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

District Name: KENEDY ISD **District ID:** 128902

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						More	•					
				Hispani	icWhite	Indian	Asian	Islander	Races	Ed	Disadv	/ELL	Female	MaleN	ligrant
i at Pnase-	-In 1 Lev	'el II or A	Above												
2015 74%	72%	75%	*	76%	*	-	_	_	_	*	68%	*	81%	69%	_
		67%	*	71%	*	-	-	-	-	*	66%	*	67%	67%	-
32015 74%	71%	59%	*	60%	*	-	_	_	_	*	54%	*	51%	66%	_
		42%	*	47%	*	-	-	-	-	*	38%	*	45%	40%	-
2015 71%		60%	*	67%	50%	-	-	-	-	*	53%	*	69%	52%	_
2014 73%	68%	64%	*	64%	*	-	-	-	*	*	57%	*	68%	61%	-
×2015 71%	65%	64%	*	67%	70%	_	_	_	_	*	61%	*	80%	50%	_
		72%	*	71%	*	-	-	-	*	75%	66%	*	63%	77%	-
2015 67%	60%	54%	*	55%	50%	_	_	_	_	*	55%	*	77%	32%	_
		40%	*	40%	*	-	-	-	*	*	29%	*	42%	39%	_
2045 020/	200/	0.40/	*	0.20/	*				*	560/	0.20/	*	200/	040/	
			*			-	-	-	*			*			-
2017 0070	00 /0	32 /0		00 70	100 /0	_	=	_		10/0	00/0		30 /0	00 /0	-
		84%	*	81%	*	-	-	-	*	67%	82%	*	79%	86%	_
2014 87%	86%	88%	*	84%	100%	-	-	-	*	73%	93%	*	88%	88%	-
2015 69%	64%	65%	*	63%	*	_	_	_	*	*	65%	*	58%	69%	_
		47%	*	39%	75%	-	-	-	*	*	44%	*			-
2015 73%	68%	75%	*	68%	100%	_	_	_	*	36%	86%	*	81%	70%	_
		53%	-	55%	*	-	-	-	-	63%	53%	*			_
- 0045 700/	0.40/	7 60/	*	C00/	4000/				*	50 0/	770/	*	720/	770/	
			-		100% *	-	-	-	_			*			-
20111070	00,0	1170		10,0						10,0	0170		0170	1070	
. =			_		_				_	_	-21				
			*		*	-	-	-	*	*		*			-
2014 74%	70%	59%	*	56%	83%	*	-	-	*	*	57%	*	67%	53%	-
32015 68%	62%	53%	*	52%	*	-	_	-	*	*	36%	*	61%	50%	_
		47%	*	46%	*	*	-	-	*	*	50%	*		47%	_
2015 69%	67%	48%	*	50%	*	_	_	_	*	*	36%	*	67%	4 0%	_
		45%	*	43%	*	*	-	-	*	*	38%	*			-
2015 84%	80%	74%	*	69%	88%	_	_	_	*	*	72%	*	76%	73%	_
		78%	*	76%	*	-	-	-	-	*	71%	-	86%	68%	-
\$2015 71%	63%	81%	*	81%	75%	_	_	_	*	*	74%	*	88%	73%	_
	t at Phase- 2015 74% 2014 75% 2015 74% 2014 69% 2015 71% 2014 70% 2015 67% 2014 72% 2015 83% 2014 72% 2015 75% 2014 72% 2015 75% 2014 77% 2015 69% 2014 77% 2015 72% 2014 77% 2015 69% 2014 77% 2015 68% 2014 77% 2015 68% 2014 78% 2015 68% 2014 78% 2015 68% 2014 78% 2015 68% 2014 78% 2015 68% 2014 70% 2015 69% 2014 70% 2015 69% 2014 70%	State 03 t at Phase-in 1 Lev 2015 74% 72% 71% 2015 74% 71% 2015 74% 71% 65% 2015 71% 65% 2015 71% 65% 2015 71% 65% 2015 67% 60% 2014 70% 65% 2015 83% 80% 2014 86% 83% 2015 75% 71% 2014 87% 86% 2015 69% 64% 2014 73% 67% 2015 72% 68% 2014 78% 69% 2015 72% 68% 2014 78% 69% 2015 68% 62% 2014 74% 70% 2015 69% 67% 2014 70% 68% 2015 84% 80% 2015 84% 80%	t at Phase-in 1 Level II or 2015 74% 72% 75% 2014 75% 71% 67% 71% 67% 2014 69% 65% 42% 2014 73% 68% 64% 2014 70% 65% 72% 2015 67% 60% 2014 72% 67% 40% 2014 86% 83% 92% 2015 69% 64% 2014 73% 68% 64% 2014 86% 83% 92% 2015 69% 64% 2014 73% 67% 47% 2015 69% 67% 47% 2015 73% 68% 75% 2014 73% 67% 47% 2015 73% 68% 75% 2014 77% 70% 53% 2015 72% 64% 75% 2014 78% 69% 77% 2015 72% 68% 59% 2014 78% 69% 77% 2015 68% 62% 53% 2014 74% 70% 59% 2014 74% 70% 59% 2014 74% 70% 59% 2015 68% 62% 53% 2014 67% 59% 47% 2015 68% 62% 53% 2014 70% 68% 45% 2015 84% 80% 74% 2015 68% 62% 53% 2014 70% 68% 45% 2015 84% 80% 74% 2014 88% 86% 78%	State tat Phase-in 1 Level II or Above 2015 74% 72% 75% * 2014 75% 71% 67% * 2015 74% 71% 59% * 2014 69% 65% 42% * 2015 71% 64% 60% * 2014 73% 68% 64% * 2015 71% 65% 64% * 2014 70% 65% 72% * 2015 67% 60% 54% * 2014 72% 67% 40% * 2015 75% 71% 84% * 2014 86% 83% 92% * 2015 75% 71% 84% * 2014 72% 67% 40% * 2015 75% 71% 84% * 2014 72% 67% 47% * 2015 69% 64% 65% * 2014 77% 70% 53% - 2015 72% 64% 75% * 2014 77% 70% 53% - 2015 72% 68% 59% * 2014 78% 69% 77% - 2015 68% 62% 53% * 2014 74% 70% 59% * 2015 69% 67% 48% * 2014 70% 68% 45% *	State tat Phase-in 1 Level II or Above 2015 74% 72% 75% * 76% 71% 67% 71% 67% * 71% 2015 74% 71% 59% * 60% 2014 69% 65% 42% * 47% 2015 71% 64% 60% * 67% 2014 73% 68% 64% * 64% * 64% 2015 71% 65% 64% * 67% 2014 73% 68% 64% * 64% * 64% 2015 71% 65% 64% * 67% 2014 70% 65% 72% * 71% 2015 67% 60% 54% * 55% 2014 72% 67% 40% * 40% 2015 83% 80% 84% * 82% 2014 86% 83% 92% * 89% 82015 75% 71% 84% * 81% 2014 87% 86% 88% * 84% 2015 69% 64% 65% * 63% 2014 73% 67% 47% * 39% 2015 73% 68% 75% * 68% 2014 78% 69% 77% - 76% 2015 72% 68% 59% * 61% 2014 78% 69% 77% - 76% 2015 72% 68% 59% * 56% 2014 74% 70% 59% * 56% 2015 69% 67% 48% * 50% 2014 74% 70% 68% 45% * 43% 2015 84% 80% 74% * 69% 2014 88% 86% 78% * 76%	State tat Phase-in 1 Level II or Above 2015 74% 72% 75% * 76% * 71%	State tat Phase-in 1 Level II or Above 03 District American Hispanic White at Phase-in 1 Level II or Above Indian 1 Level II or Above 2015 74% 72% 75% * 76% * 71% * - 71% 67% * 71% * - 2014 75% 71% 67% * 71% * - 59% * 60% * - 32015 74% 71% 59% * 60% * 42% * 47% * - 2014 69% 65% 42% * 47% * - 2014 73% 68% 64% * 67% 50% - 2014 73% 68% 64% * 64% * 67% 70% - 2015 71% 65% 64% * 67% 70% - 2014 70% 65% 72% * 71% * - 2015 67% 60% 54% * 55% 50% - 2014 72% 67% 40% * 40% * 40% * - 2014 86% 83% 92% * 89% 100% - 2014 86% 83% 92% * 89% 100% - 2014 87% 86% 88% * 84% 100% - 2014 73% 67% 47% * 63% * 63% * - 2014 73% 68% 75% * 68% 100% - 2014 77% 70% 53% - 55% * - 2014 77% 70% 53% - 55% * - 2014 77% 70% 53% - 55% 8 2014 77% 70% 53% - 55% 8 2015 72% 68% 59% * 68% 100% - 2014 77% 70% 59% * 68% 100% - 2015 72% 68% 59% 77% * 68% 100% - 2015 72% 68% 59% 77% * 68% 100% - 2015 72% 68% 59% 77% * 68% 100% - 2015 72% 68% 59% 77% * 68% 83% * 2015 68% 62% 53% * 52% * - 2014 77% 59% 47% * 46% * 46	State tat Phase-in 1 Level II or Above 3 District American Hispanic White tat Phase-in 1 Level II or Above Indian Asian tat Phase-in 1 Level II or Above 2015 74% 72% 75% * 76% * 71% * - - - - 2014 75% 71% 67% * 71% * - - - - \$2015 74% 71% 59% * 60% * - - - - \$2014 69% 65% 42% * 47% * - - - - \$2014 73% 68% 64% * 64% * 67% 50% - - - \$2015 71% 65% 64% * 64% * 67% 70% - - - \$2014 70% 65% 72% * 71% * - - - - \$2014 70% 65% 72% * 72% * 71% * - - - - \$2014 70% 65% 40% * 55% 50% 50% - - - \$2014 72% 67% 40% * 40% * 40% * 55% 50% - - \$2014 86% 83% 92% * 89% 100% - - \$2014 86% 83% 92% * 89% 100% - - \$2014 87% 86% 88% * 84% 100% - - \$2014 77% 70% 53% - 55% * 63% 100% - - \$2014 77% 70% 53% - 55% * 68% 100% - - \$2014 77	State tat Phase-in 1 Level II or Above 73 District American Hispanic White It at Phase-in 1 Level II or Above Indian AsianIslander and Phase-in 1 Level II or Above 2015 74% 75% 71% 67% 71% 67% 71% 71% 71% 71% 71% 71% 71% 71% 71% 7	Region	State 03 District American Hispanic White Indian Asian Islander Races Ed	Name	Region	New New	National National

	2014 85%	79%	88%	*	87%	*	-	-	-	-	*	89%	-	89%	86%	-
Science	2015 67% 2014 70%	61% 62%	66% 39%	*	58% 38%	88%	- -	- -	- -	*	*	58% 36%	*	68% 32%	64% 48%	- -
Social Studies	2015 61% 2014 61%	50% 53%	53% 16%	*	50% 15%	*	- -	- -	- -	* -	*	63% *	*	56% *	50% 26%	- -
End of Cours	_															
English I	2015 66% 2014 65%	63% 65%	54% 61%	*	54% 61%	*	*	-	-	- *	*	53% 56%	* -	60% 74%	49% 48%	-
English II	2015 69% 2014 68%	67% 68%	56% 53%	- *	54% 53%	*	- *	-	-	*	*	39% 46%	*	59% 54%	53% 52%	- -
Algebra I	2015 77% 2014 79%	74% 76%	65% 71%	*	64% 70%	*	- *	-	-	- *	* 63%	71% 67%	*	68% 78%	63% 64%	- -
Biology	2015 88% 2014 88%	88% 88%	86% 83%	*	87% 84%	*	- *	- -	-	- *	*	86% 76%	- *	100% 92%	71% 72%	- -
U.S. History	2015 88% 2014 92%	84% 87%	76% 78%	*	75% 75%	100% 86%	- *	- -	- -	*	*	66% 69%	- -	80% 75%	73% 80%	-
All Grades																
All Subjects	2015 73% 2014 75%	68% 71%	66% 61%	58% 41%	65% 60%	77% 74%	- *	- -	-	77% 90%	29% 48%		45% 61%	72% 65%	62% 58%	- -
Reading	2015 74% 2014 75%	70% 72%	66% 65%	57% 50%	65% 65%	76% 74%	- *	-	- -	75% 86%	27% 52%	63% 61%	43% 50%	72% 74%	62% 58%	- -
Mathematic	s2015 73% 2014 76%	68% 71%	68% 69%	62% *	66% 68%	81% 83%	- *	- -	- -	83% 83%	35% 59%	65% 67%	62% 75%	70% 72%	66% 66%	- -
Writing	2015 68% 2014 71%	64% 68%	51% 43%	*	52% 41%	50% *	- *	- -	- -	*	*	47% 34%	*	73% 46%	37% 40%	-
Science	2015 75% 2014 77%	71% 72%	72% 55%	*	69% 52%	93% 77%	- *	-	- -	*	42% 30%	69% 51%	*	75% 58%	68% 52%	- -
Social Studies	2015 74%	67%	68%	*	67%	76%	_	_	_	*	*	65%	*	71%	66%	_
	2014 75%	70%	43%	*	39%	70%	*	-	-	*	*	35%	-	32%	54%	-
STAAR Percen	t at Final Le	evel II o	r Above													
All Subjects	2015 38% 2014 39%	31% 32%	24% 19%	20% 0%	22% 17%	39% 40%	- *	-	- -	32% 40%	13% 19%		12% 26%		22% 18%	- -
Reading	2015 40% 2014 42%	34% 35%	24% 22%	7% 0%	22% 21%	43% 40%	- *	- -	- -	38% 43%	16% 13%		13% 25%		20% 18%	- -
Mathematic	s2015 36% 2014 37%	29% 30%	24% 20%	31%	22% 18%	31% 41%	- *	- -	- -	33% 50%	15% 29%		14% 33%		23% 21%	- -
Writing	2015 31% 2014 34%	26% 27%	19% 9%	*	20% 9%	17% *	- *	- -	-	*	*	17% 6%	*	36% 11%	7% 8%	- -
Science	2015 40% 2014 40%	34% 34%	28% 13%	*	25% 11%	50% 38%	- *	- -	- -	*	16% 13%	29% 11%	*	22% 12%	33% 15%	-
Social Studies	2015 41% 2014 38%		24% 15%	*	20% 10%	53% 50%	- *	- -	- -	*	*	24% 13%	*		24% 25%	- -
STAAR Percen	t at Level III	l Advar	nced													
All Grades All Subjects	2015 14%	10%	5%	3%	4%	13%	-	-	-	9%	1%	5%	0%	5%	5%	_

	2014 14%	6 10 ⁹	% 4%	6	0%	3%	13%	*	-		-	10%	1%	3%	3%	4%	4%	_
Reading	2015 15% 2014 14%				0% 0%	5% 3%	15% 11%	- *	-		-	13% 0%	2% 0%	6% 2%		7% 5%	6% 3%	- -
Mathematic	s 2015 14% 2014 15%				8% *	4% 6%	7% 14%	- *	-		- -	0% 17%	2% 4%	6% 6%		4% 8%	4% 5%	-
Writing	2015 8% 2014 6%				*	1% 1%	0% *	- *	-		-	*	*	0% 0%		2% 2%	0% 0%	-
Science	2015 14% 2014 13%				*	6% 0%	14% 8%	- *	-		-	*	0% 0%	4% 2%		3% 0%	9% 3%	-
Social Studies	2015 18% 2014 15%				*	3% 1%	29% 30%	- *	-		-	*	*	7% 3%		4% 0%	9% 8%	-
STAAR Particip All Tests	pation (Al	Grade 2015 2014	99%	99% 99%	100% 99%	100% 100%	99% 99%	100% 99%	- 100%	-	- -	100% 100%	98% 99%	100% 99%	100% 100%		99% 99%	- -
Reading		2015 2014	99% 99%	99% 99%	100% 99%	100% 100%	100% 99%	100% 97%	- *	- -	-	100% 100%	97% 98%	100% 99%	100% 100%		99% 98%	- -
Mathematic	es	2015 2014	99% 99%	99% 99%	99% 99%	100% 100%	99% 99%	100% 100%	- *	- -	- -	100% 100%	98% 100%	100% 99%	100% 100%		100% 99%	- -
Writing		2015 2014		100% 100%	100% 100%	100%	100% 100%	100% 100%	- *	- -	-	100%	100% 100%	100% 100%	100% 100%			- -
Science		2015 2014	99% 99%	99% 99%	99% 99%	100%	99% 98%	100% 100%	- *	- -	- -	100%	95% 100%	100% 99%	100%	100% 99%	99% 99%	- -
Social Studi	ies	2015 2014	99% 99%	99% 99%	100% 100%	100%	100% 100%	100% 100%	- *	- -	- -	100%	100% 100%	100% 100%	100% -	100% 100%		-
STAAR Partici	pation Res	sults b	y Asse	ssmen	t Type	for Stu	dents S	Served	in Spec	ial E	Edu	cation S	ettings	s (All Gi	rades)			
Reading Tests % of Participa % STAAR/E		20	15 98%	6 98%	97%	*	97%	*	-	-	-	*	97%	97%	*	100%	96%	-
Accommodation % STAAR/E	ns		15 17%	6 12%	9%	*	9%	*	-	-	-	*	9%	3%	*	20%	6%	-
Accommodation	ns		15 71%				79%	*	-	-	-	*	79%	83%	*		80%	-
% STAAR A % of Non-Par		20° 20°				*	9% 3%	*	-	-	-	*	9% 3%	11% 3%	*	7% 0%	10% 4%	-
	·	20	10 2/0	,	J /0		J /0				-		J /0	J /0		J /0	寸 /∪	-
Mathematics Te % of Participa % STAAR/E	ants	20 ⁻ No	15 99%	% 98%	98%	*	98%	*	-	-	-	-	98%	100%	*	100%	98%	-
Accommodation	ns	20	15 13%	6 11%	5%	*	6%	*	-	-	-	-	5%	3%	*	15%	2%	-

77%

8%

0%

83%

12%

2%

82%

11%

2%

83%

14%

0%

82%

10%

2%

76%

12%

2%

82%

11%

2%

% STAAR/EOC With

% STAAR Alternate2

% of Non-Participants

Accommodations

2015 74%

2015 11%

2015 1%

^{&#}x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;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.

								Two			- 11	
	All	African			American		Pacific	or More	Econ	Special	ELL (Current &	
		American	Hispanic	White	Indian	Asian	Islander			Ed	Monitored)	ELL+
Performance Status:	‡		•								ŕ	
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N		N		n/a	n/a	n/a	n/a	Ν	Ν		n/a
Mathematics	N		N	N	n/a	n/a	n/a	n/a	N	N		n/a
Participation Status	ŧ											
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ		Υ		n/a	n/a	n/a	n/a	Υ	Υ	n/a	
Mathematics	Υ		Υ	Υ	n/a	n/a	n/a	n/a	Υ	Y	n/a	
Federal Graduation S	status (Tar	get: See Re	eason Cod	es)								
Graduation Target	Υ		Υ		n/a	n/a	n/a	n/a			n/a	
Met												
Reason Code ***	b		b		n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments

Reading Alternate 1%

Ν **Number Proficient** 6 **Total Federal Cap** 5

Limit

Mathematics

Ν Alternate 1% **Number Proficient** 6 Total Federal Cap 5

Limit

- '‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
- '+' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
- '***' 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.

	All	African			American		Pacific			•	ELL (Current &	ELL
Performance Rates ‡	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored) (Current)
Reading												
# at Phase-in	299	6	257	30	_		_	- 6	132	16	9	n/a
Satisfactory Standard												
Total Tests	446						-	- 8	206			12
% at Phase-in	67%	55%	66%	77%	-		_	- 75%	64%	26%	69%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	259	6	219	29	-		-	- 5	117	19	10	n/a
Satisfactory Standard												
Total Tests	373	3 10	321	36	-		_	- 6	176	53	13	12
% at Phase-in Satisfactory Standard	69%	60%	68%	81%	-		-	- 83%	66%	36%	77%	n/a

Writing		•	•	•		•	•					
# at Phase-in	53	*	48	*	-	-	-	*	23	*	*	n/a
Satisfactory Standard												•
Total Tests	104	*	90	*	-	-	-	*	49	*	*	*
% at Phase-in	51%	*	53%	*	-	-	-	*	47%	*	*	n/a
Satisfactory Standard												•
Science												•
# at Phase-in	101	*	83	12	-	-	-	*	50	8	*	n/a
Satisfactory Standard												•
Total Tests	137	*	117	13	-	-	-	*	70	19	*	*
% at Phase-in	74%	*	71%	92%	-	-	-	*	71%	42%	*	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	87	*	72	10	-	-	-	*	33	*	*	n/a
Satisfactory Standard												
Total Tests	128	*	108	14	-	-	-	*	50	*	*	*
% at Phase-in	68%	*	67%	71%	-	-	-	*	66%	*	*	n/a
Satisfactory Standard												
Participation Rates ‡												
1												

Reading: 2014-2015 Asses	ssments										
Number Participating	486	14	418	46	-	-	- 8	227	64	n/a	23
Total Students	487	14	419	46	-	-	- 8	228	65	n/a	23
Participation Rate	100%	100%	100%	100%	-	-	- 100%	100%	98%	n/a	100%
Mathematics: 2014-2015 A	Assessment	S									
Number Participating	408	13	347	42	-	-	- 6	196	55	n/a	21
Total Students	410	13	349	42	-	-	- 6	196	55	n/a	21
Participation Rate	100%	100%	99%	100%	_	_	- 100%	100%	100%	n/a	100%

^{&#}x27;‡' 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.

								IWO				
	A 11						D :::	or	_		ELL	
	All	African			American		Pacific			Special	(Ever	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Rates	S											
4-year Longitudinal Coho	ort Graduati	on Rate (C	9-12): CI	ass of 2	014							
Number Graduated	34	-	- 24	9	-	. ,	*	- *	9	3		- n/a
Total in Class	40	-	- 27	11	-	. ,	*	- *	13	5		
Graduation Rate	85.0%	-	88.9%	81.8%	-	. ,	*	- *	69.2%	60.0%		- n/a
4-year Longitudinal Coho	ort Graduati	on Rate (C	3r 9-12): Cl	ass of 2	013							
Number Graduated	41	*	30	**	-				17	4		- n/a
Total in Class	46	*	34	**	-				20	6		
Graduation Rate	89.1%	*	88.2%	90.9%	-				85.0%	66.7%		- n/a
5-year Extended Graduat	ion Rate (G	r 9-12): Cl	ass of 2013	3								
Number Graduated	41	*	30	**	-				17	4		- n/a
Total in Class	46	*	34	**	-				20	6		
Graduation Rate	89.1%	*	88.2%	90.9%	-		= .		85.0%	66.7%		- n/a

District: Met Federal Limits on Alternative Assessments

Reading
Number Proficient 6
Total Federal Cap Limit 5
Mathematics

Number Proficient 6 Total Federal Cap Limit 5

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;**' 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.

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;**' 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.

^{&#}x27;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%.

Results available at campus level only.

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.

Results available at campus level only.

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.

	District		State					
	Number	Percent	Number	Percent				
No Degree	0.0	0.0%	2,980.2	0.9%				
Bachelors	55.4	90.2%	257,146.2	75.1%				
Masters	6.0	9.8%	79,997.8	23.4%				
Doctorate	0.0	0.0%	2.067.7	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.

All Campuses

Core Academic Subject Areas

General Special Total

		Education	Education	
Total Number of Teachers		46	6	52
Total Number of Classes		131	3	134
Number of Classes Taught by Highly Qualified Teachers	Number	120	3	123
	Percent	91.60%	100.00%	91.79%
Number of Classes Taught by Not Highly Qualified Teachers	Number	11	0	11
	Percent	8.40%	0.00%	8.21%

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

	Number o	f Teachers
	Elem	secondary
	(PK-6)	(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

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

High Poverty Campuses Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		11	2	13
Total Number of Classes		58	0	58
Number of Classes Taught by Highly Qualified Teachers	Number	52	0	52
	Percent	89.66%		89.66%
Number of Classes Taught by Not Highly Qualified Teachers	Number	6	0	6
	Percent	10.34%		10.34%

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 Teachers		
	General Education	Special Education	
Highly Qualified	1	0	
Not Highly Qualified	0	0	

Core Academic Subject Areas

Report Not Required

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

Report Not Required

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

Report Not Required

Source: TEA Division of Federal and State Education Policy

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

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

Year Enrolled in Higher Education	District	Region 03	State
2012-13	61.9%	55.0%	56.9%
2011-12	37.1%	56.4%	57.3%

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

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8

		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade 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