



# 2015-16 NCLB REPORT CARD

HODGE ES



# DENTON

## INDEPENDENT SCHOOL DISTRICT

March 01, 2017

Dear Parent:

Denton ISD is sharing this information about the district and your child's campus with you as part of its obligations under the federal No Child Left Behind Act of 2001 (NCLB).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: or are also available on the Texas Education Agency's website at:

[http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/NCLB-ESEA Resources/Federal Report Card/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/NCLB%20and%20ESEA/NCLB-ESEA%20Resources/Federal%20Report%20Card/).

Information on these report cards includes:

**Part I: Percent Tested and Student Achievement by Proficiency Level** – Provides the State of Texas Assessment of Academic Readiness (STAAR) performance results and participation for each subject area and grade level tested.

Participation reports also include reports of the participation of Children with Individualized Education Plans (IEPs) by assessment type.

**Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)** – Provides the AMO outcomes and data table of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

**Part III: Priority and Focus Schools** – Priority schools are the lowest 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. 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.

**Part IV: Teacher Quality Data** – Provides information on teacher quality in three parts.

*Part A – Percent of Teachers by Highest Degree Held* – Professional qualifications of all public elementary and secondary teachers in the Texas.

*Part B and C – Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/Low Poverty Summary Reports – 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.*

**Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)** – Provides the percentage of students who enroll and begin instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

**Part VI: Statewide National Assessment of Educational Progress (NAEP) Results** – Provides most recent NAEP results for Texas showing reading and mathematics performance results and participation rates, disaggregated by student group.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact your child's principal.

Sincerely,

A handwritten signature in black ink that reads "Chris". The letters are cursive and fluid.

Chris Shade  
Coordinator of District Improvement & Innovation and  
Coordinator of Federal & State Programs



# DENTON

## INDEPENDENT SCHOOL DISTRICT

01 de marzo 2017

Estimado padre de familia:

El Denton independiente del distrito escolar está compartiendo con usted la información sobre el distrito y la escuela de su hijo como parte de las obligaciones que se requieren bajo la ley federal del Que Ningún Niño Sé Que Atrás del 2001 (NCLB, por sus siglas en inglés).

Las Tarjetas de Reporte de NCLB para el estado entero el distrito escolar y cada una de las escuelas del distrito están ahora disponibles en la página de internet en este enlace: <http://www.dentonisd.org/> y también están disponibles en la página de internet de la Agencia de Educación de Texas:

[http://tea.texas.gov/About TEA/Laws and Rules/NCLB and ESEA/NCLB-ESEA Resources/Federal Report Card/](http://tea.texas.gov/About%20TEA/Laws%20and%20Rules/NCLB%20and%20ESEA/NCLB-ESEA%20Resources/Federal%20Report%20Card/).

La información de las tarjetas de reporte incluye lo siguiente:

**Parte I: Rendimiento de los Estudiantes por Nivel de Competencia** - Proporciona los resultados de rendimiento del programa de evaluación académica (STAAR, por sus siglas en inglés) para cada materia y grado evaluado.

**Parte II: Los Objetivos Académicos Anuales Mensurables del estado** – Proporciona los resultados de rendimiento de las pruebas STAAR en cada materia. También incluye el índice de cuatro y cinco años de las tasas de graduación y las tasas de participación en las pruebas STAAR en lectura/inglés y matemáticas.

**Parte III: Escuelas con Enfoque o Escuelas con Prioridad** - as escuelas con prioridad son las que se encuentran dentro del 5% más bajo del Título I en el rendimiento en lectura y matemáticas y las tasas de graduación. Las escuelas con enfoque constituyen el 10 % del Título I que aún no son identificadas como escuelas con prioridad, que tienen la mayor diferencias entre el desempeño de grupo de estudiantes y garantizar los objetivos.

**Parte IV: Calidad de Datos de Maestros** – proporciona información sobre la calidad de los maestros en *tres partes*.

*Parte A – porcentaje de maestros con el más alto nivel de título obtenido - calificaciones profesionales de todos los maestros en las escuelas públicas de primaria y secundaria en Texas.*

*Parte B y C – maestros con credenciales provisionales o de emergencia, maestros altamente calificados (highly qualified), informes resumidos sobre la pobreza/con bajos índices de pobreza - porcentaje de todos los maestros en las escuelas públicas de primaria y secundaria trabajando con credenciales provisionales o de emergencia, el porcentaje de los salones de clases en el estado sin maestros que no están altamente calificados separados por niveles altos de pobreza en comparación con escuelas de bajos ingresos.*

**Parte V: Graduados Matriculados en una Institución de Educación Post-Secundaria en Texas (Universidad)** – proporciona el porcentaje de estudiantes que se matricularon y comenzaron en una institución de educación post-secundaria en el año escolar después de que se graduaron de la secundaria.

**Parte VI: Resultados Estatales de La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés)** – proporciona los resultados de NAEP más recientes en Texas del rendimiento en matemáticas y lectura y la tasa de participación, separados por grupos de alumnos.

Si usted tiene dificultad obteniendo esta información del sitio de internet, copias impresas de los informes están disponibles en la oficina central del distrito o a través de la escuela en la oficina del principal. Si usted tiene preguntas acerca de la información, por favor comuníquese con director de su hijo.

Atentamente,



Chris Shade, director de mejora la escuela

## Texas Education Agency 2015-16 Federal Report Card for Texas Public Schools

[Print this report](#)

Campus Name: HODGE EL

Campus ID: 061901105

District Name: DENTON ISD

### Part I: Student Achievement by Proficiency Level

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

STAAR	Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	State		African	American	Two or	More	Special	Econ	ELL	Female	Male	Migrant				
		District	Campus	American	Hispanic	White	Indian	Asian	Islander					Races	Ed	Disadv	
<b>Grade 3</b>																	
Reading	2016	72%	76%	<b>69%</b>	64%	71%	60%	-	*	-	100%	59%	63%	71%	70%	68%	-
	2015	74%	76%	<b>72%</b>	71%	72%	74%	*	*	-	*	36%	70%	68%	77%	69%	-
Mathematics	2016	74%	79%	<b>79%</b>	80%	83%	70%	-	*	-	*	71%	77%	82%	77%	81%	-
	2015	74%	77%	<b>80%</b>	*	82%	76%	*	*	-	*	71%	80%	83%	77%	83%	-
<b>Grade 4</b>																	
Reading	2016	74%	76%	<b>73%</b>	88%	65%	83%	*	*	-	*	38%	71%	62%	79%	68%	-
	2015	71%	73%	<b>67%</b>	83%	62%	75%	*	*	*	-	*	64%	63%	83%	56%	-
Mathematics	2016	72%	76%	<b>89%</b>	100%	88%	87%	*	*	-	*	62%	90%	89%	81%	95%	-
	2015	71%	71%	<b>69%</b>	*	65%	84%	*	*	*	-	*	65%	70%	76%	64%	-
Writing	2016	68%	71%	<b>66%</b>	86%	60%	73%	*	*	-	*	*	65%	58%	67%	66%	-
	2015	67%	70%	<b>53%</b>	*	51%	59%	*	*	*	-	*	45%	58%	65%	44%	-
<b>Grade 5</b>																	
Reading	2016	80%	86%	<b>82%</b>	100%	77%	84%	*	*	-	*	55%	80%	71%	89%	76%	-
	2015	83%	88%	<b>85%</b>	83%	85%	86%	*	*	-	-	*	82%	85%	87%	83%	-
Mathematics	2016	85%	86%	<b>91%</b>	86%	92%	91%	*	*	-	-	73%	91%	92%	95%	88%	-
	2015	75%	79%	<b>88%</b>	83%	85%	96%	*	*	-	-	82%	86%	83%	85%	91%	-
Science	2016	73%	76%	<b>65%</b>	71%	55%	81%	*	*	-	-	*	62%	53%	65%	66%	-
	2015	69%	74%	<b>64%</b>	83%	54%	86%	*	*	-	-	*	61%	46%	60%	68%	-
<b>All Grades</b>																	
All Subjects	2016	74%	78%	<b>77%</b>	82%	74%	79%	100%	91%	-	94%	54%	75%	72%	78%	76%	-
	2015	73%	78%	<b>72%</b>	68%	70%	79%	80%	90%	*	*	46%	69%	70%	76%	69%	-
Reading	2016	72%	77%	<b>74%</b>	79%	71%	76%	*	*	-	100%	51%	71%	68%	79%	71%	-
	2015	74%	78%	<b>75%</b>	79%	73%	78%	83%	*	*	*	36%	72%	72%	82%	69%	-
Mathematics	2016	75%	80%	<b>86%</b>	87%	87%	83%	*	*	-	86%	68%	86%	87%	84%	88%	-
	2015	73%	78%	<b>79%</b>	63%	78%	85%	83%	*	*	*	67%	77%	79%	80%	79%	-
Writing	2016	68%	73%	<b>66%</b>	86%	60%	73%	*	*	-	*	*	65%	58%	67%	66%	-
	2015	68%	74%	<b>53%</b>	*	51%	59%	*	*	*	-	*	45%	58%	65%	44%	-
Science	2016	77%	81%	<b>65%</b>	71%	55%	81%	*	*	-	-	*	62%	53%	65%	66%	-
	2015	75%	80%	<b>64%</b>	83%	54%	86%	*	*	-	-	*	61%	46%	60%	68%	-

STAAR Percent at Final Level II or Above

**All Grades**

All Subjects	2016	42%	47%	<b>37%</b>	37%	34%	45%	44%	64%	-	12%	22%	33%	36%	36%	39%	-
	2015	38%	43%	<b>30%</b>	22%	27%	38%	27%	30%	*	*	8%	27%	26%	32%	28%	-
Reading	2016	42%	49%	<b>38%</b>	38%	35%	43%	*	*	-	13%	27%	33%	37%	38%	38%	-
	2015	40%	46%	<b>30%</b>	21%	28%	38%	0%	*	*	*	3%	27%	27%	36%	24%	-
Mathematics	2016	40%	45%	<b>40%</b>	37%	40%	43%	*	*	-	14%	20%	36%	41%	35%	45%	-
	2015	36%	41%	<b>37%</b>	26%	34%	43%	67%	*	*	*	15%	34%	35%	34%	39%	-
Writing	2016	39%	44%	<b>35%</b>	29%	32%	47%	*	*	-	*	*	32%	34%	40%	31%	-
	2015	31%	36%	<b>10%</b>	*	10%	9%	*	*	*	-	*	8%	12%	17%	5%	-
Science	2016	44%	48%	<b>28%</b>	43%	15%	50%	*	*	-	-	*	24%	16%	26%	29%	-
	2015	40%	45%	<b>26%</b>	33%	17%	50%	*	*	-	-	*	23%	8%	24%	28%	-

**STAAR Percent at Level III Advanced**

**All Grades**

All Subjects	2016	17%	19%	<b>13%</b>	10%	13%	17%	0%	0%	-	0%	2%	11%	13%	13%	13%	-
	2015	14%	16%	<b>10%</b>	2%	9%	16%	0%	20%	*	*	4%	9%	9%	11%	10%	-
Reading	2016	16%	19%	<b>15%</b>	10%	14%	21%	*	*	-	0%	2%	12%	15%	17%	13%	-
	2015	15%	19%	<b>13%</b>	5%	11%	20%	0%	*	*	*	3%	10%	10%	17%	10%	-
Mathematics	2016	17%	18%	<b>15%</b>	10%	15%	17%	*	*	-	0%	2%	13%	16%	12%	17%	-
	2015	14%	15%	<b>12%</b>	0%	12%	17%	0%	*	*	*	3%	11%	12%	10%	14%	-
Writing	2016	14%	15%	<b>10%</b>	14%	10%	13%	*	*	-	*	*	8%	8%	12%	9%	-
	2015	8%	9%	<b>2%</b>	*	1%	0%	*	*	*	-	*	1%	4%	2%	2%	-
Science	2016	15%	16%	<b>5%</b>	0%	3%	9%	*	*	-	-	*	4%	4%	2%	7%	-
	2015	14%	16%	<b>6%</b>	0%	4%	14%	*	*	-	-	*	5%	0%	5%	8%	-

**STAAR Participation (All Grades)**

All Tests	2016	99%	99%	<b>100%</b>	97%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	<b>100%</b>	97%	100%	100%	*	*	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	<b>99%</b>	100%	100%	99%	100%	100%	100%	100%	100%	100%	99%	100%	99%	-
Mathematics	2016	100%	100%	<b>100%</b>	100%	100%	100%	*	*	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	100%	<b>99%</b>	88%	100%	100%	*	*	-	*	100%	99%	100%	98%	100%	-
	2015	99%	99%	<b>100%</b>	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	<b>100%</b>	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	<b>100%</b>	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	2016	98%	97%	<b>100%</b>	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	15%	<b>22%</b>	*	16%	25%	*	-	-	*	22%	17%	10%	25%	21%	-
% STAAR/EOC With Accommodations	2016	73%	75%	<b>78%</b>	*	84%	75%	*	-	-	*	78%	83%	90%	75%	79%	-
% STAAR Alternate2	2016	11%	7%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	3%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-

Mathematics Tests																	
% of Participants	2016	99%	98%	<b>100%</b>	*	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	<b>17%</b>	*	8%	25%	*	-	-	*	17%	14%	0%	17%	17%	-
% STAAR/EOC With Accommodations	2016	75%	76%	<b>83%</b>	*	92%	75%	*	-	-	*	83%	86%	100%	83%	83%	-
% STAAR Alternate2	2016	12%	8%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	2%	<b>0%</b>	*	0%	0%	*	-	-	*	0%	0%	0%	0%	0%	-

\*\* 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.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL Total +	Total Eligible	Total Met	Percent of Eligible Measures Met
<b>Performance Status - State</b>															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y		6	7	86
Mathematics	Y	Y	Y	Y					Y	Y	Y		7	7	100
Writing	Y		Y	Y					Y		N		4	5	80
Science	Y		N	Y					Y		N		3	5	60
Social Studies													0	0	
<b>Total</b>													<b>20</b>	<b>24</b>	<b>83</b>
<b>Performance Status - Federal</b>															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N		N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	Y		Y	N	n/a	n/a	n/a	n/a	N	N	Y	n/a			
<b>Participation Status</b>															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
<b>Total</b>													<b>14</b>	<b>14</b>	<b>100</b>
<b>Federal Graduation Status (Target: See Reason Codes)</b>															
Graduation Target Met													0	0	
Reason Code ***															
<b>Total</b>													<b>0</b>	<b>0</b>	
<b>District: Met Federal Limits on Alternative Assessments</b>															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
<b>Total</b>															
<b>Overall Total</b>													<b>34</b>	<b>38</b>	<b>89</b>



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

\*\*\* Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88%

d = Five-year Graduation Rate Target of 90%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

n/a Indicates the student group is not applicable to System Safeguards.

	All 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 Level II Satisfactory Standard	240	22	140	64	*	*	-	7	188	21	115	n/a
Total Tests	320	26	198	82	*	*	-	7	262	40	168	166
% at Level II Satisfactory Standard	75%	85%	71%	78%	*	*	-	100%	72%	53%	68%	n/a
<b>Mathematics</b>												
# at Level II Satisfactory Standard	278	24	172	69	*	*	-	6	226	28	147	n/a
Total Tests	320	26	198	82	*	*	-	7	262	40	168	166
% at Level II Satisfactory Standard	87%	92%	87%	84%	*	*	-	86%	86%	70%	88%	n/a
<b>Writing</b>												
# at Level II Satisfactory Standard	71	5	43	18	*	*	-	*	57	*	34	n/a
Total Tests	109	6	71	26	*	*	-	*	90	*	59	59
% at Level II Satisfactory Standard	65%	83%	61%	69%	*	*	-	*	63%	*	58%	n/a
<b>Science</b>												
# at Level II Satisfactory Standard	65	5	33	25	*	*	-	-	52	*	27	n/a
Total Tests	98	7	60	29	*	*	-	-	83	*	50	49
% at Level II Satisfactory Standard	66%	71%	55%	86%	*	*	-	-	63%	*	54%	n/a
<b>Social Studies</b>												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Participation Rates</b>												
<b>Reading: 2015-2016 Assessments</b>												
Number Participating	340	29	204	92	*	*	-	8	279	41	n/a	173
Total Students	341	30	204	92	*	*	-	8	280	41	n/a	173
Participation Rate	100%	97%	100%	100%	*	*	-	100%	100%	100%	n/a	100%
<b>Mathematics: 2015-2016 Assessments</b>												
Number Participating	339	30	203	92	*	*	-	7	278	41	n/a	172
Total Students	339	30	203	92	*	*	-	7	278	41	n/a	172
Participation Rate	100%	100%	100%	100%	*	*	-	100%	100%	100%	n/a	100%

\* 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 the student group is not applicable to System Safeguards.

	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 2015</b>												

Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
<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
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2014</b>												
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 the student group is not applicable to System Safeguards.

Source: 2016 Accountability 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 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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

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

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

Source: TEA Division of School Improvement and Support

**Part IV: Teacher Quality Data**

**Part IV A: Percent of Teachers by Highest Degree Held**

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

doctorate degrees.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
<b>No Degree</b>	0.0	0.0%	0.6%	1.0%
<b>Bachelors</b>	34.0	66.7%	71.1%	74.7%
<b>Masters</b>	17.0	33.3%	27.7%	23.6%
<b>Doctorate</b>	0.0	0.0%	0.6%	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
<b>Total Number of Teachers</b>		36	1	37
<b>Total Number of Classes</b>		36	1	37
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	36	1	37
	Percent	100.00%	100.00%	100.00%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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)
<b>Emergency (for certified personnel)</b>	0	0
<b>Emergency (for uncertified personnel)</b>	0	0
<b>Non-renewable</b>	0	0
<b>Temporary Classroom Assignment</b>	0	0
<b>District Teaching</b>	0	0
<b>Temporary</b>	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
<b>Highly Qualified</b>	1	0
<b>Not Highly Qualified</b>	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

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
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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>%</b>
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