*	19%	17%	*	*	*	*	8%	6%	*	17%	15%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	99%	100%	99%	100%	100%	100%	100%	96%	99%	100%	99%	99%	-
	2016	99%	99%	**100%**	100%	99%	100%	100%	100%	*	100%	97%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**99%**	97%	100%	99%	*	*	*	100%	93%	98%	100%	99%	99%	-
	2016	99%	99%	**99%**	100%	99%	100%	*	100%	*	100%	97%	100%	100%	99%	99%	-
Mathematics	2017	100%	100%	**99%**	100%	100%	99%	*	*	*	100%	96%	100%	100%	99%	99%	-
	2016	100%	99%	**99%**	100%	99%	100%	*	100%	*	100%	97%	100%	100%	99%	99%	-
Writing	2017	100%	100%	**99%**	100%	100%	98%	-	-	*	100%	100%	100%	*	100%	98%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	*	-	*	*	100%	-	100%	100%	-
Science	2017	99%	99%	**99%**	100%	100%	98%	*	*	*	*	100%	100%	*	100%	98%	-
	2016	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	2017	98%	97%	**89%**	*	92%	80%	-	-	-	*	89%	86%	*	75%	95%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**18%**	*	17%	30%	-	-	-	*	18%	14%	*	13%	20%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**43%**	*	42%	40%	-	-	-	*	43%	36%	*	25%	50%	-
% STAAR Alternate 2	2017	12%	9%	**29%**	*	33%	10%	-	-	-	*	29%	36%	*	38%	25%	-
% of Non-Participants	2017	2%	3%	**11%**	*	8%	20%	-	-	-	*	11%	14%	*	25%	5%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**96%**	*	100%	90%	-	-	-	*	96%	100%	*	88%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**21%**	*	25%	30%	-	-	-	*	21%	29%	*	13%	25%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**46%**	*	42%	50%	-	-	-	*	46%	36%	*	38%	50%	-
% STAAR Alternate 2	2017	13%	10%	**29%**	*	33%	10%	-	-	-	*	29%	36%	*	38%	25%	-
% of Non-Participants	2017	1%	2%	**4%**	*	0%	10%	-	-	-	*	4%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y			n/a	4	4	100
Mathematics	Y	Y	Y	Y					Y			n/a	5	5	100
Writing	Y			Y								n/a	2	2	100
Science	Y			Y					Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**14**	**14**	**100**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N		N	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	N	n/a		5	6	83
Mathematics	Y	Y	Y	Y					Y	Y	n/a		6	6	100
Total													**11**	**12**	**92**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**26**	**96**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	286	17	59	191	*	*	*	12	79	15	13	n/a
Total Tests	340	24	71	219	*	*	*	17	105	22	15	14
% at Approaches Grade Level Standard	84%	71%	83%	87%	*	*	*	71%	75%	68%	87%	n/a
Mathematics												
# at Approaches Grade Level Standard	304	19	61	202	*	*	*	14	93	20	13	n/a
Total Tests	341	25	72	219	*	*	*	16	108	24	16	15
% at Approaches Grade Level Standard	89%	76%	85%	92%	*	*	*	88%	86%	83%	81%	n/a
Writing												
# at Approaches Grade Level Standard	70	**	11	50	-	-	-	*	13	*	*	n/a
Total Tests	86	**	19	55	-	-	-	*	18	*	*	*
% at Approaches Grade Level Standard	81%	75%	58%	91%	-	-	-	*	72%	*	*	n/a
Science												
# at Approaches Grade Level Standard	66	5	12	45	*	*	-	*	25	6	*	n/a
Total Tests	72	6	13	49	*	*	-	*	27	7	*	*
% at Approaches Grade Level Standard	92%	83%	92%	92%	*	*	-	*	93%	86%	*	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	367	28	87	222	*	*	*	19	113	26	n/a	17
Total Students	371	29	87	225	*	*	*	19	115	28	n/a	17
Participation Rate	99%	97%	100%	99%	*	*	*	100%	98%	93%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	367	29	87	222	*	*	*	18	115	27	n/a	17
Total Students	370	29	87	225	*	*	*	18	115	28	n/a	17
Participation Rate	99%	100%	100%	99%	*	*	*	100%	100%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	33.5	91.8%	72.7%	74.5%
Masters	3.0	8.2%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**61%**	61%	61%	*	*	*	-	-	*	62%	63%	70%	53%	-
	2016	72%	68%	**71%**	56%	75%	*	-	-	-	-	*	72%	73%	71%	71%	*
Mathematics	2017	76%	73%	**77%**	78%	78%	*	*	*	-	-	88%	79%	80%	84%	71%	-
	2016	74%	70%	**77%**	75%	78%	*	-	-	-	-	*	79%	84%	73%	83%	*
Grade 4																	
Reading	2017	69%	64%	**71%**	72%	71%	*	-	-	-	*	*	71%	73%	68%	74%	-
	2016	74%	67%	**61%**	60%	61%	*	*	*	-	-	*	60%	64%	68%	55%	-
Mathematics	2017	74%	70%	**74%**	61%	77%	*	-	-	-	*	*	77%	81%	73%	76%	-
	2016	72%	66%	**75%**	70%	77%	*	*	*	-	-	*	74%	80%	84%	67%	-
Writing	2017	64%	59%	**60%**	78%	55%	*	-	-	-	*	*	60%	57%	60%	60%	-
	2016	68%	63%	**60%**	57%	62%	*	*	*	-	-	*	60%	64%	67%	55%	-
Grade 5																	
Reading	2017	81%	75%	**78%**	71%	80%	*	*	*	-	-	*	78%	79%	83%	74%	-
	2016	80%	74%	**67%**	59%	67%	100%	-	*	-	-	*	67%	56%	67%	67%	-
Mathematics	2017	86%	80%	**79%**	63%	86%	*	*	*	-	-	*	82%	89%	90%	69%	-
	2016	85%	79%	**74%**	47%	80%	100%	-	*	-	-	*	74%	72%	71%	77%	-
Science	2017	73%	66%	**64%**	63%	64%	*	*	*	-	-	*	66%	68%	63%	65%	-
	2016	73%	67%	**57%**	53%	55%	*	-	*	-	-	*	56%	42%	60%	55%	-
Grade 6																	
Reading	2017	67%	67%	**49%**	44%	50%	*	-	*	-	*	*	51%	36%	51%	46%	-
	2016	68%	67%	**60%**	57%	62%	*	-	*	-	-	*	60%	49%	68%	55%	-
Mathematics	2017	75%	77%	**68%**	56%	72%	*	-	*	-	*	*	69%	64%	72%	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
	2016	71%	69%	**59%**	43%	62%	*	-	*	-	-	*	59%	55%	56%	61%	-
All Grades																	
All Subjects	2017	74%	70%	**68%**	65%	70%	67%	100%	71%	-	*	36%	70%	71%	71%	66%	-
	2016	74%	70%	**66%**	58%	68%	63%	*	83%	-	-	17%	66%	66%	69%	64%	*
Reading	2017	71%	66%	**65%**	63%	66%	73%	*	*	-	*	25%	66%	66%	68%	63%	-
	2016	72%	67%	**65%**	58%	67%	63%	*	71%	-	-	19%	65%	62%	69%	62%	*
Mathematics	2017	78%	74%	**75%**	64%	78%	73%	*	*	-	*	54%	77%	80%	79%	70%	-
	2016	75%	70%	**72%**	60%	74%	69%	*	86%	-	-	19%	72%	74%	72%	71%	*
Writing	2017	66%	60%	**60%**	78%	55%	*	-	-	-	*	*	60%	57%	60%	60%	-
	2016	68%	64%	**60%**	57%	62%	*	*	*	-	-	*	60%	64%	67%	55%	-
Science	2017	78%	73%	**64%**	63%	64%	*	*	*	-	-	*	66%	68%	63%	65%	-
	2016	77%	74%	**57%**	53%	55%	*	-	*	-	-	*	56%	42%	60%	55%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**33%**	31%	34%	23%	60%	36%	-	*	10%	34%	35%	36%	30%	-
	2016	42%	38%	**30%**	31%	30%	33%	*	50%	-	-	1%	30%	28%	33%	28%	*
Reading	2017	43%	39%	**32%**	32%	32%	36%	*	*	-	*	13%	34%	33%	35%	30%	-
	2016	42%	38%	**29%**	34%	28%	31%	*	29%	-	-	0%	30%	24%	34%	25%	*
Mathematics	2017	45%	39%	**35%**	29%	38%	9%	*	*	-	*	13%	37%	39%	39%	31%	-
	2016	40%	35%	**33%**	27%	34%	25%	*	71%	-	-	3%	33%	34%	32%	34%	*
Writing	2017	36%	30%	**30%**	33%	30%	*	-	-	-	*	*	32%	28%	33%	26%	-
	2016	39%	36%	**22%**	29%	20%	*	*	*	-	-	*	19%	22%	33%	12%	-
Science	2017	48%	44%	**30%**	33%	29%	*	*	*	-	-	*	30%	32%	33%	29%	-
	2016	44%	41%	**33%**	41%	27%	*	-	*	-	-	*	32%	21%	31%	36%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**14%**	13%	15%	7%	0%	29%	-	*	3%	15%	15%	17%	12%	-
	2016	17%	14%	**11%**	12%	10%	8%	*	39%	-	-	0%	11%	8%	13%	9%	*
Reading	2017	18%	15%	**17%**	17%	17%	18%	*	*	-	*	4%	18%	17%	21%	13%	-
	2016	16%	14%	**12%**	13%	11%	19%	*	29%	-	-	0%	12%	7%	16%	8%	*
Mathematics	2017	21%	18%	**15%**	12%	17%	0%	*	*	-	*	4%	16%	17%	17%	14%	-
	2016	17%	15%	**12%**	12%	12%	0%	*	43%	-	-	0%	12%	10%	12%	12%	*

		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	2017	11%	8%	**3%**	6%	3%	*	-	-	-	*	*	4%	2%	4%	2%	-
	2016	14%	11%	**6%**	5%	6%	*	*	*	-	-	*	7%	6%	11%	2%	-
Science	2017	19%	16%	**11%**	13%	12%	*	*	*	-	-	*	11%	14%	15%	8%	-
	2016	15%	13%	**8%**	12%	7%	*	-	*	-	-	*	9%	3%	5%	12%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	99%	100%	100%	100%	100%	*
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	*
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	99%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	-	97%	100%	100%	100%	99%	*
Writing	2017	100%	100%	**99%**	100%	99%	*	-	-	-	*	100%	99%	98%	98%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	*	*	-	-	*	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**25%**	*	20%	*	-	-	-	-	25%	27%	20%	25%	25%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**75%**	*	80%	*	-	-	-	-	75%	73%	80%	75%	75%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**17%**	*	20%	*	-	-	-	-	17%	18%	13%	25%	13%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**83%**	*	80%	*	-	-	-	-	83%	82%	87%	75%	88%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y		Y	n/a	5	5	100
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	Y		N						Y		Y	n/a	3	4	75
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**17**	**18**	**94**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	220	42	164	8	*	*	-	*	203	6	151	n/a
Total Tests	325	63	243	11	*	*	-	*	304	24	214	199
% at Approaches Grade Level Standard	68%	67%	67%	73%	*	*	-	*	67%	25%	71%	n/a
Mathematics												
# at Approaches Grade Level Standard	255	44	196	8	*	*	-	*	239	13	183	n/a
Total Tests	325	63	243	11	*	*	-	*	304	24	214	199
% at Approaches Grade Level Standard	78%	70%	81%	73%	*	*	-	*	79%	54%	86%	n/a
Writing												
# at Approaches Grade Level Standard	56	14	39	*	-	-	-	*	51	*	35	n/a
Total Tests	88	17	66	*	-	-	-	*	81	*	55	53
% at Approaches Grade Level Standard	64%	82%	59%	*	-	-	-	*	63%	*	64%	n/a
Science												
# at Approaches Grade Level Standard	53	13	35	*	*	*	-	-	47	*	39	n/a
Total Tests	81	19	55	*	*	*	-	-	73	*	55	52
% at Approaches Grade Level Standard	65%	68%	64%	*	*	*	-	-	64%	*	71%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	352	78	253	11	*	6	-	*	318	24	n/a	214
Total Students	352	78	253	11	*	6	-	*	318	24	n/a	214
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	350	78	251	11	*	6	-	*	316	24	n/a	212
Total Students	351	78	252	11	*	6	-	*	317	24	n/a	213
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.0	63.2%	72.7%	74.5%
Masters	16.5	34.7%	26.5%	23.6%
Doctorate	1.0	2.1%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**63%**	73%	33%	91%	-	*	-	*	*	53%	*	57%	68%	-
Mathematics	2017	76%	73%	**67%**	73%	39%	91%	-	*	-	*	*	59%	*	65%	68%	-
Grade 4																	
Reading	2017	69%	64%	**68%**	74%	61%	*	-	-	-	-	*	73%	56%	81%	53%	-
Mathematics	2017	74%	70%	**63%**	68%	56%	*	-	-	-	-	*	65%	*	67%	59%	-
Writing	2017	64%	59%	**50%**	58%	39%	*	-	-	-	-	*	42%	*	67%	29%	-
Grade 5																	
Reading	2017	81%	75%	**78%**	83%	70%	100%	-	-	-	*	*	74%	73%	86%	64%	-
Mathematics	2017	86%	80%	**81%**	*	83%	100%	-	-	-	*	*	85%	100%	82%	79%	-
Science	2017	73%	66%	**67%**	*	61%	*	-	-	-	*	*	67%	64%	68%	64%	-
Grade 6																	
Reading	2017	67%	67%	**81%**	*	80%	*	-	-	*	*	*	71%	*	80%	82%	-
Mathematics	2017	75%	77%	**90%**	100%	80%	*	-	-	*	*	*	93%	*	100%	82%	-
All Grades																	
All Subjects	2017	74%	70%	**69%**	71%	59%	93%	-	*	*	88%	33%	67%	56%	73%	64%	-
Reading	2017	71%	66%	**71%**	76%	59%	95%	-	*	*	86%	*	67%	55%	75%	66%	-
Mathematics	2017	78%	74%	**73%**	73%	64%	95%	-	*	*	86%	*	73%	64%	75%	70%	-
Writing	2017	66%	60%	**50%**	58%	39%	*	-	-	-	-	*	42%	*	67%	29%	-

		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	2017	78%	73%	**67%**	*	61%	*	-	-	-	*	*	67%	64%	68%	64%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**30%**	31%	20%	59%	-	*	*	50%	22%	25%	15%	33%	26%	-
Reading	2017	43%	39%	**35%**	38%	23%	60%	-	*	*	57%	*	31%	18%	41%	28%	-
Mathematics	2017	45%	39%	**27%**	22%	22%	55%	-	*	*	29%	*	22%	21%	28%	27%	-
Writing	2017	36%	30%	**26%**	37%	11%	*	-	-	-	-	*	27%	*	38%	12%	-
Science	2017	48%	44%	**25%**	*	9%	*	-	-	-	*	*	15%	0%	23%	29%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**11%**	14%	4%	28%	-	*	*	6%	17%	8%	5%	12%	9%	-
Reading	2017	18%	15%	**13%**	18%	0%	40%	-	*	*	14%	*	9%	3%	13%	12%	-
Mathematics	2017	21%	18%	**11%**	13%	10%	15%	-	*	*	0%	*	10%	9%	14%	7%	-
Writing	2017	11%	8%	**5%**	11%	0%	*	-	-	-	-	*	4%	*	5%	6%	-
Science	2017	19%	16%	**8%**	*	4%	*	-	-	-	*	*	4%	0%	9%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	-	*	*	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	-	-	-	*	100%	100%	100%	100%	-
Science	2017	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	2017	98%	97%	**100%**	*	*	*	-	-	-	-	100%	100%	*	*	*	-

% STAAR/EOC With No Accommodations	2017	13%	20%	**29%**	*	*	*	-	-	-	-	29%	20%	*	*	*	-
% STAAR/EOC With Accommodations	2017	73%	68%	**71%**	*	*	*	-	-	-	-	71%	80%	*	*	*	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	*	*	-	-	-	-	0%	0%	*	*	*	-
% of Non-Participants	2017	2%	3%	**0%**	*	*	*	-	-	-	-	0%	0%	*	*	*	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	*	*	-	-	-	-	100%	100%	*	*	*	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**29%**	*	*	*	-	-	-	-	29%	20%	*	*	*	-
% STAAR/EOC With Accommodations	2017	74%	69%	**71%**	*	*	*	-	-	-	-	71%	80%	*	*	*	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	*	*	-	-	-	-	0%	0%	*	*	*	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	N						Y		N	n/a	3	5	60
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	N								N			n/a	0	2	0
Science	Y								Y			n/a	2	2	100
Social Studies												n/a	0	0	
Total													**10**	**14**	**71**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															

	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
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**	**24**	**83**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	100	34	40	19	-	*	*	6	65	*	21	n/a
Total Tests	142	45	68	20	-	*	*	7	98	*	36	32
% at Approaches Grade Level Standard	70%	76%	59%	95%	-	*	*	86%	66%	*	58%	n/a
Mathematics												
# at Approaches Grade Level Standard	104	33	44	19	-	*	*	6	72	*	24	n/a
Total Tests	142	45	68	20	-	*	*	7	98	*	36	32
% at Approaches Grade Level Standard	73%	73%	65%	95%	-	*	*	86%	73%	*	67%	n/a
Writing												
# at Approaches Grade Level Standard	19	11	**	*	-	-	-	-	11	*	*	n/a
Total Tests	37	19	**	*	-	-	-	-	25	*	*	*
% at Approaches Grade Level Standard	51%	58%	41%	*	-	-	-	-	44%	*	*	n/a
Science												
# at Approaches Grade Level Standard	24	*	14	*	-	-	-	*	18	*	9	n/a
Total Tests	36	*	23	*	-	-	-	*	27	*	14	11
% at Approaches Grade Level Standard	67%	*	61%	*	-	-	-	*	67%	*	64%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	143	45	69	20	-	*	*	7	99	7	n/a	33

	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 Students	143	45	69	20	-	*	*	7	99	7	n/a	33
Participation Rate	100%	100%	100%	100%	-	*	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	143	45	69	20	-	*	*	7	99	7	n/a	33
Total Students	143	45	69	20	-	*	*	7	99	7	n/a	33
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	18.2	63.1%	72.7%	74.5%
Masters	10.6	36.9%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**81%**	85%	83%	71%	*	100%	-	83%	*	76%	88%	81%	81%	-
	2016	72%	68%	**83%**	84%	83%	85%	-	*	-	*	*	83%	77%	86%	79%	-
Mathematics	2017	76%	73%	**80%**	85%	87%	75%	*	100%	-	*	*	79%	94%	77%	83%	-
	2016	74%	70%	**66%**	74%	58%	75%	-	*	-	*	*	64%	46%	67%	65%	-
Grade 4																	
Reading	2017	69%	64%	**76%**	71%	81%	82%	-	*	-	*	83%	78%	82%	84%	68%	-
	2016	74%	67%	**77%**	70%	70%	78%	*	100%	-	100%	*	72%	58%	84%	72%	-
Mathematics	2017	74%	70%	**73%**	75%	62%	82%	-	*	-	*	*	72%	59%	79%	68%	-
	2016	72%	66%	**72%**	60%	57%	91%	*	100%	-	*	*	65%	67%	75%	70%	-
Writing	2017	64%	59%	**65%**	71%	54%	77%	-	*	-	*	*	67%	41%	76%	55%	-
	2016	68%	63%	**86%**	84%	77%	87%	*	100%	-	100%	*	86%	82%	97%	77%	-
Grade 5																	
Reading	2017	81%	75%	**83%**	74%	84%	80%	*	100%	-	100%	*	82%	91%	83%	83%	-
	2016	80%	74%	**81%**	70%	83%	77%	-	100%	-	*	*	76%	*	81%	81%	-
Mathematics	2017	86%	80%	**93%**	95%	88%	95%	*	100%	-	100%	*	91%	91%	94%	93%	-
	2016	85%	79%	**71%**	70%	70%	64%	-	100%	-	*	*	72%	*	73%	69%	-
Science	2017	73%	66%	**79%**	61%	83%	85%	*	100%	-	*	*	74%	82%	74%	85%	-
	2016	73%	67%	**74%**	56%	71%	76%	-	100%	-	*	*	75%	*	73%	74%	-
Grade 6																	
Reading	2017	67%	67%	**69%**	65%	65%	67%	-	*	-	*	*	66%	*	77%	63%	-
	2016	68%	67%	**79%**	71%	78%	81%	-	100%	-	*	50%	74%	71%	86%	71%	-
Mathematics	2017	75%	77%	**81%**	65%	75%	100%	-	*	-	*	*	79%	*	81%	81%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**76%**	53%	78%	81%	-	100%	-	*	58%	71%	86%	75%	76%	-
All Grades																	
All Subjects	2017	74%	70%	**78%**	75%	76%	81%	100%	84%	-	79%	44%	77%	77%	81%	75%	-
	2016	74%	70%	**76%**	70%	73%	80%	*	94%	-	85%	46%	74%	70%	80%	73%	-
Reading	2017	71%	66%	**78%**	74%	79%	75%	*	90%	-	82%	37%	76%	85%	82%	74%	-
	2016	72%	67%	**80%**	74%	78%	80%	*	95%	-	92%	52%	76%	69%	85%	75%	-
Mathematics	2017	78%	74%	**82%**	80%	78%	86%	*	90%	-	76%	52%	81%	80%	83%	81%	-
	2016	75%	70%	**71%**	64%	66%	78%	*	90%	-	69%	44%	68%	67%	72%	70%	-
Writing	2017	66%	60%	**65%**	71%	54%	77%	-	*	-	*	*	67%	41%	76%	55%	-
	2016	68%	64%	**86%**	84%	77%	87%	*	100%	-	100%	*	86%	82%	97%	77%	-
Science	2017	78%	73%	**79%**	61%	83%	85%	*	100%	-	*	*	74%	82%	74%	85%	-
	2016	77%	74%	**74%**	56%	71%	76%	-	100%	-	*	*	75%	*	73%	74%	-

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

All Grades																	
All Subjects	2017	44%	40%	**50%**	42%	50%	54%	80%	69%	-	47%	17%	46%	44%	50%	50%	-
	2016	42%	38%	**43%**	32%	35%	50%	*	78%	-	39%	19%	33%	35%	46%	40%	-
Reading	2017	43%	39%	**52%**	43%	52%	62%	*	65%	-	35%	19%	47%	43%	55%	50%	-
	2016	42%	38%	**48%**	35%	41%	59%	*	70%	-	38%	20%	39%	42%	54%	41%	-
Mathematics	2017	45%	39%	**53%**	46%	52%	53%	*	75%	-	59%	15%	48%	52%	50%	55%	-
	2016	40%	35%	**37%**	29%	28%	40%	*	85%	-	54%	20%	27%	28%	37%	37%	-
Writing	2017	36%	30%	**37%**	38%	35%	36%	-	*	-	*	*	39%	24%	42%	32%	-
	2016	39%	36%	**46%**	32%	41%	65%	*	67%	-	0%	*	38%	27%	56%	39%	-
Science	2017	48%	44%	**47%**	28%	50%	45%	*	100%	-	*	*	42%	45%	35%	56%	-
	2016	44%	41%	**41%**	33%	33%	38%	-	100%	-	*	*	25%	*	31%	49%	-

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

All Grades																	
All Subjects	2017	19%	17%	**28%**	23%	26%	28%	20%	59%	-	21%	6%	24%	31%	26%	29%	-
	2016	17%	14%	**21%**	13%	17%	23%	*	51%	-	33%	11%	14%	18%	21%	21%	-
Reading	2017	18%	15%	**32%**	24%	34%	36%	*	55%	-	24%	4%	28%	35%	32%	32%	-
	2016	16%	14%	**26%**	15%	24%	29%	*	50%	-	38%	16%	18%	19%	25%	26%	-
Mathematics	2017	21%	18%	**28%**	27%	21%	28%	*	70%	-	24%	7%	26%	33%	27%	30%	-
	2016	17%	15%	**18%**	12%	10%	20%	*	55%	-	38%	8%	11%	17%	16%	21%	-

		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	2017	11%	8%	**10%**	13%	12%	5%	-	*	-	*	*	11%	18%	11%	9%	-
	2016	14%	11%	**20%**	11%	18%	26%	*	50%	-	0%	*	17%	18%	28%	14%	-
Science	2017	19%	16%	**27%**	17%	33%	20%	*	80%	-	*	*	19%	27%	18%	36%	-
	2016	15%	13%	**13%**	11%	13%	5%	-	40%	-	*	*	11%	*	12%	14%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	98%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	100%	100%	96%	*	100%	-	100%	*	98%	100%	97%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**98%**	100%	100%	95%	-	100%	-	*	100%	100%	100%	96%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**26%**	0%	50%	22%	*	*	-	*	26%	24%	40%	20%	29%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**67%**	86%	50%	67%	*	*	-	*	67%	71%	60%	70%	65%	-
% STAAR Alternate 2	2017	12%	9%	**7%**	14%	0%	11%	*	*	-	*	7%	6%	0%	10%	6%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**22%**	0%	38%	22%	*	*	-	*	22%	24%	20%	10%	29%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**70%**	86%	63%	67%	*	*	-	*	70%	71%	80%	80%	65%	-
% STAAR Alternate 2	2017	13%	10%	**7%**	14%	0%	11%	*	*	-	*	7%	6%	0%	10%	6%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y								Y			n/a	2	2	100
Science	Y								Y			n/a	2	2	100
Social Studies												n/a	0	0	
Total													**16**	**18**	**89**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N		Y	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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**32**	**94**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	216	55	70	60	*	16	-	**	113	10	40	n/a
Total Tests	271	72	89	76	*	16	-	**	146	25	44	39
% at Approaches Grade Level Standard	80%	76%	79%	79%	*	100%	-	81%	77%	40%	91%	n/a
Mathematics												
# at Approaches Grade Level Standard	227	60	70	68	*	15	-	**	120	13	38	n/a
Total Tests	272	73	89	76	*	16	-	**	146	25	44	39
% at Approaches Grade Level Standard	83%	82%	79%	89%	*	94%	-	75%	82%	52%	86%	n/a
Writing												
# at Approaches Grade Level Standard	49	16	12	17	-	*	-	*	22	*	6	n/a
Total Tests	70	21	22	21	-	*	-	*	33	*	11	11
% at Approaches Grade Level Standard	70%	76%	55%	81%	-	*	-	*	67%	*	55%	n/a
Science												
# at Approaches Grade Level Standard	56	11	19	16	*	5	-	*	32	*	13	n/a
Total Tests	70	17	23	19	*	5	-	*	43	*	15	11
% at Approaches Grade Level Standard	80%	65%	83%	84%	*	100%	-	*	74%	*	87%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	294	80	94	81	*	20	-	**	152	27	n/a	46
Total Students	294	80	94	81	*	20	-	**	152	27	n/a	46
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	295	81	94	81	*	20	-	**	152	27	n/a	46
Total Students	295	81	94	81	*	20	-	**	152	27	n/a	46
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	25.3	79.4%	72.7%	74.5%
Masters	6.6	20.6%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**46%**	*	45%	-	*	-	-	-	*	47%	46%	50%	43%	-
	2016	72%	68%	**56%**	*	56%	*	-	-	-	*	*	56%	55%	59%	53%	-
Mathematics	2017	76%	73%	**70%**	*	71%	-	*	-	-	-	*	71%	73%	56%	81%	-
	2016	74%	70%	**56%**	*	58%	*	-	-	-	*	*	54%	59%	50%	62%	-
Grade 4																	
Reading	2017	69%	64%	**53%**	*	52%	56%	-	-	-	*	*	53%	53%	56%	50%	-
	2016	74%	67%	**71%**	*	72%	*	*	-	-	*	*	71%	62%	74%	67%	-
Mathematics	2017	74%	70%	**72%**	*	78%	*	-	-	-	*	*	78%	81%	69%	75%	-
	2016	72%	66%	**64%**	*	66%	*	*	-	-	*	*	66%	62%	69%	58%	-
Writing	2017	64%	59%	**45%**	*	49%	*	-	-	-	*	*	44%	52%	53%	38%	-
	2016	68%	63%	**67%**	*	67%	*	*	-	-	*	*	72%	54%	77%	56%	-
Grade 5																	
Reading	2017	81%	75%	**66%**	*	66%	*	*	-	-	-	*	66%	50%	78%	51%	-
	2016	80%	74%	**75%**	*	76%	*	-	-	-	-	*	75%	67%	83%	64%	-
Mathematics	2017	86%	80%	**71%**	*	75%	*	*	-	-	-	*	72%	67%	83%	57%	-
	2016	85%	79%	**66%**	*	68%	*	-	-	-	-	*	67%	63%	70%	60%	-
Science	2017	73%	66%	**62%**	*	63%	*	*	-	-	-	*	62%	46%	71%	51%	-
	2016	73%	67%	**58%**	*	59%	*	-	-	-	-	*	59%	52%	60%	56%	-
Grade 6																	
Reading	2017	67%	67%	**60%**	*	59%	*	-	-	-	-	*	59%	33%	67%	50%	-
	2016	68%	67%	**61%**	*	60%	*	-	-	-	-	*	62%	32%	78%	47%	-
Mathematics	2017	75%	77%	**66%**	*	67%	*	-	-	-	-	*	69%	59%	61%	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
	2016	71%	69%	**65%**	*	68%	*	-	-	-	-	*	64%	52%	78%	53%	-
All Grades																	
All Subjects	2017	74%	70%	**61%**	51%	63%	43%	100%	-	-	*	24%	62%	57%	65%	57%	-
	2016	74%	70%	**64%**	58%	65%	44%	*	-	-	*	31%	65%	56%	70%	58%	-
Reading	2017	71%	66%	**56%**	61%	56%	50%	*	-	-	*	23%	57%	47%	64%	49%	-
	2016	72%	67%	**66%**	67%	67%	50%	*	-	-	*	32%	67%	55%	74%	58%	-
Mathematics	2017	78%	74%	**70%**	44%	73%	50%	*	-	-	*	32%	72%	72%	68%	72%	-
	2016	75%	70%	**63%**	40%	65%	43%	*	-	-	*	32%	63%	59%	67%	58%	-
Writing	2017	66%	60%	**45%**	*	49%	*	-	-	-	*	*	44%	52%	53%	38%	-
	2016	68%	64%	**67%**	*	67%	*	*	-	-	*	*	72%	54%	77%	56%	-
Science	2017	78%	73%	**62%**	*	63%	*	*	-	-	-	*	62%	46%	71%	51%	-
	2016	77%	74%	**58%**	*	59%	*	-	-	-	-	*	59%	52%	60%	56%	-

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

All Grades																	
All Subjects	2017	44%	40%	**27%**	13%	28%	16%	57%	-	-	*	10%	27%	23%	26%	28%	-
	2016	42%	38%	**25%**	8%	26%	21%	*	-	-	*	4%	26%	15%	31%	19%	-
Reading	2017	43%	39%	**26%**	17%	27%	13%	*	-	-	*	9%	26%	19%	28%	24%	-
	2016	42%	38%	**27%**	13%	28%	21%	*	-	-	*	0%	28%	15%	37%	17%	-
Mathematics	2017	45%	39%	**29%**	11%	31%	19%	*	-	-	*	14%	30%	30%	25%	34%	-
	2016	40%	35%	**24%**	7%	25%	29%	*	-	-	*	11%	24%	16%	27%	21%	-
Writing	2017	36%	30%	**16%**	*	18%	*	-	-	-	*	*	17%	18%	9%	22%	-
	2016	39%	36%	**29%**	*	31%	*	*	-	-	*	*	32%	23%	38%	19%	-
Science	2017	48%	44%	**31%**	*	31%	*	*	-	-	-	*	31%	19%	33%	29%	-
	2016	44%	41%	**17%**	*	19%	*	-	-	-	-	*	16%	4%	18%	16%	-

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

All Grades																	
All Subjects	2017	19%	17%	**9%**	2%	9%	11%	14%	-	-	*	2%	9%	6%	10%	9%	-
	2016	17%	14%	**7%**	0%	7%	9%	*	-	-	*	0%	7%	3%	9%	5%	-
Reading	2017	18%	15%	**11%**	6%	11%	13%	*	-	-	*	0%	11%	7%	11%	10%	-
	2016	16%	14%	**10%**	0%	10%	14%	*	-	-	*	0%	10%	3%	15%	4%	-
Mathematics	2017	21%	18%	**10%**	0%	10%	13%	*	-	-	*	5%	10%	9%	11%	10%	-
	2016	17%	15%	**6%**	0%	6%	7%	*	-	-	*	0%	6%	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
Writing	2017	11%	8%	**1%**	*	2%	*	-	-	-	*	*	2%	0%	3%	0%	-
	2016	14%	11%	**5%**	*	6%	*	*	-	-	*	*	6%	5%	8%	3%	-
Science	2017	19%	16%	**8%**	*	7%	*	*	-	-	-	*	8%	0%	10%	6%	-
	2016	15%	13%	**2%**	*	2%	*	-	-	-	-	*	2%	0%	3%	0%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	-	-	*	98%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	-	-	*	96%	100%	99%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	*	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	*	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**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	2017	98%	97%	**96%**	*	94%	*	-	-	-	-	96%	96%	91%	100%	94%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**70%**	*	69%	*	-	-	-	-	70%	70%	64%	60%	72%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**26%**	*	25%	*	-	-	-	-	26%	26%	27%	40%	22%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**4%**	*	6%	*	-	-	-	-	4%	4%	9%	0%	6%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**96%**	*	94%	*	-	-	-	-	96%	96%	91%	100%	94%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**70%**	*	69%	*	-	-	-	-	70%	70%	64%	60%	72%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**26%**	*	25%	*	-	-	-	-	26%	26%	27%	40%	22%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	2%	**4%**	*	6%	*	-	-	-	-	4%	4%	9%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N		N	n/a	0	4	0
Mathematics	Y		Y						Y		Y	n/a	4	4	100
Writing	N		N						N		N	n/a	0	4	0
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**8**	**16**	**50**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	4	4	100
Mathematics	Y		Y						Y		n/a	Y	4	4	100
Total													**8**	**8**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**24**	**67**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	147	7	130	6	*	-	-	*	142	5	103	n/a
Total Tests	256	13	226	13	*	-	-	*	246	22	183	153
% at Approaches Grade Level Standard	57%	54%	58%	46%	*	-	-	*	58%	23%	56%	n/a
Mathematics												
# at Approaches Grade Level Standard	183	6	166	7	*	-	-	*	178	7	138	n/a
Total Tests	256	13	226	13	*	-	-	*	246	22	183	153
% at Approaches Grade Level Standard	71%	46%	73%	54%	*	-	-	*	72%	32%	75%	n/a
Writing												
# at Approaches Grade Level Standard	28	*	25	*	-	-	-	*	26	*	24	n/a
Total Tests	62	*	51	*	-	-	-	*	58	*	43	40
% at Approaches Grade Level Standard	45%	*	49%	*	-	-	-	*	45%	*	56%	n/a
Science												
# at Approaches Grade Level Standard	45	*	41	*	*	-	-	-	44	*	35	n/a
Total Tests	72	*	64	*	*	-	-	-	70	*	55	35
% at Approaches Grade Level Standard	63%	*	64%	*	*	-	-	-	63%	*	64%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	276	18	238	16	*	-	-	*	250	23	n/a	163
Total Students	276	18	238	16	*	-	-	*	250	23	n/a	163
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	275	18	237	16	*	-	-	*	249	22	n/a	162
Total Students	276	18	238	16	*	-	-	*	250	23	n/a	163
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	96%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	26.0	67.7%	72.7%	74.5%
Masters	12.4	32.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading												n/a			
Mathematics												n/a			
Writing												n/a			
Science												n/a			
Social Studies												n/a			
Total															
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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											n/a				
Mathematics											n/a				
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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															
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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2016-2017 Assessments												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	11.0	84.6%	72.7%	74.5%
Masters	2.0	15.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**50%**	41%	48%	77%	*	70%	*	53%	13%	43%	26%	57%	45%	-
	2016	63%	58%	**53%**	47%	45%	81%	*	74%	*	54%	10%	45%	26%	62%	45%	*
English II	2017	64%	59%	**55%**	45%	50%	79%	*	72%	*	67%	16%	47%	27%	61%	49%	-
	2016	66%	61%	**57%**	49%	50%	80%	63%	75%	*	83%	16%	47%	22%	62%	53%	-
Algebra I	2017	81%	76%	**52%**	50%	51%	62%	*	91%	*	64%	23%	49%	42%	62%	44%	-
	2016	76%	68%	**49%**	45%	46%	67%	*	73%	*	58%	21%	46%	34%	51%	47%	*
Biology	2017	85%	81%	**74%**	67%	72%	92%	*	100%	-	88%	34%	70%	60%	81%	68%	-
	2016	86%	82%	**76%**	73%	71%	91%	*	89%	*	72%	33%	69%	51%	81%	72%	-
U.S. History	2017	91%	90%	**89%**	85%	88%	96%	100%	92%	*	100%	55%	87%	71%	89%	89%	-
	2016	90%	89%	**90%**	87%	88%	96%	*	100%	*	86%	55%	86%	77%	91%	89%	-
All Grades																	
All Subjects	2017	74%	70%	**62%**	55%	59%	83%	73%	84%	*	74%	26%	56%	40%	69%	57%	-
	2016	74%	70%	**64%**	58%	57%	85%	65%	82%	80%	69%	26%	56%	38%	69%	59%	*
Reading	2017	71%	66%	**52%**	43%	49%	78%	*	71%	*	59%	14%	45%	26%	59%	47%	-
	2016	72%	67%	**55%**	48%	47%	80%	67%	74%	*	68%	13%	46%	24%	62%	48%	*
Mathematics	2017	78%	74%	**52%**	50%	51%	62%	*	91%	*	64%	23%	49%	42%	62%	44%	-
	2016	75%	70%	**49%**	45%	46%	67%	*	73%	*	58%	21%	46%	34%	51%	47%	*
Science	2017	78%	73%	**74%**	67%	72%	92%	*	100%	-	88%	34%	70%	60%	81%	68%	-
	2016	77%	74%	**76%**	73%	71%	91%	*	89%	*	72%	33%	69%	51%	81%	72%	-
Social Studies	2017	76%	75%	**89%**	85%	88%	96%	100%	92%	*	100%	55%	87%	71%	89%	89%	-
	2016	76%	76%	**90%**	87%	88%	96%	*	100%	*	86%	55%	86%	77%	91%	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 Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**36%**	26%	30%	69%	64%	67%	*	53%	10%	27%	11%	40%	32%	-
	2016	42%	38%	**34%**	24%	28%	64%	26%	58%	60%	43%	10%	25%	8%	38%	31%	*
Reading	2017	43%	39%	**33%**	22%	27%	68%	*	62%	*	50%	7%	25%	9%	40%	28%	-
	2016	42%	38%	**32%**	21%	25%	62%	33%	50%	*	45%	6%	23%	4%	38%	26%	*
Mathematics	2017	45%	39%	**11%**	10%	9%	25%	*	36%	*	29%	10%	9%	6%	14%	9%	-
	2016	40%	35%	**10%**	9%	8%	20%	*	36%	*	8%	5%	9%	3%	11%	9%	*
Science	2017	48%	44%	**43%**	33%	37%	77%	*	75%	-	44%	8%	33%	13%	48%	39%	-
	2016	44%	41%	**43%**	31%	35%	75%	*	75%	*	56%	9%	32%	12%	47%	39%	-
Social Studies	2017	48%	48%	**64%**	51%	60%	84%	80%	79%	*	88%	23%	56%	27%	59%	68%	-
	2016	45%	46%	**57%**	44%	53%	79%	*	73%	*	57%	26%	44%	25%	54%	60%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**10%**	4%	8%	26%	36%	32%	*	20%	1%	5%	1%	11%	10%	-
	2016	17%	14%	**8%**	4%	5%	25%	0%	22%	10%	6%	2%	4%	1%	9%	8%	*
Reading	2017	18%	15%	**5%**	1%	2%	17%	*	19%	*	3%	0%	1%	0%	6%	3%	-
	2016	16%	14%	**4%**	1%	2%	14%	0%	13%	*	6%	0%	1%	0%	6%	3%	*
Mathematics	2017	21%	18%	**3%**	2%	3%	6%	*	27%	*	21%	1%	3%	3%	4%	3%	-
	2016	17%	15%	**1%**	0%	1%	6%	*	9%	*	0%	0%	1%	0%	1%	1%	*
Science	2017	19%	16%	**13%**	6%	10%	36%	*	35%	-	25%	0%	7%	1%	12%	14%	-
	2016	15%	13%	**12%**	5%	6%	33%	*	43%	*	6%	3%	6%	1%	12%	12%	-
Social Studies	2017	26%	26%	**32%**	16%	32%	49%	40%	50%	*	50%	6%	23%	7%	29%	34%	-
	2016	21%	22%	**23%**	12%	18%	47%	*	35%	*	14%	11%	15%	8%	20%	27%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**98%**	97%	98%	99%	100%	99%	100%	95%	96%	98%	98%	99%	97%	-
	2016	99%	99%	**98%**	98%	98%	98%	96%	100%	100%	97%	97%	98%	99%	98%	98%	*
Reading	2017	99%	99%	**98%**	96%	98%	99%	*	100%	*	94%	98%	97%	99%	98%	97%	-
	2016	99%	99%	**98%**	97%	98%	98%	92%	100%	*	96%	97%	98%	100%	98%	98%	*
Mathematics	2017	100%	100%	**98%**	99%	97%	100%	*	100%	*	100%	96%	98%	98%	99%	98%	-
	2016	100%	99%	**98%**	99%	98%	100%	*	100%	*	92%	98%	98%	98%	99%	98%	*

Science	2017	99%	99%	**98%**	98%	99%	99%	*	95%	-	94%	96%	98%	97%	99%	97%	-
	2016	99%	99%	**98%**	97%	97%	99%	*	100%	*	100%	94%	97%	96%	99%	96%	-
Social Studies	2017	98%	98%	**99%**	99%	99%	100%	100%	100%	*	94%	93%	99%	97%	99%	99%	-
	2016	98%	99%	**99%**	99%	100%	98%	100%	100%	*	100%	99%	99%	98%	98%	100%	-

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

Reading Tests																
% of Participants	2017	98%	97%	**93%**	97%	88%	92%	-	*	*	*	93%	91%	87%	89%	95%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**40%**	44%	33%	46%	-	*	*	*	40%	36%	35%	39%	41%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**45%**	48%	46%	38%	-	*	*	*	45%	48%	47%	39%	48%	-
% STAAR Alternate 2	2017	12%	9%	**7%**	4%	8%	8%	-	*	*	*	7%	7%	5%	10%	5%	-
% of Non-Participants	2017	2%	3%	**7%**	3%	12%	8%	-	*	*	*	7%	9%	13%	11%	5%	-
Mathematics Tests																
% of Participants	2017	99%	98%	**94%**	96%	95%	87%	-	-	*	-	94%	94%	93%	95%	94%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**39%**	42%	33%	40%	-	-	*	-	39%	36%	38%	44%	36%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**48%**	48%	51%	40%	-	-	*	-	48%	51%	48%	41%	52%	-
% STAAR Alternate 2	2017	13%	10%	**7%**	6%	10%	7%	-	-	*	-	7%	7%	7%	10%	6%	-
% of Non-Participants	2017	1%	2%	**6%**	4%	5%	13%	-	-	*	-	6%	6%	7%	5%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N	Y		Y		Y	N	N	N	n/a	3	9	33
Mathematics	N	N	N	Y					N	N	N	n/a	1	7	14
Writing												n/a	0	0	
Science	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Social Studies	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Total													**17**	**31**	**55**

Performance Status - Federal

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	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	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y		Y		N	Y	Y	n/a	Y	8	9	89
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**15**	**16**	**94**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N	Y	N	Y		Y			Y	N	n/a	N	4	8	50
Reason Code ***		c		d		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													**36**	**55**	**65**

\+ 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 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	1,050	312	424	252	*	39	*	20	612	24	149	n/a
Total Tests	1,939	701	828	321	*	52	*	32	1,324	172	442	389
% at Approaches Grade Level Standard	54%	45%	51%	79%	*	75%	*	63%	46%	14%	34%	n/a
Mathematics												
# at Approaches Grade Level Standard	376	154	163	40	*	10	*	9	272	19	83	n/a
Total Tests	722	312	317	66	*	11	*	14	549	89	183	166
% at Approaches Grade Level Standard	52%	49%	51%	61%	*	91%	*	64%	50%	21%	45%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	614	198	254	128	*	20	-	**	394	29	114	n/a
Total Tests	808	291	340	140	*	20	-	**	553	85	171	150
% at Approaches Grade Level Standard	76%	68%	75%	91%	*	100%	-	87%	71%	34%	67%	n/a
Social Studies												
# at Approaches Grade Level Standard	574	181	207	131	**	32	*	16	303	26	69	n/a
Total Tests	632	209	230	136	**	34	*	16	348	46	88	73
% at Approaches Grade Level Standard	91%	87%	90%	96%	100%	94%	*	100%	87%	57%	78%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	2,165	779	948	335	*	62	*	34	1,433	198	n/a	497
Total Students	2,220	810	966	339	*	62	*	36	1,473	203	n/a	501
Participation Rate	98%	96%	98%	99%	*	100%	*	94%	97%	98%	n/a	99%
Mathematics: 2016-2017 Assessments												
Number Participating	805	360	347	71	*	11	*	14	579	103	n/a	187
Total Students	818	364	356	71	*	11	*	14	588	107	n/a	191
Participation Rate	98%	99%	97%	100%	*	100%	*	100%	98%	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 2016												
Number Graduated	545	175	174	150	**	32	*	9	265	24	54	n/a
Total in Class	703	236	239	177	**	35	*	10	347	60	90	76
Graduation Rate	77.5%	74.2%	72.8%	84.7%	80.0%	91.4%	*	90.0%	76.4%	40.0%	60.0%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	522	143	189	159	*	24	*	4	226	28	68	n/a
Total in Class	638	189	236	174	*	25	*	9	289	42	90	72
Graduation Rate	81.8%	75.7%	80.1%	91.4%	*	96.0%	*	44.4%	78.2%	66.7%	75.6%	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											

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	133.9	70.9%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	49.0	25.9%	26.5%	23.6%
Doctorate	6.0	3.2%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	53.5%	58.1%	56.1%
2013-14	52.1%	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**62%**	57%	78%	40%	*	100%	-	*	*	63%	88%	61%	63%	-
	2016	72%	68%	**78%**	83%	69%	71%	-	83%	-	*	*	74%	71%	81%	75%	-
Mathematics	2017	76%	73%	**63%**	57%	78%	47%	*	100%	-	*	*	63%	94%	64%	61%	-
	2016	74%	70%	**71%**	70%	62%	93%	-	83%	-	*	*	63%	64%	71%	71%	-
Grade 4																	
Reading	2017	69%	64%	**67%**	58%	78%	86%	*	*	-	*	*	59%	100%	64%	69%	-
	2016	74%	67%	**77%**	74%	64%	95%	*	100%	-	*	*	63%	78%	81%	74%	-
Mathematics	2017	74%	70%	**74%**	67%	89%	*	*	*	-	100%	*	67%	100%	86%	64%	-
	2016	72%	66%	**66%**	49%	61%	90%	*	100%	-	*	*	57%	56%	68%	65%	-
Writing	2017	64%	59%	**63%**	64%	61%	*	*	*	-	*	*	60%	71%	75%	53%	-
	2016	68%	63%	**63%**	48%	54%	95%	-	100%	-	*	*	49%	*	71%	57%	-
Grade 5																	
Reading	2017	81%	75%	**74%**	68%	67%	79%	*	100%	-	*	*	59%	75%	84%	60%	-
	2016	80%	74%	**73%**	66%	66%	91%	-	*	-	-	*	65%	43%	71%	74%	-
Mathematics	2017	86%	80%	**75%**	65%	80%	79%	*	100%	-	*	*	62%	75%	81%	67%	-
	2016	85%	79%	**83%**	72%	84%	96%	-	*	-	-	*	79%	86%	88%	79%	-
Science	2017	73%	66%	**66%**	62%	47%	79%	*	100%	-	*	*	54%	75%	70%	60%	-
	2016	73%	67%	**62%**	57%	50%	86%	-	*	-	-	*	52%	50%	65%	61%	-
Grade 6																	
Reading	2017	67%	67%	**76%**	74%	71%	88%	-	*	-	*	*	74%	*	80%	73%	-
	2016	68%	67%	**74%**	67%	76%	86%	-	75%	-	*	48%	66%	60%	77%	72%	-
Mathematics	2017	75%	77%	**76%**	71%	76%	88%	-	*	-	*	*	74%	*	83%	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
	2016	71%	69%	**71%**	58%	76%	79%	-	100%	-	*	39%	66%	73%	79%	63%	-
All Grades																	
All Subjects	2017	74%	70%	**69%**	63%	73%	70%	64%	100%	-	66%	27%	63%	84%	73%	64%	-
	2016	74%	70%	**72%**	65%	66%	88%	*	88%	-	74%	34%	64%	63%	75%	69%	-
Reading	2017	71%	66%	**69%**	63%	74%	71%	*	100%	-	55%	26%	63%	84%	70%	67%	-
	2016	72%	67%	**76%**	73%	68%	87%	*	83%	-	75%	38%	67%	62%	78%	74%	-
Mathematics	2017	78%	74%	**71%**	64%	81%	69%	*	100%	-	73%	32%	66%	87%	76%	65%	-
	2016	75%	70%	**72%**	62%	71%	88%	*	92%	-	75%	35%	66%	71%	76%	69%	-
Writing	2017	66%	60%	**63%**	64%	61%	*	*	*	-	*	*	60%	71%	75%	53%	-
	2016	68%	64%	**63%**	48%	54%	95%	-	100%	-	*	*	49%	*	71%	57%	-
Science	2017	78%	73%	**66%**	62%	47%	79%	*	100%	-	*	*	54%	75%	70%	60%	-
	2016	77%	74%	**62%**	57%	50%	86%	-	*	-	-	*	52%	50%	65%	61%	-

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

All Grades																	
All Subjects	2017	44%	40%	**36%**	27%	35%	50%	27%	74%	-	41%	14%	26%	45%	40%	31%	-
	2016	42%	38%	**35%**	28%	24%	56%	*	59%	-	41%	11%	27%	17%	35%	36%	-
Reading	2017	43%	39%	**35%**	29%	32%	48%	*	67%	-	45%	13%	28%	45%	39%	31%	-
	2016	42%	38%	**39%**	34%	25%	58%	*	54%	-	50%	10%	28%	17%	38%	39%	-
Mathematics	2017	45%	39%	**38%**	28%	43%	48%	*	78%	-	45%	13%	31%	42%	41%	35%	-
	2016	40%	35%	**34%**	27%	25%	51%	*	67%	-	25%	16%	26%	19%	34%	34%	-
Writing	2017	36%	30%	**29%**	23%	22%	*	*	*	-	*	*	12%	43%	31%	28%	-
	2016	39%	36%	**38%**	18%	29%	76%	-	67%	-	*	*	27%	*	38%	38%	-
Science	2017	48%	44%	**34%**	21%	27%	57%	*	71%	-	*	*	14%	63%	47%	17%	-
	2016	44%	41%	**23%**	14%	16%	45%	-	*	-	-	*	21%	0%	20%	26%	-

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

All Grades																	
All Subjects	2017	19%	17%	**15%**	10%	13%	23%	18%	37%	-	21%	10%	9%	18%	18%	12%	-
	2016	17%	14%	**14%**	9%	7%	26%	*	40%	-	11%	2%	8%	6%	13%	15%	-
Reading	2017	18%	15%	**17%**	13%	13%	27%	*	33%	-	27%	10%	12%	16%	22%	12%	-
	2016	16%	14%	**17%**	13%	8%	29%	*	42%	-	17%	0%	9%	8%	16%	18%	-
Mathematics	2017	21%	18%	**15%**	9%	16%	21%	*	44%	-	18%	10%	8%	21%	17%	13%	-
	2016	17%	15%	**14%**	8%	6%	26%	*	50%	-	8%	5%	10%	6%	12%	15%	-

		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	2017	11%	8%	**6%**	2%	6%	*	*	*	-	*	*	5%	0%	6%	7%	-
	2016	14%	11%	**10%**	3%	7%	29%	-	17%	-	*	*	2%	*	11%	9%	-
Science	2017	19%	16%	**14%**	9%	13%	21%	*	29%	-	*	*	3%	25%	16%	10%	-
	2016	15%	13%	**5%**	0%	6%	9%	-	*	-	-	*	4%	0%	3%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	98%	100%	100%	-	100%	97%	100%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	100%	100%	*	100%	-	100%	98%	99%	100%	100%	99%	-
Reading	2017	99%	99%	**99%**	99%	100%	98%	*	100%	-	100%	97%	99%	100%	100%	98%	-
	2016	99%	99%	**99%**	98%	100%	100%	*	100%	-	100%	98%	99%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	98%	*	100%	-	100%	97%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	98%	100%	100%	-	100%	-	*	89%	100%	100%	98%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**97%**	100%	100%	89%	-	-	-	*	97%	100%	*	100%	96%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**13%**	6%	33%	11%	-	-	-	*	13%	14%	*	29%	8%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**84%**	94%	67%	78%	-	-	-	*	84%	86%	*	71%	88%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	**3%**	0%	0%	11%	-	-	-	*	3%	0%	*	0%	4%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**97%**	100%	100%	89%	-	-	-	*	97%	100%	*	100%	96%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**16%**	6%	33%	22%	-	-	-	*	16%	19%	*	29%	12%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**81%**	94%	67%	67%	-	-	-	*	81%	81%	*	71%	84%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	1%	2%	**3%**	0%	0%	11%	-	-	-	*	3%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y	Y							N			n/a	2	3	67
Science	Y	Y							N			n/a	2	3	67
Social Studies												n/a	0	0	
Total													**16**	**20**	**80**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**34**	**88**

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

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	200	88	50	37	*	17	-	**	103	8	33	n/a
Total Tests	285	139	67	48	*	17	-	**	164	28	38	35
% at Approaches Grade Level Standard	70%	63%	75%	77%	*	100%	-	50%	63%	29%	87%	n/a
Mathematics												
# at Approaches Grade Level Standard	211	91	57	36	*	17	-	**	110	10	34	n/a
Total Tests	287	141	67	48	*	17	-	**	166	28	38	35
% at Approaches Grade Level Standard	74%	65%	85%	75%	*	100%	-	70%	66%	36%	89%	n/a
Writing												
# at Approaches Grade Level Standard	47	26	11	*	*	*	-	*	23	*	5	n/a
Total Tests	68	38	15	*	*	*	-	*	39	*	6	6
% at Approaches Grade Level Standard	69%	68%	73%	*	*	*	-	*	59%	*	83%	n/a
Science												
# at Approaches Grade Level Standard	45	19	7	11	*	6	-	*	19	*	5	n/a
Total Tests	64	29	13	13	*	6	-	*	33	*	6	6
% at Approaches Grade Level Standard	70%	66%	54%	85%	*	100%	-	*	58%	*	83%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	326	164	77	52	*	18	-	**	178	31	n/a	38
Total Students	329	166	77	53	*	18	-	**	180	32	n/a	38
Participation Rate	99%	99%	100%	98%	*	100%	-	100%	99%	97%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	328	166	77	52	*	18	-	**	180	31	n/a	38
Total Students	329	166	77	53	*	18	-	**	180	32	n/a	38
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	27.4	71.3%	72.7%	74.5%
Masters	11.0	28.7%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**81%**	63%	75%	86%	*	*	-	*	50%	68%	86%	82%	81%	-
	2016	72%	68%	**83%**	56%	74%	95%	-	*	-	*	60%	68%	73%	78%	89%	-
Mathematics	2017	76%	73%	**82%**	75%	65%	88%	*	*	-	*	67%	68%	88%	87%	77%	-
	2016	74%	70%	**73%**	50%	57%	84%	-	*	-	*	60%	53%	64%	65%	82%	-
Grade 4																	
Reading	2017	69%	64%	**79%**	52%	68%	92%	-	*	-	*	46%	64%	80%	80%	79%	-
	2016	74%	67%	**80%**	65%	54%	88%	*	100%	-	*	56%	70%	63%	87%	74%	-
Mathematics	2017	74%	70%	**80%**	57%	68%	92%	-	*	-	*	38%	64%	70%	82%	79%	-
	2016	72%	66%	**88%**	71%	77%	93%	*	100%	-	*	78%	82%	88%	91%	85%	-
Writing	2017	64%	59%	**76%**	48%	76%	84%	-	*	-	*	38%	57%	80%	84%	69%	-
	2016	68%	63%	**82%**	76%	62%	88%	*	100%	-	*	88%	70%	88%	87%	79%	-
Grade 5																	
Reading	2017	81%	75%	**85%**	81%	78%	90%	*	75%	-	*	56%	78%	73%	88%	83%	-
	2016	80%	74%	**93%**	92%	95%	93%	-	*	-	*	71%	86%	88%	89%	96%	-
Mathematics	2017	86%	80%	**89%**	81%	72%	95%	*	88%	-	*	*	81%	73%	92%	87%	-
	2016	85%	79%	**97%**	93%	90%	99%	-	100%	-	*	63%	94%	100%	96%	97%	-
Science	2017	73%	66%	**73%**	56%	50%	84%	*	63%	-	*	56%	59%	*	71%	75%	-
	2016	73%	67%	**85%**	87%	82%	86%	-	*	-	*	*	69%	*	86%	84%	-
Grade 6																	
Reading	2017	67%	67%	**84%**	76%	77%	86%	-	*	-	*	55%	75%	*	88%	80%	-
	2016	68%	67%	**80%**	53%	79%	90%	-	*	-	*	*	67%	*	80%	81%	-
Mathematics	2017	75%	77%	**92%**	82%	81%	97%	-	*	-	*	55%	84%	*	91%	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
	2016	71%	69%	**78%**	47%	70%	90%	-	*	-	*	*	61%	*	78%	77%	-
Grade 7																	
Mathematics	2017	68%	65%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
All Grades																	
All Subjects	2017	74%	70%	**82%**	66%	71%	89%	80%	86%	-	96%	50%	69%	70%	85%	80%	-
	2016	74%	70%	**84%**	68%	75%	91%	*	90%	-	78%	61%	71%	67%	84%	85%	-
Reading	2017	71%	66%	**83%**	67%	74%	89%	*	88%	-	90%	51%	71%	74%	84%	81%	-
	2016	72%	67%	**84%**	65%	78%	92%	*	81%	-	71%	55%	72%	65%	83%	85%	-
Mathematics	2017	78%	74%	**86%**	73%	72%	93%	*	94%	-	100%	51%	73%	74%	88%	84%	-
	2016	75%	70%	**84%**	65%	72%	92%	*	100%	-	86%	65%	71%	68%	82%	85%	-
Writing	2017	66%	60%	**76%**	48%	76%	84%	-	*	-	*	38%	57%	80%	84%	69%	-
	2016	68%	64%	**82%**	76%	62%	88%	*	100%	-	*	88%	70%	88%	87%	79%	-
Science	2017	78%	73%	**73%**	56%	50%	84%	*	63%	-	*	56%	59%	*	71%	75%	-
	2016	77%	74%	**85%**	87%	82%	86%	-	*	-	*	*	69%	*	86%	84%	-

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

All Grades																	
All Subjects	2017	44%	40%	**55%**	39%	44%	62%	60%	65%	-	50%	34%	37%	41%	61%	50%	-
	2016	42%	38%	**53%**	29%	42%	61%	*	64%	-	33%	29%	33%	36%	55%	50%	-
Reading	2017	43%	39%	**55%**	34%	47%	62%	*	63%	-	50%	33%	36%	38%	63%	47%	-
	2016	42%	38%	**54%**	35%	47%	62%	*	63%	-	14%	30%	34%	35%	59%	50%	-
Mathematics	2017	45%	39%	**61%**	47%	45%	69%	*	69%	-	60%	38%	42%	43%	64%	59%	-
	2016	40%	35%	**52%**	23%	39%	63%	*	63%	-	43%	24%	30%	35%	52%	52%	-
Writing	2017	36%	30%	**46%**	29%	44%	52%	-	*	-	*	15%	31%	60%	56%	38%	-
	2016	39%	36%	**60%**	35%	46%	66%	*	100%	-	*	50%	52%	50%	67%	54%	-
Science	2017	48%	44%	**40%**	38%	28%	42%	*	63%	-	*	44%	28%	*	45%	37%	-
	2016	44%	41%	**44%**	27%	36%	51%	-	*	-	*	*	22%	*	47%	41%	-

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

All Grades																	
All Subjects	2017	19%	17%	**30%**	15%	25%	35%	10%	44%	-	17%	13%	12%	23%	35%	25%	-
	2016	17%	14%	**26%**	13%	17%	31%	*	45%	-	11%	13%	14%	23%	28%	24%	-
Reading	2017	18%	15%	**32%**	13%	27%	38%	*	38%	-	20%	11%	13%	29%	42%	23%	-
	2016	16%	14%	**30%**	16%	22%	37%	*	38%	-	14%	15%	14%	15%	36%	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
Mathematics	2017	21%	18%	**34%**	23%	29%	38%	*	56%	-	20%	20%	15%	26%	34%	34%	-
	2016	17%	15%	**23%**	11%	13%	29%	*	44%	-	14%	12%	12%	26%	22%	24%	-
Writing	2017	11%	8%	**16%**	5%	8%	25%	-	*	-	*	0%	5%	10%	26%	8%	-
	2016	14%	11%	**31%**	18%	15%	33%	*	100%	-	*	25%	27%	50%	42%	21%	-
Science	2017	19%	16%	**17%**	6%	17%	18%	*	50%	-	*	11%	3%	*	18%	17%	-
	2016	15%	13%	**16%**	0%	14%	19%	-	*	-	*	*	13%	*	14%	17%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
Writing	2017	100%	100%	**99%**	100%	100%	98%	-	*	-	*	100%	100%	100%	98%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	100%	98%	*	100%	-	*	100%	100%	100%	98%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**40%**	18%	31%	57%	-	-	-	-	40%	29%	*	47%	36%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**49%**	64%	62%	33%	-	-	-	-	49%	48%	*	41%	54%	-
% STAAR Alternate 2	2017	12%	9%	**11%**	18%	8%	10%	-	-	-	-	11%	24%	*	12%	11%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**38%**	9%	31%	57%	-	-	-	-	38%	24%	*	47%	32%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**51%**	73%	62%	33%	-	-	-	-	51%	52%	*	41%	57%	-
% STAAR Alternate 2	2017	13%	10%	**11%**	18%	8%	10%	-	-	-	-	11%	24%	*	12%	11%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y			Y					Y			n/a	3	3	100
Science	Y			Y					Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**18**	**20**	**90**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**34**	**94**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	357	47	55	230	*	13	-	**	99	22	31	n/a
Total Tests	425	69	72	257	*	13	-	**	138	43	36	25
% at Approaches Grade Level Standard	84%	68%	76%	89%	*	100%	-	90%	72%	51%	86%	n/a
Mathematics												
# at Approaches Grade Level Standard	374	51	55	242	*	13	-	**	103	22	31	n/a
Total Tests	426	69	72	258	*	13	-	**	138	43	36	25
% at Approaches Grade Level Standard	88%	74%	76%	94%	*	100%	-	100%	75%	51%	86%	n/a
Writing												
# at Approaches Grade Level Standard	83	10	19	50	-	*	-	*	24	5	9	n/a
Total Tests	107	21	24	58	-	*	-	*	40	12	10	9
% at Approaches Grade Level Standard	78%	48%	79%	86%	-	*	-	*	60%	42%	90%	n/a
Science												
# at Approaches Grade Level Standard	76	9	8	49	*	5	-	*	19	*	8	n/a
Total Tests	98	16	14	58	*	5	-	*	30	*	10	*
% at Approaches Grade Level Standard	78%	56%	57%	84%	*	100%	-	*	63%	*	80%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	453	70	82	271	*	16	-	**	146	45	n/a	35
Total Students	453	70	82	271	*	16	-	**	146	45	n/a	35
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	454	70	82	272	*	16	-	**	146	45	n/a	35
Total Students	454	70	82	272	*	16	-	**	146	45	n/a	35
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	36.7	79.3%	72.7%	74.5%
Masters	9.6	20.7%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**74%**	63%	70%	77%	100%	93%	*	80%	20%	61%	40%	82%	68%	-
	2016	63%	58%	**77%**	66%	70%	82%	*	94%	*	72%	22%	63%	46%	86%	70%	-
English II	2017	64%	59%	**76%**	61%	71%	80%	*	94%	*	82%	19%	63%	44%	82%	71%	-
	2016	66%	61%	**79%**	65%	73%	85%	100%	89%	*	66%	24%	66%	25%	86%	73%	-
Algebra I	2017	81%	76%	**79%**	73%	80%	80%	100%	100%	*	69%	29%	72%	64%	85%	73%	-
	2016	76%	68%	**74%**	70%	71%	76%	*	89%	*	74%	39%	67%	70%	78%	70%	-
Biology	2017	85%	81%	**92%**	89%	91%	92%	100%	99%	*	100%	53%	87%	61%	93%	91%	-
	2016	86%	82%	**91%**	88%	90%	92%	*	97%	*	96%	49%	86%	68%	94%	89%	-
U.S. History	2017	91%	90%	**94%**	88%	95%	95%	100%	97%	*	96%	54%	89%	70%	95%	94%	-
	2016	90%	89%	**94%**	83%	93%	96%	*	98%	-	94%	54%	87%	67%	96%	91%	-
All Grades																	
All Subjects	2017	74%	70%	**83%**	74%	80%	85%	96%	96%	79%	86%	31%	72%	52%	87%	78%	-
	2016	74%	70%	**83%**	73%	79%	87%	95%	94%	*	79%	36%	73%	54%	89%	78%	-
Reading	2017	71%	66%	**75%**	62%	71%	78%	91%	93%	*	81%	19%	62%	42%	82%	70%	-
	2016	72%	67%	**78%**	65%	72%	83%	90%	91%	*	69%	23%	65%	38%	86%	71%	-
Mathematics	2017	78%	74%	**79%**	73%	80%	80%	100%	100%	*	69%	29%	72%	64%	85%	73%	-
	2016	75%	70%	**74%**	70%	71%	76%	*	89%	*	74%	39%	67%	70%	78%	70%	-
Science	2017	78%	73%	**92%**	89%	91%	92%	100%	99%	*	100%	53%	87%	61%	93%	91%	-
	2016	77%	74%	**91%**	88%	90%	92%	*	97%	*	96%	49%	86%	68%	94%	89%	-
Social Studies	2017	76%	75%	**94%**	88%	95%	95%	100%	97%	*	96%	54%	89%	70%	95%	94%	-
	2016	76%	76%	**94%**	83%	93%	96%	*	98%	-	94%	54%	87%	67%	96%	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
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**62%**	44%	55%	68%	81%	84%	43%	65%	11%	47%	22%	67%	57%	-
	2016	42%	38%	**60%**	44%	51%	67%	70%	80%	*	56%	9%	44%	19%	66%	55%	-
Reading	2017	43%	39%	**60%**	43%	54%	65%	82%	83%	*	63%	10%	45%	18%	69%	52%	-
	2016	42%	38%	**59%**	39%	53%	66%	60%	78%	*	52%	7%	42%	13%	70%	50%	-
Mathematics	2017	45%	39%	**42%**	30%	40%	47%	80%	65%	*	38%	4%	35%	24%	48%	37%	-
	2016	40%	35%	**33%**	32%	23%	37%	*	63%	*	21%	2%	25%	18%	38%	29%	-
Science	2017	48%	44%	**72%**	55%	64%	78%	100%	90%	*	81%	16%	55%	22%	76%	69%	-
	2016	44%	41%	**69%**	57%	58%	73%	*	87%	*	76%	8%	55%	32%	73%	65%	-
Social Studies	2017	48%	48%	**73%**	55%	67%	79%	60%	85%	*	70%	20%	59%	39%	68%	78%	-
	2016	45%	46%	**74%**	53%	66%	81%	*	79%	-	78%	22%	58%	24%	70%	78%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**24%**	12%	18%	28%	19%	49%	7%	25%	1%	14%	5%	25%	24%	-
	2016	17%	14%	**20%**	7%	14%	24%	10%	37%	*	13%	1%	10%	3%	21%	19%	-
Reading	2017	18%	15%	**15%**	6%	10%	17%	0%	37%	*	17%	0%	6%	4%	19%	11%	-
	2016	16%	14%	**13%**	3%	9%	17%	10%	28%	*	8%	0%	6%	0%	18%	9%	-
Mathematics	2017	21%	18%	**16%**	12%	15%	19%	0%	29%	*	8%	1%	12%	4%	19%	14%	-
	2016	17%	15%	**10%**	5%	8%	12%	*	32%	*	5%	0%	8%	9%	11%	9%	-
Science	2017	19%	16%	**36%**	16%	28%	41%	33%	66%	*	43%	4%	21%	8%	35%	36%	-
	2016	15%	13%	**26%**	10%	19%	32%	*	49%	*	8%	0%	13%	5%	27%	25%	-
Social Studies	2017	26%	26%	**42%**	23%	33%	48%	60%	65%	*	37%	2%	32%	9%	33%	52%	-
	2016	21%	22%	**36%**	16%	27%	43%	*	46%	-	44%	7%	23%	5%	28%	44%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	100%	100%	99%	100%	100%	100%	99%	99%	100%	100%	99%	100%	-
	2016	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	98%	97%	99%	100%	99%	99%	-
Reading	2017	99%	99%	**99%**	99%	100%	99%	100%	100%	100%	98%	99%	100%	100%	99%	99%	-
	2016	99%	99%	**99%**	99%	99%	99%	100%	100%	*	97%	97%	99%	100%	99%	98%	-
Mathematics	2017	100%	100%	**99%**	100%	100%	99%	100%	100%	*	100%	99%	100%	100%	99%	100%	-
	2016	100%	99%	**99%**	98%	99%	98%	*	100%	*	100%	98%	99%	100%	98%	99%	-

Science	2017	99%	99%	**99%**	100%	99%	99%	100%	100%	*	100%	97%	99%	100%	100%	99%	-
	2016	99%	99%	**99%**	99%	99%	99%	*	100%	*	100%	97%	99%	100%	99%	100%	-
Social Studies	2017	98%	98%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	99%	100%	100%	100%	-
	2016	98%	99%	**99%**	99%	99%	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	2017	98%	97%	**98%**	100%	94%	99%	-	-	-	100%	98%	99%	80%	98%	98%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**17%**	12%	26%	15%	-	-	-	33%	17%	12%	13%	18%	17%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**81%**	88%	68%	84%	-	-	-	67%	81%	87%	67%	80%	81%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**2%**	0%	6%	1%	-	-	-	0%	2%	1%	20%	3%	2%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**99%**	100%	100%	99%	-	-	-	*	99%	100%	*	100%	99%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**13%**	14%	19%	10%	-	-	-	*	13%	7%	*	17%	10%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**87%**	86%	81%	89%	-	-	-	*	87%	93%	*	83%	88%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	1%	2%	**1%**	0%	0%	1%	-	-	-	*	1%	0%	*	0%	1%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y		Y	Y	N	N	n/a	7	9	78
Mathematics	Y	Y	Y	Y					Y	N		n/a	5	6	83
Writing												n/a	0	0	
Science	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Social Studies	Y	Y	Y	Y		Y		Y	Y	N		n/a	7	8	88
Total													**26**	**31**	**84**
Performance Status - Federal															

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	9	9	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	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	Y	n/a		8	8	100
Reason Code ***	a	a	a	a		a		a	a	a					
Total													**8**	**8**	**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													**50**	**55**	**91**

\+ 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 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	1,573	230	303	834	**	144	*	50	414	45	61	n/a
Total Tests	2,062	361	417	1,053	**	155	*	62	664	228	115	86
% at Approaches Grade Level Standard	76%	64%	73%	79%	91%	93%	*	81%	62%	20%	53%	n/a
Mathematics												
# at Approaches Grade Level Standard	538	114	125	267	**	16	*	9	188	34	25	n/a
Total Tests	679	155	154	334	**	16	*	13	260	122	33	21
% at Approaches Grade Level Standard	79%	74%	81%	80%	100%	100%	*	69%	72%	28%	76%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	809	135	165	413	**	68	*	21	241	37	33	n/a
Total Tests	874	152	178	447	**	69	*	21	277	69	45	30
% at Approaches Grade Level Standard	93%	89%	93%	92%	100%	99%	*	100%	87%	54%	73%	n/a
Social Studies												
# at Approaches Grade Level Standard	786	109	142	439	**	65	*	25	169	32	20	n/a
Total Tests	828	122	149	458	**	67	*	26	188	60	26	18
% at Approaches Grade Level Standard	95%	89%	95%	96%	100%	97%	*	96%	90%	53%	77%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	2,165	385	446	1,086	11	167	6	64	685	241	n/a	120
Total Students	2,180	387	447	1,097	11	167	6	65	686	243	n/a	120
Participation Rate	99%	99%	100%	99%	100%	100%	100%	98%	100%	99%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	717	173	161	344	**	17	*	13	264	126	n/a	25
Total Students	721	173	161	348	**	17	*	13	265	127	n/a	25
Participation Rate	99%	100%	100%	99%	100%	100%	*	100%	100%	99%	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 2016												
Number Graduated	730	110	133	408	*	52	*	24	189	51	23	n/a
Total in Class	762	118	138	423	*	55	*	25	200	56	28	18
Graduation Rate	95.8%	93.2%	96.4%	96.5%	*	94.5%	*	96.0%	94.5%	91.1%	82.1%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	772	101	124	459	*	61	*	22	141	43	19	n/a
Total in Class	807	108	133	475	*	61	*	24	155	48	20	13
Graduation Rate	95.7%	93.5%	93.2%	96.6%	*	100.0%	*	91.7%	91.0%	89.6%	95.0%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	142.1	67.8%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	64.5	30.8%	26.5%	23.6%
Doctorate	3.0	1.4%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	64.6%	58.1%	56.1%
2013-14	65.1%	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 Federal Report Card for Texas Public Schools

Campus Name: MCNUTT EL
Campus ID: 220901165
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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**69%**	55%	76%	64%	*	100%	-	*	*	71%	79%	74%	64%	-
Mathematics	2017	76%	73%	**81%**	79%	80%	73%	*	100%	-	*	*	78%	82%	78%	84%	-
Grade 4																	
Reading	2017	69%	64%	**72%**	76%	74%	*	-	80%	-	*	*	74%	67%	86%	58%	-
Mathematics	2017	74%	70%	**89%**	71%	95%	100%	-	93%	-	*	67%	89%	92%	98%	80%	-
Writing	2017	64%	59%	**70%**	71%	64%	71%	-	80%	-	*	*	67%	62%	80%	60%	-
Grade 5																	
Reading	2017	81%	75%	**74%**	64%	71%	100%	-	75%	-	*	*	71%	67%	64%	82%	-
Mathematics	2017	86%	80%	**76%**	64%	79%	91%	-	100%	-	*	63%	75%	86%	73%	79%	-
Science	2017	73%	66%	**58%**	56%	54%	64%	-	75%	-	*	63%	55%	52%	42%	71%	-
Grade 6																	
Reading	2017	67%	67%	**63%**	46%	71%	71%	-	71%	-	-	*	64%	57%	72%	53%	-
Mathematics	2017	75%	77%	**82%**	71%	86%	86%	-	100%	-	-	*	83%	86%	79%	85%	-
All Grades																	
All Subjects	2017	74%	70%	**74%**	65%	76%	78%	*	87%	-	58%	38%	73%	74%	76%	72%	-
Reading	2017	71%	66%	**69%**	59%	73%	75%	*	81%	-	*	25%	70%	70%	75%	64%	-
Mathematics	2017	78%	74%	**82%**	72%	86%	86%	*	97%	-	71%	54%	82%	87%	83%	82%	-
Writing	2017	66%	60%	**70%**	71%	64%	71%	-	80%	-	*	*	67%	62%	80%	60%	-

		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	2017	78%	73%	**58%**	56%	54%	64%	-	75%	-	*	63%	55%	52%	42%	71%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**39%**	31%	38%	38%	*	64%	-	26%	21%	38%	37%	40%	37%	-
Reading	2017	43%	39%	**37%**	31%	36%	36%	*	54%	-	*	21%	35%	31%	37%	36%	-
Mathematics	2017	45%	39%	**46%**	32%	49%	44%	*	78%	-	29%	18%	46%	49%	48%	44%	-
Writing	2017	36%	30%	**25%**	29%	17%	14%	-	47%	-	*	*	25%	15%	32%	18%	-
Science	2017	48%	44%	**32%**	26%	25%	36%	-	75%	-	*	38%	34%	38%	30%	34%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**17%**	11%	18%	11%	*	34%	-	5%	4%	17%	14%	17%	16%	-
Reading	2017	18%	15%	**19%**	15%	21%	11%	*	30%	-	*	7%	19%	16%	21%	17%	-
Mathematics	2017	21%	18%	**20%**	9%	22%	14%	*	51%	-	14%	4%	20%	19%	20%	20%	-
Writing	2017	11%	8%	**3%**	10%	2%	0%	-	0%	-	*	*	4%	0%	7%	0%	-
Science	2017	19%	16%	**8%**	4%	4%	9%	-	38%	-	*	0%	7%	10%	3%	13%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	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	2017	98%	97%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-

% STAAR/EOC With No Accommodations	2017	13%	20%	**11%**	7%	0%	*	-	-	-	*	11%	14%	0%	0%	15%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**71%**	71%	90%	*	-	-	-	*	71%	67%	86%	75%	70%	-
% STAAR Alternate 2	2017	12%	9%	**18%**	21%	10%	*	-	-	-	*	18%	19%	14%	25%	15%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**11%**	7%	0%	*	-	-	-	*	11%	14%	0%	0%	15%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**71%**	71%	90%	*	-	-	-	*	71%	67%	86%	75%	70%	-
% STAAR Alternate 2	2017	13%	10%	**18%**	21%	10%	*	-	-	-	*	18%	19%	14%	25%	15%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y		Y			Y	N	Y	n/a	6	8	75
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing	Y		Y						Y		Y	n/a	4	4	100
Science	N								N			n/a	0	2	0
Social Studies												n/a	0	0	
Total													**17**	**22**	**77**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															

	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
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**	**38**	**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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	210	51	101	24	*	29	-	*	180	5	101	n/a
Total Tests	304	88	139	32	*	36	-	*	258	26	137	110
% at Approaches Grade Level Standard	69%	58%	73%	75%	*	81%	-	*	70%	19%	74%	n/a
Mathematics												
# at Approaches Grade Level Standard	254	65	120	27	*	35	-	**	212	13	122	n/a
Total Tests	305	89	139	32	*	36	-	**	259	26	137	110
% at Approaches Grade Level Standard	83%	73%	86%	84%	*	97%	-	71%	82%	50%	89%	n/a
Writing												
# at Approaches Grade Level Standard	58	12	27	**	-	11	-	*	48	*	33	n/a
Total Tests	83	17	42	**	-	14	-	*	72	*	49	38
% at Approaches Grade Level Standard	70%	71%	64%	83%	-	79%	-	*	67%	*	67%	n/a
Science												
# at Approaches Grade Level Standard	35	11	13	*	-	7	-	*	27	*	15	n/a
Total Tests	61	21	23	*	-	8	-	*	51	*	26	21
% at Approaches Grade Level Standard	57%	52%	57%	*	-	88%	-	*	53%	*	58%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	330	106	142	36	*	37	-	**	265	28	n/a	112

	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 Students	331	107	142	36	*	37	-	**	266	28	n/a	112
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	331	107	142	36	*	37	-	**	266	28	n/a	112
Total Students	331	107	142	36	*	37	-	**	266	28	n/a	112
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	31.4	69.2%	72.7%	74.5%
Masters	14.0	30.8%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**63%**	39%	70%	79%	-	*	-	*	43%	56%	71%	70%	56%	-
	2016	72%	68%	**75%**	59%	78%	80%	*	100%	-	*	*	63%	92%	73%	77%	-
Mathematics	2017	76%	73%	**75%**	58%	78%	86%	-	*	-	100%	57%	69%	79%	84%	67%	-
	2016	74%	70%	**80%**	78%	70%	83%	*	100%	-	*	*	70%	85%	82%	79%	-
Grade 4																	
Reading	2017	69%	64%	**70%**	50%	76%	74%	*	90%	-	*	*	59%	58%	78%	62%	-
	2016	74%	67%	**65%**	50%	47%	81%	*	*	-	-	*	57%	67%	66%	65%	-
Mathematics	2017	74%	70%	**65%**	46%	67%	71%	*	80%	-	*	*	50%	58%	65%	64%	-
	2016	72%	66%	**53%**	29%	33%	78%	*	*	-	-	*	45%	60%	49%	57%	-
Writing	2017	64%	59%	**57%**	44%	71%	47%	*	80%	-	*	*	45%	58%	65%	48%	-
	2016	68%	63%	**68%**	61%	50%	78%	*	*	-	-	*	58%	60%	74%	64%	-
Grade 5																	
Reading	2017	81%	75%	**74%**	62%	70%	85%	*	*	-	*	38%	72%	63%	80%	69%	-
	2016	80%	74%	**73%**	61%	57%	88%	-	*	-	*	*	67%	*	73%	73%	-
Mathematics	2017	86%	80%	**76%**	62%	74%	85%	*	*	-	*	38%	68%	63%	78%	74%	-
	2016	85%	79%	**79%**	74%	76%	85%	-	*	-	*	*	75%	*	81%	78%	-
Science	2017	73%	66%	**59%**	52%	45%	69%	*	*	-	*	*	55%	*	66%	52%	-
	2016	73%	67%	**60%**	38%	54%	74%	-	*	-	*	*	53%	*	62%	58%	-
Grade 6																	
Reading	2017	67%	67%	**67%**	52%	54%	79%	-	100%	-	*	*	58%	*	68%	65%	-
	2016	68%	67%	**69%**	64%	72%	68%	-	88%	-	*	*	60%	38%	79%	62%	-
Mathematics	2017	75%	77%	**64%**	44%	50%	79%	-	100%	-	*	*	52%	*	64%	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
	2016	71%	69%	**74%**	64%	74%	74%	-	100%	-	*	37%	64%	69%	76%	72%	-
All Grades																	
All Subjects	2017	74%	70%	**67%**	51%	65%	75%	100%	89%	-	83%	33%	58%	60%	71%	62%	-
	2016	74%	70%	**70%**	59%	64%	78%	*	98%	-	78%	24%	62%	61%	72%	69%	-
Reading	2017	71%	66%	**68%**	50%	67%	79%	*	92%	-	80%	33%	61%	63%	74%	63%	-
	2016	72%	67%	**71%**	59%	66%	78%	*	96%	-	75%	19%	62%	57%	74%	69%	-
Mathematics	2017	78%	74%	**69%**	53%	67%	80%	*	88%	-	90%	35%	60%	61%	72%	67%	-
	2016	75%	70%	**73%**	63%	67%	79%	*	100%	-	75%	34%	65%	70%	74%	72%	-
Writing	2017	66%	60%	**57%**	44%	71%	47%	*	80%	-	*	*	45%	58%	65%	48%	-
	2016	68%	64%	**68%**	61%	50%	78%	*	*	-	-	*	58%	60%	74%	64%	-
Science	2017	78%	73%	**59%**	52%	45%	69%	*	*	-	*	*	55%	*	66%	52%	-
	2016	77%	74%	**60%**	38%	54%	74%	-	*	-	*	*	53%	*	62%	58%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**35%**	18%	31%	46%	33%	63%	-	35%	17%	25%	29%	38%	32%	-
	2016	42%	38%	**36%**	21%	30%	45%	*	77%	-	33%	11%	28%	35%	35%	37%	-
Reading	2017	43%	39%	**38%**	21%	37%	47%	*	63%	-	50%	14%	29%	32%	46%	30%	-
	2016	42%	38%	**38%**	24%	33%	46%	*	71%	-	25%	10%	29%	32%	37%	39%	-
Mathematics	2017	45%	39%	**38%**	19%	30%	52%	*	79%	-	30%	22%	26%	37%	38%	37%	-
	2016	40%	35%	**39%**	23%	32%	47%	*	83%	-	50%	14%	32%	40%	37%	40%	-
Writing	2017	36%	30%	**23%**	16%	24%	26%	*	30%	-	*	*	15%	8%	22%	24%	-
	2016	39%	36%	**35%**	22%	33%	38%	*	*	-	-	*	26%	60%	38%	32%	-
Science	2017	48%	44%	**24%**	8%	18%	42%	*	*	-	*	*	16%	*	16%	31%	-
	2016	44%	41%	**20%**	0%	7%	41%	-	*	-	*	*	11%	*	20%	19%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**17%**	7%	17%	22%	17%	42%	-	17%	5%	11%	17%	19%	15%	-
	2016	17%	14%	**15%**	7%	15%	17%	*	46%	-	11%	8%	10%	19%	14%	16%	-
Reading	2017	18%	15%	**21%**	11%	19%	28%	*	38%	-	30%	8%	14%	17%	25%	18%	-
	2016	16%	14%	**18%**	9%	17%	21%	*	42%	-	13%	8%	11%	18%	17%	19%	-
Mathematics	2017	21%	18%	**16%**	4%	15%	20%	*	54%	-	10%	4%	9%	22%	16%	17%	-
	2016	17%	15%	**16%**	5%	17%	15%	*	58%	-	13%	11%	11%	23%	14%	17%	-

		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	2017	11%	8%	**12%**	4%	14%	12%	*	30%	-	*	*	6%	8%	17%	7%	-
	2016	14%	11%	**15%**	13%	6%	19%	*	*	-	-	*	16%	20%	21%	11%	-
Science	2017	19%	16%	**10%**	4%	14%	12%	*	*	-	*	*	6%	*	11%	10%	-
	2016	15%	13%	**3%**	0%	4%	5%	-	*	-	*	*	3%	*	2%	4%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	99%	100%	100%	100%	-	100%	96%	99%	98%	99%	100%	-
Reading	2017	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	98%	100%	*	100%	-	100%	96%	99%	98%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	98%	100%	*	100%	-	100%	96%	99%	98%	99%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	96%	100%	*	*	-	*	100%	100%	100%	97%	100%	-
	2016	99%	99%	**99%**	100%	100%	98%	-	*	-	*	100%	100%	100%	98%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**25%**	0%	11%	53%	-	*	-	*	25%	16%	29%	19%	30%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**75%**	100%	89%	47%	-	*	-	*	75%	84%	71%	81%	70%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**25%**	0%	11%	53%	-	*	-	*	25%	16%	29%	19%	30%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**75%**	100%	89%	47%	-	*	-	*	75%	84%	71%	81%	70%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Mathematics	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Writing	N			N					N			n/a	0	3	0
Science	Y			Y					N			n/a	2	3	67
Social Studies												n/a	0	0	
Total													**12**	**20**	**60**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	246	51	59	104	*	22	-	**	133	17	34	n/a
Total Tests	349	101	87	127	*	22	-	**	213	48	45	36
% at Approaches Grade Level Standard	70%	50%	68%	82%	*	100%	-	80%	62%	35%	76%	n/a
Mathematics												
# at Approaches Grade Level Standard	250	55	59	104	*	21	-	**	132	18	33	n/a
Total Tests	349	101	87	127	*	22	-	**	213	48	45	36
% at Approaches Grade Level Standard	72%	54%	68%	82%	*	95%	-	90%	62%	38%	73%	n/a
Writing												
# at Approaches Grade Level Standard	51	11	14	16	*	8	-	*	24	*	12	n/a
Total Tests	86	23	19	33	*	9	-	*	49	*	14	9
% at Approaches Grade Level Standard	59%	48%	74%	48%	*	89%	-	*	49%	*	86%	n/a
Science												
# at Approaches Grade Level Standard	47	13	10	18	*	*	-	*	27	*	6	n/a
Total Tests	76	23	21	25	*	*	-	*	47	*	10	*
% at Approaches Grade Level Standard	62%	57%	48%	72%	*	*	-	*	57%	*	60%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	369	108	93	132	*	24	-	**	223	51	n/a	41
Total Students	370	109	93	132	*	24	-	**	224	51	n/a	41
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	369	108	93	132	*	24	-	**	223	51	n/a	41
Total Students	370	109	93	132	*	24	-	**	224	51	n/a	41
Participation Rate	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	32.3	72.9%	72.7%	74.5%
Masters	12.0	27.1%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**77%**	83%	68%	81%	-	*	-	*	58%	65%	70%	78%	76%	-
	2016	72%	68%	**79%**	59%	67%	88%	-	*	-	*	33%	72%	*	77%	83%	-
Mathematics	2017	76%	73%	**80%**	78%	74%	84%	-	*	-	*	63%	70%	80%	76%	83%	-
	2016	74%	70%	**82%**	59%	67%	93%	-	*	-	*	53%	69%	*	82%	83%	-
Grade 4																	
Reading	2017	69%	64%	**74%**	50%	79%	78%	-	*	-	*	40%	58%	*	77%	71%	-
	2016	74%	67%	**83%**	62%	85%	86%	-	-	-	*	45%	81%	86%	92%	72%	-
Mathematics	2017	74%	70%	**87%**	67%	84%	90%	-	*	-	100%	57%	77%	*	86%	88%	-
	2016	72%	66%	**81%**	62%	77%	88%	-	-	-	*	50%	73%	71%	87%	74%	-
Writing	2017	64%	59%	**69%**	63%	68%	68%	-	*	-	83%	33%	58%	*	68%	69%	-
	2016	68%	63%	**80%**	62%	72%	89%	-	-	-	*	53%	75%	83%	87%	73%	-
Grade 5																	
Reading	2017	81%	75%	**88%**	69%	93%	89%	-	*	-	100%	70%	79%	80%	91%	83%	-
	2016	80%	74%	**85%**	67%	81%	92%	-	*	-	*	91%	73%	*	85%	85%	-
Mathematics	2017	86%	80%	**92%**	80%	86%	96%	-	*	-	100%	75%	87%	90%	93%	90%	-
	2016	85%	79%	**83%**	67%	77%	90%	-	*	-	*	87%	59%	*	84%	82%	-
Science	2017	73%	66%	**83%**	67%	79%	86%	-	*	-	100%	60%	74%	70%	85%	79%	-
	2016	73%	67%	**68%**	47%	73%	70%	-	*	-	*	87%	51%	*	70%	65%	-
Grade 6																	
Reading	2017	67%	67%	**76%**	58%	90%	76%	*	*	-	*	71%	68%	83%	82%	70%	-
	2016	68%	67%	**69%**	33%	73%	83%	-	*	-	*	44%	50%	*	67%	71%	-
Mathematics	2017	75%	77%	**82%**	69%	90%	84%	*	*	-	*	75%	70%	*	82%	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
	2016	71%	69%	**76%**	72%	80%	80%	-	*	-	*	62%	65%	*	76%	77%	-
All Grades																	
All Subjects	2017	74%	70%	**81%**	68%	81%	83%	*	92%	-	85%	62%	71%	75%	82%	79%	-
	2016	74%	70%	**79%**	58%	76%	86%	-	75%	-	69%	63%	67%	53%	81%	76%	-
Reading	2017	71%	66%	**79%**	64%	82%	81%	*	91%	-	75%	62%	68%	72%	82%	75%	-
	2016	72%	67%	**79%**	54%	78%	87%	-	80%	-	75%	57%	69%	52%	81%	78%	-
Mathematics	2017	78%	74%	**85%**	73%	83%	89%	*	91%	-	90%	69%	75%	79%	85%	85%	-
	2016	75%	70%	**81%**	65%	75%	88%	-	70%	-	67%	65%	66%	52%	82%	79%	-
Writing	2017	66%	60%	**69%**	63%	68%	68%	-	*	-	83%	33%	58%	*	68%	69%	-
	2016	68%	64%	**80%**	62%	72%	89%	-	-	-	*	53%	75%	83%	87%	73%	-
Science	2017	78%	73%	**83%**	67%	79%	86%	-	*	-	100%	60%	74%	70%	85%	79%	-
	2016	77%	74%	**68%**	47%	73%	70%	-	*	-	*	87%	51%	*	70%	65%	-

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

All Grades																	
All Subjects	2017	44%	40%	**51%**	34%	48%	56%	*	73%	-	48%	43%	41%	45%	54%	47%	-
	2016	42%	38%	**45%**	25%	39%	52%	-	50%	-	28%	45%	32%	25%	47%	42%	-
Reading	2017	43%	39%	**51%**	36%	50%	56%	*	82%	-	50%	40%	43%	41%	58%	44%	-
	2016	42%	38%	**46%**	25%	39%	54%	-	50%	-	42%	41%	33%	17%	51%	41%	-
Mathematics	2017	45%	39%	**53%**	32%	51%	59%	*	64%	-	50%	47%	40%	52%	51%	54%	-
	2016	40%	35%	**42%**	24%	42%	49%	-	40%	-	8%	44%	28%	30%	41%	43%	-
Writing	2017	36%	30%	**40%**	31%	37%	42%	-	*	-	33%	27%	27%	*	44%	35%	-
	2016	39%	36%	**55%**	46%	44%	61%	-	-	-	*	41%	53%	33%	67%	42%	-
Science	2017	48%	44%	**50%**	40%	38%	56%	-	*	-	50%	50%	45%	40%	53%	44%	-
	2016	44%	41%	**36%**	18%	27%	43%	-	*	-	*	70%	19%	*	30%	42%	-

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

All Grades																	
All Subjects	2017	19%	17%	**24%**	13%	23%	27%	*	58%	-	19%	12%	15%	14%	28%	20%	-
	2016	17%	14%	**16%**	4%	11%	20%	-	33%	-	7%	11%	8%	0%	19%	12%	-
Reading	2017	18%	15%	**28%**	16%	26%	30%	*	73%	-	30%	12%	20%	21%	34%	21%	-
	2016	16%	14%	**19%**	3%	12%	25%	-	30%	-	17%	12%	9%	0%	24%	14%	-
Mathematics	2017	21%	18%	**24%**	12%	24%	27%	*	55%	-	15%	13%	14%	14%	26%	22%	-
	2016	17%	15%	**14%**	3%	12%	18%	-	30%	-	0%	8%	6%	0%	16%	13%	-

		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	2017	11%	8%	**14%**	6%	5%	19%	-	*	-	17%	0%	6%	*	21%	6%	-
	2016	14%	11%	**14%**	8%	12%	17%	-	-	-	*	0%	11%	0%	25%	2%	-
Science	2017	19%	16%	**18%**	13%	14%	21%	-	*	-	0%	20%	11%	0%	21%	15%	-
	2016	15%	13%	**10%**	6%	4%	12%	-	*	-	*	22%	3%	*	11%	9%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	99%	100%	99%	*	100%	-	100%	99%	99%	100%	100%	99%	-
	2016	99%	99%	**100%**	98%	100%	100%	-	100%	-	100%	98%	99%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**99%**	99%	100%	99%	*	100%	-	100%	99%	98%	100%	100%	99%	-
	2016	100%	99%	**99%**	96%	100%	100%	-	100%	-	100%	96%	98%	100%	99%	100%	-
Writing	2017	100%	100%	**98%**	100%	100%	97%	-	*	-	100%	100%	100%	*	100%	96%	-
	2016	99%	100%	**99%**	100%	100%	99%	-	-	-	*	94%	97%	100%	98%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	94%	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**28%**	9%	42%	25%	-	*	-	*	28%	26%	20%	16%	34%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**45%**	64%	32%	48%	-	*	-	*	45%	52%	60%	64%	36%	-
% STAAR Alternate 2	2017	12%	9%	**27%**	27%	26%	27%	-	*	-	*	27%	23%	20%	20%	30%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**99%**	91%	100%	100%	-	*	-	*	99%	97%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**28%**	9%	42%	25%	-	*	-	*	28%	26%	20%	16%	34%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**44%**	55%	32%	48%	-	*	-	*	44%	48%	60%	64%	34%	-
% STAAR Alternate 2	2017	13%	10%	**27%**	27%	26%	27%	-	*	-	*	27%	23%	20%	20%	30%	-
% of Non-Participants	2017	1%	2%	**1%**	9%	0%	0%	-	*	-	*	1%	3%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	Y	Y	n/a	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	Y	n/a	7	7	100
Writing	Y			Y					Y			n/a	3	3	100
Science	Y		Y	Y					Y			n/a	4	4	100
Social Studies												n/a	0	0	
Total													**21**	**21**	**100**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**35**	**100**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	352	44	86	198	*	**	-	14	106	46	25	n/a
Total Tests	448	70	106	242	*	**	-	19	158	76	32	26
% at Approaches Grade Level Standard	79%	63%	81%	82%	*	90%	-	74%	67%	61%	78%	n/a
Mathematics												
# at Approaches Grade Level Standard	380	51	88	214	*	**	-	17	117	51	26	n/a
Total Tests	446	69	106	241	*	**	-	19	156	75	32	26
% at Approaches Grade Level Standard	85%	74%	83%	89%	*	90%	-	89%	75%	68%	81%	n/a
Writing												
# at Approaches Grade Level Standard	70	9	12	42	-	*	-	**	18	5	*	n/a
Total Tests	97	15	18	56	-	*	-	**	30	15	*	*
% at Approaches Grade Level Standard	72%	60%	67%	75%	-	*	-	83%	60%	33%	*	n/a
Science												
# at Approaches Grade Level Standard	94	9	22	57	-	*	-	**	27	11	7	n/a
Total Tests	114	14	28	66	-	*	-	**	36	19	10	7
% at Approaches Grade Level Standard	82%	64%	79%	86%	-	*	-	100%	75%	58%	70%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	479	76	111	260	*	**	-	20	164	78	n/a	29
Total Students	480	76	111	261	*	**	-	20	165	78	n/a	29
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	476	74	111	259	*	**	-	20	162	77	n/a	29
Total Students	479	75	111	261	*	**	-	20	165	78	n/a	29
Participation Rate	99%	99%	100%	99%	*	100%	-	100%	98%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.4	70.2%	72.7%	74.5%
Masters	15.0	29.8%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**61%**	47%	63%	*	-	*	-	*	*	60%	62%	59%	63%	-
	2016	72%	68%	**53%**	65%	51%	*	*	*	-	*	*	51%	46%	61%	45%	-
Mathematics	2017	76%	73%	**69%**	37%	79%	*	-	*	-	*	*	72%	82%	56%	81%	-
	2016	74%	70%	**54%**	53%	53%	*	*	*	-	*	*	52%	55%	57%	50%	-
Grade 4																	
Reading	2017	69%	64%	**57%**	44%	60%	*	-	*	*	*	*	57%	61%	66%	51%	-
	2016	74%	67%	**54%**	37%	59%	*	*	*	-	*	*	56%	55%	52%	57%	-
Mathematics	2017	74%	70%	**68%**	67%	72%	*	-	*	*	*	*	69%	73%	74%	65%	-
	2016	72%	66%	**66%**	53%	70%	71%	*	63%	-	*	*	67%	70%	65%	68%	-
Writing	2017	64%	59%	**51%**	44%	54%	*	-	*	*	*	*	51%	58%	68%	39%	-
	2016	68%	63%	**50%**	37%	56%	*	*	*	-	*	*	51%	53%	49%	52%	-
Grade 5																	
Reading	2017	81%	75%	**64%**	50%	64%	*	-	86%	-	*	*	64%	63%	61%	68%	-
	2016	80%	74%	**70%**	59%	73%	*	-	*	-	*	42%	68%	62%	76%	65%	-
Mathematics	2017	86%	80%	**80%**	75%	80%	*	-	86%	-	*	*	82%	78%	82%	79%	-
	2016	85%	79%	**79%**	76%	79%	100%	-	*	-	*	67%	78%	74%	82%	76%	-
Science	2017	73%	66%	**42%**	40%	40%	*	-	71%	-	*	*	42%	40%	41%	44%	-
	2016	73%	67%	**54%**	35%	55%	*	-	*	-	*	*	50%	46%	59%	49%	-
Grade 6																	
Reading	2017	67%	67%	**61%**	65%	65%	*	-	*	-	*	*	61%	46%	76%	46%	-
	2016	68%	67%	**55%**	52%	56%	*	-	58%	*	-	*	53%	43%	55%	54%	-
Mathematics	2017	75%	77%	**62%**	76%	63%	*	-	*	-	*	*	61%	54%	61%	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
	2016	71%	69%	**50%**	33%	53%	*	-	58%	*	-	*	49%	45%	47%	52%	-
All Grades																	
All Subjects	2017	74%	70%	**62%**	54%	64%	74%	-	60%	*	47%	14%	62%	62%	64%	59%	-
	2016	74%	70%	**58%**	49%	60%	64%	*	55%	*	64%	34%	57%	55%	60%	56%	-
Reading	2017	71%	66%	**61%**	51%	63%	82%	-	59%	*	*	*	60%	59%	65%	56%	-
	2016	72%	67%	**58%**	53%	59%	61%	*	54%	*	*	29%	57%	51%	60%	55%	-
Mathematics	2017	78%	74%	**70%**	63%	74%	73%	-	59%	*	*	22%	71%	73%	69%	72%	-
	2016	75%	70%	**62%**	53%	63%	74%	*	59%	*	*	44%	61%	60%	62%	61%	-
Writing	2017	66%	60%	**51%**	44%	54%	*	-	*	*	*	*	51%	58%	68%	39%	-
	2016	68%	64%	**50%**	37%	56%	*	*	*	-	*	*	51%	53%	49%	52%	-
Science	2017	78%	73%	**42%**	40%	40%	*	-	71%	-	*	*	42%	40%	41%	44%	-
	2016	77%	74%	**54%**	35%	55%	*	-	*	-	*	*	50%	46%	59%	49%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**29%**	25%	30%	30%	-	35%	*	27%	5%	29%	26%	31%	27%	-
	2016	42%	38%	**25%**	23%	24%	34%	*	27%	*	29%	12%	24%	18%	26%	23%	-
Reading	2017	43%	39%	**29%**	26%	30%	18%	-	32%	*	*	*	28%	24%	30%	27%	-
	2016	42%	38%	**27%**	27%	27%	35%	*	23%	*	*	15%	25%	19%	29%	25%	-
Mathematics	2017	45%	39%	**36%**	33%	36%	45%	-	36%	*	*	13%	36%	34%	38%	34%	-
	2016	40%	35%	**26%**	20%	26%	39%	*	32%	*	*	15%	26%	20%	27%	26%	-
Writing	2017	36%	30%	**18%**	11%	21%	*	-	*	*	*	*	17%	19%	32%	9%	-
	2016	39%	36%	**17%**	16%	17%	*	*	*	-	*	*	18%	15%	17%	17%	-
Science	2017	48%	44%	**15%**	7%	14%	*	-	43%	-	*	*	15%	10%	12%	19%	-
	2016	44%	41%	**18%**	24%	15%	*	-	*	-	*	*	19%	8%	22%	15%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**11%**	9%	12%	0%	-	18%	*	7%	0%	11%	11%	13%	9%	-
	2016	17%	14%	**9%**	11%	8%	14%	*	10%	*	14%	2%	9%	6%	10%	7%	-
Reading	2017	18%	15%	**12%**	9%	13%	0%	-	18%	*	*	*	11%	12%	14%	11%	-
	2016	16%	14%	**11%**	14%	11%	9%	*	9%	*	*	3%	11%	7%	14%	8%	-
Mathematics	2017	21%	18%	**14%**	11%	15%	0%	-	18%	*	*	0%	14%	14%	17%	11%	-
	2016	17%	15%	**9%**	11%	7%	26%	*	15%	*	*	0%	9%	6%	10%	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
Writing	2017	11%	8%	**1%**	6%	0%	*	-	*	*	*	*	1%	0%	3%	0%	-
	2016	14%	11%	**3%**	11%	3%	*	*	*	-	*	*	4%	3%	3%	4%	-
Science	2017	19%	16%	**5%**	0%	3%	*	-	29%	-	*	*	4%	3%	6%	3%	-
	2016	15%	13%	**2%**	6%	1%	*	-	*	-	*	*	2%	2%	2%	2%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	99%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	100%	99%	*	100%	100%	100%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	97%	*	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	*	*	*	*	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	100%	99%	100%	*	100%	-	*	100%	99%	100%	100%	98%	-
Science	2017	99%	99%	**99%**	94%	100%	*	-	100%	-	*	100%	99%	100%	100%	97%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**100%**	100%	100%	-	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	-	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y						Y		Y	n/a	4	5	80
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	N		N						N		Y	n/a	1	4	25
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													**10**	**18**	**56**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	200	33	143	**	-	13	-	*	184	*	141	n/a
Total Tests	322	59	226	**	-	21	-	*	299	*	228	213
% at Approaches Grade Level Standard	62%	56%	63%	80%	-	62%	-	*	62%	*	62%	n/a
Mathematics												
# at Approaches Grade Level Standard	237	41	171	**	-	14	-	*	219	5	176	n/a
Total Tests	322	59	226	**	-	21	-	*	299	23	228	213
% at Approaches Grade Level Standard	74%	69%	76%	70%	-	67%	-	*	73%	22%	77%	n/a
Writing												
# at Approaches Grade Level Standard	47	8	36	*	-	*	-	*	43	*	37	n/a
Total Tests	89	16	66	*	-	*	-	*	83	*	62	61
% at Approaches Grade Level Standard	53%	50%	55%	*	-	*	-	*	52%	*	60%	n/a
Science												
# at Approaches Grade Level Standard	35	6	22	*	-	5	-	*	30	*	27	n/a
Total Tests	79	13	54	*	-	7	-	*	69	*	59	54
% at Approaches Grade Level Standard	44%	46%	41%	*	-	71%	-	*	43%	*	46%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	345	70	235	11	-	22	*	**	313	23	n/a	224
Total Students	345	70	235	11	-	22	*	**	313	23	n/a	224
Participation Rate	100%	100%	100%	100%	-	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	345	70	235	11	-	22	*	**	313	23	n/a	224
Total Students	345	70	235	11	-	22	*	**	313	23	n/a	224
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	31.9	71.1%	72.7%	74.5%
Masters	12.0	26.8%	26.5%	23.6%
Doctorate	0.9	2.1%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	*	*	*	*	-	*	-	-	*	*	*	*	*	-
	2016	69%	67%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Mathematics	2017	68%	65%	**32%**	*	24%	*	-	*	-	-	*	37%	32%	35%	*	-
	2016	68%	67%	**15%**	*	*	*	-	*	-	-	-	18%	15%	*	22%	-
Writing	2017	68%	61%	*	*	*	*	-	*	-	-	*	*	*	*	*	-
	2016	68%	66%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Grade 8																	
Reading	2017	84%	83%	**9%**	*	*	*	-	*	-	-	-	*	10%	*	21%	-
	2016	85%	84%	**15%**	*	*	*	-	*	-	-	-	16%	15%	*	14%	-
Mathematics	2017	84%	73%	**54%**	*	53%	*	-	73%	-	-	-	55%	56%	53%	55%	-
	2016	80%	71%	**41%**	*	35%	*	-	83%	-	-	-	41%	41%	50%	34%	-
Science	2017	74%	72%	**16%**	*	13%	*	-	*	-	-	-	16%	16%	*	21%	-
	2016	73%	70%	**24%**	*	17%	*	-	*	-	-	-	25%	24%	21%	26%	-
Social Studies	2017	62%	60%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2016	62%	63%	**14%**	*	*	*	-	*	-	-	-	14%	14%	*	14%	-
End of Course																	
English I	2017	61%	56%	**3%**	*	*	*	-	*	-	-	-	*	3%	*	*	-
	2016	63%	58%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
English II	2016	66%	61%	*	-	*	-	-	-	-	-	-	*	*	*	-	-
Algebra I	2017	81%	76%	**37%**	*	35%	*	-	88%	-	-	-	40%	37%	43%	32%	-
	2016	76%	68%	**40%**	*	34%	100%	-	60%	-	-	-	40%	40%	42%	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
Biology	2017	85%	81%	**26%**	*	24%	*	-	63%	-	-	-	26%	26%	32%	20%	-
	2016	86%	82%	**28%**	*	25%	*	-	*	-	-	-	28%	28%	30%	26%	-
All Grades																	
All Subjects	2017	74%	70%	**20%**	*	18%	*	-	40%	-	-	*	21%	20%	20%	19%	-
	2016	74%	70%	**21%**	47%	17%	17%	-	39%	-	-	-	22%	21%	21%	20%	-
Reading	2017	71%	66%	**4%**	*	4%	*	-	*	-	-	*	4%	5%	*	6%	-
	2016	72%	67%	**7%**	*	5%	*	-	*	-	-	-	8%	7%	6%	8%	-
Mathematics	2017	78%	74%	**40%**	*	37%	*	-	79%	-	-	*	42%	40%	43%	36%	-
	2016	75%	70%	**35%**	56%	29%	43%	-	64%	-	-	-	36%	35%	37%	33%	-
Writing	2017	66%	60%	*	*	*	*	-	*	-	-	*	*	*	*	*	-
	2016	68%	64%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Science	2017	78%	73%	**23%**	*	21%	*	-	47%	-	-	-	23%	23%	25%	20%	-
	2016	77%	74%	**26%**	*	22%	*	-	50%	-	-	-	26%	26%	26%	26%	-
Social Studies	2017	76%	75%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2016	76%	76%	**14%**	*	*	*	-	*	-	-	-	14%	14%	*	14%	-

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

All Grades																	
All Subjects	2017	44%	40%	**4%**	*	2%	*	-	20%	-	-	*	3%	4%	3%	4%	-
	2016	42%	38%	**5%**	17%	3%	0%	-	17%	-	-	-	5%	5%	3%	6%	-
Reading	2017	43%	39%	**0%**	*	0%	*	-	*	-	-	*	0%	0%	*	1%	-
	2016	42%	38%	**3%**	*	3%	*	-	*	-	-	-	4%	3%	2%	4%	-
Mathematics	2017	45%	39%	**7%**	*	5%	*	-	38%	-	-	*	6%	7%	7%	7%	-
	2016	40%	35%	**8%**	33%	4%	0%	-	32%	-	-	-	8%	8%	5%	11%	-
Writing	2017	36%	30%	*	*	*	*	-	*	-	-	*	*	*	*	*	-
	2016	39%	36%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Science	2017	48%	44%	**5%**	*	3%	*	-	26%	-	-	-	4%	5%	5%	5%	-
	2016	44%	41%	**2%**	*	1%	*	-	14%	-	-	-	2%	2%	1%	3%	-
Social Studies	2017	48%	48%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2016	45%	46%	**5%**	*	*	*	-	*	-	-	-	5%	5%	*	6%	-

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

All Grades																	
All Subjects	2017	19%	17%	**1%**	*	0%	*	-	9%	-	-	*	1%	1%	1%	1%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	17%	14%	**1%**	0%	0%	0%	-	6%	-	-	-	1%	1%	1%	1%	-
Reading	2017	18%	15%	**0%**	*	0%	*	-	*	-	-	*	0%	0%	*	0%	-
	2016	16%	14%	**0%**	*	0%	*	-	*	-	-	-	0%	0%	0%	0%	-
Mathematics	2017	21%	18%	**3%**	*	1%	*	-	21%	-	-	*	2%	3%	2%	3%	-
	2016	17%	15%	**1%**	0%	1%	0%	-	9%	-	-	-	1%	1%	2%	1%	-
Writing	2017	11%	8%	*	*	*	*	-	*	-	-	*	*	*	*	*	-
	2016	14%	11%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
Science	2017	19%	16%	**0%**	*	0%	*	-	5%	-	-	-	0%	0%	0%	1%	-
	2016	15%	13%	**1%**	*	0%	*	-	7%	-	-	-	1%	1%	0%	1%	-
Social Studies	2017	26%	26%	*	*	*	*	-	*	-	-	-	*	*	*	*	-
	2016	21%	22%	**3%**	*	*	*	-	*	-	-	-	4%	3%	*	3%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	-	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	*	100%	100%	-	100%	-	-	*	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	*	100%	*	-	100%	-	-	*	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	*	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	*	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
Social Studies	2017	98%	98%	**100%**	*	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2016	98%	99%	**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	2017	98%	97%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% STAAR/EOC With No Accommodations	2017	13%	20%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% STAAR/EOC With Accommodations	2017	73%	68%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% STAAR Alternate 2	2017	12%	9%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% of Non-Participants	2017	2%	3%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
Mathematics Tests																	

% of Participants	2017	99%	98%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% STAAR/EOC With No Accommodations	2017	12%	19%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% STAAR/EOC With Accommodations	2017	74%	69%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% STAAR Alternate 2	2017	13%	10%	*	-	*	-	-	-	-	-	*	*	*	*	-	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N		N	n/a	0	4	0
Mathematics	N		N						N		N	n/a	0	4	0
Writing ~	N											n/a	0	1	0
Science	N		Y						N		N	n/a	1	4	25
Social Studies	N											n/a	0	1	0
Total													**1**	**14**	**7**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	5	5	100
Mathematics	Y		Y						Y		n/a	Y	4	4	100
Total													**9**	**9**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															
Total													**0**	**0**	
District: Met Federal Limits on Alternative Assessments															
Reading															
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)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
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**	**23**	**43**

~ Indicates Small Numbers Analysis (SNA) has been applied to tha 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	10	*	8	*	-	*	-	-	9	*	10	n/a
Total Tests	61	*	54	*	-	*	-	-	54	*	61	61
% at Approaches Grade Level Standard	16%	*	15%	*	-	*	-	-	17%	*	16%	n/a
Mathematics												
# at Approaches Grade Level Standard	41	*	36	*	-	*	-	-	37	*	41	n/a
Total Tests	72	*	64	*	-	*	-	-	64	*	72	72
% at Approaches Grade Level Standard	57%	*	56%	*	-	*	-	-	58%	*	57%	n/a
Writing												
# at Approaches Grade Level Standard	5	-	*	-	-	*	-	-	*	*	*	n/a
Total Tests	33	-	*	-	-	*	-	-	*	*	*	*
% at Approaches Grade Level Standard	15%	-	*	-	-	*	-	-	*	*	*	n/a
Science												
# at Approaches Grade Level Standard	33	*	30	*	-	*	-	-	30	-	33	n/a
Total Tests	57	*	50	*	-	*	-	-	52	-	57	57
% at Approaches Grade Level Standard	58%	*	60%	*	-	*	-	-	58%	-	58%	n/a
Social Studies												
# at Approaches Grade Level Standard	*	-	*	*	-	*	-	-	*	-	*	n/a
Total Tests	*	-	*	*	-	*	-	-	*	-	*	*
% at Approaches Grade Level Standard	*	-	*	*	-	*	-	-	*	-	*	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	314	**	261	19	-	27	-	*	214	*	n/a	312
Total Students	314	**	261	19	-	27	-	*	214	*	n/a	312
Participation Rate	100%	100%	100%	100%	-	100%	-	*	100%	*	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	268	*	223	**	-	24	-	-	204	*	n/a	266
Total Students	268	*	223	**	-	24	-	-	204	*	n/a	266

	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	100%	*	100%	100%	-	100%	-	-	100%	*	n/a	100%

~ 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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

~ Indicates 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: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	19.0	65.5%	72.7%	74.5%
Masters	10.0	34.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**63%**	54%	70%	78%	*	86%	-	60%	37%	60%	68%	71%	57%	-
	2016	69%	67%	**62%**	54%	68%	67%	*	79%	*	80%	47%	59%	38%	73%	52%	-
Mathematics	2017	68%	65%	**56%**	50%	62%	68%	*	75%	-	*	33%	55%	63%	57%	55%	-
	2016	68%	67%	**51%**	37%	61%	65%	*	80%	*	79%	42%	46%	41%	58%	46%	-
Writing	2017	68%	61%	**54%**	50%	52%	72%	*	86%	-	60%	23%	51%	42%	61%	49%	-
	2016	68%	66%	**66%**	58%	69%	76%	*	93%	*	67%	48%	63%	35%	76%	56%	-
Grade 8																	
Reading	2017	84%	83%	**79%**	75%	79%	95%	*	92%	-	71%	58%	78%	66%	84%	75%	-
	2016	85%	84%	**87%**	87%	84%	95%	*	86%	-	91%	56%	84%	60%	92%	82%	*
Mathematics	2017	84%	73%	**63%**	57%	65%	78%	*	83%	-	67%	53%	64%	53%	70%	57%	-
	2016	80%	71%	**60%**	60%	59%	80%	-	*	-	*	41%	56%	51%	71%	50%	*
Science	2017	74%	72%	**66%**	63%	67%	71%	*	78%	-	69%	49%	64%	51%	69%	63%	-
	2016	73%	70%	**69%**	62%	72%	85%	*	83%	-	70%	54%	64%	32%	73%	65%	*
Social Studies	2017	62%	60%	**45%**	36%	44%	79%	*	77%	-	57%	43%	42%	19%	50%	41%	-
	2016	62%	63%	**68%**	66%	63%	83%	*	71%	-	70%	52%	65%	31%	70%	65%	*
End of Course																	
Algebra I	2017	81%	76%	**100%**	100%	100%	100%	*	100%	-	*	-	100%	100%	100%	100%	-
	2016	76%	68%	**99%**	97%	100%	100%	*	100%	-	*	*	98%	*	100%	98%	-
Biology	2017	85%	81%	**100%**	*	100%	100%	-	*	-	*	-	100%	*	100%	100%	-
All Grades																	
All Subjects	2017	74%	70%	**62%**	56%	64%	80%	55%	86%	-	64%	41%	60%	53%	67%	58%	-
	2016	74%	70%	**67%**	62%	69%	81%	80%	84%	*	73%	49%	64%	41%	75%	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
Reading	2017	71%	66%	**71%**	64%	74%	87%	*	89%	-	67%	47%	69%	67%	77%	66%	-
	2016	72%	67%	**74%**	70%	75%	81%	*	81%	*	85%	51%	71%	48%	83%	66%	*
Mathematics	2017	78%	74%	**63%**	56%	67%	78%	*	89%	-	63%	42%	62%	60%	68%	60%	-
	2016	75%	70%	**61%**	52%	65%	80%	*	86%	*	68%	42%	56%	47%	69%	54%	*
Writing	2017	66%	60%	**54%**	50%	52%	72%	*	86%	-	60%	23%	51%	42%	61%	49%	-
	2016	68%	64%	**66%**	58%	69%	76%	*	93%	*	67%	48%	63%	35%	76%	56%	-
Science	2017	78%	73%	**67%**	63%	69%	76%	*	85%	-	71%	49%	65%	52%	71%	64%	-
	2016	77%	74%	**69%**	62%	72%	85%	*	83%	-	70%	54%	64%	32%	73%	65%	*
Social Studies	2017	76%	75%	**45%**	36%	44%	79%	*	77%	-	57%	43%	42%	19%	50%	41%	-
	2016	76%	76%	**68%**	66%	63%	83%	*	71%	-	70%	52%	65%	31%	70%	65%	*

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

All Grades

All Subjects	2017	44%	40%	**30%**	20%	30%	59%	23%	68%	-	37%	29%	27%	14%	34%	26%	-
	2016	42%	38%	**36%**	27%	37%	55%	70%	72%	*	42%	39%	31%	11%	40%	32%	*
Reading	2017	43%	39%	**35%**	25%	37%	66%	*	59%	-	46%	31%	33%	17%	41%	30%	-
	2016	42%	38%	**39%**	32%	39%	59%	*	62%	*	50%	39%	35%	8%	46%	33%	*
Mathematics	2017	45%	39%	**28%**	19%	30%	53%	*	78%	-	29%	29%	26%	17%	31%	26%	-
	2016	40%	35%	**29%**	19%	30%	47%	*	71%	*	44%	33%	24%	13%	30%	27%	*
Writing	2017	36%	30%	**24%**	15%	24%	58%	*	64%	-	40%	17%	21%	10%	31%	19%	-
	2016	39%	36%	**39%**	25%	45%	56%	*	93%	*	53%	43%	35%	16%	51%	29%	-
Science	2017	48%	44%	**38%**	30%	36%	71%	*	77%	-	50%	34%	37%	12%	41%	36%	-
	2016	44%	41%	**39%**	33%	40%	59%	*	67%	-	20%	48%	34%	11%	40%	37%	*
Social Studies	2017	48%	48%	**18%**	10%	16%	50%	*	62%	-	21%	32%	16%	6%	19%	17%	-
	2016	45%	46%	**37%**	30%	38%	59%	*	71%	-	20%	40%	31%	8%	36%	38%	*

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

All Grades

All Subjects	2017	19%	17%	**11%**	5%	9%	30%	18%	47%	-	22%	7%	9%	3%	11%	11%	-
	2016	17%	14%	**13%**	7%	14%	27%	60%	46%	*	15%	7%	10%	3%	15%	12%	*
Reading	2017	18%	15%	**15%**	8%	13%	38%	*	48%	-	33%	8%	13%	4%	16%	14%	-
	2016	16%	14%	**15%**	8%	18%	29%	*	48%	*	8%	5%	12%	2%	19%	12%	*
Mathematics	2017	21%	18%	**10%**	5%	9%	24%	*	52%	-	17%	9%	8%	4%	11%	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
	2016	17%	15%	**10%**	4%	10%	24%	*	48%	*	8%	10%	7%	4%	10%	10%	*
Writing	2017	11%	8%	**5%**	3%	2%	19%	*	29%	-	20%	2%	2%	0%	6%	4%	-
	2016	14%	11%	**12%**	6%	12%	15%	*	50%	*	40%	6%	10%	4%	16%	8%	-
Science	2017	19%	16%	**13%**	3%	13%	39%	*	62%	-	29%	8%	12%	3%	11%	14%	-
	2016	15%	13%	**13%**	8%	11%	41%	*	33%	-	10%	10%	8%	0%	13%	14%	*
Social Studies	2017	26%	26%	**8%**	4%	5%	26%	*	38%	-	7%	6%	6%	0%	6%	9%	-
	2016	21%	22%	**18%**	15%	18%	29%	*	43%	-	20%	8%	13%	5%	17%	20%	*
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	99%	99%	99%	100%	100%	-	100%	98%	99%	99%	99%	99%	-
	2016	99%	99%	**99%**	99%	99%	100%	100%	99%	*	100%	99%	99%	98%	99%	99%	*
Reading	2017	99%	99%	**99%**	99%	98%	99%	100%	100%	-	100%	98%	99%	100%	98%	99%	-
	2016	99%	99%	**99%**	99%	99%	100%	*	100%	*	100%	99%	99%	99%	99%	100%	*
Mathematics	2017	100%	100%	**99%**	99%	99%	100%	100%	100%	-	100%	99%	99%	99%	99%	99%	-
	2016	100%	99%	**99%**	99%	98%	99%	*	100%	*	100%	99%	99%	98%	98%	99%	*
Writing	2017	100%	100%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**98%**	98%	97%	98%	*	100%	-	100%	97%	99%	97%	98%	98%	-
	2016	99%	99%	**99%**	99%	98%	100%	*	86%	-	100%	100%	98%	95%	99%	99%	*
Social Studies	2017	98%	98%	**98%**	97%	99%	98%	*	100%	-	100%	97%	98%	100%	99%	97%	-
	2016	98%	99%	**99%**	98%	98%	100%	*	100%	-	100%	100%	98%	98%	99%	98%	*
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**94%**	92%	96%	87%	-	*	-	100%	94%	97%	95%	90%	95%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**14%**	21%	8%	7%	-	*	-	40%	14%	16%	18%	10%	16%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**53%**	57%	53%	40%	-	*	-	60%	53%	52%	59%	45%	57%	-
% STAAR Alternate 2	2017	12%	9%	**26%**	15%	35%	40%	-	*	-	0%	26%	29%	18%	35%	22%	-
% of Non-Participants	2017	2%	3%	**6%**	8%	4%	13%	-	*	-	0%	6%	3%	5%	10%	5%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**95%**	94%	98%	87%	-	*	-	100%	95%	98%	100%	93%	96%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**16%**	21%	12%	7%	-	*	-	40%	16%	18%	24%	10%	19%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**53%**	58%	50%	40%	-	*	-	60%	53%	50%	57%	48%	55%	-
% STAAR Alternate 2	2017	13%	10%	**26%**	15%	36%	40%	-	*	-	0%	26%	30%	19%	35%	22%	-
% of Non-Participants	2017	1%	2%	**5%**	6%	2%	13%	-	*	-	0%	5%	2%	0%	8%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	N	Y	Y		Y			Y	N	Y	n/a	6	8	75
Writing	N	N	N	Y					N	N	N	n/a	1	7	14
Science	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Social Studies	N	N	N	Y					N	N	N	n/a	1	7	14
Total													**21**	**37**	**57**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total													**37**	**53**	**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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	541	227	211	62	*	24	-	**	408	53	130	n/a
Total Tests	749	348	280	71	*	25	-	**	593	111	171	127
% at Approaches Grade Level Standard	72%	65%	75%	87%	*	96%	-	70%	69%	48%	76%	n/a
Mathematics												
# at Approaches Grade Level Standard	496	205	193	58	*	24	-	**	376	49	119	n/a
Total Tests	751	349	280	72	*	25	-	**	594	111	169	125
% at Approaches Grade Level Standard	66%	59%	69%	81%	*	96%	-	65%	63%	44%	70%	n/a
Writing												
# at Approaches Grade Level Standard	212	94	77	24	*	12	-	*	160	15	49	n/a
Total Tests	390	186	148	33	*	12	-	*	317	61	91	73
% at Approaches Grade Level Standard	54%	51%	52%	73%	*	100%	-	*	50%	25%	54%	n/a
Science												
# at Approaches Grade Level Standard	249	105	94	28	*	11	-	**	183	25	54	n/a
Total Tests	358	160	134	37	*	13	-	**	278	50	80	54
% at Approaches Grade Level Standard	70%	66%	70%	76%	*	85%	-	75%	66%	50%	68%	n/a
Social Studies												
# at Approaches Grade Level Standard	171	57	65	29	*	10	-	**	116	22	32	n/a
Total Tests	357	157	136	37	*	13	-	**	276	50	81	55
% at Approaches Grade Level Standard	48%	36%	48%	78%	*	77%	-	67%	42%	44%	40%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	838	400	302	78	6	27	-	24	610	124	n/a	139
Total Students	850	406	307	79	6	27	-	24	618	126	n/a	139
Participation Rate	99%	99%	98%	99%	100%	100%	-	100%	99%	98%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	845	404	303	80	6	27	-	24	614	124	n/a	138
Total Students	853	408	307	80	6	27	-	24	620	125	n/a	139
Participation Rate	99%	99%	99%	100%	100%	100%	-	100%	99%	99%	n/a	99%

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	54.5	73.4%	72.7%	74.5%
Masters	19.7	26.6%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**71%**	71%	59%	74%	*	90%	-	78%	23%	68%	41%	79%	63%	-
	2016	69%	67%	**67%**	59%	64%	73%	*	88%	*	*	20%	63%	34%	74%	61%	-
Mathematics	2017	68%	65%	**64%**	61%	60%	63%	*	90%	-	65%	*	61%	56%	68%	61%	-
	2016	68%	67%	**72%**	66%	71%	73%	*	87%	*	63%	22%	69%	50%	77%	67%	-
Writing	2017	68%	61%	**67%**	68%	58%	67%	*	88%	-	67%	*	64%	49%	79%	58%	-
	2016	68%	66%	**67%**	61%	65%	66%	*	89%	*	67%	15%	63%	37%	76%	59%	-
Grade 8																	
Reading	2017	84%	83%	**87%**	84%	85%	86%	*	97%	*	80%	31%	86%	61%	92%	81%	-
	2016	85%	84%	**86%**	81%	87%	90%	*	96%	*	78%	38%	84%	63%	93%	80%	-
Mathematics	2017	84%	73%	**68%**	61%	68%	70%	*	85%	-	71%	26%	66%	55%	71%	65%	-
	2016	80%	71%	**67%**	65%	59%	76%	*	100%	*	63%	23%	65%	53%	76%	60%	-
Science	2017	74%	72%	**73%**	62%	70%	79%	*	91%	*	90%	16%	69%	45%	75%	70%	-
	2016	73%	70%	**71%**	63%	66%	80%	*	93%	*	56%	19%	70%	38%	78%	64%	-
Social Studies	2017	62%	60%	**62%**	53%	59%	66%	*	82%	*	60%	16%	61%	34%	60%	64%	-
	2016	62%	63%	**62%**	52%	58%	73%	*	89%	*	56%	16%	60%	33%	66%	59%	-
End of Course																	
Algebra I	2017	81%	76%	**99%**	100%	98%	98%	-	99%	*	100%	*	99%	100%	99%	98%	-
	2016	76%	68%	**99%**	98%	100%	100%	-	98%	*	*	*	99%	100%	100%	98%	-
All Grades																	
All Subjects	2017	74%	70%	**72%**	68%	67%	74%	33%	91%	*	74%	18%	70%	50%	77%	67%	-
	2016	74%	70%	**72%**	65%	69%	76%	39%	92%	84%	62%	22%	70%	45%	79%	66%	-
Reading	2017	71%	66%	**78%**	77%	72%	81%	*	94%	*	79%	26%	76%	50%	85%	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
	2016	72%	67%	**77%**	71%	76%	79%	*	92%	*	61%	28%	74%	47%	83%	71%	-
Mathematics	2017	78%	74%	**73%**	68%	70%	74%	*	93%	*	72%	19%	71%	59%	78%	69%	-
	2016	75%	70%	**76%**	70%	73%	80%	*	94%	*	67%	25%	74%	54%	82%	71%	-
Writing	2017	66%	60%	**67%**	68%	58%	67%	*	88%	-	67%	*	64%	49%	79%	58%	-
	2016	68%	64%	**67%**	61%	65%	66%	*	89%	*	67%	15%	63%	37%	76%	59%	-
Science	2017	78%	73%	**73%**	62%	70%	79%	*	91%	*	90%	16%	69%	45%	75%	70%	-
	2016	77%	74%	**71%**	63%	66%	80%	*	93%	*	56%	19%	70%	38%	78%	64%	-
Social Studies	2017	76%	75%	**62%**	53%	59%	66%	*	82%	*	60%	16%	61%	34%	60%	64%	-
	2016	76%	76%	**62%**	52%	58%	73%	*	89%	*	56%	16%	60%	33%	66%	59%	-

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

All Grades

All Subjects	2017	44%	40%	**42%**	35%	35%	42%	13%	75%	*	47%	6%	39%	18%	47%	38%	-
	2016	42%	38%	**42%**	30%	39%	50%	11%	69%	53%	32%	7%	38%	12%	47%	37%	-
Reading	2017	43%	39%	**46%**	39%	38%	48%	*	75%	*	46%	4%	42%	15%	51%	40%	-
	2016	42%	38%	**43%**	32%	42%	51%	*	64%	*	39%	6%	39%	9%	50%	37%	-
Mathematics	2017	45%	39%	**44%**	35%	35%	43%	*	83%	*	48%	8%	41%	25%	47%	41%	-
	2016	40%	35%	**47%**	32%	45%	53%	*	77%	*	33%	9%	43%	18%	50%	44%	-
Writing	2017	36%	30%	**38%**	34%	27%	37%	*	68%	-	56%	*	35%	12%	52%	26%	-
	2016	39%	36%	**39%**	31%	34%	41%	*	64%	*	44%	5%	35%	6%	48%	31%	-
Science	2017	48%	44%	**48%**	39%	43%	47%	*	77%	*	50%	9%	45%	22%	49%	46%	-
	2016	44%	41%	**43%**	29%	41%	61%	*	74%	*	22%	9%	40%	13%	47%	41%	-
Social Studies	2017	48%	48%	**30%**	19%	27%	26%	*	64%	*	30%	3%	29%	14%	29%	31%	-
	2016	45%	46%	**32%**	22%	27%	41%	*	63%	*	11%	5%	28%	13%	35%	29%	-

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

All Grades

All Subjects	2017	19%	17%	**18%**	10%	13%	20%	0%	44%	*	11%	2%	16%	5%	20%	16%	-
	2016	17%	14%	**20%**	9%	18%	25%	6%	46%	21%	6%	3%	18%	3%	23%	17%	-
Reading	2017	18%	15%	**22%**	13%	17%	28%	*	45%	*	14%	1%	18%	2%	25%	18%	-
	2016	16%	14%	**20%**	12%	17%	25%	*	42%	*	11%	2%	17%	0%	25%	16%	-
Mathematics	2017	21%	18%	**20%**	9%	14%	21%	*	56%	*	14%	3%	18%	9%	23%	17%	-
	2016	17%	15%	**23%**	10%	22%	27%	*	54%	*	11%	4%	22%	5%	28%	19%	-

		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	2017	11%	8%	**11%**	12%	7%	6%	*	25%	-	6%	*	10%	0%	18%	5%	-
	2016	14%	11%	**13%**	4%	13%	16%	*	32%	*	0%	5%	11%	0%	17%	10%	-
Science	2017	19%	16%	**18%**	8%	14%	22%	*	42%	*	0%	3%	17%	8%	16%	19%	-
	2016	15%	13%	**22%**	9%	19%	31%	*	54%	*	0%	5%	19%	0%	23%	21%	-
Social Studies	2017	26%	26%	**14%**	7%	10%	13%	*	36%	*	10%	3%	12%	6%	11%	17%	-
	2016	21%	22%	**17%**	8%	14%	24%	*	43%	*	0%	0%	16%	9%	19%	15%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	99%	99%	100%	*	99%	*	100%	100%	99%	96%	100%	98%	-
Social Studies	2017	98%	98%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	98%	99%	**99%**	98%	99%	100%	*	100%	*	100%	100%	99%	100%	99%	99%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**21%**	5%	23%	57%	*	17%	-	40%	21%	19%	8%	19%	22%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**79%**	95%	77%	43%	*	83%	-	60%	79%	81%	92%	81%	78%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**19%**	5%	23%	43%	*	17%	-	33%	19%	16%	8%	15%	21%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**81%**	95%	77%	57%	*	83%	-	67%	81%	84%	92%	85%	79%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	2%	**0%**	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing	Y	Y	N	Y		Y			Y	N	N	n/a	5	8	63
Science	Y	Y	Y	Y		Y			Y	N	N	n/a	6	8	75
Social Studies	Y	N	Y	Y		Y			Y	N	N	n/a	5	8	63
Total													**30**	**40**	**75**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	9	9	100
Mathematics	Y	Y	Y	Y		Y		Y	Y	Y	n/a	Y	9	9	100
Total													**18**	**18**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**48**	**58**	**83**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	730	231	219	128	*	130	*	19	480	17	112	n/a
Total Tests	920	296	302	155	*	139	*	23	627	63	179	130
% at Approaches Grade Level Standard	79%	78%	73%	83%	*	94%	*	83%	77%	27%	63%	n/a
Mathematics												
# at Approaches Grade Level Standard	687	203	216	117	*	129	*	19	451	13	118	n/a
Total Tests	921	296	303	155	*	139	*	23	629	63	179	130
% at Approaches Grade Level Standard	75%	69%	71%	75%	*	93%	*	83%	72%	21%	66%	n/a
Writing												
# at Approaches Grade Level Standard	323	113	90	51	*	59	-	**	217	*	62	n/a
Total Tests	469	162	152	74	*	67	-	**	334	*	105	71
% at Approaches Grade Level Standard	69%	70%	59%	69%	*	88%	-	69%	65%	*	59%	n/a
Science												
# at Approaches Grade Level Standard	335	82	109	68	*	66	*	9	206	*	42	n/a
Total Tests	451	133	151	81	*	72	*	10	294	*	74	59
% at Approaches Grade Level Standard	74%	62%	72%	84%	*	92%	*	90%	70%	*	57%	n/a
Social Studies												
# at Approaches Grade Level Standard	286	71	92	56	*	60	*	6	182	*	34	n/a
Total Tests	449	131	151	81	*	72	*	10	293	*	74	59
% at Approaches Grade Level Standard	64%	54%	61%	69%	*	83%	*	60%	62%	*	46%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	976	315	320	165	*	143	*	28	641	72	n/a	139
Total Students	977	316	320	165	*	143	*	28	642	72	n/a	139
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	978	316	320	165	*	143	*	29	645	73	n/a	138
Total Students	978	316	320	165	*	143	*	29	645	73	n/a	138
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	56.3	77.9%	72.7%	74.5%
Masters	16.0	22.1%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**70%**	70%	71%	*	*	*	-	-	*	68%	80%	69%	71%	*
	2016	72%	68%	**68%**	54%	74%	*	-	-	-	-	*	66%	75%	75%	62%	-
Mathematics	2017	76%	73%	**74%**	67%	76%	*	*	*	-	-	45%	74%	88%	67%	83%	*
	2016	74%	70%	**79%**	68%	84%	83%	-	-	-	-	*	79%	88%	79%	80%	-
Grade 4																	
Reading	2017	69%	64%	**54%**	48%	58%	*	-	*	-	-	*	53%	59%	56%	52%	-
	2016	74%	67%	**55%**	47%	58%	*	-	*	-	-	*	58%	55%	63%	47%	-
Mathematics	2017	74%	70%	**63%**	42%	74%	100%	-	*	-	-	46%	65%	70%	58%	67%	-
	2016	72%	66%	**48%**	31%	56%	*	-	*	-	-	*	50%	57%	43%	53%	-
Writing	2017	64%	59%	**50%**	40%	56%	*	-	*	-	-	*	52%	56%	51%	49%	-
	2016	68%	63%	**47%**	31%	55%	*	-	*	-	-	*	48%	61%	58%	37%	-
Grade 5																	
Reading	2017	81%	75%	**65%**	59%	68%	*	-	*	-	*	*	62%	73%	67%	63%	-
	2016	80%	74%	**53%**	52%	56%	*	-	*	-	-	*	55%	54%	56%	51%	-
Mathematics	2017	86%	80%	**67%**	59%	70%	*	-	*	-	*	*	68%	69%	60%	74%	-
	2016	85%	79%	**72%**	66%	78%	*	-	*	-	-	*	75%	86%	70%	73%	-
Science	2017	73%	66%	**35%**	31%	34%	*	-	*	-	*	*	35%	37%	27%	41%	-
	2016	73%	67%	**51%**	43%	59%	*	-	*	-	-	*	53%	51%	46%	54%	-
Grade 6																	
Reading	2017	67%	67%	**47%**	45%	47%	56%	-	*	-	-	*	48%	25%	50%	45%	-
	2016	68%	67%	**47%**	30%	55%	*	-	*	-	-	*	44%	48%	46%	49%	-
Mathematics	2017	75%	77%	**65%**	61%	71%	*	-	*	-	-	*	67%	59%	57%	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
	2016	71%	69%	**41%**	22%	49%	*	-	*	-	-	*	41%	44%	43%	39%	-
All Grades																	
All Subjects	2017	74%	70%	**59%**	51%	62%	57%	*	84%	-	*	22%	59%	62%	57%	60%	*
	2016	74%	70%	**57%**	44%	63%	54%	-	69%	-	-	9%	57%	64%	58%	55%	-
Reading	2017	71%	66%	**59%**	55%	61%	52%	*	75%	-	*	14%	57%	62%	61%	57%	*
	2016	72%	67%	**56%**	46%	61%	56%	-	*	-	-	*	56%	60%	61%	53%	-
Mathematics	2017	78%	74%	**67%**	55%	73%	62%	*	100%	-	*	35%	68%	72%	61%	73%	*
	2016	75%	70%	**61%**	46%	68%	69%	-	*	-	-	*	62%	72%	58%	63%	-
Writing	2017	66%	60%	**50%**	40%	56%	*	-	*	-	-	*	52%	56%	51%	49%	-
	2016	68%	64%	**47%**	31%	55%	*	-	*	-	-	*	48%	61%	58%	37%	-
Science	2017	78%	73%	**35%**	31%	34%	*	-	*	-	*	*	35%	37%	27%	41%	-
	2016	77%	74%	**51%**	43%	59%	*	-	*	-	-	*	53%	51%	46%	54%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**25%**	20%	28%	24%	*	47%	-	*	10%	25%	26%	26%	24%	*
	2016	42%	38%	**22%**	15%	26%	20%	-	23%	-	-	2%	23%	27%	24%	21%	-
Reading	2017	43%	39%	**26%**	23%	28%	19%	*	38%	-	*	5%	25%	25%	27%	25%	*
	2016	42%	38%	**25%**	17%	29%	19%	-	*	-	-	*	25%	29%	27%	23%	-
Mathematics	2017	45%	39%	**30%**	22%	34%	29%	*	75%	-	*	14%	31%	34%	30%	30%	*
	2016	40%	35%	**22%**	14%	26%	25%	-	*	-	-	*	22%	27%	23%	21%	-
Writing	2017	36%	30%	**20%**	13%	25%	*	-	*	-	-	*	22%	24%	21%	19%	-
	2016	39%	36%	**22%**	17%	24%	*	-	*	-	-	*	23%	30%	27%	17%	-
Science	2017	48%	44%	**7%**	6%	6%	*	-	*	-	*	*	7%	6%	8%	5%	-
	2016	44%	41%	**15%**	11%	18%	*	-	*	-	-	*	17%	11%	10%	19%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**10%**	8%	11%	10%	*	21%	-	*	0%	9%	11%	11%	9%	*
	2016	17%	14%	**8%**	5%	10%	5%	-	0%	-	-	0%	8%	11%	8%	8%	-
Reading	2017	18%	15%	**12%**	14%	11%	10%	*	25%	-	*	0%	10%	11%	13%	10%	*
	2016	16%	14%	**10%**	7%	12%	13%	-	*	-	-	*	11%	14%	12%	9%	-
Mathematics	2017	21%	18%	**12%**	7%	14%	14%	*	25%	-	*	0%	11%	15%	12%	12%	*
	2016	17%	15%	**8%**	5%	10%	0%	-	*	-	-	*	8%	12%	7%	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
Writing	2017	11%	8%	**6%**	2%	8%	*	-	*	-	-	*	6%	7%	5%	6%	-
	2016	14%	11%	**4%**	0%	6%	*	-	*	-	-	*	3%	5%	4%	4%	-
Science	2017	19%	16%	**0%**	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-
	2016	15%	13%	**2%**	0%	4%	*	-	*	-	-	*	2%	0%	0%	4%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	*
	2016	99%	99%	**99%**	99%	100%	98%	-	100%	-	-	98%	99%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	*
	2016	99%	99%	**99%**	99%	100%	100%	-	100%	-	-	96%	99%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	*
	2016	100%	99%	**99%**	99%	100%	100%	-	100%	-	-	100%	99%	100%	99%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
	2016	99%	100%	**99%**	100%	100%	*	-	*	-	-	100%	100%	100%	98%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	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	2017	98%	97%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**22%**	22%	21%	*	-	*	-	-	22%	23%	17%	15%	25%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**65%**	67%	64%	*	-	*	-	-	65%	60%	83%	77%	58%	-
% STAAR Alternate 2	2017	12%	9%	**14%**	11%	14%	*	-	*	-	-	14%	17%	0%	8%	17%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**16%**	11%	21%	*	-	*	-	-	16%	17%	17%	15%	17%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**70%**	78%	64%	*	-	*	-	-	70%	67%	83%	77%	67%	-
% STAAR Alternate 2	2017	13%	10%	**14%**	11%	14%	*	-	*	-	-	14%	17%	0%	8%	17%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	Y						N	N	Y	n/a	2	6	33
Mathematics	Y	N	Y						Y	N	Y	n/a	4	6	67
Writing	N	N	N						N		Y	n/a	1	5	20
Science	N	N	N						N		N	n/a	0	5	0
Social Studies												n/a	0	0	
Total													**7**	**22**	**32**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**34**	**56**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	229	67	145	10	*	6	-	*	203	5	119	n/a
Total Tests	388	129	231	18	*	8	-	*	353	31	180	162
% at Approaches Grade Level Standard	59%	52%	63%	56%	*	75%	-	*	58%	16%	66%	n/a
Mathematics												
# at Approaches Grade Level Standard	269	71	176	12	*	8	-	*	243	11	138	n/a
Total Tests	388	129	231	18	*	8	-	*	353	31	180	162
% at Approaches Grade Level Standard	69%	55%	76%	67%	*	100%	-	*	69%	35%	77%	n/a
Writing												
# at Approaches Grade Level Standard	56	16	37	*	-	*	-	-	52	*	33	n/a
Total Tests	107	38	63	*	-	*	-	-	98	*	54	48
% at Approaches Grade Level Standard	52%	42%	59%	*	-	*	-	-	53%	*	61%	n/a
Science												
# at Approaches Grade Level Standard	36	9	24	*	-	*	-	*	32	*	20	n/a
Total Tests	103	31	67	*	-	*	-	*	92	*	51	47
% at Approaches Grade Level Standard	35%	29%	36%	*	-	*	-	*	35%	*	39%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	432	148	253	21	*	8	-	*	359	37	n/a	177
Total Students	432	148	253	21	*	8	-	*	359	37	n/a	177
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	430	148	251	21	*	8	-	*	357	37	n/a	175
Total Students	430	148	251	21	*	8	-	*	357	37	n/a	175
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	44.4	81.6%	72.7%	74.5%
Masters	10.0	18.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

High Poverty

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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	1	0
Non-renewable	0	0
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects

the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 Federal Report Card for Texas Public Schools

Campus Name: PEACH EL
Campus ID: 220901164
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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**47%**	41%	50%	75%	*	*	-	*	*	44%	43%	61%	35%	-
Mathematics	2017	76%	73%	**56%**	49%	59%	64%	*	*	-	*	*	56%	65%	54%	57%	-
Grade 4																	
Reading	2017	69%	64%	**53%**	48%	56%	63%	-	*	-	*	*	50%	51%	51%	56%	-
Mathematics	2017	74%	70%	**47%**	33%	58%	63%	-	*	-	*	*	45%	57%	44%	49%	-
Writing	2017	64%	59%	**41%**	37%	44%	*	-	*	-	*	*	39%	43%	40%	43%	-
Grade 5																	
Reading	2017	81%	75%	**64%**	58%	61%	89%	-	-	-	*	*	59%	62%	60%	69%	-
Mathematics	2017	86%	80%	**56%**	38%	64%	94%	-	-	-	*	*	53%	57%	54%	59%	-
Science	2017	73%	66%	**47%**	29%	50%	83%	-	-	-	*	*	44%	38%	40%	53%	-
Grade 6																	
Reading	2017	67%	67%	**61%**	54%	63%	86%	-	-	-	*	*	58%	38%	73%	50%	-
Mathematics	2017	75%	77%	**56%**	54%	63%	*	-	-	-	*	*	54%	44%	60%	52%	-
All Grades																	
All Subjects	2017	74%	70%	**52%**	44%	56%	75%	*	86%	-	66%	19%	50%	51%	53%	52%	-
Reading	2017	71%	66%	**56%**	50%	57%	80%	*	*	-	67%	*	52%	49%	60%	52%	-
Mathematics	2017	78%	74%	**53%**	43%	61%	75%	*	100%	-	58%	22%	52%	58%	52%	55%	-
Writing	2017	66%	60%	**41%**	37%	44%	*	-	*	-	*	*	39%	43%	40%	43%	-

		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	2017	78%	73%	**47%**	29%	50%	83%	-	-	-	*	*	44%	38%	40%	53%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**22%**	16%	20%	46%	*	64%	-	34%	12%	19%	17%	21%	22%	-
Reading	2017	43%	39%	**26%**	22%	23%	56%	*	*	-	33%	*	23%	17%	27%	26%	-
Mathematics	2017	45%	39%	**19%**	15%	18%	36%	*	67%	-	33%	13%	19%	18%	19%	20%	-
Writing	2017	36%	30%	**13%**	6%	16%	*	-	*	-	*	*	11%	19%	11%	14%	-
Science	2017	48%	44%	**22%**	4%	22%	67%	-	-	-	*	*	14%	10%	19%	24%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**10%**	7%	8%	25%	*	43%	-	3%	3%	8%	8%	9%	10%	-
Reading	2017	18%	15%	**12%**	10%	10%	29%	*	*	-	8%	*	11%	10%	12%	11%	-
Mathematics	2017	21%	18%	**10%**	6%	10%	25%	*	50%	-	0%	4%	8%	10%	8%	12%	-
Writing	2017	11%	8%	**3%**	2%	2%	*	-	*	-	*	*	2%	3%	3%	2%	-
Science	2017	19%	16%	**7%**	2%	3%	28%	-	-	-	*	*	3%	0%	6%	8%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	99%	99%	100%	*	100%	-	97%	98%	99%	100%	100%	98%	-
Reading	2017	99%	99%	**99%**	99%	99%	100%	*	100%	-	100%	96%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**99%**	99%	99%	100%	*	100%	-	100%	100%	100%	99%	100%	99%	-
Writing	2017	100%	100%	**99%**	98%	100%	100%	-	*	-	*	100%	99%	100%	100%	98%	-
Science	2017	99%	99%	**98%**	100%	97%	100%	-	-	-	*	100%	99%	100%	100%	96%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**96%**	100%	89%	*	-	-	-	*	96%	95%	*	100%	94%	-

% STAAR/EOC With No Accommodations	2017	13%	20%	**13%**	0%	11%	*	-	-	-	*	13%	0%	*	17%	11%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**83%**	100%	78%	*	-	-	-	*	83%	95%	*	83%	83%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	**4%**	0%	11%	*	-	-	-	*	4%	5%	*	0%	6%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**9%**	10%	0%	*	-	-	-	*	9%	5%	*	0%	12%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**91%**	90%	100%	*	-	-	-	*	91%	95%	*	100%	88%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N	Y					N		N	n/a	1	6	17
Mathematics	N	N	Y	Y					N		Y	n/a	3	6	50
Writing	N	N	N						N		N	n/a	0	5	0
Science	N	N	N						N			n/a	0	4	0
Social Studies												n/a	0	0	
Total													**4**	**21**	**19**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	6	6	100
Mathematics	Y	Y	Y	Y					Y		n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		0	0	
Reason Code ***															

	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
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**	**33**	**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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	197	88	72	28	*	*	-	6	156	*	53	n/a
Total Tests	357	178	128	37	*	*	-	9	301	*	101	93
% at Approaches Grade Level Standard	55%	49%	56%	76%	*	*	-	67%	52%	*	52%	n/a
Mathematics												
# at Approaches Grade Level Standard	196	79	80	28	*	*	-	5	157	*	64	n/a
Total Tests	357	178	129	36	*	*	-	9	301	*	101	93
% at Approaches Grade Level Standard	55%	44%	62%	78%	*	*	-	56%	52%	*	63%	n/a
Writing												
# at Approaches Grade Level Standard	45	22	18	*	-	*	-	*	34	*	16	n/a
Total Tests	103	55	38	*	-	*	-	*	86	*	34	33
% at Approaches Grade Level Standard	44%	40%	47%	*	-	*	-	*	40%	*	47%	n/a
Science												
# at Approaches Grade Level Standard	39	**	16	12	-	-	-	*	31	*	10	n/a
Total Tests	84	**	30	15	-	-	-	*	68	*	21	19
% at Approaches Grade Level Standard	46%	26%	53%	80%	-	-	-	*	46%	*	48%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	420	208	147	45	*	**	-	12	317	23	n/a	112

	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 Students	423	210	148	45	*	**	-	12	318	24	n/a	112
Participation Rate	99%	99%	99%	100%	*	100%	-	100%	100%	96%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	419	208	147	44	*	**	-	12	316	23	n/a	111
Total Students	422	210	148	44	*	**	-	12	317	23	n/a	112
Participation Rate	99%	99%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	41.3	85.5%	72.7%	74.5%
Masters	7.0	14.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**79%**	83%	75%	71%	*	*	-	*	*	74%	64%	83%	75%	-
	2016	72%	68%	**74%**	77%	64%	71%	-	78%	-	*	*	82%	74%	60%	83%	-
Mathematics	2017	76%	73%	**85%**	78%	83%	86%	*	*	-	100%	*	84%	91%	83%	86%	-
	2016	74%	70%	**80%**	82%	86%	64%	-	89%	-	*	*	85%	68%	72%	86%	-
Grade 4																	
Reading	2017	69%	64%	**82%**	83%	86%	67%	-	88%	-	*	*	85%	72%	78%	85%	-
	2016	74%	67%	**83%**	91%	84%	82%	-	75%	-	*	*	71%	56%	80%	86%	-
Mathematics	2017	74%	70%	**88%**	87%	86%	80%	-	100%	-	*	*	91%	83%	79%	94%	-
	2016	72%	66%	**69%**	61%	68%	76%	-	88%	-	*	*	63%	56%	60%	76%	-
Writing	2017	64%	59%	**88%**	91%	93%	70%	-	88%	-	*	*	89%	78%	83%	91%	-
	2016	68%	63%	**70%**	87%	63%	61%	-	63%	-	*	*	66%	*	73%	67%	-
Grade 5																	
Reading	2017	81%	75%	**99%**	100%	95%	100%	-	100%	-	100%	100%	98%	100%	100%	98%	-
	2016	80%	74%	**87%**	86%	84%	93%	-	86%	-	*	42%	84%	60%	97%	79%	-
Mathematics	2017	86%	80%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	85%	79%	**96%**	93%	95%	100%	-	100%	-	*	75%	97%	100%	100%	92%	-
Science	2017	73%	66%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	73%	67%	**94%**	90%	95%	100%	-	100%	-	*	67%	95%	100%	100%	89%	-
Grade 6																	
Reading	2017	67%	67%	**79%**	79%	78%	73%	-	88%	-	*	*	76%	45%	88%	73%	-
	2016	68%	67%	**79%**	82%	75%	100%	-	62%	-	*	*	71%	38%	85%	69%	-
Mathematics	2017	75%	77%	**89%**	89%	87%	82%	-	100%	-	*	67%	87%	73%	84%	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
	2016	71%	69%	**90%**	91%	94%	100%	-	77%	-	*	*	84%	69%	93%	86%	-
All Grades																	
All Subjects	2017	74%	70%	**89%**	89%	89%	85%	*	94%	-	97%	65%	89%	81%	89%	90%	-
	2016	74%	70%	**82%**	85%	81%	82%	-	80%	-	78%	48%	80%	66%	83%	81%	-
Reading	2017	71%	66%	**85%**	86%	84%	80%	*	89%	-	93%	52%	84%	72%	88%	83%	-
	2016	72%	67%	**81%**	84%	78%	84%	-	73%	-	80%	41%	77%	59%	82%	80%	-
Mathematics	2017	78%	74%	**91%**	89%	90%	88%	*	100%	-	100%	72%	91%	87%	87%	94%	-
	2016	75%	70%	**84%**	83%	85%	82%	-	86%	-	80%	53%	82%	73%	83%	85%	-
Writing	2017	66%	60%	**88%**	91%	93%	70%	-	88%	-	*	*	89%	78%	83%	91%	-
	2016	68%	64%	**70%**	87%	63%	61%	-	63%	-	*	*	66%	*	73%	67%	-
Science	2017	78%	73%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	77%	74%	**94%**	90%	95%	100%	-	100%	-	*	67%	95%	100%	100%	89%	-

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

All Grades																	
All Subjects	2017	44%	40%	**63%**	59%	59%	59%	*	82%	-	80%	35%	60%	51%	61%	65%	-
	2016	42%	38%	**54%**	49%	52%	57%	-	67%	-	52%	24%	45%	32%	60%	49%	-
Reading	2017	43%	39%	**59%**	57%	56%	48%	*	79%	-	79%	24%	56%	42%	58%	60%	-
	2016	42%	38%	**49%**	45%	47%	51%	-	62%	-	50%	19%	37%	22%	54%	45%	-
Mathematics	2017	45%	39%	**62%**	56%	57%	66%	*	82%	-	79%	38%	57%	53%	58%	66%	-
	2016	40%	35%	**55%**	47%	50%	65%	-	73%	-	60%	28%	49%	41%	60%	50%	-
Writing	2017	36%	30%	**51%**	52%	50%	20%	-	75%	-	*	*	51%	44%	54%	48%	-
	2016	39%	36%	**42%**	43%	47%	33%	-	50%	-	*	*	39%	*	53%	35%	-
Science	2017	48%	44%	**88%**	83%	84%	100%	-	100%	-	80%	71%	88%	92%	86%	90%	-
	2016	44%	41%	**77%**	72%	79%	86%	-	86%	-	*	33%	68%	50%	85%	71%	-

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

All Grades																	
All Subjects	2017	19%	17%	**33%**	28%	30%	27%	*	57%	-	51%	18%	29%	18%	31%	34%	-
	2016	17%	14%	**25%**	18%	26%	24%	-	40%	-	37%	10%	19%	9%	29%	22%	-
Reading	2017	18%	15%	**33%**	29%	31%	25%	*	50%	-	50%	14%	28%	17%	32%	33%	-
	2016	16%	14%	**25%**	17%	29%	22%	-	41%	-	50%	9%	19%	10%	28%	23%	-
Mathematics	2017	21%	18%	**30%**	28%	26%	22%	*	54%	-	50%	17%	28%	17%	27%	33%	-
	2016	17%	15%	**27%**	22%	25%	29%	-	41%	-	30%	9%	20%	10%	32%	23%	-

		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	2017	11%	8%	**26%**	22%	21%	0%	-	75%	-	*	*	20%	11%	33%	21%	-
	2016	14%	11%	**12%**	9%	16%	6%	-	25%	-	*	*	8%	*	13%	12%	-
Science	2017	19%	16%	**49%**	33%	42%	69%	-	75%	-	60%	43%	45%	38%	41%	55%	-
	2016	15%	13%	**28%**	17%	26%	36%	-	57%	-	*	17%	24%	10%	33%	24%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	99%	-	100%	-	100%	98%	100%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	98%	*	100%	-	100%	100%	99%	100%	99%	100%	-
	2016	99%	99%	**100%**	100%	100%	98%	-	100%	-	100%	97%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	98%	-	100%	-	100%	97%	100%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	*	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**24%**	31%	*	14%	-	20%	-	-	24%	30%	13%	22%	25%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**76%**	69%	*	86%	-	80%	-	-	76%	70%	88%	78%	75%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	*	0%	-	0%	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	*	0%	-	0%	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	*	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**24%**	31%	*	14%	-	20%	-	-	24%	30%	13%	22%	25%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**76%**	69%	*	86%	-	80%	-	-	76%	70%	88%	78%	75%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	*	0%	-	0%	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	Y	Y	n/a	8	8	100
Writing	Y								Y			n/a	2	2	100
Science	Y								Y			n/a	2	2	100
Social Studies												n/a	0	0	
Total													**19**	**20**	**95**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	Y	N	N	N	n/a	n/a	n/a	n/a	Y	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**36**	**97**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	205	82	57	30	*	23	-	**	122	15	49	n/a
Total Tests	240	95	67	38	*	26	-	**	146	29	64	51
% at Approaches Grade Level Standard	85%	86%	85%	79%	*	88%	-	92%	84%	52%	77%	n/a
Mathematics												
# at Approaches Grade Level Standard	219	85	60	34	*	26	-	**	134	21	57	n/a
Total Tests	241	95	67	39	*	26	-	**	147	29	64	51
% at Approaches Grade Level Standard	91%	89%	90%	87%	*	100%	-	100%	91%	72%	89%	n/a
Writing												
# at Approaches Grade Level Standard	47	21	13	**	-	6	-	*	29	*	15	n/a
Total Tests	54	23	14	**	-	7	-	*	33	*	19	17
% at Approaches Grade Level Standard	87%	91%	93%	63%	-	86%	-	*	88%	*	79%	n/a
Science												
# at Approaches Grade Level Standard	67	23	19	13	-	**	-	*	40	7	21	n/a
Total Tests	67	23	19	13	-	**	-	*	40	7	21	13
% at Approaches Grade Level Standard	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	250	98	68	40	*	28	-	**	154	29	n/a	54
Total Students	251	98	68	41	*	28	-	**	155	29	n/a	54
Participation Rate	100%	100%	100%	98%	*	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	250	98	68	41	*	28	-	**	154	29	n/a	53
Total Students	250	98	68	41	*	28	-	**	154	29	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	20.2	69.1%	72.7%	74.5%
Masters	8.0	27.4%	26.5%	23.6%
Doctorate	1.0	3.4%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**71%**	72%	67%	80%	-	-	-	*	*	70%	61%	74%	69%	-
	2016	72%	68%	**82%**	77%	75%	95%	*	-	-	*	*	76%	65%	92%	73%	-
Mathematics	2017	76%	73%	**81%**	74%	80%	90%	-	-	-	*	*	80%	79%	87%	74%	-
	2016	74%	70%	**91%**	85%	90%	95%	*	-	-	*	*	91%	92%	87%	95%	-
Grade 4																	
Reading	2017	69%	64%	**81%**	88%	70%	100%	*	-	-	*	*	75%	62%	84%	79%	-
	2016	74%	67%	**70%**	57%	64%	82%	-	*	*	*	*	65%	40%	75%	65%	-
Mathematics	2017	74%	70%	**89%**	81%	87%	100%	*	-	-	*	*	88%	84%	88%	90%	-
	2016	72%	66%	**73%**	64%	71%	79%	-	*	*	*	*	68%	67%	74%	71%	-
Writing	2017	64%	59%	**70%**	75%	63%	86%	*	-	-	*	*	64%	42%	79%	60%	-
	2016	68%	63%	**62%**	43%	58%	75%	-	*	*	*	*	58%	40%	67%	59%	-
Grade 5																	
Reading	2017	81%	75%	**86%**	90%	78%	100%	-	*	*	*	*	81%	69%	84%	88%	-
	2016	80%	74%	**74%**	64%	67%	93%	*	*	-	*	*	69%	57%	75%	74%	-
Mathematics	2017	86%	80%	**93%**	100%	92%	90%	-	*	*	*	89%	90%	92%	97%	90%	-
	2016	85%	79%	**84%**	77%	82%	89%	*	*	-	*	*	80%	75%	88%	81%	-
Science	2017	73%	66%	**70%**	*	73%	85%	-	*	*	*	*	65%	62%	58%	80%	-
	2016	73%	67%	**66%**	45%	62%	89%	*	*	-	*	*	60%	43%	65%	66%	-
Grade 6																	
Reading	2017	67%	67%	**59%**	38%	59%	81%	*	*	-	*	*	55%	52%	73%	49%	-
	2016	68%	67%	**70%**	62%	59%	81%	*	-	-	100%	*	60%	39%	68%	71%	-
Mathematics	2017	75%	77%	**63%**	54%	57%	90%	*	*	-	*	*	63%	38%	65%	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
	2016	71%	69%	**59%**	57%	49%	69%	*	-	-	*	*	49%	28%	57%	61%	-
All Grades																	
All Subjects	2017	74%	70%	**76%**	68%	72%	91%	63%	*	*	89%	41%	72%	62%	79%	73%	-
	2016	74%	70%	**73%**	63%	68%	84%	78%	89%	*	83%	25%	68%	57%	75%	71%	-
Reading	2017	71%	66%	**74%**	66%	68%	92%	*	*	*	88%	33%	69%	59%	78%	70%	-
	2016	72%	67%	**74%**	65%	66%	87%	*	*	*	90%	21%	68%	53%	77%	71%	-
Mathematics	2017	78%	74%	**81%**	72%	78%	93%	*	*	*	100%	48%	79%	70%	84%	78%	-
	2016	75%	70%	**77%**	71%	73%	83%	*	*	*	80%	30%	73%	69%	76%	77%	-
Writing	2017	66%	60%	**70%**	75%	63%	86%	*	-	-	*	*	64%	42%	79%	60%	-
	2016	68%	64%	**62%**	43%	58%	75%	-	*	*	*	*	58%	40%	67%	59%	-
Science	2017	78%	73%	**70%**	*	73%	85%	-	*	*	*	*	65%	62%	58%	80%	-
	2016	77%	74%	**66%**	45%	62%	89%	*	*	-	*	*	60%	43%	65%	66%	-

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

All Grades																	
All Subjects	2017	44%	40%	**42%**	28%	38%	63%	13%	*	*	68%	15%	36%	22%	44%	40%	-
	2016	42%	38%	**37%**	24%	29%	52%	11%	67%	*	75%	11%	30%	17%	35%	39%	-
Reading	2017	43%	39%	**43%**	26%	38%	70%	*	*	*	75%	9%	35%	18%	48%	39%	-
	2016	42%	38%	**38%**	31%	26%	55%	*	*	*	70%	9%	30%	10%	35%	39%	-
Mathematics	2017	45%	39%	**44%**	28%	44%	59%	*	*	*	63%	21%	41%	34%	44%	45%	-
	2016	40%	35%	**39%**	25%	33%	51%	*	*	*	80%	15%	32%	25%	35%	42%	-
Writing	2017	36%	30%	**29%**	38%	15%	52%	*	-	-	*	*	22%	0%	37%	21%	-
	2016	39%	36%	**37%**	7%	36%	46%	-	*	*	*	*	29%	13%	33%	39%	-
Science	2017	48%	44%	**42%**	*	38%	60%	-	*	*	*	*	31%	8%	35%	48%	-
	2016	44%	41%	**30%**	14%	21%	52%	*	*	-	*	*	23%	11%	38%	25%	-

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

All Grades																	
All Subjects	2017	19%	17%	**21%**	13%	14%	39%	13%	*	*	58%	5%	14%	5%	22%	20%	-
	2016	17%	14%	**16%**	6%	8%	29%	11%	44%	*	46%	7%	9%	3%	16%	15%	-
Reading	2017	18%	15%	**25%**	19%	15%	51%	*	*	*	63%	6%	16%	4%	30%	21%	-
	2016	16%	14%	**19%**	10%	10%	34%	*	*	*	60%	9%	11%	6%	22%	17%	-
Mathematics	2017	21%	18%	**19%**	9%	16%	32%	*	*	*	50%	3%	15%	9%	18%	20%	-
	2016	17%	15%	**15%**	5%	7%	29%	*	*	*	50%	9%	9%	2%	12%	18%	-

		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	2017	11%	8%	**8%**	6%	7%	10%	*	-	-	*	*	3%	0%	12%	5%	-
	2016	14%	11%	**15%**	0%	11%	21%	-	*	*	*	*	10%	0%	17%	13%	-
Science	2017	19%	16%	**23%**	*	11%	50%	-	*	*	*	*	15%	0%	16%	28%	-
	2016	15%	13%	**5%**	0%	3%	15%	*	*	-	*	*	3%	0%	8%	4%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	99%	100%	99%	100%	100%	*	100%	100%	99%	100%	100%	99%	-
	2016	99%	99%	**100%**	99%	99%	100%	100%	100%	*	100%	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**99%**	99%	100%	99%	*	*	*	100%	100%	99%	100%	99%	99%	-
	2016	99%	99%	**100%**	98%	100%	100%	*	*	*	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**99%**	100%	99%	99%	*	*	*	100%	100%	99%	99%	100%	99%	-
	2016	100%	99%	**99%**	100%	99%	100%	*	*	*	100%	100%	99%	100%	99%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	*	-	-	*	*	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**21%**	*	10%	67%	-	*	-	*	21%	17%	0%	11%	25%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**79%**	*	90%	33%	-	*	-	*	79%	83%	100%	89%	75%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**21%**	*	10%	67%	-	*	-	*	21%	17%	0%	11%	25%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**79%**	*	90%	33%	-	*	-	*	79%	83%	100%	89%	75%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y		Y						Y		N	n/a	3	4	75
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**18**	**21**	**86**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**35**	**91**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	231	40	115	65	*	*	*	6	159	11	76	n/a
Total Tests	311	60	167	71	*	*	*	7	228	33	114	97
% at Approaches Grade Level Standard	74%	67%	69%	92%	*	*	*	86%	70%	33%	67%	n/a
Mathematics												
# at Approaches Grade Level Standard	253	45	131	66	*	*	*	7	180	16	86	n/a
Total Tests	311	61	166	71	*	*	*	7	228	33	113	96
% at Approaches Grade Level Standard	81%	74%	79%	93%	*	*	*	100%	79%	48%	76%	n/a
Writing												
# at Approaches Grade Level Standard	59	12	28	18	*	-	-	*	37	*	18	n/a
Total Tests	82	14	44	21	*	-	-	*	57	*	32	25
% at Approaches Grade Level Standard	72%	86%	64%	86%	*	-	-	*	65%	*	56%	n/a
Science												
# at Approaches Grade Level Standard	48	*	25	17	-	*	*	*	31	*	13	n/a
Total Tests	68	*	35	20	-	*	*	*	48	*	18	12
% at Approaches Grade Level Standard	71%	*	71%	85%	-	*	*	*	65%	*	72%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	326	68	173	71	*	*	*	8	232	33	n/a	101
Total Students	328	69	173	72	*	*	*	8	234	33	n/a	101
Participation Rate	99%	99%	100%	99%	*	*	*	100%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	326	69	172	71	*	*	*	8	232	33	n/a	100
Total Students	328	69	173	72	*	*	*	8	234	33	n/a	101
Participation Rate	99%	100%	99%	99%	*	*	*	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.9	82.5%	72.7%	74.5%
Masters	6.6	17.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**58%**	55%	58%	*	*	*	-	-	*	60%	55%	67%	46%	-
	2016	72%	68%	**67%**	80%	66%	*	*	*	*	*	*	67%	70%	68%	67%	-
Mathematics	2017	76%	73%	**70%**	64%	70%	*	*	*	-	-	*	71%	71%	75%	64%	-
	2016	74%	70%	**71%**	70%	72%	*	*	*	*	*	*	70%	74%	73%	69%	-
Grade 4																	
Reading	2017	69%	64%	**57%**	78%	54%	*	*	-	-	*	*	58%	46%	63%	53%	-
	2016	74%	67%	**61%**	42%	63%	*	-	*	*	*	*	59%	49%	68%	54%	-
Mathematics	2017	74%	70%	**63%**	67%	63%	*	*	-	-	*	*	65%	56%	56%	67%	-
	2016	72%	66%	**76%**	67%	79%	*	-	*	*	*	*	77%	69%	81%	72%	-
Writing	2017	64%	59%	**51%**	56%	49%	*	*	-	-	*	*	51%	40%	59%	45%	-
	2016	68%	63%	**57%**	42%	58%	100%	-	*	*	*	*	56%	40%	62%	51%	-
Grade 5																	
Reading	2017	81%	75%	**68%**	38%	72%	*	-	*	-	*	*	69%	63%	70%	65%	-
	2016	80%	74%	**67%**	*	73%	*	*	*	*	*	*	67%	52%	70%	63%	-
Mathematics	2017	86%	80%	**73%**	62%	72%	*	-	*	-	*	*	76%	66%	70%	76%	-
	2016	85%	79%	**68%**	*	73%	100%	*	*	*	*	*	69%	55%	64%	72%	-
Science	2017	73%	66%	**61%**	*	63%	*	-	*	-	*	*	63%	57%	58%	63%	-
	2016	73%	67%	**56%**	*	61%	*	*	*	*	*	*	56%	34%	46%	67%	-
Grade 6																	
Reading	2017	67%	67%	**47%**	*	49%	*	-	*	-	*	*	48%	18%	46%	48%	-
	2016	68%	67%	**57%**	*	55%	56%	*	*	-	*	*	57%	39%	67%	52%	*
Mathematics	2017	75%	77%	**49%**	*	47%	*	-	*	-	*	*	51%	26%	40%	60%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**40%**	*	37%	*	*	*	-	*	*	40%	24%	36%	42%	*
All Grades																	
All Subjects	2017	74%	70%	**60%**	51%	60%	83%	*	90%	-	60%	22%	62%	51%	61%	59%	-
	2016	74%	70%	**62%**	51%	63%	71%	50%	69%	*	60%	17%	61%	52%	64%	60%	*
Reading	2017	71%	66%	**58%**	49%	59%	67%	*	*	-	*	*	59%	47%	62%	54%	-
	2016	72%	67%	**63%**	54%	64%	65%	*	*	*	*	*	62%	54%	68%	58%	*
Mathematics	2017	78%	74%	**64%**	58%	63%	100%	*	*	-	*	28%	66%	57%	61%	67%	-
	2016	75%	70%	**64%**	57%	64%	70%	*	*	*	*	*	63%	57%	65%	62%	*
Writing	2017	66%	60%	**51%**	56%	49%	*	*	-	-	*	*	51%	40%	59%	45%	-
	2016	68%	64%	**57%**	42%	58%	100%	-	*	*	*	*	56%	40%	62%	51%	-
Science	2017	78%	73%	**61%**	*	63%	*	-	*	-	*	*	63%	57%	58%	63%	-
	2016	77%	74%	**56%**	*	61%	*	*	*	*	*	*	56%	34%	46%	67%	-

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

All Grades																	
All Subjects	2017	44%	40%	**25%**	21%	25%	35%	*	40%	-	40%	12%	27%	16%	25%	25%	-
	2016	42%	38%	**24%**	20%	24%	25%	20%	23%	*	20%	3%	23%	17%	23%	24%	*
Reading	2017	43%	39%	**23%**	16%	23%	33%	*	*	-	*	*	24%	15%	23%	22%	-
	2016	42%	38%	**24%**	22%	24%	22%	*	*	*	*	*	23%	17%	23%	25%	*
Mathematics	2017	45%	39%	**30%**	21%	31%	33%	*	*	-	*	16%	31%	20%	27%	33%	-
	2016	40%	35%	**27%**	30%	26%	30%	*	*	*	*	*	26%	20%	25%	28%	*
Writing	2017	36%	30%	**19%**	56%	12%	*	*	-	-	*	*	19%	9%	25%	15%	-
	2016	39%	36%	**20%**	8%	24%	0%	-	*	*	*	*	20%	13%	28%	11%	-
Science	2017	48%	44%	**25%**	*	26%	*	-	*	-	*	*	26%	15%	26%	22%	-
	2016	44%	41%	**16%**	*	18%	*	*	*	*	*	*	16%	5%	12%	22%	-

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

All Grades																	
All Subjects	2017	19%	17%	**11%**	9%	11%	9%	*	10%	-	20%	2%	11%	7%	11%	10%	-
	2016	17%	14%	**9%**	8%	9%	16%	0%	15%	*	10%	2%	9%	5%	10%	9%	*
Reading	2017	18%	15%	**11%**	12%	11%	11%	*	*	-	*	*	12%	7%	14%	9%	-
	2016	16%	14%	**10%**	14%	9%	17%	*	*	*	*	*	10%	5%	11%	9%	*
Mathematics	2017	21%	18%	**13%**	7%	14%	11%	*	*	-	*	4%	13%	9%	12%	14%	-
	2016	17%	15%	**11%**	8%	11%	22%	*	*	*	*	*	11%	5%	10%	11%	*

		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	2017	11%	8%	**1%**	11%	0%	*	*	-	-	*	*	1%	2%	3%	0%	-
	2016	14%	11%	**4%**	0%	5%	0%	-	*	*	*	*	3%	0%	8%	0%	-
Science	2017	19%	16%	**6%**	*	6%	*	-	*	-	*	*	6%	4%	4%	8%	-
	2016	15%	13%	**4%**	*	5%	*	*	*	*	*	*	3%	2%	4%	4%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	97%	100%	100%	100%	100%	97%	99%	100%	100%	99%	*
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	96%	*	100%	*	*	96%	99%	100%	100%	99%	*
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	100%	99%	**99%**	100%	100%	96%	*	100%	*	*	96%	99%	100%	100%	99%	*
Writing	2017	100%	100%	**100%**	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	99%	100%	*	*	*	*	100%	99%	98%	98%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**16%**	20%	17%	*	*	-	-	-	16%	17%	8%	13%	18%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**80%**	60%	83%	*	*	-	-	-	80%	78%	92%	88%	76%	-
% STAAR Alternate 2	2017	12%	9%	**4%**	20%	0%	*	*	-	-	-	4%	4%	0%	0%	6%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**8%**	0%	11%	*	*	-	-	-	8%	9%	0%	0%	12%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**88%**	80%	89%	*	*	-	-	-	88%	87%	100%	100%	82%	-
% STAAR Alternate 2	2017	13%	10%	**4%**	20%	0%	*	*	-	-	-	4%	4%	0%	0%	6%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y						Y		N	n/a	3	5	60
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	N		N						N		N	n/a	0	4	0
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**12**	**18**	**67**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**30**	**80**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	200	20	169	6	*	*	-	*	194	*	124	n/a
Total Tests	336	37	281	9	*	*	-	*	323	*	217	175
% at Approaches Grade Level Standard	60%	54%	60%	67%	*	*	-	*	60%	*	57%	n/a
Mathematics												
# at Approaches Grade Level Standard	225	23	185	9	*	*	-	*	217	6	142	n/a
Total Tests	336	37	281	9	*	*	-	*	323	22	218	176
% at Approaches Grade Level Standard	67%	62%	66%	100%	*	*	-	*	67%	27%	65%	n/a
Writing												
# at Approaches Grade Level Standard	38	5	31	*	*	-	-	*	38	*	28	n/a
Total Tests	75	8	64	*	*	-	-	*	75	*	60	50
% at Approaches Grade Level Standard	51%	63%	48%	*	*	-	-	*	51%	*	47%	n/a
Science												
# at Approaches Grade Level Standard	61	*	51	*	-	*	-	*	58	*	44	n/a
Total Tests	97	*	77	*	-	*	-	*	90	*	66	42
% at Approaches Grade Level Standard	63%	*	66%	*	-	*	-	*	64%	*	67%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	367	42	306	9	*	*	-	*	341	25	n/a	194
Total Students	367	42	306	9	*	*	-	*	341	25	n/a	194
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	366	42	305	9	*	*	-	*	341	25	n/a	194
Total Students	366	42	305	9	*	*	-	*	341	25	n/a	194
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.4	79.7%	72.7%	74.5%
Masters	8.0	18.0%	26.5%	23.6%
Doctorate	1.0	2.3%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**67%**	64%	64%	*	*	*	-	*	*	61%	64%	71%	65%	-
	2016	72%	68%	**63%**	62%	62%	*	-	*	-	-	60%	63%	60%	68%	60%	-
Mathematics	2017	76%	73%	**66%**	52%	68%	*	*	*	-	*	*	64%	78%	61%	69%	-
	2016	74%	70%	**71%**	57%	74%	*	-	*	-	-	50%	72%	76%	73%	69%	-
Grade 4																	
Reading	2017	69%	64%	**60%**	63%	60%	*	-	-	-	*	*	60%	59%	67%	55%	-
	2016	74%	67%	**61%**	72%	54%	*	-	*	-	*	70%	62%	44%	64%	58%	-
Mathematics	2017	74%	70%	**72%**	56%	77%	*	-	-	-	*	*	75%	76%	77%	68%	-
	2016	72%	66%	**60%**	56%	61%	*	-	*	-	*	70%	58%	54%	53%	65%	-
Writing	2017	64%	59%	**57%**	56%	58%	*	-	-	-	*	*	58%	66%	63%	52%	-
	2016	68%	63%	**64%**	72%	60%	*	-	*	-	*	80%	66%	56%	67%	63%	-
Grade 5																	
Reading	2017	81%	75%	**62%**	60%	61%	*	-	*	-	*	*	68%	42%	63%	62%	-
	2016	80%	74%	**69%**	54%	71%	*	-	100%	-	-	43%	64%	58%	78%	63%	-
Mathematics	2017	86%	80%	**75%**	67%	79%	*	-	*	-	*	*	78%	68%	71%	77%	-
	2016	85%	79%	**82%**	71%	84%	*	-	100%	-	-	71%	80%	81%	84%	80%	-
Science	2017	73%	66%	**66%**	60%	64%	*	-	*	-	*	*	64%	47%	68%	64%	-
	2016	73%	67%	**68%**	70%	63%	*	-	100%	-	-	43%	68%	46%	71%	66%	-
Grade 6																	
Reading	2017	67%	67%	**57%**	54%	56%	*	-	*	-	-	*	52%	26%	71%	48%	-
	2016	68%	67%	**59%**	55%	59%	*	-	*	-	-	*	59%	33%	70%	44%	-
Mathematics	2017	75%	77%	**81%**	83%	77%	*	-	*	-	-	67%	79%	57%	84%	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
	2016	71%	69%	**66%**	55%	69%	*	-	*	-	-	*	68%	54%	67%	65%	-
All Grades																	
All Subjects	2017	74%	70%	**66%**	62%	67%	82%	*	100%	-	*	44%	66%	60%	70%	64%	-
	2016	74%	70%	**66%**	62%	66%	86%	-	97%	-	*	55%	66%	57%	69%	64%	-
Reading	2017	71%	66%	**62%**	60%	61%	73%	*	100%	-	*	38%	60%	50%	68%	58%	-
	2016	72%	67%	**63%**	60%	61%	88%	-	100%	-	*	50%	62%	50%	69%	57%	-
Mathematics	2017	78%	74%	**73%**	65%	75%	91%	*	100%	-	*	53%	74%	71%	73%	73%	-
	2016	75%	70%	**70%**	60%	72%	88%	-	91%	-	*	57%	69%	66%	69%	70%	-
Writing	2017	66%	60%	**57%**	56%	58%	*	-	-	-	*	*	58%	66%	63%	52%	-
	2016	68%	64%	**64%**	72%	60%	*	-	*	-	*	80%	66%	56%	67%	63%	-
Science	2017	78%	73%	**66%**	60%	64%	*	-	*	-	*	*	64%	47%	68%	64%	-
	2016	77%	74%	**68%**	70%	63%	*	-	100%	-	-	43%	68%	46%	71%	66%	-

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

All Grades																	
All Subjects	2017	44%	40%	**33%**	34%	31%	43%	*	91%	-	*	31%	30%	24%	33%	32%	-
	2016	42%	38%	**34%**	31%	31%	76%	-	81%	-	*	46%	32%	22%	39%	30%	-
Reading	2017	43%	39%	**33%**	35%	29%	45%	*	100%	-	*	29%	29%	24%	34%	31%	-
	2016	42%	38%	**33%**	31%	30%	75%	-	82%	-	*	45%	30%	20%	36%	30%	-
Mathematics	2017	45%	39%	**35%**	34%	35%	45%	*	80%	-	*	32%	34%	26%	34%	36%	-
	2016	40%	35%	**36%**	27%	36%	75%	-	82%	-	*	45%	35%	27%	42%	31%	-
Writing	2017	36%	30%	**22%**	25%	21%	*	-	-	-	*	*	19%	28%	27%	18%	-
	2016	39%	36%	**33%**	44%	26%	*	-	*	-	*	70%	31%	15%	36%	31%	-
Science	2017	48%	44%	**31%**	40%	28%	*	-	*	-	*	*	30%	11%	32%	31%	-
	2016	44%	41%	**33%**	39%	24%	*	-	83%	-	-	36%	29%	15%	39%	30%	-

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

All Grades																	
All Subjects	2017	19%	17%	**12%**	14%	12%	7%	*	36%	-	*	2%	11%	8%	15%	11%	-
	2016	17%	14%	**12%**	9%	12%	29%	-	23%	-	*	5%	11%	7%	15%	10%	-
Reading	2017	18%	15%	**15%**	20%	13%	18%	*	40%	-	*	3%	13%	10%	18%	13%	-
	2016	16%	14%	**13%**	11%	12%	38%	-	27%	-	*	5%	12%	6%	16%	11%	-
Mathematics	2017	21%	18%	**12%**	11%	13%	0%	*	40%	-	*	3%	11%	8%	15%	10%	-
	2016	17%	15%	**12%**	7%	13%	25%	-	27%	-	*	7%	12%	11%	15%	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
Writing	2017	11%	8%	**2%**	6%	0%	*	-	-	-	*	*	0%	3%	0%	3%	-
	2016	14%	11%	**8%**	6%	9%	*	-	*	-	*	0%	6%	2%	17%	2%	-
Science	2017	19%	16%	**9%**	7%	11%	*	-	*	-	*	*	8%	0%	14%	5%	-
	2016	15%	13%	**10%**	13%	7%	*	-	0%	-	-	0%	9%	0%	6%	11%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	99%	100%	*	100%	-	*	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	96%	100%	*	-	100%	-	-	100%	99%	100%	97%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**3%**	0%	5%	*	-	*	-	*	3%	0%	0%	0%	4%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**74%**	78%	76%	*	-	*	-	*	74%	76%	77%	78%	72%	-
% STAAR Alternate 2	2017	12%	9%	**24%**	22%	19%	*	-	*	-	*	24%	24%	23%	22%	24%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**3%**	0%	5%	*	-	*	-	*	3%	0%	0%	0%	4%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**74%**	78%	76%	*	-	*	-	*	74%	76%	77%	78%	72%	-
% STAAR Alternate 2	2017	13%	10%	**24%**	22%	19%	*	-	*	-	*	24%	24%	23%	22%	24%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y						Y	N	Y	n/a	5	6	83
Mathematics	Y	Y	Y						Y	N	Y	n/a	5	6	83
Writing	N		N						N		Y	n/a	1	4	25
Science	Y		Y						Y			n/a	3	3	100
Social Studies												n/a	0	0	
Total													**14**	**19**	**74**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**31**	**84**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	163	39	109	8	*	5	-	*	132	13	75	n/a
Total Tests	254	62	175	9	*	5	-	*	215	32	122	98
% at Approaches Grade Level Standard	64%	63%	62%	89%	*	100%	-	*	61%	41%	61%	n/a
Mathematics												
# at Approaches Grade Level Standard	194	42	138	8	*	5	-	*	165	18	98	n/a
Total Tests	255	62	176	9	*	5	-	*	216	32	122	98
% at Approaches Grade Level Standard	76%	68%	78%	89%	*	100%	-	*	76%	56%	80%	n/a
Writing												
# at Approaches Grade Level Standard	32	8	22	*	-	-	-	*	28	*	18	n/a
Total Tests	55	13	39	*	-	-	-	*	48	*	28	28
% at Approaches Grade Level Standard	58%	62%	56%	*	-	-	-	*	58%	*	64%	n/a
Science												
# at Approaches Grade Level Standard	39	6	28	*	-	*	-	*	32	*	18	n/a
Total Tests	57	10	42	*	-	*	-	*	49	*	27	16
% at Approaches Grade Level Standard	68%	60%	67%	*	-	*	-	*	65%	*	67%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	291	80	190	11	*	5	-	*	224	34	n/a	107
Total Students	292	80	191	11	*	5	-	*	224	34	n/a	107
Participation Rate	100%	100%	99%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	293	80	192	11	*	5	-	*	225	34	n/a	107
Total Students	293	80	192	11	*	5	-	*	225	34	n/a	107
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	27.0	66.8%	72.7%	74.5%
Masters	12.4	30.7%	26.5%	23.6%
Doctorate	1.0	2.5%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**52%**	70%	50%	*	-	*	-	-	*	53%	58%	50%	55%	-
	2016	72%	68%	**67%**	*	67%	*	-	*	-	-	*	71%	72%	72%	62%	-
Mathematics	2017	76%	73%	**62%**	70%	63%	*	-	*	-	-	*	61%	74%	54%	70%	-
	2016	74%	70%	**68%**	*	70%	*	-	*	-	-	*	71%	79%	66%	71%	-
Grade 4																	
Reading	2017	69%	64%	**47%**	*	51%	*	-	*	-	*	*	49%	58%	59%	33%	-
	2016	74%	67%	**62%**	*	64%	*	*	-	-	-	*	61%	56%	70%	54%	-
Mathematics	2017	74%	70%	**61%**	*	67%	*	-	*	-	*	*	60%	78%	66%	57%	-
	2016	72%	66%	**64%**	*	68%	*	*	-	-	-	*	61%	72%	67%	61%	-
Writing	2017	64%	59%	**44%**	*	45%	*	-	*	-	*	*	42%	56%	59%	27%	-
	2016	68%	63%	**54%**	*	54%	*	*	-	-	-	*	52%	48%	67%	41%	-
Grade 5																	
Reading	2017	81%	75%	**84%**	*	83%	*	-	-	-	-	*	83%	80%	89%	77%	-
	2016	80%	74%	**68%**	55%	73%	*	-	-	-	-	*	68%	67%	70%	67%	-
Mathematics	2017	86%	80%	**80%**	*	81%	*	-	-	-	-	*	80%	87%	81%	78%	-
	2016	85%	79%	**79%**	73%	83%	*	-	-	-	-	*	80%	74%	80%	79%	-
Science	2017	73%	66%	**64%**	*	64%	*	-	-	-	-	*	63%	58%	70%	57%	-
	2016	73%	67%	**60%**	64%	59%	*	-	-	-	-	*	61%	50%	70%	53%	-
Grade 6																	
Reading	2017	67%	67%	**58%**	50%	64%	*	-	-	-	-	*	58%	52%	58%	58%	-
	2016	68%	67%	**65%**	71%	66%	*	-	-	-	*	*	66%	66%	66%	64%	-
Mathematics	2017	75%	77%	**69%**	50%	79%	*	-	-	-	-	*	68%	76%	58%	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
	2016	71%	69%	**73%**	*	77%	*	-	-	-	*	*	71%	78%	74%	71%	-
All Grades																	
All Subjects	2017	74%	70%	**61%**	51%	64%	31%	-	*	-	*	9%	61%	67%	64%	58%	-
	2016	74%	70%	**66%**	55%	68%	72%	*	*	-	*	18%	66%	67%	70%	63%	-
Reading	2017	71%	66%	**59%**	53%	61%	*	-	*	-	*	*	60%	62%	64%	54%	-
	2016	72%	67%	**65%**	57%	67%	71%	*	*	-	*	*	67%	66%	69%	62%	-
Mathematics	2017	78%	74%	**68%**	53%	72%	*	-	*	-	*	*	67%	78%	65%	70%	-
	2016	75%	70%	**71%**	53%	74%	71%	*	*	-	*	23%	71%	76%	71%	71%	-
Writing	2017	66%	60%	**44%**	*	45%	*	-	*	-	*	*	42%	56%	59%	27%	-
	2016	68%	64%	**54%**	*	54%	*	*	-	-	-	*	52%	48%	67%	41%	-
Science	2017	78%	73%	**64%**	*	64%	*	-	-	-	-	*	63%	58%	70%	57%	-
	2016	77%	74%	**60%**	64%	59%	*	-	-	-	-	*	61%	50%	70%	53%	-

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

All Grades																	
All Subjects	2017	44%	40%	**28%**	20%	29%	13%	-	*	-	*	0%	28%	27%	31%	24%	-
	2016	42%	38%	**28%**	24%	29%	28%	*	*	-	*	2%	29%	28%	31%	25%	-
Reading	2017	43%	39%	**24%**	20%	25%	*	-	*	-	*	*	25%	22%	27%	21%	-
	2016	42%	38%	**25%**	27%	25%	14%	*	*	-	*	*	27%	25%	28%	23%	-
Mathematics	2017	45%	39%	**36%**	20%	39%	*	-	*	-	*	*	36%	38%	37%	34%	-
	2016	40%	35%	**30%**	17%	32%	29%	*	*	-	*	4%	30%	33%	32%	28%	-
Writing	2017	36%	30%	**18%**	*	18%	*	-	*	-	*	*	18%	17%	28%	7%	-
	2016	39%	36%	**38%**	*	40%	*	*	-	-	-	*	35%	36%	48%	28%	-
Science	2017	48%	44%	**20%**	*	21%	*	-	-	-	-	*	20%	10%	26%	13%	-
	2016	44%	41%	**23%**	45%	18%	*	-	-	-	-	*	24%	8%	25%	22%	-

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

All Grades																	
All Subjects	2017	19%	17%	**10%**	3%	11%	6%	-	*	-	*	0%	10%	7%	11%	8%	-
	2016	17%	14%	**11%**	3%	12%	17%	*	*	-	*	0%	12%	10%	12%	11%	-
Reading	2017	18%	15%	**10%**	3%	11%	*	-	*	-	*	*	11%	6%	10%	10%	-
	2016	16%	14%	**12%**	3%	14%	14%	*	*	-	*	*	13%	10%	13%	11%	-
Mathematics	2017	21%	18%	**11%**	3%	13%	*	-	*	-	*	*	11%	10%	14%	9%	-
	2016	17%	15%	**11%**	3%	12%	29%	*	*	-	*	0%	11%	10%	10%	12%	-

		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	2017	11%	8%	**2%**	*	2%	*	-	*	-	*	*	2%	3%	3%	0%	-
	2016	14%	11%	**14%**	*	17%	*	*	-	-	-	*	15%	12%	19%	10%	-
Science	2017	19%	16%	**10%**	*	11%	*	-	-	-	-	*	10%	3%	15%	4%	-
	2016	15%	13%	**4%**	0%	5%	*	-	-	-	-	*	4%	0%	5%	3%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	97%	100%	100%	-	100%	-	*	100%	100%	100%	99%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	97%	100%	100%	-	*	-	*	100%	100%	100%	99%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	97%	100%	100%	-	*	-	*	100%	100%	100%	99%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**98%**	100%	98%	*	-	-	-	-	100%	98%	96%	100%	97%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**10%**	*	6%	*	-	-	-	-	10%	10%	8%	14%	7%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**90%**	*	94%	*	-	-	-	-	90%	90%	92%	86%	93%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**10%**	*	6%	*	-	-	-	-	10%	10%	8%	14%	7%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**90%**	*	94%	*	-	-	-	-	90%	90%	92%	86%	93%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						Y		Y	n/a	4	4	100
Mathematics	Y		Y						Y		Y	n/a	4	4	100
Writing	N		N						N		N	n/a	0	4	0
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**12**	**16**	**75**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**26**	**85**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	125	13	109	*	-	*	-	*	122	*	93	n/a
Total Tests	209	24	177	*	-	*	-	*	201	*	138	121
% at Approaches Grade Level Standard	60%	54%	62%	*	-	*	-	*	61%	*	67%	n/a
Mathematics												
# at Approaches Grade Level Standard	144	12	129	*	-	*	-	*	137	*	115	n/a
Total Tests	209	24	177	*	-	*	-	*	201	*	138	121
% at Approaches Grade Level Standard	69%	50%	73%	*	-	*	-	*	68%	*	83%	n/a
Writing												
# at Approaches Grade Level Standard	25	*	23	*	-	*	-	*	23	*	23	n/a
Total Tests	58	*	50	*	-	*	-	*	54	*	39	36
% at Approaches Grade Level Standard	43%	*	46%	*	-	*	-	*	43%	*	59%	n/a
Science												
# at Approaches Grade Level Standard	31	*	29	*	-	-	-	-	30	*	22	n/a
Total Tests	47	*	44	*	-	-	-	-	46	*	34	28
% at Approaches Grade Level Standard	66%	*	66%	*	-	-	-	-	65%	*	65%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	227	30	187	7	-	*	-	*	210	21	n/a	129
Total Students	228	31	187	7	-	*	-	*	210	21	n/a	129
Participation Rate	100%	97%	100%	100%	-	*	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	228	30	188	7	-	*	-	*	211	21	n/a	130
Total Students	229	31	188	7	-	*	-	*	211	21	n/a	130
Participation Rate	100%	97%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	24.0	67.6%	72.7%	74.5%
Masters	11.5	32.4%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**45%**	37%	46%	51%	*	64%	*	56%	12%	45%	27%	49%	42%	-
	2016	63%	58%	**47%**	41%	47%	48%	*	70%	*	42%	13%	46%	29%	54%	41%	*
English II	2017	64%	59%	**45%**	37%	47%	51%	*	54%	*	*	10%	45%	24%	52%	39%	-
	2016	66%	61%	**48%**	39%	49%	55%	*	60%	*	60%	20%	47%	30%	54%	43%	-
Algebra I	2017	81%	76%	**68%**	66%	69%	69%	*	85%	*	82%	30%	69%	61%	72%	66%	-
	2016	76%	68%	**46%**	43%	46%	49%	*	82%	*	50%	17%	46%	36%	52%	41%	*
Biology	2017	85%	81%	**76%**	72%	76%	73%	*	89%	*	100%	34%	76%	62%	79%	73%	-
	2016	86%	82%	**76%**	72%	76%	77%	78%	91%	*	82%	36%	76%	58%	81%	72%	*
U.S. History	2017	91%	90%	**81%**	76%	81%	84%	*	91%	-	100%	38%	80%	65%	82%	81%	-
	2016	90%	89%	**80%**	77%	81%	75%	100%	84%	*	73%	44%	79%	63%	79%	81%	-
All Grades																	
All Subjects	2017	74%	70%	**60%**	54%	61%	64%	55%	73%	*	76%	23%	60%	44%	64%	57%	-
	2016	74%	70%	**57%**	52%	57%	58%	62%	75%	100%	59%	24%	57%	40%	62%	52%	*
Reading	2017	71%	66%	**45%**	37%	46%	51%	47%	59%	*	50%	11%	45%	25%	50%	41%	-
	2016	72%	67%	**47%**	40%	48%	51%	47%	64%	100%	50%	16%	47%	29%	54%	42%	*
Mathematics	2017	78%	74%	**68%**	66%	69%	69%	*	85%	*	82%	30%	69%	61%	72%	66%	-
	2016	75%	70%	**46%**	43%	46%	49%	*	82%	*	50%	17%	46%	36%	52%	41%	*
Science	2017	78%	73%	**76%**	72%	76%	73%	*	89%	*	100%	34%	76%	62%	79%	73%	-
	2016	77%	74%	**76%**	72%	76%	77%	78%	91%	*	82%	36%	76%	58%	81%	72%	*
Social Studies	2017	76%	75%	**81%**	76%	81%	84%	*	91%	-	100%	38%	80%	65%	82%	81%	-
	2016	76%	76%	**80%**	77%	81%	75%	100%	84%	*	73%	44%	79%	63%	79%	81%	-

		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 Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**29%**	24%	29%	36%	26%	52%	*	41%	9%	29%	12%	31%	27%	-
	2016	42%	38%	**26%**	20%	26%	30%	24%	47%	56%	20%	8%	26%	9%	29%	23%	*
Reading	2017	43%	39%	**26%**	19%	27%	30%	24%	42%	*	36%	6%	26%	10%	30%	23%	-
	2016	42%	38%	**23%**	20%	23%	30%	33%	40%	60%	18%	7%	23%	7%	29%	19%	*
Mathematics	2017	45%	39%	**16%**	16%	15%	22%	*	35%	*	9%	8%	16%	11%	15%	16%	-
	2016	40%	35%	**7%**	5%	6%	9%	*	36%	*	0%	3%	7%	4%	9%	5%	*
Science	2017	48%	44%	**40%**	33%	39%	48%	*	73%	*	75%	10%	40%	17%	40%	40%	-
	2016	44%	41%	**38%**	28%	40%	41%	33%	63%	*	18%	7%	38%	12%	43%	34%	*
Social Studies	2017	48%	48%	**42%**	42%	40%	57%	*	64%	-	44%	21%	41%	17%	41%	44%	-
	2016	45%	46%	**43%**	33%	45%	48%	20%	58%	*	55%	18%	42%	20%	38%	49%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**5%**	3%	5%	8%	10%	19%	*	4%	2%	5%	1%	5%	5%	-
	2016	17%	14%	**5%**	4%	4%	8%	0%	16%	11%	4%	2%	4%	1%	5%	4%	*
Reading	2017	18%	15%	**2%**	1%	2%	3%	0%	4%	*	0%	3%	2%	0%	2%	1%	-
	2016	16%	14%	**2%**	3%	2%	4%	0%	4%	20%	0%	2%	2%	0%	3%	1%	*
Mathematics	2017	21%	18%	**2%**	2%	2%	2%	*	20%	*	0%	1%	2%	2%	2%	3%	-
	2016	17%	15%	**2%**	1%	1%	1%	*	36%	*	0%	0%	2%	1%	3%	1%	*
Science	2017	19%	16%	**9%**	5%	9%	11%	*	34%	*	17%	1%	9%	1%	9%	10%	-
	2016	15%	13%	**7%**	5%	6%	15%	0%	26%	*	0%	1%	6%	1%	6%	7%	*
Social Studies	2017	26%	26%	**16%**	15%	14%	24%	*	44%	-	0%	4%	15%	4%	14%	18%	-
	2016	21%	22%	**14%**	8%	15%	23%	0%	26%	*	27%	2%	14%	4%	12%	17%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**97%**	96%	97%	95%	89%	98%	100%	89%	96%	97%	97%	97%	96%	-
	2016	99%	99%	**98%**	97%	98%	96%	100%	98%	100%	95%	98%	98%	98%	98%	98%	*
Reading	2017	99%	99%	**98%**	96%	98%	98%	95%	100%	*	88%	98%	98%	99%	98%	97%	-
	2016	99%	99%	**98%**	97%	98%	98%	100%	98%	100%	97%	99%	99%	99%	98%	98%	*
Mathematics	2017	100%	100%	**97%**	97%	97%	91%	88%	95%	*	85%	96%	97%	98%	97%	97%	-
	2016	100%	99%	**97%**	96%	98%	93%	100%	100%	*	88%	95%	97%	98%	97%	97%	*

Science	2017	99%	99%	**96%**	95%	97%	93%	86%	94%	*	92%	96%	96%	96%	96%	96%	-
	2016	99%	99%	**97%**	98%	97%	93%	100%	97%	*	92%	97%	97%	97%	97%	97%	*
Social Studies	2017	98%	98%	**95%**	93%	96%	96%	*	98%	-	90%	92%	96%	94%	96%	95%	-
	2016	98%	99%	**97%**	97%	98%	95%	100%	98%	*	100%	100%	98%	98%	98%	97%	-

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

Reading Tests																	
% of Participants	2017	98%	97%	**93%**	95%	93%	91%	*	88%	-	*	93%	95%	92%	94%	93%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**16%**	25%	12%	27%	*	0%	-	*	16%	15%	9%	14%	17%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**72%**	63%	77%	59%	*	88%	-	*	72%	75%	81%	75%	71%	-
% STAAR Alternate 2	2017	12%	9%	**5%**	6%	4%	5%	*	0%	-	*	5%	4%	2%	5%	5%	-
% of Non-Participants	2017	2%	3%	**7%**	5%	7%	9%	*	13%	-	*	7%	5%	8%	6%	7%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**96%**	96%	96%	85%	*	*	-	*	96%	97%	99%	97%	95%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**19%**	22%	17%	23%	*	*	-	*	19%	20%	15%	14%	22%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**70%**	65%	75%	54%	*	*	-	*	70%	72%	83%	79%	65%	-
% STAAR Alternate 2	2017	13%	10%	**7%**	9%	5%	8%	*	*	-	*	7%	5%	0%	5%	8%	-
% of Non-Participants	2017	1%	2%	**4%**	4%	4%	15%	*	*	-	*	4%	3%	1%	3%	5%	-

'*' Indicates results are masked due to small numbers to protect student confidentiality.
'-' Indicates zero observations reported for this group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N	N		Y			N	N	N	n/a	1	8	13
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing												n/a	0	0	
Science	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Social Studies	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Total													**21**	**31**	**68**

Performance Status - Federal

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		N	Y	Y	n/a	Y	8	9	89
Mathematics	Y	Y	Y	N					Y	Y	n/a	Y	6	7	86
Total													**14**	**16**	**88**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N	N	N	N		Y			N	N	n/a	N	1	8	13
Reason Code ***						b									
Total													**1**	**8**	**13**
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													**36**	**55**	**65**

\+ 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 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	1,417	230	1,024	69	**	74	*	10	1,256	35	409	n/a
Total Tests	3,033	603	2,157	123	**	113	*	18	2,728	325	1,270	1,147
% at Approaches Grade Level Standard	47%	38%	47%	56%	47%	65%	*	56%	46%	11%	32%	n/a
Mathematics												
# at Approaches Grade Level Standard	813	168	582	35	*	16	*	7	738	51	335	n/a
Total Tests	1,179	254	841	48	*	19	*	9	1,070	167	523	464
% at Approaches Grade Level Standard	69%	66%	69%	73%	*	84%	*	78%	69%	31%	64%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	872	159	619	40	*	39	*	10	785	51	310	n/a
Total Tests	1,142	221	808	52	*	44	*	10	1,028	147	462	403
% at Approaches Grade Level Standard	76%	72%	77%	77%	*	89%	*	100%	76%	35%	67%	n/a
Social Studies												
# at Approaches Grade Level Standard	704	117	500	38	*	41	-	**	600	29	214	n/a
Total Tests	862	149	616	45	*	44	-	**	746	80	316	288
% at Approaches Grade Level Standard	82%	79%	81%	84%	*	93%	-	100%	80%	36%	68%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	3,418	678	2,412	148	**	135	*	23	2,981	354	n/a	1,425
Total Students	3,502	704	2,463	151	**	135	*	26	3,045	363	n/a	1,446
Participation Rate	98%	96%	98%	98%	95%	100%	*	88%	98%	98%	n/a	99%
Mathematics: 2016-2017 Assessments												
Number Participating	1,258	285	875	59	**	20	*	11	1,095	177	n/a	493
Total Students	1,301	293	900	65	**	21	*	13	1,127	184	n/a	505
Participation Rate	97%	97%	97%	91%	88%	95%	*	85%	97%	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 2016												
Number Graduated	658	142	431	39	*	32	*	10	563	46	194	n/a
Total in Class	881	189	585	55	*	36	*	12	721	79	282	225
Graduation Rate	74.7%	75.1%	73.7%	70.9%	*	88.9%	*	83.3%	78.1%	58.2%	68.8%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	661	131	434	39	**	46	*	6	538	39	180	n/a
Total in Class	836	166	551	51	**	49	*	9	642	60	242	207
Graduation Rate	79.1%	78.9%	78.8%	76.5%	33.3%	93.9%	*	66.7%	83.8%	65.0%	74.4%	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

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	177.0	71.3%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	65.3	26.3%	26.5%	23.6%
Doctorate	6.0	2.4%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	44.4%	58.1%	56.1%
2013-14	44.7%	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**65%**	64%	60%	69%	*	83%	*	67%	24%	62%	38%	76%	56%	-
	2016	63%	58%	**63%**	57%	64%	70%	*	76%	*	75%	18%	60%	44%	71%	57%	*
English II	2017	64%	59%	**60%**	54%	57%	65%	*	86%	*	78%	21%	56%	24%	72%	51%	-
	2016	66%	61%	**64%**	58%	63%	67%	*	85%	*	73%	10%	59%	37%	74%	56%	*
Algebra I	2017	81%	76%	**71%**	71%	73%	50%	*	100%	*	*	38%	69%	72%	76%	66%	-
	2016	76%	68%	**65%**	61%	66%	67%	*	90%	*	*	35%	65%	60%	67%	64%	*
Biology	2017	85%	81%	**87%**	83%	86%	89%	*	98%	*	100%	52%	83%	69%	91%	82%	-
	2016	86%	82%	**89%**	82%	90%	96%	*	100%	*	100%	55%	87%	86%	92%	87%	*
U.S. History	2017	91%	90%	**95%**	94%	94%	96%	*	100%	*	100%	64%	94%	85%	97%	93%	-
	2016	90%	89%	**93%**	89%	95%	94%	*	96%	*	100%	58%	92%	79%	93%	93%	*
All Grades																	
All Subjects	2017	74%	70%	**74%**	72%	72%	73%	50%	92%	91%	83%	35%	71%	51%	82%	67%	-
	2016	74%	70%	**74%**	68%	75%	79%	50%	88%	63%	81%	33%	71%	57%	79%	70%	88%
Reading	2017	71%	66%	**63%**	59%	58%	67%	*	84%	*	72%	22%	59%	32%	74%	53%	-
	2016	72%	67%	**64%**	57%	64%	69%	*	81%	*	74%	15%	60%	41%	72%	57%	*
Mathematics	2017	78%	74%	**71%**	71%	73%	50%	*	100%	*	*	38%	69%	72%	76%	66%	-
	2016	75%	70%	**65%**	61%	66%	67%	*	90%	*	*	35%	65%	60%	67%	64%	*
Science	2017	78%	73%	**87%**	83%	86%	89%	*	98%	*	100%	52%	83%	69%	91%	82%	-
	2016	77%	74%	**89%**	82%	90%	96%	*	100%	*	100%	55%	87%	86%	92%	87%	*
Social Studies	2017	76%	75%	**95%**	94%	94%	96%	*	100%	*	100%	64%	94%	85%	97%	93%	-
	2016	76%	76%	**93%**	89%	95%	94%	*	96%	*	100%	58%	92%	79%	93%	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 Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**48%**	39%	47%	52%	25%	79%	64%	59%	7%	45%	18%	56%	41%	-
	2016	42%	38%	**46%**	36%	45%	55%	33%	73%	63%	53%	7%	42%	22%	50%	43%	63%
Reading	2017	43%	39%	**42%**	33%	40%	47%	*	73%	*	50%	5%	39%	13%	52%	33%	-
	2016	42%	38%	**42%**	33%	38%	49%	*	69%	*	58%	2%	36%	16%	51%	33%	*
Mathematics	2017	45%	39%	**18%**	14%	21%	9%	*	53%	*	*	3%	18%	11%	24%	12%	-
	2016	40%	35%	**19%**	14%	19%	18%	*	57%	*	*	5%	20%	18%	19%	19%	*
Science	2017	48%	44%	**58%**	45%	62%	74%	*	88%	*	67%	6%	58%	27%	66%	51%	-
	2016	44%	41%	**58%**	45%	56%	79%	*	81%	*	67%	8%	53%	30%	59%	58%	*
Social Studies	2017	48%	48%	**77%**	73%	74%	80%	*	91%	*	82%	25%	72%	41%	78%	76%	-
	2016	45%	46%	**69%**	60%	74%	73%	*	83%	*	40%	26%	68%	46%	61%	77%	*
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**14%**	9%	12%	19%	4%	32%	18%	20%	1%	12%	3%	16%	12%	-
	2016	17%	14%	**13%**	6%	13%	17%	0%	27%	13%	6%	2%	10%	4%	13%	12%	13%
Reading	2017	18%	15%	**4%**	1%	5%	4%	*	14%	*	11%	0%	4%	0%	8%	1%	-
	2016	16%	14%	**6%**	2%	6%	7%	*	21%	*	5%	0%	5%	1%	9%	4%	*
Mathematics	2017	21%	18%	**3%**	2%	3%	3%	*	6%	*	*	0%	4%	2%	4%	2%	-
	2016	17%	15%	**6%**	2%	5%	10%	*	19%	*	*	2%	6%	7%	5%	7%	*
Science	2017	19%	16%	**19%**	11%	15%	26%	*	54%	*	0%	0%	19%	2%	23%	15%	-
	2016	15%	13%	**15%**	6%	16%	18%	*	37%	*	17%	2%	12%	5%	17%	14%	*
Social Studies	2017	26%	26%	**42%**	35%	36%	64%	*	60%	*	55%	11%	36%	21%	37%	47%	-
	2016	21%	22%	**32%**	23%	36%	45%	*	38%	*	0%	10%	26%	10%	24%	39%	*
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	100%	-
	2016	99%	99%	**99%**	99%	99%	99%	100%	100%	100%	97%	99%	99%	99%	99%	99%	100%
Reading	2017	99%	99%	**99%**	99%	100%	99%	100%	100%	100%	100%	100%	100%	100%	99%	99%	-
	2016	99%	99%	**99%**	99%	99%	99%	100%	100%	*	95%	99%	99%	100%	99%	99%	*
Mathematics	2017	100%	100%	**100%**	100%	99%	100%	100%	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	100%	99%	**99%**	100%	99%	98%	*	100%	*	*	100%	100%	100%	100%	99%	*

Science	2017	99%	99%	**100%**	99%	99%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	99%	99%	99%	*	100%	*	100%	98%	99%	100%	99%	100%	*
Social Studies	2017	98%	98%	**100%**	99%	100%	98%	*	100%	*	100%	100%	99%	100%	99%	100%	-
	2016	98%	99%	**99%**	99%	98%	99%	*	100%	*	100%	100%	99%	93%	99%	98%	*

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

Reading Tests																	
% of Participants	2017	98%	97%	**99%**	99%	100%	100%	*	*	-	*	99%	98%	94%	100%	98%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**17%**	13%	23%	25%	*	*	-	*	17%	19%	21%	18%	17%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**81%**	86%	78%	75%	*	*	-	*	81%	79%	73%	82%	81%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**1%**	1%	0%	0%	*	*	-	*	1%	2%	6%	0%	2%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**11%**	12%	6%	25%	*	-	-	*	11%	14%	8%	5%	15%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**89%**	88%	94%	75%	*	-	-	*	89%	86%	92%	95%	85%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	N	n/a	6	8	75
Mathematics	Y	Y	Y	N					Y	N	Y	n/a	5	7	71
Writing												n/a	0	0	
Science	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Social Studies	Y	Y	Y	Y		Y			Y	Y	Y	n/a	8	8	100
Total													**26**	**31**	**84**

Performance Status - Federal

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**15**	**15**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y	Y	Y	Y		Y			Y	Y	n/a	N	7	8	88
Reason Code ***	a	a	a	a		a			a	a					
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**	**54**	**89**

\+ 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 88.5%
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal
d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	700	271	223	84	*	102	*	13	431	31	78	n/a
Total Tests	1,084	451	369	121	*	117	*	16	715	136	179	145
% at Approaches Grade Level Standard	65%	60%	60%	69%	*	87%	*	81%	60%	23%	44%	n/a
Mathematics												
# at Approaches Grade Level Standard	237	112	86	15	*	16	*	*	160	23	46	n/a
Total Tests	330	159	114	30	*	16	*	*	231	56	61	50
% at Approaches Grade Level Standard	72%	70%	75%	50%	*	100%	*	*	69%	41%	75%	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	377	152	131	29	*	53	*	6	250	27	50	n/a
Total Tests	429	183	148	32	*	54	*	6	296	50	63	47
% at Approaches Grade Level Standard	88%	83%	89%	91%	*	98%	*	100%	84%	54%	79%	n/a
Social Studies												
# at Approaches Grade Level Standard	390	153	128	45	*	50	*	11	211	16	42	n/a
Total Tests	409	163	135	47	*	50	*	11	223	26	46	31
% at Approaches Grade Level Standard	95%	94%	95%	96%	*	100%	*	100%	95%	62%	91%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,181	476	403	128	10	141	5	18	758	145	n/a	202
Total Students	1,188	480	405	129	10	141	5	18	760	145	n/a	202
Participation Rate	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	361	174	123	33	**	17	*	6	240	61	n/a	57
Total Students	362	174	124	33	**	17	*	6	240	61	n/a	57
Participation Rate	100%	100%	99%	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 2016												
Number Graduated	382	129	124	66	*	48	*	11	221	28	32	n/a
Total in Class	412	143	136	67	*	51	*	11	235	29	44	27
Graduation Rate	92.7%	90.2%	91.2%	98.5%	*	94.1%	*	100.0%	94.0%	96.6%	72.7%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	357	133	126	52	-	42	*	*	181	27	45	n/a
Total in Class	388	146	140	54	-	44	*	*	195	30	51	37
Graduation Rate	92.0%	91.1%	90.0%	96.3%	-	95.5%	*	*	92.8%	90.0%	88.2%	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											

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	79.8	65.0%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	40.0	32.6%	26.5%	23.6%
Doctorate	3.0	2.4%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	67.2%	58.1%	56.1%
2013-14	70.1%	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**65%**	56%	55%	82%	*	71%	*	93%	28%	55%	31%	71%	58%	-
	2016	69%	67%	**66%**	60%	57%	85%	*	82%	*	*	17%	55%	31%	71%	61%	*
Mathematics	2017	68%	65%	**57%**	46%	48%	74%	*	100%	*	92%	24%	48%	36%	60%	54%	-
	2016	68%	67%	**60%**	53%	54%	78%	*	78%	*	*	*	48%	35%	63%	58%	*
Writing	2017	68%	61%	**65%**	48%	58%	85%	*	71%	*	86%	30%	56%	36%	74%	57%	-
	2016	68%	66%	**69%**	67%	59%	88%	*	91%	*	63%	*	59%	36%	78%	60%	-
Grade 8																	
Reading	2017	84%	83%	**82%**	71%	77%	95%	*	100%	*	100%	21%	75%	62%	88%	76%	*
	2016	85%	84%	**82%**	75%	78%	94%	*	92%	*	80%	*	77%	53%	87%	78%	*
Mathematics	2017	84%	73%	**58%**	54%	55%	72%	-	*	*	63%	19%	55%	45%	60%	56%	*
	2016	80%	71%	**54%**	45%	45%	79%	*	88%	*	88%	*	47%	37%	60%	50%	-
Science	2017	74%	72%	**73%**	58%	66%	95%	*	91%	*	80%	32%	64%	52%	76%	70%	*
	2016	73%	70%	**72%**	66%	64%	90%	*	91%	*	50%	*	63%	40%	74%	70%	-
Social Studies	2017	62%	60%	**61%**	42%	53%	84%	*	92%	*	*	*	48%	34%	62%	59%	*
	2016	62%	63%	**60%**	53%	50%	77%	*	92%	*	56%	*	48%	30%	58%	62%	-
End of Course																	
Algebra I	2017	81%	76%	**100%**	100%	100%	100%	*	100%	*	*	*	100%	100%	100%	100%	-
	2016	76%	68%	**98%**	92%	96%	100%	-	100%	-	*	-	98%	*	99%	97%	-
Biology	2017	85%	81%	**100%**	-	*	*	-	*	-	-	-	*	-	*	100%	-
All Grades																	
All Subjects	2017	74%	70%	**69%**	55%	61%	87%	86%	91%	71%	83%	25%	59%	43%	73%	65%	*
	2016	74%	70%	**69%**	61%	60%	86%	55%	89%	80%	62%	12%	59%	37%	73%	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
Reading	2017	71%	66%	**73%**	64%	66%	88%	*	89%	*	96%	25%	65%	46%	80%	67%	*
	2016	72%	67%	**75%**	68%	67%	90%	*	88%	*	67%	16%	65%	41%	79%	70%	*
Mathematics	2017	78%	74%	**67%**	55%	58%	85%	*	100%	*	83%	25%	57%	42%	69%	65%	*
	2016	75%	70%	**66%**	53%	58%	85%	*	88%	*	67%	*	55%	37%	70%	62%	*
Writing	2017	66%	60%	**65%**	48%	58%	85%	*	71%	*	86%	30%	56%	36%	74%	57%	-
	2016	68%	64%	**69%**	67%	59%	88%	*	91%	*	63%	*	59%	36%	78%	60%	-
Science	2017	78%	73%	**74%**	58%	67%	95%	*	92%	*	80%	32%	65%	52%	76%	71%	*
	2016	77%	74%	**72%**	66%	64%	90%	*	91%	*	50%	*	63%	40%	74%	70%	-
Social Studies	2017	76%	75%	**61%**	42%	53%	84%	*	92%	*	*	*	48%	34%	62%	59%	*
	2016	76%	76%	**60%**	53%	50%	77%	*	92%	*	56%	*	48%	30%	58%	62%	-

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

All Grades

All Subjects	2017	44%	40%	**39%**	23%	29%	63%	57%	75%	43%	49%	8%	26%	12%	43%	36%	*
	2016	42%	38%	**39%**	25%	29%	60%	36%	72%	20%	32%	1%	25%	8%	41%	36%	*
Reading	2017	43%	39%	**42%**	24%	33%	66%	*	74%	*	54%	7%	28%	10%	46%	39%	*
	2016	42%	38%	**42%**	27%	33%	65%	*	79%	*	28%	0%	26%	8%	48%	37%	*
Mathematics	2017	45%	39%	**36%**	22%	26%	58%	*	79%	*	46%	9%	24%	9%	40%	32%	*
	2016	40%	35%	**36%**	19%	28%	57%	*	75%	*	22%	*	22%	8%	35%	36%	*
Writing	2017	36%	30%	**35%**	24%	22%	58%	*	57%	*	71%	8%	21%	6%	41%	28%	-
	2016	39%	36%	**44%**	35%	30%	67%	*	82%	*	50%	*	30%	8%	54%	33%	-
Science	2017	48%	44%	**48%**	24%	41%	74%	*	83%	*	60%	11%	34%	26%	51%	45%	*
	2016	44%	41%	**44%**	30%	37%	65%	*	73%	*	40%	*	31%	14%	45%	44%	-
Social Studies	2017	48%	48%	**35%**	20%	25%	63%	*	75%	*	*	*	21%	13%	38%	32%	*
	2016	45%	46%	**27%**	17%	18%	44%	*	46%	*	33%	*	16%	4%	26%	28%	-

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

All Grades

All Subjects	2017	19%	17%	**19%**	6%	11%	38%	29%	58%	14%	17%	3%	9%	2%	23%	16%	*
	2016	17%	14%	**18%**	10%	12%	32%	18%	47%	0%	14%	0%	9%	2%	19%	18%	*
Reading	2017	18%	15%	**23%**	8%	15%	44%	*	53%	*	17%	4%	12%	2%	27%	19%	*
	2016	16%	14%	**22%**	12%	13%	39%	*	58%	*	22%	0%	10%	2%	24%	20%	*
Mathematics	2017	21%	18%	**18%**	6%	8%	37%	*	63%	*	25%	4%	8%	1%	21%	15%	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	17%	15%	**18%**	7%	13%	30%	*	46%	*	6%	*	8%	2%	18%	18%	*
Writing	2017	11%	8%	**11%**	2%	6%	23%	*	29%	*	29%	5%	5%	0%	15%	6%	-
	2016	14%	11%	**17%**	12%	11%	29%	*	45%	*	0%	*	8%	0%	22%	12%	-
Science	2017	19%	16%	**19%**	4%	11%	40%	*	58%	*	0%	0%	8%	5%	23%	15%	*
	2016	15%	13%	**21%**	11%	12%	38%	*	55%	*	20%	*	10%	2%	19%	22%	-
Social Studies	2017	26%	26%	**22%**	8%	14%	44%	*	75%	*	*	*	12%	7%	24%	21%	*
	2016	21%	22%	**12%**	7%	8%	21%	*	23%	*	22%	*	5%	2%	11%	14%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	99%	100%	100%	100%	100%	100%	100%
	2016	99%	99%	**100%**	99%	100%	100%	100%	100%	100%	98%	99%	100%	100%	100%	100%	*
Reading	2017	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	*
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	*
Mathematics	2017	100%	100%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	*
	2016	100%	99%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	*
Writing	2017	100%	100%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	100%	**99%**	100%	99%	98%	*	100%	*	100%	100%	99%	100%	99%	99%	*
Science	2017	99%	99%	**100%**	100%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	100%	*
	2016	99%	99%	**99%**	97%	100%	99%	*	100%	*	100%	100%	100%	100%	99%	99%	-
Social Studies	2017	98%	98%	**99%**	99%	99%	99%	*	100%	*	90%	96%	100%	99%	99%	98%	*
	2016	98%	99%	**99%**	97%	100%	100%	*	100%	*	90%	96%	99%	100%	100%	98%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**31%**	24%	34%	35%	-	-	*	-	31%	30%	38%	36%	28%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**69%**	76%	66%	65%	-	-	*	-	69%	70%	62%	64%	72%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**31%**	24%	34%	35%	-	-	*	-	31%	30%	38%	36%	28%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**69%**	76%	66%	65%	-	-	*	-	69%	70%	62%	64%	72%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	N	n/a	5	7	71
Mathematics	Y	N	Y	Y					N	N	N	n/a	3	7	43
Writing	Y	N	N	Y					N	N	N	n/a	2	7	29
Science	Y	Y	Y	Y					Y		N	n/a	5	6	83
Social Studies	Y	N	N	Y					N		N	n/a	2	6	33
Total													**17**	**33**	**52**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Overall Total													**31**	**47**	**66**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	493	77	208	164	*	17	*	23	281	16	100	n/a
Total Tests	660	117	313	183	*	19	*	23	429	61	187	154
% at Approaches Grade Level Standard	75%	66%	66%	90%	*	89%	*	100%	66%	26%	53%	n/a
Mathematics												
# at Approaches Grade Level Standard	453	65	189	158	*	19	*	19	249	16	92	n/a
Total Tests	659	116	313	183	*	19	*	23	429	61	187	154
% at Approaches Grade Level Standard	69%	56%	60%	86%	*	100%	*	83%	58%	26%	49%	n/a
Writing												
# at Approaches Grade Level Standard	215	28	90	77	*	5	*	12	126	11	45	n/a
Total Tests	320	56	152	89	*	7	*	13	220	37	99	80
% at Approaches Grade Level Standard	67%	50%	59%	87%	*	71%	*	92%	57%	30%	45%	n/a
Science												
# at Approaches Grade Level Standard	255	37	110	88	*	11	*	8	137	7	49	n/a
Total Tests	337	61	159	93	*	12	*	10	206	24	88	74
% at Approaches Grade Level Standard	76%	61%	69%	95%	*	92%	*	80%	67%	29%	56%	n/a
Social Studies												
# at Approaches Grade Level Standard	211	29	87	79	*	11	*	*	102	*	33	n/a
Total Tests	335	61	158	93	*	12	*	*	207	*	87	73
% at Approaches Grade Level Standard	63%	48%	55%	85%	*	92%	*	*	49%	*	38%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	707	135	334	189	*	19	*	24	454	68	n/a	163
Total Students	708	135	334	190	*	19	*	24	455	68	n/a	163
Participation Rate	100%	100%	100%	99%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	707	134	335	189	*	19	*	24	455	68	n/a	163
Total Students	708	134	335	190	*	19	*	24	455	68	n/a	163
Participation Rate	100%	100%	100%	99%	*	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)

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.8	72.5%	72.7%	74.5%
Masters	13.6	27.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**62%**	65%	54%	75%	-	*	-	*	75%	65%	59%	60%	64%	-
	2016	72%	68%	**69%**	71%	67%	75%	-	*	-	*	58%	67%	61%	75%	64%	-
Mathematics	2017	76%	73%	**62%**	56%	71%	63%	-	*	-	71%	63%	66%	71%	54%	70%	-
	2016	74%	70%	**70%**	71%	75%	63%	-	*	-	*	67%	67%	78%	68%	73%	-
Grade 4																	
Reading	2017	69%	64%	**68%**	69%	58%	88%	-	*	-	*	*	70%	55%	76%	58%	-
	2016	74%	67%	**54%**	50%	43%	100%	-	*	*	*	44%	50%	*	66%	45%	-
Mathematics	2017	74%	70%	**62%**	57%	60%	100%	-	*	-	*	71%	61%	75%	67%	56%	-
	2016	72%	66%	**53%**	48%	43%	90%	-	*	*	*	44%	48%	50%	49%	57%	-
Writing	2017	64%	59%	**54%**	53%	45%	75%	-	*	-	*	*	53%	42%	60%	46%	-
	2016	68%	63%	**59%**	55%	48%	100%	-	*	*	*	44%	55%	*	63%	56%	-
Grade 5																	
Reading	2017	81%	75%	**65%**	58%	67%	86%	-	-	*	*	47%	69%	*	70%	61%	-
	2016	80%	74%	**68%**	71%	58%	70%	-	*	-	*	60%	67%	42%	74%	62%	-
Mathematics	2017	86%	80%	**66%**	62%	62%	86%	-	-	*	*	60%	65%	63%	65%	67%	-
	2016	85%	79%	**84%**	86%	79%	80%	-	*	-	*	70%	84%	75%	83%	84%	-
Science	2017	73%	66%	**63%**	50%	75%	86%	-	-	*	*	47%	67%	88%	70%	58%	-
	2016	73%	67%	**59%**	55%	67%	70%	-	*	-	*	50%	54%	*	63%	57%	-
Grade 6																	
Reading	2017	67%	67%	**51%**	51%	45%	*	-	*	-	83%	*	52%	*	57%	44%	-
	2016	68%	67%	**58%**	49%	67%	78%	-	*	-	*	*	55%	55%	61%	55%	-
Mathematics	2017	75%	77%	**63%**	58%	75%	*	-	*	-	83%	*	66%	*	64%	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
	2016	71%	69%	**55%**	45%	63%	89%	-	*	-	*	28%	55%	55%	56%	55%	-
All Grades																	
All Subjects	2017	74%	70%	**61%**	58%	61%	75%	-	56%	*	69%	52%	63%	56%	64%	59%	-
	2016	74%	70%	**63%**	60%	61%	82%	-	54%	*	79%	46%	60%	52%	66%	61%	-
Reading	2017	71%	66%	**61%**	61%	56%	76%	-	*	*	67%	46%	64%	44%	65%	57%	-
	2016	72%	67%	**62%**	60%	59%	81%	-	50%	*	69%	43%	60%	47%	69%	57%	-
Mathematics	2017	78%	74%	**63%**	58%	67%	72%	-	*	*	72%	59%	64%	65%	62%	64%	-
	2016	75%	70%	**65%**	62%	65%	81%	-	80%	*	77%	48%	63%	66%	64%	67%	-
Writing	2017	66%	60%	**54%**	53%	45%	75%	-	*	-	*	*	53%	42%	60%	46%	-
	2016	68%	64%	**59%**	55%	48%	100%	-	*	*	*	44%	55%	*	63%	56%	-
Science	2017	78%	73%	**63%**	50%	75%	86%	-	-	*	*	47%	67%	88%	70%	58%	-
	2016	77%	74%	**59%**	55%	67%	70%	-	*	-	*	50%	54%	*	63%	57%	-

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

All Grades																	
All Subjects	2017	44%	40%	**30%**	26%	28%	59%	-	38%	*	29%	36%	30%	23%	29%	32%	-
	2016	42%	38%	**32%**	27%	33%	49%	-	35%	*	52%	38%	29%	28%	29%	34%	-
Reading	2017	43%	39%	**32%**	29%	31%	55%	-	*	*	28%	33%	32%	22%	32%	32%	-
	2016	42%	38%	**34%**	28%	33%	57%	-	40%	*	46%	36%	30%	26%	33%	34%	-
Mathematics	2017	45%	39%	**27%**	23%	25%	55%	-	*	*	28%	36%	27%	24%	24%	31%	-
	2016	40%	35%	**34%**	26%	40%	49%	-	40%	*	62%	39%	32%	34%	27%	39%	-
Writing	2017	36%	30%	**36%**	35%	25%	75%	-	*	-	*	*	31%	25%	42%	29%	-
	2016	39%	36%	**35%**	35%	29%	60%	-	*	*	*	44%	33%	*	40%	30%	-
Science	2017	48%	44%	**32%**	18%	35%	71%	-	-	*	*	40%	33%	13%	27%	36%	-
	2016	44%	41%	**15%**	14%	11%	10%	-	*	-	*	30%	11%	*	9%	20%	-

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

All Grades																	
All Subjects	2017	19%	17%	**11%**	9%	9%	30%	-	25%	*	7%	2%	9%	12%	10%	12%	-
	2016	17%	14%	**10%**	7%	11%	18%	-	27%	*	18%	1%	8%	9%	10%	10%	-
Reading	2017	18%	15%	**14%**	13%	13%	34%	-	*	*	11%	0%	12%	11%	15%	14%	-
	2016	16%	14%	**13%**	9%	14%	22%	-	40%	*	31%	0%	11%	9%	13%	13%	-
Mathematics	2017	21%	18%	**11%**	7%	9%	34%	-	*	*	6%	3%	8%	15%	8%	13%	-
	2016	17%	15%	**9%**	7%	9%	19%	-	20%	*	15%	0%	8%	13%	9%	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
Writing	2017	11%	8%	**5%**	7%	0%	0%	-	*	-	*	*	4%	8%	5%	6%	-
	2016	14%	11%	**4%**	3%	5%	10%	-	*	*	*	0%	3%	*	6%	2%	-
Science	2017	19%	16%	**3%**	0%	0%	29%	-	-	*	*	0%	0%	0%	0%	6%	-
	2016	15%	13%	**6%**	2%	11%	10%	-	*	-	*	10%	4%	*	6%	7%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	99%	99%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	99%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**99%**	99%	99%	100%	-	100%	*	100%	100%	99%	98%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	*	*	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**13%**	22%	0%	0%	-	-	*	*	13%	16%	0%	31%	4%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**51%**	56%	73%	17%	-	-	*	*	51%	53%	60%	38%	58%	-
% STAAR Alternate 2	2017	12%	9%	**36%**	22%	27%	83%	-	-	*	*	36%	31%	40%	31%	38%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	-	*	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	-	*	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**13%**	22%	0%	0%	-	-	*	*	13%	16%	0%	31%	4%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**51%**	56%	73%	17%	-	-	*	*	51%	53%	60%	38%	58%	-
% STAAR Alternate 2	2017	13%	10%	**36%**	22%	27%	83%	-	-	*	*	36%	31%	40%	31%	38%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	N	Y					Y	N	N	n/a	4	7	57
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	N	N							N			n/a	0	3	0
Science	Y	N							Y			n/a	2	3	67
Social Studies												n/a	0	0	
Total													**12**	**20**	**60**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	174	95	43	22	-	*	*	10	140	16	24	n/a
Total Tests	274	148	76	28	-	*	*	15	223	36	49	43
% at Approaches Grade Level Standard	64%	64%	57%	79%	-	*	*	67%	63%	44%	49%	n/a
Mathematics												
# at Approaches Grade Level Standard	182	93	53	21	-	*	*	11	143	21	34	n/a
Total Tests	274	147	77	28	-	*	*	15	223	36	50	44
% at Approaches Grade Level Standard	66%	63%	69%	75%	-	*	*	73%	64%	58%	68%	n/a
Writing												
# at Approaches Grade Level Standard	35	19	8	6	-	*	-	*	28	*	8	n/a
Total Tests	65	35	18	8	-	*	-	*	54	*	15	*
% at Approaches Grade Level Standard	54%	54%	44%	75%	-	*	-	*	52%	*	53%	n/a
Science												
# at Approaches Grade Level Standard	35	14	13	6	-	-	*	*	30	6	8	n/a
Total Tests	51	27	16	6	-	-	*	*	45	14	9	8
% at Approaches Grade Level Standard	69%	52%	81%	100%	-	-	*	*	67%	43%	89%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	321	176	90	29	-	**	*	18	230	39	n/a	47
Total Students	322	177	90	29	-	**	*	18	231	39	n/a	47
Participation Rate	100%	99%	100%	100%	-	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	318	174	89	29	-	**	*	18	228	39	n/a	46
Total Students	320	175	90	29	-	**	*	18	230	39	n/a	47
Participation Rate	99%	99%	99%	100%	-	100%	*	100%	99%	100%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	38.0	80.3%	72.7%	74.5%
Masters	9.3	19.7%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**53%**	54%	40%	70%	-	*	-	100%	50%	52%	33%	55%	50%	-
	2016	72%	68%	**66%**	71%	69%	62%	*	-	-	*	*	63%	60%	74%	58%	-
Mathematics	2017	76%	73%	**61%**	62%	53%	70%	-	*	-	100%	*	60%	53%	53%	72%	-
	2016	74%	70%	**75%**	71%	79%	77%	*	-	-	*	*	73%	80%	76%	73%	-
Grade 4																	
Reading	2017	69%	64%	**67%**	59%	77%	71%	*	-	-	*	*	65%	60%	63%	70%	*
	2016	74%	67%	**62%**	42%	73%	65%	-	*	-	*	*	59%	60%	74%	53%	-
Mathematics	2017	74%	70%	**64%**	70%	67%	57%	*	-	-	*	*	62%	47%	55%	73%	*
	2016	72%	66%	**66%**	52%	66%	88%	-	*	-	*	*	61%	53%	72%	62%	-
Writing	2017	64%	59%	**55%**	64%	57%	50%	*	-	-	*	*	54%	33%	56%	54%	*
	2016	68%	63%	**66%**	56%	71%	71%	-	*	-	*	*	64%	67%	74%	61%	-
Grade 5																	
Reading	2017	81%	75%	**57%**	52%	59%	57%	-	*	-	*	50%	55%	35%	65%	52%	-
	2016	80%	74%	**72%**	59%	71%	89%	-	*	-	*	*	68%	80%	76%	68%	-
Mathematics	2017	86%	80%	**62%**	45%	73%	57%	-	*	-	*	*	59%	65%	63%	61%	-
	2016	85%	79%	**76%**	47%	81%	89%	-	*	-	*	56%	75%	73%	73%	78%	-
Science	2017	73%	66%	**38%**	28%	37%	50%	-	*	-	*	*	35%	*	38%	38%	-
	2016	73%	67%	**65%**	41%	70%	78%	-	*	-	*	*	66%	80%	56%	75%	-
Grade 6																	
Reading	2017	67%	67%	**65%**	35%	73%	86%	-	*	-	*	*	62%	45%	67%	63%	-
	2016	68%	67%	**65%**	64%	60%	73%	-	*	-	*	*	56%	56%	77%	52%	-
Mathematics	2017	75%	77%	**67%**	41%	73%	79%	-	*	-	*	*	62%	64%	60%	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
	2016	71%	69%	**62%**	54%	63%	73%	-	*	-	*	*	58%	56%	58%	67%	-
All Grades																	
All Subjects	2017	74%	70%	**58%**	52%	60%	64%	*	54%	-	69%	35%	56%	45%	57%	59%	*
	2016	74%	70%	**67%**	55%	70%	77%	*	100%	-	57%	27%	64%	67%	71%	64%	-
Reading	2017	71%	66%	**60%**	51%	61%	71%	*	*	-	77%	45%	58%	43%	62%	58%	*
	2016	72%	67%	**66%**	58%	69%	73%	*	100%	-	42%	24%	62%	65%	75%	57%	-
Mathematics	2017	78%	74%	**63%**	55%	67%	65%	*	*	-	77%	32%	60%	57%	57%	69%	*
	2016	75%	70%	**69%**	56%	72%	83%	*	100%	-	67%	27%	67%	67%	70%	69%	-
Writing	2017	66%	60%	**55%**	64%	57%	50%	*	-	-	*	*	54%	33%	56%	54%	*
	2016	68%	64%	**66%**	56%	71%	71%	-	*	-	*	*	64%	67%	74%	61%	-
Science	2017	78%	73%	**38%**	28%	37%	50%	-	*	-	*	*	35%	*	38%	38%	-
	2016	77%	74%	**65%**	41%	70%	78%	-	*	-	*	*	66%	80%	56%	75%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**27%**	24%	27%	37%	*	31%	-	19%	8%	23%	14%	30%	25%	*
	2016	42%	38%	**30%**	24%	32%	39%	*	36%	-	20%	8%	25%	25%	37%	25%	-
Reading	2017	43%	39%	**35%**	29%	35%	44%	*	*	-	23%	13%	30%	22%	39%	30%	*
	2016	42%	38%	**32%**	25%	34%	41%	*	20%	-	17%	6%	26%	28%	42%	22%	-
Mathematics	2017	45%	39%	**25%**	23%	24%	37%	*	*	-	15%	6%	20%	10%	25%	25%	*
	2016	40%	35%	**30%**	25%	30%	39%	*	40%	-	17%	9%	25%	24%	36%	25%	-
Writing	2017	36%	30%	**25%**	25%	27%	29%	*	-	-	*	*	21%	7%	28%	22%	*
	2016	39%	36%	**34%**	24%	41%	29%	-	*	-	*	*	30%	27%	36%	32%	-
Science	2017	48%	44%	**14%**	9%	12%	21%	-	*	-	*	*	12%	*	15%	13%	-
	2016	44%	41%	**21%**	6%	17%	39%	-	*	-	*	*	18%	13%	19%	22%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**11%**	10%	9%	17%	*	8%	-	9%	3%	8%	2%	13%	9%	*
	2016	17%	14%	**13%**	10%	8%	25%	*	36%	-	7%	4%	9%	6%	15%	11%	-
Reading	2017	18%	15%	**15%**	14%	14%	19%	*	*	-	15%	6%	12%	3%	17%	14%	*
	2016	16%	14%	**16%**	14%	12%	30%	*	20%	-	8%	3%	11%	7%	20%	13%	-
Mathematics	2017	21%	18%	**11%**	13%	6%	19%	*	*	-	8%	0%	7%	2%	12%	9%	*
	2016	17%	15%	**11%**	8%	8%	22%	*	40%	-	8%	6%	8%	6%	14%	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
Writing	2017	11%	8%	**3%**	0%	3%	7%	*	-	-	*	*	2%	0%	5%	0%	*
	2016	14%	11%	**8%**	9%	5%	12%	-	*	-	*	*	7%	0%	8%	9%	-
Science	2017	19%	16%	**3%**	0%	2%	14%	-	*	-	*	*	1%	*	5%	2%	-
	2016	15%	13%	**8%**	0%	0%	28%	-	*	-	*	*	7%	7%	6%	11%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	*
	2016	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	*
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	*
	2016	100%	99%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Writing	2017	100%	100%	**99%**	100%	97%	100%	*	-	-	*	100%	98%	100%	98%	100%	*
	2016	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	95%	-	*	-	100%	100%	98%	100%	97%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**23%**	31%	9%	*	-	-	-	*	23%	21%	0%	50%	10%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**77%**	69%	91%	*	-	-	-	*	77%	79%	100%	50%	90%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**29%**	38%	18%	*	-	-	-	*	29%	29%	20%	50%	19%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**71%**	62%	82%	*	-	-	-	*	71%	71%	80%	50%	81%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y					N	N	N	n/a	3	7	43
Mathematics	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Writing	N		N						N			n/a	0	3	0
Science	N	N	N						N			n/a	0	4	0
Social Studies												n/a	0	0	
Total													**8**	**21**	**38**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**35**	**63**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	171	47	75	37	*	*	-	9	144	13	34	n/a
Total Tests	275	91	118	50	*	*	-	12	243	29	61	51
% at Approaches Grade Level Standard	62%	52%	64%	74%	*	*	-	75%	59%	45%	56%	n/a
Mathematics												
# at Approaches Grade Level Standard	177	51	80	33	*	*	-	9	150	8	41	n/a
Total Tests	275	91	118	50	*	*	-	12	243	29	61	51
% at Approaches Grade Level Standard	64%	56%	68%	66%	*	*	-	75%	62%	28%	67%	n/a
Writing												
# at Approaches Grade Level Standard	37	15	15	7	*	-	-	*	28	*	7	n/a
Total Tests	68	23	28	13	*	-	-	*	53	*	16	14
% at Approaches Grade Level Standard	54%	65%	54%	54%	*	-	-	*	53%	*	44%	n/a
Science												
# at Approaches Grade Level Standard	34	8	15	7	-	*	-	*	29	*	*	n/a
Total Tests	87	31	37	14	-	*	-	*	81	*	*	*
% at Approaches Grade Level Standard	39%	26%	41%	50%	-	*	-	*	36%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	301	103	127	52	*	**	-	13	263	31	n/a	58
Total Students	302	104	127	52	*	**	-	13	264	31	n/a	58
Participation Rate	100%	99%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	301	103	127	52	*	**	-	13	263	31	n/a	58
Total Students	302	104	127	52	*	**	-	13	264	31	n/a	58
Participation Rate	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	28.0	79.4%	72.7%	74.5%
Masters	7.3	20.6%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**57%**	50%	60%	55%	-	-	*	-	*	57%	59%	60%	54%	-
	2016	72%	68%	**52%**	74%	42%	*	*	-	-	*	*	54%	41%	63%	43%	-
Mathematics	2017	76%	73%	**63%**	55%	66%	64%	-	-	*	-	*	65%	65%	67%	59%	-
	2016	74%	70%	**64%**	68%	59%	100%	*	-	-	*	*	67%	63%	70%	59%	-
Grade 4																	
Reading	2017	69%	64%	**45%**	42%	46%	*	*	-	-	*	*	46%	44%	63%	26%	-
	2016	74%	67%	**62%**	62%	61%	67%	*	-	*	-	*	58%	50%	86%	45%	-
Mathematics	2017	74%	70%	**47%**	42%	47%	*	*	-	-	*	*	48%	44%	59%	35%	-
	2016	72%	66%	**49%**	54%	49%	*	*	-	*	-	*	47%	39%	59%	43%	-
Writing	2017	64%	59%	**41%**	38%	41%	*	*	-	-	*	*	43%	35%	60%	21%	-
	2016	68%	63%	**51%**	62%	45%	67%	*	-	*	-	*	47%	37%	69%	38%	-
Grade 5																	
Reading	2017	81%	75%	**73%**	74%	68%	91%	*	-	*	-	*	71%	65%	74%	71%	-
	2016	80%	74%	**72%**	69%	68%	92%	*	*	-	*	*	74%	58%	74%	71%	-
Mathematics	2017	86%	80%	**68%**	79%	65%	64%	*	-	*	-	*	68%	63%	77%	62%	-
	2016	85%	79%	**71%**	60%	76%	77%	*	*	-	*	*	74%	74%	74%	68%	-
Science	2017	73%	66%	**63%**	74%	53%	91%	*	-	*	-	*	61%	49%	67%	60%	-
	2016	73%	67%	**67%**	56%	71%	75%	*	*	-	*	*	69%	58%	68%	66%	-
Grade 6																	
Reading	2017	67%	67%	**58%**	43%	56%	79%	-	*	-	*	*	58%	41%	67%	50%	-
	2016	68%	67%	**52%**	41%	59%	50%	*	-	-	-	*	50%	*	50%	54%	-
Mathematics	2017	75%	77%	**68%**	64%	68%	71%	-	*	-	*	*	68%	68%	70%	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
	2016	71%	69%	**57%**	59%	54%	58%	*	-	-	-	*	59%	*	63%	51%	-
All Grades																	
All Subjects	2017	74%	70%	**58%**	55%	57%	72%	*	*	*	71%	19%	58%	54%	66%	52%	-
	2016	74%	70%	**60%**	61%	57%	69%	50%	67%	*	70%	18%	60%	49%	67%	53%	-
Reading	2017	71%	66%	**58%**	52%	58%	73%	*	*	*	*	19%	58%	54%	66%	52%	-
	2016	72%	67%	**59%**	62%	56%	71%	*	*	*	*	16%	59%	47%	68%	53%	-
Mathematics	2017	78%	74%	**61%**	58%	61%	68%	*	*	*	*	19%	62%	59%	67%	56%	-
	2016	75%	70%	**60%**	61%	59%	67%	*	*	*	*	19%	62%	53%	67%	55%	-
Writing	2017	66%	60%	**41%**	38%	41%	*	*	-	-	*	*	43%	35%	60%	21%	-
	2016	68%	64%	**51%**	62%	45%	67%	*	-	*	-	*	47%	37%	69%	38%	-
Science	2017	78%	73%	**63%**	74%	53%	91%	*	-	*	-	*	61%	49%	67%	60%	-
	2016	77%	74%	**67%**	56%	71%	75%	*	*	-	*	*	69%	58%	68%	66%	-

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

All Grades																	
All Subjects	2017	44%	40%	**23%**	23%	21%	34%	*	*	*	43%	4%	22%	19%	27%	19%	-
	2016	42%	38%	**23%**	25%	18%	38%	0%	33%	*	40%	1%	20%	9%	29%	18%	-
Reading	2017	43%	39%	**25%**	23%	23%	38%	*	*	*	*	6%	24%	22%	32%	18%	-
	2016	42%	38%	**24%**	31%	18%	37%	*	*	*	*	3%	22%	6%	34%	16%	-
Mathematics	2017	45%	39%	**19%**	17%	18%	33%	*	*	*	*	6%	19%	15%	19%	19%	-
	2016	40%	35%	**21%**	22%	17%	36%	*	*	*	*	0%	19%	13%	23%	19%	-
Writing	2017	36%	30%	**18%**	21%	17%	*	*	-	-	*	*	19%	13%	27%	9%	-
	2016	39%	36%	**20%**	23%	17%	33%	*	-	*	-	*	14%	11%	34%	10%	-
Science	2017	48%	44%	**33%**	47%	29%	36%	*	-	*	-	*	33%	24%	38%	29%	-
	2016	44%	41%	**28%**	19%	26%	50%	*	*	-	*	*	24%	5%	26%	29%	-

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

All Grades																	
All Subjects	2017	19%	17%	**8%**	6%	8%	13%	*	*	*	0%	1%	7%	6%	8%	7%	-
	2016	17%	14%	**7%**	7%	5%	13%	0%	22%	*	10%	0%	6%	2%	9%	5%	-
Reading	2017	18%	15%	**9%**	8%	9%	10%	*	*	*	*	3%	8%	8%	11%	6%	-
	2016	16%	14%	**9%**	8%	6%	21%	*	*	*	*	0%	7%	1%	12%	6%	-
Mathematics	2017	21%	18%	**7%**	3%	7%	15%	*	*	*	*	0%	7%	6%	7%	8%	-
	2016	17%	15%	**6%**	9%	4%	5%	*	*	*	*	0%	5%	3%	8%	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
Writing	2017	11%	8%	**1%**	0%	2%	*	*	-	-	*	*	1%	0%	0%	2%	-
	2016	14%	11%	**7%**	0%	6%	22%	*	-	*	-	*	3%	3%	14%	2%	-
Science	2017	19%	16%	**11%**	16%	8%	18%	*	-	*	-	*	9%	2%	13%	9%	-
	2016	15%	13%	**3%**	0%	3%	8%	*	*	-	*	*	2%	0%	0%	5%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	98%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	97%	*	*	*	*	100%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	*	-	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	-	*	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	-	*	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	92%	*	*	-	*	*	98%	100%	100%	97%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**17%**	0%	15%	33%	*	-	-	-	17%	17%	17%	43%	10%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**83%**	100%	85%	67%	*	-	-	-	83%	83%	83%	57%	90%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**17%**	0%	20%	22%	*	-	-	-	17%	17%	25%	29%	14%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**83%**	100%	80%	78%	*	-	-	-	83%	83%	75%	71%	86%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N	Y					N	N	N	n/a	1	7	14
Mathematics	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Writing	N		N						N		N	n/a	0	4	0
Science	Y		N						Y		N	n/a	2	4	50
Social Studies												n/a	0	0	
Total													**8**	**22**	**36**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**36**	**61**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	183	33	120	25	*	*	*	*	165	6	92	n/a
Total Tests	309	60	205	35	*	*	*	*	280	34	164	154
% at Approaches Grade Level Standard	59%	55%	59%	71%	*	*	*	*	59%	18%	56%	n/a
Mathematics												
# at Approaches Grade Level Standard	201	34	136	25	*	*	*	*	181	7	109	n/a
Total Tests	308	60	204	35	*	*	*	*	280	34	164	154
% at Approaches Grade Level Standard	65%	57%	67%	71%	*	*	*	*	65%	21%	66%	n/a
Writing												
# at Approaches Grade Level Standard	32	8	21	*	*	-	-	*	31	*	17	n/a
Total Tests	74	19	49	*	*	-	-	*	72	*	42	40
% at Approaches Grade Level Standard	43%	42%	43%	*	*	-	-	*	43%	*	40%	n/a
Science												
# at Approaches Grade Level Standard	52	12	30	8	*	-	*	-	46	*	25	n/a
Total Tests	77	14	53	8	*	-	*	-	70	*	43	39
% at Approaches Grade Level Standard	68%	86%	57%	100%	*	-	*	-	66%	*	58%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	359	77	233	40	*	*	*	*	306	36	n/a	182
Total Students	360	77	234	40	*	*	*	*	307	36	n/a	182
Participation Rate	100%	100%	100%	100%	*	*	*	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	358	77	232	40	*	*	*	*	306	36	n/a	182
Total Students	359	77	233	40	*	*	*	*	307	36	n/a	182
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.3	77.9%	72.7%	74.5%
Masters	10.0	22.1%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**35%**	39%	33%	*	*	*	-	*	*	34%	35%	41%	30%	-
	2016	72%	68%	**57%**	47%	58%	*	-	-	-	*	*	56%	58%	69%	38%	*
Mathematics	2017	76%	73%	**61%**	44%	64%	*	*	*	-	*	*	61%	68%	61%	62%	-
	2016	74%	70%	**63%**	47%	67%	*	-	-	-	*	*	61%	69%	68%	56%	*
Grade 4																	
Reading	2017	69%	64%	**62%**	*	62%	*	-	-	-	*	*	60%	58%	69%	54%	-
	2016	74%	67%	**60%**	47%	63%	*	-	*	-	-	*	60%	59%	67%	53%	-
Mathematics	2017	74%	70%	**62%**	56%	64%	*	-	-	-	*	*	63%	63%	69%	55%	-
	2016	72%	66%	**55%**	*	60%	*	-	*	-	-	*	56%	63%	61%	49%	-
Writing	2017	64%	59%	**63%**	67%	62%	*	-	-	-	*	*	61%	60%	71%	53%	-
	2016	68%	63%	**64%**	57%	65%	*	-	*	-	-	*	65%	63%	78%	52%	-
Grade 5																	
Reading	2017	81%	75%	**65%**	58%	67%	*	*	*	*	-	*	65%	55%	71%	59%	-
	2016	80%	74%	**62%**	53%	63%	100%	*	*	-	*	*	61%	45%	56%	67%	-
Mathematics	2017	86%	80%	**74%**	69%	77%	*	*	*	*	-	*	76%	69%	80%	69%	-
	2016	85%	79%	**69%**	59%	71%	*	*	*	-	*	*	69%	56%	67%	70%	-
Science	2017	73%	66%	**59%**	*	65%	*	*	*	*	-	*	58%	56%	60%	58%	-
	2016	73%	67%	**62%**	53%	65%	*	*	*	-	*	*	61%	49%	56%	67%	-
Grade 6																	
Reading	2017	67%	67%	**43%**	50%	41%	*	*	*	-	*	*	42%	25%	38%	48%	-
	2016	68%	67%	**41%**	42%	38%	*	-	*	-	*	*	40%	16%	51%	33%	-
Mathematics	2017	75%	77%	**57%**	43%	61%	*	*	*	-	*	*	58%	51%	46%	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
	2016	71%	69%	**65%**	*	67%	*	-	*	-	*	*	67%	60%	61%	68%	-
All Grades																	
All Subjects	2017	74%	70%	**58%**	49%	59%	56%	31%	73%	*	100%	13%	57%	54%	60%	55%	-
	2016	74%	70%	**60%**	46%	62%	82%	*	56%	-	67%	13%	60%	55%	64%	56%	*
Reading	2017	71%	66%	**50%**	47%	50%	67%	*	*	*	*	*	49%	44%	54%	47%	-
	2016	72%	67%	**56%**	47%	56%	93%	*	*	-	*	*	55%	47%	62%	49%	*
Mathematics	2017	78%	74%	**63%**	52%	66%	47%	*	86%	*	*	17%	64%	63%	64%	63%	-
	2016	75%	70%	**63%**	41%	66%	79%	*	*	-	*	*	63%	63%	65%	61%	*
Writing	2017	66%	60%	**63%**	67%	62%	*	-	-	-	*	*	61%	60%	71%	53%	-
	2016	68%	64%	**64%**	57%	65%	*	-	*	-	-	*	65%	63%	78%	52%	-
Science	2017	78%	73%	**59%**	*	65%	*	*	*	*	-	*	58%	56%	60%	58%	-
	2016	77%	74%	**62%**	53%	65%	*	*	*	-	*	*	61%	49%	56%	67%	-

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

All Grades																	
All Subjects	2017	44%	40%	**24%**	19%	26%	17%	19%	33%	*	43%	4%	24%	20%	25%	24%	-
	2016	42%	38%	**23%**	13%	23%	44%	*	50%	-	33%	5%	22%	17%	24%	21%	*
Reading	2017	43%	39%	**21%**	19%	22%	20%	*	*	*	*	*	20%	16%	23%	19%	-
	2016	42%	38%	**18%**	12%	17%	36%	*	*	-	*	*	17%	10%	19%	17%	*
Mathematics	2017	45%	39%	**27%**	19%	28%	20%	*	43%	*	*	3%	27%	24%	27%	27%	-
	2016	40%	35%	**22%**	10%	22%	50%	*	*	-	*	*	21%	17%	24%	19%	*
Writing	2017	36%	30%	**27%**	11%	31%	*	-	-	-	*	*	25%	27%	33%	21%	-
	2016	39%	36%	**35%**	29%	35%	*	-	*	-	-	*	34%	33%	41%	29%	-
Science	2017	48%	44%	**24%**	*	25%	*	*	*	*	-	*	24%	15%	17%	30%	-
	2016	44%	41%	**33%**	12%	36%	*	*	*	-	*	*	32%	24%	27%	38%	-

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

All Grades																	
All Subjects	2017	19%	17%	**9%**	5%	9%	11%	13%	7%	*	14%	0%	9%	6%	9%	8%	-
	2016	17%	14%	**7%**	4%	6%	24%	*	25%	-	11%	0%	6%	3%	9%	5%	*
Reading	2017	18%	15%	**8%**	2%	9%	13%	*	*	*	*	*	9%	6%	8%	8%	-
	2016	16%	14%	**8%**	5%	7%	21%	*	*	-	*	*	7%	3%	10%	6%	*
Mathematics	2017	21%	18%	**11%**	9%	11%	13%	*	14%	*	*	0%	10%	9%	11%	11%	-
	2016	17%	15%	**6%**	2%	5%	29%	*	*	-	*	*	5%	3%	8%	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
Writing	2017	11%	8%	**5%**	0%	6%	*	-	-	-	*	*	6%	4%	8%	2%	-
	2016	14%	11%	**6%**	7%	6%	*	-	*	-	-	*	5%	6%	9%	4%	-
Science	2017	19%	16%	**4%**	*	5%	*	*	*	*	-	*	3%	2%	5%	4%	-
	2016	15%	13%	**6%**	6%	4%	*	*	*	-	*	*	4%	0%	8%	5%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	*
Reading	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	99%	*
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	*
Writing	2017	100%	100%	**99%**	100%	99%	100%	-	-	-	*	100%	99%	99%	100%	98%	-
	2016	99%	100%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	99%	*	*	*	*	-	100%	99%	98%	100%	98%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	*	*	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**6%**	0%	4%	*	*	-	*	-	6%	3%	5%	0%	9%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**94%**	100%	96%	*	*	-	*	-	94%	97%	95%	100%	91%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	*	*	-	*	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**6%**	0%	4%	*	*	-	*	-	6%	3%	5%	0%	9%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**94%**	100%	96%	*	*	-	*	-	94%	97%	95%	100%	91%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	*	-	*	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N						N	N	N	n/a	0	6	0
Mathematics	Y	N	Y						Y	N	Y	n/a	4	6	67
Writing	Y		Y						Y		Y	n/a	4	4	100
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**12**	**20**	**60**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	195	24	154	9	*	*	-	*	176	*	124	n/a
Total Tests	382	47	307	12	*	*	-	*	356	*	262	243
% at Approaches Grade Level Standard	51%	51%	50%	75%	*	*	-	*	49%	*	47%	n/a
Mathematics												
# at Approaches Grade Level Standard	253	26	210	7	*	5	-	*	233	6	179	n/a
Total Tests	382	47	307	12	*	6	-	*	356	30	262	243
% at Approaches Grade Level Standard	66%	55%	68%	58%	*	83%	-	*	65%	20%	68%	n/a
Writing												
# at Approaches Grade Level Standard	55	6	45	*	-	-	-	*	48	*	39	n/a
Total Tests	85	9	72	*	-	-	-	*	78	*	63	59
% at Approaches Grade Level Standard	65%	67%	63%	*	-	-	-	*	62%	*	62%	n/a
Science												
# at Approaches Grade Level Standard	52	*	47	*	*	*	-	-	51	*	39	n/a
Total Tests	87	*	73	*	*	*	-	-	85	*	64	55
% at Approaches Grade Level Standard	60%	*	64%	*	*	*	-	-	60%	*	61%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	418	53	330	15	7	8	*	*	373	35	n/a	266
Total Students	418	53	330	15	7	8	*	*	373	35	n/a	266
Participation Rate	100%	100%	100%	100%	100%	100%	*	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	418	54	330	15	7	7	*	*	373	35	n/a	265
Total Students	418	54	330	15	7	7	*	*	373	35	n/a	265
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	37.8	75.7%	72.7%	74.5%
Masters	12.1	24.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**75%**	71%	77%	82%	-	*	*	*	*	71%	63%	86%	63%	-
	2016	72%	68%	**71%**	78%	53%	79%	*	*	-	*	*	67%	61%	73%	68%	-
Mathematics	2017	76%	73%	**67%**	61%	71%	64%	-	*	*	*	*	64%	74%	68%	65%	-
	2016	74%	70%	**59%**	69%	44%	58%	*	*	-	*	*	61%	44%	60%	59%	-
Grade 4																	
Reading	2017	69%	64%	**54%**	55%	44%	71%	-	*	-	*	*	53%	*	62%	45%	-
	2016	74%	67%	**75%**	84%	70%	75%	*	*	-	-	*	77%	56%	82%	69%	-
Mathematics	2017	74%	70%	**70%**	70%	65%	76%	-	*	-	*	*	74%	60%	76%	63%	-
	2016	72%	66%	**76%**	80%	66%	100%	*	*	-	-	*	73%	50%	73%	80%	-
Writing	2017	64%	59%	**62%**	59%	62%	67%	-	*	-	*	*	66%	60%	70%	53%	-
	2016	68%	63%	**77%**	88%	72%	83%	*	*	-	-	*	75%	56%	80%	75%	-
Grade 5																	
Reading	2017	81%	75%	**72%**	72%	68%	87%	*	*	-	*	*	69%	69%	84%	63%	-
	2016	80%	74%	**71%**	62%	73%	100%	-	*	-	-	*	69%	70%	75%	69%	-
Mathematics	2017	86%	80%	**80%**	84%	75%	93%	*	*	-	*	*	77%	62%	84%	77%	-
	2016	85%	79%	**75%**	65%	77%	100%	-	*	-	-	*	77%	80%	69%	78%	-
Science	2017	73%	66%	**54%**	53%	48%	73%	*	*	-	*	*	49%	*	61%	49%	-
	2016	73%	67%	**53%**	51%	45%	88%	-	*	-	-	*	52%	50%	42%	60%	-
Grade 6																	
Reading	2017	67%	67%	**67%**	68%	65%	*	-	*	-	-	*	65%	*	74%	62%	-
	2016	68%	67%	**66%**	58%	70%	75%	-	*	-	-	*	69%	63%	72%	60%	-
Mathematics	2017	75%	77%	**68%**	65%	70%	*	-	*	-	-	*	68%	*	74%	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
	2016	71%	69%	**61%**	58%	65%	63%	-	*	-	-	*	62%	*	60%	63%	-
All Grades																	
All Subjects	2017	74%	70%	**67%**	66%	65%	76%	*	75%	*	52%	22%	66%	54%	74%	61%	-
	2016	74%	70%	**68%**	67%	64%	78%	90%	86%	-	*	32%	68%	56%	69%	68%	-
Reading	2017	71%	66%	**67%**	66%	64%	78%	*	75%	*	63%	24%	65%	50%	76%	59%	-
	2016	72%	67%	**71%**	69%	68%	80%	*	83%	-	*	35%	70%	61%	75%	67%	-
Mathematics	2017	78%	74%	**71%**	70%	70%	78%	*	83%	*	*	29%	71%	63%	75%	68%	-
	2016	75%	70%	**68%**	66%	64%	75%	*	92%	-	*	26%	68%	52%	65%	70%	-
Writing	2017	66%	60%	**62%**	59%	62%	67%	-	*	-	*	*	66%	60%	70%	53%	-
	2016	68%	64%	**77%**	88%	72%	83%	*	*	-	-	*	75%	56%	80%	75%	-
Science	2017	78%	73%	**54%**	53%	48%	73%	*	*	-	*	*	49%	*	61%	49%	-
	2016	77%	74%	**53%**	51%	45%	88%	-	*	-	-	*	52%	50%	42%	60%	-

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

All Grades																	
All Subjects	2017	44%	40%	**34%**	32%	31%	45%	*	44%	*	24%	8%	29%	15%	38%	30%	-
	2016	42%	38%	**30%**	28%	26%	47%	30%	31%	-	*	16%	26%	21%	30%	30%	-
Reading	2017	43%	39%	**34%**	32%	34%	45%	*	33%	*	25%	9%	29%	13%	40%	29%	-
	2016	42%	38%	**32%**	31%	26%	53%	*	17%	-	*	17%	27%	15%	32%	31%	-
Mathematics	2017	45%	39%	**37%**	36%	34%	45%	*	67%	*	*	9%	34%	24%	40%	34%	-
	2016	40%	35%	**30%**	29%	27%	40%	*	50%	-	*	13%	27%	26%	28%	33%	-
Writing	2017	36%	30%	**27%**	25%	24%	39%	-	*	-	*	*	25%	7%	36%	15%	-
	2016	39%	36%	**41%**	44%	35%	58%	*	*	-	-	*	41%	28%	48%	34%	-
Science	2017	48%	44%	**26%**	27%	15%	53%	*	*	-	*	*	16%	*	24%	27%	-
	2016	44%	41%	**13%**	5%	16%	38%	-	*	-	-	*	11%	10%	8%	16%	-

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

All Grades																	
All Subjects	2017	19%	17%	**15%**	14%	15%	16%	*	22%	*	19%	2%	13%	5%	18%	13%	-
	2016	17%	14%	**12%**	10%	11%	22%	10%	14%	-	*	5%	10%	9%	12%	12%	-
Reading	2017	18%	15%	**18%**	16%	20%	14%	*	25%	*	25%	3%	17%	7%	24%	13%	-
	2016	16%	14%	**16%**	13%	14%	27%	*	17%	-	*	4%	13%	11%	18%	14%	-
Mathematics	2017	21%	18%	**15%**	14%	15%	20%	*	25%	*	*	3%	13%	6%	17%	14%	-
	2016	17%	15%	**11%**	9%	10%	20%	*	8%	-	*	4%	10%	9%	9%	13%	-

		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	2017	11%	8%	**11%**	9%	12%	11%	-	*	-	*	*	9%	0%	14%	8%	-
	2016	14%	11%	**14%**	12%	13%	17%	*	*	-	-	*	11%	6%	14%	14%	-
Science	2017	19%	16%	**6%**	7%	3%	13%	*	*	-	*	*	3%	*	3%	9%	-
	2016	15%	13%	**2%**	0%	5%	0%	-	*	-	-	*	0%	0%	0%	4%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	98%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	98%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	98%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	98%	*	100%	-	*	100%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	98%	*	100%	*	100%	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	100%	98%	*	100%	-	*	100%	100%	100%	100%	99%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	*	-	-	*	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**32%**	20%	29%	63%	-	*	-	-	32%	38%	0%	57%	26%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**62%**	70%	64%	38%	-	*	-	-	62%	63%	100%	43%	67%	-
% STAAR Alternate 2	2017	12%	9%	**6%**	10%	7%	0%	-	*	-	-	6%	0%	0%	0%	7%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**29%**	20%	21%	63%	-	*	-	-	29%	31%	0%	57%	22%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**65%**	70%	71%	38%	-	*	-	-	65%	69%	100%	43%	70%	-
% STAAR Alternate 2	2017	13%	10%	**6%**	10%	7%	0%	-	*	-	-	6%	0%	0%	0%	7%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y	Y	Y						Y			n/a	4	4	100
Science	N	N	N						N			n/a	0	4	0
Social Studies												n/a	0	0	
Total													**16**	**22**	**73**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**36**	**83**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	228	81	96	38	*	8	*	*	151	8	42	n/a
Total Tests	326	116	146	47	*	10	*	*	229	28	68	52
% at Approaches Grade Level Standard	70%	70%	66%	81%	*	80%	*	*	66%	29%	62%	n/a
Mathematics												
# at Approaches Grade Level Standard	242	85	105	38	*	9	*	*	165	10	50	n/a
Total Tests	326	116	146	47	*	10	*	*	229	28	68	52
% at Approaches Grade Level Standard	74%	73%	72%	81%	*	90%	*	*	72%	36%	74%	n/a
Writing												
# at Approaches Grade Level Standard	56	19	21	12	-	*	-	*	37	*	14	n/a
Total Tests	87	30	34	18	-	*	-	*	55	*	19	14
% at Approaches Grade Level Standard	64%	63%	62%	67%	-	*	-	*	67%	*	74%	n/a
Science												
# at Approaches Grade Level Standard	48	14	19	11	*	*	-	*	29	*	9	n/a
Total Tests	83	25	38	14	*	*	-	*	59	*	17	*
% at Approaches Grade Level Standard	58%	56%	50%	79%	*	*	-	*	49%	*	53%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	350	130	149	49	*	12	*	8	234	34	n/a	54
Total Students	351	130	149	50	*	12	*	8	234	34	n/a	54
Participation Rate	100%	100%	100%	98%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	350	130	149	49	*	12	*	8	234	34	n/a	54
Total Students	351	130	149	50	*	12	*	8	234	34	n/a	54
Participation Rate	100%	100%	100%	98%	*	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	29.0	75.7%	72.7%	74.5%
Masters	9.3	24.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**62%**	54%	48%	74%	-	*	-	*	*	63%	50%	70%	54%	-
	2016	72%	68%	**71%**	60%	76%	71%	*	71%	-	-	*	73%	71%	75%	66%	-
Mathematics	2017	76%	73%	**64%**	40%	59%	76%	-	*	-	*	*	67%	55%	68%	60%	-
	2016	74%	70%	**77%**	70%	75%	74%	*	100%	-	-	*	76%	81%	80%	73%	-
Grade 4																	
Reading	2017	69%	64%	**73%**	45%	76%	83%	*	100%	-	*	*	72%	76%	74%	73%	-
	2016	74%	67%	**70%**	57%	79%	72%	*	*	-	*	*	67%	53%	83%	59%	-
Mathematics	2017	74%	70%	**73%**	55%	72%	83%	*	100%	-	*	*	72%	76%	71%	76%	-
	2016	72%	66%	**62%**	*	72%	66%	*	*	-	*	*	57%	63%	63%	61%	-
Writing	2017	64%	59%	**60%**	*	72%	52%	*	100%	-	*	*	59%	71%	69%	50%	-
	2016	68%	63%	**61%**	43%	66%	63%	*	*	-	*	*	55%	53%	73%	50%	-
Grade 5																	
Reading	2017	81%	75%	**73%**	62%	76%	84%	*	*	-	*	*	75%	50%	76%	70%	-
	2016	80%	74%	**79%**	92%	83%	77%	-	*	-	*	55%	76%	54%	73%	90%	-
Mathematics	2017	86%	80%	**86%**	69%	92%	92%	*	*	-	*	*	82%	70%	85%	86%	-
	2016	85%	79%	**75%**	75%	70%	77%	-	*	-	*	55%	73%	46%	70%	83%	-
Science	2017	73%	66%	**65%**	*	64%	88%	*	*	-	*	*	57%	*	65%	65%	-
	2016	73%	67%	**64%**	73%	78%	57%	-	*	-	*	*	56%	*	58%	72%	-
Grade 6																	
Reading	2017	67%	67%	**73%**	54%	86%	74%	-	*	-	*	45%	68%	*	77%	69%	-
	2016	68%	67%	**73%**	56%	67%	92%	-	*	-	*	*	67%	46%	71%	76%	-
Mathematics	2017	75%	77%	**72%**	54%	76%	74%	-	*	-	*	*	66%	*	66%	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
	2016	71%	69%	**62%**	*	51%	81%	-	*	-	*	*	56%	46%	66%	58%	-
All Grades																	
All Subjects	2017	74%	70%	**70%**	49%	72%	78%	*	89%	-	48%	36%	68%	60%	72%	68%	-
	2016	74%	70%	**69%**	58%	70%	72%	88%	67%	-	60%	31%	65%	57%	71%	67%	-
Reading	2017	71%	66%	**70%**	54%	71%	78%	*	80%	-	*	41%	69%	58%	74%	66%	-
	2016	72%	67%	**73%**	67%	75%	77%	*	50%	-	71%	34%	71%	58%	75%	71%	-
Mathematics	2017	78%	74%	**73%**	54%	75%	81%	*	90%	-	67%	32%	71%	62%	72%	74%	-
	2016	75%	70%	**69%**	51%	66%	74%	*	94%	-	*	32%	65%	62%	70%	67%	-
Writing	2017	66%	60%	**60%**	*	72%	52%	*	100%	-	*	*	59%	71%	69%	50%	-
	2016	68%	64%	**61%**	43%	66%	63%	*	*	-	*	*	55%	53%	73%	50%	-
Science	2017	78%	73%	**65%**	*	64%	88%	*	*	-	*	*	57%	*	65%	65%	-
	2016	77%	74%	**64%**	73%	78%	57%	-	*	-	*	*	56%	*	58%	72%	-

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

All Grades																	
All Subjects	2017	44%	40%	**41%**	26%	43%	45%	*	71%	-	13%	14%	39%	33%	42%	40%	-
	2016	42%	38%	**37%**	31%	37%	40%	50%	47%	-	10%	11%	33%	30%	39%	36%	-
Reading	2017	43%	39%	**41%**	26%	42%	46%	*	70%	-	*	11%	37%	33%	44%	38%	-
	2016	42%	38%	**41%**	38%	41%	44%	*	44%	-	0%	11%	36%	27%	44%	38%	-
Mathematics	2017	45%	39%	**47%**	29%	48%	54%	*	90%	-	11%	18%	45%	36%	46%	49%	-
	2016	40%	35%	**36%**	24%	34%	40%	*	61%	-	*	11%	32%	35%	34%	38%	-
Writing	2017	36%	30%	**31%**	*	38%	17%	*	60%	-	*	*	31%	35%	39%	22%	-
	2016	39%	36%	**37%**	29%	45%	31%	*	*	-	*	*	31%	37%	51%	24%	-
Science	2017	48%	44%	**25%**	*	32%	28%	*	*	-	*	*	23%	*	21%	30%	-
	2016	44%	41%	**28%**	36%	26%	29%	-	*	-	*	*	20%	*	26%	31%	-

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

All Grades																	
All Subjects	2017	19%	17%	**19%**	11%	17%	22%	*	46%	-	9%	5%	17%	14%	18%	20%	-
	2016	17%	14%	**15%**	18%	13%	16%	0%	28%	-	0%	3%	13%	13%	17%	13%	-
Reading	2017	18%	15%	**23%**	12%	21%	28%	*	50%	-	*	7%	19%	15%	24%	22%	-
	2016	16%	14%	**20%**	27%	18%	22%	*	22%	-	0%	5%	15%	11%	26%	14%	-
Mathematics	2017	21%	18%	**21%**	15%	21%	20%	*	60%	-	11%	4%	21%	20%	18%	24%	-
	2016	17%	15%	**14%**	11%	11%	16%	*	39%	-	*	3%	14%	17%	13%	15%	-

		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	2017	11%	8%	**6%**	*	3%	9%	*	20%	-	*	*	4%	0%	11%	0%	-
	2016	14%	11%	**10%**	14%	14%	6%	*	*	-	*	*	9%	16%	12%	9%	-
Science	2017	19%	16%	**10%**	*	8%	12%	*	*	-	*	*	5%	*	6%	14%	-
	2016	15%	13%	**4%**	18%	0%	3%	-	*	-	*	*	4%	*	5%	3%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	98%	100%	100%	100%	100%	-	100%	98%	99%	100%	99%	99%	-
	2016	99%	99%	**99%**	97%	100%	100%	100%	100%	-	100%	98%	99%	100%	99%	100%	-
Reading	2017	99%	99%	**99%**	96%	100%	100%	*	100%	-	100%	96%	99%	100%	99%	99%	-
	2016	99%	99%	**100%**	98%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**99%**	98%	99%	100%	*	100%	-	100%	97%	99%	100%	99%	99%	-
Writing	2017	100%	100%	**97%**	90%	100%	96%	*	100%	-	*	*	98%	100%	97%	97%	-
	2016	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	92%	100%	100%	-	*	-	*	91%	98%	100%	98%	100%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**96%**	83%	100%	100%	*	-	-	*	96%	95%	*	100%	92%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**14%**	0%	40%	13%	*	-	-	*	14%	15%	*	20%	8%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**82%**	83%	60%	87%	*	-	-	*	82%	80%	*	80%	85%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	2%	3%	**4%**	17%	0%	0%	*	-	-	*	4%	5%	*	0%	8%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**14%**	0%	40%	13%	*	-	-	*	14%	15%	*	20%	8%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**86%**	100%	60%	87%	*	-	-	*	86%	85%	*	80%	92%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	*	-	-	*	0%	0%	*	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y		Y						Y			n/a	3	3	100
Science	Y		Y	Y					N			n/a	3	4	75
Social Studies												n/a	0	0	
Total													**18**	**21**	**86**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**35**	**91**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	190	25	68	86	*	6	-	*	134	11	40	n/a
Total Tests	258	35	97	111	*	7	-	*	186	26	62	51
% at Approaches Grade Level Standard	74%	71%	70%	77%	*	86%	-	*	72%	42%	65%	n/a
Mathematics												
# at Approaches Grade Level Standard	197	24	71	89	*	7	-	**	138	9	42	n/a
Total Tests	259	36	97	111	*	7	-	**	187	26	62	51
% at Approaches Grade Level Standard	76%	67%	73%	80%	*	100%	-	83%	74%	35%	68%	n/a
Writing												
# at Approaches Grade Level Standard	37	*	19	11	*	*	-	-	28	*	12	n/a
Total Tests	58	*	27	21	*	*	-	-	44	*	17	14
% at Approaches Grade Level Standard	64%	*	70%	52%	*	*	-	-	64%	*	71%	n/a
Science												
# at Approaches Grade Level Standard	45	*	16	22	*	*	-	*	24	*	7	n/a
Total Tests	65	*	25	25	*	*	-	*	41	*	14	*
% at Approaches Grade Level Standard	69%	*	64%	88%	*	*	-	*	59%	*	50%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	289	50	102	114	*	12	-	**	208	27	n/a	57
Total Students	291	52	102	114	*	12	-	**	210	28	n/a	57
Participation Rate	99%	96%	100%	100%	*	100%	-	100%	99%	96%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	289	52	102	114	*	10	-	**	208	28	n/a	55
Total Students	289	52	102	114	*	10	-	**	208	28	n/a	55
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	1.0	2.9%	0.0%	1.2%
Bachelors	25.3	73.3%	72.7%	74.5%
Masters	8.3	23.9%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading												n/a			
Mathematics												n/a			
Writing												n/a			
Science												n/a			
Social Studies												n/a			
Total															
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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											n/a				
Mathematics											n/a				
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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															
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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2016-2017 Assessments												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	-	-	0.0%	1.2%
Bachelors	-	-	72.7%	74.5%
Masters	-	-	26.5%	23.6%
Doctorate	-	-	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**54%**	*	57%	*	*	-	-	-	*	53%	55%	66%	44%	-
	2016	72%	68%	**51%**	*	51%	*	*	*	-	-	*	50%	52%	55%	49%	-
Mathematics	2017	76%	73%	**69%**	*	71%	*	*	-	-	-	*	69%	67%	75%	64%	-
	2016	74%	70%	**65%**	*	66%	*	*	*	-	-	75%	66%	65%	62%	68%	-
Grade 4																	
Reading	2017	69%	64%	**46%**	*	44%	*	*	*	-	-	*	44%	41%	48%	44%	-
	2016	74%	67%	**47%**	*	47%	*	-	*	-	-	*	47%	49%	49%	44%	-
Mathematics	2017	74%	70%	**53%**	*	52%	*	*	*	-	-	*	53%	48%	45%	59%	-
	2016	72%	66%	**50%**	*	53%	*	-	*	-	-	*	50%	56%	53%	46%	-
Writing	2017	64%	59%	**42%**	*	39%	*	*	*	-	-	*	40%	35%	48%	37%	-
	2016	68%	63%	**43%**	*	42%	*	-	*	-	-	*	45%	44%	44%	43%	-
Grade 5																	
Reading	2017	81%	75%	**52%**	*	53%	*	-	*	-	-	*	51%	52%	45%	58%	-
	2016	80%	74%	**67%**	*	68%	*	-	-	-	-	*	67%	57%	70%	64%	-
Mathematics	2017	86%	80%	**70%**	*	73%	*	-	*	-	-	*	71%	74%	68%	71%	-
	2016	85%	79%	**76%**	*	76%	*	-	-	-	-	*	77%	72%	79%	73%	-
Science	2017	73%	66%	**50%**	*	52%	*	-	*	-	-	*	51%	49%	38%	61%	-
	2016	73%	67%	**63%**	*	64%	*	-	-	-	-	*	63%	55%	57%	68%	-
Grade 6																	
Reading	2017	67%	67%	**61%**	*	61%	*	-	*	-	-	*	59%	46%	63%	59%	-
	2016	68%	67%	**51%**	*	53%	*	-	*	-	-	*	55%	27%	49%	52%	-
Mathematics	2017	75%	77%	**79%**	*	81%	*	-	*	-	-	*	79%	74%	73%	86%	-

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2016	71%	69%	**65%**	*	66%	*	-	*	-	-	*	65%	48%	54%	73%	-
All Grades																	
All Subjects	2017	74%	70%	**58%**	63%	58%	36%	*	88%	-	-	40%	57%	54%	57%	58%	-
	2016	74%	70%	**58%**	54%	59%	38%	*	100%	-	-	31%	58%	54%	57%	58%	-
Reading	2017	71%	66%	**53%**	53%	54%	33%	*	*	-	-	25%	52%	49%	55%	52%	-
	2016	72%	67%	**54%**	53%	55%	40%	*	*	-	-	30%	55%	49%	56%	53%	-
Mathematics	2017	78%	74%	**68%**	67%	69%	40%	*	*	-	-	50%	68%	65%	65%	70%	-
	2016	75%	70%	**64%**	50%	65%	40%	*	*	-	-	37%	64%	62%	62%	65%	-
Writing	2017	66%	60%	**42%**	*	39%	*	*	*	-	-	*	40%	35%	48%	37%	-
	2016	68%	64%	**43%**	*	42%	*	-	*	-	-	*	45%	44%	44%	43%	-
Science	2017	78%	73%	**50%**	*	52%	*	-	*	-	-	*	51%	49%	38%	61%	-
	2016	77%	74%	**63%**	*	64%	*	-	-	-	-	*	63%	55%	57%	68%	-

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

All Grades																	
All Subjects	2017	44%	40%	**24%**	24%	24%	14%	*	38%	-	-	23%	24%	20%	23%	25%	-
	2016	42%	38%	**21%**	22%	21%	13%	*	50%	-	-	25%	21%	18%	17%	24%	-
Reading	2017	43%	39%	**20%**	20%	20%	20%	*	*	-	-	20%	19%	14%	22%	19%	-
	2016	42%	38%	**18%**	26%	18%	13%	*	*	-	-	22%	19%	14%	16%	20%	-
Mathematics	2017	45%	39%	**30%**	33%	31%	13%	*	*	-	-	25%	30%	27%	28%	33%	-
	2016	40%	35%	**25%**	11%	26%	13%	*	*	-	-	30%	25%	22%	19%	30%	-
Writing	2017	36%	30%	**19%**	*	19%	*	*	*	-	-	*	19%	12%	16%	22%	-
	2016	39%	36%	**14%**	*	13%	*	-	*	-	-	*	15%	14%	15%	13%	-
Science	2017	48%	44%	**19%**	*	21%	*	-	*	-	-	*	20%	20%	16%	21%	-
	2016	44%	41%	**23%**	*	23%	*	-	-	-	-	*	22%	20%	19%	27%	-

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

All Grades																	
All Subjects	2017	19%	17%	**8%**	11%	9%	3%	*	0%	-	-	2%	9%	6%	7%	10%	-
	2016	17%	14%	**5%**	8%	6%	0%	*	0%	-	-	1%	6%	3%	4%	7%	-
Reading	2017	18%	15%	**7%**	7%	7%	0%	*	*	-	-	0%	7%	5%	5%	8%	-
	2016	16%	14%	**6%**	11%	6%	0%	*	*	-	-	0%	6%	5%	6%	6%	-
Mathematics	2017	21%	18%	**13%**	20%	13%	7%	*	*	-	-	5%	13%	10%	11%	15%	-
	2016	17%	15%	**7%**	6%	7%	0%	*	*	-	-	4%	7%	3%	4%	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
Writing	2017	11%	8%	**3%**	*	3%	*	*	*	-	-	*	3%	2%	2%	3%	-
	2016	14%	11%	**1%**	*	0%	*	-	*	-	-	*	1%	0%	0%	2%	-
Science	2017	19%	16%	**5%**	*	5%	*	-	*	-	-	*	5%	4%	6%	3%	-
	2016	15%	13%	**3%**	*	3%	*	-	-	-	-	*	3%	3%	2%	3%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	98%	100%	100%	*	100%	-	-	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	99%	100%	*	*	-	-	100%	99%	99%	99%	100%	-
	2016	100%	99%	**100%**	95%	100%	100%	*	*	-	-	100%	100%	100%	99%	100%	-
Writing	2017	100%	100%	**100%**	*	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**30%**	*	38%	*	*	-	-	-	30%	33%	36%	0%	43%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**40%**	*	31%	*	*	-	-	-	40%	33%	36%	50%	36%	-
% STAAR Alternate 2	2017	12%	9%	**30%**	*	31%	*	*	-	-	-	30%	33%	27%	50%	21%	-
% of Non-Participants	2017	2%	3%	**0%**	*	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**30%**	*	38%	*	*	-	-	-	30%	33%	36%	0%	43%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**40%**	*	31%	*	*	-	-	-	40%	33%	36%	50%	36%	-
% STAAR Alternate 2	2017	13%	10%	**30%**	*	31%	*	*	-	-	-	30%	33%	27%	50%	21%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N		N						N		N	n/a	0	4	0
Mathematics	Y		Y						Y		Y	n/a	4	4	100
Writing	N		N						N		N	n/a	0	4	0
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													**4**	**16**	**25**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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		n/a	Y	4	4	100
Mathematics	Y		Y						Y		n/a	Y	4	4	100
Total													**8**	**8**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**12**	**24**	**50**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	209	7	194	*	*	*	-	-	200	5	169	n/a
Total Tests	385	13	355	*	*	*	-	-	373	20	311	280
% at Approaches Grade Level Standard	54%	54%	55%	*	*	*	-	-	54%	25%	54%	n/a
Mathematics												
# at Approaches Grade Level Standard	268	10	250	5	*	*	-	-	259	10	218	n/a
Total Tests	384	13	354	12	*	*	-	-	372	20	310	279
% at Approaches Grade Level Standard	70%	77%	71%	42%	*	*	-	-	70%	50%	70%	n/a
Writing												
# at Approaches Grade Level Standard	40	*	35	*	*	*	-	-	38	*	32	n/a
Total Tests	96	*	90	*	*	*	-	-	94	*	81	75
% at Approaches Grade Level Standard	42%	*	39%	*	*	*	-	-	40%	*	40%	n/a
Science												
# at Approaches Grade Level Standard	52	*	49	*	-	*	-	-	52	*	41	n/a
Total Tests	103	*	94	*	-	*	-	-	100	*	79	75
% at Approaches Grade Level Standard	50%	*	52%	*	-	*	-	-	52%	*	52%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	415	15	380	15	*	*	-	-	393	20	n/a	303
Total Students	415	15	380	15	*	*	-	-	393	20	n/a	303
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	412	15	377	15	*	*	-	-	391	20	n/a	300
Total Students	414	15	379	15	*	*	-	-	393	20	n/a	302
Participation Rate	100%	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	38.9	74.9%	72.7%	74.5%
Masters	13.0	25.1%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Writing	2016	68%	66%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
End of Course																	
English I	2017	61%	56%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	63%	58%	*	-	*	-	-	-	-	-	*	-	-	-	*	-
English II	2016	66%	61%	*	-	-	*	-	-	-	-	*	*	-	*	-	-
Algebra I	2017	81%	76%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	76%	68%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Biology	2017	85%	81%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	86%	82%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
All Grades																	
All Subjects	2017	74%	70%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	74%	70%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Reading	2017	71%	66%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	72%	67%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
Mathematics	2017	78%	74%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	75%	70%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Writing	2016	68%	64%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Science	2017	78%	73%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	77%	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
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	42%	38%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Reading	2017	43%	39%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	42%	38%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
Mathematics	2017	45%	39%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	40%	35%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Writing	2016	39%	36%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Science	2017	48%	44%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	44%	41%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	17%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Reading	2017	18%	15%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	16%	14%	*	-	*	*	-	-	-	-	*	*	-	*	*	-
Mathematics	2017	21%	18%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	17%	15%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Writing	2016	14%	11%	*	-	-	*	-	-	-	-	*	-	*	-	*	-
Science	2017	19%	16%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	15%	13%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	-	*	*	-	-	-	-	*	*	*	*	*	-
	2016	99%	99%	**77%**	*	88%	*	-	-	-	-	100%	100%	*	*	75%	-
Reading	2017	99%	99%	*	-	*	*	-	-	-	-	*	*	*	*	*	-
	2016	99%	99%	**71%**	*	*	*	-	-	-	-	*	*	*	*	*	-
Mathematics	2017	100%	100%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	100%	99%	*	*	*	-	-	-	-	-	*	*	-	-	*	-
Writing	2016	99%	100%	*	-	-	*	-	-	-	-	*	-	*	-	*	-

Science	2017	99%	99%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
	2016	99%	99%	*	-	*	-	-	-	-	-	*	*	-	-	*	-

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

Reading Tests																		
% of Participants	2017	98%	97%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% STAAR/EOC With No Accommodations	2017	13%	20%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% STAAR/EOC With Accommodations	2017	73%	68%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% STAAR Alternate 2	2017	12%	9%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% of Non-Participants	2017	2%	3%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
Mathematics Tests																		
% of Participants	2017	99%	98%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% STAAR/EOC With No Accommodations	2017	12%	19%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% STAAR/EOC With Accommodations	2017	74%	69%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% STAAR Alternate 2	2017	13%	10%	*	-	-	*	-	-	-	-	*	-	-	*	-	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading												n/a	0	0	
Mathematics												n/a	0	0	
Writing												n/a	0	0	
Science												n/a	0	0	
Social Studies												n/a	0	0	
Total													**0**	**0**	
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading					n/a	n/a	n/a	n/a				n/a			
Mathematics					n/a	n/a	n/a	n/a				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 +	Total Met	Total Eligible	Percent of Eligible Measures Met
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading ~	N										n/a		0	1	0
Mathematics ~											n/a		0	0	
Total													**0**	**1**	**0**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**0**	**1**	**0**

~ Indicates Small Numbers Analysis (SNA) has been applied to tha 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	10	-	*	*	-	-	-	-	*	*	n/a	*
Total Students	12	-	*	*	-	-	-	-	*	*	n/a	*
Participation Rate	83%	-	*	*	-	-	-	-	*	*	n/a	*
Mathematics: 2016-2017 Assessments												
Number Participating	5	-	-	*	-	-	-	-	-	*	n/a	-
Total Students	6	-	-	*	-	-	-	-	-	*	n/a	-
Participation Rate	83%	-	-	*	-	-	-	-	-	*	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	*	**	*	-	-	-	-	-	-	-	-	n/a
Total in Class	*	**	*	-	-	-	-	-	-	-	-	-
Graduation Rate	*	-	*	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)

~ 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: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	9.7	44.8%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	12.0	55.2%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	*	58.1%	56.1%
2013-14	-	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 6																	
Reading	2016	68%	67%	*	*	*	-	-	-	-	-	*	*	-	*	*	-
Mathematics	2016	71%	69%	*	*	*	-	-	-	-	-	*	*	-	*	*	-
Grade 7																	
Reading	2016	69%	67%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Mathematics	2016	68%	67%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Writing	2016	68%	66%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Grade 8																	
Reading	2017	84%	83%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	85%	84%	*	*	-	*	-	-	-	-	*	*	-	-	*	-
Mathematics	2017	84%	73%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	80%	71%	*	*	-	*	-	-	-	-	*	*	-	-	*	-
Science	2017	74%	72%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
Social Studies	2017	62%	60%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
All Grades																	
All Subjects	2017	74%	70%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	74%	70%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Reading	2017	71%	66%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	72%	67%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Mathematics	2017	78%	74%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	75%	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
Writing	2016	68%	64%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Science	2017	78%	73%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
Social Studies	2017	76%	75%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	42%	38%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Reading	2017	43%	39%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	42%	38%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Mathematics	2017	45%	39%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	40%	35%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Writing	2016	39%	36%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Science	2017	48%	44%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
Social Studies	2017	48%	48%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	17%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Reading	2017	18%	15%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	16%	14%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Mathematics	2017	21%	18%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	17%	15%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Writing	2016	14%	11%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Science	2017	19%	16%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
Social Studies	2017	26%	26%	*	-	*	-	-	-	-	-	-	*	-	-	*	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**80%**	*	75%	-	-	-	-	-	*	80%	*	-	80%	-

	2016	99%	99%	**95%**	100%	86%	100%	-	-	-	-	100%	94%	*	100%	94%	-
Reading	2017	99%	99%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	99%	99%	**89%**	*	*	*	-	-	-	-	100%	86%	*	*	86%	-
Mathematics	2017	100%	100%	*	*	*	-	-	-	-	-	*	*	*	-	*	-
	2016	100%	99%	**100%**	*	*	*	-	-	-	-	100%	100%	*	*	100%	-
Writing	2016	99%	100%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
Science	2017	99%	99%	*	-	*	-	-	-	-	-	-	*	*	-	*	-
Social Studies	2017	98%	98%	*	-	*	-	-	-	-	-	-	*	*	-	*	-

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

Reading Tests																	
% of Participants	2017	98%	97%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With No Accommodations	2017	13%	20%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With Accommodations	2017	73%	68%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR Alternate 2	2017	12%	9%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% of Non-Participants	2017	2%	3%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
Mathematics Tests																	
% of Participants	2017	99%	98%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With No Accommodations	2017	12%	19%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With Accommodations	2017	74%	69%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR Alternate 2	2017	13%	10%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading												n/a	0	0	

	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
Mathematics												n/a	0	0	
Writing												n/a	0	0	
Science												n/a	0	0	
Social Studies												n/a	0	0	
Total													**0**	**0**	
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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 ~	N										n/a		0	1	0
Mathematics ~	Y										n/a		1	1	100
Total													**1**	**2**	**50**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**1**	**2**	**50**

~ Indicates Small Numbers Analysis (SNA) has been applied to tha 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Mathematics												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	11	*	*	-	-	-	-	-	*	*	n/a	*
Total Students	12	*	*	-	-	-	-	-	*	*	n/a	*
Participation Rate	92%	*	*	-	-	-	-	-	*	*	n/a	*
Mathematics: 2016-2017 Assessments												
Number Participating	12	*	*	-	-	-	-	-	*	*	n/a	*
Total Students	12	*	*	-	-	-	-	-	*	*	n/a	*
Participation Rate	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
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: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	8.9	64.1%	72.7%	74.5%
Masters	5.0	35.9%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
End of Course																	
English I	2017	61%	56%	**30%**	30%	29%	*	-	*	-	*	*	29%	25%	31%	29%	-
	2016	63%	58%	**27%**	*	31%	32%	-	*	*	*	*	29%	20%	27%	27%	-
English II	2017	64%	59%	**32%**	*	33%	69%	-	*	-	*	*	27%	25%	38%	25%	-
	2016	66%	61%	**30%**	22%	31%	33%	-	*	*	*	*	28%	22%	31%	27%	-
Algebra I	2017	81%	76%	**61%**	58%	58%	70%	-	-	-	*	*	59%	55%	57%	64%	-
	2016	76%	68%	**33%**	29%	39%	*	*	-	*	*	*	36%	50%	35%	30%	-
Biology	2017	85%	81%	**54%**	60%	52%	*	-	-	-	*	*	54%	50%	57%	52%	-
	2016	86%	82%	**53%**	64%	45%	*	-	*	-	*	*	67%	43%	52%	53%	-
U.S. History	2017	91%	90%	**79%**	65%	79%	96%	-	*	-	*	*	74%	63%	79%	79%	-
	2016	90%	89%	**67%**	56%	69%	74%	*	*	*	*	*	70%	58%	62%	77%	-
All Grades																	
All Subjects	2017	74%	70%	**52%**	45%	50%	77%	-	*	-	*	35%	47%	40%	56%	48%	-
	2016	74%	70%	**40%**	33%	42%	46%	*	*	*	55%	20%	41%	35%	41%	39%	-
Reading	2017	71%	66%	**31%**	22%	32%	60%	-	*	-	*	*	28%	25%	36%	27%	-
	2016	72%	67%	**28%**	18%	31%	33%	-	*	*	*	*	29%	21%	30%	27%	-
Mathematics	2017	78%	74%	**61%**	58%	58%	70%	-	-	-	*	*	59%	55%	57%	64%	-
	2016	75%	70%	**33%**	29%	39%	*	*	-	*	*	*	36%	50%	35%	30%	-
Science	2017	78%	73%	**54%**	60%	52%	*	-	-	-	*	*	54%	50%	57%	52%	-
	2016	77%	74%	**53%**	64%	45%	*	-	*	-	*	*	67%	43%	52%	53%	-
Social Studies	2017	76%	75%	**79%**	65%	79%	96%	-	*	-	*	*	74%	63%	79%	79%	-
	2016	76%	76%	**67%**	56%	69%	74%	*	*	*	*	*	70%	58%	62%	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
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**18%**	9%	17%	44%	-	*	-	*	12%	15%	8%	18%	18%	-
	2016	42%	38%	**9%**	6%	7%	21%	*	*	*	27%	0%	7%	4%	8%	12%	-
Reading	2017	43%	39%	**9%**	2%	10%	30%	-	*	-	*	*	8%	6%	11%	8%	-
	2016	42%	38%	**9%**	8%	7%	12%	-	*	*	*	*	9%	3%	8%	10%	-
Mathematics	2017	45%	39%	**7%**	0%	4%	30%	-	-	-	*	*	3%	9%	4%	11%	-
	2016	40%	35%	**0%**	0%	0%	*	*	-	*	*	*	0%	0%	0%	0%	-
Science	2017	48%	44%	**8%**	0%	14%	*	-	-	-	*	*	4%	0%	7%	9%	-
	2016	44%	41%	**0%**	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-
Social Studies	2017	48%	48%	**39%**	25%	38%	69%	-	*	-	*	*	36%	16%	33%	47%	-
	2016	45%	46%	**20%**	9%	15%	52%	*	*	*	*	*	12%	8%	14%	33%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**4%**	2%	3%	11%	-	*	-	*	0%	3%	1%	3%	4%	-
	2016	17%	14%	**2%**	1%	2%	5%	*	*	*	0%	0%	1%	0%	2%	2%	-
Reading	2017	18%	15%	**0%**	0%	0%	0%	-	*	-	*	*	0%	0%	0%	0%	-
	2016	16%	14%	**0%**	0%	1%	0%	-	*	*	*	*	1%	0%	1%	0%	-
Mathematics	2017	21%	18%	**4%**	0%	4%	10%	-	-	-	*	*	3%	9%	4%	4%	-
	2016	17%	15%	**0%**	0%	0%	*	*	-	*	*	*	0%	0%	0%	0%	-
Science	2017	19%	16%	**0%**	0%	0%	*	-	-	-	*	*	0%	0%	0%	0%	-
	2016	15%	13%	**0%**	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-
Social Studies	2017	26%	26%	**11%**	5%	9%	23%	-	*	-	*	*	10%	0%	7%	15%	-
	2016	21%	22%	**7%**	6%	5%	17%	*	*	*	*	*	5%	0%	5%	13%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**94%**	94%	94%	91%	-	86%	-	92%	94%	93%	93%	91%	96%	-
	2016	99%	99%	**95%**	96%	95%	96%	*	89%	*	100%	96%	96%	96%	95%	96%	-
Reading	2017	99%	99%	**92%**	91%	94%	87%	-	*	-	86%	86%	93%	96%	89%	95%	-
	2016	99%	99%	**94%**	96%	94%	96%	-	*	*	100%	100%	95%	96%	94%	95%	-
Mathematics	2017	100%	100%	**93%**	95%	96%	83%	-	-	-	*	*	93%	92%	90%	97%	-
	2016	100%	99%	**98%**	97%	98%	100%	*	-	*	*	86%	98%	93%	98%	97%	-

Science	2017	99%	99%	**88%**	100%	84%	83%	-	-	-	*	*	88%	80%	88%	88%	-
	2016	99%	99%	**95%**	100%	91%	100%	-	*	-	*	*	95%	93%	95%	94%	-
Social Studies	2017	98%	98%	**98%**	98%	98%	100%	-	*	-	*	*	98%	95%	96%	100%	-
	2016	98%	99%	**96%**	94%	97%	96%	*	*	*	*	*	95%	100%	95%	98%	-

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

Reading Tests																	
% of Participants	2017	98%	97%	**86%**	*	*	*	-	*	-	-	86%	*	*	*	*	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**57%**	*	*	*	-	*	-	-	57%	*	*	*	*	-
% STAAR/EOC With Accommodations	2017	73%	68%	**29%**	*	*	*	-	*	-	-	29%	*	*	*	*	-
% STAAR Alternate 2	2017	12%	9%	**0%**	*	*	*	-	*	-	-	0%	*	*	*	*	-
% of Non-Participants	2017	2%	3%	**14%**	*	*	*	-	*	-	-	14%	*	*	*	*	-
Mathematics Tests																	
% of Participants	2017	99%	98%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
% STAAR/EOC With No Accommodations	2017	12%	19%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
% STAAR/EOC With Accommodations	2017	74%	69%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
% STAAR Alternate 2	2017	13%	10%	*	*	*	*	-	-	-	-	*	*	*	*	*	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N						N		N	n/a	0	5	0
Mathematics	N								N			n/a	0	2	0
Writing												n/a	0	0	
Science	Y											n/a	1	1	100
Social Studies	Y		Y						Y			n/a	3	3	100
Total													**4**	**11**	**36**
Performance Status - Federal															

	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
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	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	N	N						N		n/a	Y	1	5	20
Mathematics	N		Y						N		n/a		1	3	33
Total													**2**	**8**	**25**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N	Y	N	N					N		n/a	N	1	6	17
Reason Code ***		c													
Total													**1**	**6**	**17**
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													**7**	**25**	**28**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	41	10	23	7	-	*	-	*	31	*	9	n/a
Total Tests	121	35	68	13	-	*	-	*	100	*	33	32
% at Approaches Grade Level Standard	34%	29%	34%	54%	-	*	-	*	31%	*	27%	n/a
Mathematics												
# at Approaches Grade Level Standard	19	8	9	*	-	-	-	*	15	*	*	n/a
Total Tests	34	13	16	*	-	-	-	*	26	*	*	*
% at Approaches Grade Level Standard	56%	62%	56%	*	-	-	-	*	58%	*	*	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-

	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 Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	11	*	5	*	-	-	-	*	9	*	*	n/a
Total Tests	18	*	9	*	-	-	-	*	15	*	*	*
% at Approaches Grade Level Standard	61%	*	56%	*	-	-	-	*	60%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	51	11	28	10	-	*	-	*	37	*	9	n/a
Total Tests	67	21	34	10	-	*	-	*	52	*	14	13
% at Approaches Grade Level Standard	76%	52%	82%	100%	-	*	-	*	71%	*	64%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	190	50	110	20	-	*	-	**	148	6	n/a	54
Total Students	206	55	117	23	-	*	-	**	160	7	n/a	56
Participation Rate	92%	91%	94%	87%	-	*	-	86%	93%	86%	n/a	96%
Mathematics: 2016-2017 Assessments												
Number Participating	56	19	24	**	-	-	-	*	39	*	n/a	11
Total Students	60	20	25	**	-	-	-	*	42	*	n/a	12
Participation Rate	93%	95%	96%	83%	-	-	-	*	93%	*	n/a	92%

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	113	29	45	32	*	*	-	5	68	3	9	n/a
Total in Class	226	59	95	59	*	*	-	8	130	9	30	27
Graduation Rate	50.0%	49.2%	47.4%	54.2%	*	*	-	62.5%	52.3%	33.3%	30.0%	n/a
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
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	123	29	46	46	*	*	-	*	62	5	11	n/a
Total in Class	199	52	73	70	*	*	-	*	106	9	20	17
Graduation Rate	61.8%	55.8%	63.0%	65.7%	*	*	-	*	58.5%	55.6%	55.0%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											

	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 Federal Cap Limit	n/a											

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held
Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	26.0	78.8%	72.7%	74.5%

	Campus			
	Number	Percent	District Percent	State Percent
Masters	6.0	18.2%	26.5%	23.6%
Doctorate	1.0	3.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports
The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	*	58.1%	56.1%
2013-14	-	59.2%	57.5%

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% 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
		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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**55%**	50%	57%	*	-	*	-	*	38%	54%	61%	65%	45%	-
	2016	72%	68%	**68%**	55%	70%	*	-	*	-	*	*	67%	68%	63%	72%	-
Mathematics	2017	76%	73%	**63%**	*	69%	*	-	*	-	*	46%	64%	72%	71%	55%	-
	2016	74%	70%	**77%**	55%	79%	*	-	*	-	*	*	78%	78%	72%	80%	-
Grade 4																	
Reading	2017	69%	64%	**53%**	50%	58%	*	-	*	-	*	*	54%	53%	58%	50%	-
	2016	74%	67%	**58%**	67%	57%	*	-	*	-	-	*	56%	49%	63%	55%	-
Mathematics	2017	74%	70%	**66%**	42%	70%	*	-	*	-	*	50%	67%	74%	63%	67%	-
	2016	72%	66%	**63%**	60%	65%	*	-	*	-	-	36%	62%	63%	58%	67%	-
Writing	2017	64%	59%	**50%**	*	54%	*	-	*	-	*	42%	52%	54%	57%	45%	-
	2016	68%	63%	**57%**	67%	57%	*	-	*	-	-	*	56%	49%	58%	56%	-
Grade 5																	
Reading	2017	81%	75%	**67%**	53%	70%	*	-	*	-	-	*	65%	67%	68%	66%	-
	2016	80%	74%	**67%**	*	65%	*	*	*	-	*	*	66%	60%	76%	56%	-
Mathematics	2017	86%	80%	**68%**	63%	71%	*	-	*	-	-	*	67%	68%	70%	66%	-
	2016	85%	79%	**77%**	*	76%	*	*	*	-	*	*	78%	75%	86%	67%	-
Science	2017	73%	66%	**51%**	42%	52%	*	-	*	-	-	36%	48%	46%	54%	48%	-
	2016	73%	67%	**57%**	*	60%	*	*	*	-	*	*	58%	52%	63%	50%	-
Grade 6																	
Reading	2017	67%	67%	**57%**	58%	55%	-	*	*	-	*	*	55%	50%	65%	48%	-
	2016	68%	67%	**51%**	35%	57%	*	-	*	-	*	*	50%	51%	50%	53%	-
Mathematics	2017	75%	77%	**60%**	67%	58%	*	*	*	-	*	*	59%	54%	58%	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
	2016	71%	69%	**52%**	*	58%	63%	-	*	-	*	*	54%	62%	52%	53%	-
All Grades																	
All Subjects	2017	74%	70%	**59%**	50%	61%	27%	*	83%	-	73%	35%	59%	61%	63%	55%	-
	2016	74%	70%	**63%**	52%	64%	49%	83%	79%	-	*	28%	62%	61%	64%	62%	-
Reading	2017	71%	66%	**58%**	53%	60%	*	*	*	-	*	29%	57%	58%	64%	53%	-
	2016	72%	67%	**61%**	52%	62%	50%	*	*	-	*	23%	59%	58%	62%	59%	-
Mathematics	2017	78%	74%	**64%**	53%	67%	*	*	100%	-	*	39%	64%	68%	66%	63%	-
	2016	75%	70%	**67%**	48%	69%	56%	*	83%	-	*	38%	67%	70%	66%	67%	-
Writing	2017	66%	60%	**50%**	*	54%	*	-	*	-	*	42%	52%	54%	57%	45%	-
	2016	68%	64%	**57%**	67%	57%	*	-	*	-	-	*	56%	49%	58%	56%	-
Science	2017	78%	73%	**51%**	42%	52%	*	-	*	-	-	36%	48%	46%	54%	48%	-
	2016	77%	74%	**57%**	*	60%	*	*	*	-	*	*	58%	52%	63%	50%	-

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

All Grades																	
All Subjects	2017	44%	40%	**28%**	24%	29%	12%	*	42%	-	18%	28%	28%	26%	30%	26%	-
	2016	42%	38%	**29%**	25%	29%	16%	33%	50%	-	*	16%	28%	25%	28%	29%	-
Reading	2017	43%	39%	**26%**	25%	28%	*	*	*	-	*	27%	26%	25%	29%	24%	-
	2016	42%	38%	**30%**	29%	30%	13%	*	*	-	*	13%	28%	25%	30%	29%	-
Mathematics	2017	45%	39%	**30%**	22%	32%	*	*	80%	-	*	31%	30%	29%	29%	31%	-
	2016	40%	35%	**29%**	17%	30%	25%	*	67%	-	*	21%	28%	28%	26%	31%	-
Writing	2017	36%	30%	**26%**	*	26%	*	-	*	-	*	33%	27%	29%	38%	17%	-
	2016	39%	36%	**27%**	40%	27%	*	-	*	-	-	*	25%	20%	33%	22%	-
Science	2017	48%	44%	**27%**	21%	28%	*	-	*	-	-	14%	27%	17%	29%	25%	-
	2016	44%	41%	**25%**	*	25%	*	*	*	-	*	*	25%	15%	24%	26%	-

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

All Grades																	
All Subjects	2017	19%	17%	**11%**	8%	12%	4%	*	17%	-	0%	5%	10%	10%	11%	11%	-
	2016	17%	14%	**11%**	9%	11%	5%	17%	36%	-	*	3%	9%	9%	12%	10%	-
Reading	2017	18%	15%	**11%**	7%	13%	*	*	*	-	*	2%	11%	11%	15%	9%	-
	2016	16%	14%	**15%**	19%	14%	6%	*	*	-	*	3%	13%	12%	16%	13%	-
Mathematics	2017	21%	18%	**11%**	9%	12%	*	*	20%	-	*	6%	11%	11%	10%	13%	-
	2016	17%	15%	**10%**	4%	10%	6%	*	50%	-	*	3%	8%	9%	10%	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
Writing	2017	11%	8%	**3%**	*	3%	*	-	*	-	*	8%	3%	3%	3%	4%	-
	2016	14%	11%	**7%**	0%	8%	*	-	*	-	-	*	5%	6%	13%	2%	-
Science	2017	19%	16%	**14%**	5%	16%	*	-	*	-	-	7%	13%	6%	12%	15%	-
	2016	15%	13%	**2%**	*	1%	*	*	*	-	*	*	3%	2%	2%	3%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	97%	*	100%	-	100%	99%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	99%	100%	100%	100%	-	100%	98%	100%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	91%	*	100%	-	100%	98%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	98%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	99%	100%	*	100%	-	*	98%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**98%**	100%	97%	100%	-	*	-	-	100%	98%	98%	98%	98%	-
	2016	99%	99%	**98%**	100%	98%	*	*	*	-	*	89%	99%	100%	100%	95%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**87%**	89%	90%	*	-	-	-	*	87%	90%	97%	85%	89%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**9%**	0%	10%	*	-	-	-	*	9%	8%	7%	0%	14%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**53%**	33%	63%	*	-	-	-	*	53%	57%	72%	45%	57%	-
% STAAR Alternate 2	2017	12%	9%	**25%**	56%	18%	*	-	-	-	*	25%	24%	17%	40%	17%	-
% of Non-Participants	2017	2%	3%	**13%**	11%	10%	*	-	-	-	*	13%	10%	3%	15%	11%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**89%**	89%	90%	*	-	-	-	*	89%	92%	97%	85%	91%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**11%**	0%	13%	*	-	-	-	*	11%	10%	10%	5%	14%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**53%**	33%	60%	*	-	-	-	*	53%	57%	69%	40%	60%	-
% STAAR Alternate 2	2017	13%	10%	**25%**	56%	18%	*	-	-	-	*	25%	24%	17%	40%	17%	-
% of Non-Participants	2017	1%	2%	**11%**	11%	10%	*	-	-	-	*	11%	8%	3%	15%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	Y						N	N	Y	n/a	2	6	33
Mathematics	Y	N	Y						Y	N	Y	n/a	4	6	67
Writing	N		N						N		N	n/a	0	4	0
Science	N		N						N		N	n/a	0	4	0
Social Studies												n/a	0	0	
Total													**6**	**20**	**30**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	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	n/a	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	n/a	Y	6	6	100
Total													**12**	**12**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**32**	**56**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	198	22	169	*	*	*	-	*	187	11	147	n/a
Total Tests	340	43	282	*	*	*	-	*	327	42	238	216
% at Approaches Grade Level Standard	58%	51%	60%	*	*	*	-	*	57%	26%	62%	n/a
Mathematics												
# at Approaches Grade Level Standard	219	21	188	*	*	*	-	*	208	15	167	n/a
Total Tests	339	43	281	*	*	*	-	*	326	42	237	215
% at Approaches Grade Level Standard	65%	49%	67%	*	*	*	-	*	64%	36%	70%	n/a
Writing												
# at Approaches Grade Level Standard	42	*	39	*	-	*	-	-	42	*	36	n/a
Total Tests	80	*	70	*	-	*	-	-	79	*	61	57
% at Approaches Grade Level Standard	53%	*	56%	*	-	*	-	-	53%	*	59%	n/a
Science												
# at Approaches Grade Level Standard	43	6	34	*	-	*	-	-	40	5	30	n/a
Total Tests	86	16	66	*	-	*	-	-	83	14	58	50
% at Approaches Grade Level Standard	50%	38%	52%	*	-	*	-	-	48%	36%	52%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	384	56	306	10	*	5	-	**	353	54	n/a	233
Total Students	385	56	306	11	*	5	-	**	354	55	n/a	233
Participation Rate	100%	100%	100%	91%	*	100%	-	100%	100%	98%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	381	56	302	11	*	5	-	**	350	55	n/a	229
Total Students	381	56	302	11	*	5	-	**	350	55	n/a	229
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	34.2	65.5%	72.7%	74.5%
Masters	18.0	34.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**76%**	75%	64%	92%	-	79%	-	*	*	76%	77%	78%	75%	-
	2016	72%	68%	**70%**	52%	60%	83%	-	92%	*	*	*	59%	73%	73%	68%	-
Mathematics	2017	76%	73%	**77%**	66%	73%	83%	-	89%	-	*	*	73%	81%	76%	79%	-
	2016	74%	70%	**78%**	55%	70%	100%	-	100%	*	*	*	68%	94%	78%	77%	-
Grade 4																	
Reading	2017	69%	64%	**77%**	62%	71%	93%	-	89%	*	*	*	73%	65%	84%	72%	-
	2016	74%	67%	**76%**	62%	86%	79%	-	91%	-	*	*	65%	78%	80%	72%	-
Mathematics	2017	74%	70%	**83%**	62%	81%	93%	-	96%	*	*	*	73%	90%	87%	80%	-
	2016	72%	66%	**77%**	56%	82%	86%	-	95%	-	*	*	72%	78%	78%	76%	-
Writing	2017	64%	59%	**71%**	56%	57%	71%	-	92%	*	*	*	64%	60%	81%	64%	-
	2016	68%	63%	**74%**	74%	71%	67%	-	86%	-	*	*	68%	63%	76%	72%	-
Grade 5																	
Reading	2017	81%	75%	**88%**	84%	85%	90%	*	92%	-	*	64%	82%	84%	90%	84%	-
	2016	80%	74%	**84%**	70%	85%	100%	-	92%	*	*	*	78%	72%	89%	77%	-
Mathematics	2017	86%	80%	**92%**	84%	88%	100%	*	100%	-	*	79%	88%	92%	92%	91%	-
	2016	85%	79%	**84%**	72%	85%	92%	-	97%	*	*	*	76%	80%	82%	87%	-
Science	2017	73%	66%	**72%**	63%	65%	80%	*	84%	-	*	57%	61%	60%	69%	76%	-
	2016	73%	67%	**77%**	56%	74%	100%	-	95%	*	*	*	67%	75%	81%	72%	-
Grade 6																	
Reading	2017	67%	67%	**82%**	73%	81%	92%	-	86%	*	*	*	79%	63%	86%	77%	-
	2016	68%	67%	**73%**	56%	73%	100%	-	93%	-	*	*	71%	64%	78%	66%	-
Mathematics	2017	75%	77%	**92%**	85%	87%	100%	-	100%	*	*	67%	92%	83%	92%	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
	2016	71%	69%	**86%**	78%	91%	100%	-	93%	-	*	*	85%	82%	87%	85%	-
All Grades																	
All Subjects	2017	74%	70%	**81%**	72%	76%	89%	*	91%	100%	93%	55%	77%	76%	84%	79%	-
	2016	74%	70%	**78%**	63%	79%	89%	-	94%	100%	79%	29%	72%	77%	81%	75%	-
Reading	2017	71%	66%	**81%**	74%	76%	92%	*	86%	*	91%	51%	78%	73%	85%	77%	-
	2016	72%	67%	**76%**	60%	77%	89%	-	92%	*	83%	24%	69%	73%	81%	71%	-
Mathematics	2017	78%	74%	**86%**	75%	83%	94%	*	96%	*	91%	64%	82%	86%	87%	86%	-
	2016	75%	70%	**82%**	67%	83%	93%	-	97%	*	83%	35%	76%	84%	82%	81%	-
Writing	2017	66%	60%	**71%**	56%	57%	71%	-	92%	*	*	*	64%	60%	81%	64%	-
	2016	68%	64%	**74%**	74%	71%	67%	-	86%	-	*	*	68%	63%	76%	72%	-
Science	2017	78%	73%	**72%**	63%	65%	80%	*	84%	-	*	57%	61%	60%	69%	76%	-
	2016	77%	74%	**77%**	56%	74%	100%	-	95%	*	*	*	67%	75%	81%	72%	-

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

All Grades																	
All Subjects	2017	44%	40%	**49%**	33%	42%	57%	*	67%	71%	50%	15%	41%	42%	50%	48%	-
	2016	42%	38%	**46%**	27%	38%	65%	-	71%	60%	41%	4%	37%	47%	47%	43%	-
Reading	2017	43%	39%	**51%**	35%	47%	58%	*	65%	*	55%	13%	42%	38%	54%	47%	-
	2016	42%	38%	**48%**	30%	43%	74%	-	67%	*	58%	0%	40%	47%	50%	46%	-
Mathematics	2017	45%	39%	**53%**	39%	44%	63%	*	71%	*	55%	23%	46%	50%	53%	54%	-
	2016	40%	35%	**45%**	26%	37%	61%	-	76%	*	42%	5%	38%	50%	48%	42%	-
Writing	2017	36%	30%	**39%**	22%	19%	50%	-	65%	*	*	*	24%	30%	46%	35%	-
	2016	39%	36%	**42%**	26%	46%	40%	-	64%	-	*	*	36%	46%	45%	37%	-
Science	2017	48%	44%	**32%**	16%	31%	30%	*	56%	-	*	0%	29%	28%	29%	35%	-
	2016	44%	41%	**39%**	19%	21%	75%	-	69%	*	*	*	28%	33%	38%	42%	-

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

All Grades																	
All Subjects	2017	19%	17%	**26%**	13%	19%	31%	*	42%	57%	25%	5%	18%	19%	27%	25%	-
	2016	17%	14%	**21%**	12%	12%	27%	-	39%	20%	14%	1%	14%	22%	24%	17%	-
Reading	2017	18%	15%	**28%**	18%	22%	31%	*	41%	*	36%	5%	21%	20%	31%	26%	-
	2016	16%	14%	**25%**	18%	15%	35%	-	40%	*	25%	0%	15%	24%	30%	19%	-
Mathematics	2017	21%	18%	**30%**	14%	19%	38%	*	51%	*	27%	8%	19%	25%	31%	29%	-
	2016	17%	15%	**22%**	10%	13%	24%	-	47%	*	8%	0%	15%	27%	24%	20%	-

		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	2017	11%	8%	**12%**	0%	10%	14%	-	27%	*	*	*	5%	5%	14%	11%	-
	2016	14%	11%	**16%**	12%	7%	27%	-	27%	-	*	*	13%	17%	22%	9%	-
Science	2017	19%	16%	**11%**	0%	15%	20%	*	20%	-	*	0%	10%	4%	6%	17%	-
	2016	15%	13%	**8%**	0%	6%	8%	-	21%	*	*	*	5%	0%	8%	8%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	98%	100%	98%	*	100%	100%	100%	97%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	99%	-	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**99%**	98%	100%	98%	*	100%	*	100%	98%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**99%**	98%	100%	98%	*	100%	*	100%	98%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	99%	100%	98%	-	100%	*	100%	100%	99%	99%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	*	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	97%	100%	100%	*	100%	-	*	93%	100%	100%	100%	98%	-
	2016	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	2017	98%	97%	**98%**	95%	100%	*	-	100%	-	-	98%	100%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**20%**	14%	22%	*	-	50%	-	-	20%	25%	27%	18%	22%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**78%**	81%	78%	*	-	50%	-	-	78%	75%	73%	82%	74%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**3%**	5%	0%	*	-	0%	-	-	3%	0%	0%	0%	4%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**98%**	95%	100%	*	-	100%	-	-	98%	100%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**15%**	5%	22%	*	-	50%	-	-	15%	20%	27%	6%	22%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**83%**	90%	78%	*	-	50%	-	-	83%	80%	73%	94%	74%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	2%	**3%**	5%	0%	*	-	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Mathematics	Y	Y	Y	Y		Y			Y	Y	Y	n/a	8	8	100
Writing	Y	Y				Y			Y			n/a	4	4	100
Science	Y	Y	Y			Y			Y		Y	n/a	6	6	100
Social Studies												n/a	0	0	
Total													**25**	**26**	**96**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**41**	**42**	**98**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	336	92	74	42	*	114	*	10	169	19	119	n/a
Total Tests	405	122	96	46	*	126	*	11	216	36	144	105
% at Approaches Grade Level Standard	83%	75%	77%	91%	*	90%	*	91%	78%	53%	83%	n/a
Mathematics												
# at Approaches Grade Level Standard	354	93	81	43	*	123	*	10	178	23	130	n/a
Total Tests	405	122	96	46	*	126	*	11	216	36	144	105
% at Approaches Grade Level Standard	87%	76%	84%	93%	*	98%	*	91%	82%	64%	90%	n/a
Writing												
# at Approaches Grade Level Standard	65	15	12	10	-	24	*	*	27	*	22	n/a
Total Tests	89	25	20	14	-	26	*	*	42	*	30	20
% at Approaches Grade Level Standard	73%	60%	60%	71%	-	92%	*	*	64%	*	73%	n/a
Science												
# at Approaches Grade Level Standard	68	18	17	8	*	21	-	*	31	8	24	n/a
Total Tests	95	30	26	10	*	25	-	*	51	14	34	25
% at Approaches Grade Level Standard	72%	60%	65%	80%	*	84%	-	*	61%	57%	71%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	425	129	100	48	*	133	*	11	217	39	n/a	112
Total Students	428	131	100	49	*	133	*	11	218	40	n/a	112
Participation Rate	99%	98%	100%	98%	*	100%	*	100%	100%	98%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	425	129	100	48	*	133	*	11	217	39	n/a	112
Total Students	428	131	100	49	*	133	*	11	218	40	n/a	112
Participation Rate	99%	98%	100%	98%	*	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	36.3	86.7%	72.7%	74.5%
Masters	5.6	13.3%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**67%**	69%	57%	69%	-	89%	-	*	50%	63%	60%	81%	51%	-
	2016	72%	68%	**62%**	62%	72%	43%	*	64%	-	-	*	55%	60%	62%	61%	-
Mathematics	2017	76%	73%	**77%**	69%	77%	81%	-	89%	-	*	42%	75%	76%	84%	69%	-
	2016	74%	70%	**67%**	55%	75%	61%	*	79%	-	-	42%	64%	69%	60%	72%	-
Grade 4																	
Reading	2017	69%	64%	**58%**	52%	71%	46%	-	75%	-	*	*	59%	60%	60%	56%	-
	2016	74%	67%	**69%**	60%	69%	69%	-	100%	-	-	38%	70%	77%	72%	66%	-
Mathematics	2017	74%	70%	**60%**	56%	61%	67%	-	63%	-	*	*	67%	53%	55%	63%	-
	2016	72%	66%	**59%**	45%	58%	69%	-	100%	-	-	31%	55%	69%	60%	58%	-
Writing	2017	64%	59%	**47%**	48%	53%	42%	-	*	-	*	*	48%	32%	55%	42%	-
	2016	68%	63%	**62%**	55%	56%	69%	-	100%	-	-	33%	60%	73%	68%	57%	-
Grade 5																	
Reading	2017	81%	75%	**66%**	42%	74%	73%	-	100%	-	-	*	64%	73%	69%	63%	-
	2016	80%	74%	**80%**	79%	80%	74%	*	100%	-	*	45%	80%	67%	81%	78%	-
Mathematics	2017	86%	80%	**77%**	65%	77%	93%	-	100%	-	-	47%	77%	73%	80%	75%	-
	2016	85%	79%	**91%**	94%	85%	89%	*	100%	-	*	67%	91%	81%	92%	89%	-
Science	2017	73%	66%	**54%**	38%	55%	60%	-	100%	-	-	*	56%	54%	60%	49%	-
	2016	73%	67%	**82%**	77%	85%	79%	*	100%	-	*	50%	81%	71%	78%	87%	-
Grade 6																	
Reading	2017	67%	67%	**66%**	59%	68%	61%	*	100%	-	*	*	61%	47%	76%	54%	-
	2016	68%	67%	**70%**	74%	55%	85%	-	100%	-	*	*	71%	57%	79%	62%	-
Mathematics	2017	75%	77%	**78%**	76%	74%	83%	*	100%	-	*	*	72%	63%	80%	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
	2016	71%	69%	**78%**	77%	70%	92%	-	100%	-	*	*	79%	62%	81%	76%	-
All Grades																	
All Subjects	2017	74%	70%	**65%**	57%	67%	65%	*	87%	-	50%	31%	64%	59%	71%	60%	-
	2016	74%	70%	**72%**	68%	71%	71%	100%	93%	-	60%	36%	71%	68%	74%	70%	-
Reading	2017	71%	66%	**64%**	55%	68%	60%	*	91%	-	*	28%	62%	61%	72%	56%	-
	2016	72%	67%	**70%**	69%	68%	65%	*	89%	-	*	32%	69%	65%	74%	66%	-
Mathematics	2017	78%	74%	**73%**	67%	73%	79%	*	88%	-	*	41%	73%	66%	76%	71%	-
	2016	75%	70%	**74%**	68%	73%	76%	*	93%	-	*	37%	72%	70%	74%	74%	-
Writing	2017	66%	60%	**47%**	48%	53%	42%	-	*	-	*	*	48%	32%	55%	42%	-
	2016	68%	64%	**62%**	55%	56%	69%	-	100%	-	-	33%	60%	73%	68%	57%	-
Science	2017	78%	73%	**54%**	38%	55%	60%	-	100%	-	-	*	56%	54%	60%	49%	-
	2016	77%	74%	**82%**	77%	85%	79%	*	100%	-	*	50%	81%	71%	78%	87%	-

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

All Grades																	
All Subjects	2017	44%	40%	**36%**	28%	38%	35%	*	64%	-	17%	17%	33%	26%	41%	32%	-
	2016	42%	38%	**36%**	29%	35%	37%	0%	67%	-	30%	14%	35%	26%	38%	35%	-
Reading	2017	43%	39%	**36%**	29%	40%	32%	*	56%	-	*	17%	33%	22%	42%	30%	-
	2016	42%	38%	**31%**	29%	28%	28%	*	57%	-	*	13%	30%	19%	35%	28%	-
Mathematics	2017	45%	39%	**41%**	33%	40%	44%	*	74%	-	*	19%	39%	34%	44%	38%	-
	2016	40%	35%	**42%**	34%	41%	44%	*	78%	-	*	15%	41%	32%	43%	42%	-
Writing	2017	36%	30%	**24%**	20%	31%	17%	-	*	-	*	*	20%	13%	30%	19%	-
	2016	39%	36%	**29%**	15%	28%	44%	-	64%	-	-	13%	27%	31%	36%	23%	-
Science	2017	48%	44%	**29%**	12%	29%	40%	-	78%	-	-	*	27%	27%	31%	27%	-
	2016	44%	41%	**40%**	29%	44%	42%	*	67%	-	*	20%	35%	24%	35%	47%	-

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

All Grades																	
All Subjects	2017	19%	17%	**17%**	10%	18%	16%	*	38%	-	17%	5%	15%	10%	20%	14%	-
	2016	17%	14%	**16%**	7%	14%	19%	0%	43%	-	20%	6%	15%	12%	15%	16%	-
Reading	2017	18%	15%	**19%**	12%	18%	19%	*	41%	-	*	6%	17%	9%	22%	15%	-
	2016	16%	14%	**14%**	9%	13%	15%	*	33%	-	*	6%	14%	9%	15%	14%	-
Mathematics	2017	21%	18%	**18%**	10%	21%	16%	*	44%	-	*	4%	17%	14%	21%	16%	-
	2016	17%	15%	**18%**	7%	17%	20%	*	54%	-	*	7%	18%	18%	16%	20%	-

		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	2017	11%	8%	**6%**	8%	6%	4%	-	*	-	*	*	5%	0%	8%	6%	-
	2016	14%	11%	**15%**	3%	14%	31%	-	36%	-	-	7%	14%	12%	18%	11%	-
Science	2017	19%	16%	**13%**	3%	16%	20%	-	22%	-	-	*	12%	8%	16%	10%	-
	2016	15%	13%	**11%**	3%	10%	16%	*	44%	-	*	0%	10%	0%	10%	13%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	99%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	99%	100%	100%	100%	-	100%	98%	100%	100%	100%	99%	-
Reading	2017	99%	99%	**100%**	100%	99%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	-
	2016	99%	99%	**100%**	100%	99%	100%	*	100%	-	*	98%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**99%**	100%	97%	100%	-	100%	-	-	95%	99%	100%	98%	100%	-
	2016	99%	99%	**98%**	100%	95%	100%	*	100%	-	*	83%	99%	100%	100%	96%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**19%**	16%	10%	31%	-	*	-	*	19%	17%	13%	10%	24%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**63%**	60%	90%	50%	-	*	-	*	63%	68%	88%	70%	59%	-
% STAAR Alternate 2	2017	12%	9%	**19%**	24%	0%	19%	-	*	-	*	19%	15%	0%	20%	18%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**19%**	16%	10%	31%	-	*	-	*	19%	17%	13%	10%	24%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**63%**	60%	90%	50%	-	*	-	*	63%	68%	88%	70%	59%	-
% STAAR Alternate 2	2017	13%	10%	**19%**	24%	0%	19%	-	*	-	*	19%	15%	0%	20%	18%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y		Y			Y	N	Y	n/a	6	8	75
Mathematics	Y	Y	Y	Y		Y			Y	N	Y	n/a	7	8	88
Writing	N		N						N		N	n/a	0	4	0
Science	N	N	Y						N			n/a	1	4	25
Social Studies												n/a	0	0	
Total													**14**	**24**	**58**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**40**	**75**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	229	62	90	43	*	31	-	*	166	15	75	n/a
Total Tests	352	111	131	70	*	34	-	*	265	51	111	96
% at Approaches Grade Level Standard	65%	56%	69%	61%	*	91%	-	*	63%	29%	68%	n/a
Mathematics												
# at Approaches Grade Level Standard	260	75	95	57	*	30	-	*	194	22	78	n/a
Total Tests	353	111	132	70	*	34	-	*	266	51	111	96
% at Approaches Grade Level Standard	74%	68%	72%	81%	*	88%	-	*	73%	43%	70%	n/a
Writing												
# at Approaches Grade Level Standard	44	12	17	10	-	*	-	*	31	*	13	n/a
Total Tests	88	23	32	22	-	*	-	*	65	*	33	30
% at Approaches Grade Level Standard	50%	52%	53%	45%	-	*	-	*	48%	*	39%	n/a
Science												
# at Approaches Grade Level Standard	50	11	21	9	-	9	-	-	40	*	20	n/a
Total Tests	90	31	35	15	-	9	-	-	72	*	30	24
% at Approaches Grade Level Standard	56%	35%	60%	60%	-	100%	-	-	56%	*	67%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	372	118	139	73	*	34	-	**	267	54	n/a	101
Total Students	373	118	140	73	*	34	-	**	268	54	n/a	101
Participation Rate	100%	100%	99%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	373	119	139	73	*	34	-	**	268	54	n/a	100
Total Students	373	119	139	73	*	34	-	**	268	54	n/a	100
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.2	76.3%	72.7%	74.5%
Masters	10.9	23.7%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	2	0
Non-renewable	0	0
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**48%**	40%	42%	55%	-	*	-	100%	*	48%	47%	49%	48%	-
	2016	72%	68%	**45%**	32%	55%	*	*	-	-	86%	*	45%	56%	51%	38%	-
Mathematics	2017	76%	73%	**71%**	66%	73%	64%	-	*	-	100%	56%	70%	79%	68%	74%	-
	2016	74%	70%	**50%**	32%	68%	*	*	-	-	86%	*	49%	78%	56%	44%	-
Grade 4																	
Reading	2017	69%	64%	**36%**	23%	39%	*	-	-	-	*	*	35%	55%	41%	29%	-
	2016	74%	67%	**32%**	26%	38%	*	-	*	-	*	*	27%	*	34%	31%	-
Mathematics	2017	74%	70%	**42%**	29%	50%	*	-	-	-	*	*	46%	64%	49%	35%	-
	2016	72%	66%	**42%**	33%	57%	*	-	*	-	*	*	44%	54%	37%	46%	-
Writing	2017	64%	59%	**28%**	19%	32%	*	-	-	-	*	*	30%	*	36%	20%	-
	2016	68%	63%	**34%**	33%	30%	*	-	*	-	*	*	39%	*	39%	30%	-
Grade 5																	
Reading	2017	81%	75%	**63%**	57%	71%	86%	-	*	-	*	*	59%	73%	59%	67%	-
	2016	80%	74%	**64%**	41%	82%	78%	-	*	-	*	43%	67%	70%	71%	60%	-
Mathematics	2017	86%	80%	**75%**	69%	81%	86%	-	*	-	*	*	74%	87%	59%	87%	-
	2016	85%	79%	**59%**	38%	73%	78%	-	*	-	*	36%	59%	50%	65%	55%	-
Science	2017	73%	66%	**57%**	49%	57%	100%	-	*	-	*	*	56%	53%	48%	64%	-
	2016	73%	67%	**53%**	31%	65%	78%	-	*	-	*	38%	53%	*	64%	44%	-
Grade 6																	
Reading	2017	67%	67%	**54%**	30%	73%	*	*	*	-	*	*	52%	55%	67%	43%	-
	2016	68%	67%	**57%**	50%	59%	64%	-	-	*	83%	*	59%	*	63%	52%	-
Mathematics	2017	75%	77%	**72%**	57%	85%	*	*	*	-	*	*	72%	64%	63%	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
	2016	71%	69%	**57%**	45%	68%	70%	-	-	*	*	*	57%	50%	56%	57%	-
All Grades																	
All Subjects	2017	74%	70%	**54%**	44%	59%	69%	*	90%	-	76%	24%	54%	62%	53%	55%	-
	2016	74%	70%	**50%**	36%	61%	62%	*	78%	*	71%	32%	51%	45%	53%	46%	-
Reading	2017	71%	66%	**50%**	38%	55%	66%	*	*	-	77%	24%	48%	57%	52%	48%	-
	2016	72%	67%	**50%**	37%	61%	61%	*	*	*	78%	31%	50%	43%	55%	46%	-
Mathematics	2017	78%	74%	**65%**	55%	71%	72%	*	*	-	85%	26%	65%	75%	59%	70%	-
	2016	75%	70%	**52%**	37%	67%	66%	*	*	*	67%	31%	53%	57%	54%	51%	-
Writing	2017	66%	60%	**28%**	19%	32%	*	-	-	-	*	*	30%	*	36%	20%	-
	2016	68%	64%	**34%**	33%	30%	*	-	*	-	*	*	39%	*	39%	30%	-
Science	2017	78%	73%	**57%**	49%	57%	100%	-	*	-	*	*	56%	53%	48%	64%	-
	2016	77%	74%	**53%**	31%	65%	78%	-	*	-	*	38%	53%	*	64%	44%	-

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

All Grades																	
All Subjects	2017	44%	40%	**24%**	17%	25%	35%	*	70%	-	45%	12%	25%	25%	24%	24%	-
	2016	42%	38%	**17%**	11%	20%	24%	*	67%	*	29%	11%	18%	14%	20%	15%	-
Reading	2017	43%	39%	**24%**	16%	27%	31%	*	*	-	46%	12%	25%	21%	26%	22%	-
	2016	42%	38%	**21%**	16%	24%	27%	*	*	*	33%	14%	21%	17%	24%	18%	-
Mathematics	2017	45%	39%	**27%**	19%	29%	38%	*	*	-	62%	12%	28%	30%	28%	26%	-
	2016	40%	35%	**16%**	9%	20%	25%	*	*	*	33%	9%	16%	14%	18%	15%	-
Writing	2017	36%	30%	**12%**	11%	14%	*	-	-	-	*	*	16%	*	13%	11%	-
	2016	39%	36%	**3%**	3%	0%	*	-	*	-	*	*	4%	*	3%	3%	-
Science	2017	48%	44%	**24%**	17%	19%	71%	-	*	-	*	*	22%	27%	14%	31%	-
	2016	44%	41%	**20%**	13%	23%	33%	-	*	-	*	15%	22%	*	24%	17%	-

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

All Grades																	
All Subjects	2017	19%	17%	**8%**	5%	8%	15%	*	60%	-	21%	8%	9%	9%	8%	9%	-
	2016	17%	14%	**5%**	3%	5%	9%	*	22%	*	20%	0%	5%	4%	6%	4%	-
Reading	2017	18%	15%	**8%**	6%	7%	7%	*	*	-	23%	9%	9%	9%	6%	10%	-
	2016	16%	14%	**8%**	5%	7%	15%	*	*	*	28%	0%	8%	5%	9%	7%	-
Mathematics	2017	21%	18%	**11%**	5%	9%	24%	*	*	-	31%	9%	12%	9%	11%	10%	-
	2016	17%	15%	**4%**	2%	5%	3%	*	*	*	17%	0%	5%	5%	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
Writing	2017	11%	8%	**0%**	0%	0%	*	-	-	-	*	*	0%	*	0%	0%	-
	2016	14%	11%	**0%**	0%	0%	*	-	*	-	*	*	0%	*	0%	0%	-
Science	2017	19%	16%	**10%**	3%	14%	29%	-	*	-	*	*	11%	20%	10%	10%	-
	2016	15%	13%	**3%**	0%	3%	11%	-	*	-	*	0%	2%	*	6%	0%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	99%	100%	*	100%	-	100%	98%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	99%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	99%	**100%**	100%	99%	100%	*	*	-	100%	97%	100%	100%	100%	99%	-
	2016	99%	99%	**100%**	99%	100%	100%	*	*	*	100%	100%	100%	100%	100%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	99%	100%	*	*	-	100%	97%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	99%	100%	100%	*	*	*	100%	100%	100%	100%	100%	99%	-
Writing	2017	100%	100%	**99%**	97%	100%	100%	-	-	-	*	100%	100%	100%	100%	97%	-
	2016	99%	100%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**97%**	100%	93%	100%	-	-	-	*	97%	96%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**49%**	43%	43%	67%	-	-	-	*	49%	46%	40%	50%	48%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**49%**	57%	50%	33%	-	-	-	*	49%	50%	60%	50%	48%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**3%**	0%	7%	0%	-	-	-	*	3%	4%	0%	0%	4%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**97%**	100%	93%	100%	-	-	-	*	97%	96%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**49%**	43%	43%	67%	-	-	-	*	49%	46%	40%	50%	48%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**49%**	57%	50%	33%	-	-	-	*	49%	50%	60%	50%	48%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	1%	2%	**3%**	0%	7%	0%	-	-	-	*	3%	4%	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N	Y					N	N	Y	n/a	2	7	29
Mathematics	Y	N	Y	Y					Y	N	Y	n/a	5	7	71
Writing	N	N	N						N			n/a	0	4	0
Science	N	N							N			n/a	0	3	0
Social Studies												n/a	0	0	
Total													**7**	**21**	**33**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													**14**	**14**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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)	ELL +	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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	120	40	49	19	*	*	-	9	97	8	36	n/a
Total Tests	239	106	87	29	*	*	-	12	202	29	56	48
% at Approaches Grade Level Standard	50%	38%	56%	66%	*	*	-	75%	48%	28%	64%	n/a
Mathematics												
# at Approaches Grade Level Standard	156	56	65	21	*	*	-	10	131	8	45	n/a
Total Tests	239	106	87	29	*	*	-	12	202	29	56	48
% at Approaches Grade Level Standard	65%	53%	75%	72%	*	*	-	83%	65%	28%	80%	n/a
Writing												
# at Approaches Grade Level Standard	19	6	8	*	-	-	-	*	17	*	5	n/a
Total Tests	66	30	26	*	-	-	-	*	55	*	12	*
% at Approaches Grade Level Standard	29%	20%	31%	*	-	-	-	*	31%	*	42%	n/a
Science												
# at Approaches Grade Level Standard	34	14	10	7	-	*	-	*	27	*	8	n/a
Total Tests	60	30	18	7	-	*	-	*	50	*	14	12
% at Approaches Grade Level Standard	57%	47%	56%	100%	-	*	-	*	54%	*	57%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	277	128	101	29	*	*	-	13	217	34	n/a	56
Total Students	278	128	102	29	*	*	-	13	218	35	n/a	56
Participation Rate	100%	100%	99%	100%	*	*	-	100%	100%	97%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	277	128	101	29	*	*	-	13	217	34	n/a	56
Total Students	278	128	102	29	*	*	-	13	218	35	n/a	56
Participation Rate	100%	100%	99%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: Yes **Priority School Reason:** IR/Safeguards
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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	30.4	68.5%	72.7%	74.5%
Masters	14.0	31.5%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 3																	
Reading	2017	72%	65%	**66%**	*	56%	79%	*	*	-	-	*	49%	59%	70%	63%	-
	2016	72%	68%	**71%**	56%	63%	80%	-	*	-	*	*	56%	50%	70%	71%	-
Mathematics	2017	76%	73%	**78%**	50%	76%	83%	*	*	-	-	*	66%	71%	76%	79%	-
	2016	74%	70%	**81%**	78%	88%	84%	-	*	-	*	*	67%	71%	79%	83%	-
Grade 4																	
Reading	2017	69%	64%	**70%**	60%	67%	74%	*	*	-	*	*	51%	53%	69%	70%	-
	2016	74%	67%	**73%**	55%	68%	80%	*	71%	-	*	29%	58%	42%	75%	71%	-
Mathematics	2017	74%	70%	**81%**	50%	85%	84%	*	83%	-	*	*	69%	73%	79%	83%	-
	2016	72%	66%	**72%**	64%	68%	73%	*	86%	-	*	*	62%	53%	77%	68%	-
Writing	2017	64%	59%	**62%**	60%	48%	70%	*	*	-	*	*	49%	40%	66%	57%	-
	2016	68%	63%	**70%**	64%	56%	81%	*	71%	-	*	35%	57%	37%	75%	67%	-
Grade 5																	
Reading	2017	81%	75%	**80%**	57%	71%	87%	*	88%	-	*	43%	66%	56%	84%	76%	-
	2016	80%	74%	**81%**	58%	64%	90%	-	100%	-	*	*	63%	*	83%	80%	-
Mathematics	2017	86%	80%	**85%**	71%	74%	94%	*	88%	-	*	62%	70%	61%	91%	79%	-
	2016	85%	79%	**88%**	58%	92%	90%	-	100%	-	*	71%	80%	80%	93%	82%	-
Science	2017	73%	66%	**75%**	50%	74%	81%	*	75%	-	*	43%	64%	50%	78%	72%	-
	2016	73%	67%	**75%**	*	60%	87%	-	86%	-	*	*	55%	60%	79%	70%	-
Grade 6																	
Reading	2017	67%	67%	**76%**	43%	65%	85%	-	100%	-	*	*	59%	54%	80%	71%	-
	2016	68%	67%	**81%**	42%	81%	87%	-	70%	-	*	*	66%	50%	85%	77%	-
Mathematics	2017	75%	77%	**89%**	64%	92%	92%	-	100%	-	*	58%	80%	85%	97%	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
	2016	71%	69%	**89%**	67%	83%	94%	-	100%	-	*	67%	80%	79%	95%	84%	-
All Grades																	
All Subjects	2017	74%	70%	**76%**	54%	71%	83%	100%	85%	-	57%	38%	63%	60%	79%	74%	-
	2016	74%	70%	**78%**	57%	72%	85%	100%	82%	-	65%	35%	64%	55%	81%	75%	-
Reading	2017	71%	66%	**73%**	48%	65%	81%	100%	88%	-	63%	30%	57%	56%	76%	71%	-
	2016	72%	67%	**77%**	52%	70%	85%	*	77%	-	62%	29%	61%	46%	78%	75%	-
Mathematics	2017	78%	74%	**83%**	60%	81%	89%	100%	92%	-	63%	48%	72%	71%	87%	80%	-
	2016	75%	70%	**83%**	66%	81%	86%	*	90%	-	69%	43%	72%	68%	86%	79%	-
Writing	2017	66%	60%	**62%**	60%	48%	70%	*	*	-	*	*	49%	40%	66%	57%	-
	2016	68%	64%	**70%**	64%	56%	81%	*	71%	-	*	35%	57%	37%	75%	67%	-
Science	2017	78%	73%	**75%**	50%	74%	81%	*	75%	-	*	43%	64%	50%	78%	72%	-
	2016	77%	74%	**75%**	*	60%	87%	-	86%	-	*	*	55%	60%	79%	70%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**49%**	33%	38%	58%	77%	53%	-	29%	14%	27%	26%	51%	48%	-
	2016	42%	38%	**47%**	21%	32%	59%	50%	53%	-	35%	14%	24%	14%	50%	45%	-
Reading	2017	43%	39%	**48%**	34%	34%	58%	80%	46%	-	25%	13%	25%	17%	50%	46%	-
	2016	42%	38%	**47%**	18%	31%	60%	*	47%	-	38%	10%	24%	12%	51%	42%	-
Mathematics	2017	45%	39%	**55%**	32%	48%	62%	80%	73%	-	38%	17%	32%	41%	56%	54%	-
	2016	40%	35%	**52%**	23%	37%	64%	*	57%	-	38%	19%	28%	19%	52%	52%	-
Writing	2017	36%	30%	**38%**	30%	15%	49%	*	*	-	*	*	15%	13%	39%	36%	-
	2016	39%	36%	**40%**	27%	33%	47%	*	57%	-	*	18%	25%	11%	45%	36%	-
Science	2017	48%	44%	**46%**	36%	40%	55%	*	25%	-	*	14%	21%	11%	45%	46%	-
	2016	44%	41%	**36%**	*	16%	44%	-	57%	-	*	*	14%	0%	34%	38%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**27%**	15%	14%	34%	62%	38%	-	5%	3%	10%	8%	27%	26%	-
	2016	17%	14%	**25%**	5%	16%	33%	0%	22%	-	23%	0%	8%	1%	25%	24%	-
Reading	2017	18%	15%	**27%**	18%	13%	35%	80%	35%	-	13%	4%	10%	10%	30%	24%	-
	2016	16%	14%	**26%**	5%	16%	35%	*	20%	-	31%	0%	8%	2%	27%	25%	-
Mathematics	2017	21%	18%	**30%**	12%	16%	39%	80%	50%	-	0%	4%	10%	8%	28%	32%	-
	2016	17%	15%	**27%**	5%	20%	34%	*	30%	-	23%	0%	9%	2%	25%	29%	-

		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	2017	11%	8%	**15%**	20%	7%	16%	*	*	-	*	*	5%	7%	16%	13%	-
	2016	14%	11%	**20%**	9%	19%	26%	*	0%	-	*	0%	7%	0%	24%	16%	-
Science	2017	19%	16%	**24%**	7%	17%	34%	*	13%	-	*	0%	9%	0%	25%	22%	-
	2016	15%	13%	**15%**	*	0%	24%	-	14%	-	*	*	4%	0%	16%	14%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	100%	100%	99%	100%	100%	-	100%	98%	99%	100%	99%	100%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	98%	99%	100%	99%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	100%	-
	2016	100%	99%	**100%**	100%	100%	99%	*	100%	-	100%	98%	99%	100%	99%	100%	-
Writing	2017	100%	100%	**99%**	100%	100%	98%	*	100%	-	*	100%	100%	100%	98%	100%	-
	2016	99%	100%	**98%**	100%	97%	97%	*	100%	-	*	100%	98%	100%	96%	99%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2016	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	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**15%**	13%	18%	15%	-	*	-	*	15%	22%	0%	25%	11%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**76%**	75%	65%	81%	-	*	-	*	76%	70%	75%	63%	82%	-
% STAAR Alternate 2	2017	12%	9%	**9%**	13%	18%	4%	-	*	-	*	9%	7%	25%	13%	8%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**19%**	0%	24%	23%	-	*	-	*	19%	19%	13%	25%	16%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**72%**	88%	59%	73%	-	*	-	*	72%	74%	63%	63%	76%	-
% STAAR Alternate 2	2017	13%	10%	**9%**	13%	18%	4%	-	*	-	*	9%	7%	25%	13%	8%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y					N	N	Y	n/a	4	7	57
Mathematics	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Writing	Y		N	Y					N			n/a	2	4	50
Science	Y		Y	Y					Y			n/a	4	4	100
Social Studies												n/a	0	0	
Total													**16**	**22**	**73**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**38**	**84**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	316	23	75	188	*	21	-	**	99	16	40	n/a
Total Tests	423	44	115	229	*	24	-	**	169	51	66	58
% at Approaches Grade Level Standard	75%	52%	65%	82%	*	88%	-	71%	59%	31%	61%	n/a
Mathematics												
# at Approaches Grade Level Standard	358	27	95	205	*	22	-	**	124	25	51	n/a
Total Tests	423	44	115	229	*	24	-	**	169	51	66	58
% at Approaches Grade Level Standard	85%	61%	83%	90%	*	92%	-	71%	73%	49%	77%	n/a
Writing												
# at Approaches Grade Level Standard	66	5	13	43	-	*	-	*	20	*	8	n/a
Total Tests	104	8	26	61	-	*	-	*	38	*	16	14
% at Approaches Grade Level Standard	63%	63%	50%	70%	-	*	-	*	53%	*	50%	n/a
Science												
# at Approaches Grade Level Standard	91	6	26	50	*	6	-	*	29	9	12	n/a
Total Tests	119	13	34	60	*	8	-	*	46	19	22	18
% at Approaches Grade Level Standard	76%	46%	76%	83%	*	75%	-	*	63%	47%	55%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	443	50	122	232	5	26	-	8	176	54	n/a	63
Total Students	444	50	122	233	5	26	-	8	177	54	n/a	63
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	443	50	122	232	5	26	-	8	176	54	n/a	63
Total Students	444	50	122	233	5	26	-	8	177	54	n/a	63
Participation Rate	100%	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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	35.4	75.4%	72.7%	74.5%
Masters	11.6	24.6%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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

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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**55%**	34%	59%	58%	*	90%	*	86%	9%	55%	40%	62%	50%	-
	2016	69%	67%	**57%**	49%	57%	64%	*	82%	*	*	11%	56%	33%	59%	54%	-
Mathematics	2017	68%	65%	**51%**	29%	53%	56%	*	90%	*	*	9%	50%	41%	55%	47%	-
	2016	68%	67%	**54%**	38%	56%	64%	*	88%	*	*	*	54%	42%	56%	53%	-
Writing	2017	68%	61%	**49%**	33%	49%	65%	*	78%	*	71%	*	48%	28%	61%	36%	-
	2016	68%	66%	**53%**	47%	50%	67%	*	83%	*	*	8%	52%	33%	61%	45%	-
Grade 8																	
Reading	2017	84%	83%	**78%**	74%	79%	69%	*	91%	*	*	19%	79%	64%	85%	72%	-
	2016	85%	84%	**81%**	74%	84%	80%	*	87%	-	86%	17%	81%	68%	85%	78%	-
Mathematics	2017	84%	73%	**59%**	49%	62%	61%	*	85%	-	*	18%	60%	56%	63%	55%	-
	2016	80%	71%	**63%**	50%	69%	65%	-	64%	-	100%	14%	64%	60%	69%	59%	-
Science	2017	74%	72%	**59%**	42%	61%	67%	*	94%	*	*	12%	59%	42%	59%	58%	-
	2016	73%	70%	**63%**	52%	64%	70%	*	87%	-	*	*	63%	46%	63%	62%	-
Social Studies	2017	62%	60%	**48%**	38%	47%	50%	*	83%	*	*	*	48%	30%	47%	48%	-
	2016	62%	63%	**48%**	39%	48%	45%	*	73%	-	*	*	47%	26%	45%	50%	-
End of Course																	
Algebra I	2017	81%	76%	**98%**	97%	97%	100%	-	100%	*	*	-	98%	96%	97%	98%	-
	2016	76%	68%	**95%**	88%	96%	90%	*	100%	-	*	*	94%	90%	94%	96%	-
All Grades																	
All Subjects	2017	74%	70%	**59%**	44%	60%	61%	*	89%	*	74%	11%	58%	44%	63%	54%	-
	2016	74%	70%	**61%**	51%	62%	66%	60%	84%	83%	68%	9%	61%	43%	64%	59%	-
Reading	2017	71%	66%	**66%**	55%	68%	62%	*	90%	*	83%	14%	67%	51%	73%	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
	2016	72%	67%	**68%**	61%	69%	74%	*	84%	*	73%	14%	68%	48%	71%	66%	-
Mathematics	2017	78%	74%	**61%**	45%	64%	61%	*	93%	*	67%	13%	61%	52%	64%	58%	-
	2016	75%	70%	**63%**	47%	66%	68%	*	88%	*	82%	10%	63%	51%	66%	61%	-
Writing	2017	66%	60%	**49%**	33%	49%	65%	*	78%	*	71%	*	48%	28%	61%	36%	-
	2016	68%	64%	**53%**	47%	50%	67%	*	83%	*	*	8%	52%	33%	61%	45%	-
Science	2017	78%	73%	**59%**	42%	61%	67%	*	94%	*	*	12%	59%	42%	59%	58%	-
	2016	77%	74%	**63%**	52%	64%	70%	*	87%	-	*	*	63%	46%	63%	62%	-
Social Studies	2017	76%	75%	**48%**	38%	47%	50%	*	83%	*	*	*	48%	30%	47%	48%	-
	2016	76%	76%	**48%**	39%	48%	45%	*	73%	-	*	*	47%	26%	45%	50%	-

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

All Grades																	
All Subjects	2017	44%	40%	**27%**	17%	26%	27%	*	64%	*	38%	0%	26%	11%	30%	24%	-
	2016	42%	38%	**26%**	16%	26%	28%	40%	60%	17%	22%	1%	26%	10%	27%	25%	-
Reading	2017	43%	39%	**31%**	21%	31%	31%	*	66%	*	50%	1%	30%	12%	36%	27%	-
	2016	42%	38%	**30%**	22%	30%	39%	*	60%	*	27%	2%	30%	12%	33%	28%	-
Mathematics	2017	45%	39%	**28%**	19%	27%	26%	*	71%	*	33%	1%	28%	14%	31%	25%	-
	2016	40%	35%	**27%**	15%	28%	21%	*	67%	*	27%	1%	27%	11%	27%	27%	-
Writing	2017	36%	30%	**19%**	13%	17%	25%	*	48%	*	29%	*	19%	6%	28%	11%	-
	2016	39%	36%	**25%**	16%	24%	27%	*	59%	*	*	2%	24%	8%	30%	20%	-
Science	2017	48%	44%	**31%**	15%	33%	37%	*	68%	*	*	0%	31%	15%	30%	32%	-
	2016	44%	41%	**27%**	17%	27%	30%	*	58%	-	*	*	28%	10%	27%	27%	-
Social Studies	2017	48%	48%	**20%**	11%	19%	14%	*	57%	*	*	*	20%	6%	16%	23%	-
	2016	45%	46%	**14%**	7%	13%	19%	*	44%	-	*	*	14%	3%	13%	15%	-

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

All Grades																	
All Subjects	2017	19%	17%	**10%**	5%	9%	10%	*	40%	*	10%	0%	10%	3%	11%	9%	-
	2016	17%	14%	**8%**	4%	7%	8%	0%	30%	0%	5%	1%	8%	1%	9%	8%	-
Reading	2017	18%	15%	**13%**	7%	11%	16%	*	43%	*	17%	0%	12%	4%	15%	11%	-
	2016	16%	14%	**10%**	6%	9%	11%	*	33%	*	9%	2%	10%	2%	11%	9%	-
Mathematics	2017	21%	18%	**11%**	4%	9%	10%	*	47%	*	8%	0%	10%	4%	13%	9%	-
	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
Writing	2017	11%	8%	**4%**	1%	3%	4%	*	18%	*	0%	*	4%	1%	5%	2%	-
	2016	14%	11%	**5%**	4%	4%	3%	*	17%	*	*	2%	4%	0%	6%	3%	-
Science	2017	19%	16%	**10%**	3%	9%	7%	*	40%	*	*	0%	9%	3%	9%	11%	-
	2016	15%	13%	**8%**	4%	7%	8%	*	29%	-	*	*	8%	1%	7%	8%	-
Social Studies	2017	26%	26%	**10%**	6%	9%	4%	*	40%	*	*	*	10%	4%	7%	13%	-
	2016	21%	22%	**4%**	1%	3%	7%	*	27%	-	*	*	4%	2%	4%	5%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**99%**	99%	99%	98%	100%	100%	100%	95%	100%	99%	100%	99%	99%	-
	2016	99%	99%	**99%**	98%	99%	97%	100%	100%	100%	95%	98%	99%	100%	99%	99%	-
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**99%**	98%	99%	97%	*	99%	*	92%	99%	99%	100%	99%	99%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**99%**	98%	100%	97%	*	100%	*	92%	100%	99%	100%	99%	99%	-
Writing	2017	100%	100%	**99%**	98%	100%	100%	*	100%	*	100%	100%	100%	100%	99%	100%	-
	2016	99%	100%	**100%**	100%	99%	100%	*	100%	*	100%	100%	100%	99%	100%	99%	-
Science	2017	99%	99%	**98%**	99%	98%	90%	*	100%	*	*	98%	98%	99%	98%	98%	-
	2016	99%	99%	**98%**	96%	99%	93%	*	100%	-	100%	94%	98%	99%	98%	98%	-
Social Studies	2017	98%	98%	**98%**	97%	99%	93%	*	100%	*	*	100%	98%	98%	99%	97%	-
	2016	98%	99%	**98%**	96%	98%	98%	*	100%	-	100%	94%	98%	99%	98%	98%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**9%**	9%	6%	20%	*	*	-	*	9%	9%	2%	12%	7%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**91%**	91%	94%	80%	*	*	-	*	91%	91%	98%	88%	93%	-
% STAAR Alternate 2	2017	12%	9%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**8%**	9%	5%	20%	*	*	-	*	8%	9%	2%	12%	6%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**92%**	91%	95%	80%	*	*	-	*	92%	91%	98%	88%	94%	-
% STAAR Alternate 2	2017	13%	10%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y		Y			Y	N	N	n/a	5	8	63
Mathematics	Y	N	Y	Y		Y			Y	N	N	n/a	5	8	63
Writing	N	N	N	Y		Y			N	N	N	n/a	2	8	25
Science	Y	N	Y			Y			N	N	N	n/a	3	7	43
Social Studies	N	N	N			Y			N	N	N	n/a	1	7	14
Total													**16**	**38**	**42**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	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	n/a	Y	8	8	100
Mathematics	Y	Y	Y	Y		Y			Y	Y	n/a	Y	8	8	100
Total													**16**	**16**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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**	**54**	**59**

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

+ 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 88.5% d = Five-year Graduation Rate Target of 91%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	936	175	607	45	*	96	*	10	830	16	317	n/a
Total Tests	1,385	313	879	69	*	107	*	11	1,240	110	541	446
% at Approaches Grade Level Standard	68%	56%	69%	65%	*	90%	*	91%	67%	15%	59%	n/a
Mathematics												
# at Approaches Grade Level Standard	861	142	565	45	*	99	*	8	760	15	306	n/a
Total Tests	1,383	312	878	69	*	107	*	11	1,238	110	539	444
% at Approaches Grade Level Standard	62%	46%	64%	65%	*	93%	*	73%	61%	14%	57%	n/a
Writing												
# at Approaches Grade Level Standard	356	49	230	28	*	44	*	5	309	*	110	n/a
Total Tests	723	151	462	44	*	56	*	7	641	*	299	235
% at Approaches Grade Level Standard	49%	32%	50%	64%	*	79%	*	71%	48%	*	37%	n/a
Science												
# at Approaches Grade Level Standard	390	71	250	17	*	48	*	*	348	5	112	n/a
Total Tests	655	164	410	23	*	51	*	*	590	47	240	209
% at Approaches Grade Level Standard	60%	43%	61%	74%	*	94%	*	*	59%	11%	47%	n/a
Social Studies												
# at Approaches Grade Level Standard	317	63	195	14	*	42	*	*	278	*	82	n/a
Total Tests	654	160	412	24	*	51	*	*	588	*	238	207
% at Approaches Grade Level Standard	48%	39%	47%	58%	*	82%	*	*	47%	*	34%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,485	357	920	77	*	113	*	12	1,288	125	n/a	474
Total Students	1,489	358	923	77	*	113	*	12	1,291	125	n/a	474
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	1,482	357	918	77	*	112	*	12	1,285	125	n/a	471
Total Students	1,485	357	921	77	*	112	*	12	1,287	125	n/a	472
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 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	73.4	73.1%	72.7%	74.5%
Masters	26.0	25.9%	26.5%	23.6%
Doctorate	1.0	1.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

High Poverty

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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	0	1
Non-renewable	0	0
District Teaching	0	0

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects

the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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
2016-17 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 2016-17 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 Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 7																	
Reading	2017	72%	67%	**78%**	67%	75%	81%	*	96%	-	67%	27%	68%	58%	80%	75%	-
	2016	69%	67%	**75%**	50%	69%	82%	*	84%	-	79%	23%	58%	42%	81%	69%	-
Mathematics	2017	68%	65%	**80%**	63%	76%	85%	*	100%	-	71%	29%	71%	58%	80%	80%	-
	2016	68%	67%	**82%**	64%	73%	88%	*	97%	-	79%	38%	67%	68%	83%	81%	-
Writing	2017	68%	61%	**74%**	60%	71%	76%	*	96%	-	80%	17%	65%	50%	80%	68%	-
	2016	68%	66%	**75%**	53%	61%	83%	*	96%	-	87%	29%	54%	47%	81%	70%	-
Grade 8																	
Reading	2017	84%	83%	**90%**	86%	88%	92%	*	90%	-	93%	46%	81%	61%	93%	87%	-
	2016	85%	84%	**91%**	88%	92%	92%	*	100%	-	88%	55%	88%	77%	94%	88%	-
Mathematics	2017	84%	73%	**82%**	70%	83%	84%	*	93%	-	80%	37%	68%	69%	87%	77%	-
	2016	80%	71%	**83%**	79%	81%	85%	*	100%	-	*	45%	80%	62%	86%	80%	-
Science	2017	74%	72%	**84%**	71%	74%	91%	*	97%	-	79%	29%	72%	50%	88%	81%	-
	2016	73%	70%	**83%**	73%	79%	87%	*	96%	-	75%	47%	72%	69%	86%	80%	*
Social Studies	2017	62%	60%	**73%**	53%	62%	79%	*	95%	-	64%	18%	59%	39%	71%	74%	-
	2016	62%	63%	**73%**	66%	66%	75%	*	100%	-	75%	39%	65%	54%	74%	72%	-
End of Course																	
Algebra I	2017	81%	76%	**100%**	100%	100%	100%	-	100%	-	100%	*	100%	*	100%	100%	-
	2016	76%	68%	**100%**	100%	100%	100%	-	100%	-	*	*	100%	-	100%	100%	-
Biology	2017	85%	81%	**100%**	-	-	*	-	*	-	-	-	-	-	*	*	-
	2016	86%	82%	*	-	-	-	-	*	-	-	-	-	-	-	*	-
All Grades																	
All Subjects	2017	74%	70%	**81%**	68%	76%	85%	100%	96%	-	77%	29%	70%	55%	84%	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
	2016	74%	70%	**81%**	70%	74%	85%	100%	96%	-	80%	40%	70%	59%	85%	78%	*
Reading	2017	71%	66%	**84%**	76%	81%	87%	*	92%	-	79%	36%	74%	59%	87%	81%	-
	2016	72%	67%	**83%**	72%	80%	87%	*	91%	-	82%	40%	73%	56%	88%	78%	-
Mathematics	2017	78%	74%	**84%**	70%	81%	88%	*	98%	-	79%	33%	73%	64%	86%	83%	-
	2016	75%	70%	**85%**	76%	78%	89%	*	98%	-	77%	43%	75%	66%	87%	83%	-
Writing	2017	66%	60%	**74%**	60%	71%	76%	*	96%	-	80%	17%	65%	50%	80%	68%	-
	2016	68%	64%	**75%**	53%	61%	83%	*	96%	-	87%	29%	54%	47%	81%	70%	-
Science	2017	78%	73%	**85%**	71%	74%	91%	*	98%	-	79%	29%	72%	50%	88%	82%	-
	2016	77%	74%	**83%**	73%	79%	87%	*	96%	-	75%	47%	72%	69%	86%	80%	*
Social Studies	2017	76%	75%	**73%**	53%	62%	79%	*	95%	-	64%	18%	59%	39%	71%	74%	-
	2016	76%	76%	**73%**	66%	66%	75%	*	100%	-	75%	39%	65%	54%	74%	72%	-
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	40%	**53%**	33%	43%	60%	57%	76%	-	50%	11%	39%	21%	55%	51%	-
	2016	42%	38%	**52%**	34%	39%	60%	70%	79%	-	56%	18%	36%	21%	56%	49%	*
Reading	2017	43%	39%	**54%**	39%	43%	60%	*	73%	-	59%	11%	38%	14%	57%	51%	-
	2016	42%	38%	**55%**	38%	42%	62%	*	79%	-	55%	19%	38%	19%	60%	50%	-
Mathematics	2017	45%	39%	**57%**	35%	47%	65%	*	88%	-	48%	11%	43%	32%	60%	55%	-
	2016	40%	35%	**59%**	37%	43%	68%	*	88%	-	59%	19%	42%	31%	60%	58%	-
Writing	2017	36%	30%	**42%**	24%	37%	46%	*	69%	-	47%	9%	31%	23%	54%	31%	-
	2016	39%	36%	**45%**	19%	29%	54%	*	75%	-	53%	9%	28%	12%	56%	36%	-
Science	2017	48%	44%	**62%**	37%	52%	71%	*	78%	-	57%	13%	51%	28%	61%	63%	-
	2016	44%	41%	**56%**	42%	47%	61%	*	81%	-	75%	24%	42%	31%	58%	54%	*
Social Studies	2017	48%	48%	**46%**	26%	35%	54%	*	63%	-	29%	13%	31%	6%	39%	51%	-
	2016	45%	46%	**39%**	21%	26%	47%	*	62%	-	38%	16%	24%	8%	38%	39%	-
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																	
All Grades																	
All Subjects	2017	19%	17%	**26%**	14%	17%	31%	21%	48%	-	21%	3%	14%	9%	28%	24%	-
	2016	17%	14%	**26%**	13%	17%	30%	10%	49%	-	32%	7%	13%	7%	27%	24%	*
Reading	2017	18%	15%	**30%**	21%	20%	35%	*	52%	-	28%	5%	18%	7%	35%	26%	-
	2016	16%	14%	**28%**	15%	18%	33%	*	44%	-	36%	7%	15%	13%	30%	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
Mathematics	2017	21%	18%	**31%**	13%	23%	37%	*	61%	-	24%	5%	19%	16%	34%	29%	-
	2016	17%	15%	**32%**	14%	22%	37%	*	65%	-	41%	6%	17%	13%	32%	32%	-
Writing	2017	11%	8%	**10%**	3%	3%	12%	*	42%	-	13%	0%	4%	8%	14%	6%	-
	2016	14%	11%	**12%**	7%	7%	13%	*	25%	-	13%	6%	5%	0%	15%	8%	-
Science	2017	19%	16%	**25%**	10%	15%	29%	*	48%	-	21%	3%	13%	6%	23%	26%	-
	2016	15%	13%	**29%**	15%	26%	33%	*	50%	-	38%	11%	11%	0%	31%	27%	*
Social Studies	2017	26%	26%	**24%**	13%	13%	32%	*	28%	-	7%	3%	9%	0%	21%	26%	-
	2016	21%	22%	**21%**	11%	12%	24%	*	50%	-	25%	7%	10%	0%	20%	21%	-
STAAR Participation (All Grades)																	
All Tests	2017	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	99%	100%	100%	100%	99%	-	100%	99%	99%	99%	100%	100%	*
Reading	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	99%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	100%	99%	**100%**	99%	100%	100%	*	100%	-	100%	99%	100%	100%	100%	100%	-
Writing	2017	100%	100%	**100%**	99%	100%	100%	*	100%	-	100%	98%	99%	100%	100%	100%	-
	2016	99%	100%	**99%**	98%	100%	100%	*	93%	-	100%	100%	98%	94%	99%	99%	-
Science	2017	99%	99%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	99%	**100%**	100%	100%	99%	*	100%	-	100%	100%	99%	100%	100%	99%	*
Social Studies	2017	98%	98%	**100%**	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	98%	99%	**99%**	99%	100%	99%	*	100%	-	100%	100%	99%	100%	99%	99%	-
STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)																	
Reading Tests																	
% of Participants	2017	98%	97%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	20%	**14%**	4%	9%	27%	-	*	-	*	14%	15%	0%	10%	17%	-
% STAAR/EOC With Accommodations	2017	73%	68%	**83%**	96%	86%	70%	-	*	-	*	83%	85%	100%	90%	80%	-
% STAAR Alternate 2	2017	12%	9%	**2%**	0%	5%	3%	-	*	-	*	2%	0%	0%	0%	4%	-
% of Non-Participants	2017	2%	3%	**0%**	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	19%	**14%**	4%	14%	24%	-	*	-	*	14%	15%	0%	10%	17%	-
% STAAR/EOC With Accommodations	2017	74%	69%	**83%**	96%	82%	73%	-	*	-	*	83%	85%	100%	90%	80%	-
% STAAR Alternate 2	2017	13%	10%	**2%**	0%	5%	3%	-	*	-	*	2%	0%	0%	0%	4%	-
% of Non-Participants	2017	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 Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y		Y		Y	Y	N	Y	n/a	8	9	89
Mathematics	Y	Y	Y	Y		Y		Y	Y	N	Y	n/a	8	9	89
Writing	Y	Y	Y	Y		Y			Y	N		n/a	6	7	86
Science	Y	Y	Y	Y		Y			Y	N		n/a	6	7	86
Social Studies	Y	N	Y	Y		Y			N	N		n/a	4	7	57
Total													**32**	**39**	**82**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	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		Y	Y	Y	n/a	Y	9	9	100
Mathematics	Y	Y	Y	Y		Y		Y	Y	Y	n/a	Y	9	9	100
Total													**18**	**18**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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

	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
Total Overall Total													**50**	**57**	**88**

\+ 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 88.5% d = Five-year Graduation Rate Target of 91%
Blank cells above represent student group indicators that do not meet the minimum size criteria.
n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level Standard	725	96	164	379	*	60	-	**	216	28	40	n/a
Total Tests	856	125	201	434	*	64	-	**	288	77	57	41
% at Approaches Grade Level Standard	85%	77%	82%	87%	*	94%	-	79%	75%	36%	70%	n/a
Mathematics												
# at Approaches Grade Level Standard	731	89	166	386	*	63	-	**	213	25	43	n/a
Total Tests	856	125	201	434	*	64	-	**	288	77	57	41
% at Approaches Grade Level Standard	85%	71%	83%	89%	*	98%	-	82%	74%	32%	75%	n/a
Writing												
# at Approaches Grade Level Standard	322	38	76	169	*	25	-	**	100	7	20	n/a
Total Tests	431	62	107	219	*	26	-	**	153	42	33	24
% at Approaches Grade Level Standard	75%	61%	71%	77%	*	96%	-	80%	65%	17%	61%	n/a
Science												
# at Approaches Grade Level Standard	361	44	70	197	*	37	-	**	99	10	15	n/a
Total Tests	424	62	92	217	*	38	-	**	136	35	24	17
% at Approaches Grade Level Standard	85%	71%	76%	91%	*	97%	-	85%	73%	29%	63%	n/a
Social Studies												
# at Approaches Grade Level Standard	312	34	58	172	*	37	-	**	80	7	12	n/a
Total Tests	424	62	92	217	*	38	-	**	136	35	24	17
% at Approaches Grade Level Standard	74%	55%	63%	79%	*	97%	-	69%	59%	20%	50%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	890	136	207	448	*	66	-	**	293	84	n/a	44
Total Students	891	136	207	449	*	66	-	**	294	84	n/a	44
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	889	136	207	447	*	66	-	**	293	84	n/a	44
Total Students	890	136	207	448	*	66	-	**	294	84	n/a	44
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)

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments	
Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: 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 mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	41.1	69.1%	72.7%	74.5%
Masters	18.4	30.9%	26.5%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

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

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