Texas Education Agency 2014-15 Federal Report Card for Texas Public Schools

Campus Name: KENEDY ELEMENTARY SCHOOL

Campus ID: 128902104

District Name: KENEDY 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 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two or						
				African			Americar	1	Pacific		Special	Econ				
	State	District(Campus	American	Hispani						•		/ELLI	Female	∍Male <i>N</i>	ligrant
STAAR Percen Grade 3	t at Phase-i	n 1 Lev	el II or A	Above	-											_
Reading	2015 74%	75%	75%	*	76%	*	-	-	-	-	*	68%	*	81%	69%	-
	2014 75%	67%	67%	*	71%	*	-	-	-	-	*	66%	*	67%	67%	-
Mathematics		59%	59%	*	60%	*	-	-	-	-	*	54%	*	51%	66%	-
	2014 69%	42%	42%	*	47%	*	-	-	-	-	*	38%	*	45%	40%	-
Grade 4																
Reading	2015 71%	60%	60%	*	67%	50%	-	-	-	-	*	53%	*	69%	52%	-
	2014 73%	64%	64%	*	64%	*	-	-	-	*	*	57%	*	68%	61%	-
Mathematics		64%	64%	*	67%	70%	-	-	-	-	*	61%	*	80%	50%	-
	2014 70%	72%	72%	*	71%	*	-	-	-	*	75%	66%	*	63%	77%	-
Writing	2015 67%	54%	54%	*	55%	50%	-	_	_	_	*	55%	*	77%	32%	_
J	2014 72%	40%	40%	*	40%	*	-	-	-	*	*	29%	*	42%	39%	-
Grade 5																
Reading	2015 83%	84%	84%	*	82%	*	-	-	-	*	56%	83%	*	89%		-
	2014 86%	92%	92%	*	89%	100%	-	-	-	*	73%	89%	*	96%	88%	-
Mathematics	s2015 75%	84%	84%	*	81%	*	-	-	-	*	67%	82%	*	79%	86%	-
	2014 87%	88%	88%	*	84%	100%	-	-	-	*	73%	93%	*	88%	88%	-
Science	2015 69%	65%	65%	*	63%	*	-	-	-	*	*	65%	*	58%	69%	-
	2014 73%	47%	47%	*	39%	75%	-	-	-	*	*	44%	*	54%	40%	-
All Grades																
All Subjects	2015 73%	66%	68%	50%	69%	67%	-	-	-	*	34%	65%	66%	72%	65%	-
	2014 75%	61%	64%	40%	63%	76%	-	-	-	89%	45%	58%	76%	66%	62%	-
Reading	2015 74%	66%	73%	*	75%	65%	-	-	-	*	33%	69%	69%	79%	69%	-
	2014 75%	65%	74%	*	74%	85%	-	-	-	*	50%	69%	75%	78%	71%	-
Mathematics	s2015 73%	68%	68%	*	68%	70%	_	_	_	*	41%	66%	75%	67%	69%	_
	2014 76%	69%	67%	*	66%	79%	-	-	-	*	58%	62%		66%	67%	-
Writing	2015 68%	51%	54%	*	55%	50%	-	_	_	_	*	55%	*	77%	32%	-
Ŭ	2014 71%	43%	40%	*	40%	*	-	-	-	*	*	29%	*	42%		-
Science	2015 75%	72%	65%	*	63%	*	-	_	_	*	*	65%	*	58%	69%	-
	2014 77%	55%	47%	*	39%	75%	-	-	-	*	*	44%	*	54%	40%	-
STAAR Percen	t at Final Le	evel II o	r Above													
All Grades	004-0-0			c-a:						_					a - a ·	
All Subjects		24%	25%	23%	25%	30%	-	-	-	*	19%			26%	25%	-
	2014 39%	19%	22%	0%	21%	38%	-	-	-	33%	21%	20%	38%	22%	22%	-

	2015 40% 2014 42%	24% 22%	27% 25%		*	26% 24%	40% 38%	- -		- -	-	*	Z7 ,				26% 23%	- -
Mathematics	2015 36% 2014 37%	24% 20%	26% 27%		*	26% 25%	20% 50%	-		-	- -	*	17				27% 29%	- -
0	2015 31% 2014 34%	19% 9%	17% 8%		*	18% 9%	20%	- -		-	-	- *	*	19 ⁹		31% 5%	4% 10%	-
	2015 40% 2014 40%	28% 13%	25% 12%		*	23% 11%	* 25%	-		-	-	*		26° 11°		11% 13%	33% 12%	-
STAAR Percent All Grades	at Level II	II Adva	nced															
All Subjects	2015 14% 2014 14%	5% 4%	5% 5%		5% 0%	5% 4%	7% 11%	-		-	-	* 11	2/				5% 4%	-
	2015 15% 2014 14%	6% 3%	8% 3%		*	7% 2%	20% 15%	-		- -	-	*	J /				9% 2%	-
Mathematics	2015 14% 2014 15%	4% 6%	4% 9%		*	4% 9%	0% 14%	-		-	-	*	0 /				3% 8%	- -
0	2015 8% 2014 6%	1% 1%	0% 0%		*	0% 0%	0% *	- -		- -	- -	- *	*	0% 0%		0% 0%	0% 0%	- -
	2015 14% 2014 13%	6% 1%	4% 0%		*	4% 0%	*	- -		-	-	*		3% 0%		0% 0%	6% 0%	- -
STAAR Participa All Tests	ation (All (Grades 2015 2014	99% 99%	100% 99%	99% 100%	100% 100%		100% 97%	-	- -	-	100% 100%	94% 100%	100% 100%	100% 100%	99% 99%	98% 100%	- -
Reading		2015 2014	99% 99%	100% 99%	99% 99%	100% 100%		100% 93%	- -	- -	- -	100%	91% 100%	99% 99%	100% 100%	100% 98%	98% 100%	- -
Mathematics		2015 2014	99% 99%	99% 99%	98% 100%	100% 100%		100% 100%	-	- -	- -	100%	96% 100%	100% 100%	100% 100%	98% 100%	99% 100%	- -
Writing		2015 2014	99% 99%	100% 100%	100% 100%	100%	100% 100%	100%	- -	-	-	- *	100% 100%	100% 100%	100%	100% 100%		-
Science		2015 2014	99% 99%	99% 99%	98% 100%	100%	98% 100%	100% 100%	- -	- -	- -	100%	90% 100%	100% 100%	100%	100% 100%		- -
STAAR Participa	ation Resi	ults by	Asses	sment	Type fo	or Stud	lents Se	rved in	Spe	cial	Edu	cation S	Settings	s (All Gr	ades)			
Reading Tests % of Participan	ıte	2015	98%	97%	91%	*	89%	*					91%	94%	*	100%	89%	
% STAAR/EC	OC With No)	17%	9%	4%	*	6%	* _		_	_	-	4%	0%	*	20%	0%	_
% STAAR/EC		2015	71%	79%	78%	*	78%	* _		_	_	_	78%	81%	*	80%	78%	_
% STAAR Alt		2015	10%	9%	9%	*	6%	* -		-	-	-	9%	13%	*	0%	11%	-
% of Non-Partic	•	2015	2%	3%	9%	*	11%	* _		-	-	-	9%	6%	*	0%	11%	-
Mathematics Tes % of Participan % STAAR/EC	its OC With No			98%	96%	*	94%	* _		-	-	-	96%		*		94%	-
Accommodations % STAAR/EC		2015	13%	5%	4%	*	6%	* -		-	-	-	4%	0%	*	20%	0%	-
Accommodations % STAAR Alt	3	2015 2015	74% 11%	82% 11%	83% 9%	*	83% 6%	* _		-	-	-	83% 9%	88% 13%	*	80% 0%	83% 11%	-
% of Non-Partic		2015		2%	9% 4%	*		* _		-	-	-	9% 4%	0%	*	0%	6%	-

Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

- '*' 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.

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

This section provides the STAAR performance results for each subject area tested in the 2014-15 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.

		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL+
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Ν		Ν		n/a	n/a	n/a	n/a	N			n/a
Mathematics	N		N		n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	
Mathematics	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	
Federal Graduation S	tatus (Tar	get: See Re	eason Code	es)								
Graduation Target		_		-	n/a	n/a	n/a	n/a			n/a	
Met Reason Code ***					n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Total Tests

% at Phase-in

Satisfactory Standard

Alternate 1%

Number Proficient

Total Federal Cap

Limit

'‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

136

76%

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

159

74%

- '***' Federal Graduation Rate Reason Codes:
 - a = Graduation Rate Goal of 90%
 - b = Four-year Graduation Rate Target of 83%
 - 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 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria. 'n/a' Indicates data are not applicable to this report.

Performance Rates ‡	All Students	African American	Hispanic	White	American Indian	Pacific Islander			•	ELL (Current & Monitored)	
Reading # at Phase-in Satisfactory Standard	118	} *	ʻ 104	10	-	 	- *	64	. 7	7 8	n/a

93

69%

21

89%

n/a

33%

15

67%

111	*	97	10	-	-	-	*	62	9	8	n/a
160	*	137	15	-	-	-	*	94	22	9	8
69%	*	71%	67%	-	-	-	*	66%	41%	89%	n/a
26	*	22	*	-	-	-	-	15	*	*	n/a
49	*	39	*	-	-	-	-	28	*	*	*
53%	*	56%	*	-	-	-	-	54%	*	*	n/a
35	*	30	*	-	-	-	*	21	*	*	n/a
51	*	45	*	-	-	-	*	32	*	*	*
69%	*	67%	*	-	-	-	*	66%	*	*	n/a
-	-	-	-	-	-	-	-	-	-	-	n/a
-	-	-	-	-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-	-	-	-	n/a
				-	-	-	*				13
				-	-	-					13
		99%	100%	-	-	-	*	99%	96%	n/a	100%
Assessments											
179	**	150	20	-	-	-	*	102	23	n/a	12
181	**	152		-	-	-	*	102	23	n/a	12
99%	100%	99%	100%	-	-	-	*	100%	100%	n/a	100%
	160 69% 26 49 53% 35 51 69% - - - - - 181 182 99% Assessments 179	160 * 69% * 26 * 49 * 53% * 35 * 51 * 69% * 1 182 ** 99% 100% Assessments 179 ** 181 **	160 * 137 69% * 71% 26 * 22 49 * 39 53% * 56% 35 * 30 51 * 45 69% * 67% 199% 100% 99% Assessments 179 ** 150 181 ** 152	160	160	160	160	160	160 * 137 15 * 94 69% * 71% 67% * 66% 26 * 22 * 15 49 * 39 * 28 53% * 56% * 54% 35 * 30 * * 21 51 * 45 * * 32 69% * 67% * * 66% ssments 181 ** 152 20 * 103 99% 100% 99% 100% * 99% Assessments 179 ** 150 20 * 102 181 ** 152 20 * 102 181 ** 152 20 * 102 181 ** 152 20 * 102	160	160 * 137 15 -

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

^{&#}x27;n/a' Indicates data are not applicable to this report.

Federal Graduation Rates 4-year Longitudinal Cohort		African American	·		American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Number Graduated	Graduatio	Jii Kate (G	1 9-12). Ci	a55 UI Z	014						- n/a
	_	-	-				-	 -			· 11/a
Total in Class	-	_	-					 -		•	- <u>-</u>
Graduation Rate	-	-	-				-	 -		•	- n/a
4-year Longitudinal Cohort	Graduation	on Rate (G	r 9-12): Cl	ass of 2	013						
Number Graduated	_	_	-				-	 -			- n/a
Total in Class	-	-	-				-	 -		-	
Graduation Rate	-	-	_				_	 _			- n/a
5-year Extended Graduatio	n Rate (Gi	[.] 9-12): Cla	ss of 2013	3							
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).

^{&#}x27;_' Indicates there are no students in the group.

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.

'n/a' Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

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

High Performing School: No **High Progress School**: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.0%	0.9%
Bachelors	28.7	92.5%	90.2%	75.1%
Masters	2.3	7.5%	9.8%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		23	3	26
Total Number of Classes		23	3	26
Number of Classes Taught by Highly Qualified Teachers	Number	23	3	26
.	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 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.

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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment