

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

Campus Name: CHARLES ACTON EL

Campus ID: 057907107

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian	Asian	Islander	Races							
<b>Grade 3</b>																		
Reading	2015	74%	70%	73%	68%	76%	*	-	-	-	*	*	71%	68%	77%	69%	-	
	2014	75%	63%	75%	81%	68%	86%	*	-	-	*	89%	70%	58%	75%	76%	-	
Mathematics	2015	74%	70%	78%	73%	80%	*	-	-	-	*	*	76%	76%	79%	76%	-	
	2014	69%	51%	62%	60%	65%	*	*	-	-	*	*	65%	63%	60%	64%	-	
<b>Grade 4</b>																		
Reading	2015	71%	66%	65%	59%	67%	100%	*	-	-	*	45%	62%	70%	75%	55%	-	
	2014	73%	67%	58%	42%	74%	*	*	-	-	*	*	59%	61%	70%	49%	-	
Mathematics	2015	71%	64%	54%	48%	64%	*	*	-	-	*	45%	54%	56%	54%	55%	-	
	2014	70%	53%	41%	22%	61%	*	*	-	-	*	*	44%	57%	33%	47%	-	
Writing	2015	67%	57%	57%	51%	67%	*	*	-	-	*	*	56%	67%	63%	52%	-	
	2014	72%	64%	57%	51%	61%	*	*	-	-	*	*	56%	43%	63%	53%	-	
<b>All Grades</b>																		
All Subjects	2015	73%	66%	65%	58%	71%	68%	100%	-	-	*	49%	63%	68%	70%	60%	-	
	2014	75%	67%	59%	51%	66%	55%	100%	-	-	*	50%	58%	56%	60%	57%	-	
Reading	2015	74%	68%	69%	63%	72%	100%	*	-	-	*	53%	66%	69%	76%	61%	-	
	2014	75%	70%	66%	61%	71%	67%	*	-	-	*	71%	64%	60%	73%	61%	-	
Mathematics	2015	73%	64%	65%	58%	73%	*	*	-	-	*	60%	64%	67%	66%	64%	-	
	2014	76%	64%	51%	41%	63%	42%	*	-	-	*	35%	54%	60%	47%	55%	-	
Writing	2015	68%	60%	57%	51%	67%	*	*	-	-	*	*	56%	67%	63%	52%	-	
	2014	71%	66%	57%	51%	61%	*	*	-	-	*	*	56%	43%	63%	53%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	26%	25%	20%	29%	41%	33%	-	-	*	15%	23%	21%	31%	19%	-	
	2014	39%	25%	17%	10%	21%	31%	43%	-	-	*	19%	15%	8%	19%	15%	-	
Reading	2015	40%	28%	27%	26%	28%	38%	*	-	-	*	13%	25%	20%	35%	19%	-	
	2014	42%	30%	20%	15%	21%	42%	*	-	-	*	24%	17%	4%	21%	20%	-	
Mathematics	2015	36%	23%	26%	16%	34%	*	*	-	-	*	20%	24%	27%	29%	22%	-	
	2014	37%	19%	15%	6%	22%	25%	*	-	-	*	18%	15%	13%	16%	13%	-	
Writing	2015	31%	18%	19%	19%	18%	*	*	-	-	*	*	16%	11%	26%	12%	-	
	2014	34%	19%	13%	7%	20%	*	*	-	-	*	*	11%	7%	21%	7%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	7%	9%	7%	11%	23%	0%	-	-	*	10%	8%	7%	12%	6%	-	
	2014	14%	6%	5%	3%	7%	7%	14%	-	-	*	2%	4%	1%	6%	4%	-	
Reading	2015	15%	8%	13%	13%	13%	25%	*	-	-	*	13%	11%	6%	15%	10%	-	
	2014	14%	6%	7%	3%	10%	8%	*	-	-	*	6%	5%	2%	10%	5%	-	

Mathematics	2015	14%	7%	9%	4%	12%	*	*	-	-	*	13%	7%	11%	12%	6%	-
	2014	15%	6%	5%	3%	7%	8%	*	-	-	*	0%	5%	0%	4%	6%	-
Writing	2015	8%	2%	3%	3%	4%	*	*	-	-	*	*	3%	0%	7%	0%	-
	2014	6%	2%	0%	0%	0%	*	*	-	-	*	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	99%	100%	100%	-	-	100%	100%	100%	100%	99%	100%	-
Reading	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	100%	99%	100%	*	-	-	*	100%	99%	100%	99%	100%	-
Mathematics	2015	99%	99%	100%	99%	100%	100%	100%	-	-	100%	100%	99%	100%	99%	100%	-
	2014	99%	99%	99%	100%	99%	100%	*	-	-	*	100%	99%	100%	99%	100%	-
Writing	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-
	2014	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	2015	98%	97%	100%	100%	100%	*	-	-	-	*	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	47%	14%	67%	*	-	-	-	*	47%	30%	*	*	42%	-
% STAAR/EOC With Accommodations	2015	71%	68%	53%	86%	33%	*	-	-	-	*	53%	70%	*	*	58%	-
% STAAR Alternate2	2015	10%	9%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	100%	100%	100%	*	-	-	-	*	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	53%	43%	50%	*	-	-	-	*	53%	50%	*	*	50%	-
% STAAR/EOC With Accommodations	2015	74%	70%	47%	57%	50%	*	-	-	-	*	47%	50%	*	*	50%	-
% STAAR Alternate2	2015	11%	10%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	*	-	-	-	*	0%	0%	*	*	0%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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.

Performance Rates ‡	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	ELL		
										Special (Current & Monitored)	ELL (Current)	
Reading												
# at Phase-in Satisfactory Standard	136	61	64	8	*	-	-	*	119	5	42	n/a
Total Tests	196	94	91	8	*	-	-	*	177	12	62	59
% at Phase-in Satisfactory Standard	69%	65%	70%	100%	*	-	-	*	67%	42%	68%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	131	57	68	*	*	-	-	*	116	8	45	n/a
Total Tests	196	94	91	*	*	-	-	*	177	12	62	59
% at Phase-in Satisfactory Standard	67%	61%	75%	*	*	-	-	*	66%	67%	73%	n/a
Writing												
# at Phase-in Satisfactory Standard	63	30	28	*	*	-	-	*	53	*	18	n/a
Total Tests	108	56	43	*	*	-	-	*	94	*	27	26
% at Phase-in Satisfactory Standard	58%	54%	65%	*	*	-	-	*	56%	*	67%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	215	104	99	8	*	-	-	*	191	15	n/a	64
Total Students	215	104	99	8	*	-	-	*	191	15	n/a	64
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	214	103	99	8	*	-	-	*	190	15	n/a	64
Total Students	215	104	99	8	*	-	-	*	191	15	n/a	64
Participation Rate	100%	99%	100%	100%	*	-	-	*	99%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	22.0	75.9%	69.1%	75.1%
Masters	6.0	20.7%	29.2%	23.4%
Doctorate	1.0	3.4%	1.2%	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		28	1	29
Total Number of Classes		28	1	29
Number of Classes Taught by Highly Qualified Teachers	Number	28	1	29
	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	1	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.

#### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: S GUS ALEXANDER JR EL

Campus ID: 057907105

District Name: DUNCANVILLE 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
<b>STAAR Percent at Phase-in 1 Level II or Above</b>																	
<b>Grade 3</b>																	
Reading	2015	74%	70%	69%	63%	75%	71%	*	-	-	*	31%	70%	68%	74%	66%	-
	2014	75%	63%	66%	69%	61%	*	-	*	-	*	64%	56%	73%	58%	-	
Mathematics	2015	74%	70%	58%	42%	73%	71%	*	-	-	*	59%	73%	57%	60%	-	
	2014	69%	51%	43%	43%	41%	*	-	*	-	*	42%	46%	44%	43%	-	
<b>Grade 4</b>																	
Reading	2015	71%	66%	73%	73%	75%	*	-	*	-	*	72%	67%	73%	72%	-	
	2014	73%	67%	74%	71%	76%	86%	-	*	-	*	60%	70%	73%	77%	71%	-
Mathematics	2015	71%	64%	66%	64%	70%	*	-	*	-	*	65%	71%	63%	68%	-	
	2014	70%	53%	48%	40%	57%	*	-	*	-	*	41%	59%	52%	42%	-	
Writing	2015	67%	57%	58%	58%	62%	*	-	*	-	*	54%	50%	67%	50%	-	
	2014	72%	64%	80%	76%	83%	86%	-	*	-	*	60%	75%	82%	82%	77%	-
<b>All Grades</b>																	
All Subjects	2015	73%	66%	65%	60%	71%	57%	*	67%	-	*	32%	64%	66%	67%	63%	-
	2014	75%	67%	62%	60%	64%	69%	-	100%	-	*	46%	58%	62%	66%	58%	-
Reading	2015	74%	68%	71%	68%	75%	60%	*	*	-	*	41%	71%	67%	73%	69%	-
	2014	75%	70%	70%	70%	69%	73%	-	*	-	*	53%	67%	64%	75%	65%	-
Mathematics	2015	73%	64%	62%	53%	71%	70%	*	*	-	*	23%	62%	72%	60%	63%	-
	2014	76%	64%	46%	41%	49%	55%	-	*	-	*	32%	41%	52%	49%	42%	-
Writing	2015	68%	60%	58%	58%	62%	*	-	*	-	*	54%	50%	67%	50%	-	
	2014	71%	66%	80%	76%	83%	86%	-	*	-	*	60%	75%	82%	82%	77%	-
<b>STAAR Percent at Final Level II or Above</b>																	
<b>All Grades</b>																	
All Subjects	2015	38%	26%	25%	21%	28%	22%	*	56%	-	*	8%	23%	22%	28%	22%	-
	2014	39%	25%	23%	20%	23%	41%	-	86%	-	*	17%	21%	21%	27%	18%	-
Reading	2015	40%	28%	29%	29%	26%	20%	*	*	-	*	9%	25%	13%	34%	23%	-
	2014	42%	30%	29%	28%	26%	45%	-	*	-	*	21%	28%	23%	34%	23%	-
Mathematics	2015	36%	23%	23%	13%	33%	30%	*	*	-	*	9%	23%	35%	23%	23%	-
	2014	37%	19%	13%	7%	14%	36%	-	*	-	*	11%	11%	13%	14%	11%	-
Writing	2015	31%	18%	21%	20%	21%	*	-	*	-	*	15%	13%	25%	16%	-	
	2014	34%	19%	31%	26%	34%	43%	-	*	-	*	20%	27%	32%	36%	23%	-
<b>STAAR Percent at Level III Advanced</b>																	
<b>All Grades</b>																	
All Subjects	2015	14%	7%	8%	7%	7%	17%	*	11%	-	*	6%	6%	3%	7%	8%	-
	2014	14%	6%	6%	5%	4%	21%	-	29%	-	*	8%	4%	3%	8%	4%	-
Reading	2015	15%	8%	12%	12%	10%	20%	*	*	-	*	9%	9%	0%	12%	11%	-
	2014	14%	6%	10%	11%	6%	27%	-	*	-	*	11%	6%	2%	16%	4%	-



Mathematics	2015	14%	7%	7%	6%	7%	20%	*	*	-	*	5%	6%	7%	6%	8%	-
	2014	15%	6%	5%	3%	5%	18%	-	*	-	*	5%	4%	4%	5%	5%	-
Writing	2015	8%	2%	0%	0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-
	2014	6%	2%	1%	0%	0%	14%	-	*	-	*	10%	0%	0%	2%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	100%	100%	94%	-	100%	-	100%	100%	100%	100%	99%	100%	-
Reading	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	92%	-	*	-	*	100%	100%	100%	99%	100%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	92%	-	*	-	*	100%	100%	100%	99%	100%	-
Writing	2015	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	100%	99%	100%	98%	100%	-	*	-	*	100%	99%	100%	100%	98%	-

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

Reading Tests

% of Participants	2015	98%	97%	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	45%	50%	33%	-	-	-	-	-	45%	35%	*	83%	31%	-
% STAAR/EOC With Accommodations	2015	71%	68%	55%	50%	67%	-	-	-	-	-	55%	65%	*	17%	69%	-
% STAAR Alternate2	2015	10%	9%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	45%	50%	33%	-	-	-	-	-	45%	35%	*	83%	31%	-
% STAAR/EOC With Accommodations	2015	74%	70%	55%	50%	67%	-	-	-	-	-	55%	65%	*	17%	69%	-
% STAAR Alternate2	2015	11%	10%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
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
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

† 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 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 Phase-in Satisfactory Standard	149	72	65	6	*	*	-	*	107	9	35	n/a
Total Tests	199	101	82	10	*	*	-	*	143	20	45	38
% at Phase-in Satisfactory Standard	75%	71%	79%	60%	*	*	-	*	75%	45%	78%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	127	55	60	7	*	*	-	*	91	5	35	n/a
Total Tests	199	101	82	10	*	*	-	*	143	20	45	38
% at Phase-in Satisfactory Standard	64%	54%	73%	70%	*	*	-	*	64%	25%	78%	n/a
Writing												
# at Phase-in Satisfactory Standard	54	28	23	*	-	*	-	*	35	*	14	n/a
Total Tests	89	48	35	*	-	*	-	*	65	*	23	19
% at Phase-in Satisfactory Standard	61%	58%	66%	*	-	*	-	*	54%	*	61%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	219	111	91	10	*	*	-	*	157	21	n/a	46
Total Students	219	111	91	10	*	*	-	*	157	21	n/a	46
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	219	111	91	10	*	*	-	*	157	21	n/a	46
Total Students	219	111	91	10	*	*	-	*	157	21	n/a	46
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	25.1	81.1%	69.1%	75.1%
Masters	5.9	18.9%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		28	1	29
Total Number of Classes		28	1	29
Number of Classes Taught by Highly Qualified Teachers	Number	28	1	29
	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	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 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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: JAMES R BILHARTZ JR EL

Campus ID: 057907112

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed		Economic Disadv		ELL		Female		Male		Migrant		
					Hispanic	White	Indian	Asian	Races	Ed	Disadv	ELL	Female	Male	Migrant										
<b>Grade 3</b>																									
Reading	2015	74%	70%	63%	43%	70%	*	100%	*	-	*	44%	61%	58%	75%	48%	-								
	2014	75%	63%	55%	58%	47%	89%	*	75%	-	-	50%	52%	49%	59%	50%	-								
Mathematics	2015	74%	70%	60%	43%	68%	*	100%	*	-	*	31%	60%	56%	65%	53%	-								
	2014	69%	51%	27%	25%	25%	*	*	*	-	-	*	26%	22%	26%	28%	-								
<b>Grade 4</b>																									
Reading	2015	71%	66%	60%	59%	61%	*	*	86%	-	*	*	60%	51%	65%	53%	-								
	2014	73%	67%	69%	91%	65%	83%	*	*	-	*	86%	67%	51%	70%	69%	*								
Mathematics	2015	71%	64%	66%	56%	64%	70%	*	88%	-	*	*	61%	60%	63%	70%	-								
	2014	70%	53%	66%	71%	66%	*	*	*	-	*	71%	70%	62%	63%	69%	*								
Writing	2015	67%	57%	51%	48%	48%	*	*	88%	-	*	*	49%	45%	59%	41%	-								
	2014	72%	64%	54%	71%	45%	83%	*	*	-	*	*	54%	33%	56%	52%	*								
<b>All Grades</b>																									
All Subjects	2015	73%	66%	60%	49%	62%	50%	92%	68%	-	55%	29%	58%	54%	65%	53%	-								
	2014	75%	67%	54%	63%	49%	72%	65%	46%	-	*	50%	53%	44%	54%	53%	*								
Reading	2015	74%	68%	61%	50%	65%	46%	90%	64%	-	*	36%	61%	55%	70%	51%	-								
	2014	75%	70%	62%	74%	55%	87%	63%	58%	-	*	65%	59%	50%	64%	59%	*								
Mathematics	2015	73%	64%	63%	48%	66%	62%	100%	58%	-	*	28%	60%	58%	64%	61%	-								
	2014	76%	64%	46%	48%	45%	53%	63%	*	-	*	35%	46%	43%	44%	48%	*								
Writing	2015	68%	60%	51%	48%	48%	*	*	88%	-	*	*	49%	45%	59%	41%	-								
	2014	71%	66%	54%	71%	45%	83%	*	*	-	*	*	54%	33%	56%	52%	*								
<b>STAAR Percent at Final Level II or Above</b>																									
<b>All Grades</b>																									
All Subjects	2015	38%	26%	24%	25%	23%	31%	42%	23%	-	0%	5%	22%	17%	28%	19%	-								
	2014	39%	25%	16%	20%	13%	39%	20%	7%	-	*	19%	16%	10%	17%	14%	*								
Reading	2015	40%	28%	25%	29%	24%	31%	30%	27%	-	*	4%	23%	14%	31%	18%	-								
	2014	42%	30%	20%	26%	16%	53%	25%	8%	-	*	24%	19%	8%	24%	15%	*								
Mathematics	2015	36%	23%	31%	24%	32%	38%	60%	25%	-	*	8%	28%	28%	33%	28%	-								
	2014	37%	19%	16%	17%	14%	33%	25%	*	-	*	18%	16%	16%	16%	16%	*								
Writing	2015	31%	18%	9%	19%	4%	*	*	13%	-	*	*	6%	2%	12%	5%	-								
	2014	34%	19%	8%	17%	5%	17%	*	*	-	*	*	8%	0%	6%	9%	*								
<b>STAAR Percent at Level III Advanced</b>																									
<b>All Grades</b>																									
All Subjects	2015	14%	7%	8%	9%	8%	14%	13%	0%	-	0%	2%	7%	6%	9%	7%	-								
	2014	14%	6%	3%	3%	2%	14%	5%	0%	-	*	2%	3%	1%	4%	2%	*								
Reading	2015	15%	8%	10%	16%	8%	15%	10%	0%	-	*	4%	8%	4%	13%	7%	-								
	2014	14%	6%	4%	4%	2%	33%	13%	0%	-	*	0%	4%	1%	6%	3%	*								

Mathematics	2015	14%	7%	10%	5%	12%	23%	20%	0%	-	*	0%	8%	10%	10%	10%	-
	2014	15%	6%	3%	4%	3%	0%	0%	*	-	*	6%	3%	2%	4%	2%	*
Writing	2015	8%	2%	0%	0%	0%	*	*	0%	-	*	*	0%	0%	0%	0%	-
	2014	6%	2%	0%	0%	0%	0%	*	*	-	*	*	0%	0%	0%	0%	*

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	100%	100%	97%	-	100%	100%	99%	99%	100%	99%	-
	2014	99%	99%	100%	99%	100%	100%	100%	100%	-	*	95%	100%	100%	100%	99%	*
Reading	2015	99%	99%	99%	100%	99%	100%	100%	92%	-	100%	100%	99%	98%	99%	99%	-
	2014	99%	99%	99%	98%	99%	100%	100%	100%	-	*	94%	100%	100%	100%	98%	*
Mathematics	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	99%	100%	99%	-
	2014	99%	99%	100%	100%	99%	100%	100%	100%	-	*	94%	100%	100%	100%	99%	*
Writing	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	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	2015	98%	97%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	24%	30%	21%	*	-	-	-	-	24%	23%	11%	27%	21%	-
% STAAR/EOC With Accommodations	2015	71%	68%	76%	70%	79%	*	-	-	-	-	76%	77%	89%	73%	79%	-
% STAAR Alternate2	2015	10%	9%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	20%	30%	7%	*	-	-	-	-	20%	18%	0%	18%	21%	-
% STAAR/EOC With Accommodations	2015	74%	70%	80%	70%	93%	*	-	-	-	-	80%	82%	100%	82%	79%	-
% STAAR Alternate2	2015	11%	10%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
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
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y



Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	152	30	99	**	9	7	-	*	131	9	58	n/a
Total Tests	240	57	148	**	10	11	-	*	210	24	98	95
% at Phase-in Satisfactory Standard	63%	53%	67%	50%	90%	64%	-	*	62%	38%	59%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	154	29	99	8	10	**	-	*	130	6	62	n/a
Total Tests	241	57	148	12	10	**	-	*	211	24	99	96
% at Phase-in Satisfactory Standard	64%	51%	67%	67%	100%	58%	-	*	62%	25%	63%	n/a
Writing												
# at Phase-in Satisfactory Standard	62	12	35	*	*	7	-	*	50	*	23	n/a
Total Tests	121	25	73	*	*	8	-	*	102	*	47	44
% at Phase-in Satisfactory Standard	51%	48%	48%	*	*	88%	-	*	49%	*	49%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	267	62	166	13	**	12	-	*	233	25	n/a	108
Total Students	267	62	166	13	**	12	-	*	233	25	n/a	108
Participation Rate	100%	100%	100%	100%	100%	100%	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	266	62	165	13	**	12	-	*	232	25	n/a	107
Total Students	267	62	166	13	**	12	-	*	233	25	n/a	108
Participation Rate	100%	100%	99%	100%	100%	100%	-	*	100%	100%	n/a	99%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance Gaps

Focus School Identification:

Yes

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	25.0	61.0%	69.1%	75.1%
Masters	16.0	39.0%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		34	6	40
Total Number of Classes		34	6	40
Number of Classes Taught by Highly Qualified Teachers	Number	34	6	40
	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	4	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: GRACE R BRANDENBURG INT

Campus ID: 057907110

District Name: DUNCANVILLE 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 5																	
Reading	2015	83%	77%	78%	77%	78%	75%	*	-	*	45%	76%	78%	83%	73%	-	
	2014	86%	82%	81%	77%	85%	86%	*	*	-	83%	80%	73%	83%	79%	-	
Mathematics	2015	75%	62%	67%	62%	74%	86%	*	-	*	42%	66%	75%	73%	63%	-	
	2014	87%	77%	72%	65%	79%	71%	*	*	-	60%	70%	77%	74%	69%	-	
Science	2015	69%	56%	59%	56%	59%	86%	*	-	*	38%	57%	56%	59%	58%	-	
	2014	73%	50%	52%	46%	56%	71%	*	*	-	57%	47%	30%	50%	54%	-	
Grade 6																	
Reading	2015	73%	75%	75%	69%	81%	83%	*	*	-	*	42%	72%	67%	77%	72%	-
	2014	77%	73%	77%	74%	79%	81%	*	*	-	*	72%	75%	61%	84%	73%	-
Mathematics	2015	72%	70%	63%	56%	70%	*	*	-	*	27%	61%	57%	63%	63%	-	
	2014	78%	67%	64%	56%	73%	63%	*	*	-	*	61%	61%	54%	68%	61%	-
All Grades																	
All Subjects	2015	73%	66%	68%	64%	73%	79%	79%	100%	-	88%	39%	67%	66%	71%	66%	-
	2014	75%	67%	69%	64%	74%	74%	*	100%	-	100%	67%	67%	59%	71%	67%	-
Reading	2015	74%	68%	76%	73%	80%	79%	*	*	-	*	43%	74%	72%	80%	73%	-
	2014	75%	70%	79%	76%	82%	83%	*	100%	-	*	77%	78%	69%	83%	75%	-
Mathematics	2015	73%	64%	65%	59%	72%	77%	*	*	-	*	35%	64%	65%	68%	63%	-
	2014	76%	64%	68%	61%	76%	65%	*	100%	-	*	61%	66%	69%	72%	64%	-
Science	2015	75%	66%	59%	56%	59%	86%	*	-	-	*	38%	57%	56%	59%	58%	-
	2014	77%	66%	52%	46%	56%	71%	*	*	-	-	57%	47%	30%	50%	54%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	26%	28%	26%	29%	26%	57%	75%	-	25%	25%	27%	16%	29%	26%	-
	2014	39%	25%	27%	22%	30%	42%	*	69%	-	83%	42%	24%	13%	27%	26%	-
Reading	2015	40%	28%	32%	33%	29%	29%	*	*	-	*	26%	31%	12%	33%	31%	-
	2014	42%	30%	35%	29%	37%	52%	*	83%	-	*	52%	32%	16%	38%	31%	-
Mathematics	2015	36%	23%	27%	23%	31%	31%	*	*	-	*	24%	27%	23%	29%	26%	-
	2014	37%	19%	23%	17%	26%	39%	*	83%	-	*	33%	20%	16%	23%	22%	-
Science	2015	40%	25%	20%	19%	21%	14%	*	-	-	*	27%	20%	9%	23%	19%	-
	2014	40%	24%	19%	16%	23%	14%	*	*	-	-	40%	17%	5%	16%	23%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	7%	9%	8%	10%	12%	14%	25%	-	13%	10%	9%	5%	11%	8%	-
	2014	14%	6%	8%	6%	7%	19%	*	44%	-	50%	8%	7%	4%	8%	8%	-
Reading	2015	15%	8%	12%	9%	15%	21%	*	*	-	*	8%	12%	4%	14%	10%	-
	2014	14%	6%	10%	7%	10%	22%	*	50%	-	*	9%	10%	3%	11%	9%	-

Mathematics	2015	14%	7%	8%	8%	8%	0%	*	*	-	*	9%	8%	8%	10%	6%	-
	2014	15%	6%	8%	6%	7%	17%	*	67%	-	*	8%	7%	7%	8%	8%	-
Science	2015	14%	6%	5%	7%	2%	14%	*	-	-	*	16%	4%	0%	4%	6%	-
	2014	13%	5%	4%	4%	3%	14%	*	*	-	-	7%	3%	2%	1%	7%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	99%	100%	94%	100%	100%	-	100%	97%	100%	100%	100%	99%	-
	2014	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	97%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	100%	100%	100%	93%	100%	100%	-	100%	99%	100%	100%	100%	99%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Science	2015	99%	99%	99%	99%	100%	88%	100%	-	-	100%	95%	99%	100%	99%	99%	-
	2014	99%	98%	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	2015	98%	97%	97%	96%	100%	*	*	-	-	-	97%	97%	100%	95%	98%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	9%	2%	25%	*	*	-	-	-	9%	10%	20%	10%	9%	-
% STAAR/EOC With Accommodations	2015	71%	68%	63%	67%	54%	*	*	-	-	-	63%	64%	50%	75%	59%	-
% STAAR Alternate2	2015	10%	9%	25%	27%	21%	*	*	-	-	-	25%	22%	30%	10%	30%	-
% of Non-Participants	2015	2%	3%	3%	4%	0%	*	*	-	-	-	3%	3%	0%	5%	2%	-

Mathematics Tests

% of Participants	2015	99%	98%	99%	100%	100%	*	*	-	-	-	99%	98%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	9%	2%	25%	*	*	-	-	-	9%	10%	20%	10%	9%	-
% STAAR/EOC With Accommodations	2015	74%	70%	63%	69%	54%	*	*	-	-	-	63%	64%	50%	75%	59%	-
% STAAR Alternate2	2015	11%	10%	26%	29%	21%	*	*	-	-	-	26%	24%	30%	15%	30%	-
% of Non-Participants	2015	1%	2%	1%	0%	0%	*	*	-	-	-	1%	2%	0%	0%	2%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)											
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											
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.

+ 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 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 Phase-in Satisfactory Standard	390	201	171	7	*	*	-	*	309	30	74	n/a
Total Tests	505	271	212	10	*	*	-	*	408	68	94	68
% at Phase-in Satisfactory Standard	77%	74%	81%	70%	*	*	-	*	76%	44%	79%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	334	163	153	8	*	*	-	*	264	24	70	n/a
Total Tests	505	272	212	9	*	*	-	*	408	68	94	68
% at Phase-in Satisfactory Standard	66%	60%	72%	89%	*	*	-	*	65%	35%	74%	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	140	79	52	*	*	-	-	*	113	13	23	n/a
Total Tests	231	135	86	*	*	-	-	*	189	33	35	26
% at Phase-in Satisfactory Standard	61%	59%	60%	*	*	-	-	*	60%	39%	66%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments



Number Participating	552	301	225	14	5	*	-	*	436	75	n/a	74
Total Students	553	302	225	14	5	*	-	*	437	76	n/a	74
Participation Rate	100%	100%	100%	100%	100%	*	-	*	100%	99%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	550	300	225	13	5	*	-	*	435	75	n/a	74
Total Students	552	301	225	14	5	*	-	*	436	76	n/a	74
Participation Rate	100%	100%	100%	93%	100%	*	-	*	100%	99%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	22.2	64.9%	69.1%	75.1%
Masters	12.0	35.1%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		24	7	31
Total Number of Classes		133	7	140
Number of Classes Taught by Highly Qualified Teachers	Number	133	7	140
	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	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 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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: WILLIAM H BYRD MIDDLE

Campus ID: 057907042

District Name: DUNCANVILLE 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.

STAAR	Percent at Phase-in 1	State	District	Campus	African American			American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White										
<b>Grade 7</b>																	
Reading	2015	72%	64%	69%	62%	72%	69%	*	*	-	*	30%	65%	57%	74%	65%	-
	2014	74%	70%	73%	66%	76%	96%	*	100%	*	*	44%	69%	32%	76%	70%	-
Mathematics	2015	68%	61%	69%	61%	74%	74%	*	*	-	*	27%	68%	53%	72%	67%	-
	2014	67%	56%	63%	55%	67%	91%	*	*	*	*	25%	60%	44%	67%	60%	-
Writing	2015	69%	62%	62%	56%	64%	72%	*	*	-	*	27%	60%	47%	71%	54%	-
	2014	70%	68%	70%	69%	70%	83%	*	*	*	*	51%	65%	40%	78%	64%	-
<b>Grade 8</b>																	
Reading	2015	84%	82%	85%	85%	85%	100%	*	*	*	*	41%	83%	44%	91%	81%	-
	2014	88%	89%	90%	89%	89%	100%	*	*	-	*	60%	88%	64%	91%	89%	-
Mathematics	2015	71%	59%	63%	62%	63%	86%	*	*	-	*	*	59%	36%	66%	60%	-
	2014	85%	76%	80%	71%	85%	94%	*	*	-	*	42%	80%	71%	84%	76%	-
Science	2015	67%	54%	57%	54%	57%	83%	*	*	*	*	*	55%	24%	57%	57%	-
	2014	70%	55%	56%	48%	54%	83%	*	*	-	*	42%	51%	25%	53%	59%	-
Social Studies	2015	61%	49%	58%	56%	57%	72%	*	*	*	*	*	55%	*	57%	59%	-
	2014	61%	57%	55%	54%	49%	80%	*	*	-	*	38%	52%	29%	53%	58%	-
<b>End of Course</b>																	
Algebra I	2015	77%	62%	100%	100%	100%	*	-	*	*	*	-	100%	-	100%	100%	-
	2014	79%	67%	100%	100%	100%	100%	-	-	-	-	*	100%	*	100%	100%	-
<b>All Grades</b>																	
All Subjects	2015	73%	66%	67%	63%	68%	77%	50%	80%	*	64%	24%	64%	41%	70%	64%	-
	2014	75%	67%	70%	65%	71%	90%	68%	93%	*	54%	43%	67%	44%	72%	68%	-
Reading	2015	74%	68%	77%	74%	79%	79%	*	86%	*	71%	35%	74%	51%	82%	73%	-
	2014	75%	70%	81%	76%	82%	98%	*	100%	*	*	51%	78%	48%	84%	78%	-
Mathematics	2015	73%	64%	69%	63%	71%	79%	*	71%	*	*	22%	66%	45%	72%	66%	-
	2014	76%	64%	73%	64%	77%	95%	*	88%	*	*	33%	71%	58%	78%	69%	-
Writing	2015	68%	60%	62%	56%	64%	72%	*	*	-	*	27%	60%	47%	71%	54%	-
	2014	71%	66%	70%	69%	70%	83%	*	*	*	*	51%	65%	40%	78%	64%	-
Science	2015	75%	66%	57%	54%	57%	83%	*	*	*	*	*	55%	24%	57%	57%	-
	2014	77%	66%	56%	48%	54%	83%	*	*	-	*	42%	51%	25%	53%	59%	-
Social Studies	2015	74%	68%	58%	56%	57%	72%	*	*	*	*	*	55%	*	57%	59%	-
	2014	75%	73%	55%	54%	49%	80%	*	*	-	*	38%	52%	29%	53%	58%	-
<b>STAAR Percent at Final Level II or Above</b>																	
<b>All Grades</b>																	
All Subjects	2015	38%	26%	26%	21%	26%	40%	0%	40%	*	55%	5%	23%	7%	27%	24%	-

	2014	39%	25%	27%	23%	26%	51%	59%	48%	*	23%	22%	24%	8%	28%	27%	-
Reading	2015	40%	28%	30%	25%	31%	40%	*	29%	*	57%	5%	28%	5%	31%	28%	-
	2014	42%	30%	38%	30%	37%	72%	*	50%	*	*	25%	33%	6%	40%	35%	-
Mathematics	2015	36%	23%	30%	25%	32%	44%	*	57%	*	*	6%	27%	16%	34%	27%	-
	2014	37%	19%	26%	19%	28%	43%	*	50%	*	*	11%	24%	12%	26%	26%	-
Writing	2015	31%	18%	18%	16%	16%	36%	*	*	-	*	3%	15%	0%	22%	15%	-
	2014	34%	19%	20%	23%	16%	22%	*	*	*	*	29%	15%	8%	25%	15%	-
Science	2015	40%	25%	21%	17%	20%	44%	*	*	*	*	*	17%	4%	21%	21%	-
	2014	40%	24%	24%	18%	20%	51%	*	*	-	*	29%	19%	4%	19%	29%	-
Social Studies	2015	41%	30%	21%	17%	22%	33%	*	*	*	*	*	19%	*	17%	23%	-
	2014	38%	29%	20%	17%	17%	49%	*	*	-	*	29%	17%	4%	17%	25%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2015	14%	7%	9%	7%	9%	15%	0%	28%	*	41%	1%	7%	1%	9%	9%	-
	2014	14%	6%	9%	7%	7%	22%	45%	30%	*	15%	3%	6%	1%	9%	8%	-
Reading	2015	15%	8%	12%	11%	11%	18%	*	29%	*	43%	0%	9%	0%	12%	11%	-
	2014	14%	6%	13%	11%	11%	28%	*	38%	*	*	5%	9%	0%	16%	10%	-
Mathematics	2015	14%	7%	10%	7%	11%	19%	*	29%	*	*	2%	8%	2%	9%	11%	-
	2014	15%	6%	7%	5%	6%	17%	*	38%	*	*	0%	6%	2%	7%	8%	-
Writing	2015	8%	2%	3%	1%	2%	10%	*	*	-	*	0%	2%	0%	5%	1%	-
	2014	6%	2%	3%	3%	2%	0%	*	*	*	*	3%	2%	0%	6%	1%	-
Science	2015	14%	6%	8%	5%	9%	17%	*	*	*	*	*	6%	4%	7%	9%	-
	2014	13%	5%	11%	6%	9%	31%	*	*	-	*	4%	6%	0%	10%	12%	-
Social Studies	2015	18%	9%	7%	6%	8%	6%	*	*	*	*	*	7%	*	6%	8%	-
	2014	15%	7%	7%	6%	4%	23%	*	*	-	*	4%	4%	0%	5%	10%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	99%	100%	99%	-
	2014	99%	99%	99%	99%	99%	100%	100%	100%	*	100%	99%	99%	99%	100%	99%	-
Reading	2015	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	99%	98%	100%	99%	-
	2014	99%	99%	99%	100%	99%	100%	100%	100%	*	*	100%	99%	100%	99%	99%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	99%	100%	100%	100%	*	*	100%	99%	100%	100%	99%	-
Writing	2015	99%	99%	99%	98%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	99%	-
	2014	99%	100%	99%	98%	100%	100%	*	100%	*	*	97%	99%	100%	100%	99%	-
Science	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	96%	99%	100%	100%	99%	-
	2014	99%	98%	99%	98%	99%	100%	*	*	-	*	96%	98%	96%	100%	98%	-
Social Studies	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	96%	100%	100%	100%	100%	-
	2014	99%	99%	99%	98%	99%	100%	*	*	-	*	96%	98%	96%	100%	98%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	29%	26%	29%	33%	*	-	-	*	29%	23%	38%	24%	31%	-
% STAAR/EOC With Accommodations	2015	71%	68%	71%	74%	71%	67%	*	-	-	*	71%	77%	63%	76%	69%	-
% STAAR Alternate2	2015	10%	9%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	18%	16%	17%	33%	*	-	-	-	18%	11%	13%	12%	21%	-
% STAAR/EOC With Accommodations	2015	74%	70%	82%	84%	83%	67%	*	-	-	-	82%	89%	88%	88%	79%	-
% STAAR Alternate2	2015	11%	10%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N		n/a	n/a	n/a	n/a	N			n/a
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N			n/a
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	
Mathematics	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	
<b>Federal Graduation Status (Target: See Reason Codes)</b>												
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	
<b>District: Met Federal Limits on Alternative Assessments</b>												
<b>Reading</b>												
Alternate 1%												
Number Proficient												
Total Federal Cap												
<b>Limit</b>												
<b>Mathematics</b>												
Alternate 1%												
Number Proficient												
Total Federal Cap												
<b>Limit</b>												

‡ 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												

Reading												
# at Phase-in Satisfactory Standard	592	219	315	43	*	6	*	5	417	22	44	n/a
Total Tests	759	291	396	55	*	7	*	6	554	59	70	49
% at Phase-in Satisfactory Standard	78%	75%	80%	78%	*	86%	*	83%	75%	37%	63%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	533	189	288	44	*	5	*	*	375	14	39	n/a
Total Tests	762	295	395	55	*	7	*	*	556	59	70	49
% at Phase-in Satisfactory Standard	70%	64%	73%	80%	*	71%	*	*	67%	24%	56%	n/a
Writing												
# at Phase-in Satisfactory Standard	242	76	134	27	*	*	-	*	172	9	23	n/a
Total Tests	389	137	207	37	*	*	-	*	286	34	42	27
% at Phase-in Satisfactory Standard	62%	55%	65%	73%	*	*	-	*	60%	26%	55%	n/a
Science												
# at Phase-in Satisfactory Standard	215	85	110	15	*	*	*	*	149	*	10	n/a
Total Tests	372	156	189	18	*	*	*	*	269	*	28	22
% at Phase-in Satisfactory Standard	58%	54%	58%	83%	*	*	*	*	55%	*	36%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	219	89	111	13	*	*	*	*	149	*	5	n/a
Total Tests	373	156	190	18	*	*	*	*	270	*	28	*
% at Phase-in Satisfactory Standard	59%	57%	58%	72%	*	*	*	*	55%	*	18%	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	796	311	410	57	*	7	*	7	578	66	n/a	56
Total Students	799	313	411	57	*	7	*	7	580	66	n/a	56
Participation Rate	100%	99%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	797	315	408	57	*	7	*	6	578	65	n/a	55
Total Students	799	315	410	57	*	7	*	6	580	65	n/a	55
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	38.1	78.0%	69.1%	75.1%
Masters	9.7	19.9%	29.2%	23.4%
Doctorate	1.0	2.0%	1.2%	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		25	7	32
Total Number of Classes		203	11	214
Number of Classes Taught by Highly Qualified Teachers	Number	203	11	214
	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	3	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.

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	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**  
**2014-15 Federal Report Card for Texas Public Schools**

Campus Name: CENTRAL EL

Campus ID: 057907101

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Asian	Islander	Races								
<b>Grade 3</b>																		
Reading	2015	74%	70%	57%	53%	55%	*	*	*	-	*	*	58%	60%	60%	53%	-	
	2014	75%	63%	58%	58%	57%	*	*	-	-	*	67%	56%	50%	52%	63%	-	
Mathematics	2015	74%	70%	57%	47%	58%	*	*	*	-	*	*	59%	58%	62%	51%	-	
	2014	69%	51%	54%	42%	57%	*	*	-	-	*	*	51%	59%	44%	61%	-	
<b>Grade 4</b>																		
Reading	2015	71%	66%	58%	61%	55%	*	*	-	-	*	63%	57%	53%	60%	56%	-	
	2014	73%	67%	62%	74%	57%	67%	-	-	*	*	*	61%	46%	75%	52%	-	
Mathematics	2015	71%	64%	59%	43%	62%	*	*	-	-	*	*	58%	64%	63%	56%	-	
	2014	70%	53%	43%	31%	50%	*	-	-	*	*	*	40%	54%	48%	40%	-	
Writing	2015	67%	57%	56%	59%	53%	*	*	-	-	*	*	54%	51%	68%	47%	-	
	2014	72%	64%	56%	69%	47%	67%	-	-	*	*	*	52%	33%	63%	50%	-	
<b>All Grades</b>																		
All Subjects	2015	73%	66%	57%	52%	57%	100%	*	*	-	80%	30%	57%	57%	62%	53%	-	
	2014	75%	67%	55%	55%	54%	63%	*	-	*	*	55%	52%	49%	56%	54%	-	
Reading	2015	74%	68%	57%	56%	55%	100%	*	*	-	83%	47%	57%	56%	60%	55%	-	
	2014	75%	70%	60%	66%	57%	69%	*	-	*	*	71%	58%	48%	63%	58%	-	
Mathematics	2015	73%	64%	58%	45%	60%	100%	*	*	-	83%	*	58%	61%	62%	54%	-	
	2014	76%	64%	49%	37%	54%	54%	*	-	*	*	*	46%	57%	46%	51%	-	
Writing	2015	68%	60%	56%	59%	53%	*	*	-	-	*	*	54%	51%	68%	47%	-	
	2014	71%	66%	56%	69%	47%	67%	-	-	*	*	*	52%	33%	63%	50%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	26%	20%	16%	19%	44%	*	*	-	47%	4%	18%	18%	21%	19%	-	
	2014	39%	25%	14%	12%	14%	26%	*	-	*	*	9%	13%	13%	15%	14%	-	
Reading	2015	40%	28%	24%	24%	20%	57%	*	*	-	67%	5%	21%	18%	25%	23%	-	
	2014	42%	30%	15%	15%	13%	31%	*	-	*	*	14%	13%	11%	15%	14%	-	
Mathematics	2015	36%	23%	17%	6%	20%	43%	*	*	-	50%	*	17%	20%	17%	18%	-	
	2014	37%	19%	14%	10%	15%	15%	*	-	*	*	*	13%	16%	13%	14%	-	
Writing	2015	31%	18%	17%	19%	16%	*	*	-	-	*	*	15%	15%	21%	13%	-	
	2014	34%	19%	15%	11%	15%	33%	-	-	*	*	*	12%	10%	19%	12%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	7%	7%	3%	8%	17%	*	*	-	7%	0%	6%	6%	8%	5%	-	
	2014	14%	6%	4%	3%	4%	9%	*	-	*	*	3%	3%	3%	5%	4%	-	
Reading	2015	15%	8%	9%	5%	10%	29%	*	*	-	0%	0%	8%	6%	10%	9%	-	
	2014	14%	6%	6%	7%	4%	8%	*	-	*	*	7%	5%	3%	7%	5%	-	

Mathematics	2015	14%	7%	5%	2%	6%	14%	*	*	-	17%	*	5%	6%	6%	5%	-
	2014	15%	6%	4%	0%	5%	8%	*	-	*	*	*	4%	4%	4%	4%	4%
Writing	2015	8%	2%	4%	0%	5%	*	*	-	-	*	*	3%	5%	9%	0%	-
	2014	6%	2%	1%	0%	0%	11%	-	-	*	*	*	0%	0%	2%	0%	0%

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	99%	100%	100%	*	-	*	100%	100%	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	-	*	*	100%	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	96%	100%	100%	100%	-	-	100%	100%	99%	100%	98%	100%	100%	-
	2014	99%	100%	99%	97%	100%	100%	-	-	*	*	100%	99%	100%	100%	100%	98%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	100%	100%	100%	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	26%	33%	20%	-	-	-	-	-	26%	18%	*	*	33%	-
% STAAR/EOC With Accommodations	2015	71%	68%	68%	56%	80%	-	-	-	-	-	68%	76%	*	*	60%	-
% STAAR Alternate2	2015	10%	9%	5%	11%	0%	-	-	-	-	-	5%	6%	*	*	7%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	-	-	-	-	-	0%	0%	*	*	0%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	100%	100%	100%	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	26%	33%	20%	-	-	-	-	-	26%	18%	*	*	33%	-
% STAAR/EOC With Accommodations	2015	74%	70%	68%	56%	80%	-	-	-	-	-	68%	76%	*	*	60%	-
% STAAR Alternate2	2015	11%	10%	5%	11%	0%	-	-	-	-	-	5%	6%	*	*	7%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	*	*	0%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	120	32	74	7	*	*	-	5	105	9	54	n/a
Total Tests	204	56	130	7	*	*	-	6	182	18	92	92
% at Phase-in Satisfactory Standard	59%	57%	57%	100%	*	*	-	83%	58%	50%	59%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	122	25	82	7	*	*	-	5	108	*	59	n/a
Total Tests	204	56	130	7	*	*	-	6	182	*	92	92
% at Phase-in Satisfactory Standard	60%	45%	63%	100%	*	*	-	83%	59%	*	64%	n/a
Writing												
# at Phase-in Satisfactory Standard	57	13	38	*	*	-	-	*	49	*	28	n/a
Total Tests	102	22	72	*	*	-	-	*	91	*	54	54
% at Phase-in Satisfactory Standard	56%	59%	53%	*	*	-	-	*	54%	*	52%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	223	62	143	7	*	*	-	6	198	19	n/a	103
Total Students	223	62	143	7	*	*	-	6	198	19	n/a	103
Participation Rate	100%	100%	100%	100%	*	*	-	100%	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	223	62	143	7	*	*	-	6	198	19	n/a	103
Total Students	223	62	143	7	*	*	-	6	198	19	n/a	103
Participation Rate	100%	100%	100%	100%	*	*	-	100%	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance

Yes 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	21.1	63.7%	69.1%	75.1%
Masters	12.0	36.3%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		29	1	30
Total Number of Classes		29	1	30
Number of Classes Taught by Highly Qualified Teachers	Number	29	1	30
	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	1	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: H BOB DANIEL SR INT

Campus ID: 057907108

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		2015	2014	State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
							Hispanic	White	Indian	Asian	Islander	Races								
<b>Grade 5</b>																				
Reading	2015	83%	77%	77%	74%	80%	88%	*	*	*	*	32%	74%	63%	83%	72%	-			
	2014	86%	82%	84%	83%	84%	90%	*	100%	-	*	81%	82%	71%	86%	83%	-			
Mathematics	2015	75%	62%	58%	48%	64%	88%	*	100%	*	*	36%	56%	50%	62%	56%	-			
	2014	87%	77%	81%	77%	83%	80%	*	100%	-	*	58%	78%	69%	85%	76%	-			
Science	2015	69%	56%	59%	55%	61%	76%	*	*	*	*	32%	54%	42%	58%	61%	-			
	2014	73%	50%	46%	40%	47%	67%	*	86%	-	*	20%	44%	27%	43%	49%	-			
<b>Grade 6</b>																				
Reading	2015	73%	75%	76%	74%	77%	92%	*	100%	-	*	22%	75%	56%	82%	70%	-			
	2014	77%	73%	72%	63%	79%	88%	*	89%	-	*	57%	69%	66%	76%	68%	-			
Mathematics	2015	72%	70%	71%	66%	73%	80%	*	100%	-	*	*	69%	48%	75%	67%	-			
	2014	78%	67%	70%	61%	76%	92%	*	89%	-	*	68%	67%	57%	68%	72%	-			
<b>All Grades</b>																				
All Subjects	2015	73%	66%	69%	64%	71%	85%	63%	94%	*	75%	27%	66%	52%	72%	65%	-			
	2014	75%	67%	71%	65%	74%	84%	90%	92%	-	69%	57%	68%	57%	72%	69%	-			
Reading	2015	74%	68%	77%	74%	78%	90%	*	92%	*	75%	27%	75%	60%	82%	71%	-			
	2014	75%	70%	78%	72%	82%	89%	*	94%	-	86%	69%	75%	69%	81%	75%	-			
Mathematics	2015	73%	64%	65%	57%	69%	84%	83%	100%	*	63%	25%	63%	49%	69%	62%	-			
	2014	76%	64%	75%	68%	80%	86%	*	94%	-	71%	63%	73%	64%	77%	74%	-			
Science	2015	75%	66%	59%	55%	61%	76%	*	*	*	*	32%	54%	42%	58%	61%	-			
	2014	77%	66%	46%	40%	47%	67%	*	86%	-	*	20%	44%	27%	43%	49%	-			
<b>STAAR Percent at Final Level II or Above</b>																				
<b>All Grades</b>																				
All Subjects	2015	38%	26%	25%	18%	26%	47%	38%	68%	*	35%	6%	23%	9%	25%	24%	-			
	2014	39%	25%	24%	19%	27%	41%	30%	46%	-	25%	17%	22%	11%	25%	24%	-			
Reading	2015	40%	28%	31%	25%	32%	60%	*	69%	*	38%	6%	28%	12%	33%	28%	-			
	2014	42%	30%	31%	25%	35%	52%	*	38%	-	29%	26%	28%	14%	32%	30%	-			
Mathematics	2015	36%	23%	24%	17%	27%	44%	33%	77%	*	25%	7%	23%	9%	23%	26%	-			
	2014	37%	19%	23%	17%	25%	36%	*	63%	-	29%	15%	22%	12%	24%	22%	-			
Science	2015	40%	25%	13%	8%	12%	29%	*	*	*	*	4%	11%	3%	12%	13%	-			
	2014	40%	24%	13%	9%	15%	22%	*	29%	-	*	4%	13%	6%	11%	15%	-			
<b>STAAR Percent at Level III Advanced</b>																				
<b>All Grades</b>																				
All Subjects	2015	14%	7%	8%	5%	8%	15%	19%	52%	*	20%	1%	7%	1%	8%	8%	-			
	2014	14%	6%	7%	5%	7%	19%	20%	38%	-	13%	2%	6%	3%	8%	7%	-			
Reading	2015	15%	8%	12%	8%	10%	23%	*	69%	*	25%	2%	11%	2%	13%	11%	-			
	2014	14%	6%	8%	6%	7%	25%	*	31%	-	14%	2%	7%	1%	9%	8%	-			

Mathematics	2015	14%	7%	7%	4%	8%	13%	17%	38%	*	13%	0%	7%	0%	6%	8%	-
	2014	15%	6%	9%	5%	9%	16%	*	56%	-	14%	0%	7%	6%	9%	9%	-
Science	2015	14%	6%	2%	1%	1%	6%	*	*	*	*	0%	2%	0%	1%	3%	-
	2014	13%	5%	2%	1%	1%	11%	*	14%	-	*	4%	1%	0%	2%	2%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	98%	100%	100%	100%	100%	96%	100%	99%	100%	99%	-
	2014	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	99%	100%	100%	100%	100%	-
Reading	2015	99%	99%	99%	99%	99%	94%	100%	100%	100%	100%	89%	99%	98%	100%	98%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
	2014	99%	98%	99%	99%	100%	95%	*	100%	-	*	93%	99%	100%	99%	99%	-

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

Reading Tests

% of Participants	2015	98%	97%	89%	93%	92%	*	-	*	-	*	89%	90%	78%	93%	88%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	23%	19%	29%	*	-	*	-	*	23%	22%	44%	13%	26%	-
% STAAR/EOC With Accommodations	2015	71%	68%	67%	74%	63%	*	-	*	-	*	67%	67%	33%	80%	62%	-
% STAAR Alternate2	2015	10%	9%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	2%	3%	11%	7%	8%	*	-	*	-	*	11%	10%	22%	7%	12%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	18%	15%	21%	*	-	*	-	*	18%	18%	22%	7%	21%	-
% STAAR/EOC With Accommodations	2015	74%	70%	82%	85%	79%	*	-	*	-	*	82%	82%	78%	93%	79%	-
% STAAR Alternate2	2015	11%	10%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
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
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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.

Performance Rates ‡	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	ELL		
										Special (Current & Monitored)	ELL (Current)	
Reading												
# at Phase-in Satisfactory Standard	480	206	230	26	*	10	-	**	355	14	86	n/a
Total Tests	617	274	291	29	*	11	-	**	471	49	124	94
% at Phase-in Satisfactory Standard	78%	75%	79%	90%	*	91%	-	71%	75%	29%	69%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	416	163	207	26	**	11	-	*	308	14	78	n/a
Total Tests	623	276	293	31	**	11	-	*	476	55	126	96
% at Phase-in Satisfactory Standard	67%	59%	71%	84%	100%	100%	-	*	65%	25%	62%	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	181	75	83	13	*	*	-	*	123	9	33	n/a
Total Tests	298	134	135	17	*	*	-	*	224	27	63	51
% at Phase-in Satisfactory Standard	61%	56%	61%	76%	*	*	-	*	55%	33%	52%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	657	292	307	30	**	13	*	8	502	53	n/a	110
Total Students	662	295	307	32	**	13	*	8	506	57	n/a	110
Participation Rate	99%	99%	100%	94%	100%	100%	*	100%	99%	93%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	660	293	307	32	**	13	*	8	505	57	n/a	110
Total Students	660	293	307	32	**	13	*	8	505	57	n/a	110
Participation Rate	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	1.0	2.5%	0.5%	0.9%
Bachelors	35.0	87.5%	69.1%	75.1%
Masters	4.0	10.0%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		33	5	38
Total Number of Classes		107	0	107
Number of Classes Taught by Highly Qualified Teachers	Number	107	0	107
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	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	1
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	1
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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: DUNCANVILLE H S

Campus ID: 057907001

District Name: DUNCANVILLE 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.

End of Course	2015	2014	State		District		Campus		African	American	Pacific	Two	More	Special	Econ	ELL	Female	Male	Migrant
			Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent				
<b>STAAR Percent at Phase-in 1 Level II or Above</b>																			
<b>End of Course</b>																			
English I	66%	65%	59%	59%	53%	62%	71%	*	81%	*	*	28%	56%	37%	63%	55%	-	-	-
English II	69%	68%	63%	63%	56%	71%	66%	100%	65%	*	64%	28%	62%	36%	71%	56%	-	-	-
Algebra I	77%	79%	62%	57%	52%	62%	74%	*	76%	*	63%	16%	56%	44%	60%	55%	-	-	-
Biology	88%	88%	84%	84%	81%	86%	96%	*	100%	*	*	38%	84%	65%	88%	81%	-	-	-
U.S. History	88%	92%	86%	87%	85%	90%	87%	-	89%	*	80%	53%	86%	73%	86%	88%	-	-	-
<b>All Grades</b>																			
All Subjects	73%	75%	66%	68%	63%	73%	79%	100%	82%	*	69%	31%	67%	48%	72%	65%	-	-	-
Reading	74%	75%	68%	61%	54%	66%	68%	100%	73%	*	65%	28%	59%	37%	67%	56%	-	-	-
Mathematics	73%	76%	64%	57%	52%	62%	74%	*	76%	*	63%	16%	56%	44%	60%	55%	-	-	-
Science	75%	77%	66%	84%	81%	86%	96%	*	100%	*	*	38%	84%	65%	88%	81%	-	-	-
Social Studies	74%	75%	68%	87%	85%	90%	87%	-	89%	*	80%	53%	86%	73%	86%	88%	-	-	-
<b>STAAR Percent at Final Level II or Above</b>																			
<b>All Grades</b>																			
All Subjects	38%	39%	26%	30%	24%	33%	50%	62%	59%	*	46%	9%	27%	12%	31%	29%	-	-	-
Reading	40%	42%	28%	28%	22%	32%	45%	44%	57%	*	41%	10%	25%	14%	33%	24%	-	-	-
Mathematics	36%	37%	23%	10%	8%	12%	13%	*	29%	*	13%	5%	10%	5%	11%	10%	-	-	-
Science	40%	40%	25%	38%	30%	40%	70%	*	79%	*	*	8%	34%	14%	37%	38%	-	-	-
Social Studies	41%	38%	30%	49%	43%	52%	64%	-	68%	*	80%	11%	47%	22%	42%	56%	-	-	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2015	14%	7%	5%	3%	6%	14%	23%	10%	*	8%	3%	4%	1%	4%	5%	-
	2014	14%	6%	3%	2%	2%	10%	5%	7%	-	2%	1%	2%	1%	3%	3%	-
Reading	2015	15%	8%	1%	1%	2%	6%	0%	5%	*	0%	3%	1%	0%	2%	1%	-
	2014	14%	6%	1%	1%	1%	2%	0%	2%	-	0%	2%	1%	0%	2%	1%	-
Mathematics	2015	14%	7%	2%	1%	3%	3%	*	6%	*	0%	1%	2%	2%	3%	2%	-
	2014	15%	6%	2%	1%	2%	0%	0%	7%	-	0%	0%	1%	2%	1%	2%	-
Science	2015	14%	6%	8%	4%	9%	28%	*	16%	*	*	2%	6%	2%	8%	7%	-
	2014	13%	5%	3%	2%	3%	14%	0%	11%	-	10%	1%	2%	0%	4%	2%	-
Social Studies	2015	18%	9%	15%	10%	17%	26%	-	21%	*	30%	2%	12%	2%	10%	18%	-
	2014	15%	7%	8%	4%	7%	30%	*	15%	-	*	0%	7%	0%	6%	9%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	98%	99%	98%	98%	100%	98%	100%	100%	96%	98%	94%	99%	98%	-
	2014	99%	99%	97%	96%	97%	96%	100%	100%	-	98%	98%	97%	99%	97%	96%	*
Reading	2015	99%	99%	98%	99%	98%	96%	100%	96%	100%	100%	96%	98%	90%	98%	98%	-
	2014	99%	99%	97%	96%	97%	93%	100%	100%	-	96%	98%	97%	100%	97%	96%	*
Mathematics	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	96%	99%	99%	99%	99%	-
	2014	99%	99%	96%	96%	96%	100%	100%	100%	-	100%	97%	96%	98%	97%	96%	-
Science	2015	99%	99%	98%	98%	98%	100%	100%	100%	100%	100%	94%	98%	97%	99%	98%	-
	2014	99%	98%	96%	95%	97%	98%	100%	100%	-	100%	96%	96%	98%	97%	95%	-
Social Studies	2015	99%	99%	98%	98%	99%	98%	-	100%	100%	100%	98%	99%	98%	98%	99%	-
	2014	99%	99%	98%	99%	98%	99%	*	100%	-	*	99%	98%	100%	98%	98%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	96%	97%	94%	100%	*	-	-	*	96%	96%	88%	97%	96%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	15%	13%	19%	13%	*	-	-	*	15%	16%	0%	15%	15%	-
% STAAR/EOC With Accommodations	2015	71%	68%	76%	81%	69%	69%	*	-	-	*	76%	77%	83%	78%	76%	-
% STAAR Alternate2	2015	10%	9%	5%	3%	7%	19%	*	-	-	*	5%	4%	4%	4%	5%	-
% of Non-Participants	2015	2%	3%	4%	3%	6%	0%	*	-	-	*	4%	4%	13%	3%	4%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	96%	97%	93%	100%	-	-	-	*	96%	96%	94%	96%	96%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	9%	11%	7%	0%	-	-	-	*	9%	11%	0%	4%	12%	-
% STAAR/EOC With Accommodations	2015	74%	70%	82%	83%	80%	83%	-	-	-	*	82%	81%	88%	84%	81%	-
% STAAR Alternate2	2015	11%	10%	5%	3%	7%	17%	-	-	-	*	5%	4%	6%	7%	4%	-
% of Non-Participants	2015	1%	2%	4%	3%	7%	0%	-	-	-	*	4%	4%	6%	4%	4%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	
Met												
Reason Code ***	b	b	b		n/a	n/a	n/a	n/a	b	c	n/a	

District: Met Federal Limits on Alternative Assessments

- Reading
  - Alternate 1%
  - Number Proficient
  - Total Federal Cap
- Limit
- Mathematics
  - 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.

‡ 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 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 Phase-in Satisfactory Standard	1,815	758	932	74	**	31	*	11	1,293	94	105	n/a
Total Tests	2,906	1,359	1,372	107	**	41	*	17	2,141	328	229	198
% at Phase-in Satisfactory Standard	62%	56%	68%	69%	100%	76%	*	65%	60%	29%	46%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	672	302	330	21	*	12	*	5	522	22	53	n/a
Total Tests	1,137	569	515	28	*	14	*	8	898	130	109	97
% at Phase-in Satisfactory Standard	59%	53%	64%	75%	*	86%	*	63%	58%	17%	49%	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	936	419	452	42	*	17	*	*	723	45	73	n/a
Total Tests	1,092	511	513	44	*	17	*	*	852	116	96	83

% at Phase-in Satisfactory Standard Social Studies	86%	82%	88%	95%	* 100%	*	*	85%	39%	76%	n/a
# at Phase-in Satisfactory Standard	819	347	403	43	- 17	*	**	546	48	36	n/a
Total Tests	936	410	448	49	- 18	*	**	634	90	49	45
% at Phase-in Satisfactory Standard	88%	85%	90%	88%	- 94%	*	80%	86%	53%	73%	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	3,073	1,440	1,445	114	** 45	*	17	2,241	351	n/a	258
Total Students	3,107	1,456	1,460	116	** 46	*	17	2,260	360	n/a	260
Participation Rate	99%	99%	99%	98%	100% 98%	*	100%	99%	98%	n/a	99%

Mathematics: 2014-2015 Assessments

Number Participating	1,225	612	554	31	* 17	*	8	951	143	n/a	121
Total Students	1,238	617	562	31	* 17	*	8	961	149	n/a	122
Participation Rate	99%	99%	99%	100%	* 100%	*	100%	99%	96%	n/a	99%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	752	350	317	57	*	19	-	**	483	85	34	n/a
Total in Class	859	395	364	62	*	25	-	**	543	106	47	22
Graduation Rate	87.5%	88.6%	87.1%	91.9%	*	76.0%	-72.7%	89.0%	80.2%	72.3%	n/a	
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	704	346	258	72	**	21	-	*	416	69	21	n/a
Total in Class	838	395	328	80	**	26	-	*	507	91	42	20
Graduation Rate	84.0%	87.6%	78.7%	90.0%	71.4%	80.8%	-	*	82.1%	75.8%	50.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	714	349	264	73	**	21	-	*	425	73	22	n/a
Total in Class	824	391	320	80	**	25	-	*	497	89	37	18
Graduation Rate	86.7%	89.3%	82.5%	91.3%	83.3%	84.0%	-	*	85.5%	82.0%	59.5%	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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	2.8	1.2%	0.5%	0.9%
Bachelors	143.5	60.0%	69.1%	75.1%
Masters	88.7	37.1%	29.2%	23.4%
Doctorate	4.0	1.7%	1.2%	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		111	26	137
Total Number of Classes		990	60	1,050
Number of Classes Taught by Highly Qualified Teachers	Number	990	60	1,050
	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	10	1
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.

Year Enrolled in Higher Education	Campus	District	State
2012-13	59.1%	56.6%	56.9%
2011-12	56.7%	54.6%	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

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
		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  
2014-15 Federal Report Card for Texas Public Schools**

Campus Name: FAIRMEADOWS EL

Campus ID: 057907102

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Asian	Islander	Races								
<b>Grade 3</b>																		
Reading	2015	74%	70%	80%	77%	80%	*	-	-	-	-	67%	80%	70%	78%	83%	-	
	2014	75%	63%	68%	73%	66%	90%	*	*	-	-	100%	68%	48%	65%	73%	-	
Mathematics	2015	74%	70%	82%	69%	84%	*	-	-	-	-	67%	82%	70%	82%	83%	-	
	2014	69%	51%	69%	73%	67%	90%	*	*	-	-	*	67%	43%	68%	71%	-	
<b>Grade 4</b>																		
Reading	2015	71%	66%	81%	71%	81%	89%	*	*	-	-	*	77%	59%	81%	80%	-	
	2014	73%	67%	76%	58%	77%	*	*	-	-	-	75%	77%	60%	83%	69%	-	
Mathematics	2015	71%	64%	75%	*	75%	100%	*	-	-	-	*	73%	63%	76%	74%	-	
	2014	70%	53%	71%	50%	72%	*	*	-	-	-	63%	69%	70%	74%	67%	-	
Writing	2015	67%	57%	69%	64%	68%	78%	*	*	-	-	*	66%	41%	79%	60%	-	
	2014	72%	64%	77%	75%	77%	*	*	*	-	-	*	79%	67%	84%	69%	-	
<b>All Grades</b>																		
All Subjects	2015	73%	66%	77%	66%	78%	91%	83%	*	-	-	66%	76%	62%	79%	76%	-	
	2014	75%	67%	72%	66%	72%	92%	71%	*	-	-	68%	72%	55%	74%	70%	-	
Reading	2015	74%	68%	80%	74%	81%	92%	*	*	-	-	67%	78%	66%	79%	82%	-	
	2014	75%	70%	72%	65%	71%	92%	*	*	-	-	87%	72%	53%	73%	71%	-	
Mathematics	2015	73%	64%	79%	57%	80%	100%	*	-	-	-	64%	77%	67%	79%	79%	-	
	2014	76%	64%	70%	61%	69%	92%	*	*	-	-	60%	68%	54%	71%	69%	-	
Writing	2015	68%	60%	69%	64%	68%	78%	*	*	-	-	*	66%	41%	79%	60%	-	
	2014	71%	66%	77%	75%	77%	*	*	*	-	-	*	79%	67%	84%	69%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	26%	33%	30%	33%	44%	17%	*	-	-	43%	31%	10%	33%	33%	-	
	2014	39%	25%	33%	24%	32%	54%	36%	*	-	-	42%	32%	19%	36%	29%	-	
Reading	2015	40%	28%	35%	30%	34%	46%	*	*	-	-	47%	31%	9%	35%	35%	-	
	2014	42%	30%	32%	30%	29%	75%	*	*	-	-	40%	31%	9%	33%	31%	-	
Mathematics	2015	36%	23%	36%	30%	37%	50%	*	-	-	-	36%	35%	15%	32%	40%	-	
	2014	37%	19%	37%	22%	38%	33%	*	*	-	-	47%	36%	29%	37%	37%	-	
Writing	2015	31%	18%	25%	29%	24%	33%	*	*	-	-	*	25%	0%	33%	18%	-	
	2014	34%	19%	26%	17%	27%	*	*	*	-	-	*	26%	20%	41%	10%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	7%	13%	3%	14%	18%	8%	*	-	-	6%	11%	2%	16%	10%	-	
	2014	14%	6%	12%	12%	11%	31%	7%	*	-	-	11%	12%	5%	13%	11%	-	
Reading	2015	15%	8%	16%	0%	18%	23%	*	*	-	-	0%	13%	1%	21%	12%	-	
	2014	14%	6%	13%	17%	10%	42%	*	*	-	-	13%	13%	1%	15%	11%	-	

Mathematics	2015	14%	7%	14%	4%	16%	17%	*	-	-	-	7%	14%	4%	15%	13%	-
	2014	15%	6%	16%	13%	15%	25%	*	*	-	-	7%	16%	9%	16%	16%	-
Writing	2015	8%	2%	5%	7%	4%	11%	*	*	-	-	*	4%	0%	8%	2%	-
	2014	6%	2%	1%	0%	1%	*	*	*	-	-	*	1%	3%	2%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	97%	94%	98%	97%	100%	67%	-	-	97%	98%	100%	96%	98%	-
	2014	99%	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	94%	85%	96%	92%	100%	0%	-	-	93%	95%	100%	92%	95%	-
	2014	99%	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	-	100%	99%	100%	98%	100%	-
	2014	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	2015	98%	97%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	27%	13%	50%	*	-	-	-	-	27%	31%	60%	*	18%	-
% STAAR/EOC With Accommodations	2015	71%	68%	40%	38%	33%	*	-	-	-	-	40%	38%	20%	*	36%	-
% STAAR Alternate2	2015	10%	9%	33%	50%	17%	*	-	-	-	-	33%	31%	20%	*	45%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	*	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	93%	88%	100%	*	-	-	-	-	93%	92%	100%	*	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	20%	0%	50%	*	-	-	-	-	20%	23%	60%	*	18%	-
% STAAR/EOC With Accommodations	2015	74%	70%	40%	38%	33%	*	-	-	-	-	40%	38%	20%	*	36%	-
% STAAR Alternate2	2015	11%	10%	33%	50%	17%	*	-	-	-	-	33%	31%	20%	*	45%	-
% of Non-Participants	2015	1%	2%	7%	13%	0%	*	-	-	-	-	7%	8%	0%	*	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N		N		n/a	n/a	n/a	n/a	N		N	n/a
Mathematics	Y		Y		n/a	n/a	n/a	n/a	N		N	n/a
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	N	N	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	152	17	119	12	*	*	-	-	130	8	64	n/a
Total Tests	185	22	145	13	*	*	-	-	162	12	84	54
% at Phase-in Satisfactory Standard	82%	77%	82%	92%	*	*	-	-	80%	67%	76%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	142	**	115	12	*	-	-	-	124	7	64	n/a
Total Tests	172	**	138	12	*	-	-	-	153	11	81	54
% at Phase-in Satisfactory Standard	83%	61%	83%	100%	*	-	-	-	81%	64%	79%	n/a
Writing												
# at Phase-in Satisfactory Standard	71	8	52	7	*	*	-	-	59	*	28	n/a
Total Tests	98	12	72	9	*	*	-	-	84	*	42	22
% at Phase-in Satisfactory Standard	72%	67%	72%	78%	*	*	-	-	70%	*	67%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	205	27	160	13	*	*	-	-	181	15	n/a	67
Total Students	205	27	160	13	*	*	-	-	181	15	n/a	67
Participation Rate	100%	100%	100%	100%	*	*	-	-	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	192	23	153	12	*	*	-	-	172	14	n/a	67
Total Students	205	27	160	13	*	*	-	-	181	15	n/a	67
Participation Rate	94%	85%	96%	92%	*	*	-	-	95%	93%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance Gaps

Focus School Identification:

Yes

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	25.0	78.1%	69.1%	75.1%
Masters	7.0	21.9%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		29	2	31
Total Number of Classes		29	2	31
Number of Classes Taught by Highly Qualified Teachers	Number	29	2	31
	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	1	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.

#### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: GLENN C HARDIN INT

Campus ID: 057907109

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		2015	2014	State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
							Hispanic	White	Indian	Asian	Islander	Races								
Grade 5																				
Reading	2015	83%	77%	75%	66%	76%	87%	100%	*	-	*	54%	74%	66%	81%	69%	-			
	2014	86%	82%	81%	77%	81%	93%	*	88%	-	100%	73%	82%	74%	81%	81%	-			
Mathematics	2015	75%	62%	60%	56%	60%	73%	*	*	-	*	32%	60%	48%	63%	57%	-			
	2014	87%	77%	78%	74%	77%	87%	*	100%	-	*	65%	77%	71%	77%	78%	-			
Science	2015	69%	56%	51%	49%	47%	87%	83%	*	-	*	48%	50%	33%	51%	51%	-			
	2014	73%	50%	54%	56%	51%	80%	*	88%	-	*	58%	53%	29%	44%	65%	-			
Grade 6																				
Reading	2015	73%	75%	74%	68%	75%	92%	*	90%	-	*	52%	72%	49%	79%	69%	-			
	2014	77%	73%	71%	65%	72%	94%	*	*	-	*	56%	70%	53%	77%	67%	-			
Mathematics	2015	72%	70%	76%	73%	78%	92%	*	70%	-	*	48%	75%	68%	81%	72%	-			
	2014	78%	67%	66%	59%	67%	83%	*	*	-	*	44%	65%	49%	66%	66%	-			
All Grades																				
All Subjects	2015	73%	66%	67%	62%	67%	86%	71%	81%	-	67%	47%	66%	51%	71%	63%	-			
	2014	75%	67%	70%	66%	70%	88%	*	82%	-	76%	59%	69%	56%	69%	71%	-			
Reading	2015	74%	68%	75%	67%	76%	89%	71%	93%	-	75%	53%	73%	61%	80%	69%	-			
	2014	75%	70%	76%	71%	76%	94%	*	85%	-	100%	65%	75%	65%	79%	73%	-			
Mathematics	2015	73%	64%	68%	65%	68%	82%	63%	71%	-	*	41%	67%	54%	72%	64%	-			
	2014	76%	64%	71%	66%	72%	85%	*	77%	-	83%	55%	71%	62%	72%	71%	-			
Science	2015	75%	66%	51%	49%	47%	87%	83%	*	-	*	48%	50%	33%	51%	51%	-			
	2014	77%	66%	54%	56%	51%	80%	*	88%	-	*	58%	53%	29%	44%	65%	-			
STAAR Percent at Final Level II or Above																				
All Grades																				
All Subjects	2015	38%	26%	21%	17%	21%	45%	14%	28%	-	28%	21%	20%	11%	20%	22%	-			
	2014	39%	25%	25%	18%	25%	42%	*	29%	-	29%	29%	23%	9%	22%	27%	-			
Reading	2015	40%	28%	22%	17%	22%	50%	0%	21%	-	38%	18%	21%	9%	22%	23%	-			
	2014	42%	30%	31%	26%	31%	45%	*	38%	-	33%	35%	29%	12%	31%	30%	-			
Mathematics	2015	36%	23%	23%	19%	24%	32%	25%	43%	-	*	21%	23%	16%	25%	22%	-			
	2014	37%	19%	23%	14%	24%	36%	*	31%	-	33%	24%	22%	9%	20%	25%	-			
Science	2015	40%	25%	16%	11%	14%	60%	17%	*	-	*	24%	15%	6%	10%	22%	-			
	2014	40%	24%	16%	10%	16%	47%	*	13%	-	*	27%	15%	4%	9%	24%	-			
STAAR Percent at Level III Advanced																				
All Grades																				
All Subjects	2015	14%	7%	6%	4%	6%	21%	5%	6%	-	6%	7%	6%	2%	6%	7%	-			
	2014	14%	6%	6%	4%	6%	12%	*	3%	-	0%	2%	6%	0%	6%	6%	-			
Reading	2015	15%	8%	7%	3%	7%	25%	0%	14%	-	13%	2%	7%	1%	7%	8%	-			
	2014	14%	6%	7%	4%	8%	15%	*	0%	-	0%	2%	6%	1%	7%	7%	-			



Mathematics	2015	14%	7%	7%	4%	8%	11%	13%	0%	-	*	11%	7%	2%	8%	6%	-
	2014	15%	6%	7%	5%	7%	9%	*	8%	-	0%	4%	7%	0%	7%	7%	-
Science	2015	14%	6%	3%	3%	2%	33%	0%	*	-	*	8%	2%	1%	2%	4%	-
	2014	13%	5%	2%	2%	1%	13%	*	0%	-	*	0%	1%	0%	1%	3%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%	100%	99%	-
	2014	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	98%	100%	99%	100%	99%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	98%	99%	99%	100%	99%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	-
Science	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	98%	99%	100%	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	2015	98%	97%	98%	100%	97%	100%	*	*	-	-	98%	100%	100%	95%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	30%	35%	27%	60%	*	*	-	-	30%	30%	20%	35%	28%	-
% STAAR/EOC With Accommodations	2015	71%	68%	54%	41%	60%	20%	*	*	-	-	54%	57%	80%	55%	53%	-
% STAAR Alternate2	2015	10%	9%	14%	24%	10%	20%	*	*	-	-	14%	13%	0%	5%	19%	-
% of Non-Participants	2015	2%	3%	2%	0%	3%	0%	*	*	-	-	2%	0%	0%	5%	0%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	98%	100%	97%	100%	*	*	-	-	98%	100%	100%	95%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	23%	18%	26%	40%	*	*	-	-	23%	23%	19%	20%	24%	-
% STAAR/EOC With Accommodations	2015	74%	70%	61%	59%	61%	40%	*	*	-	-	61%	65%	81%	70%	57%	-
% STAAR Alternate2	2015	11%	10%	14%	24%	10%	20%	*	*	-	-	14%	13%	0%	5%	19%	-
% of Non-Participants	2015	1%	2%	2%	0%	3%	0%	*	*	-	-	2%	0%	0%	5%	0%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	448	80	321	24	5	12	-	6	387	28	139	n/a
Total Tests	584	114	415	27	7	13	-	8	516	51	195	145
% at Phase-in Satisfactory Standard	77%	70%	77%	89%	71%	92%	-	75%	75%	55%	71%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	403	75	287	23	**	9	-	*	351	23	125	n/a
Total Tests	583	114	414	27	**	13	-	*	515	51	195	145
% at Phase-in Satisfactory Standard	69%	66%	69%	85%	71%	69%	-	*	68%	45%	64%	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	156	27	108	12	*	*	-	*	135	11	50	n/a
Total Tests	299	55	220	14	*	*	-	*	267	22	123	100
% at Phase-in Satisfactory Standard	52%	49%	49%	86%	*	*	-	*	51%	50%	41%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	621	124	440	28	7	14	-	8	545	56	n/a	166
Total Students	621	124	440	28	7	14	-	8	545	56	n/a	166
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	620	124	438	28	8	14	-	8	544	57	n/a	165
Total Students	622	124	440	28	8	14	-	8	546	57	n/a	166
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	n/a	99%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.2	0.6%	0.5%	0.9%
Bachelors	31.0	77.1%	69.1%	75.1%
Masters	8.0	19.9%	29.2%	23.4%
Doctorate	1.0	2.5%	1.2%	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.

High Poverty  
 Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		31	5	36
Total Number of Classes		92	0	92
Number of Classes Taught by Highly Qualified Teachers	Number	92	0	92
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: WILLIAM LEE HASTINGS EL

Campus ID: 057907104

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Asian	Islander	Races								
<b>Grade 3</b>																		
Reading	2015	74%	70%	71%	70%	69%	100%	-	-	-	-	*	70%	61%	74%	67%	-	
	2014	75%	63%	56%	54%	57%	*	*	-	-	-	*	53%	52%	62%	50%	-	
Mathematics	2015	74%	70%	75%	70%	80%	*	-	-	-	*	76%	82%	72%	79%	-		
	2014	69%	51%	36%	32%	36%	*	*	-	-	*	32%	28%	31%	41%	-		
<b>Grade 4</b>																		
Reading	2015	71%	66%	55%	49%	57%	*	-	*	-	*	53%	48%	61%	49%	-		
	2014	73%	67%	60%	64%	56%	*	*	-	-	*	60%	33%	61%	60%	-		
Mathematics	2015	71%	64%	53%	47%	55%	*	-	*	-	*	51%	52%	51%	55%	-		
	2014	70%	53%	43%	33%	49%	*	*	-	-	*	47%	33%	50%	36%	-		
Writing	2015	67%	57%	49%	45%	48%	*	-	*	-	*	46%	54%	53%	44%	-		
	2014	72%	64%	64%	59%	63%	*	*	-	-	*	50%	64%	53%	64%	63%	-	
<b>All Grades</b>																		
All Subjects	2015	73%	66%	61%	57%	62%	95%	-	*	-	-	25%	59%	60%	63%	59%	-	
	2014	75%	67%	51%	48%	52%	76%	63%	-	-	*	32%	50%	40%	53%	49%	-	
Reading	2015	74%	68%	63%	60%	63%	100%	-	*	-	-	*	62%	55%	68%	58%	-	
	2014	75%	70%	58%	58%	57%	70%	*	-	-	*	35%	56%	44%	62%	54%	-	
Mathematics	2015	73%	64%	64%	59%	68%	88%	-	*	-	-	33%	63%	68%	62%	67%	-	
	2014	76%	64%	39%	33%	42%	80%	*	-	-	*	*	38%	30%	39%	39%	-	
Writing	2015	68%	60%	49%	45%	48%	*	-	*	-	-	*	46%	54%	53%	44%	-	
	2014	71%	66%	64%	59%	63%	*	*	-	-	*	50%	64%	53%	64%	63%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	26%	21%	15%	26%	37%	-	*	-	-	3%	19%	27%	20%	23%	-	
	2014	39%	25%	16%	12%	17%	40%	38%	-	-	*	16%	15%	10%	16%	16%	-	
Reading	2015	40%	28%	26%	22%	27%	38%	-	*	-	-	*	23%	26%	29%	22%	-	
	2014	42%	30%	21%	17%	21%	50%	*	-	-	*	12%	18%	14%	25%	16%	-	
Mathematics	2015	36%	23%	23%	14%	30%	38%	-	*	-	-	0%	21%	30%	16%	30%	-	
	2014	37%	19%	11%	4%	15%	30%	*	-	-	*	*	9%	7%	7%	15%	-	
Writing	2015	31%	18%	10%	2%	16%	*	-	*	-	-	*	9%	21%	10%	10%	-	
	2014	34%	19%	18%	18%	13%	*	*	-	-	*	30%	21%	6%	16%	20%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	7%	7%	5%	9%	11%	-	*	-	-	3%	6%	7%	6%	8%	-	
	2014	14%	6%	4%	3%	4%	12%	0%	-	-	*	5%	4%	1%	5%	3%	-	
Reading	2015	15%	8%	10%	8%	13%	13%	-	*	-	-	*	7%	8%	12%	9%	-	
	2014	14%	6%	6%	4%	6%	20%	*	-	-	*	6%	5%	0%	7%	4%	-	

Mathematics	2015	14%	7%	8%	4%	11%	13%	-	*	-	-	0%	6%	9%	4%	12%	-
	2014	15%	6%	3%	2%	3%	10%	*	-	-	*	*	2%	2%	2%	4%	-
Writing	2015	8%	2%	0%	0%	0%	*	-	*	-	-	*	0%	0%	0%	0%	-
	2014	6%	2%	2%	3%	3%	*	*	-	-	*	0%	3%	0%	5%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	100%	100%	-	-	*	100%	100%	99%	100%	100%
Reading	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	100%	99%	100%	97%	100%	*	-	-	*	100%	99%	94%	100%	98%	-

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

Reading Tests

% of Participants	2015	98%	97%	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	20%	30%	0%	-	-	-	-	-	20%	15%	*	29%	13%	-
% STAAR/EOC With Accommodations	2015	71%	68%	80%	70%	100%	-	-	-	-	-	80%	85%	*	71%	88%	-
% STAAR Alternate2	2015	10%	9%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	20%	30%	0%	-	-	-	-	-	20%	15%	*	29%	13%	-
% STAAR/EOC With Accommodations	2015	74%	70%	80%	70%	100%	-	-	-	-	-	80%	85%	*	71%	88%	-
% STAAR Alternate2	2015	11%	10%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
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
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y



Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	127	57	62	8	-	-	-	-	112	*	30	n/a
Total Tests	196	91	97	8	-	-	-	-	177	*	51	50
% at Phase-in Satisfactory Standard	65%	63%	64%	100%	-	-	-	-	63%	*	59%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	129	55	67	7	-	-	-	-	114	*	37	n/a
Total Tests	196	91	97	8	-	-	-	-	177	*	51	50
% at Phase-in Satisfactory Standard	66%	60%	69%	88%	-	-	-	-	64%	*	73%	n/a
Writing												
# at Phase-in Satisfactory Standard	46	**	23	*	-	-	-	-	40	*	14	n/a
Total Tests	95	**	48	*	-	-	-	-	87	*	24	23
% at Phase-in Satisfactory Standard	48%	45%	48%	*	-	-	-	-	46%	*	58%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	211	100	102	**	-	*	-	-	189	15	n/a	53
Total Students	211	100	102	**	-	*	-	-	189	15	n/a	53
Participation Rate	100%	100%	100%	100%	-	*	-	-	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	211	100	102	**	-	*	-	-	189	15	n/a	53
Total Students	211	100	102	**	-	*	-	-	189	15	n/a	53
Participation Rate	100%	100%	100%	100%	-	*	-	-	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⌋ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance Gaps

Focus School Identification:

Yes

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	21.2	70.5%	69.1%	75.1%
Masters	8.9	29.5%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		27	3	30
Total Number of Classes		27	3	30
Number of Classes Taught by Highly Qualified Teachers	Number	27	3	30
	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: CJ & ANNE HYMAN EL

Campus ID: 057907111

District Name: DUNCANVILLE 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.

STAAR	Percent at Phase-in 1 Level II or Above	Grade	2015	2014	State	District	Campus	African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
								85%	68%	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Grade 3																											
Reading	74%	70%	79%	85%	68%	*	*	*	-	*	50%	74%	64%	82%	77%	-											
	75%	63%	80%	77%	78%	100%	*	*	-	-	71%	76%	64%	86%	76%	-											
Mathematics	74%	70%	86%	85%	85%	*	*	*	-	*	70%	81%	82%	87%	85%	-											
	69%	51%	86%	81%	92%	100%	*	*	-	-	79%	81%	100%	84%	88%	-											
Grade 4																											
Reading	71%	66%	79%	69%	87%	*	*	100%	-	-	62%	82%	91%	88%	74%	-											
	73%	67%	76%	65%	88%	100%	*	*	-	-	84%	71%	73%	84%	69%	-											
Mathematics	71%	64%	76%	76%	71%	*	*	100%	-	-	54%	68%	73%	79%	74%	-											
	70%	53%	67%	57%	76%	100%	*	*	-	-	68%	60%	60%	69%	64%	-											
Writing	67%	57%	66%	57%	71%	*	*	100%	-	-	62%	58%	55%	79%	58%	-											
	72%	64%	78%	74%	79%	100%	*	*	-	-	53%	75%	67%	86%	70%	-											
All Grades																											
All Subjects	73%	66%	77%	75%	77%	93%	100%	100%	-	*	59%	73%	73%	83%	74%	-											
	75%	67%	77%	71%	82%	100%	*	80%	-	-	71%	72%	72%	82%	74%	-											
Reading	74%	68%	79%	78%	77%	100%	*	100%	-	*	57%	78%	73%	85%	76%	-											
	75%	70%	78%	71%	83%	100%	*	75%	-	-	79%	73%	69%	85%	72%	-											
Mathematics	73%	64%	81%	81%	78%	100%	*	100%	-	*	61%	75%	79%	84%	80%	-											
	76%	64%	76%	69%	83%	100%	*	75%	-	-	73%	70%	77%	76%	77%	-											
Writing	68%	60%	66%	57%	71%	*	*	100%	-	-	62%	58%	55%	79%	58%	-											
	71%	66%	78%	74%	79%	100%	*	*	-	-	53%	75%	67%	86%	70%	-											
STAAR Percent at Final Level II or Above																											
All Grades																											
All Subjects	38%	26%	37%	34%	32%	73%	20%	96%	-	*	36%	31%	25%	46%	31%	-											
	39%	25%	38%	35%	34%	70%	*	60%	-	-	54%	33%	27%	37%	39%	-											
Reading	40%	28%	40%	37%	34%	67%	*	100%	-	*	35%	31%	21%	53%	31%	-											
	42%	30%	37%	36%	29%	75%	*	63%	-	-	55%	34%	23%	33%	40%	-											
Mathematics	36%	23%	41%	38%	35%	83%	*	100%	-	*	35%	37%	30%	47%	37%	-											
	37%	19%	40%	37%	37%	67%	*	63%	-	-	58%	32%	31%	38%	41%	-											
Writing	31%	18%	25%	20%	21%	*	*	80%	-	-	38%	18%	18%	29%	23%	-											
	34%	19%	37%	32%	38%	67%	*	*	-	-	47%	32%	27%	44%	30%	-											
STAAR Percent at Level III Advanced																											
All Grades																											
All Subjects	14%	7%	14%	12%	9%	40%	0%	61%	-	*	7%	10%	9%	21%	9%	-											
	14%	6%	12%	12%	8%	37%	*	30%	-	-	8%	8%	6%	15%	10%	-											
Reading	15%	8%	16%	14%	11%	50%	*	67%	-	*	9%	11%	9%	24%	11%	-											
	14%	6%	12%	11%	6%	50%	*	25%	-	-	9%	6%	0%	15%	9%	-											

Mathematics	2015	14%	7%	15%	13%	9%	50%	*	67%	-	*	9%	13%	12%	22%	11%	-
	2014	15%	6%	16%	16%	10%	33%	*	50%	-	-	12%	12%	15%	20%	13%	-
Writing	2015	8%	2%	5%	4%	3%	*	*	40%	-	-	0%	2%	0%	15%	0%	-
	2014	6%	2%	6%	6%	5%	17%	*	*	-	-	0%	3%	0%	8%	4%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	99%	99%	99%	100%	71%	100%	-	100%	92%	98%	97%	99%	98%	-
	2014	99%	99%	99%	99%	99%	100%	100%	100%	-	-	100%	99%	100%	99%	99%	-
Reading	2015	99%	99%	99%	99%	99%	100%	67%	100%	-	100%	92%	99%	97%	99%	98%	-
	2014	99%	99%	99%	100%	99%	100%	*	100%	-	-	100%	99%	100%	99%	100%	-
Mathematics	2015	99%	99%	99%	99%	99%	100%	67%	100%	-	100%	92%	99%	97%	99%	98%	-
	2014	99%	99%	99%	98%	100%	100%	*	100%	-	-	100%	99%	100%	99%	99%	-
Writing	2015	99%	99%	99%	98%	100%	100%	100%	100%	-	-	93%	98%	100%	100%	98%	-
	2014	99%	100%	99%	98%	100%	100%	*	*	-	-	100%	99%	100%	100%	98%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	92%	86%	94%	*	-	-	-	-	92%	94%	*	*	90%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	20%	43%	6%	*	-	-	-	-	20%	6%	*	*	14%	-
% STAAR/EOC With Accommodations	2015	71%	68%	48%	29%	59%	*	-	-	-	-	48%	59%	*	*	48%	-
% STAAR Alternate2	2015	10%	9%	24%	14%	29%	*	-	-	-	-	24%	29%	*	*	29%	-
% of Non-Participants	2015	2%	3%	8%	14%	6%	*	-	-	-	-	8%	6%	*	*	10%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	92%	86%	94%	*	-	-	-	-	92%	94%	*	*	90%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	20%	43%	6%	*	-	-	-	-	20%	6%	*	*	14%	-
% STAAR/EOC With Accommodations	2015	74%	70%	48%	29%	59%	*	-	-	-	-	48%	59%	*	*	48%	-
% STAAR Alternate2	2015	11%	10%	24%	14%	29%	*	-	-	-	-	24%	29%	*	*	29%	-
% of Non-Participants	2015	1%	2%	8%	14%	6%	*	-	-	-	-	8%	6%	*	*	10%	-

'?' 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.

	All Students	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	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a
Mathematics	Y	Y	N		n/a	n/a	n/a	n/a	N		N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y

Federal Graduation Status (Target: See Reason Codes)

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
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.

+ 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL Monitored (Current)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	151	76	57	6	*	9	-	*	98	12	29	n/a
Total Tests	187	96	73	6	*	9	-	*	124	22	37	30
% at Phase-in Satisfactory Standard	81%	79%	78%	100%	*	100%	-	*	79%	55%	78%	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	155	80	57	6	*	9	-	*	96	13	30	n/a
Total Tests	187	96	73	6	*	9	-	*	124	22	37	30
% at Phase-in Satisfactory Standard	83%	83%	78%	100%	*	100%	-	*	77%	59%	81%	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	61	27	26	*	*	5	-	-	34	8	10	n/a
Total Tests	93	47	37	*	*	5	-	-	59	13	15	11
% at Phase-in Satisfactory Standard	66%	57%	70%	*	*	100%	-	-	58%	62%	67%	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	205	105	80	6	*	9	-	*	136	25	n/a	34
Total Students	205	105	80	6	*	9	-	*	136	25	n/a	34



Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	204	105	80	6	*	9	-	*	135	25	n/a	33
Total Students	205	105	80	6	*	9	-	*	136	25	n/a	34
Participation Rate	100%	100%	100%	100%	*	100%	-	*	99%	100%	n/a	97%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'.' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	27.1	75.1%	69.1%	75.1%
Masters	9.0	24.9%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		28	5	33
Total Number of Classes		28	5	33
Number of Classes Taught by Highly Qualified Teachers	Number	28	5	33
	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

Highly Qualified	----- Number of Teachers -----	
	General Education	Special Education
	1	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.

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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

**Texas Education Agency**  
**2014-15 Federal Report Card for Texas Public Schools**  
 Campus Name: G W KENNEMER MIDDLE  
 Campus ID: 057907043  
 District Name: DUNCANVILLE 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.

		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 Phase-in 1 Level II or Above																	
Grade 7																	
Reading	2015	72%	64%	62%	57%	65%	*	-	77%	-	83%	42%	59%	32%	63%	62%	-
	2014	74%	70%	68%	63%	72%	*	*	89%	-	-	45%	64%	27%	72%	64%	-
Mathematics	2015	68%	61%	56%	49%	63%	*	-	54%	-	*	34%	54%	34%	52%	60%	-
	2014	67%	56%	50%	44%	54%	*	*	78%	-	-	45%	45%	19%	46%	55%	-
Writing	2015	69%	62%	64%	56%	69%	*	-	77%	-	*	41%	59%	39%	68%	59%	-
	2014	70%	68%	63%	59%	67%	*	*	78%	-	-	71%	61%	35%	68%	58%	-
Grade 8																	
Reading	2015	84%	82%	82%	74%	90%	83%	*	100%	*	*	23%	81%	65%	90%	73%	-
	2014	88%	89%	89%	88%	90%	80%	*	100%	-	*	72%	88%	71%	91%	87%	-
Mathematics	2015	71%	59%	55%	48%	61%	*	*	*	*	*	53%	42%	60%	48%	-	
	2014	85%	76%	72%	64%	84%	70%	-	88%	-	*	45%	70%	70%	70%	75%	-
Science	2015	67%	54%	56%	46%	62%	100%	*	80%	*	*	24%	53%	*	57%	54%	-
	2014	70%	55%	59%	48%	68%	70%	*	86%	-	*	47%	55%	45%	58%	59%	-
Social Studies																	
Social Studies	2015	61%	49%	53%	44%	59%	83%	*	100%	*	*	51%	24%	52%	53%	-	
	2014	61%	57%	58%	53%	61%	60%	*	86%	-	*	40%	54%	33%	58%	59%	-
End of Course																	
Algebra I	2015	77%	62%	100%	100%	100%	*	-	100%	-	-	*	100%	*	100%	100%	-
	2014	79%	67%	100%	100%	100%	-	*	100%	-	-	-	100%	*	100%	100%	-
All Grades																	
All Subjects	2015	73%	66%	62%	54%	68%	86%	58%	80%	*	76%	28%	60%	37%	64%	60%	-
	2014	75%	67%	67%	61%	71%	68%	80%	88%	-	100%	52%	63%	42%	67%	66%	-
Reading	2015	74%	68%	72%	65%	77%	89%	*	87%	*	86%	33%	70%	45%	77%	67%	-
	2014	75%	70%	79%	77%	81%	75%	*	96%	-	*	61%	77%	47%	81%	76%	-
Mathematics	2015	73%	64%	60%	52%	66%	80%	*	65%	*	71%	26%	58%	39%	60%	60%	-
	2014	76%	64%	64%	57%	70%	67%	*	87%	-	*	45%	60%	43%	61%	68%	-
Writing	2015	68%	60%	64%	56%	69%	*	-	77%	-	*	41%	59%	39%	68%	59%	-
	2014	71%	66%	63%	59%	67%	*	*	78%	-	-	71%	61%	35%	68%	58%	-
Science	2015	75%	66%	56%	46%	62%	100%	*	80%	*	*	24%	53%	*	57%	54%	-
	2014	77%	66%	59%	48%	68%	70%	*	86%	-	*	47%	55%	45%	58%	59%	-
Social Studies																	
Social Studies	2015	74%	68%	53%	44%	59%	83%	*	100%	*	*	51%	24%	52%	53%	-	
	2014	75%	73%	58%	53%	61%	60%	*	86%	-	*	40%	54%	33%	58%	59%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	26%	22%	17%	26%	43%	0%	51%	*	33%	15%	20%	6%	22%	23%	-

	2014	39%	25%	24%	20%	26%	33%	60%	59%	-	8%	32%	21%	9%	24%	24%	-
Reading	2015	40%	28%	28%	22%	32%	56%	*	39%	*	43%	16%	26%	9%	29%	27%	-
	2014	42%	30%	33%	30%	35%	44%	*	61%	-	*	40%	30%	15%	36%	30%	-
Mathematics	2015	36%	23%	23%	15%	28%	50%	*	65%	*	29%	16%	22%	6%	21%	25%	-
	2014	37%	19%	17%	12%	18%	20%	*	65%	-	*	22%	15%	2%	14%	19%	-
Writing	2015	31%	18%	22%	18%	24%	*	-	46%	-	*	31%	17%	5%	27%	18%	-
	2014	34%	19%	15%	13%	14%	*	*	67%	-	-	43%	13%	8%	15%	16%	-
Science	2015	40%	25%	21%	16%	23%	33%	*	70%	*	*	4%	20%	*	19%	23%	-
	2014	40%	24%	30%	22%	36%	30%	*	71%	-	*	37%	26%	20%	29%	31%	-
Social Studies	2015	41%	30%	11%	10%	11%	33%	*	30%	*	*	*	10%	4%	10%	12%	-
	2014	38%	29%	21%	17%	25%	50%	*	29%	-	*	26%	18%	5%	19%	24%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2015	14%	7%	7%	4%	8%	9%	0%	27%	*	14%	4%	6%	3%	6%	8%	-
	2014	14%	6%	6%	4%	7%	2%	40%	19%	-	0%	2%	5%	1%	6%	6%	-
Reading	2015	15%	8%	9%	5%	11%	11%	*	22%	*	14%	2%	8%	6%	9%	9%	-
	2014	14%	6%	9%	7%	11%	0%	*	26%	-	*	3%	8%	2%	10%	9%	-
Mathematics	2015	14%	7%	9%	5%	11%	0%	*	39%	*	14%	5%	8%	3%	6%	11%	-
	2014	15%	6%	3%	1%	3%	0%	*	22%	-	*	0%	2%	0%	2%	3%	-
Writing	2015	8%	2%	3%	3%	3%	*	-	8%	-	*	9%	3%	0%	4%	3%	-
	2014	6%	2%	1%	2%	1%	*	*	11%	-	-	4%	1%	0%	1%	2%	-
Science	2015	14%	6%	6%	3%	6%	17%	*	40%	*	*	0%	6%	*	4%	7%	-
	2014	13%	5%	9%	6%	12%	10%	*	29%	-	*	0%	7%	0%	10%	9%	-
Social Studies	2015	18%	9%	5%	4%	6%	17%	*	20%	*	*	*	4%	0%	2%	8%	-
	2014	15%	7%	6%	4%	10%	0%	*	0%	-	*	2%	5%	0%	4%	8%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	95%	99%	99%	99%	99%	99%	-
	2014	99%	99%	99%	99%	99%	98%	100%	100%	-	100%	97%	99%	99%	100%	99%	-
Reading	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	98%	99%	100%	99%	99%	-
	2014	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	98%	99%	100%	99%	99%	-
	2014	99%	99%	99%	99%	99%	94%	*	100%	-	*	100%	99%	100%	99%	99%	-
Writing	2015	99%	99%	99%	99%	99%	100%	-	100%	-	83%	97%	99%	100%	98%	99%	-
	2014	99%	100%	100%	99%	100%	100%	*	100%	-	-	97%	100%	100%	100%	99%	-
Science	2015	99%	99%	99%	98%	99%	100%	100%	100%	100%	100%	100%	98%	96%	99%	99%	-
	2014	99%	98%	99%	99%	99%	100%	*	100%	-	*	93%	99%	95%	99%	99%	-
Social Studies	2015	99%	99%	99%	98%	99%	100%	100%	100%	100%	100%	100%	98%	96%	98%	99%	-
	2014	99%	99%	99%	98%	99%	100%	*	100%	-	*	93%	98%	100%	99%	98%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	98%	100%	94%	*	*	*	-	*	98%	98%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	2%	3%	0%	*	*	*	-	*	2%	0%	0%	0%	3%	-
% STAAR/EOC With Accommodations	2015	71%	68%	81%	88%	67%	*	*	*	-	*	81%	81%	83%	91%	75%	-
% STAAR Alternate2	2015	10%	9%	16%	9%	28%	*	*	*	-	*	16%	16%	17%	9%	19%	-
% of Non-Participants	2015	2%	3%	2%	0%	6%	*	*	*	-	*	2%	2%	0%	0%	3%	-

Mathematics Tests

% of Participants	2015	99%	98%	98%	100%	94%	*	*	*	-	*	98%	98%	100%	100%	97%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	3%	3%	0%	*	*	*	-	*	3%	0%	0%	0%	5%	-
% STAAR/EOC With Accommodations	2015	74%	70%	80%	88%	67%	*	*	*	-	*	80%	82%	83%	91%	73%	-
% STAAR Alternate2	2015	11%	10%	15%	9%	28%	*	*	*	-	*	15%	16%	17%	9%	19%	-
% of Non-Participants	2015	1%	2%	2%	0%	6%	*	*	*	-	*	2%	2%	0%	0%	3%	-

'?' 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.

	All Students	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	N	N	N		n/a	n/a	n/a	n/a	N			n/a
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	
Mathematics	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	
Federal Graduation Status (Target: See Reason Codes)												
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  
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.

‡+ 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 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 Phase-in Satisfactory Standard	480	206	242	7	*	18	-	**	357	17	43	n/a
Total Tests	660	315	308	8	*	21	-	**	506	54	79	58
% at Phase-in Satisfactory Standard	73%	65%	79%	88%	*	86%	-	100%	71%	31%	54%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	400	167	206	7	*	14	-	*	297	14	41	n/a
Total Tests	658	314	306	9	*	21	-	*	505	55	79	58
% at Phase-in Satisfactory Standard	61%	53%	67%	78%	*	67%	-	*	59%	25%	52%	n/a
Writing												
# at Phase-in Satisfactory Standard	211	90	106	*	-	9	-	*	151	11	27	n/a
Total Tests	332	161	151	*	-	12	-	*	255	30	52	34
% at Phase-in Satisfactory Standard	64%	56%	70%	*	-	75%	-	*	59%	37%	52%	n/a
Science												
# at Phase-in Satisfactory Standard	182	70	97	5	*	7	-	*	132	6	6	n/a
Total Tests	326	153	155	5	*	9	-	*	249	24	26	*
% at Phase-in Satisfactory Standard	56%	46%	63%	100%	*	78%	-	*	53%	25%	23%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	173	69	90	*	*	9	-	*	129	*	8	n/a
Total Tests	326	153	155	*	*	9	-	*	249	*	27	24
% at Phase-in Satisfactory Standard	53%	45%	58%	*	*	100%	-	*	52%	*	30%	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	698	332	323	9	*	23	*	7	532	58	n/a	64
Total Students	703	336	324	9	*	23	*	7	537	58	n/a	64
Participation Rate	99%	99%	100%	100%	*	100%	*	100%	99%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	697	332	321	10	*	23	*	7	532	59	n/a	64
Total Students	703	336	323	10	*	23	*	7	537	59	n/a	64
Participation Rate	99%	99%	99%	100%	*	100%	*	100%	99%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	31.6	69.7%	69.1%	75.1%
Masters	12.7	28.1%	29.2%	23.4%
Doctorate	1.0	2.2%	1.2%	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		24	6	30
Total Number of Classes		168	13	181
Number of Classes Taught by Highly Qualified Teachers	Number	168	13	181
	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	1	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.

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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: MERRIFIELD EL

Campus ID: 057907103

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					Hispanic	White	Indian	Asian	Islander	Races								
<b>Grade 3</b>																		
Reading	2015	74%	70%	65%	61%	70%	*	*	-	-	*	*	66%	64%	72%	56%	-	
	2014	75%	63%	53%	53%	54%	*	*	-	-	-	*	55%	39%	61%	46%	-	
Mathematics	2015	74%	70%	63%	49%	84%	*	*	-	-	*	*	63%	82%	66%	58%	-	
	2014	69%	51%	52%	47%	58%	*	*	-	-	-	*	52%	48%	45%	60%	-	
<b>Grade 4</b>																		
Reading	2015	71%	66%	56%	51%	65%	*	-	-	-	*	*	55%	64%	61%	52%	-	
	2014	73%	67%	62%	58%	70%	*	*	*	-	-	63%	60%	69%	71%	55%	-	
Mathematics	2015	71%	64%	59%	60%	61%	*	-	-	-	*	*	59%	64%	61%	58%	-	
	2014	70%	53%	63%	58%	70%	*	*	*	-	-	*	63%	81%	74%	55%	-	
Writing	2015	67%	57%	50%	46%	54%	*	-	-	-	*	*	48%	64%	50%	49%	-	
	2014	72%	64%	62%	58%	68%	*	*	*	-	-	*	61%	63%	71%	55%	-	
<b>All Grades</b>																		
All Subjects	2015	73%	66%	59%	53%	66%	40%	*	-	-	*	25%	58%	68%	62%	54%	-	
	2014	75%	67%	58%	54%	63%	*	100%	*	-	-	56%	58%	57%	62%	54%	-	
Reading	2015	74%	68%	61%	56%	67%	*	*	-	-	*	29%	60%	64%	67%	54%	-	
	2014	75%	70%	57%	55%	61%	*	*	*	-	-	58%	57%	51%	65%	51%	-	
Mathematics	2015	73%	64%	61%	55%	72%	*	*	-	-	*	29%	61%	74%	63%	58%	-	
	2014	76%	64%	57%	52%	63%	*	*	*	-	-	58%	57%	62%	56%	58%	-	
Writing	2015	68%	60%	50%	46%	54%	*	-	-	-	*	*	48%	64%	50%	49%	-	
	2014	71%	66%	62%	58%	68%	*	*	*	-	-	*	61%	63%	71%	55%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	26%	17%	16%	19%	20%	*	-	-	*	8%	16%	16%	22%	13%	-	
	2014	39%	25%	18%	17%	18%	*	60%	*	-	-	9%	19%	19%	18%	17%	-	
Reading	2015	40%	28%	20%	20%	22%	*	*	-	-	*	10%	19%	17%	26%	13%	-	
	2014	42%	30%	17%	15%	20%	*	*	*	-	-	8%	19%	18%	19%	15%	-	
Mathematics	2015	36%	23%	18%	14%	24%	*	*	-	-	*	10%	18%	23%	20%	16%	-	
	2014	37%	19%	18%	20%	16%	*	*	*	-	-	8%	19%	21%	15%	21%	-	
Writing	2015	31%	18%	10%	15%	4%	*	-	-	-	*	*	9%	0%	14%	5%	-	
	2014	34%	19%	17%	15%	22%	*	*	*	-	-	*	20%	19%	24%	13%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	7%	5%	5%	6%	7%	*	-	-	*	6%	4%	3%	7%	3%	-	
	2014	14%	6%	4%	3%	5%	*	0%	*	-	-	0%	4%	3%	3%	4%	-	
Reading	2015	15%	8%	8%	8%	7%	*	*	-	-	*	10%	6%	4%	11%	4%	-	
	2014	14%	6%	3%	3%	3%	*	*	*	-	-	0%	4%	3%	4%	3%	-	

Mathematics	2015	14%	7%	4%	3%	6%	*	*	-	-	*	5%	4%	4%	6%	3%	-
	2014	15%	6%	5%	3%	8%	*	*	*	-	-	0%	6%	5%	5%	6%	-
Writing	2015	8%	2%	2%	2%	2%	*	-	-	-	*	*	2%	0%	2%	2%	-
	2014	6%	2%	0%	0%	0%	*	*	*	-	-	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	96%	99%	100%	98%	100%	-
	2014	99%	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	99%	97%	100%	100%	100%	-	-	100%	95%	98%	100%	98%	99%	-
	2014	99%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	95%	99%	100%	98%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	100%	98%	100%	-	-	-	100%	100%	99%	100%	98%	100%	-
	2014	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	2015	98%	97%	95%	92%	100%	-	-	-	-	-	95%	93%	*	86%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	36%	33%	40%	-	-	-	-	-	36%	40%	*	43%	33%	-
% STAAR/EOC With Accommodations	2015	71%	68%	50%	42%	60%	-	-	-	-	-	50%	40%	*	29%	60%	-
% STAAR Alternate2	2015	10%	9%	9%	17%	0%	-	-	-	-	-	9%	13%	*	14%	7%	-
% of Non-Participants	2015	2%	3%	5%	8%	0%	-	-	-	-	-	5%	7%	*	14%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	95%	92%	100%	-	-	-	-	-	95%	93%	*	86%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	41%	33%	50%	-	-	-	-	-	41%	40%	*	43%	40%	-
% STAAR/EOC With Accommodations	2015	74%	70%	45%	42%	50%	-	-	-	-	-	45%	40%	*	29%	53%	-
% STAAR Alternate2	2015	11%	10%	9%	17%	0%	-	-	-	-	-	9%	13%	*	14%	7%	-
% of Non-Participants	2015	1%	2%	5%	8%	0%	-	-	-	-	-	5%	7%	*	14%	0%	-

'?' 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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
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
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	129	60	63	*	*	-	-	*	110	6	34	n/a
Total Tests	203	102	90	*	*	-	-	*	177	19	51	50
% at Phase-in Satisfactory Standard	64%	59%	70%	*	*	-	-	*	62%	32%	67%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	128	59	65	*	*	-	-	*	110	5	37	n/a
Total Tests	204	103	90	*	*	-	-	*	178	19	51	50
% at Phase-in Satisfactory Standard	63%	57%	72%	*	*	-	-	*	62%	26%	73%	n/a
Writing												
# at Phase-in Satisfactory Standard	50	24	25	*	-	-	-	*	45	*	14	n/a
Total Tests	103	54	47	*	-	-	-	*	94	*	23	23
% at Phase-in Satisfactory Standard	49%	44%	53%	*	-	-	-	*	48%	*	61%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	222	116	95	7	*	-	-	*	187	21	n/a	53
Total Students	225	119	95	7	*	-	-	*	190	22	n/a	53
Participation Rate	99%	97%	100%	100%	*	-	-	*	98%	95%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	223	117	95	7	*	-	-	*	188	21	n/a	53
Total Students	225	119	95	7	*	-	-	*	190	22	n/a	53
Participation Rate	99%	98%	100%	100%	*	-	-	*	99%	95%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

⋄ Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance

Yes 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	26.1	83.9%	69.1%	75.1%
Masters	5.0	16.1%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		27	2	29
Total Number of Classes		27	2	29
Number of Classes Taught by Highly Qualified Teachers	Number	27	2	29
	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: MERRIFIELD EL

Campus ID: 057907103

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian	Asian	Islander	Races							
<b>Grade 3</b>																		
Reading	2015	74%	70%	65%	61%	70%	*	*	-	-	*	*	66%	64%	72%	56%	-	
	2014	75%	63%	53%	53%	54%	*	*	-	-	-	*	55%	39%	61%	46%	-	
Mathematics	2015	74%	70%	63%	49%	84%	*	*	-	-	*	*	63%	82%	66%	58%	-	
	2014	69%	51%	52%	47%	58%	*	*	-	-	-	*	52%	48%	45%	60%	-	
<b>Grade 4</b>																		
Reading	2015	71%	66%	56%	51%	65%	*	-	-	-	*	*	55%	64%	61%	52%	-	
	2014	73%	67%	62%	58%	70%	*	*	*	-	-	63%	60%	69%	71%	55%	-	
Mathematics	2015	71%	64%	59%	60%	61%	*	-	-	-	*	*	59%	64%	61%	58%	-	
	2014	70%	53%	63%	58%	70%	*	*	*	-	-	*	63%	81%	74%	55%	-	
Writing	2015	67%	57%	50%	46%	54%	*	-	-	-	*	*	48%	64%	50%	49%	-	
	2014	72%	64%	62%	58%	68%	*	*	*	-	-	*	61%	63%	71%	55%	-	
<b>All Grades</b>																		
All Subjects	2015	73%	66%	59%	53%	66%	40%	*	-	-	*	25%	58%	68%	62%	54%	-	
	2014	75%	67%	58%	54%	63%	*	100%	*	-	-	56%	58%	57%	62%	54%	-	
Reading	2015	74%	68%	61%	56%	67%	*	*	-	-	*	29%	60%	64%	67%	54%	-	
	2014	75%	70%	57%	55%	61%	*	*	*	-	-	58%	57%	51%	65%	51%	-	
Mathematics	2015	73%	64%	61%	55%	72%	*	*	-	-	*	29%	61%	74%	63%	58%	-	
	2014	76%	64%	57%	52%	63%	*	*	*	-	-	58%	57%	62%	56%	58%	-	
Writing	2015	68%	60%	50%	46%	54%	*	-	-	-	*	*	48%	64%	50%	49%	-	
	2014	71%	66%	62%	58%	68%	*	*	*	-	-	*	61%	63%	71%	55%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	26%	17%	16%	19%	20%	*	-	-	*	8%	16%	16%	22%	13%	-	
	2014	39%	25%	18%	17%	18%	*	60%	*	-	-	9%	19%	19%	18%	17%	-	
Reading	2015	40%	28%	20%	20%	22%	*	*	-	-	*	10%	19%	17%	26%	13%	-	
	2014	42%	30%	17%	15%	20%	*	*	*	-	-	8%	19%	18%	19%	15%	-	
Mathematics	2015	36%	23%	18%	14%	24%	*	*	-	-	*	10%	18%	23%	20%	16%	-	
	2014	37%	19%	18%	20%	16%	*	*	*	-	-	8%	19%	21%	15%	21%	-	
Writing	2015	31%	18%	10%	15%	4%	*	-	-	-	*	*	9%	0%	14%	5%	-	
	2014	34%	19%	17%	15%	22%	*	*	*	-	-	*	20%	19%	24%	13%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	7%	5%	5%	6%	7%	*	-	-	*	6%	4%	3%	7%	3%	-	
	2014	14%	6%	4%	3%	5%	*	0%	*	-	-	0%	4%	3%	3%	4%	-	
Reading	2015	15%	8%	8%	8%	7%	*	*	-	-	*	10%	6%	4%	11%	4%	-	
	2014	14%	6%	3%	3%	3%	*	*	*	-	-	0%	4%	3%	4%	3%	-	

Mathematics	2015	14%	7%	4%	3%	6%	*	*	-	-	*	5%	4%	4%	6%	3%	-
	2014	15%	6%	5%	3%	8%	*	*	*	-	-	0%	6%	5%	5%	6%	-
Writing	2015	8%	2%	2%	2%	2%	*	-	-	-	*	*	2%	0%	2%	2%	-
	2014	6%	2%	0%	0%	0%	*	*	*	-	-	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	96%	99%	100%	98%	100%	-
	2014	99%	99%	100%	100%	100%	100%	100%	*	-	-	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	99%	97%	100%	100%	100%	-	-	100%	95%	98%	100%	98%	99%	-
	2014	99%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	95%	99%	100%	98%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	100%	98%	100%	-	-	-	100%	100%	99%	100%	98%	100%	-
	2014	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	2015	98%	97%	95%	92%	100%	-	-	-	-	-	95%	93%	*	86%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	36%	33%	40%	-	-	-	-	-	36%	40%	*	43%	33%	-
% STAAR/EOC With Accommodations	2015	71%	68%	50%	42%	60%	-	-	-	-	-	50%	40%	*	29%	60%	-
% STAAR Alternate2	2015	10%	9%	9%	17%	0%	-	-	-	-	-	9%	13%	*	14%	7%	-
% of Non-Participants	2015	2%	3%	5%	8%	0%	-	-	-	-	-	5%	7%	*	14%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	95%	92%	100%	-	-	-	-	-	95%	93%	*	86%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	41%	33%	50%	-	-	-	-	-	41%	40%	*	43%	40%	-
% STAAR/EOC With Accommodations	2015	74%	70%	45%	42%	50%	-	-	-	-	-	45%	40%	*	29%	53%	-
% STAAR Alternate2	2015	11%	10%	9%	17%	0%	-	-	-	-	-	9%	13%	*	14%	7%	-
% of Non-Participants	2015	1%	2%	5%	8%	0%	-	-	-	-	-	5%	7%	*	14%	0%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	Y

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)										
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										
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.

+ 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 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 Phase-in Satisfactory Standard	129	60	63	*	*	-	-	*	110	6	34	n/a
Total Tests	203	102	90	*	*	-	-	*	177	19	51	50
% at Phase-in Satisfactory Standard	64%	59%	70%	*	*	-	-	*	62%	32%	67%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	128	59	65	*	*	-	-	*	110	5	37	n/a
Total Tests	204	103	90	*	*	-	-	*	178	19	51	50
% at Phase-in Satisfactory Standard	63%	57%	72%	*	*	-	-	*	62%	26%	73%	n/a
Writing												
# at Phase-in Satisfactory Standard	50	24	25	*	-	-	-	*	45	*	14	n/a
Total Tests	103	54	47	*	-	-	-	*	94	*	23	23
% at Phase-in Satisfactory Standard	49%	44%	53%	*	-	-	-	*	48%	*	61%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	222	116	95	7	*	-	-	*	187	21	n/a	53
Total Students	225	119	95	7	*	-	-	*	190	22	n/a	53
Participation Rate	99%	97%	100%	100%	*	-	-	*	98%	95%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	223	117	95	7	*	-	-	*	188	21	n/a	53
Total Students	225	119	95	7	*	-	-	*	190	22	n/a	53
Participation Rate	99%	98%	100%	100%	*	-	-	*	99%	95%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance

Yes 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	26.1	83.9%	69.1%	75.1%
Masters	5.0	16.1%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		27	2	29
Total Number of Classes		27	2	29
Number of Classes Taught by Highly Qualified Teachers	Number	27	2	29
	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: MARY E SMITHEY PACE H S

Campus ID: 057907004

District Name: DUNCANVILLE 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.

End of Course	2015	2014	State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
						72%	*	71%	*	64%	*	68%	*						
<b>STAAR Percent at Phase-in 1 Level II or Above</b>																			
<b>End of Course</b>																			
English I	66%	65%	59%	68%	39%	*	72%	*	-	*	-	-	*	71%	-	53%	81%	-	-
English II	69%	68%	63%	63%	38%	64%	61%	*	-	-	-	-	*	64%	*	53%	74%	-	-
Algebra I	77%	79%	62%	38%	47%	*	55%	*	-	-	-	-	*	*	-	*	*	-	-
Biology	88%	88%	84%	*	*	*	*	*	-	-	-	-	-	*	-	*	*	-	-
U.S. History	88%	92%	86%	67%	68%	71%	64%	*	-	*	-	-	-	68%	*	52%	81%	-	-
<b>All Grades</b>																			
All Subjects	73%	75%	66%	62%	49%	56%	64%	75%	-	*	-	-	*	62%	*	52%	71%	-	-
Reading	74%	75%	68%	65%	38%	58%	66%	75%	-	*	-	-	*	67%	*	53%	77%	-	-
Mathematics	73%	76%	64%	38%	47%	*	55%	*	-	-	-	-	*	*	-	*	*	-	-
Science	75%	77%	66%	*	*	*	*	*	-	-	-	-	-	*	-	*	*	-	-
Social Studies	74%	75%	68%	67%	68%	71%	64%	*	-	*	-	-	-	68%	*	52%	81%	-	-
<b>STAAR Percent at Final Level II or Above</b>																			
<b>All Grades</b>																			
All Subjects	38%	39%	26%	16%	13%	9%	21%	8%	-	*	-	-	*	16%	*	10%	21%	-	-
Reading	40%	42%	28%	25%	14%	16%	32%	13%	-	*	-	-	*	25%	*	18%	31%	-	-
Mathematics	36%	37%	23%	0%	0%	*	0%	*	-	-	-	-	*	*	-	*	*	-	-
Science	40%	40%	25%	*	*	*	*	*	-	-	-	-	-	*	-	*	*	-	-
Social Studies	41%	38%	30%	12%	20%	7%	16%	*	-	*	-	-	-	11%	*	5%	19%	-	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2015	14%	7%	1%	0%	1%	0%	-	*	-	-	*	1%	*	1%	0%	-
	2014	14%	6%	0%	0%	0%	0%	-	-	-	-	-	0%	-	0%	0%	-
Reading	2015	15%	8%	0%	0%	0%	0%	-	*	-	-	*	0%	*	0%	0%	-
	2014	14%	6%	0%	*	0%	*	-	-	-	-	-	0%	-	0%	0%	-
Mathematics	2015	14%	7%	0%	*	0%	*	-	-	-	-	*	*	-	*	*	-
	2014	15%	6%	0%	*	0%	-	-	-	-	-	-	*	-	*	0%	-
Science	2015	14%	6%	*	*	*	*	-	-	-	-	-	*	-	*	*	-
	2014	13%	5%	*	*	*	*	-	-	-	-	-	*	-	*	*	-
Social Studies	2015	18%	9%	2%	0%	4%	*	-	*	-	-	-	4%	*	5%	0%	-
	2014	15%	7%	0%	0%	0%	*	-	-	-	-	-	0%	-	0%	0%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	98%	98%	98%	100%	-	100%	-	-	100%	97%	100%	99%	97%	-
	2014	99%	99%	97%	100%	95%	100%	-	-	-	-	-	97%	-	96%	98%	-
Reading	2015	99%	99%	97%	100%	95%	100%	-	100%	-	-	100%	96%	100%	100%	95%	-
	2014	99%	99%	95%	100%	92%	100%	-	-	-	-	-	94%	-	91%	100%	-
Mathematics	2015	99%	99%	95%	90%	100%	100%	-	-	-	-	100%	93%	-	91%	100%	-
	2014	99%	99%	100%	100%	100%	-	-	-	-	-	-	100%	-	100%	100%	-
Science	2015	99%	99%	100%	100%	100%	100%	-	-	-	-	-	100%	-	100%	100%	-
	2014	99%	98%	100%	*	*	*	-	-	-	-	-	100%	-	100%	*	-
Social Studies	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-
	2014	99%	99%	96%	100%	94%	*	-	-	-	-	-	100%	-	100%	93%	-

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

Reading Tests

% of Participants	2015	98%	97%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% STAAR/EOC With No Accommodations	2015	17%	20%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% STAAR/EOC With Accommodations	2015	71%	68%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% STAAR Alternate2	2015	10%	9%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% of Non-Participants	2015	2%	3%	*	-	*	-	-	-	-	-	*	*	-	*	-	-

Mathematics Tests

% of Participants	2015	99%	98%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% STAAR/EOC With No Accommodations	2015	13%	19%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% STAAR/EOC With Accommodations	2015	74%	70%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% STAAR Alternate2	2015	11%	10%	*	-	*	-	-	-	-	-	*	*	-	*	-	-
% of Non-Participants	2015	1%	2%	*	-	*	-	-	-	-	-	*	*	-	*	-	-

'?' 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.

	All Students	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	N		N		n/a	n/a	n/a	n/a	N			n/a
Mathematics					n/a	n/a	n/a	n/a				n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	
Mathematics					n/a	n/a	n/a	n/a			n/a	
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target	N	N	N		n/a	n/a	n/a	n/a	N		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
  - 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.

‡ 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 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 Phase-in Satisfactory Standard	45	11	27	**	-	*	-	-	35	*	*	n/a
Total Tests	67	17	41	**	-	*	-	-	52	*	*	*
% at Phase-in Satisfactory Standard	67%	65%	66%	75%	-	*	-	-	67%	*	*	n/a
Mathematics												
# at Phase-in Satisfactory Standard	7	*	5	*	-	-	-	-	*	*	-	n/a
Total Tests	19	*	10	*	-	-	-	-	*	*	-	-
% at Phase-in Satisfactory Standard	37%	*	50%	*	-	-	-	-	*	*	-	n/a
Writing												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Phase-in Satisfactory Standard	*	*	*	*	-	-	-	-	*	-	-	n/a

Total Tests	*	*	*	*	-	-	-	-	*	-	-	-
% at Phase-in	*	*	*	*	-	-	-	-	*	-	-	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in Satisfactory	20	*	14	*	-	*	-	-	13	-	-	n/a
Standard												
Total Tests	30	*	22	*	-	*	-	-	19	-	-	-
% at Phase-in	67%	*	64%	*	-	*	-	-	68%	-	-	n/a
Satisfactory Standard												

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	69	19	41	**	-	*	-	-	52	*	n/a	*
Total Students	71	19	43	**	-	*	-	-	54	*	n/a	*
Participation Rate	97%	100%	95%	100%	-	*	-	-	96%	*	n/a	*
Mathematics: 2014-2015 Assessments												
Number Participating	21	**	11	*	-	-	-	-	14	*	n/a	-
Total Students	22	**	11	*	-	-	-	-	15	*	n/a	-
Participation Rate	95%	90%	100%	*	-	-	-	-	93%	*	n/a	-

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	30	12	15	3	-	-	-	-	22	*	0	n/a
Total in Class	73	30	38	5	-	-	-	-	52	*	6	*
Graduation Rate	41.1%	40.0%	39.5%	60.0%	-	-	-	-	42.3%	*	0.0%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	49	18	27	3	-	*	-	*	38	-	5	n/a
Total in Class	98	37	50	8	-	*	-	*	72	-	11	*
Graduation Rate	50.0%	48.6%	54.0%	37.5%	-	*	-	*	52.8%	-	45.5%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	72	28	38	5	-	*	-	*	53	-	7	n/a
Total in Class	94	37	47	7	-	*	-	*	68	-	11	*
Graduation Rate	76.6%	75.7%	80.9%	71.4%	-	*	-	*	77.9%	-	63.6%	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
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.2	2.0%	0.5%	0.9%
Bachelors	5.9	53.3%	69.1%	75.1%
Masters	4.9	44.6%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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.

Low Poverty  
 Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		8	0	8
Total Number of Classes		72	0	72
Number of Classes Taught by Highly Qualified Teachers	Number	72	0	72
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	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.

Year Enrolled in Higher Education	Campus	District	State
2012-13	31.0%	56.6%	56.9%
2011-12	35.1%	54.6%	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

Grade	Subject	Student Group	% At or Above			
			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
	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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment



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

Campus Name: J HERMAN REED MIDDLE

Campus ID: 057907041

District Name: DUNCANVILLE 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.

		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 Phase-in 1 Level II or Above																	
Grade 7																	
Reading	2015	72%	64%	60%	58%	59%	78%	*	*	-	*	*	59%	33%	67%	54%	-
	2014	74%	70%	69%	68%	70%	75%	*	*	-	*	66%	67%	29%	69%	68%	-
Mathematics	2015	68%	61%	53%	43%	59%	67%	*	*	-	*	*	52%	40%	64%	44%	-
	2014	67%	56%	55%	48%	58%	*	*	*	-	*	49%	54%	17%	54%	55%	-
Writing	2015	69%	62%	60%	55%	63%	78%	*	*	-	*	*	60%	31%	73%	49%	-
	2014	70%	68%	71%	70%	72%	*	*	*	-	*	71%	70%	35%	78%	64%	-
Grade 8																	
Reading	2015	84%	82%	77%	70%	81%	88%	*	*	-	*	47%	77%	41%	83%	71%	-
	2014	88%	89%	86%	85%	88%	100%	*	-	*	*	79%	89%	57%	87%	85%	-
Mathematics	2015	71%	59%	58%	49%	65%	63%	*	*	-	*	23%	54%	34%	62%	54%	-
	2014	85%	76%	77%	71%	83%	*	*	-	*	*	63%	82%	61%	79%	76%	-
Science	2015	67%	54%	48%	44%	50%	*	*	*	-	*	26%	46%	15%	44%	52%	-
	2014	70%	55%	48%	44%	50%	100%	*	-	*	*	38%	48%	*	46%	50%	-
Social Studies																	
Social Studies	2015	61%	49%	35%	29%	37%	*	*	*	-	*	33%	31%	*	29%	40%	-
	2014	61%	57%	56%	51%	59%	100%	*	-	*	*	50%	57%	37%	52%	60%	-
End of Course																	
Algebra I	2015	77%	62%	100%	100%	100%	-	-	-	-	-	-	100%	*	100%	100%	-
	2014	79%	67%	97%	86%	100%	*	-	-	-	*	-	100%	*	92%	100%	-
All Grades																	
All Subjects	2015	73%	66%	56%	50%	60%	68%	45%	93%	-	70%	25%	55%	30%	60%	53%	-
	2014	75%	67%	66%	63%	69%	79%	62%	75%	*	64%	60%	67%	35%	67%	66%	-
Reading	2015	74%	68%	69%	65%	71%	82%	*	*	-	*	34%	68%	37%	76%	63%	-
	2014	75%	70%	77%	76%	78%	86%	*	*	*	*	71%	77%	42%	78%	76%	-
Mathematics	2015	73%	64%	58%	48%	64%	65%	*	*	-	*	17%	55%	38%	64%	52%	-
	2014	76%	64%	66%	60%	70%	71%	*	*	*	*	54%	68%	38%	66%	67%	-
Writing	2015	68%	60%	60%	55%	63%	78%	*	*	-	*	*	60%	31%	73%	49%	-
	2014	71%	66%	71%	70%	72%	*	*	*	-	*	71%	70%	35%	78%	64%	-
Science	2015	75%	66%	48%	44%	50%	*	*	*	-	*	26%	46%	15%	44%	52%	-
	2014	77%	66%	48%	44%	50%	100%	*	-	*	*	38%	48%	*	46%	50%	-
Social Studies																	
Social Studies	2015	74%	68%	35%	29%	37%	*	*	*	-	*	33%	31%	*	29%	40%	-
	2014	75%	73%	56%	51%	59%	100%	*	-	*	*	50%	57%	37%	52%	60%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	26%	19%	14%	22%	24%	0%	60%	-	40%	15%	18%	5%	21%	18%	-

	2014	39%	25%	23%	18%	25%	47%	15%	33%	*	45%	34%	22%	6%	24%	22%	-
Reading	2015	40%	28%	25%	21%	27%	29%	*	*	-	*	17%	22%	7%	29%	21%	-
	2014	42%	30%	31%	28%	32%	50%	*	*	*	*	37%	29%	8%	36%	25%	-
Mathematics	2015	36%	23%	21%	15%	26%	18%	*	*	-	*	12%	21%	6%	23%	20%	-
	2014	37%	19%	19%	11%	24%	36%	*	*	*	*	29%	17%	6%	19%	19%	-
Writing	2015	31%	18%	20%	15%	21%	44%	*	*	-	*	*	18%	4%	29%	12%	-
	2014	34%	19%	21%	19%	23%	*	*	*	-	*	44%	19%	6%	24%	18%	-
Science	2015	40%	25%	18%	12%	22%	*	*	*	-	*	19%	17%	5%	14%	21%	-
	2014	40%	24%	19%	14%	21%	100%	*	-	*	*	29%	19%	*	19%	20%	-
Social Studies	2015	41%	30%	6%	4%	7%	*	*	*	-	*	19%	6%	*	3%	8%	-
	2014	38%	29%	21%	18%	23%	50%	*	-	*	*	29%	21%	0%	14%	28%	-

STAAR Percent at Level III Advanced

All Grades																	
All Subjects	2015	14%	7%	5%	4%	7%	5%	0%	40%	-	0%	8%	5%	1%	7%	4%	-
	2014	14%	6%	7%	5%	8%	21%	0%	8%	*	9%	6%	6%	1%	7%	7%	-
Reading	2015	15%	8%	9%	8%	10%	12%	*	*	-	*	3%	8%	2%	13%	6%	-
	2014	14%	6%	12%	10%	13%	29%	*	*	*	*	6%	11%	2%	15%	9%	-
Mathematics	2015	14%	7%	6%	2%	8%	0%	*	*	-	*	9%	5%	1%	6%	6%	-
	2014	15%	6%	6%	4%	6%	21%	*	*	*	*	8%	5%	2%	4%	7%	-
Writing	2015	8%	2%	1%	1%	1%	0%	*	*	-	*	*	2%	0%	3%	0%	-
	2014	6%	2%	1%	3%	1%	*	*	*	-	*	7%	1%	0%	1%	2%	-
Science	2015	14%	6%	6%	2%	8%	*	*	*	-	*	19%	6%	3%	6%	6%	-
	2014	13%	5%	6%	3%	8%	40%	*	-	*	*	4%	6%	*	4%	8%	-
Social Studies	2015	18%	9%	1%	1%	1%	*	*	*	-	*	7%	1%	*	1%	1%	-
	2014	15%	7%	8%	5%	10%	17%	*	-	*	*	4%	7%	0%	5%	10%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	99%	100%	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	99%	100%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	*	*	*	*	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%	99%	99%	-
	2014	99%	100%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
Science	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
	2014	99%	98%	99%	99%	100%	83%	*	-	*	*	100%	99%	100%	100%	98%	-
Social Studies	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
	2014	99%	99%	100%	99%	100%	100%	*	-	*	*	100%	100%	100%	99%	100%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	32%	31%	26%	67%	*	-	-	-	32%	32%	30%	47%	26%	-
% STAAR/EOC With Accommodations	2015	71%	68%	55%	66%	43%	33%	*	-	-	-	55%	55%	60%	37%	63%	-
% STAAR Alternate2	2015	10%	9%	12%	3%	30%	0%	*	-	-	-	12%	13%	10%	16%	11%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	35%	40%	26%	50%	*	-	-	-	35%	36%	30%	47%	30%	-
% STAAR/EOC With Accommodations	2015	74%	70%	52%	57%	43%	50%	*	-	-	-	52%	52%	60%	37%	59%	-
% STAAR Alternate2	2015	11%	10%	12%	3%	30%	0%	*	-	-	-	12%	13%	10%	16%	11%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	-

'?' 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.

	All Students	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	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%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	Y	Y	Y		n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
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
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.

‡+ 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 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 Phase-in Satisfactory Standard	388	145	220	14	*	*	-	*	310	22	46	n/a
Total Tests	546	221	298	17	*	*	-	*	444	61	95	71
% at Phase-in Satisfactory Standard	71%	66%	74%	82%	*	*	-	*	70%	36%	48%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	321	104	199	11	*	*	-	*	251	11	44	n/a
Total Tests	545	220	298	17	*	*	-	*	443	61	95	71
% at Phase-in Satisfactory Standard	59%	47%	67%	65%	*	*	-	*	57%	18%	46%	n/a
Writing												
# at Phase-in Satisfactory Standard	160	59	91	7	*	*	-	*	131	*	30	n/a
Total Tests	260	106	141	9	*	*	-	*	216	*	62	41
% at Phase-in Satisfactory Standard	62%	56%	65%	78%	*	*	-	*	61%	*	48%	n/a
Science												
# at Phase-in Satisfactory Standard	139	47	84	*	*	*	-	*	107	11	8	n/a
Total Tests	283	114	155	*	*	*	-	*	225	40	33	30
% at Phase-in Satisfactory Standard	49%	41%	54%	*	*	*	-	*	48%	28%	24%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	98	29	62	*	*	*	-	*	71	14	6	n/a
Total Tests	283	114	155	*	*	*	-	*	225	40	33	*
% at Phase-in Satisfactory Standard	35%	25%	40%	*	*	*	-	*	32%	35%	18%	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	589	243	319	17	*	*	-	*	478	65	n/a	84
Total Students	590	243	320	17	*	*	-	*	479	65	n/a	85
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	99%

Mathematics: 2014-2015 Assessments

Number Participating	589	242	320	17	*	*	-	*	478	65	n/a	84
Total Students	590	243	320	17	*	*	-	*	479	65	n/a	84
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Two or More Races	Pacific Islander	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	26.6	70.7%	69.1%	75.1%
Masters	10.0	26.6%	29.2%	23.4%
Doctorate	1.0	2.7%	1.2%	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.

High Poverty  
Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		19	4	23
Total Number of Classes		141	21	162
Number of Classes Taught by Highly Qualified Teachers	Number	141	21	162
	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	4	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.

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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: CLINT Q SMITH EL

Campus ID: 057907106

District Name: DUNCANVILLE 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African	American	Pacific	Two	More	Special	Econ	ELL	Female	Male	Migrant		
					American	Hispanic	White	Indian	Asian	Islander	Races					Ed	Disadv
<b>Grade 3</b>																	
Reading	2015	74%	70%	80%	77%	76%	100%	*	*	-	*	86%	83%	71%	82%	78%	-
	2014	75%	63%	64%	46%	72%	82%	*	-	-	*	59%	60%	88%	66%	63%	-
Mathematics	2015	74%	70%	74%	66%	76%	100%	*	*	-	*	71%	72%	71%	78%	71%	-
	2014	69%	51%	34%	20%	31%	59%	*	-	-	*	29%	32%	*	33%	35%	-
<b>Grade 4</b>																	
Reading	2015	71%	66%	72%	60%	76%	94%	*	-	-	*	*	69%	*	74%	70%	-
	2014	73%	67%	61%	59%	59%	64%	*	*	-	*	*	57%	*	72%	53%	-
Mathematics	2015	71%	64%	68%	58%	71%	88%	*	-	-	*	*	68%	*	66%	70%	-
	2014	70%	53%	27%	20%	26%	*	*	*	-	*	*	25%	*	30%	24%	-
Writing	2015	67%	57%	60%	49%	61%	81%	*	-	-	*	*	55%	*	58%	62%	-
	2014	72%	64%	46%	43%	41%	50%	*	*	-	*	*	42%	*	63%	33%	-
<b>All Grades</b>																	
All Subjects	2015	73%	66%	71%	62%	72%	90%	68%	*	-	100%	34%	69%	66%	71%	70%	-
	2014	75%	67%	46%	38%	46%	59%	75%	*	-	71%	30%	43%	35%	52%	41%	-
Reading	2015	74%	68%	76%	69%	76%	95%	71%	*	-	*	38%	75%	67%	78%	74%	-
	2014	75%	70%	63%	53%	67%	75%	75%	*	-	*	43%	59%	57%	68%	58%	-
Mathematics	2015	73%	64%	71%	62%	73%	91%	71%	*	-	*	38%	70%	67%	71%	71%	-
	2014	76%	64%	30%	20%	29%	48%	75%	*	-	*	25%	29%	*	32%	29%	-
Writing	2015	68%	60%	60%	49%	61%	81%	*	-	-	*	*	55%	*	58%	62%	-
	2014	71%	66%	46%	43%	41%	50%	*	*	-	*	*	42%	*	63%	33%	-
<b>STAAR Percent at Final Level II or Above</b>																	
<b>All Grades</b>																	
All Subjects	2015	38%	26%	30%	20%	35%	40%	32%	*	-	57%	14%	27%	17%	25%	34%	-
	2014	39%	25%	15%	11%	15%	14%	40%	*	-	0%	21%	12%	9%	15%	14%	-
Reading	2015	40%	28%	34%	25%	37%	45%	29%	*	-	*	21%	29%	17%	27%	41%	-
	2014	42%	30%	23%	20%	22%	25%	50%	*	-	*	32%	19%	7%	24%	23%	-
Mathematics	2015	36%	23%	34%	20%	39%	55%	43%	*	-	*	17%	32%	25%	31%	36%	-
	2014	37%	19%	9%	5%	13%	7%	25%	*	-	*	18%	7%	*	9%	10%	-
Writing	2015	31%	18%	15%	10%	21%	13%	*	-	-	*	*	12%	*	13%	17%	-
	2014	34%	19%	8%	5%	4%	8%	*	*	-	*	*	8%	*	10%	6%	-
<b>STAAR Percent at Level III Advanced</b>																	
<b>All Grades</b>																	
All Subjects	2015	14%	7%	12%	6%	14%	18%	21%	*	-	29%	5%	11%	10%	10%	13%	-
	2014	14%	6%	5%	3%	5%	3%	20%	*	-	0%	0%	4%	0%	4%	5%	-
Reading	2015	15%	8%	17%	13%	20%	23%	14%	*	-	*	8%	16%	8%	15%	19%	-
	2014	14%	6%	8%	5%	8%	7%	38%	*	-	*	0%	6%	0%	6%	10%	-



Mathematics	2015	14%	7%	12%	2%	16%	27%	43%	*	-	*	4%	12%	17%	10%	15%	-
	2014	15%	6%	3%	1%	5%	0%	13%	*	-	*	0%	2%	*	4%	2%	-
Writing	2015	8%	2%	0%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	-
	2014	6%	2%	1%	2%	0%	0%	*	*	-	*	*	2%	*	0%	2%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	99%	100%	99%	100%	*	-	100%	100%	100%	100%	100%	99%	-
Reading	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	99%	100%	97%	100%	*	-	*	100%	100%	100%	99%	99%	-
Mathematics	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	100%	*	-	*	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	100%	99%	100%	98%	100%	-
	2014	99%	100%	99%	98%	100%	100%	*	*	-	*	100%	98%	100%	100%	98%	-

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

Reading Tests

% of Participants	2015	98%	97%	100%	100%	100%	*	*	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	20%	17%	22%	11%	*	*	-	-	*	17%	17%	*	9%	23%	-
% STAAR/EOC With Accommodations	2015	71%	68%	67%	67%	78%	*	*	-	-	*	67%	78%	*	82%	54%	-
% STAAR Alternate2	2015	10%	9%	17%	11%	11%	*	*	-	-	*	17%	6%	*	9%	23%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	0%	-

Mathematics Tests

% of Participants	2015	99%	98%	100%	100%	100%	*	*	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	19%	17%	22%	11%	*	*	-	-	*	17%	17%	*	9%	23%	-
% STAAR/EOC With Accommodations	2015	74%	70%	67%	67%	78%	*	*	-	-	*	67%	78%	*	82%	54%	-
% STAAR Alternate2	2015	11%	10%	17%	11%	11%	*	*	-	-	*	17%	6%	*	9%	23%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	0%	-

'?' 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.

	All Students	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	N	N	N		n/a	n/a	n/a	n/a	N			n/a
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y		n/a	n/a	n/a	n/a	Y		n/a	

Mathematics	Y	Y	Y	n/a	n/a	n/a	n/a	Y	n/a
Federal Graduation Status (Target: See Reason Codes)									
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									
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.

+ 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 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 Phase-in Satisfactory Standard	138	55	55	19	5	*	-	*	106	7	10	n/a
Total Tests	184	81	72	20	7	*	-	*	141	22	14	12
% at Phase-in Satisfactory Standard	75%	68%	76%	95%	71%	*	-	*	75%	32%	71%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	131	50	54	18	5	*	-	*	99	8	11	n/a
Total Tests	184	81	72	20	7	*	-	*	141	22	14	12
% at Phase-in Satisfactory Standard	71%	62%	75%	90%	71%	*	-	*	70%	36%	79%	n/a
Writing												
# at Phase-in Satisfactory Standard	57	19	22	12	*	-	-	*	41	*	5	n/a
Total Tests	95	38	36	15	*	-	-	*	73	*	7	*
% at Phase-in Satisfactory Standard	60%	50%	61%	80%	*	-	-	*	56%	*	71%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	194	84	75	22	7	*	-	*	146	24	n/a	12
Total Students	194	84	75	22	7	*	-	*	146	24	n/a	12
Participation Rate	100%	100%	100%	100%	100%	*	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	194	84	75	22	7	*	-	*	146	24	n/a	12
Total Students	194	84	75	22	7	*	-	*	146	24	n/a	12
Participation Rate	100%	100%	100%	100%	100%	*	-	*	100%	100%	n/a	100%

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

'-' Indicates there are no students in the group.

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

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
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 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: Math/Reading Performance Gaps

Focus School Identification:

Yes

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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	18.0	62.1%	69.1%	75.1%
Masters	11.0	37.9%	29.2%	23.4%
Doctorate	0.0	0.0%	1.2%	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		24	2	26
Total Number of Classes		24	2	26
Number of Classes Taught by Highly Qualified Teachers	Number	24	2	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)	1	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.

##### 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
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
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

**Texas Education Agency**  
**2014-15 Federal Report Card for Texas Public Schools**  
 Campus Name: SUMMIT LEARNING CENTER  
 Campus ID: 057907005  
 District Name: DUNCANVILLE 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 7																	
Reading	2015	72%	64%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics	2015	68%	61%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing	2015	69%	62%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
End of Course																	
Algebra I	2015	77%	62%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
All Grades																	
All Subjects	2015	73%	66%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Reading	2015	74%	68%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics	2015	73%	64%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing	2015	68%	60%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	26%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Reading	2015	40%	28%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics	2015	36%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing	2015	31%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Reading	2015	15%	8%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics	2015	14%	7%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing	2015	8%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
STAAR Participation (All Grades)																	
All Tests	2015	99%	99%	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	-
Reading	2015	99%	99%	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	-
Mathematics	2015	99%	99%	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	100%	-
Writing	2015	99%	99%	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	2015	98%	97%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% STAAR/EOC With No Accommodations	2015	17%	20%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% STAAR/EOC With Accommodations	2015	71%	68%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% STAAR Alternate2	2015	10%	9%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% of Non-Participants	2015	2%	3%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics Tests																	
% of Participants	2015	99%	98%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% STAAR/EOC With No Accommodations	2015	13%	19%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% STAAR/EOC With Accommodations	2015	74%	70%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% STAAR Alternate2	2015	11%	10%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
% of Non-Participants	2015	1%	2%	*	-	*	-	-	-	-	-	*	*	*	-	*	-

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

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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.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
<b>Performance Status ‡</b>												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading					n/a	n/a	n/a	n/a				n/a
Mathematics					n/a	n/a	n/a	n/a				n/a
<b>Participation Status ‡</b>												
Target	95%	95%	95%	95%					95%	95%		95%
Reading					n/a	n/a	n/a	n/a			n/a	
Mathematics					n/a	n/a	n/a	n/a			n/a	
<b>Federal Graduation Status (Target: See Reason Codes)</b>												
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	
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.

‡+ 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 Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
<b>Performance Rates ‡</b>												
<b>Reading</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Mathematics</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Writing</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates ‡</b>												
<b>Reading: 2014-2015 Assessments</b>												
Number Participating	*	-	*	-	-	-	-	-	*	*	n/a	*
Total Students	*	-	*	-	-	-	-	-	*	*	n/a	*
Participation Rate	*	-	*	-	-	-	-	-	*	*	n/a	*
<b>Mathematics: 2014-2015 Assessments</b>												
Number Participating	*	-	*	-	-	-	-	-	*	*	n/a	*
Total Students	*	-	*	-	-	-	-	-	*	*	n/a	*
Participation Rate	*	-	*	-	-	-	-	-	*	*	n/a	*

‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal 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 (regardless of size).

! Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013

Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

5-year Extended Graduation Rate (Gr 9-12): Class of 2013

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 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.5%	0.9%

Bachelors	9.4	72.6%	69.1%	75.1%
Masters	2.6	19.7%	29.2%	23.4%
Doctorate	1.0	7.7%	1.2%	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.

Low Poverty  
Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		7	1	8
Total Number of Classes		46	0	46
Number of Classes Taught by Highly Qualified Teachers	Number	46	0	46
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	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.

## 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
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
		Limited English Proficient	95

Mathematics

Students with Disabilities  
Limited English Proficient

81  
90

Source: TEA Division of Student Assessment