

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

Campus Name: PECOS H S

Campus ID: 195901001

District Name: PECOS-BARSTOW-TOYAH 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	Economic Disadv	ELL	Female	Male	Migrant
						American	Hispanic	White	Indian	Asian	Islander	Races	Races						
STAAR Percent at Phase-in 1 Level II or Above																			
English I																			
	66%	62%	62%			*	62%	79%	-	*	-	*	24%	58%	33%	62%	62%	-	
	65%	59%	59%			*	59%	57%	-	*	-	*	30%	58%	*	65%	55%	*	
English II																			
	69%	66%	66%			*	67%	58%	*	*	-	*	33%	65%	*	67%	66%	-	
	68%	63%	63%			*	61%	83%	*	*	-	-	23%	58%	*	66%	61%	-	
Algebra I																			
	77%	73%	73%			*	73%	80%	-	-	-	-	35%	70%	78%	70%	75%	-	
	79%	79%	79%			*	78%	91%	*	-	-	*	47%	78%	*	81%	77%	-	
Biology																			
	88%	88%	88%			*	89%	77%	*	-	-	-	54%	89%	100%	87%	89%	-	
	88%	98%	98%			*	97%	100%	-	*	-	*	*	98%	83%	98%	98%	-	
U.S. History																			
	88%	73%	73%			*	73%	73%	*	*	-	*	*	72%	*	66%	80%	-	
	92%	78%	78%			*	77%	87%	-	100%	-	-	47%	73%	50%	79%	78%	-	
All Grades																			
All Subjects																			
	73%	66%	71%			60%	71%	73%	*	*	-	*	32%	69%	46%	70%	73%	-	
	75%	68%	74%			89%	73%	82%	*	100%	-	*	38%	71%	34%	77%	72%	*	
Reading																			
	74%	69%	64%			*	64%	69%	*	*	-	*	28%	61%	29%	65%	64%	-	
	75%	67%	61%			*	60%	69%	*	100%	-	*	27%	58%	*	65%	57%	*	
Mathematics																			
	73%	63%	73%			*	73%	80%	-	-	-	-	35%	70%	78%	70%	75%	-	
	76%	69%	79%			*	78%	91%	*	-	-	*	47%	78%	*	81%	77%	-	
Science																			
	75%	71%	88%			*	89%	77%	*	-	-	-	54%	89%	100%	87%	89%	-	
	77%	70%	98%			*	97%	100%	-	*	-	*	*	98%	83%	98%	98%	-	
Social Studies																			
	74%	59%	73%			*	73%	73%	*	*	-	*	*	72%	*	66%	80%	-	
	75%	64%	78%			*	77%	87%	-	100%	-	-	47%	73%	50%	79%	78%	-	
STAAR Percent at Final Level II or Above																			
All Grades																			
All Subjects																			
	38%	25%	32%			40%	31%	37%	*	*	-	*	6%	29%	6%	29%	34%	-	
	39%	26%	29%			11%	27%	54%	*	85%	-	*	6%	26%	2%	29%	30%	*	
Reading																			
	40%	28%	31%			*	31%	31%	*	*	-	*	7%	28%	4%	32%	30%	-	
	42%	29%	31%			*	29%	54%	*	100%	-	*	6%	27%	*	35%	28%	*	
Mathematics																			
	36%	20%	21%			*	20%	30%	-	-	-	-	4%	16%	11%	17%	25%	-	
	37%	22%	13%			*	12%	27%	*	-	-	*	5%	12%	*	14%	13%	-	
Science																			
	40%	31%	43%			*	42%	38%	*	-	-	-	8%	43%	17%	38%	47%	-	
	40%	30%	43%			*	41%	78%	-	*	-	*	*	44%	0%	36%	50%	-	
Social Studies																			
	41%	25%	34%			*	32%	55%	*	*	-	*	*	32%	*	29%	39%	-	
	38%	22%	29%			*	26%	60%	-	60%	-	-	6%	23%	0%	27%	31%	-	

STAAR Percent at Level III Advanced

All Grades

All Subjects	2015	14%	7%	4%	10%	3%	8%	*	*	-	*	1%	3%	0%	4%	4%	-
	2014	14%	7%	3%	11%	3%	10%	*	8%	-	*	0%	3%	0%	3%	4%	*
Reading	2015	15%	9%	1%	*	1%	4%	*	*	-	*	0%	1%	0%	2%	0%	-
	2014	14%	8%	2%	*	2%	0%	*	0%	-	*	0%	2%	*	2%	2%	*
Mathematics	2015	14%	4%	7%	*	6%	20%	-	-	-	-	0%	6%	0%	7%	7%	-
	2014	15%	7%	2%	*	2%	0%	*	-	-	*	0%	2%	*	2%	1%	-
Science	2015	14%	8%	4%	*	3%	15%	*	-	-	-	4%	1%	0%	3%	5%	-
	2014	13%	8%	7%	*	7%	11%	-	*	-	*	*	4%	0%	1%	13%	-
Social Studies	2015	18%	7%	8%	*	7%	0%	*	*	-	*	*	6%	*	4%	12%	-
	2014	15%	4%	5%	*	3%	33%	-	0%	-	-	0%	4%	0%	5%	6%	-

STAAR Participation (All Grades)

All Tests	2015	99%	100%	99%	100%	99%	97%	100%	100%	-	100%	100%	100%	100%	99%	99%	-
	2014	99%	99%	100%	100%	100%	97%	*	100%	-	*	100%	100%	100%	100%	99%	*
Reading	2015	99%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	99%	100%	-
	2014	99%	100%	100%	*	100%	100%	*	100%	-	*	100%	99%	100%	100%	100%	*
Mathematics	2015	99%	100%	99%	100%	99%	91%	-	-	-	-	100%	100%	100%	100%	98%	-
	2014	99%	100%	100%	*	100%	100%	*	-	-	*	100%	100%	*	100%	100%	-
Science	2015	99%	100%	99%	100%	99%	93%	100%	-	-	-	100%	100%	100%	100%	98%	-
	2014	99%	99%	99%	*	100%	90%	-	*	-	*	100%	100%	100%	100%	99%	-
Social Studies	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%	99%	99%	-
	2014	99%	99%	99%	*	100%	94%	-	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%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	5%	8%	-	9%	0%	-	-	-	-	8%	7%	20%	7%	9%	-
% STAAR/EOC With Accommodations	2015	71%	91%	89%	-	89%	86%	-	-	-	-	89%	91%	80%	89%	88%	-
% STAAR Alternate2	2015	10%	5%	3%	-	2%	14%	-	-	-	-	3%	2%	0%	4%	3%	-
% of Non-Participants	2015	2%	0%	0%	-	0%	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%	2%	9%	-	5%	*	-	-	-	-	9%	11%	*	8%	9%	-
% STAAR/EOC With Accommodations	2015	74%	92%	91%	-	95%	*	-	-	-	-	91%	89%	*	92%	91%	-
% STAAR Alternate2	2015	11%	5%	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/a	n/a	n/a	n/a	N	N		n/a
Mathematics	N		N		n/a	n/a	n/a	n/a	N			n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y		Y		n/a	n/a	n/a	n/a	Y	Y	n/a	
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	
Met												
Reason Code ***	a		a		n/a	n/a	n/a	n/a	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	304	*	283	16	*	*	-	*	212	16	9	n/a
Total Tests	467	*	436	23	*	*	-	*	343	60	28	28
% at Phase-in Satisfactory Standard	65%	*	65%	70%	*	*	-	*	62%	27%	32%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	130	*	122	**	-	-	-	-	92	7	7	n/a
Total Tests	177	*	168	**	-	-	-	-	130	21	9	9
% at Phase-in Satisfactory Standard	73%	*	73%	88%	-	-	-	-	71%	33%	78%	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	138	*	128	8	*	-	-	-	93	12	6	n/a
Total Tests	155	*	143	10	*	-	-	-	103	22	6	6
% at Phase-in Satisfactory Standard	89%	*	90%	80%	*	-	-	-	90%	55%	100%	n/a

Standard												
Social Studies												
# at Phase-in Satisfactory Standard	159	*	146	8	*	*	-	*	113	*	*	n/a
Total Tests	215	*	198	11	*	*	-	*	156	*	*	*
% at Phase-in Satisfactory Standard	74%	*	74%	73%	*	*	-	*	72%	*	*	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	478	*	442	26	*	*	-	*	346	61	n/a	28
Total Students	480	*	444	26	*	*	-	*	347	61	n/a	28
Participation Rate	100%	*	100%	100%	*	*	-	*	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	186	*	174	**	-	-	-	-	133	23	n/a	9
Total Students	188	*	175	**	-	-	-	-	133	23	n/a	9
Participation Rate	99%	*	99%	91%	-	-	-	-	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	129	*	117	11	-	-	-	*	95	16	4	n/a
Total in Class	143	*	128	12	-	-	-	*	99	17	6	*
Graduation Rate	90.2%	*	91.4%	91.7%	-	-	-	*	96.0%	94.1%	66.7%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	131	*	110	18	-	*	-	-	77	12	*	n/a
Total in Class	134	*	111	19	-	*	-	-	79	13	*	*
Graduation Rate	97.8%	*	99.1%	94.7%	-	*	-	-	97.5%	92.3%	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	132	*	110	19	-	*	-	-	77	12	*	n/a
Total in Class	134	*	111	19	-	*	-	-	79	13	*	*
Graduation Rate	98.5%	*	99.1%	100.0%	-	*	-	-	97.5%	92.3%	*	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	2.7	4.7%	1.5%	0.9%
Bachelors	39.8	69.8%	81.5%	75.1%
Masters	14.5	25.4%	17.1%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		36	3	39
Total Number of Classes		224	10	234
Number of Classes Taught by Highly Qualified Teachers	Number	224	10	234
	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	3
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	37.4%	37.4%	56.9%
2011-12	49.6%	49.6%	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

	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: CROCKETT MIDDLE

Campus ID: 195901042

District Name: PECOS-BARSTOW-TOYAH 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	Two or More Special Econ												
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
Grade 6																	
Reading	2015	73%	71%	71%	*	69%	82%	-	*	-	-	*	68%	48%	78%	64%	*
	2014	77%	59%	59%	*	58%	71%	-	*	-	-	47%	57%	*	70%	49%	-
Mathematics	2015	72%	53%	53%	*	51%	69%	-	*	-	-	*	48%	39%	53%	53%	*
	2014	78%	63%	63%	*	62%	*	-	*	-	-	59%	60%	45%	69%	57%	-
Grade 7																	
Reading	2015	72%	56%	56%	*	56%	*	-	*	-	-	*	51%	*	62%	51%	*
	2014	74%	65%	65%	*	62%	84%	-	*	-	-	50%	59%	*	68%	62%	-
Mathematics	2015	68%	45%	45%	*	44%	*	-	*	-	-	33%	40%	*	47%	44%	*
	2014	67%	44%	44%	*	41%	58%	-	*	-	-	36%	42%	*	43%	45%	-
Writing	2015	69%	58%	58%	*	57%	63%	-	*	-	-	*	58%	36%	66%	51%	*
	2014	70%	69%	69%	*	68%	74%	-	*	-	-	62%	66%	*	78%	62%	-
Grade 8																	
Reading	2015	84%	75%	75%	*	72%	100%	-	*	-	-	35%	72%	*	74%	75%	-
	2014	88%	82%	82%	*	81%	82%	-	*	-	-	62%	78%	*	85%	79%	-
Mathematics	2015	71%	74%	74%	*	73%	80%	-	*	-	-	38%	72%	*	79%	71%	-
	2014	85%	92%	92%	*	92%	100%	-	*	-	-	80%	91%	100%	95%	90%	-
Science	2015	67%	54%	54%	*	50%	87%	-	*	-	-	31%	49%	*	51%	55%	-
	2014	70%	59%	59%	*	57%	80%	-	*	-	-	40%	50%	*	58%	61%	-
Social Studies	2015	61%	41%	41%	*	36%	79%	-	*	-	-	*	34%	*	37%	44%	-
	2014	61%	42%	42%	*	39%	70%	-	*	-	-	45%	38%	*	38%	45%	-
All Grades																	
All Subjects	2015	73%	66%	58%	71%	56%	76%	-	93%	-	-	27%	55%	34%	61%	56%	*
	2014	75%	68%	64%	100%	62%	75%	-	93%	-	-	54%	60%	34%	67%	61%	-
Reading	2015	74%	69%	67%	83%	65%	83%	-	*	-	-	28%	64%	32%	71%	63%	*
	2014	75%	67%	68%	*	67%	81%	-	100%	-	-	54%	64%	24%	74%	63%	-
Mathematics	2015	73%	63%	57%	83%	55%	67%	-	100%	-	-	30%	53%	37%	58%	55%	*
	2014	76%	69%	66%	*	65%	69%	-	100%	-	-	61%	64%	57%	69%	64%	-
Writing	2015	68%	64%	58%	*	57%	63%	-	*	-	-	*	58%	36%	66%	51%	*
	2014	71%	72%	69%	*	68%	74%	-	*	-	-	62%	66%	*	78%	62%	-
Science	2015	75%	71%	54%	*	50%	87%	-	*	-	-	31%	49%	*	51%	55%	-
	2014	77%	70%	59%	*	57%	80%	-	*	-	-	40%	50%	*	58%	61%	-
Social Studies	2015	74%	59%	41%	*	36%	79%	-	*	-	-	*	34%	*	37%	44%	-
	2014	75%	64%	42%	*	39%	70%	-	*	-	-	45%	38%	*	38%	45%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2015	38%	25%	22%	33%	20%	37%	-	50%	-	-	10%	19%	7%	23%	21%	*
	2014	39%	26%	23%	58%	21%	38%	-	60%	-	-	21%	19%	2%	22%	24%	-
Reading	2015	40%	28%	24%	50%	23%	41%	-	*	-	-	13%	20%	7%	26%	23%	*
	2014	42%	29%	27%	*	25%	41%	-	60%	-	-	19%	23%	0%	28%	25%	-
Mathematics	2015	36%	20%	22%	33%	20%	38%	-	60%	-	-	9%	18%	7%	22%	22%	*
	2014	37%	22%	21%	*	19%	33%	-	80%	-	-	18%	18%	5%	21%	21%	-
Writing	2015	31%	22%	21%	*	20%	25%	-	*	-	-	*	19%	0%	30%	13%	*
	2014	34%	29%	26%	*	23%	47%	-	*	-	-	46%	25%	*	28%	25%	-
Science	2015	40%	31%	24%	*	21%	47%	-	*	-	-	6%	21%	*	18%	28%	-
	2014	40%	30%	25%	*	23%	40%	-	*	-	-	20%	19%	*	19%	30%	-
Social Studies	2015	41%	25%	13%	*	13%	14%	-	*	-	-	*	14%	*	9%	16%	-
	2014	38%	22%	10%	*	10%	20%	-	*	-	-	20%	6%	*	1%	18%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2015	14%	7%	8%	24%	7%	17%	-	21%	-	-	1%	6%	1%	8%	7%	*
	2014	14%	7%	7%	42%	6%	19%	-	27%	-	-	0%	5%	0%	7%	7%	-
Reading	2015	15%	9%	12%	33%	11%	24%	-	*	-	-	2%	9%	2%	15%	9%	*
	2014	14%	8%	10%	*	8%	24%	-	20%	-	-	0%	7%	0%	11%	9%	-
Mathematics	2015	14%	4%	5%	33%	3%	13%	-	20%	-	-	0%	3%	0%	4%	5%	*
	2014	15%	7%	7%	*	6%	11%	-	40%	-	-	0%	5%	0%	7%	7%	-
Writing	2015	8%	4%	3%	*	3%	13%	-	*	-	-	*	2%	0%	6%	1%	*
	2014	6%	4%	4%	*	2%	11%	-	*	-	-	0%	3%	*	7%	1%	-
Science	2015	14%	8%	10%	*	9%	13%	-	*	-	-	0%	10%	*	7%	13%	-
	2014	13%	8%	9%	*	6%	40%	-	*	-	-	0%	4%	*	5%	12%	-
Social Studies	2015	18%	7%	7%	*	6%	14%	-	*	-	-	*	6%	*	4%	9%	-
	2014	15%	4%	3%	*	1%	20%	-	*	-	-	0%	0%	*	1%	4%	-

STAAR Participation (All Grades)

All Tests	2015	99%	100%	100%	100%	100%	98%	-	93%	-	-	99%	100%	100%	100%	99%	100%
	2014	99%	99%	99%	100%	99%	100%	-	100%	-	-	99%	99%	100%	99%	99%	-
Reading	2015	99%	100%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%
	2014	99%	100%	99%	*	99%	100%	-	100%	-	-	100%	99%	100%	99%	100%	-
Mathematics	2015	99%	100%	99%	100%	100%	98%	-	100%	-	-	96%	99%	100%	100%	99%	100%
	2014	99%	100%	99%	*	99%	100%	-	100%	-	-	100%	99%	100%	99%	99%	-
Writing	2015	99%	99%	99%	100%	99%	100%	-	67%	-	-	100%	99%	100%	99%	99%	100%
	2014	99%	99%	99%	*	99%	100%	-	*	-	-	93%	98%	*	99%	99%	-
Science	2015	99%	100%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	*	99%	100%	-	*	-	-	100%	99%	100%	99%	100%	-
Social Studies	2015	99%	99%	99%	100%	100%	93%	-	100%	-	-	100%	99%	100%	100%	99%	-
	2014	99%	99%	99%	*	99%	100%	-	*	-	-	100%	99%	100%	99%	100%	-

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

Reading Tests

% of Participants	2015	98%	100%	100%	-	100%	*	-	*	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	5%	4%	-	2%	*	-	*	-	-	4%	3%	*	0%	6%	-
% STAAR/EOC With Accommodations	2015	71%	91%	89%	-	91%	*	-	*	-	-	89%	89%	*	100%	85%	-
% STAAR Alternate2	2015	10%	5%	7%	-	7%	*	-	*	-	-	7%	8%	*	0%	9%	-
% of Non-Participants	2015	2%	0%	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	-

Mathematics Tests																	
% of Participants	2015	99%	98%	96%	-	98%	*	-	*	-	-	96%	97%	*	100%	94%	-
% STAAR/EOC With No Accommodations	2015	13%	2%	0%	-	0%	*	-	*	-	-	0%	0%	*	0%	0%	-
% STAAR/EOC With Accommodations	2015	74%	92%	89%	-	91%	*	-	*	-	-	89%	89%	*	100%	84%	-
% STAAR Alternate2	2015	11%	5%	7%	-	7%	*	-	*	-	-	7%	8%	*	0%	9%	-
% of Non-Participants	2015	1%	2%	4%	-	2%	*	-	*	-	-	4%	3%	*	0%	6%	-

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

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

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

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

This section provides the STAAR performance results for each subject area tested in the 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	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		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		n/a	n/a	n/a	n/a	Y		n/a	
Mathematics	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)
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Performance Rates ‡

Reading

# at Phase-in Satisfactory Standard	358	*	316	34	-	*	-	-	244	12	20	n/a
Total Tests	526	*	476	41	-	*	-	-	377	44	47	32
% at Phase-in Satisfactory Standard	68%	*	66%	83%	-	*	-	-	65%	27%	43%	n/a

Mathematics

# at Phase-in Satisfactory Standard	299	*	264	26	-	**	-	-	200	11	20	n/a
Total Tests	523	*	475	39	-	**	-	-	375	41	46	32
% at Phase-in Satisfactory Standard	57%	*	56%	67%	-	100%	-	-	53%	27%	43%	n/a

Writing

# at Phase-in Satisfactory Standard	106	*	98	5	-	*	-	-	75	*	10	n/a
Total Tests	178	*	167	8	-	*	-	-	128	*	18	10
% at Phase-in Satisfactory Standard	60%	*	59%	63%	-	*	-	-	59%	*	56%	n/a

Science

# at Phase-in Satisfactory Standard	86	*	70	13	-	*	-	-	59	5	*	n/a
Total Tests	160	*	142	15	-	*	-	-	119	15	*	*
% at Phase-in Satisfactory Standard	54%	*	49%	87%	-	*	-	-	50%	33%	*	n/a

Social Studies

# at Phase-in Satisfactory Standard	65	*	51	11	-	*	-	-	40	*	*	n/a
Total Tests	159	*	142	14	-	*	-	-	118	*	*	*
% at Phase-in Satisfactory Standard	41%	*	36%	79%	-	*	-	-	34%	*	*	n/a

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	552	6	500	41	-	5	-	-	396	46	n/a	41
Total Students	554	6	502	41	-	5	-	-	397	46	n/a	41
Participation Rate	100%	100%	100%	100%	-	100%	-	-	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	549	6	499	39	-	5	-	-	394	43	n/a	41
Total Students	552	6	501	40	-	5	-	-	396	45	n/a	41
Participation Rate	99%	100%	100%	98%	-	100%	-	-	99%	96%	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%	1.5%	0.9%
Bachelors	33.4	84.0%	81.5%	75.1%
Masters	6.4	16.0%	17.1%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		31	2	33
Total Number of Classes		138	10	148
Number of Classes Taught by Highly Qualified Teachers	Number	138	10	148
	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

% % %

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

2014	40%	30%	23%	*	20%	56%	-	*	-	-	25%	12%	15%	17%	28%	*
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STAAR Percent at Level III Advanced

All Grades

All Subjects	2015	14%	7%	8%	17%	7%	13%	-	50%	-	*	4%	5%	2%	10%	6%	-
	2014	14%	7%	9%	11%	8%	16%	-	11%	-	-	4%	6%	3%	10%	8%	*
Reading	2015	15%	9%	11%	*	10%	20%	-	*	-	*	7%	8%	2%	16%	7%	-
	2014	14%	8%	12%	*	10%	21%	-	*	-	-	3%	9%	7%	12%	12%	*
Mathematics	2015	14%	4%	4%	*	3%	8%	-	*	-	*	2%	3%	0%	5%	4%	-
	2014	15%	7%	9%	*	9%	17%	-	*	-	-	0%	7%	2%	12%	7%	*
Writing	2015	8%	4%	4%	*	2%	17%	-	*	-	*	5%	2%	5%	6%	2%	-
	2014	6%	4%	4%	*	4%	0%	-	*	-	-	12%	5%	0%	6%	2%	-
Science	2015	14%	8%	10%	*	10%	8%	-	*	-	-	0%	7%	0%	11%	9%	-
	2014	13%	8%	7%	*	6%	19%	-	*	-	-	8%	2%	0%	5%	8%	*

STAAR Participation (All Grades)

All Tests	2015	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%	*
Reading	2015	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	100%	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	*
Mathematics	2015	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	100%	100%	*	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	*
Writing	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%	-
Science	2015	99%	100%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	*	99%	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%	100%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	5%	2%	-	2%	*	-	-	-	-	2%	3%	0%	0%	4%	-
% STAAR/EOC With Accommodations	2015	71%	91%	91%	-	90%	*	-	-	-	-	91%	89%	100%	88%	93%	-
% STAAR Alternate2	2015	10%	5%	7%	-	7%	*	-	-	-	-	7%	8%	0%	12%	4%	-
% of Non-Participants	2015	2%	0%	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%	2%	2%	-	3%	*	-	-	-	-	2%	3%	0%	0%	4%	-
% STAAR/EOC With Accommodations	2015	74%	92%	91%	-	90%	*	-	-	-	-	91%	89%	100%	88%	93%	-
% STAAR Alternate2	2015	11%	5%	7%	-	8%	*	-	-	-	-	7%	8%	0%	12%	4%	-
% 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/a	n/a	n/a	n/a	N	N	N	n/a
Mathematics	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		n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	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	244	*	221	18	-	*	-	*	148	31	25	n/a
Total Tests	317	*	289	22	-	*	-	*	206	44	46	40
% at Phase-in Satisfactory Standard	77%	*	76%	82%	-	*	-	*	72%	70%	54%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	204	*	183	16	-	*	-	*	122	13	22	n/a
Total Tests	316	*	288	22	-	*	-	*	205	43	46	40
% at Phase-in Satisfactory Standard	65%	*	64%	73%	-	*	-	*	60%	30%	48%	n/a
Writing												
# at Phase-in Satisfactory Standard	110	-	100	7	-	*	-	*	67	6	11	n/a
Total Tests	154	-	139	11	-	*	-	*	101	20	20	17
% at Phase-in Satisfactory Standard	71%	-	72%	64%	-	*	-	*	66%	30%	55%	n/a
Science												
# at Phase-in Satisfactory Standard	119	*	109	8	-	*	-	-	72	11	13	n/a

Total Tests	161	*	148	11	-	*	-	-	103	23	26	23
% at Phase-in	74%	*	74%	73%	-	*	-	-	70%	48%	50%	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												

Participation Rates ‡

Reading: 2014-2015 Assessments

Number Participating	332	*	300	25	-	*	-	*	218	45	n/a	42
Total Students	332	*	300	25	-	*	-	*	218	45	n/a	42
Participation Rate	100%	*	100%	100%	-	*	-	*	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	331	*	299	25	-	*	-	*	217	44	n/a	42
Total Students	331	*	299	25	-	*	-	*	217	44	n/a	42
Participation Rate	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.

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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%	1.5%	0.9%
Bachelors	22.9	88.4%	81.5%	75.1%
Masters	3.0	11.6%	17.1%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		19	1	20
Total Number of Classes		19	1	20
Number of Classes Taught by Highly Qualified Teachers	Number	18	1	19
	Percent	94.74%	100.00%	95.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	1	0	1
	Percent	5.26%	0.00%	5.00%

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
		English Language Learners	41	59	18	2

Grade 8	Reading	National School Lunch Program	19	81	30	2
		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: AUSTIN EL

Campus ID: 195901106

District Name: PECOS-BARSTOW-TOYAH 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	Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 3																	
Reading	2015	74%	72%	72%	*	69%	100%	-	*	-	*	*	69%	55%	66%	79%	-
	2014	75%	75%	75%	*	73%	100%	-	*	-	*	83%	75%	67%	74%	76%	-
Mathematics	2015	74%	73%	73%	*	71%	100%	-	*	-	*	28%	69%	59%	66%	81%	-
	2014	69%	79%	79%	*	78%	91%	-	*	-	*	74%	77%	76%	83%	74%	-
All Grades																	
All Subjects	2015	73%	66%	73%	*	70%	100%	-	100%	-	*	25%	69%	57%	66%	80%	-
	2014	75%	68%	77%	*	76%	95%	-	*	-	*	78%	76%	71%	79%	75%	-
Reading	2015	74%	69%	72%	*	69%	100%	-	*	-	*	*	69%	55%	66%	79%	-
	2014	75%	67%	75%	*	73%	100%	-	*	-	*	83%	75%	67%	74%	76%	-
Mathematics	2015	73%	63%	73%	*	71%	100%	-	*	-	*	28%	69%	59%	66%	81%	-
	2014	76%	69%	79%	*	78%	91%	-	*	-	*	74%	77%	76%	83%	74%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	25%	26%	*	24%	44%	-	67%	-	*	8%	24%	16%	23%	29%	-
	2014	39%	26%	33%	*	30%	64%	-	*	-	*	50%	29%	31%	31%	34%	-
Reading	2015	40%	28%	29%	*	26%	56%	-	*	-	*	*	27%	14%	27%	30%	-
	2014	42%	29%	34%	*	32%	55%	-	*	-	*	39%	30%	29%	33%	34%	-
Mathematics	2015	36%	20%	23%	*	21%	31%	-	*	-	*	11%	21%	17%	19%	27%	-
	2014	37%	22%	32%	*	28%	73%	-	*	-	*	61%	29%	33%	29%	33%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	7%	7%	*	6%	16%	-	33%	-	*	0%	5%	3%	6%	8%	-
	2014	14%	7%	10%	*	6%	41%	-	*	-	*	9%	9%	7%	9%	10%	-
Reading	2015	15%	9%	11%	*	9%	25%	-	*	-	*	*	9%	7%	11%	12%	-
	2014	14%	8%	8%	*	5%	36%	-	*	-	*	9%	7%	5%	8%	9%	-
Mathematics	2015	14%	4%	2%	*	2%	6%	-	*	-	*	0%	2%	0%	1%	3%	-
	2014	15%	7%	11%	*	7%	45%	-	*	-	*	9%	10%	10%	10%	11%	-
STAAR Participation (All Grades)																	
All Tests	2015	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	*	99%	100%	-	100%	-	*	100%	99%	100%	100%	99%	-
Reading	2015	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	100%	99%	*	99%	100%	-	*	-	*	100%	99%	100%	100%	99%	-
Mathematics	2015	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	100%	99%	*	99%	100%	-	*	-	*	100%	99%	100%	100%	99%	-

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

Reading Tests																	
% of Participants	2015	98%	100%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	5%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% STAAR/EOC With Accommodations	2015	71%	91%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR Alternate2	2015	10%	5%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2015	2%	0%	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%	2%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% STAAR/EOC With Accommodations	2015	74%	92%	100%	-	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR Alternate2	2015	11%	5%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	-	0%	*	-	-	-	-	0%	0%	*	0%	0%	-

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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 +
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		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		n/a	n/a	n/a	n/a	Y		n/a	Y
Mathematics	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.

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).
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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	State
Number	Percent		

			Percent	Percent
No Degree	0.0	0.0%	1.5%	0.9%
Bachelors	36.1	87.8%	81.5%	75.1%
Masters	5.0	12.2%	17.1%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		34	1	35
Total Number of Classes		33	1	34
Number of Classes Taught by Highly Qualified Teachers	Number	32	1	33
	Percent	96.97%	100.00%	97.06%
Number of Classes Taught by Not Highly Qualified Teachers	Number	1	0	1
	Percent	3.03%	0.00%	2.94%

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.

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

Source: TEA Division of Student Assessment

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

Campus Name: PECOS KIND

Campus ID: 195901101

District Name: PECOS-BARSTOW-TOYAH 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.

There is no data for this campus.

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/a	n/a	n/a	n/a				n/a
Mathematics					n/a	n/a	n/a	n/a				n/a
Participation Status ‡												
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	
Federal Graduation Status (Target: See Reason Codes)												
Graduation					n/a	n/a	n/a	n/a			n/a	
Target 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	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Writing												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Science												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-
Mathematics: 2014-2015 Assessments												
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)
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 n/a

Limit

Mathematics

Number Proficient n/a
 Total Federal Cap n/a

Limit

** 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: No
Priority School Reason: N/A
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%	1.5%	0.9%
Bachelors	15.2	88.4%	81.5%	75.1%
Masters	2.0	11.6%	17.1%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		20	1	21
Total Number of Classes		20	1	21
Number of Classes Taught by Highly Qualified Teachers	Number	20	1	21
	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

District Teaching
Temporary

0
0

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
	Mathematics	American Indian	n/a	n/a	n/a	n/a
	Mathematics	Asian	3	97	82	36
	Mathematics	Black	24	76	29	2
	Mathematics	Hispanic	16	84	37	4
	Mathematics	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