Texas Education Agency

Print this report

2015-16 Federal Report Card for Texas Public Schools

Campus Name: MARION H S Campus ID: 094904001 District Name: MARION ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

Carried Carr			Stat	Distri	Camp	African	Hispan	Whit	Americ	Asia	Pacifi	Two	Speci	Econ	EL	Fema	Mal	Migra
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015) End of Course			l		-	Americ		1	an		С	or	al	Disa				_
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015) End of Course						an			Indian			_	Ed	dν				
STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015) End of Course											er	_						
End of Course English 201 63 68% 68% 57% 79% - - - * 63% * 78% 60 % 60 % 6 %																		
English I 201 63 68% 68% * 60% 76% * 61% * 78% 60 * 8	STAAD Doro	ont	Λ+ Δ Ι	. Ahay	o Lovo	l II Catic	factory	Stan	dard (20	116)	or Phas		1 1 0 40	111/20	115\			
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English II 201 66 72% 72% * 57% 79% * * 63% * 78% 67 * 66	g		l					- 7.										
English II 201 66 70% 70% * 57% 76% * * * 63% * 75% 65 * 60 % 60 % 73% 73% * 66% 74% - * - 100 * 73% * 83% 64 - 100 * 73% 64 * 100 * 100 * 73% 64 * 100 *		201		72%	72%	*	57%	79%	-	-	-	*	*	63%	*	78%		*
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201 69 73% 73% * 66% 74% - * - 100 * 73% * 83% 64 - Algebra 201 76 82% 78% * 79% 79% - - - - 42% 78% * 88% 67 - 6	English II	201		70%	70%	*	57%	76%	-	-	-	*	*	63%	*	75%		*
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Biology 201 86 82% 82% 82% 80% - * - * 50% 76% * 82% 82 * %		5	<u></u> %									<u>%</u>					<u></u> %	
Biology 201 86 82% 82% 82% 80% - * - * 50% 76% * 82% 82 * %		004		000/	700/		700/	7001		1	T		400/	700/		0001		
Biology 201 86 94% 94% * 82% 80% - * - * 50% 76% * 82% 82 * *	Algebra I			82%	78%	•	79%	79%	-	-	-	-	42%	78%		88%		-
Biology 201 86 94% 94% * 91% 97% - - - - 55% 92% * 95% 94 -		_		060/	020/	*	020/	0.00/		*		*	E00/	760/	*	020/		*
Biology 201 86 94% 94% * 91% 97% 55% 92% * 95% 94 - 6 % 94% 84% 99% * 70% 88% - 92% 95 * 85 % 94% 94% * 84% 99% * 70% 88% - 92% 95 * 84% 95% 92% - * - * 40% 85% * 89% 88 * History 6 % 9201 88 85% 85% 100% 76% 90% * * - 100 38% 83% * 81% 88 - 81% 88 - 81% 88 - 81% 88 - 81% 88 - 81% 88 - 81% 88 - 81% 81% 81% 81% 81% 81% 81% 81% 81% 81%				00%	0270		02%	00%	-		-		50%	70%		02%		
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U.S. 201 90 89% 89% * 82% 92% - * - * 40% 85% * 89% 88 * * * * * * * *	Biology	201	86	94%	94%	*	91%	97%	_	_	_	_	55%	92%	*	95%	94	
U.S. 201 90 89% 89% * 82% 92% - * - * 40% 85% * 89% 88 * History 6 %	Diology			0 1 70	0170		0.70	0.70					0070	0270		0070		
U.S. 201 90 89% 89% * 82% 92% - * - * 40% 85% * 89% 88 * History 6 %		201	88	94%	94%	*	84%	99%	-	-	-	*	70%	88%	-	92%		*
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History 6 % 85% 85% 100% 76% 90% * * - 100 38% 83% * 81% 88 - 201 88 85% 85% 100% 76% 90% * * - 100 38% 83% * 81% 88 - 80																		
201 88 85% 85% 100% 76% 90% *				89%	89%	*	82%	92%	-	*	-	*	40%	85%	*	89%		*
All Grades All 201 74 81% 79% 75% 73% 83% - * - 100 32% 75% 55 84% 74 * Subjects 6 % 95% 72% 84% * * - 94% 40% 76% 39 83% 79 * % 5 % 84% 84% 84% 84% 84% 84% 84% 84% 84% 8	History		_															
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All 201 74 81% 79% 75% 73% 83% - * - 100 32% 75% 55 84% 74 * Subjects 6 % 95% 72% 84% * * - 94% 40% 76% 39 83% 79 * 81% 95% 72% 84% * * - 94% 40% 76% 39 83% 79 * 81% 95% 76% * 16% 61% * 76% 63 *		5	<u></u> %									%					%	
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201 73 79% 81% 95% 72% 84% * * - 94% 40% 76% 39 83% 79 * Reading 201 72 80% 69% * 59% 76% * 16% 61% * 76% 63 *				81%	79%	/5%	73%	83%	-		-		32%	75%		84%		•
Reading 201 72 80% 69% * 59% 76% - - * 16% 61% * 76% 63 *	Subjects			700/	Q10/	05%	720/	0/10/	*	*			400/	769/		020/		*
Reading 201 72 80% 69% * 59% 76% - - * 16% 61% * 76% 63 *				79%	0170	95%	1270	04%			_	94%	40%	70%		03%		
		<u>J</u>	/0		<u> </u>			1		<u> </u>	1		<u> </u>	<u> </u>	/0	<u> </u>	/0	
	Reading	201	72	80%	69%	*	59%	76%	_	_	Ι.	*	16%	61%	*	76%	63	*
	rteading	6	%	JU /0	00 /0		J3 /0	, 0 /6	_	_			1070	01/0		7070	%	

		Stat e	Distri ct	Camp us	African Americ an	Hispan ic	Whit e	Americ an Indian	Asia n	Pacifi c Island er	or	Speci al Ed	Econ Disa dv		Fema le	Mal e	Migra nt
	201 5	74 %	81%	73%	89%	62%	77%	-	*	-	89%	25%	68%	42 %	80%	65 %	*
										1			T				
Mathema tics	6	75 %	84%	78%	*	79%	79%	-	-	-	-	42%	78%	*	88%	67 %	
	201 5	73 %	80%	82%	*	82%	80%	-	*	-	*	50%	76%	*	82%	82 %	*
											1	1					
Science	201 6	77 %	82%	94%	*	91%	97%	-	-	-	-	55%	92%	*	95%	94	-
	201 5	75 %	85%	94%	*	84%	99%	-	-	-	*	70%	88%	-	92%	95 %	*
			,	,			,		,		,	,		,		,	
Social Studies	201 6	76 %	82%	89%	*	82%	92%	-	*	-	*	40%	85%	*	89%	88 %	*
	201 5	74 %	72%	85%	100%	76%	90%	*	*	-	100 %	38%	83%	*	81%	88 %	-
All Grades						200/	E00/		*	1	020/	100/	260/	22	470/	44	*
All Subjects	201 6	42 %	45%	45%	50%	38%	50%	-	*	-	83%	10%	36%	23 %	47%	44 %	*
	201 5	38 %	41%	46%	47%	34%	52%	*	*	-	56%	19%	36%	6%	48%	44 %	*
Reading	201 6	42 %	47%	43%	*	34%	49%	-	-	-	*	3%	30%	*	54%	34 %	*
	201 5	40 %	45%	42%	44%	30%	48%	-	*	-	44%	17%	35%	8%	48%	37 %	*
Mathema tics	201	40 %	44%	27%	*	32%	23%	-	-	-	-	8%	30%	*	27%	28	-
	201 5	36 %	37%	22%	*	18%	24%	-	*	-	*	17%	16%	*	29%	16 %	*
Science	201	44	46%	66%	*	62%	70%	-	-	-	-	18%	57%	*	63%	69	-
	6 201 5	% 40 %	49%	70%	*	53%	77%	-	-	-	*	20%	56%	-	75%	% 65 %	*
Social Studies	201 6		38%	44%	*	32%	49%	-	*	-	*	20%	33%	*	36%	54 %	*
-144100	201 5	41 %	35%	48%	33%	38%	53%	*	*	-	80%	25%	38%	*	38%	56 %	-
STAAR Perc		at Le	evel III	Advan	ced												
All Grades	201	17	15%	8%	0%	5%	11%	-	*	-	17%	0%	4%	0%	7%	10	*
Subjects	6 201	% 14	14%	10%	21%	6%	12%	*	*	_	6%	13%	6%		11%	% 10	*
	5	%	17/0	10/0	21/0	0 /0	12/0				0 /0	15/6	J /0	0 /0	1 1 /0	%	

		Stat e	Distri ct	Camp us	African Americ an		Whit e	Americ an Indian	Asia n	Pacifi c Island er	or	Speci al Ed	Econ Disa dv		Fema le	Mal e	Migra nt
Reading	201 6	16 %	15%	3%	*	2%	3%	-	-	-	*	0%	2%	*	6%	0%	*
	201 5	15 %	16%	3%	11%	2%	3%	-	*	-	0%	13%	2%	0%	4%	2%	*
Mathema tics	201 6	17 %	16%	3%	*	0%	7%	-	-	-	-	0%	4%	*	2%	5%	-
	201 5	14 %	12%	10%	*	9%	8%	-	*	-	*	8%	8%	*	14%	6%	*
Science	201 6	15 %	15%	20%	*	11%	28%	-	-	-	-	0%	5%	*	16%	24 %	-
	201 5	14 %	16%	22%	*	5%	31%	-	-	-	*	20%	12%	-	19%	24 %	*
Social Studies	201 6	21 %	15%	14%	*	9%	18%	-	*	-	*	0%	7%	*	7%	22 %	*
	201 5	18	10%	14%	17%	12%	15%	*	*	-	20%	13%	7%	*	14%	15 %	-

A II T 4 -	0040	000/	4000/	4000/	4000/	4000/	4000/		*		4000/	4000/	4000/	4000/	4000/	4000/	
All Tests							100%										
	2015	99%	100%	99%	100%	99%	100%	100%	83%	-	95%	97%	98%	95%	99%	99%	100%
Reading	2016	99%	100%	100%	*	100%	100%	_	_	_	*	100%	100%	100%	100%	100%	*
Jan J	2015	99%	99%	99%	100%	98%	99%	-	75%	- 1	100%	96%	97%	92%	99%	99%	100%
Mathematics	2016	100%	100%	100%	*	100%	100%	_	_	-	_	100%	100%	*	100%	100%	_
	2015	99%	99%	98%	100%	98%	100%	-	100%	, -	67%	92%	95%	100%	96%	100%	100%
Science	2016	99%	99%	100%	*	100%	100%	_	_	-	_	100%	100%	*	100%	100%	_
	2015	99%	100%	100%	100%	100%	100%	-	-	- 1	100%	100%	100%	-	100%	100%	100%
Social Studies	2016	98%	99%	100%	*	100%	100%	_	*	-	*	100%	100%	*	100%	100%	*
	2015	99%	100%	100%	100%	100%	100%	100%	100%	· - '	100%	100%	100%	100%	100%	100%	-

STAAR Participation Redes)	sults b	y Asse	ssment	Type fo	or (Student	s Serve	ed	in	S	pe	cial Ed	ucation	S	ettings	(All G	ira
Reading Tests																	
% of Participants	2016	98%	99%	97%	*	93%	100%	-	-	-	-	97%	100%	*	100%	96%	-
% STAAR/EOC With	2016	13%	20%	3%	*	0%	6%	-	-	-	-	3%	0%	*	0%	4%	-
No Accommodations																	
% STAAR/EOC With	2016	73%	71%	91%	*	93%	94%	-	-	-	_	91%	92%	*	100%	87%	-
Accommodations																	
% STAAR Alternate2	2016	11%	8%	3%	*	0%	0%	-	-	-	_	3%	8%	*	0%	4%	-
% of Non-Participants	2016	2%	1%	3%	*	7%	0%	-	-	-	-	3%	0%	*	0%	4%	-
Mathematics Tests																	
% of Participants	2016	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	*	*	100%	

% STAAR/EOC With	2016	12%	27%	8%	-	14%	0%	-	-	-	-	8%	17%	*	*	13%	-
No Accommodations																	
% STAAR/EOC With	2016	75%	64%	92%	-	86%	100%	-	-	-	-	92%	83%	*	*	88%	-
Accommodations																	
% STAAR Alternate2	2016	12%	9%	0%	-	0%	0%	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2016	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	*	*	0%	-
•																	

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

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

This section provides the STAAR performance results for each subject area tested in the 2015-16 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	ts	African Americ an	Hispan ic	Whit e	Americ an Indian	Asia n	c Island	or	Disa dv		ELL (Current & Monitor ed)	EL L+	Tot al Met	Eligi	Percen t of Eligible Measur es Met
Performanc					1		1		ı	1			1		
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ		N	Υ					Υ	N			3	5	60
Mathemati cs	Υ		Y	Υ					Υ				4	4	100
Writing													0	0	
Science	Υ		Υ	Υ					Υ				4	4	100
Social Studies	Υ		Υ	Υ					Υ				4	4	100
Total													15	17	88
Dorformono	o Ctotus	Fodorol													
Performanc Federal Target	87%	87%	87%	87%					87%	87%	87%				
Federal Target Reading	87% N		N	N	n/a	n/a	n/a	n/a	N	87% N	87%	n/a			
Federal Target	87%				n/a n/a	n/a n/a	n/a n/a	n/a n/a			87%	n/a n/a			
Federal Target Reading Mathemati cs	87% N N		N	N					N		87%	_			
Federal Target Reading Mathemati	87% N N		N	N					N N		87%	_			
Federal Target Reading Mathemati cs Participatio	87% N N Status	87%	N N	N N	n/a	n/a	n/a	n/a	N N	N	87%	n/a 95	5	5	100
Federal Target Reading Mathemati cs Participation Target	87% N N Status 95%	87%	N N 95%	95%	n/a	n/a	n/a	n/a	N N 95%	N 95%	87%	n/a 95	5 4	5 4	100

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

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

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

		African Americ an		Whit e	Americ an Indian	Asia n	Pacifi c Island er	or	Disa dv	Speci al Ed	ELL (Current & Monitor ed)		Eligi	Percen t of Eligible Measur es Met
Graduation Target Met				Υ					Υ			3	3	100
Reason Code ***	а			а					а					
Total												3	3	100
District: Met	Federal	Limits on	Alternat	ive As	sessmen	ts								
Reading														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathemati cs														
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total Overall												27	29	93
Total												21	29	93

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90% c =

ence from the prior year rate and the Goal

c = Safe Harbor Target of a 10% decrease in differ

b = Four-year Graduation Rate Target of 88% d = Five-year Graduation Rate Target of 90% Blank cells above represent student group indicators that do not meet the minimum size criteria. n/a Indicates the student group is not applicable to System Safeguards.

	All Student s	African America n		Whit e	America n Indian		Pacific Islande r		Econ Disad v	Ed	ELL (Current & Monitored)	`)
Performance	Rates											
Reading												
# at Level II Satisfactory Standard	_	*	67	125	1	-	1	*	78	5	8	n/a
Total Tests	284	*	113	165	-	-	-	*	126	31	16	11
% at Level II Satisfactory Standard		*	59%	76%	-	-	-	*	62%	16%	50%	n/a
Mathematics												

	All Student	African America	Hispani c	Whit e	America n	Asia n	Pacific Islande	Two	Econ Disad	Specia		ELL (Current
	Student	n		e	Indian	"	r	More Race s	V	Ed	& Monitored	`)
# at Level II Satisfactory Standard	69	*	35	**	-	-	-	-	40	5	5	n/a
Total Tests	88	*	45	**	_	-	_	_	51	12	7	*
% at Level II		*	78%	81%		-	-		78%	42%	71%	n/a
Satisfactory Standard	70%		70%	0170	-	-	-	-	1070	4270	7 1 70	II/a
Writing	I.									1	l	
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science				1		ı				1 -	1 .	
# at Level II Satisfactory Standard	107	*	**	61	-	-	-	-	52	6	*	n/a
Total Tests	114	*	**	63	-	-	-	-	57	11	*	*
% at Level II Satisfactory Standard	94%	*	90%	97%	-	-	-	-	91%	55%	*	n/a
Social Studie	s			II.		ı					l .	
# at Level II Satisfactory Standard	118	*	43	68	-	*	-	*	45	6	*	n/a
Total Tests	132	*	52	73	-	*	-	*	53	14	*	*
% at Level II Satisfactory Standard	89%	*	83%	93%	-	*	-	*	85%	43%	*	n/a
Participation												
Reading: 201 Number Participating	301	sessments *	122	172	-	-	-	*	135	32	n/a	12
Total Students	301	*	122	172	-	-	-	*	135	32	n/a	12
Participation Rate		*	100%	100%	-	-	-	*	100%	100%	n/a	100%
Mathematics:				11		ı				ı —	1	
Number Participating		*	47	**	-	-	-	-	54	12	n/a	*
Total Students	91	*	47	**	-	-	-	-	54	12	n/a	*
Participation Rate	100%	•	100%	100%	-	-	-	-	100%	100%	n/a	"

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

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

	All	African	Hispani	Whit	America	Asia	Pacific	Two	Econ	Specia	ELL	ELL
	Student	America	C	е	n	n	Islande	or	Disad	Ī	(Current	(Current
	s	n			Indian		r	More	V	Ed	` &	·)
								Race			Monitored	-
								s)	
- Indicate	s there are	no studer	nts in the	group.								
n/a Indicate	s the stude	ent group is	s not appl	icable	to System	Safeg	uards.					

		American	Hispanic	White	America n Indian		Islander		Econ Disadv	Specia I Ed		ELL (Current)
Federal Grad												
4-year Longit		1					1	1		1		
Number Graduated	111	*	24	81	*	*	-	-	37	5	*	n/a
Total in Class	111	*	24	81	*	*	-	-	37	5	*	*
Graduation Rate	100.0%	*	100.0%			*	-	ı	100.0%	100.0%	*	n/a
4-year Longit	udinal Coh	ort Gradua	tion Rate (Gr 9-12):	Class of 20)14						
Number Graduated	118	5	44	65	*	-	-	*	47	11	*	n/a
Total in Class	121	6	45	66	*	-	-	*	49	11	*	*
Graduation Rate	97.5%	83.3%	97.8%	98.5%	*	-	-	*	95.9%	100.0%	*	n/a
5-year Extend	ded Gradua	ation Rate (Gr 9-12): C	lass of 2	014							
Number Graduated	119	5	44	66	*	-	-	*	48	11	*	n/a
Total in Class	120	5	45	66	*	-	-	*	49	11	*	*
Graduation Rate	99.2%	100.0%	97.8%	100.0%	*	-	-	*	98.0%	100.0%	*	n/a
District: Met	Federal Lin	nits on Alte	rnative Ass	sessmen	ts							
Reading	,	i							1			
Number Proficient	n/a											
Total	n/a											
Federal Cap Limit												
Mathematics		ı					1			1		
Number Proficient	n/a											
Total Federal Cap Limit	n/a											

Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

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

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

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports.Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

Campus			
Number	Percent	District Percent	State Percent
0.0	0.0%	0.0%	1.0%
26.4	76.0%	76.6%	74.7%
8.4	24.0%	23.4%	23.6%
0.0	0.0%	0.0%	0.6%
	0.0 26.4 8.4	Number Percent 0.0 0.0% 26.4 76.0% 8.4 24.0%	Number Percent District Percent 0.0 0.0% 0.0% 26.4 76.0% 76.6% 8.4 24.0% 23.4%

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

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

Low Poverty

Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		30	5	35
Total Number of Classes		121	4	125
Number of Classes Taught by Highly Qualified Teachers	Number	121	4	125
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	С
	Percent	0.00%	0.00%	0.00%

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

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

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

	Number of Teachers	
	General Education	Special Education
Highly Qualified	2	0
Not Highly Qualified	0	0
	·	

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of

higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Year Enrolled in Higher Education	Campus	District	State
2013-14	43.1%	43.1%	57.5%
2012-13	54.9%	54.9%	56.9%

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	T	T	1	II	·	T
	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
Orada 0	Dooding	Overall	28	72	20	2
Grade 8	Reading				28	
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
	ı	1	1
Grade 8	Reading	Students with Disabilities	81
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
Grade 8	Reading Mathematics		

Source: TEA Division of Student Assessment