## 2016-17 Federal Report Card

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Á	OĘ∣ Ùcĭå^∱œ	0E-¦a&æ) 0E{^¦a&æ)	ÁPãr]a) 88	ιΥ@ετ^	OĘ[^¦ã&æ Qlåãæ)	ÅQE•ãæ)	Úæ&ãã& Q æ)å^}	V,[A[¦ ,Ť[¦^ ÁÜæ&∧∙A	Ò&[} Öãræå¢	Ú] ^&ãæ \ Òå	ÒŠŠ ∳(CÔ`¦¦^}c ∱[}ã(¦^	ÁBÒŠŠ ∘åDÉ	V[cæ‡ T^c∕	, V[cæ) (ð ā*āa) Á	[~, Ò a*aæn(^ T^aæ≚¦^4 ∽ T^c
Ú^\-{-{ } } a) & Âlcæč • ÁEAcæ^ State Target Reading Mathematics Writing Science Social Studies	60% N Y N Y	60%	60% N Y N Y	60%	60%	60%	60%	60%	60% N Y N Y	60% N N	60% N Y N Y	n/a n/a n/a n/a	0 4 0 4 0	5 5 4 0	0 80 0 100
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Ú^¦-{¦{ a) &^Âlœacັ • Ãã@^å^¦a Federal Target Reading Mathematics	∉ 91% N N	91%	91% N N	91%	n/a n/a	n/a n/a	n/a n/a	n/a n/a	91% N N	91% N N	91% N N	n/a n/a			
Úæicæaj æaj ) Âùcæc ∙ Target Reading Mathematics V[ æŧ	95% Y Y Á	95% Y Y Á	95% Y Y Á	95% Á	95% Á	95% Á	95% Á	95% Á	95% Y Y Á	95% Y Y Á	n/a n/a Á	95% Y Y Á	6 6 FG	6 6 FG	100 100 F€€
Ø^å^¦æ‡ÁÕ¦æå`ææą̃}ÂÙææč∙Áû Graduation Target Met Reason Code *** V[ æŧ	/æl*^dkáÙ^^ Á	ÁÜ^æ[}ÁÔ[ Á	[å^∙D Á	Á	Á	Á	Á	Á	Á	Á	n/a Á	Á	0 €	0 €	Á
Öä d & d & d A A A A A A A A A A A A A A A	n/a n/a n/a n/a n/a	ãç^ÁŒ•^••	{ ^} œ												
Total Federal Cap Limit V[ œ≑ Uç^¦æ Á[ œŧ	n/a Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á Á	Á G€	Á H€	Á Î Ï

+ 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.

Á	OĘ∣ Ùcĭå^ <b>∱o</b> •	OE-¦ã&æ), OE(^¦ã&æ)	\Pãr]a÷)ã&	Y@ar^	OE[^¦ã&æa) Qlåãæa)	ÁŒ ã ð	Úæ&ãã& Qe∣a∋å^Á	V,[Á¦ T[¦^ Üæ&∧∎Á	Ò&[} Öãræå¢Å	Ù] ^&ãæ Òå Á	ÒŠŠ (ÇÔ`¦¦^}Á⁄AB \T[}ã[¦^åD <sup>A</sup>	ÒŠŠÁ (ÇÔ` ¦!^}ÁD
Ú^¦-{¦{ æ}}&^ÁÜææ∿∙												
Ü^æåå*												
# at Approaches Grade Level	106	10	93	*	-	-	-	*	99	14	71	n/a
Standard												
Total Tests	200	20	175	*	-	-	-	*	191	34	139	130
% at Approaches Grade	53%	50%	53%	*	-	-	-	*	52%	41%	51%	n/a
Level Standard												
Tag@{ aga.	159	16	140	*				*	151	20	110	n/a
# at Approaches Grade Level Standard	159	10	140		-	-	-		151	20	110	n/a
Total Tests	200	20	175	*	_	_	_	*	191	34	139	130
% at Approaches Grade	80%	80%	80%	*	-	-	_	*	79%	59%	79%	n/a
Level Standard	0070	0070	0070						1070	0070	1070	n/a
Y¦ãcaj*												
# at Approaches Grade Level	44	*	**	-	-	-	-	-	43	6	33	n/a
Standard												
Total Tests	80	*	**	-	-	-	-	-	79	17	62	57
% at Approaches Grade	55%	*	55%	-	-	-	-	-	54%	35%	53%	n/a
Level Standard												
U&a \} &^ # at Approaches Grade Level	42	*	35	*				*	38	5	23	n/a
Standard	42		55		-	-	-		50	5	25	n/a
Total Tests	57	*	48	*	-	-	-	*	53	11	35	31
% at Approaches Grade	74%	*	73%	*	-	-	-	*	72%	45%	66%	n/a
Level Standard									/ 0		0070	
Ù[&ãæ‡ÁÛcčåã∿∙												

https://rptsvr1.tea.texas.gov/cgi/sas/broker?\_service=marykay&year4=2015&year2=15&\_debug=0&single=N&title=2016-17+Federal+Report+Card&\_p... 3/6

CE/@# @貰 ^¦-{ ; { a) &^Á^, adaÁ &@[ | Ás identified as a Title I school with distinctions based on reading and mathematics performance. In addition

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		Black	49	51	17	2