

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

Campus Name: DUNCANVILLE H S

Campus ID: 057907001

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

End of Course	2016	2015	State District	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)	White	Black	Indian	Asian	Races	Races								
End of Course																			
English I	2016	63%	55%	55%	54%	55%	78%	*	67%	*	*	21%	54%	23%	63%	48%	-	-	-
	2015	66%	59%	59%	53%	62%	71%	*	81%	*	*	28%	56%	37%	63%	55%	-	-	-
English II	2016	66%	56%	57%	54%	58%	74%	*	74%	-	90%	20%	54%	25%	64%	50%	-	-	-
	2015	69%	63%	63%	56%	71%	66%	100%	65%	*	64%	28%	62%	36%	71%	56%	-	-	-
Algebra I	2016	76%	61%	56%	55%	56%	68%	*	83%	*	*	19%	54%	33%	60%	52%	-	-	-
	2015	77%	62%	57%	52%	62%	74%	*	76%	*	63%	16%	56%	44%	60%	55%	-	-	-
Biology	2016	86%	79%	79%	77%	80%	92%	*	94%	*	83%	42%	78%	50%	84%	75%	-	-	-
	2015	88%	84%	84%	81%	86%	96%	*	100%	*	*	38%	84%	65%	88%	81%	-	-	-
U.S. History	2016	90%	90%	90%	89%	92%	97%	100%	94%	-	100%	50%	89%	66%	91%	90%	-	-	-
	2015	88%	86%	87%	85%	90%	87%	-	89%	*	80%	53%	86%	73%	86%	88%	-	-	-
All Grades																			
All Subjects	2016	74%	66%	66%	64%	67%	81%	64%	81%	45%	73%	29%	64%	35%	71%	60%	-	-	-
	2015	73%	66%	68%	63%	73%	79%	100%	82%	*	69%	31%	67%	48%	72%	65%	-	-	-
Reading	2016	72%	65%	56%	54%	56%	76%	*	70%	*	67%	21%	54%	23%	63%	49%	-	-	-
	2015	74%	68%	61%	54%	66%	68%	100%	73%	*	65%	28%	59%	37%	67%	56%	-	-	-
Mathematics	2016	75%	66%	56%	55%	56%	68%	*	83%	*	*	19%	54%	33%	60%	52%	-	-	-
	2015	73%	64%	57%	52%	62%	74%	*	76%	*	63%	16%	56%	44%	60%	55%	-	-	-
Science	2016	77%	67%	79%	77%	80%	92%	*	94%	*	83%	42%	78%	50%	84%	75%	-	-	-
	2015	75%	66%	84%	81%	86%	96%	*	100%	*	*	38%	84%	65%	88%	81%	-	-	-
Social Studies	2016	76%	71%	90%	89%	92%	97%	100%	94%	-	100%	50%	89%	66%	91%	90%	-	-	-
	2015	74%	68%	87%	85%	90%	87%	-	89%	*	80%	53%	86%	73%	86%	88%	-	-	-
STAAR Percent at Final Level II or Above																			
All Grades																			
All Subjects	2016	42%	29%	30%	26%	31%	56%	36%	52%	36%	43%	11%	28%	7%	32%	27%	-	-	-
	2015	38%	26%	30%	24%	33%	50%	62%	59%	*	46%	9%	27%	12%	31%	29%	-	-	-
Reading	2016	42%	30%	27%	24%	28%	52%	*	50%	*	44%	10%	25%	4%	33%	22%	-	-	-
	2015	40%	28%	28%	22%	32%	45%	44%	57%	*	41%	10%	25%	14%	33%	24%	-	-	-
Mathematics	2016	40%	26%	11%	8%	13%	29%	*	25%	*	*	8%	10%	6%	12%	10%	-	-	-
	2015	36%	23%	10%	8%	12%	13%	*	29%	*	13%	5%	10%	5%	11%	10%	-	-	-
Science	2016	44%	29%	37%	35%	37%	70%	*	71%	*	50%	11%	36%	7%	39%	36%	-	-	-
	2015	40%	25%	38%	30%	40%	70%	*	79%	*	*	8%	34%	14%	37%	38%	-	-	-
Social Studies	2016	45%	36%	52%	44%	57%	77%	100%	56%	-	63%	20%	49%	23%	48%	56%	-	-	-
	2015	41%	30%	49%	43%	52%	64%	-	68%	*	80%	11%	47%	22%	42%	56%	-	-	-
STAAR Percent at Level III Advanced																			
All Grades																			
All Subjects	2016	17%	9%	5%	3%	5%	14%	4%	17%	9%	11%	4%	4%	1%	5%	5%	-	-	-
	2015	14%	7%	5%	3%	6%	14%	23%	10%	*	8%	3%	4%	1%	4%	5%	-	-	-
Reading	2016	16%	9%	2%	2%	2%	8%	*	14%	*	6%	4%	2%	0%	3%	1%	-	-	-
	2015	15%	8%	1%	1%	2%	6%	0%	5%	*	0%	3%	1%	0%	2%	1%	-	-	-

		State	District	African American			American Indian		Pacific Islander		Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				Campus	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
Mathematics	2016	17%	10%	3%	2%	3%	10%	*	8%	*	*	3%	2%	1%	3%	2%	-
	2015	14%	7%	2%	1%	3%	3%	*	6%	*	0%	1%	2%	2%	3%	2%	-
Science	2016	15%	6%	5%	3%	5%	14%	*	35%	*	17%	3%	4%	1%	4%	6%	-
	2015	14%	6%	8%	4%	9%	28%	*	16%	*	*	2%	6%	2%	8%	7%	-
Social Studies	2016	21%	12%	14%	10%	17%	34%	17%	13%	-	25%	5%	13%	5%	11%	17%	-
	2015	18%	9%	15%	10%	17%	26%	-	21%	*	30%	2%	12%	2%	10%	18%	-

STAAR Participation (All Grades)

		2016	2015	99%	99%	99%	98%	99%	94%	96%	100%	100%	100%	96%	99%	99%	99%	98%	-
All Tests	2016	99%	99%	99%	98%	99%	94%	96%	100%	100%	100%	100%	96%	99%	99%	99%	98%	-	
	2015	99%	99%	98%	99%	98%	98%	100%	98%	100%	100%	100%	96%	98%	94%	99%	98%	-	
Reading	2016	99%	99%	98%	98%	99%	92%	88%	100%	100%	100%	94%	98%	99%	99%	98%	-		
	2015	99%	99%	98%	99%	98%	96%	100%	96%	100%	100%	96%	98%	90%	98%	98%	-		
Mathematics	2016	100%	99%	99%	99%	99%	94%	100%	100%	*	100%	98%	99%	99%	99%	99%	-		
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	96%	99%	99%	99%	99%	-		
Science	2016	99%	99%	99%	99%	99%	97%	100%	100%	*	100%	96%	99%	98%	99%	98%	-		
	2015	99%	99%	98%	98%	98%	100%	100%	100%	100%	100%	94%	98%	97%	99%	98%	-		
Social Studies	2016	98%	99%	99%	99%	99%	97%	100%	100%	-	100%	98%	99%	98%	100%	99%	-		
	2015	99%	99%	98%	98%	99%	98%	-	100%	100%	100%	98%	99%	98%	98%	99%	-		

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

Reading Tests																			
% of Participants	2016	98%	96%	92%	95%	87%	85%	*	-	-	*	92%	91%	74%	96%	89%	-		
% STAAR/EOC With No Accommodations	2016	13%	13%	7%	5%	8%	38%	*	-	-	*	7%	7%	3%	4%	9%	-		
% STAAR/EOC With Accommodations	2016	73%	72%	78%	84%	67%	46%	*	-	-	*	78%	77%	68%	82%	76%	-		
% STAAR Alternate2	2016	11%	11%	7%	5%	11%	0%	*	-	-	*	7%	7%	3%	11%	5%	-		
% of Non-Participants	2016	2%	4%	8%	5%	13%	15%	*	-	-	*	8%	9%	26%	4%	11%	-		
Mathematics Tests																			
% of Participants	2016	99%	99%	98%	98%	98%	83%	*	-	-	*	98%	98%	94%	98%	98%	-		
% STAAR/EOC With No Accommodations	2016	12%	14%	6%	3%	11%	17%	*	-	-	*	6%	6%	0%	5%	7%	-		
% STAAR/EOC With Accommodations	2016	75%	74%	84%	91%	70%	67%	*	-	-	*	84%	83%	89%	83%	84%	-		
% STAAR Alternate2	2016	12%	12%	8%	4%	18%	0%	*	-	-	*	8%	9%	6%	11%	7%	-		
% of Non-Participants	2016	1%	1%	2%	2%	2%	17%	*	-	-	*	2%	2%	6%	2%	2%	-		

** 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.

Performance Status - State	All Students	African American			American Indian		Pacific Islander		Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL + Total Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored	+	Met	Eligible	Met
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	N	N	N	Y		Y				N	N	N	2	8	25
Mathematics	N	N	N	Y						N	N	N	1	7	14
Writing													0	0	

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science	Y	Y	Y	Y					Y	N	Y	6	7	86
Social Studies	Y	Y	Y	Y					Y	N	Y	6	7	86
Total												15	29	52
Performance Status - Federal														
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	N	N	N		n/a	n/a	n/a	n/a	N	N		n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%		
Reading	Y	Y	Y	N		Y			Y	N		Y	6	8
Mathematics	Y	Y	Y	N					Y	Y		Y	6	7
Total												12	15	80
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	Y	Y	Y	Y					Y	N		Y	6	7
Reason Code ***	a	a	b	a					a			c		
Total												6	7	86
District: Met Federal Limits on Alternative Assessments														
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													
Total													33	51
Overall Total														65

+ 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	1,694	770	805	70	*	31	*	12	1,218	60	91	n/a
Total Tests	2,924	1,400	1,364	87	*	44	*	17	2,178	289	275	248
% at Level II Satisfactory Standard	58%	55%	59%	80%	*	70%	*	71%	56%	21%	33%	n/a
Mathematics												
# at Level II Satisfactory Standard	718	335	346	21	*	10	*	*	524	32	52	n/a
Total Tests	1,244	602	590	28	*	12	*	*	954	170	127	118
% at Level II Satisfactory Standard	58%	56%	59%	75%	*	83%	*	*	55%	19%	41%	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	998	434	506	32	*	16	*	5	742	59	71	n/a
Total Tests	1,234	561	607	34	*	17	*	6	924	141	118	109
% at Level II Satisfactory Standard	81%	77%	83%	94%	*	94%	*	83%	80%	42%	60%	n/a
Social Studies												
# at Level II Satisfactory Standard	948	426	459	34	5	16	-	8	629	46	43	n/a
Total Tests	1,033	477	491	35	5	17	-	8	693	92	53	44
% at Level II Satisfactory Standard	92%	89%	93%	97%	100%	94%	-	100%	91%	50%	81%	n/a

Participation Rates

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Reading: 2015-2016 Assessments												
Number Participating	3,155	1,488	1,491	96	7	46	6	17	2,326	316	n/a	360
Total Students	3,212	1,523	1,504	104	8	46	6	17	2,366	336	n/a	362
Participation Rate	98%	98%	99%	92%	88%	100%	100%	100%	98%	94%	n/a	99%
Mathematics: 2015-2016 Assessments												
Number Participating	1,341	643	637	31	6	12	*	**	1,011	180	n/a	163
Total Students	1,357	652	642	33	6	12	*	**	1,023	184	n/a	164
Participation Rate	99%	99%	99%	94%	100%	100%	*	100%	99%	98%	n/a	99%

* 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	801	382	339	57	*	19	-	*	545	73	28	n/a
Total in Class	882	420	378	59	*	20	-	*	596	94	34	30
Graduation Rate	90.8%	91.0%	89.7%	96.6%	*	95.0%	-	*	91.4%	77.7%	82.4%	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	752	350	317	57	*	19	-	**	483	85	34	n/a
Total in Class	859	395	364	62	*	25	-	**	543	106	47	22
Graduation Rate	87.5%	88.6%	87.1%	91.9%	*	76.0%	-	72.7%	89.0%	80.2%	72.3%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	760	353	320	57	*	20	-	**	485	89	35	n/a
Total in Class	850	390	360	63	*	24	-	**	541	106	47	22
Graduation Rate	89.4%	90.5%	88.9%	90.5%	*	83.3%	-	81.8%	89.6%	84.0%	74.5%	n/a

District: Met Federal Limits on Alternative Assessments

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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 ** 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 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. 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		
No Degree	5.8	2.4%	1.7%	1.0%
Bachelors	142.5	59.4%	66.1%	74.7%
Masters	86.7	36.1%	30.7%	23.6%
Doctorate	5.0	2.1%	1.5%	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		212	27	239
Total Number of Classes		803	143	946
Number of Classes Taught by Highly Qualified Teachers	Number	803	143	946
	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	17	1
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

Year Enrolled in Higher Education	Campus	District	State
2013-14	63.2%	61.0%	57.5%
2012-13	59.1%	56.6%	56.9%

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

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

Source: TEA Division of Student Assessment

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

Campus Name: MARY E SMITHEY PACE H S

Campus ID: 057907004

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

End of Course	2016	2015	State District	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				Percent At or Above Level II Satisfactory Standard (2016)	Percent At or Above Level II Satisfactory Standard (2015)	Percent At or Above Level II Satisfactory Standard (2016)	Percent At or Above Level II Satisfactory Standard (2015)	Percent At or Above Level II Satisfactory Standard (2016)	Percent At or Above Level II Satisfactory Standard (2015)	Percent At or Above Level II Satisfactory Standard (2016)	Percent At or Above Level II Satisfactory Standard (2015)								
End of Course																			
English I	2016	63%	55%	*	*	*	*	-	-	-	-	*	*	-	*	*	-	-	-
	2015	66%	59%	68%	*	72%	*	-	*	-	-	*	71%	-	53%	81%	-	-	-
English II	2016	66%	56%	33%	*	46%	*	-	-	-	*	*	29%	*	36%	32%	-	-	-
	2015	69%	63%	63%	64%	61%	*	-	-	-	*	64%	*	53%	74%	-	-	-	-
Algebra I	2016	76%	61%	47%	*	*	*	-	-	-	-	*	42%	*	*	42%	-	-	-
	2015	77%	62%	38%	*	55%	*	-	-	-	*	*	-	*	*	-	-	-	-
Biology	2016	86%	79%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	-	-
	2015	88%	84%	*	*	*	*	-	-	-	-	-	*	-	*	*	-	-	-
U.S. History	2016	90%	90%	68%	56%	75%	*	-	-	-	*	*	67%	*	71%	*	-	-	-
	2015	88%	86%	67%	71%	64%	*	-	*	-	-	-	68%	*	52%	81%	-	-	-
All Grades																			
All Subjects	2016	74%	66%	43%	29%	58%	*	-	-	-	*	*	39%	*	50%	36%	-	-	-
	2015	73%	66%	62%	56%	64%	75%	-	*	-	-	*	62%	*	52%	71%	-	-	-
Reading	2016	72%	65%	30%	*	44%	*	-	-	-	*	*	26%	*	30%	30%	-	-	-
	2015	74%	68%	65%	58%	66%	75%	-	*	-	-	*	67%	*	53%	77%	-	-	-
Mathematics	2016	75%	66%	47%	*	*	*	-	-	-	-	*	42%	*	*	42%	-	-	-
	2015	73%	64%	38%	*	55%	*	-	-	-	-	*	*	-	*	*	-	-	-
Science	2016	77%	67%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	-	-
	2015	75%	66%	*	*	*	*	-	-	-	-	-	*	-	*	*	-	-	-
Social Studies	2016	76%	71%	68%	56%	75%	*	-	-	-	*	*	67%	*	71%	*	-	-	-
	2015	74%	68%	67%	71%	64%	*	-	*	-	-	-	68%	*	52%	81%	-	-	-
STAAR Percent at Final Level II or Above																			
All Grades																			
All Subjects	2016	42%	29%	2%	0%	3%	*	-	-	-	*	*	3%	*	0%	5%	-	-	-
	2015	38%	26%	16%	9%	21%	8%	-	*	-	-	*	16%	*	10%	21%	-	-	-
Reading	2016	42%	30%	4%	*	6%	*	-	-	-	*	*	6%	*	0%	7%	-	-	-
	2015	40%	28%	25%	16%	32%	13%	-	*	-	-	*	25%	*	18%	31%	-	-	-
Mathematics	2016	40%	26%	0%	*	*	*	-	-	-	-	*	0%	*	*	0%	-	-	-
	2015	36%	23%	0%	*	0%	*	-	-	-	-	*	*	-	*	*	-	-	-
Science	2016	44%	29%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	-	-
	2015	40%	25%	*	*	*	*	-	-	-	-	-	*	-	*	*	-	-	-
Social Studies	2016	45%	36%	0%	0%	0%	*	-	-	-	*	*	0%	*	0%	*	-	-	-
	2015	41%	30%	12%	7%	16%	*	-	*	-	-	-	11%	*	5%	19%	-	-	-
STAAR Percent at Level III Advanced																			
All Grades																			
All Subjects	2016	17%	9%	0%	0%	0%	*	-	-	-	*	*	0%	*	0%	0%	-	-	-
	2015	14%	7%	1%	0%	1%	0%	-	*	-	-	*	1%	*	1%	0%	-	-	-
Reading	2016	16%	9%	0%	*	0%	*	-	-	-	*	*	0%	*	0%	0%	-	-	-
	2015	15%	8%	0%	0%	0%	0%	-	*	-	-	*	0%	*	0%	0%	-	-	-

					African	Hispanic	White	American	Indian	Pacific	Two or	More	Econ	Special	ELL	Female	Male	Migrant
	State	District	Campus		American			Indian	Asian	Islander	Races	Disadv	Ed	Disadv	ELL	Female	Male	Migrant
Mathematics	2016	17%	10%	0%	*	*	*	-	-	-	-	*	0%	*	*	0%	-	
	2015	14%	7%	0%	*	0%	*	-	-	-	-	*	*	-	*	*	-	
Science	2016	15%	6%	*	-	*	-	-	-	-	-	-	*	-	*	-	-	
	2015	14%	6%	*	*	*	*	-	-	-	-	-	*	-	*	*	-	
Social Studies	2016	21%	12%	0%	0%	0%	*	-	-	-	*	*	0%	*	0%	*	-	
	2015	18%	9%	2%	0%	4%	*	-	*	-	-	-	4%	*	5%	0%	-	

STAAR Participation (All Grades)

All Tests	2016	99%	99%	97%	94%	100%	100%	-	*	-	*	100%	97%	100%	96%	98%	-
	2015	99%	99%	98%	98%	98%	100%	-	100%	-	-	100%	97%	100%	99%	97%	-
Reading	2016	99%	99%	96%	92%	100%	100%	-	*	-	*	*	97%	*	95%	97%	-
	2015	99%	99%	97%	100%	95%	100%	-	100%	-	-	100%	96%	100%	100%	95%	-
Mathematics	2016	100%	99%	100%	100%	100%	*	-	-	-	-	*	100%	*	100%	100%	-
	2015	99%	99%	95%	90%	100%	100%	-	-	-	-	100%	93%	-	91%	100%	-
Science	2016	99%	99%	*	*	*	-	-	-	-	-	-	*	-	*	*	-
	2015	99%	99%	100%	100%	100%	100%	-	-	-	-	-	100%	-	100%	100%	-
Social Studies	2016	98%	99%	96%	90%	100%	*	-	-	-	*	*	94%	*	95%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	-	100%	100%	100%	100%	-

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

Reading Tests																		
% of Participants	2016	98%	96%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% STAAR/EOC With No Accommodations	2016	13%	13%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% STAAR/EOC With Accommodations	2016	73%	72%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% STAAR Alternate2	2016	11%	11%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% of Non-Participants	2016	2%	4%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
Mathematics Tests																		
% of Participants	2016	99%	99%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% STAAR/EOC With No Accommodations	2016	12%	14%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% STAAR/EOC With Accommodations	2016	75%	74%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% STAAR Alternate2	2016	12%	12%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	
% of Non-Participants	2016	1%	1%	*	*	-	-	-	-	-	-	*	*	-	*	*	-	

**1 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	African	Hispanic	White	American	Indian	Pacific	Two or	More	Econ	Special	ELL	ELL	Total	Total	Percent
Performance Status - State	Students	American			Indian	Asian	Islander	Races	Disadv	Ed	Monitored	(Current & ELL Total)	Met	Eligible	Met	of Eligible Measures
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N												0	1	0	
Mathematics	Y												1	1	100	
Writing													0	0		

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Science ~												0	0	
Social Studies	Y											1	1	100
Total												2	3	67
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
Reading	N				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%	95%	95%	95%	95%			
Reading	Y	N							Y			2	3	67
Mathematics	Y											1	1	100
Total												3	4	75
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met	N		N						N			0	3	0
Reason Code ***												0	3	0
Total												0	3	0
District: Met Federal Limits on Alternative Assessments														
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													
Total													5	10
Overall Total														50

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

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 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	10	*	5	*	-	-	-	*	6	*	-	n/a
Total Tests	25	*	10	*	-	-	-	*	17	*	-	-
% at Level II Satisfactory Standard	40%	*	50%	*	-	-	-	*	35%	*	-	n/a
Mathematics												
# at Level II Satisfactory Standard	8	*	*	*	-	-	-	-	5	*	-	n/a
Total Tests	12	*	*	*	-	-	-	-	7	*	-	-
% at Level II Satisfactory Standard	67%	*	*	*	-	-	-	-	71%	*	-	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	6	-	*	-	-	-	-	-	*	-	-	n/a
Total Tests	7	-	*	-	-	-	-	-	*	-	-	-
% at Level II Satisfactory Standard	86%	-	*	-	-	-	-	-	*	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	10	*	6	*	-	-	-	*	6	*	*	n/a
Total Tests	14	*	8	*	-	-	-	*	8	*	*	*
% at Level II Satisfactory Standard	71%	*	75%	*	-	-	-	*	75%	*	*	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	49	24	17	6	-	*	-	*	36	*	n/a	*
Total Students	51	26	17	6	-	*	-	*	37	*	n/a	*
Participation Rate	96%	92%	100%	100%	-	*	-	*	97%	*	n/a	*
Mathematics: 2015-2016 Assessments												
Number Participating	19	12	**	*	-	-	-	-	12	*	n/a	*
Total Students	19	12	**	*	-	-	-	-	12	*	n/a	*
Participation Rate	100%	100%	100%	*	-	-	-	-	100%	*	n/a	*

~ Indicates Small Numbers Analysis was used for the subject.
 * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	23	8	13	**	-	-	-	*	15	*	*	n/a
Total in Class	70	24	39	**	-	-	-	*	39	*	*	*
Graduation Rate	32.9%	33.3%	33.3%	33.3%	-	-	-	*	38.5%	*	*	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	30	12	15	3	-	-	-	-	22	*	0	n/a
Total in Class	73	30	38	5	-	-	-	-	52	*	6	*
Graduation Rate	41.1%	40.0%	39.5%	60.0%	-	-	-	-	42.3%	*	0.0%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	46	21	22	**	-	*	-	-	35	*	0	n/a
Total in Class	71	28	37	**	-	*	-	-	52	*	7	*
Graduation Rate	64.8%	75.0%	59.5%	60.0%	-	*	-	-	67.3%	*	0.0%	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 Small Numbers Analysis was used for the subject.
 * 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 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. 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		
No Degree	0.2	1.8%	1.7%	1.0%
Bachelors	5.0	48.4%	66.1%	74.7%
Masters	5.2	49.9%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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		10	0	10
Total Number of Classes		10	0	10
Number of Classes Taught by Highly Qualified Teachers	Number	10	0	10
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

Year Enrolled in Higher Education	Campus	District	State
2013-14	*	61.0%	57.5%
2012-13	31.0%	56.6%	56.9%

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

Grade	Subject	Student Group	%
	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
2015-16 Federal Report Card for Texas Public Schools
Campus Name: SUMMIT LEARNING CENTER
Campus ID: 057907005
District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	District	Campus	Demographics										
							African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female
Grade 7																	
Reading		69%	63%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		72%	64%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics		68%	62%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		68%	61%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing		68%	60%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		69%	62%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Grade 8																	
Science		73%	61%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		62%	51%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
End of Course																	
English I		63%	55%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		66%	56%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
Algebra I		76%	61%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		77%	62%	*	-	*	-	-	-	-	-	*	*	-	-	*	-
Biology		86%	79%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
All Grades																	
All Subjects		74%	66%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		73%	66%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Reading		72%	65%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		74%	68%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics		75%	66%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		73%	64%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing		68%	59%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		68%	60%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Science		77%	67%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		76%	71%	*	*	-	-	-	-	-	-	*	*	-	-	*	-

STAAR Percent at Final Level II or Above

All Grades																	
All Subjects		42%	29%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		38%	26%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Reading		42%	30%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		40%	28%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Mathematics		40%	26%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		36%	23%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Writing		39%	26%	*	*	-	-	-	-	-	-	*	*	-	-	*	-
		31%	18%	*	-	*	-	-	-	-	-	*	*	*	-	*	-
Science		44%	29%	*	*	-	-	-	-	-	-	*	*	-	-	*	-

					Two or More Special Econ													
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
Social Studies	2016	45%	36%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	-	-	-	-	-	-	-	100%	100%	-	-	100%	-
	2015	99%	99%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	-	100%	-
Reading	2016	99%	99%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
	2015	99%	99%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	-	100%	-
Mathematics	2016	100%	99%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
	2015	99%	99%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	-	100%	-
Writing	2016	99%	99%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
	2015	99%	99%	100%	-	100%	-	-	-	-	-	-	100%	100%	100%	-	100%	-
Science	2016	99%	99%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
Social Studies	2016	98%	99%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-

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

Reading Tests																		
% of Participants	2016	98%	96%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With No Accommodations	2016	13%	13%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With Accommodations	2016	73%	72%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR Alternate2	2016	11%	11%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% of Non-Participants	2016	2%	4%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
Mathematics Tests																		
% of Participants	2016	99%	99%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With No Accommodations	2016	12%	14%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR/EOC With Accommodations	2016	75%	74%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% STAAR Alternate2	2016	12%	12%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-
% of Non-Participants	2016	1%	1%	*	*	-	-	-	-	-	-	-	*	*	-	-	*	-

*** 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 & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading												0	0	
Mathematics												0	0	
Writing												0	0	
Science												0	0	
Social Studies												0	0	
Total												0	0	
Performance Status - Federal														
Federal Target	87%	87%	87%	87%					87%	87%	87%			
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%	95%	95%	95%	95%			
Reading ~												0	0	
Mathematics ~												0	0	
Total												0	0	
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***												0	0	
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
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													
Total														
Overall Total												0	0	

~ Indicates Small Numbers Analysis (SNA) has been applied to the All Students group for the noted indicator. When SNA is applied, a three-year average is shown for the All Students group.

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Mathematics												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Writing												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												
Science												
# at Level II Satisfactory	-	-	-	-	-	-	-	-	-	-	-	n/a
Standard												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	*	*	-	-	-	-	-	-	*	*	n/a	-
Total Students	*	*	-	-	-	-	-	-	*	*	n/a	-
Participation Rate	*	*	-	-	-	-	-	-	*	*	n/a	-
Mathematics: 2015-2016 Assessments												
Number Participating	*	*	-	-	-	-	-	-	*	*	n/a	-
Total Students	*	*	-	-	-	-	-	-	*	*	n/a	-
Participation Rate	*	*	-	-	-	-	-	-	*	*	n/a	-

~ Indicates Small Numbers Analysis was used for the subject.
 * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 Small Numbers Analysis was used for the subject.
 * 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		
No Degree	1.0	8.8%	1.7%	1.0%
Bachelors	7.6	67.3%	66.1%	74.7%
Masters	1.7	15.0%	30.7%	23.6%
Doctorate	1.0	8.8%	1.5%	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		9	0	9
Total Number of Classes		46	0	46
Number of Classes Taught by Highly Qualified Teachers	Number	46	0	46
	Percent	100.00%	.	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	.	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

Year Enrolled in Higher Education	Campus	District	State
2013-14	*	61.0%	57.5%
2012-13	-	56.6%	56.9%

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: J HERMAN REED MIDDLE

Campus ID: 057907041

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Year	State	District	Campus	African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)								
Grade 7																						
Reading	2016	69%	63%	59%	50%	65%	75%	*	*	-	*	31%	57%	29%	63%	56%	-					
	2015	72%	64%	60%	58%	59%	78%	*	*	-	*	*	59%	33%	67%	54%	-					
Mathematics	2016	68%	62%	56%	46%	62%	88%	*	*	-	*	36%	57%	39%	54%	57%	-					
	2015	68%	61%	53%	43%	59%	67%	*	*	-	*	*	52%	40%	64%	44%	-					
Writing	2016	68%	60%	57%	50%	60%	71%	*	*	-	*	43%	54%	21%	64%	51%	-					
	2015	69%	62%	60%	55%	63%	78%	*	*	-	*	*	60%	31%	73%	49%	-					
Grade 8																						
Reading	2016	85%	83%	77%	75%	79%	75%	*	*	*	*	20%	76%	56%	85%	70%	-					
	2015	84%	82%	77%	70%	81%	88%	*	*	-	*	47%	77%	41%	83%	71%	-					
Mathematics	2016	80%	71%	67%	65%	69%	71%	*	*	*	*	*	67%	49%	75%	61%	-					
	2015	71%	59%	58%	49%	65%	63%	*	*	-	*	23%	54%	34%	62%	54%	-					
Science	2016	73%	61%	55%	48%	60%	63%	*	*	*	*	*	53%	33%	63%	49%	-					
	2015	67%	54%	48%	44%	50%	*	*	*	-	*	26%	46%	15%	44%	52%	-					
Social Studies	2016	62%	51%	51%	45%	54%	75%	*	*	*	*	*	48%	25%	53%	50%	-					
	2015	61%	49%	35%	29%	37%	*	*	*	-	*	33%	31%	*	29%	40%	-					
End of Course																						
Algebra I	2016	76%	61%	100%	100%	100%	*	-	-	-	-	-	100%	*	100%	100%	-					
	2015	77%	62%	100%	100%	100%	-	-	-	-	-	-	100%	*	100%	100%	-					
All Grades																						
All Subjects	2016	74%	66%	61%	54%	65%	75%	45%	100%	*	77%	26%	59%	36%	65%	57%	-					
	2015	73%	66%	56%	50%	60%	68%	45%	93%	-	70%	25%	55%	30%	60%	53%	-					
Reading	2016	72%	65%	68%	62%	72%	75%	*	*	*	*	27%	67%	43%	74%	63%	-					
	2015	74%	68%	69%	65%	71%	82%	*	*	-	*	34%	68%	37%	76%	63%	-					
Mathematics	2016	75%	66%	63%	56%	67%	81%	*	*	*	*	26%	63%	45%	65%	61%	-					
	2015	73%	64%	58%	48%	64%	65%	*	*	-	*	17%	55%	38%	64%	52%	-					
Writing	2016	68%	59%	57%	50%	60%	71%	*	*	-	*	43%	54%	21%	64%	51%	-					
	2015	68%	60%	60%	55%	63%	78%	*	*	-	*	*	60%	31%	73%	49%	-					
Science	2016	77%	67%	55%	48%	60%	63%	*	*	*	*	*	53%	33%	63%	49%	-					
	2015	75%	66%	48%	44%	50%	*	*	*	-	*	26%	46%	15%	44%	52%	-					
Social Studies	2016	76%	71%	51%	45%	54%	75%	*	*	*	*	*	48%	25%	53%	50%	-					
	2015	74%	68%	35%	29%	37%	*	*	*	-	*	33%	31%	*	29%	40%	-					

STAAR Percent at Final Level II or Above

All Grades																					
All Subjects	2016	42%	29%	25%	20%	28%	42%	36%	90%	*	38%	19%	23%	7%	29%	22%	-				
	2015	38%	26%	19%	14%	22%	24%	0%	60%	-	40%	15%	18%	5%	21%	18%	-				
Reading	2016	42%	30%	30%	24%	32%	50%	*	*	*	*	21%	28%	7%	35%	25%	-				
	2015	40%	28%	25%	21%	27%	29%	*	*	-	*	17%	22%	7%	29%	21%	-				
Mathematics	2016	40%	26%	23%	17%	27%	31%	*	*	*	*	21%	22%	6%	27%	20%	-				
	2015	36%	23%	21%	15%	26%	18%	*	*	-	*	12%	21%	6%	23%	20%	-				

				African		American		Pacific		Two or	More	Special	Econ	ELL	Female	Male	Migrant
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv					
Writing	2016	39%	26%	28%	22%	31%	14%	*	*	-	*	33%	26%	13%	35%	21%	-
	2015	31%	18%	20%	15%	21%	44%	*	*	-	*	*	18%	4%	29%	12%	-
Science	2016	44%	29%	26%	18%	29%	63%	*	*	*	*	*	23%	8%	27%	24%	-
	2015	40%	25%	18%	12%	22%	*	*	*	-	*	19%	17%	5%	14%	21%	-
Social Studies	2016	45%	36%	18%	15%	17%	50%	*	*	*	*	*	16%	4%	18%	18%	-
	2015	41%	30%	6%	4%	7%	*	*	*	-	*	19%	6%	*	3%	8%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	9%	8%	5%	10%	7%	18%	60%	*	8%	7%	7%	1%	9%	7%	-
	2015	14%	7%	5%	4%	7%	5%	0%	40%	-	0%	8%	5%	1%	7%	4%	-
Reading	2016	16%	9%	9%	7%	11%	13%	*	*	*	*	7%	9%	1%	12%	7%	-
	2015	15%	8%	9%	8%	10%	12%	*	*	-	*	3%	8%	2%	13%	6%	-
Mathematics	2016	17%	10%	8%	4%	10%	6%	*	*	*	*	7%	7%	3%	9%	7%	-
	2015	14%	7%	6%	2%	8%	0%	*	*	-	*	9%	5%	1%	6%	6%	-
Writing	2016	14%	6%	5%	4%	7%	0%	*	*	-	*	13%	6%	2%	6%	5%	-
	2015	8%	2%	1%	1%	1%	0%	*	*	-	*	*	2%	0%	3%	0%	-
Science	2016	15%	6%	9%	3%	13%	0%	*	*	*	*	*	6%	0%	7%	11%	-
	2015	14%	6%	6%	2%	8%	*	*	*	-	*	19%	6%	3%	6%	6%	-
Social Studies	2016	21%	12%	7%	5%	7%	13%	*	*	*	*	*	5%	0%	7%	7%	-
	2015	18%	9%	1%	1%	1%	*	*	*	-	*	7%	1%	*	1%	1%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	100%	100%	100%	*	100%	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	99%	100%	99%	100%	*	*	*	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	99%	100%	100%	-
Mathematics	2016	100%	99%	99%	100%	99%	100%	*	*	*	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	99%	98%	99%	100%	*	*	-	*	98%	98%	100%	99%	98%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	100%	99%	100%	99%	99%	-
Science	2016	99%	99%	99%	99%	99%	100%	*	*	*	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-
Social Studies	2016	98%	99%	99%	99%	99%	100%	*	*	*	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	12%	10%	17%	*	*	-	-	-	12%	14%	7%	20%	9%	-
% STAAR/EOC With Accommodations	2016	73%	72%	68%	68%	66%	*	*	-	-	-	68%	74%	86%	55%	74%	-
% STAAR Alternate2	2016	11%	11%	19%	22%	17%	*	*	-	-	-	19%	12%	7%	25%	17%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	*	*	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	*	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	10%	5%	18%	*	*	-	-	-	10%	11%	7%	10%	10%	-
% STAAR/EOC With Accommodations	2016	75%	74%	71%	73%	64%	*	*	-	-	-	71%	77%	86%	65%	73%	-
% STAAR Alternate2	2016	12%	12%	19%	22%	18%	*	*	-	-	-	19%	13%	7%	25%	17%	-
% of Non-Participants	2016	1%	1%	0%	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)	Total +	Total Eligible	Percent of Eligible Measures Met
Performance Status - State														
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	Y	Y						Y	N	N	4	6	67
Mathematics	Y	N	Y						Y	N	Y	4	6	67
Writing	Y	N	Y						N	N	N	2	6	33
Science	N	N	Y						N	N	N	1	5	20
Social Studies	N	N	N						N	N	N	0	5	0
Total												11	28	39
Performance Status - Federal														
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	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%		
Reading	Y	Y	Y						Y	Y		Y	6	6
Mathematics	Y	Y	Y						Y	Y		Y	6	6
Total												12	12	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met													0	0
Reason Code ***													0	0
Total													0	0
District: Met Federal Limits on Alternative Assessments														
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													
Total													23	40
Overall Total														58

+ 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	402	151	233	12	*	*	-	*	318	18	75	n/a
Total Tests	569	235	311	15	*	*	-	*	463	65	127	86
% at Level II Satisfactory Standard	71%	64%	75%	80%	*	*	-	*	69%	28%	59%	n/a
Mathematics												
# at Level II Satisfactory Standard	368	133	217	13	*	*	-	*	300	17	76	n/a
Total Tests	561	234	304	15	*	*	-	*	456	64	121	80
% at Level II Satisfactory Standard	66%	57%	71%	87%	*	*	-	*	66%	27%	63%	n/a
Writing												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Language Arts												
# at Level II Satisfactory Standard	173	63	100	5	*	*	-	*	131	17	27	n/a
Total Tests	285	115	157	7	*	*	-	*	228	42	64	37
% at Level II Satisfactory Standard	61%	55%	64%	71%	*	*	-	*	57%	40%	42%	n/a
Science												
# at Level II Satisfactory Standard	154	51	96	5	*	*	-	-	123	*	28	n/a
Total Tests	267	110	148	7	*	*	-	-	220	*	57	43
% at Level II Satisfactory Standard	58%	46%	65%	71%	*	*	-	-	56%	*	49%	n/a
Social Studies												
# at Level II Satisfactory Standard	143	50	86	6	*	*	-	-	112	*	21	n/a
Total Tests	267	110	148	7	*	*	-	-	220	*	57	43
% at Level II Satisfactory Standard	54%	45%	58%	86%	*	*	-	-	51%	*	37%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	626	260	339	16	*	*	*	*	506	73	n/a	104
Total Students	631	260	343	16	*	*	*	*	511	73	n/a	104
Participation Rate	99%	100%	99%	100%	*	*	*	*	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	621	259	335	16	*	*	*	*	502	72	n/a	101
Total Students	627	259	340	16	*	*	*	*	508	72	n/a	101
Participation Rate	99%	100%	99%	100%	*	*	*	*	99%	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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	1.0	2.5%	1.7%	1.0%
Bachelors	24.5	61.5%	66.1%	74.7%
Masters	12.4	31.0%	30.7%	23.6%
Doctorate	2.0	5.0%	1.5%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		33	6	39
Total Number of Classes		218	24	242
Number of Classes Taught by Highly Qualified Teachers	Number	218	24	242
	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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Temporary	0	0

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: WILLIAM H BYRD MIDDLE

Campus ID: 057907042

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State District		African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				At or Above Level II Satisfactory Standard (2016)	Phase-in 1 Level II (2015)	American	Hispanic	White	Indian	Asian	Islander	Races											
Grade 7																							
Reading	2016	69%	63%	64%	57%	66%	84%	*	*	-	*	20%	62%	43%	72%	54%	-						
	2015	72%	64%	69%	62%	72%	69%	*	*	-	*	30%	65%	57%	74%	65%	-						
Mathematics	2016	68%	62%	70%	60%	75%	79%	*	*	-	*	47%	67%	57%	75%	63%	-						
	2015	68%	61%	69%	61%	74%	74%	*	*	-	*	27%	68%	53%	72%	67%	-						
Writing	2016	68%	60%	62%	51%	67%	84%	*	*	-	*	20%	60%	29%	73%	48%	-						
	2015	69%	62%	62%	56%	64%	72%	*	*	-	*	27%	60%	47%	71%	54%	-						
Grade 8																							
Reading	2016	85%	83%	87%	80%	91%	89%	*	*	-	*	41%	84%	83%	91%	84%	-						
	2015	84%	82%	85%	85%	85%	100%	*	*	*	*	41%	83%	44%	91%	81%	-						
Mathematics	2016	80%	71%	78%	69%	84%	80%	*	*	-	*	*	76%	52%	84%	74%	-						
	2015	71%	59%	63%	62%	63%	86%	*	*	-	*	*	59%	36%	66%	60%	-						
Science	2016	73%	61%	67%	62%	68%	82%	*	*	-	*	19%	66%	48%	70%	65%	-						
	2015	67%	54%	57%	54%	57%	83%	*	*	*	*	*	55%	24%	57%	57%	-						
Social Studies	2016	62%	51%	58%	48%	62%	68%	*	*	-	*	*	54%	52%	56%	59%	-						
	2015	61%	49%	58%	56%	57%	72%	*	*	*	*	*	55%	*	57%	59%	-						
End of Course																							
Algebra I	2016	76%	61%	100%	100%	100%	100%	-	*	-	*	*	100%	*	100%	100%	-						
	2015	77%	62%	100%	100%	100%	*	-	*	*	*	-	100%	-	100%	100%	-						
All Grades																							
All Subjects	2016	74%	66%	70%	62%	74%	82%	71%	96%	-	100%	26%	68%	52%	75%	66%	-						
	2015	73%	66%	67%	63%	68%	77%	50%	80%	*	64%	24%	64%	41%	70%	64%	-						
Reading	2016	72%	65%	76%	69%	79%	88%	*	100%	-	100%	30%	73%	61%	81%	72%	-						
	2015	74%	68%	77%	74%	79%	79%	*	86%	*	71%	35%	74%	51%	82%	73%	-						
Mathematics	2016	75%	66%	76%	67%	81%	84%	*	100%	-	100%	32%	74%	57%	81%	72%	-						
	2015	73%	64%	69%	63%	71%	79%	*	71%	*	*	22%	66%	45%	72%	66%	-						
Writing	2016	68%	59%	62%	51%	67%	84%	*	*	-	*	20%	60%	29%	73%	48%	-						
	2015	68%	60%	62%	56%	64%	72%	*	*	-	*	27%	60%	47%	71%	54%	-						
Science	2016	77%	67%	67%	62%	68%	82%	*	*	-	*	19%	66%	48%	70%	65%	-						
	2015	75%	66%	57%	54%	57%	83%	*	*	*	*	*	55%	24%	57%	57%	-						
Social Studies	2016	76%	71%	58%	48%	62%	68%	*	*	-	*	*	54%	52%	56%	59%	-						
	2015	74%	68%	58%	56%	57%	72%	*	*	*	*	*	55%	*	57%	59%	-						

STAAR Percent at Final Level II or Above

All Grades																							
All Subjects	2016	42%	29%	34%	28%	34%	50%	29%	67%	-	77%	8%	32%	15%	37%	30%	-						
	2015	38%	26%	26%	21%	26%	40%	0%	40%	*	55%	5%	23%	7%	27%	24%	-						
Reading	2016	42%	30%	34%	27%	35%	46%	*	71%	-	83%	5%	32%	16%	38%	29%	-						
	2015	40%	28%	30%	25%	31%	40%	*	29%	*	57%	5%	28%	5%	31%	28%	-						
Mathematics	2016	40%	26%	41%	33%	43%	59%	*	86%	-	83%	13%	40%	24%	44%	38%	-						
	2015	36%	23%	30%	25%	32%	44%	*	57%	*	*	6%	27%	16%	34%	27%	-						

				African		American		Pacific		Two or	More	Special	Econ	ELL	Female	Male	Migrant
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv					
Writing	2016	39%	26%	32%	28%	33%	53%	*	*	-	*	3%	32%	11%	39%	23%	-
	2015	31%	18%	18%	16%	16%	36%	*	*	-	*	3%	15%	0%	22%	15%	-
Science	2016	44%	29%	31%	26%	32%	42%	*	*	-	*	12%	30%	9%	31%	31%	-
	2015	40%	25%	21%	17%	20%	44%	*	*	*	*	*	17%	4%	21%	21%	-
Social Studies	2016	45%	36%	26%	22%	22%	47%	*	*	-	*	*	23%	9%	26%	25%	-
	2015	41%	30%	21%	17%	22%	33%	*	*	*	*	*	19%	*	17%	23%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	9%	12%	10%	11%	23%	14%	38%	-	36%	1%	11%	4%	13%	11%	-
	2015	14%	7%	9%	7%	9%	15%	0%	28%	*	41%	1%	7%	1%	9%	9%	-
Reading	2016	16%	9%	12%	10%	11%	25%	*	29%	-	50%	0%	12%	6%	14%	11%	-
	2015	15%	8%	12%	11%	11%	18%	*	29%	*	43%	0%	9%	0%	12%	11%	-
Mathematics	2016	17%	10%	15%	13%	15%	21%	*	57%	-	17%	2%	15%	8%	15%	15%	-
	2015	14%	7%	10%	7%	11%	19%	*	29%	*	*	2%	8%	2%	9%	11%	-
Writing	2016	14%	6%	5%	6%	4%	5%	*	*	-	*	0%	5%	0%	6%	4%	-
	2015	8%	2%	3%	1%	2%	10%	*	*	-	*	0%	2%	0%	5%	1%	-
Science	2016	15%	6%	10%	8%	8%	21%	*	*	-	*	0%	10%	0%	11%	9%	-
	2015	14%	6%	8%	5%	9%	17%	*	*	*	*	*	6%	4%	7%	9%	-
Social Studies	2016	21%	12%	13%	11%	10%	32%	*	*	-	*	*	11%	0%	15%	12%	-
	2015	18%	9%	7%	6%	8%	6%	*	*	*	*	*	7%	*	6%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	99%	100%	100%	-	100%	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	99%	100%	99%	-
Reading	2016	99%	99%	99%	100%	99%	98%	*	100%	-	100%	100%	100%	100%	99%	99%	-
	2015	99%	99%	99%	99%	100%	100%	100%	100%	100%	100%	100%	99%	98%	100%	99%	-
Mathematics	2016	100%	99%	99%	99%	99%	98%	*	100%	-	100%	100%	100%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	99%	99%	99%	100%	*	*	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	99%	98%	100%	100%	100%	100%	-	100%	100%	99%	100%	100%	99%	-
Science	2016	99%	99%	99%	99%	99%	100%	*	*	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	96%	99%	100%	100%	99%	-
Social Studies	2016	98%	99%	98%	96%	98%	100%	*	*	-	*	100%	98%	100%	97%	98%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	96%	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%	96%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	16%	10%	21%	29%	*	*	-	-	16%	15%	9%	30%	13%	-
% STAAR/EOC With Accommodations	2016	73%	72%	84%	90%	79%	71%	*	*	-	-	84%	85%	91%	70%	87%	-
% STAAR Alternate2	2016	11%	11%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	100%	*	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	14%	11%	16%	29%	*	*	-	-	14%	13%	9%	30%	11%	-
% STAAR/EOC With Accommodations	2016	75%	74%	86%	89%	84%	71%	*	*	-	-	86%	87%	91%	70%	89%	-
% STAAR Alternate2	2016	12%	12%	0%	0%	0%	0%	*	*	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	1%	0%	0%	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 (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State															
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	N	Y		6	7	86
Writing	Y	N	Y						Y	N	N		3	6	50
Science	Y	Y	Y	Y					Y				5	5	100
Social Studies	N	N	Y	Y					N				2	5	40
Total													22	30	73
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	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
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***													0	0	
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
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														
Total															
Overall Total													36	44	82

+ 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	527	176	287	48	*	7	-	**	376	16	47	n/a
Total Tests	686	254	360	55	*	7	-	**	509	54	70	45
% at Level II Satisfactory Standard	77%	69%	80%	87%	*	100%	-	100%	74%	30%	67%	n/a
Mathematics												
# at Level II Satisfactory Standard	530	169	298	46	*	7	-	**	379	18	51	n/a
Total Tests	686	254	360	55	*	7	-	**	508	53	70	45
% at Level II Satisfactory Standard	77%	67%	83%	84%	*	100%	-	100%	75%	34%	73%	n/a
Writing												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Language Arts												
# at Level II Satisfactory Standard	191	62	106	16	*	*	-	*	140	6	20	n/a
Total Tests	307	121	159	19	*	*	-	*	229	28	43	26
% at Level II Satisfactory Standard	62%	51%	67%	84%	*	*	-	*	61%	21%	47%	n/a
Science												
# at Level II Satisfactory Standard	254	81	135	30	*	*	-	*	183	5	17	n/a
Total Tests	369	129	194	37	*	*	-	*	271	24	27	19
% at Level II Satisfactory Standard	69%	63%	70%	81%	*	*	-	*	68%	21%	63%	n/a
Social Studies												
# at Level II Satisfactory Standard	216	62	122	25	*	*	-	*	148	*	16	n/a
Total Tests	365	126	193	37	*	*	-	*	267	*	27	19
% at Level II Satisfactory Standard	59%	49%	63%	68%	*	*	-	*	55%	*	59%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	723	274	376	56	*	7	-	**	533	57	n/a	52
Total Students	727	275	378	57	*	7	-	**	535	57	n/a	52
Participation Rate	99%	100%	99%	98%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	721	273	375	56	*	7	-	**	532	56	n/a	51
Total Students	726	275	377	57	*	7	-	**	534	56	n/a	51
Participation Rate	99%	99%	99%	98%	*	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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	1.0	2.0%	1.7%	1.0%
Bachelors	33.3	67.1%	66.1%	74.7%
Masters	14.3	28.8%	30.7%	23.6%
Doctorate	1.0	2.0%	1.5%	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		43	6	49
Total Number of Classes		217	18	235
Number of Classes Taught by Highly Qualified Teachers	Number	217	18	235
	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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
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	5	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

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	
	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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: G W KENNEMER MIDDLE

Campus ID: 057907043

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Year	State		District		Campus		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant		
		Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	Percent	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)		
Grade 7																													
Reading	2016	69%	63%	67%	61%	70%	83%	*	73%	-	*	20%	66%	41%	73%	60%	-												
	2015	72%	64%	62%	57%	65%	*	-	77%	-	83%	42%	59%	32%	63%	62%	-												
Mathematics	2016	68%	62%	60%	50%	68%	*	*	64%	-	*	20%	60%	42%	59%	61%	-												
	2015	68%	61%	56%	49%	63%	*	-	54%	-	*	34%	54%	34%	52%	60%	-												
Writing	2016	68%	60%	61%	60%	61%	*	*	71%	-	*	*	60%	26%	68%	53%	-												
	2015	69%	62%	64%	56%	69%	*	-	77%	-	*	41%	59%	39%	68%	59%	-												
Grade 8																													
Reading	2016	85%	83%	83%	80%	83%	100%	*	93%	-	100%	41%	78%	63%	84%	82%	-												
	2015	84%	82%	82%	74%	90%	83%	*	100%	*	*	23%	81%	65%	90%	73%	-												
Mathematics	2016	80%	71%	67%	61%	74%	*	-	71%	-	*	27%	63%	51%	69%	64%	-												
	2015	71%	59%	55%	48%	61%	*	*	*	*	*	*	53%	42%	60%	48%	-												
Science	2016	73%	61%	58%	50%	63%	83%	*	69%	-	*	31%	54%	28%	55%	60%	-												
	2015	67%	54%	56%	46%	62%	100%	*	80%	*	*	24%	53%	*	57%	54%	-												
Social Studies	2016	62%	51%	43%	39%	43%	*	*	62%	-	*	30%	38%	19%	39%	46%	-												
	2015	61%	49%	53%	44%	59%	83%	*	100%	*	*	*	51%	24%	52%	53%	-												
End of Course																													
Algebra I	2016	76%	61%	100%	100%	100%	*	*	100%	-	*	-	100%	*	100%	100%	-												
	2015	77%	62%	100%	100%	100%	*	-	100%	-	-	*	100%	*	100%	100%	-												
All Grades																													
All Subjects	2016	74%	66%	64%	58%	67%	75%	100%	74%	-	78%	27%	61%	39%	65%	62%	-												
	2015	73%	66%	62%	54%	68%	86%	58%	80%	*	76%	28%	60%	37%	64%	60%	-												
Reading	2016	72%	65%	75%	71%	77%	91%	*	83%	-	100%	32%	72%	52%	78%	72%	-												
	2015	74%	68%	72%	65%	77%	89%	*	87%	*	86%	33%	70%	45%	77%	67%	-												
Mathematics	2016	75%	66%	67%	58%	74%	64%	*	75%	-	78%	24%	64%	47%	67%	67%	-												
	2015	73%	64%	60%	52%	66%	80%	*	65%	*	71%	26%	58%	39%	60%	60%	-												
Writing	2016	68%	59%	61%	60%	61%	*	*	71%	-	*	*	60%	26%	68%	53%	-												
	2015	68%	60%	64%	56%	69%	*	-	77%	-	*	41%	59%	39%	68%	59%	-												
Science	2016	77%	67%	58%	50%	63%	83%	*	69%	-	*	31%	54%	28%	55%	60%	-												
	2015	75%	66%	56%	46%	62%	100%	*	80%	*	*	24%	53%	*	57%	54%	-												
Social Studies	2016	76%	71%	43%	39%	43%	*	*	62%	-	*	30%	38%	19%	39%	46%	-												
	2015	74%	68%	53%	44%	59%	83%	*	100%	*	*	*	51%	24%	52%	53%	-												

STAAR Percent at Final Level II or Above

Grade	Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Grades																	
All Subjects	2016	42%	29%	28%	21%	31%	43%	43%	45%	-	47%	20%	26%	9%	27%	29%	-
	2015	38%	26%	22%	17%	26%	43%	0%	51%	*	33%	15%	20%	6%	22%	23%	-
Reading	2016	42%	30%	34%	27%	37%	73%	*	45%	-	67%	19%	32%	9%	33%	36%	-
	2015	40%	28%	28%	22%	32%	56%	*	39%	*	43%	16%	26%	9%	29%	27%	-
Mathematics	2016	40%	26%	27%	20%	32%	27%	*	46%	-	22%	18%	26%	12%	26%	27%	-
	2015	36%	23%	23%	15%	28%	50%	*	65%	*	29%	16%	22%	6%	21%	25%	-

				African American		Hispanic		White		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Writing	2016	39%	26%	27%	24%	30%	*	*	43%	-	*	*	27%	3%	29%	26%	-				
	2015	31%	18%	22%	18%	24%	*	-	46%	-	*	*	31%	17%	5%	27%	18%	-			
Science	2016	44%	29%	28%	20%	33%	33%	*	54%	-	*	25%	25%	11%	26%	31%	-				
	2015	40%	25%	21%	16%	23%	33%	*	70%	*	*	4%	20%	*	19%	23%	-				
Social Studies	2016	45%	36%	16%	10%	17%	*	*	38%	-	*	27%	14%	5%	13%	18%	-				
	2015	41%	30%	11%	10%	11%	33%	*	30%	*	*	*	10%	4%	10%	12%	-				

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	9%	10%	6%	12%	20%	14%	27%	-	22%	5%	8%	2%	9%	11%	-
	2015	14%	7%	7%	4%	8%	9%	0%	27%	*	14%	4%	6%	3%	6%	8%	-
Reading	2016	16%	9%	13%	9%	15%	36%	*	21%	-	22%	3%	11%	3%	13%	13%	-
	2015	15%	8%	9%	5%	11%	11%	*	22%	*	14%	2%	8%	6%	9%	9%	-
Mathematics	2016	17%	10%	10%	6%	12%	9%	*	32%	-	11%	2%	9%	0%	9%	11%	-
	2015	14%	7%	9%	5%	11%	0%	*	39%	*	14%	5%	8%	3%	6%	11%	-
Writing	2016	14%	6%	6%	5%	7%	*	*	21%	-	*	*	6%	0%	6%	6%	-
	2015	8%	2%	3%	3%	3%	*	-	8%	-	*	9%	3%	0%	4%	3%	-
Science	2016	15%	6%	10%	4%	12%	33%	*	38%	-	*	8%	8%	0%	7%	12%	-
	2015	14%	6%	6%	3%	6%	17%	*	40%	*	*	0%	6%	*	4%	7%	-
Social Studies	2016	21%	12%	8%	3%	10%	*	*	23%	-	*	11%	6%	5%	5%	10%	-
	2015	18%	9%	5%	4%	6%	17%	*	20%	*	*	*	4%	0%	2%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	99%	98%	100%	96%	-	100%	99%	99%	98%	99%	99%	-
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	95%	99%	99%	99%	99%	99%	-
Reading	2016	99%	99%	100%	100%	99%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	-
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	98%	99%	100%	99%	99%	-
Mathematics	2016	100%	99%	99%	99%	99%	100%	*	97%	-	100%	100%	99%	99%	100%	98%	-
	2015	99%	99%	99%	99%	99%	100%	100%	100%	100%	100%	98%	99%	100%	99%	99%	-
Writing	2016	99%	99%	99%	99%	99%	100%	*	93%	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	99%	99%	99%	100%	-	100%	-	83%	97%	99%	100%	98%	99%	-
Science	2016	99%	99%	99%	99%	99%	86%	*	93%	-	100%	95%	99%	95%	99%	99%	-
	2015	99%	99%	99%	98%	99%	100%	100%	100%	100%	100%	100%	98%	96%	99%	99%	-
Social Studies	2016	98%	99%	99%	99%	99%	100%	*	93%	-	100%	100%	100%	97%	98%	100%	-
	2015	99%	99%	99%	98%	99%	100%	100%	100%	100%	100%	100%	98%	96%	98%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	8%	13%	4%	*	-	*	-	*	8%	7%	11%	4%	11%	-
% STAAR/EOC With Accommodations	2016	73%	72%	74%	77%	67%	*	-	*	-	*	74%	78%	78%	88%	66%	-
% STAAR Alternate2	2016	11%	11%	18%	10%	29%	*	-	*	-	*	18%	15%	11%	8%	24%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	*	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	8%	13%	4%	*	-	*	-	*	8%	7%	11%	4%	11%	-
% STAAR/EOC With Accommodations	2016	75%	74%	74%	77%	67%	*	-	*	-	*	74%	78%	78%	88%	66%	-
% STAAR Alternate2	2016	12%	12%	18%	10%	29%	*	-	*	-	*	18%	15%	11%	8%	24%	-
% of Non-Participants	2016	1%	1%	0%	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) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State														
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	N	Y			Y			Y	N	N	4	7	57
Writing	Y	Y	Y						Y	N	N	4	5	80
Science	N	N	Y						N	N	N	1	6	17
Social Studies	N	N	N						N	N	N	0	6	0
Total												15	31	48
Performance Status - Federal														
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	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a		
Participation Status														
Target	95%	95%	95%	95%	95%	95%	95%	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
Total												14	14	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***												0	0	
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
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													
Total														
Overall Total												29	45	64

+ 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	494	210	241	10	*	22	-	**	354	18	57	n/a
Total Tests	648	294	305	11	*	27	-	**	480	58	90	68
% at Level II Satisfactory Standard	76%	71%	79%	91%	*	81%	-	100%	74%	31%	63%	n/a
Mathematics												
# at Level II Satisfactory Standard	438	172	230	**	*	20	-	7	312	13	51	n/a
Total Tests	642	290	304	**	*	26	-	9	475	58	90	68
% at Level II Satisfactory Standard	68%	59%	76%	64%	*	77%	-	78%	66%	22%	57%	n/a
Writing												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Language Arts												
# at Level II Satisfactory Standard	185	79	89	*	*	10	-	*	137	*	19	n/a
Total Tests	297	130	143	*	*	13	-	*	222	*	47	31
% at Level II Satisfactory Standard	62%	61%	62%	*	*	77%	-	*	62%	*	40%	n/a
Science												
# at Level II Satisfactory Standard	196	77	102	*	*	8	-	*	133	9	14	n/a
Total Tests	338	157	158	*	*	12	-	*	247	33	39	33
% at Level II Satisfactory Standard	58%	49%	65%	*	*	67%	-	*	54%	27%	36%	n/a
Social Studies												
# at Level II Satisfactory Standard	148	61	72	*	*	8	-	*	98	10	10	n/a
Total Tests	337	157	157	*	*	12	-	*	248	34	40	34
% at Level II Satisfactory Standard	44%	39%	46%	*	*	67%	-	*	40%	29%	25%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	696	321	323	11	*	29	-	**	513	62	n/a	76
Total Students	698	321	325	11	*	29	-	**	514	62	n/a	77
Participation Rate	100%	100%	99%	100%	*	100%	-	100%	100%	100%	n/a	99%
Mathematics: 2015-2016 Assessments												
Number Participating	689	318	320	11	*	28	-	**	508	62	n/a	74
Total Students	697	322	323	11	*	29	-	**	514	62	n/a	75
Participation Rate	99%	99%	99%	100%	*	97%	-	100%	99%	100%	n/a	99%

* 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	30.1	64.6%	66.1%	74.7%
Masters	15.5	33.3%	30.7%	23.6%
Doctorate	1.0	2.1%	1.5%	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		42	5	47
Total Number of Classes		252	23	275
Number of Classes Taught by Highly Qualified Teachers	Number	252	23	275
	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

	----- Number of Teachers -----	
	Elem (PK-6)	secondary (7-12)
Temporary	0	0

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

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

Source: TEA Division of Federal and State Education Policy

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

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

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
	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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: CENTRAL EL

Campus ID: 057907101

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
							Standard	Phase-in	Standard	Phase-in	Standard	Phase-in	Standard	Phase-in	Standard	Phase-in	Standard	Phase-in	Standard	Phase-in
Grade 3																				
Reading	2016	72%	67%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-
	2015	74%	70%	57%	53%	55%	*	*	*	-	*	*	*	58%	60%	60%	53%	53%	-	
Mathematics	2016	74%	74%	*	*	*	-	-	-	-	-	*	*	*	*	*	*	*	*	-
	2015	74%	70%	57%	47%	58%	*	*	*	-	*	*	*	59%	58%	62%	51%	51%	-	
Grade 4																				
Reading	2016	74%	69%	61%	38%	73%	*	*	*	-	*	*	63%	63%	72%	68%	53%	53%	-	
	2015	71%	66%	58%	61%	55%	*	*	-	-	*	*	57%	57%	53%	60%	56%	56%	-	
Mathematics	2016	72%	64%	60%	40%	68%	*	*	*	-	*	*	59%	65%	68%	51%	51%	51%	-	
	2015	71%	64%	59%	43%	62%	*	*	-	-	*	*	58%	64%	63%	56%	56%	56%	-	
Writing	2016	68%	57%	50%	39%	54%	*	*	*	-	*	*	51%	50%	56%	44%	44%	44%	-	
	2015	67%	57%	56%	59%	53%	*	*	-	-	*	*	54%	51%	68%	47%	47%	47%	-	
All Grades																				
All Subjects	2016	74%	66%	55%	38%	64%	83%	67%	*	-	100%	*	57%	61%	64%	47%	47%	47%	-	
	2015	73%	66%	57%	52%	57%	100%	*	*	-	80%	30%	57%	57%	62%	53%	53%	53%	-	
Reading	2016	72%	65%	58%	36%	71%	*	*	*	-	*	*	62%	70%	67%	50%	50%	50%	-	
	2015	74%	68%	57%	56%	55%	100%	*	*	-	83%	47%	57%	56%	60%	55%	55%	55%	-	
Mathematics	2016	75%	66%	58%	39%	66%	*	*	*	-	*	*	58%	64%	67%	48%	48%	48%	-	
	2015	73%	64%	58%	45%	60%	100%	*	*	-	83%	*	58%	61%	62%	54%	54%	54%	-	
Writing	2016	68%	59%	50%	39%	54%	*	*	*	-	*	*	51%	50%	56%	44%	44%	44%	-	
	2015	68%	60%	56%	59%	53%	*	*	-	-	*	*	54%	51%	68%	47%	47%	47%	-	
STAAR Percent at Final Level II or Above																				
All Grades																				
All Subjects	2016	42%	29%	18%	6%	24%	33%	44%	*	-	50%	*	20%	21%	18%	19%	19%	19%	-	
	2015	38%	26%	20%	16%	19%	44%	*	*	-	47%	4%	18%	18%	21%	19%	19%	19%	-	
Reading	2016	42%	30%	23%	7%	29%	*	*	*	-	*	*	24%	30%	21%	25%	25%	25%	-	
	2015	40%	28%	24%	24%	20%	57%	*	*	-	67%	5%	21%	18%	25%	23%	23%	23%	-	
Mathematics	2016	40%	26%	17%	2%	26%	*	*	*	-	*	*	18%	23%	16%	18%	18%	18%	-	
	2015	36%	23%	17%	6%	20%	43%	*	*	-	50%	*	17%	20%	17%	18%	18%	18%	-	
Writing	2016	39%	26%	15%	11%	16%	*	*	*	-	*	*	16%	11%	16%	15%	15%	15%	-	
	2015	31%	18%	17%	19%	16%	*	*	-	-	*	*	15%	15%	21%	13%	13%	13%	-	
STAAR Percent at Level III Advanced																				
All Grades																				
All Subjects	2016	17%	9%	7%	2%	10%	0%	22%	*	-	33%	*	8%	5%	6%	9%	9%	9%	-	
	2015	14%	7%	7%	3%	8%	17%	*	*	-	7%	0%	6%	6%	8%	5%	5%	5%	-	
Reading	2016	16%	9%	7%	2%	9%	*	*	*	-	*	*	7%	6%	5%	8%	8%	8%	-	
	2015	15%	8%	9%	5%	10%	29%	*	*	-	0%	0%	8%	6%	10%	9%	9%	9%	-	
Mathematics	2016	17%	10%	9%	2%	14%	*	*	*	-	*	*	10%	6%	10%	8%	8%	8%	-	
	2015	14%	7%	5%	2%	6%	14%	*	*	-	17%	*	5%	6%	6%	5%	5%	5%	-	
Writing	2016	14%	6%	5%	0%	6%	*	*	*	-	*	*	6%	2%	2%	9%	9%	9%	-	
	2015	14%	6%	5%	0%	6%	*	*	*	-	*	*	6%	2%	2%	9%	9%	9%	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
2015	8%	2%	4%	0%	5%	*	*	-	-	*	*	3%	5%	9%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	100%	100%	100%	*	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	96%	100%	100%	100%	-	-	100%	100%	99%	100%	98%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	67%	100%	*	-	-	-	-	-	67%	64%	*	*	63%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	17%	20%	*	-	-	-	-	-	17%	18%	*	*	25%	-
% STAAR/EOC With Accommodations	2016	73%	72%	50%	80%	*	-	-	-	-	-	50%	45%	*	*	38%	-
% STAAR Alternate2	2016	11%	11%	0%	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2016	2%	4%	33%	0%	*	-	-	-	-	-	33%	36%	*	*	38%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	*	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	25%	20%	*	-	-	-	-	-	25%	29%	*	*	40%	-
% STAAR/EOC With Accommodations	2016	75%	74%	75%	80%	*	-	-	-	-	-	75%	71%	*	*	60%	-
% STAAR Alternate2	2016	12%	12%	0%	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2016	1%	1%	0%	0%	*	-	-	-	-	-	0%	0%	*	*	0%	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Special Ed		ELL (Current & ELL Monitored)		Total + Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored									
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	N	Y									Y						4	5	80
Mathematics	Y	N	Y									Y						4	5	80
Writing	N	N	N									N						1	5	20
Science																		0	0	
Social Studies																		0	0	
Total																		9	15	60
Performance Status - Federal																				
Federal Target	87%	87%	87%	87%								87%	87%	87%						
Reading	N	N	N		n/a	n/a	n/a	n/a	n/a	N				N				n/a		
Mathematics	N	N	N		n/a	n/a	n/a	n/a	n/a	N				N				n/a		
Participation Status																				
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	19	25
		76

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	63	14	42	*	*	*	-	*	58	*	32	n/a
Total Tests	100	36	55	*	*	*	-	*	88	*	42	39
% at Level II Satisfactory Standard	63%	39%	76%	*	*	*	-	*	66%	*	76%	n/a
Mathematics												
# at Level II Satisfactory Standard	62	15	39	*	*	*	-	*	55	*	30	n/a
Total Tests	100	36	55	*	*	*	-	*	88	*	42	39
% at Level II Satisfactory Standard	62%	42%	71%	*	*	*	-	*	63%	*	71%	n/a
Writing												
# at Level II Satisfactory Standard	51	13	32	*	*	*	-	*	45	*	25	n/a
Total Tests	95	32	54	*	*	*	-	*	84	*	42	39
% at Level II Satisfactory Standard	54%	41%	59%	*	*	*	-	*	54%	*	60%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	177	44	123	*	*	*	-	*	156	12	n/a	106
Total Students	177	44	123	*	*	*	-	*	156	12	n/a	106
Participation Rate	100%	100%	100%	*	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	118	44	65	*	*	*	-	*	103	8	n/a	47
Total Students	118	44	65	*	*	*	-	*	103	8	n/a	47
Participation Rate	100%	100%	100%	*	*	*	-	*	100%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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: Yes
Priority School Reason: Math/Reading Performance
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. 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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	28.0	73.7%	66.1%	74.7%
Masters	10.0	26.3%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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	2	38
Total Number of Classes		36	2	38
Number of Classes Taught by Highly Qualified Teachers	Number	36	2	38
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
National School Lunch Program	34	66	20	3		

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: FAIRMEADOWS EL

Campus ID: 057907102

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Economic Disadv	ELL	Female	Male	Migrant
					District	Campus	Standard	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant		
Grade 3																				
Reading	2016	72%	67%	63%	56%	64%	*	-	*	-	*	*	65%	60%	65%	63%	-			
	2015	74%	70%	80%	77%	80%	*	-	-	-	-	-	67%	80%	70%	78%	83%	-		
Mathematics	2016	74%	74%	78%	56%	82%	*	-	*	-	*	45%	79%	81%	79%	77%	-			
	2015	74%	70%	82%	69%	84%	*	-	-	-	-	67%	82%	70%	82%	83%	-			
Grade 4																				
Reading	2016	74%	69%	73%	50%	80%	*	-	*	-	-	*	74%	67%	78%	69%	-			
	2015	71%	66%	81%	71%	81%	89%	*	*	-	-	*	77%	59%	81%	80%	-			
Mathematics	2016	72%	64%	69%	*	75%	*	-	*	-	-	*	68%	61%	63%	76%	-			
	2015	71%	64%	75%	*	75%	100%	*	-	-	-	*	73%	63%	76%	74%	-			
Writing	2016	68%	57%	62%	58%	63%	*	-	*	-	-	*	63%	56%	71%	54%	-			
	2015	67%	57%	69%	64%	68%	78%	*	*	-	-	*	66%	41%	79%	60%	-			
All Grades																				
All Subjects	2016	74%	66%	69%	51%	73%	58%	-	100%	-	*	32%	70%	66%	71%	68%	-			
	2015	73%	66%	77%	66%	78%	91%	83%	*	-	-	66%	76%	62%	79%	76%	-			
Reading	2016	72%	65%	68%	54%	72%	*	-	*	-	*	30%	69%	63%	71%	65%	-			
	2015	74%	68%	80%	74%	81%	92%	*	*	-	-	67%	78%	66%	79%	82%	-			
Mathematics	2016	75%	66%	74%	46%	79%	71%	-	*	-	*	39%	74%	74%	71%	76%	-			
	2015	73%	64%	79%	57%	80%	100%	*	-	-	-	64%	77%	67%	79%	79%	-			
Writing	2016	68%	59%	62%	58%	63%	*	-	*	-	-	*	63%	56%	71%	54%	-			
	2015	68%	60%	69%	64%	68%	78%	*	*	-	-	*	66%	41%	79%	60%	-			
STAAR Percent at Final Level II or Above																				
All Grades																				
All Subjects	2016	42%	29%	32%	29%	32%	37%	-	40%	-	*	20%	32%	22%	31%	32%	-			
	2015	38%	26%	33%	30%	33%	44%	17%	*	-	-	43%	31%	10%	33%	33%	-			
Reading	2016	42%	30%	31%	32%	31%	*	-	*	-	*	17%	31%	19%	33%	29%	-			
	2015	40%	28%	35%	30%	34%	46%	*	*	-	-	47%	31%	9%	35%	35%	-			
Mathematics	2016	40%	26%	35%	32%	36%	43%	-	*	-	*	22%	37%	26%	33%	37%	-			
	2015	36%	23%	36%	30%	37%	50%	*	-	-	-	36%	35%	15%	32%	40%	-			
Writing	2016	39%	26%	27%	17%	28%	*	-	*	-	-	*	26%	19%	24%	29%	-			
	2015	31%	18%	25%	29%	24%	33%	*	*	-	-	*	25%	0%	33%	18%	-			
STAAR Percent at Level III Advanced																				
All Grades																				
All Subjects	2016	17%	9%	13%	9%	14%	26%	-	20%	-	*	5%	14%	7%	15%	12%	-			
	2015	14%	7%	13%	3%	14%	18%	8%	*	-	-	6%	11%	2%	16%	10%	-			
Reading	2016	16%	9%	16%	14%	16%	*	-	*	-	*	9%	16%	8%	17%	15%	-			
	2015	15%	8%	16%	0%	18%	23%	*	*	-	-	0%	13%	1%	21%	12%	-			
Mathematics	2016	17%	10%	14%	7%	15%	14%	-	*	-	*	4%	15%	7%	14%	14%	-			
	2015	14%	7%	14%	4%	16%	17%	*	-	-	-	7%	14%	4%	15%	13%	-			
Writing	2016	14%	6%	6%	0%	5%	*	-	*	-	-	*	6%	4%	11%	2%	-			

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
	2015	8%	2%	5%	7%	4%	11%	*	*	-	-	*	4%	0%	8%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	97%	100%	100%	-	100%	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	97%	94%	98%	97%	100%	67%	-	-	97%	98%	100%	96%	98%	-
Reading	2016	99%	99%	99%	97%	99%	100%	-	*	-	*	100%	98%	100%	99%	98%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	97%	100%	100%	-	*	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	94%	85%	96%	92%	100%	0%	-	-	93%	95%	100%	92%	95%	-
Writing	2016	99%	99%	99%	100%	100%	100%	-	*	-	*	100%	99%	100%	98%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	-	100%	99%	100%	98%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	96%	100%	94%	*	-	-	-	-	96%	95%	90%	100%	94%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	17%	0%	19%	*	-	-	-	-	17%	18%	20%	0%	22%	-
% STAAR/EOC With Accommodations	2016	73%	72%	71%	71%	75%	*	-	-	-	-	71%	68%	70%	100%	61%	-
% STAAR Alternate2	2016	11%	11%	8%	29%	0%	*	-	-	-	-	8%	9%	0%	0%	11%	-
% of Non-Participants	2016	2%	4%	4%	0%	6%	*	-	-	-	-	4%	5%	10%	0%	6%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	17%	0%	20%	*	-	-	-	-	17%	19%	22%	0%	24%	-
% STAAR/EOC With Accommodations	2016	75%	74%	74%	71%	80%	*	-	-	-	-	74%	71%	78%	100%	65%	-
% STAAR Alternate2	2016	12%	12%	9%	29%	0%	*	-	-	-	-	9%	10%	0%	0%	12%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		White	American Indian		Pacific Islander		Two or More Races	Econ Disadv	ELL (Current & ELL Monitored)		+ Total Met	Total Eligible	Percent of Eligible Measures Met	
		American	Hispanic		Indian	Asian	Ed	Monitored								
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y							Y	Y		4	5	80	
Mathematics	Y	N	Y							Y	Y		4	5	80	
Writing	Y		Y							Y			3	3	100	
Science													0	0		
Social Studies													0	0		
Total													11	13	85	
Performance Status - Federal																
Federal Target	87%	87%	87%	87%						87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N		n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N		n/a			
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
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													
Total														
Overall Total												21	23	91

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	126	13	107	*	-	*	-	*	114	6	58	n/a
Total Tests	186	26	150	*	-	*	-	*	167	21	85	67
% at Level II Satisfactory Standard	68%	50%	71%	*	-	*	-	*	68%	29%	68%	n/a
Mathematics												
# at Level II Satisfactory Standard	141	12	121	5	-	*	-	*	127	8	70	n/a
Total Tests	188	26	152	6	-	*	-	*	169	21	87	68
% at Level II Satisfactory Standard	75%	46%	80%	83%	-	*	-	*	75%	38%	80%	n/a
Writing												
# at Level II Satisfactory Standard	54	7	43	*	-	*	-	-	46	*	23	n/a
Total Tests	88	11	71	*	-	*	-	-	74	*	39	23
% at Level II Satisfactory Standard	61%	64%	61%	*	-	*	-	-	62%	*	59%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	199	28	160	7	-	*	-	*	178	24	n/a	77
Total Students	202	29	161	7	-	*	-	*	181	24	n/a	77
Participation Rate	99%	97%	99%	100%	-	*	-	*	98%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	199	28	160	7	-	*	-	*	178	23	n/a	76
Total Students	201	29	160	7	-	*	-	*	180	23	n/a	76
Participation Rate	99%	97%	100%	100%	-	*	-	*	99%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 Reason: Math/Reading Performance Gaps

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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	26.0	76.5%	66.1%	74.7%
Masters	8.0	23.5%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	0.6%

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

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

**High Poverty
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		30	4	34
Total Number of Classes		30	4	34
Number of Classes Taught by Highly Qualified Teachers	Number	30	4	34
	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	5	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% At or Above				
			Below Basic	Basic	Proficient	Advanced	
Grade 4	Reading	Overall	36	64	31	7	
		American Indian	n/a	n/a	n/a	n/a	
		Asian	13	87	66	30	
		Black	49	51	17	2	
		Hispanic	44	56	22	3	
		White	18	82	50	13	
		Students with Disabilities	71	29	11	2	
		English Language Learners	59	41	12	2	
		National School Lunch Program	46	54	20	3	
		Mathematics	Overall	14	86	44	8
	American Indian	n/a	n/a	n/a	n/a		
	Asian	3	97	82	36		
	Black	24	76	29	2		
	Hispanic	16	84	37	4		
	White	7	93	60	15		
	Students with Disabilities	41	59	18	2		
	English Language Learners	23	77	28	2		
	National School Lunch Program	19	81	30	2		
	Grade 8	Reading	Overall	28	72	28	2
			American Indian	n/a	n/a	n/a	n/a
Asian			12	88	55	12	
Black			38	62	19	2	
Hispanic			35	65	19	1	
White			14	86	43	4	
Students with Disabilities			70	30	5	n/a	
English Language Learners			71	29	2	n/a	
National School Lunch Program			36	64	18	1	
Mathematics			Overall	25	75	32	7
American Indian		n/a	n/a	n/a	n/a		
Asian		5	95	67	25		
Black		43	57	16	2		
Hispanic		31	69	23	4		
White		12	88	48	12		
Students with Disabilities		62	38	8	1		
English Language Learners		60	40	6	n/a		
National School Lunch Program		34	66	20	3		

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment

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

Campus Name: MERRIFIELD EL

Campus ID: 057907103

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 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)	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
			State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
Grade 3																		
Reading	2016	72%	67%	53%	46%	58%	*	*	-	-	-	*	49%	46%	55%	51%	-	
	2015	74%	70%	65%	61%	70%	*	*	-	-	*	*	66%	64%	72%	56%	-	
Mathematics	2016	74%	74%	63%	52%	76%	*	*	-	-	-	*	61%	75%	55%	70%	-	
	2015	74%	70%	63%	49%	84%	*	*	-	-	*	*	63%	82%	66%	58%	-	
Grade 4																		
Reading	2016	74%	69%	62%	53%	67%	*	*	-	-	*	*	62%	58%	69%	52%	-	
	2015	71%	66%	56%	51%	65%	*	-	-	-	*	*	55%	64%	61%	52%	-	
Mathematics	2016	72%	64%	56%	49%	62%	*	*	-	-	*	*	54%	63%	52%	61%	-	
	2015	71%	64%	59%	60%	61%	*	-	-	-	*	*	59%	64%	61%	58%	-	
Writing	2016	68%	57%	47%	49%	45%	*	*	-	-	*	*	45%	30%	56%	33%	-	
	2015	67%	57%	50%	46%	54%	*	-	-	-	*	*	48%	64%	50%	49%	-	
All Grades																		
All Subjects	2016	74%	66%	56%	50%	61%	75%	*	-	-	83%	38%	54%	55%	58%	54%	-	
	2015	73%	66%	59%	53%	66%	40%	*	-	-	*	25%	58%	68%	62%	54%	-	
Reading	2016	72%	65%	58%	50%	63%	100%	*	-	-	*	*	56%	52%	63%	52%	-	
	2015	74%	68%	61%	56%	67%	*	*	-	-	*	29%	60%	64%	67%	54%	-	
Mathematics	2016	75%	66%	59%	50%	68%	*	*	-	-	*	50%	57%	69%	53%	66%	-	
	2015	73%	64%	61%	55%	72%	*	*	-	-	*	29%	61%	74%	63%	58%	-	
Writing	2016	68%	59%	47%	49%	45%	*	*	-	-	*	*	45%	30%	56%	33%	-	
	2015	68%	60%	50%	46%	54%	*	-	-	-	*	*	48%	64%	50%	49%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects	2016	42%	29%	22%	19%	26%	50%	*	-	-	0%	8%	22%	15%	23%	21%	-	
	2015	38%	26%	17%	16%	19%	20%	*	-	-	*	8%	16%	16%	22%	13%	-	
Reading	2016	42%	30%	24%	18%	30%	60%	*	-	-	*	*	22%	17%	27%	21%	-	
	2015	40%	28%	20%	20%	22%	*	*	-	-	*	10%	19%	17%	26%	13%	-	
Mathematics	2016	40%	26%	24%	18%	28%	*	*	-	-	*	10%	24%	21%	21%	26%	-	
	2015	36%	23%	18%	14%	24%	*	*	-	-	*	10%	18%	23%	20%	16%	-	
Writing	2016	39%	26%	17%	22%	14%	*	*	-	-	*	*	18%	0%	20%	12%	-	
	2015	31%	18%	10%	15%	4%	*	-	-	-	*	*	9%	0%	14%	5%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2016	17%	9%	7%	6%	9%	0%	*	-	-	0%	8%	7%	3%	9%	5%	-	
	2015	14%	7%	5%	5%	6%	7%	*	-	-	*	6%	4%	3%	7%	3%	-	
Reading	2016	16%	9%	8%	4%	12%	0%	*	-	-	*	*	7%	4%	8%	7%	-	
	2015	15%	8%	8%	8%	7%	*	*	-	-	*	10%	6%	4%	11%	4%	-	
Mathematics	2016	17%	10%	8%	7%	10%	*	*	-	-	*	10%	9%	4%	10%	5%	-	
	2015	14%	7%	4%	3%	6%	*	*	-	-	*	5%	4%	4%	6%	3%	-	
Writing	2016	14%	6%	4%	7%	2%	*	*	-	-	*	*	5%	0%	7%	0%	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
	2015	8%	2%	2%	2%	2%	*	-	-	-	*	*	2%	0%	2%	2%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	99%	100%	100%	100%	-	-	100%	100%	100%	100%	99%	100%	-
	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	96%	99%	100%	98%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	97%	100%	100%	100%	-	-	100%	95%	98%	100%	98%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	-	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	95%	99%	100%	98%	100%	-
Writing	2016	99%	99%	98%	96%	100%	*	*	-	-	*	*	100%	100%	97%	100%	-
	2015	99%	99%	99%	100%	98%	100%	-	-	-	100%	100%	99%	100%	98%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	100%	100%	100%	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	20%	20%	20%	-	-	-	-	-	20%	20%	*	*	14%	-
% STAAR/EOC With Accommodations	2016	73%	72%	80%	80%	80%	-	-	-	-	-	80%	80%	*	*	86%	-
% STAAR Alternate2	2016	11%	11%	0%	0%	0%	-	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	-	-	-	-	-	0%	0%	*	*	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	-	-	-	-	-	100%	100%	*	*	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	20%	20%	20%	-	-	-	-	-	20%	20%	*	*	14%	-
% STAAR/EOC With Accommodations	2016	75%	74%	80%	80%	80%	-	-	-	-	-	80%	80%	*	*	86%	-
% STAAR Alternate2	2016	12%	12%	0%	0%	0%	-	-	-	-	-	0%	0%	*	*	0%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	-	-	-	-	-	0%	0%	*	*	0%	-

**1 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.

Performance Status - State	All Students	African American		Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored)		Total + Met	Total Eligible	Percent of Eligible Measures Met
		Monitored	Met													
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y							N	N		2	5	40	
Mathematics	Y	N	Y							N	Y		3	5	60	
Writing	N	N	N							N			0	4	0	
Science													0	0		
Social Studies													0	0		
Total													5	14	36	
Performance Status - Federal																
Federal Target	87%	87%	87%	87%						87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a				
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a				
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	

District: Met Federal Limits on Alternative Assessments

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													
Total														
Overall Total												15	24	63

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	109	47	53	5	*	-	-	*	92	*	29	n/a
Total Tests	183	93	81	5	*	-	-	*	161	*	50	44
% at Level II Satisfactory Standard	60%	51%	65%	100%	*	-	-	*	57%	*	58%	n/a
Mathematics												
# at Level II Satisfactory Standard	109	46	57	*	*	-	-	*	93	*	35	n/a
Total Tests	183	93	81	*	*	-	-	*	161	*	50	44
% at Level II Satisfactory Standard	60%	49%	70%	*	*	-	-	*	58%	*	70%	n/a
Writing												
# at Level II Satisfactory Standard	44	21	21	*	*	-	-	*	36	*	12	n/a
Total Tests	93	42	46	*	*	-	-	*	81	*	27	21
% at Level II Satisfactory Standard	47%	50%	46%	*	*	-	-	*	44%	*	44%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	201	101	91	5	*	-	-	*	175	10	n/a	49
Total Students	201	101	91	5	*	-	-	*	175	10	n/a	49
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	200	101	90	5	*	-	-	*	174	10	n/a	48
Total Students	200	101	90	5	*	-	-	*	174	10	n/a	48
Participation Rate	100%	100%	100%	100%	*	-	-	*	100%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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: Yes
Priority School Reason: Math/Reading Performance
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. 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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	24.0	70.6%	66.1%	74.7%
Masters	10.0	29.4%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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	Special	Total
		Education	Education	
Total Number of Teachers		32	2	34
Total Number of Classes		32	2	34
Number of Classes Taught by Highly Qualified Teachers	Number	32	2	34
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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
2015-16 Federal Report Card for Texas Public Schools**

Campus Name: WILLIAM LEE HASTINGS EL

Campus ID: 057907104

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 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)	2016	2015	State	District	Campus	African	American	American	Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant
							American	Hispanic	White	Indian	Asian	Islander	Races				
Grade 3																	
Reading	2016	72%	67%	66%	58%	69%	88%	-	-	-	-	*	67%	65%	73%	61%	-
	2015	74%	70%	71%	70%	69%	100%	-	-	-	-	*	70%	61%	74%	67%	-
Mathematics	2016	74%	74%	76%	68%	81%	75%	-	-	-	-	*	76%	85%	79%	73%	-
	2015	74%	70%	75%	70%	80%	*	-	-	-	-	*	76%	82%	72%	79%	-
Grade 4																	
Reading	2016	74%	69%	69%	67%	71%	*	*	-	-	-	*	66%	58%	72%	65%	-
	2015	71%	66%	55%	49%	57%	*	-	*	-	-	*	53%	48%	61%	49%	-
Mathematics	2016	72%	64%	46%	40%	52%	*	*	-	-	-	*	45%	48%	40%	53%	-
	2015	71%	64%	53%	47%	55%	*	-	*	-	-	*	51%	52%	51%	55%	-
Writing	2016	68%	57%	48%	45%	47%	*	*	-	-	-	*	47%	38%	47%	50%	-
	2015	67%	57%	49%	45%	48%	*	-	*	-	-	*	46%	54%	53%	44%	-
All Grades																	
All Subjects	2016	74%	66%	61%	55%	65%	71%	*	-	-	-	19%	60%	59%	61%	61%	-
	2015	73%	66%	61%	57%	62%	95%	-	*	-	-	25%	59%	60%	63%	59%	-
Reading	2016	72%	65%	68%	63%	70%	77%	*	-	-	-	*	67%	62%	73%	63%	-
	2015	74%	68%	63%	60%	63%	100%	-	*	-	-	*	62%	55%	68%	58%	-
Mathematics	2016	75%	66%	61%	52%	68%	62%	*	-	-	-	*	60%	67%	58%	64%	-
	2015	73%	64%	64%	59%	68%	88%	-	*	-	-	33%	63%	68%	62%	67%	-
Writing	2016	68%	59%	48%	45%	47%	*	*	-	-	-	*	47%	38%	47%	50%	-
	2015	68%	60%	49%	45%	48%	*	-	*	-	-	*	46%	54%	53%	44%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	29%	26%	18%	29%	48%	*	-	-	-	6%	24%	26%	23%	28%	-
	2015	38%	26%	21%	15%	26%	37%	-	*	-	-	3%	19%	27%	20%	23%	-
Reading	2016	42%	30%	28%	21%	31%	46%	*	-	-	-	*	26%	23%	29%	26%	-
	2015	40%	28%	26%	22%	27%	38%	-	*	-	-	*	23%	26%	29%	22%	-
Mathematics	2016	40%	26%	27%	15%	33%	54%	*	-	-	-	*	24%	33%	19%	34%	-
	2015	36%	23%	23%	14%	30%	38%	-	*	-	-	0%	21%	30%	16%	30%	-
Writing	2016	39%	26%	19%	18%	18%	*	*	-	-	-	*	20%	15%	21%	18%	-
	2015	31%	18%	10%	2%	16%	*	-	*	-	-	*	9%	21%	10%	10%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	9%	11%	6%	13%	23%	*	-	-	-	0%	9%	9%	11%	10%	-
	2015	14%	7%	7%	5%	9%	11%	-	*	-	-	3%	6%	7%	6%	8%	-
Reading	2016	16%	9%	14%	9%	15%	31%	*	-	-	-	*	11%	8%	15%	13%	-
	2015	15%	8%	10%	8%	13%	13%	-	*	-	-	*	7%	8%	12%	9%	-
Mathematics	2016	17%	10%	10%	4%	13%	23%	*	-	-	-	*	8%	12%	9%	11%	-
	2015	14%	7%	8%	4%	11%	13%	-	*	-	-	0%	6%	9%	4%	12%	-
Writing	2016	14%	6%	6%	2%	8%	*	*	-	-	-	*	5%	8%	9%	2%	-
	2015	14%	6%	6%	2%	8%	*	*	-	-	-	*	5%	8%	9%	2%	-

2015	8%	2%	0%	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				0%	0%	*	-	*	-	-	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	99%	100%	100%	*	-	-	-	100%	100%	99%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	99%	100%	100%	*	-	-	-	100%	100%	100%	99%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	99%	99%	100%	*	-	-	-	100%	99%	98%	98%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	100%	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	100%	100%	*	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	33%	33%	*	-	-	-	-	-	33%	31%	*	33%	33%	-
% STAAR/EOC With Accommodations	2016	73%	72%	60%	58%	*	-	-	-	-	-	60%	62%	*	67%	56%	-
% STAAR Alternate2	2016	11%	11%	7%	8%	*	-	-	-	-	-	7%	8%	*	0%	11%	-
% of Non-Participants	2016	2%	4%	0%	0%	*	-	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	*	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	33%	33%	*	-	-	-	-	-	33%	31%	*	33%	33%	-
% STAAR/EOC With Accommodations	2016	75%	74%	60%	58%	*	-	-	-	-	-	60%	62%	*	67%	56%	-
% STAAR Alternate2	2016	12%	12%	7%	8%	*	-	-	-	-	-	7%	8%	*	0%	11%	-
% of Non-Participants	2016	1%	1%	0%	0%	*	-	-	-	-	-	0%	0%	*	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Special Ed		ELL (Current & ELL Monitored) + Total Met		Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored	Total	Total					
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	
Reading	Y	Y	Y								Y	Y				5	5	100
Mathematics	Y	N	Y								Y	Y				4	5	80
Writing	N	N	N								N	N				0	5	0
Science																0	0	
Social Studies																0	0	
Total																9	15	60
Performance Status - Federal																		
Federal Target	87%	87%	87%	87%								87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	n/a	N	N			N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	n/a	N	N			N	n/a			
Participation Status																		
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	
District: Met Federal Limits on Alternative Assessments														
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													
Total														
Overall Total												19	25	76

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	139	53	76	**	*	-	-	-	121	*	33	n/a
Total Tests	204	86	105	**	*	-	-	-	181	*	50	49
% at Level II Satisfactory Standard	68%	62%	72%	75%	*	-	-	-	67%	*	66%	n/a
Mathematics												
# at Level II Satisfactory Standard	123	44	71	**	*	-	-	-	108	*	33	n/a
Total Tests	203	86	104	**	*	-	-	-	180	*	49	48
% at Level II Satisfactory Standard	61%	51%	68%	58%	*	-	-	-	60%	*	67%	n/a
Writing												
# at Level II Satisfactory Standard	50	22	23	*	*	-	-	-	43	*	11	n/a
Total Tests	103	49	48	*	*	-	-	-	91	*	26	25
% at Level II Satisfactory Standard	49%	45%	48%	*	*	-	-	-	47%	*	42%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	216	92	110	**	*	-	-	-	192	15	n/a	52
Total Students	217	93	110	**	*	-	-	-	192	15	n/a	52
Participation Rate	100%	99%	100%	100%	*	-	-	-	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	215	92	109	**	*	-	-	-	191	15	n/a	51
Total Students	217	93	110	**	*	-	-	-	192	15	n/a	52
Participation Rate	99%	99%	99%	100%	*	-	-	-	99%	100%	n/a	98%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 Reason: Math/Reading Performance Gaps

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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	22.8	69.5%	66.1%	74.7%
Masters	9.0	27.4%	30.7%	23.6%
Doctorate	1.0	3.0%	1.5%	0.6%

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

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

**High Poverty
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		29	3	32
Total Number of Classes		29	3	32
Number of Classes Taught by Highly Qualified Teachers	Number	29	3	32
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% At or Above				
			Below Basic	Basic	Proficient	Advanced	
Grade 4	Reading	Overall	36	64	31	7	
		American Indian	n/a	n/a	n/a	n/a	
		Asian	13	87	66	30	
		Black	49	51	17	2	
		Hispanic	44	56	22	3	
		White	18	82	50	13	
		Students with Disabilities	71	29	11	2	
		English Language Learners	59	41	12	2	
		National School Lunch Program	46	54	20	3	
		Mathematics	Overall	14	86	44	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: S GUS ALEXANDER JR EL

Campus ID: 057907105

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Economically Disadvantaged	ELL	Female	Male	Migrant
					District	Campus	Hispanic	White	Indian	Asian	Islander	Races						
Grade 3																		
Reading	2016	72%	67%	62%	54%	67%	*	*	*	-	*	54%	63%	80%	74%	53%	-	
	2015	74%	70%	69%	63%	75%	71%	*	-	-	*	31%	70%	68%	74%	66%	-	
Mathematics	2016	74%	74%	77%	68%	81%	*	*	*	-	*	62%	75%	90%	90%	67%	-	
	2015	74%	70%	58%	42%	73%	71%	*	-	-	*	*	59%	73%	57%	60%	-	
Grade 4																		
Reading	2016	74%	69%	70%	60%	81%	*	*	-	-	*	*	68%	79%	75%	66%	-	
	2015	71%	66%	73%	73%	75%	*	-	*	-	*	*	72%	67%	73%	72%	-	
Mathematics	2016	72%	64%	60%	45%	81%	*	*	-	-	*	*	59%	92%	60%	60%	-	
	2015	71%	64%	66%	64%	70%	*	-	*	-	*	*	65%	71%	63%	68%	-	
Writing	2016	68%	57%	61%	52%	73%	*	*	-	-	*	*	59%	61%	68%	54%	-	
	2015	67%	57%	58%	58%	62%	*	-	*	-	*	*	54%	50%	67%	50%	-	
All Grades																		
All Subjects	2016	74%	66%	66%	55%	77%	63%	75%	*	-	100%	34%	65%	80%	72%	60%	-	
	2015	73%	66%	65%	60%	71%	57%	*	67%	-	*	32%	64%	66%	67%	63%	-	
Reading	2016	72%	65%	67%	57%	75%	83%	*	*	-	*	32%	66%	80%	75%	61%	-	
	2015	74%	68%	71%	68%	75%	60%	*	*	-	*	41%	71%	67%	73%	69%	-	
Mathematics	2016	75%	66%	67%	54%	81%	*	*	*	-	*	43%	66%	91%	72%	63%	-	
	2015	73%	64%	62%	53%	71%	70%	*	*	-	*	23%	62%	72%	60%	63%	-	
Writing	2016	68%	59%	61%	52%	73%	*	*	-	-	*	*	59%	61%	68%	54%	-	
	2015	68%	60%	58%	58%	62%	*	-	*	-	*	*	54%	50%	67%	50%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects	2016	42%	29%	29%	20%	37%	50%	38%	*	-	71%	13%	27%	32%	32%	26%	-	
	2015	38%	26%	25%	21%	28%	22%	*	56%	-	*	8%	23%	22%	28%	22%	-	
Reading	2016	42%	30%	29%	25%	31%	67%	*	*	-	*	18%	28%	20%	31%	28%	-	
	2015	40%	28%	29%	29%	26%	20%	*	*	-	*	9%	25%	13%	34%	23%	-	
Mathematics	2016	40%	26%	32%	16%	48%	*	*	*	-	*	14%	32%	52%	36%	28%	-	
	2015	36%	23%	23%	13%	33%	30%	*	*	-	*	9%	23%	35%	23%	23%	-	
Writing	2016	39%	26%	24%	18%	27%	*	*	-	-	*	*	19%	17%	27%	21%	-	
	2015	31%	18%	21%	20%	21%	*	-	*	-	*	*	15%	13%	25%	16%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2016	17%	9%	10%	8%	12%	19%	0%	*	-	14%	4%	9%	10%	10%	10%	-	
	2015	14%	7%	8%	7%	7%	17%	*	11%	-	*	6%	6%	3%	7%	8%	-	
Reading	2016	16%	9%	10%	11%	8%	17%	*	*	-	*	4%	9%	5%	11%	8%	-	
	2015	15%	8%	12%	12%	10%	20%	*	*	-	*	9%	9%	0%	12%	11%	-	
Mathematics	2016	17%	10%	13%	6%	20%	*	*	*	-	*	7%	13%	20%	13%	13%	-	
	2015	14%	7%	7%	6%	7%	20%	*	*	-	*	5%	6%	7%	6%	8%	-	
Writing	2016	14%	6%	6%	6%	6%	*	*	-	-	*	*	4%	0%	5%	6%	-	
	2015	14%	6%	6%	6%	6%	*	*	-	-	*	*	4%	0%	5%	6%	-	

	2015	8%	2%	0%	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					0%	0%	*	-	*	-	*	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	99%	100%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	98%	99%	98%	*	*	-	-	*	100%	99%	96%	100%	97%	-
	2015	99%	99%	100%	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%	96%	100%	100%	100%	*	*	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With Accommodations	2016	13%	13%	36%	39%	14%	*	*	-	-	-	36%	33%	*	50%	30%	-
% STAAR/EOC With Accommodations	2016	73%	72%	54%	61%	57%	*	*	-	-	-	54%	58%	*	50%	55%	-
% STAAR Alternate2	2016	11%	11%	11%	0%	29%	*	*	-	-	-	11%	8%	*	0%	15%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	*	*	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	*	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With Accommodations	2016	12%	14%	36%	39%	14%	*	*	-	-	-	36%	33%	*	50%	30%	-
% STAAR/EOC With Accommodations	2016	75%	74%	54%	61%	57%	*	*	-	-	-	54%	58%	*	50%	55%	-
% STAAR Alternate2	2016	12%	12%	11%	0%	29%	*	*	-	-	-	11%	8%	*	0%	15%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	*	*	-	-	-	0%	0%	*	0%	0%	-

**1 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.

Performance Status - State	All Students	African American				American Indian				Two or More Races				ELL (Current & ELL Monitored)		Total + Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	Ed	Monitored							
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%					
Reading	Y	N	Y								Y	N	Y	4	6	67		
Mathematics	Y	N	Y								Y	N	Y	4	6	67		
Writing	Y	N	Y								Y			3	4	75		
Science														0	0			
Social Studies														0	0			
Total														11	16	69		
Performance Status - Federal																		
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	n/a					
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N	N	Y	N	n/a					
Participation Status																		
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%				

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y	Y	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	Y	6	6	100
Total												12	12	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	23	28
		82

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	133	54	68	5	*	*	-	*	103	8	37	n/a
Total Tests	197	94	90	6	*	*	-	*	155	25	45	39
% at Level II Satisfactory Standard	68%	57%	76%	83%	*	*	-	*	66%	32%	82%	n/a
Mathematics												
# at Level II Satisfactory Standard	138	53	75	*	*	*	-	*	107	11	42	n/a
Total Tests	197	94	90	*	*	*	-	*	155	25	45	39
% at Level II Satisfactory Standard	70%	56%	83%	*	*	*	-	*	69%	44%	93%	n/a
Writing												
# at Level II Satisfactory Standard	68	28	36	*	*	-	-	*	50	*	18	n/a
Total Tests	110	55	48	*	*	-	-	*	84	*	25	19
% at Level II Satisfactory Standard	62%	51%	75%	*	*	-	-	*	60%	*	72%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	219	108	96	6	*	*	-	*	175	28	n/a	45
Total Students	219	108	96	6	*	*	-	*	175	28	n/a	45
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	218	108	96	6	*	*	-	*	174	28	n/a	44
Total Students	218	108	96	6	*	*	-	*	174	28	n/a	44
Participation Rate	100%	100%	100%	100%	*	*	-	*	100%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	1.0	3.0%	1.7%	1.0%
Bachelors	22.8	69.2%	66.1%	74.7%
Masters	9.1	27.8%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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	Special	Total
		Education	Education	
Total Number of Teachers		30	4	34
Total Number of Classes		30	4	34
Number of Classes Taught by Highly Qualified Teachers	Number	30	4	34
	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 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: CLINT Q SMITH EL

Campus ID: 057907106

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 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 District		African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
		2016	2015	Campus	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016	2015	2016
Grade 3																	
Reading	2016	72%	67%	69%	61%	71%	83%	-	-	-	*	73%	65%	*	73%	62%	-
	2015	74%	70%	80%	77%	76%	100%	*	*	-	*	86%	83%	71%	82%	78%	-
Mathematics	2016	74%	74%	60%	52%	62%	83%	-	-	-	*	64%	54%	*	57%	65%	-
	2015	74%	70%	74%	66%	76%	100%	*	*	-	*	71%	72%	71%	78%	71%	-
Grade 4																	
Reading	2016	74%	69%	79%	77%	76%	100%	*	*	-	*	70%	78%	71%	77%	80%	-
	2015	71%	66%	72%	60%	76%	94%	*	-	-	*	*	69%	*	74%	70%	-
Mathematics	2016	72%	64%	69%	66%	70%	*	*	*	-	*	80%	68%	*	67%	71%	-
	2015	71%	64%	68%	58%	71%	88%	*	-	-	*	*	68%	*	66%	70%	-
Writing	2016	68%	57%	67%	66%	70%	*	*	*	-	*	90%	66%	71%	64%	71%	-
	2015	67%	57%	60%	49%	61%	81%	*	-	-	*	*	55%	*	58%	62%	-
All Grades																	
All Subjects	2016	74%	66%	69%	65%	69%	85%	73%	*	-	100%	75%	66%	55%	68%	70%	-
	2015	73%	66%	71%	62%	72%	90%	68%	*	-	100%	34%	69%	66%	71%	70%	-
Reading	2016	72%	65%	74%	70%	73%	91%	*	*	-	*	71%	72%	55%	75%	72%	-
	2015	74%	68%	76%	69%	76%	95%	71%	*	-	*	38%	75%	67%	78%	74%	-
Mathematics	2016	75%	66%	65%	60%	65%	82%	*	*	-	*	71%	61%	45%	62%	68%	-
	2015	73%	64%	71%	62%	73%	91%	71%	*	-	*	38%	70%	67%	71%	71%	-
Writing	2016	68%	59%	67%	66%	70%	*	*	*	-	*	90%	66%	71%	64%	71%	-
	2015	68%	60%	60%	49%	61%	81%	*	-	-	*	*	55%	*	58%	62%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	29%	32%	24%	37%	50%	47%	*	-	71%	50%	29%	28%	31%	35%	-
	2015	38%	26%	30%	20%	35%	40%	32%	*	-	57%	14%	27%	17%	25%	34%	-
Reading	2016	42%	30%	37%	26%	42%	55%	*	*	-	*	52%	33%	27%	35%	38%	-
	2015	40%	28%	34%	25%	37%	45%	29%	*	-	*	21%	29%	17%	27%	41%	-
Mathematics	2016	40%	26%	31%	22%	35%	45%	*	*	-	*	48%	29%	27%	29%	33%	-
	2015	36%	23%	34%	20%	39%	55%	43%	*	-	*	17%	32%	25%	31%	36%	-
Writing	2016	39%	26%	27%	23%	30%	*	*	*	-	*	50%	24%	29%	26%	29%	-
	2015	31%	18%	15%	10%	21%	13%	*	-	-	*	*	12%	*	13%	17%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	9%	12%	10%	14%	8%	13%	*	-	43%	19%	10%	3%	10%	15%	-
	2015	14%	7%	12%	6%	14%	18%	21%	*	-	29%	5%	11%	10%	10%	13%	-
Reading	2016	16%	9%	17%	12%	21%	18%	*	*	-	*	24%	14%	0%	14%	19%	-
	2015	15%	8%	17%	13%	20%	23%	14%	*	-	*	8%	16%	8%	15%	19%	-
Mathematics	2016	17%	10%	11%	9%	12%	0%	*	*	-	*	19%	9%	0%	8%	14%	-
	2015	14%	7%	12%	2%	16%	27%	43%	*	-	*	4%	12%	17%	10%	15%	-
Writing	2016	14%	6%	6%	7%	6%	*	*	*	-	*	10%	4%	14%	2%	10%	-
	2015	14%	6%	6%	7%	6%	*	*	*	-	*	10%	4%	14%	2%	10%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
2015	8%	2%	0%	0%	0%	0%	*	-	-	*	*	0%	*	0%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	98%	98%	99%	96%	100%	*	-	100%	100%	99%	100%	99%	98%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	99%	97%	100%	100%	100%	*	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	97%	100%	100%	100%	*	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Writing	2016	99%	99%	97%	98%	97%	*	100%	*	-	*	100%	97%	100%	98%	95%	-
	2015	99%	99%	99%	98%	100%	100%	100%	-	-	100%	100%	99%	100%	98%	100%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	100%	100%	100%	*	*	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With Accommodations	2016	13%	13%	19%	38%	11%	*	*	-	-	*	19%	22%	*	20%	19%	-
% STAAR/EOC With Accommodations	2016	73%	72%	43%	38%	33%	*	*	-	-	*	43%	33%	*	60%	38%	-
% STAAR Alternate2	2016	11%	11%	38%	25%	56%	*	*	-	-	*	38%	44%	*	20%	44%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	*	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With Accommodations	2016	12%	14%	19%	38%	11%	*	*	-	-	*	19%	22%	*	20%	19%	-
% STAAR/EOC With Accommodations	2016	75%	74%	43%	38%	33%	*	*	-	-	*	43%	33%	*	60%	38%	-
% STAAR Alternate2	2016	12%	12%	38%	25%	56%	*	*	-	-	*	38%	44%	*	20%	44%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	*	*	-	-	*	0%	0%	*	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		Hispanic	White	American Indian		Pacific Islander		Two or More Races	Econ Disadv	ELL (Current & ELL Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met	
		American	Hispanic			Indian	Asian	Islander	Races			Ed	Monitored				
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y							Y				4	4	100	
Mathematics	Y	N	Y							Y				3	4	75	
Writing	Y	Y	Y							Y				4	4	100	
Science														0	0		
Social Studies														0	0		
Total														11	12	92	
Performance Status - Federal																	
Federal Target	87%	87%	87%	87%							87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	n/a	N				n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	n/a	N				n/a			
Participation Status																	
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y			4	4	100
Mathematics	Y	Y	Y						Y			4	4	100
Total												8	8	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	19	20
		95

+ 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	120	47	56	9	*	*	-	*	88	14	7	n/a
Total Tests	160	69	74	9	*	*	-	*	119	20	11	10
% at Level II Satisfactory Standard	75%	68%	76%	100%	*	*	-	*	74%	70%	64%	n/a
Mathematics												
# at Level II Satisfactory Standard	106	41	50	8	*	*	-	*	75	14	6	n/a
Total Tests	160	69	74	9	*	*	-	*	119	20	11	10
% at Level II Satisfactory Standard	66%	59%	68%	89%	*	*	-	*	63%	70%	55%	n/a
Writing												
# at Level II Satisfactory Standard	59	29	23	*	*	*	-	*	44	9	6	n/a
Total Tests	83	42	31	*	*	*	-	*	64	10	8	7
% at Level II Satisfactory Standard	71%	69%	74%	*	*	*	-	*	69%	90%	75%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	175	77	78	11	5	*	-	*	131	21	n/a	11
Total Students	177	79	78	11	5	*	-	*	132	21	n/a	11
Participation Rate	99%	97%	100%	100%	100%	*	-	*	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	175	77	78	11	5	*	-	*	131	21	n/a	11
Total Students	177	79	78	11	5	*	-	*	132	21	n/a	11
Participation Rate	99%	97%	100%	100%	100%	*	-	*	99%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 Reason: Math/Reading Performance Gaps

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		
No Degree	2.0	6.8%	1.7%	1.0%
Bachelors	17.0	58.0%	66.1%	74.7%
Masters	10.3	35.2%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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		26	4	30
Total Number of Classes		26	4	30
Number of Classes Taught by Highly Qualified Teachers	Number	26	4	30
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: CHARLES ACTON EL

Campus ID: 057907107

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					District	Campus	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
Grade 3																				
Reading	2016	72%	67%	71%	70%	69%	*	-	-	*	-	*	71%	60%	69%	74%	-			
	2015	74%	70%	73%	68%	76%	*	-	-	-	*	*	71%	68%	77%	69%	-			
Mathematics	2016	74%	74%	86%	79%	92%	*	-	-	*	-	*	88%	92%	81%	92%	-			
	2015	74%	70%	78%	73%	80%	*	-	-	-	*	*	76%	76%	79%	76%	-			
Grade 4																				
Reading	2016	74%	69%	73%	69%	79%	*	-	-	-	-	*	73%	65%	83%	61%	-			
	2015	71%	66%	65%	59%	67%	100%	*	-	-	*	45%	62%	70%	75%	55%	-			
Mathematics	2016	72%	64%	73%	55%	88%	*	-	-	-	-	*	73%	87%	77%	69%	-			
	2015	71%	64%	54%	48%	64%	*	*	-	-	*	45%	54%	56%	54%	55%	-			
Writing	2016	68%	57%	64%	68%	63%	*	-	-	-	-	*	64%	48%	72%	54%	-			
	2015	67%	57%	57%	51%	67%	*	*	-	-	*	*	56%	67%	63%	52%	-			
All Grades																				
All Subjects	2016	74%	66%	73%	68%	78%	73%	-	-	*	-	45%	74%	71%	76%	70%	-			
	2015	73%	66%	65%	58%	71%	68%	100%	-	-	*	49%	63%	68%	70%	60%	-			
Reading	2016	72%	65%	72%	70%	74%	*	-	-	*	-	*	72%	63%	76%	67%	-			
	2015	74%	68%	69%	63%	72%	100%	*	-	-	*	53%	66%	69%	76%	61%	-			
Mathematics	2016	75%	66%	80%	67%	90%	100%	-	-	*	-	50%	81%	90%	79%	81%	-			
	2015	73%	64%	65%	58%	73%	*	*	-	-	*	60%	64%	67%	66%	64%	-			
Writing	2016	68%	59%	64%	68%	63%	*	-	-	-	-	*	64%	48%	72%	54%	-			
	2015	68%	60%	57%	51%	67%	*	*	-	-	*	*	56%	67%	63%	52%	-			

STAAR Percent at Final Level II or Above

Grade	Subject	2016	2015	State	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					District	Campus	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
All Grades																				
All Subjects	2016	42%	29%	38%	30%	43%	67%	-	-	*	-	27%	36%	30%	42%	33%	-			
	2015	38%	26%	25%	20%	29%	41%	33%	-	-	*	15%	23%	21%	31%	19%	-			
Reading	2016	42%	30%	37%	29%	41%	*	-	-	*	-	*	35%	25%	39%	34%	-			
	2015	40%	28%	27%	26%	28%	38%	*	-	-	*	13%	25%	20%	35%	19%	-			
Mathematics	2016	40%	26%	46%	36%	52%	83%	-	-	*	-	30%	44%	42%	49%	42%	-			
	2015	36%	23%	26%	16%	34%	*	*	-	-	*	20%	24%	27%	29%	22%	-			
Writing	2016	39%	26%	24%	20%	28%	*	-	-	-	-	*	24%	17%	32%	15%	-			
	2015	31%	18%	19%	19%	18%	*	*	-	-	*	*	16%	11%	26%	12%	-			

STAAR Percent at Level III Advanced

Grade	Subject	2016	2015	State	African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					District	Campus	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard	Standard
All Grades																				
All Subjects	2016	17%	9%	21%	15%	25%	33%	-	-	*	-	9%	20%	18%	24%	16%	-			
	2015	14%	7%	9%	7%	11%	23%	0%	-	-	*	10%	8%	7%	12%	6%	-			
Reading	2016	16%	9%	20%	16%	23%	*	-	-	*	-	*	20%	13%	21%	20%	-			
	2015	15%	8%	13%	13%	13%	25%	*	-	-	*	13%	11%	6%	15%	10%	-			
Mathematics	2016	17%	10%	24%	17%	30%	33%	-	-	*	-	20%	24%	25%	29%	18%	-			
	2015	14%	7%	9%	4%	12%	*	*	-	-	*	13%	7%	11%	12%	6%	-			
Writing	2016	14%	6%	14%	10%	16%	*	-	-	-	-	*	12%	13%	21%	5%	-			
	2015	14%	6%	14%	10%	16%	*	-	-	-	-	*	12%	13%	21%	5%	-			

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2015	8%	2%	3%	3%	4%	*	*	-	-	*	*	3%	0%	7%	0%

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	99%	100%	-	-	*	-	100%	99%	100%	100%	98%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-
Reading	2016	99%	99%	99%	99%	99%	100%	-	-	*	-	100%	99%	100%	100%	97%	-
	2015	99%	99%	100%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	99%	100%	99%	100%	-	-	*	-	100%	99%	100%	100%	99%	-
	2015	99%	99%	100%	99%	100%	100%	100%	-	-	100%	100%	99%	100%	99%	100%	-
Writing	2016	99%	99%	100%	100%	100%	*	-	-	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	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%	96%	100%	*	*	*	-	-	-	-	100%	100%	*	100%	*	-
% STAAR/EOC With No Accommodations	2016	13%	13%	40%	*	*	*	-	-	-	-	40%	44%	*	38%	*	-
% STAAR/EOC With Accommodations	2016	73%	72%	60%	*	*	*	-	-	-	-	60%	56%	*	63%	*	-
% STAAR Alternate2	2016	11%	11%	0%	*	*	*	-	-	-	-	0%	0%	*	0%	*	-
% of Non-Participants	2016	2%	4%	0%	*	*	*	-	-	-	-	0%	0%	*	0%	*	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	*	*	*	-	-	-	-	100%	100%	*	100%	*	-
% STAAR/EOC With No Accommodations	2016	12%	14%	40%	*	*	*	-	-	-	-	40%	44%	*	38%	*	-
% STAAR/EOC With Accommodations	2016	75%	74%	60%	*	*	*	-	-	-	-	60%	56%	*	63%	*	-
% STAAR Alternate2	2016	12%	12%	0%	*	*	*	-	-	-	-	0%	0%	*	0%	*	-
% of Non-Participants	2016	1%	1%	0%	*	*	*	-	-	-	-	0%	0%	*	0%	*	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Pacific Islander		Two or More Races		Special Ed		ELL (Current & ELL Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Disadv	Ed	Monitored	+					
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y							Y	Y		5	5	100	
Mathematics	Y	Y	Y							Y	Y		5	5	100	
Writing	Y	Y	Y							Y			4	4	100	
Science													0	0		
Social Studies													0	0		
Total													14	14	100	
Performance Status - Federal																
Federal Target	87%	87%	87%	87%						87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a				
Mathematics	N	N	Y		n/a	n/a	n/a	n/a	N		Y	n/a				
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met												0	0	
Reason Code ***														
Total												0	0	

District: Met Federal Limits on Alternative Assessments

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													
Total														
Overall Total												24	24	100

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	119	53	61	*	-	-	*	-	104	*	34	n/a
Total Tests	160	77	76	*	-	-	*	-	141	*	47	43
% at Level II Satisfactory Standard	74%	69%	80%	*	-	-	*	-	74%	*	72%	n/a
Mathematics												
# at Level II Satisfactory Standard	128	52	69	**	-	-	*	-	114	5	43	n/a
Total Tests	161	78	76	**	-	-	*	-	142	10	47	43
% at Level II Satisfactory Standard	80%	67%	91%	100%	-	-	*	-	80%	50%	91%	n/a
Writing												
# at Level II Satisfactory Standard	51	**	26	*	-	-	-	-	44	*	13	n/a
Total Tests	80	**	41	*	-	-	-	-	70	*	24	21
% at Level II Satisfactory Standard	64%	67%	63%	*	-	-	-	-	63%	*	54%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	171	82	82	**	-	-	*	-	150	10	n/a	48
Total Students	173	83	83	**	-	-	*	-	152	10	n/a	48
Participation Rate	99%	99%	99%	100%	-	-	*	-	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	172	83	82	**	-	-	*	-	151	10	n/a	48
Total Students	173	83	83	**	-	-	*	-	152	10	n/a	48
Participation Rate	99%	100%	99%	100%	-	-	*	-	99%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	20.3	74.1%	66.1%	74.7%
Masters	6.1	22.3%	30.7%	23.6%
Doctorate	1.0	3.6%	1.5%	0.6%

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

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

**High Poverty
Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		27	2	29
Total Number of Classes		27	2	29
Number of Classes Taught by Highly Qualified Teachers	Number	27	2	29
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: H BOB DANIEL SR INT

Campus ID: 057907108

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					District	Campus	Hispanic	White	Indian	Asian	Islander	Races						
Grade 5																		
Reading	2016	80%	72%	72%	63%	76%	94%	100%	*	-	*	43%	69%	70%	73%	70%	-	
	2015	83%	77%	77%	74%	80%	88%	*	*	*	*	32%	74%	63%	83%	72%	-	
Mathematics	2016	85%	75%	77%	74%	77%	88%	100%	*	-	83%	52%	74%	66%	77%	78%	-	
	2015	75%	62%	58%	48%	64%	88%	*	100%	*	*	36%	56%	50%	62%	56%	-	
Science	2016	73%	58%	47%	34%	50%	82%	83%	*	-	*	30%	42%	36%	47%	46%	-	
	2015	69%	56%	59%	55%	61%	76%	*	*	*	*	32%	54%	42%	58%	61%	-	
Grade 6																		
Reading	2016	68%	62%	59%	51%	61%	85%	*	100%	*	*	19%	56%	43%	64%	54%	-	
	2015	73%	75%	76%	74%	77%	92%	*	100%	-	*	22%	75%	56%	82%	70%	-	
Mathematics	2016	71%	62%	62%	52%	68%	92%	*	*	*	*	33%	59%	51%	60%	64%	-	
	2015	72%	70%	71%	66%	73%	80%	*	100%	-	*	*	69%	48%	75%	67%	-	
All Grades																		
All Subjects	2016	74%	66%	63%	55%	66%	88%	92%	95%	*	77%	35%	60%	53%	64%	62%	-	
	2015	73%	66%	69%	64%	71%	85%	63%	94%	*	75%	27%	66%	52%	72%	65%	-	
Reading	2016	72%	65%	65%	57%	69%	90%	89%	100%	*	80%	30%	63%	57%	69%	62%	-	
	2015	74%	68%	77%	74%	78%	90%	*	92%	*	75%	27%	75%	60%	82%	71%	-	
Mathematics	2016	75%	66%	70%	63%	72%	90%	100%	89%	*	80%	42%	67%	58%	69%	71%	-	
	2015	73%	64%	65%	57%	69%	84%	83%	100%	*	63%	25%	63%	49%	69%	62%	-	
Science	2016	77%	67%	47%	34%	50%	82%	83%	*	-	*	30%	42%	36%	47%	46%	-	
	2015	75%	66%	59%	55%	61%	76%	*	*	*	*	32%	54%	42%	58%	61%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects	2016	42%	29%	23%	16%	26%	47%	33%	68%	*	23%	6%	22%	12%	25%	22%	-	
	2015	38%	26%	25%	18%	26%	47%	38%	68%	*	35%	6%	23%	9%	25%	24%	-	
Reading	2016	42%	30%	28%	23%	29%	50%	22%	67%	*	40%	6%	26%	13%	32%	24%	-	
	2015	40%	28%	31%	25%	32%	60%	*	69%	*	38%	6%	28%	12%	33%	28%	-	
Mathematics	2016	40%	26%	24%	14%	28%	53%	56%	89%	*	20%	6%	23%	13%	24%	24%	-	
	2015	36%	23%	24%	17%	27%	44%	33%	77%	*	25%	7%	23%	9%	23%	26%	-	
Science	2016	44%	29%	13%	8%	16%	29%	17%	*	-	*	4%	12%	10%	13%	13%	-	
	2015	40%	25%	13%	8%	12%	29%	*	*	*	*	4%	11%	3%	12%	13%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2016	17%	9%	9%	5%	10%	23%	25%	36%	*	8%	4%	9%	4%	9%	8%	-	
	2015	14%	7%	8%	5%	8%	15%	19%	52%	*	20%	1%	7%	1%	8%	8%	-	
Reading	2016	16%	9%	11%	7%	11%	37%	22%	44%	*	10%	4%	10%	3%	14%	9%	-	
	2015	15%	8%	12%	8%	10%	23%	*	69%	*	25%	2%	11%	2%	13%	11%	-	
Mathematics	2016	17%	10%	10%	4%	12%	17%	33%	44%	*	10%	4%	10%	6%	9%	10%	-	
	2015	14%	7%	7%	4%	8%	13%	17%	38%	*	13%	0%	7%	0%	6%	8%	-	
Science	2016	15%	6%	3%	1%	4%	12%	17%	*	-	*	4%	3%	3%	2%	4%	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
	2015	14%	6%	2%	1%	1%	6%	*	*	*	*	0%	2%	0%	1%	3%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	98%	100%	100%	100%	100%	96%	100%	99%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	99%	94%	100%	100%	100%	100%	89%	99%	98%	100%	98%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-
Science	2016	99%	99%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	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%	96%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	26%	21%	30%	*	-	-	-	-	26%	20%	25%	6%	35%	-
% STAAR/EOC With Accommodations	2016	73%	72%	74%	79%	70%	*	-	-	-	-	74%	80%	75%	94%	65%	-
% STAAR Alternate2	2016	11%	11%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	26%	21%	30%	*	-	-	-	-	26%	20%	25%	6%	35%	-
% STAAR/EOC With Accommodations	2016	75%	74%	74%	79%	70%	*	-	-	-	-	74%	80%	75%	94%	65%	-
% STAAR Alternate2	2016	12%	12%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Pacific Islander		Two or More Races		Special Ed		ELL (Current & ELL Monitored)		Total + Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Disadv	Ed	Monitored	Ed					
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y						Y	N	Y	5	7	71	
Mathematics	Y	Y	Y	Y						Y	N	Y	6	7	86	
Writing													0	0		
Science	N	N	N							N		N	0	5	0	
Social Studies													0	0		
Total													11	19	58	
Performance Status - Federal																
Federal Target	87%	87%	87%	87%						87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a				
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a				
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	Total +	Total Met Eligible	Percent of Eligible Measures Met	
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total													14	14	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	25	33
		76

+ 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)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	387	148	188	27	8	9	-	7	294	13	82	n/a
Total Tests	585	258	270	30	9	9	-	9	460	45	123	98
% at Level II Satisfactory Standard	66%	57%	70%	90%	89%	100%	-	78%	64%	29%	67%	n/a
Mathematics												
# at Level II Satisfactory Standard	420	169	200	27	9	8	-	7	318	20	84	n/a
Total Tests	584	258	269	30	9	9	-	9	459	45	122	97
% at Level II Satisfactory Standard	72%	66%	74%	90%	100%	89%	-	78%	69%	44%	69%	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	138	45	67	14	5	*	-	*	102	7	30	n/a
Total Tests	292	128	132	17	6	*	-	*	232	20	65	50
% at Level II Satisfactory Standard	47%	35%	51%	82%	83%	*	-	*	44%	35%	46%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	631	279	293	30	**	9	*	10	498	50	n/a	117
Total Students	631	279	293	30	**	9	*	10	498	50	n/a	117
Participation Rate	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	631	279	293	30	**	9	*	10	498	50	n/a	118
Total Students	631	279	293	30	**	9	*	10	498	50	n/a	118
Participation Rate	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	0.1	0.2%	1.7%	1.0%
Bachelors	37.2	91.8%	66.1%	74.7%
Masters	3.3	8.1%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		33	5	38
Total Number of Classes		133	5	138
Number of Classes Taught by Highly Qualified Teachers	Number	133	5	138
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: GLENN C HARDIN INT

Campus ID: 057907109

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State District Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)	At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)							
Grade 5																		
Reading	2016	80%	72%	68%	61%	68%	71%	78%	90%	-	*	46%	66%	52%	74%	61%	-	
	2015	83%	77%	75%	66%	76%	87%	100%	*	-	*	54%	74%	66%	81%	69%	-	
Mathematics	2016	85%	75%	74%	58%	77%	88%	100%	80%	-	*	35%	73%	66%	77%	72%	-	
	2015	75%	62%	60%	56%	60%	73%	*	*	-	*	32%	60%	48%	63%	57%	-	
Science	2016	73%	58%	61%	53%	63%	65%	89%	70%	-	*	23%	60%	48%	61%	61%	-	
	2015	69%	56%	51%	49%	47%	87%	83%	*	-	*	48%	50%	33%	51%	51%	-	
Grade 6																		
Reading	2016	68%	62%	59%	53%	58%	92%	100%	*	-	*	37%	57%	41%	63%	54%	-	
	2015	73%	75%	74%	68%	75%	92%	*	90%	-	*	52%	72%	49%	79%	69%	-	
Mathematics	2016	71%	62%	60%	43%	63%	75%	*	*	-	*	33%	63%	62%	58%	62%	-	
	2015	72%	70%	76%	73%	78%	92%	*	70%	-	*	48%	75%	68%	81%	72%	-	
All Grades																		
All Subjects	2016	74%	66%	65%	54%	66%	77%	89%	78%	-	50%	35%	64%	54%	67%	62%	-	
	2015	73%	66%	67%	62%	67%	86%	71%	81%	-	67%	47%	66%	51%	71%	63%	-	
Reading	2016	72%	65%	64%	57%	63%	79%	86%	80%	-	*	42%	62%	47%	69%	58%	-	
	2015	74%	68%	75%	67%	76%	89%	71%	93%	-	75%	53%	73%	61%	80%	69%	-	
Mathematics	2016	75%	66%	68%	51%	70%	83%	93%	80%	-	*	34%	69%	64%	68%	67%	-	
	2015	73%	64%	68%	65%	68%	82%	63%	71%	-	*	41%	67%	54%	72%	64%	-	
Science	2016	77%	67%	61%	53%	63%	65%	89%	70%	-	*	23%	60%	48%	61%	61%	-	
	2015	75%	66%	51%	49%	47%	87%	83%	*	-	*	48%	50%	33%	51%	51%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects	2016	42%	29%	24%	21%	23%	37%	38%	40%	-	7%	12%	22%	12%	25%	23%	-	
	2015	38%	26%	21%	17%	21%	45%	14%	28%	-	28%	21%	20%	11%	20%	22%	-	
Reading	2016	42%	30%	27%	29%	25%	38%	36%	47%	-	*	15%	25%	9%	28%	26%	-	
	2015	40%	28%	22%	17%	22%	50%	0%	21%	-	38%	18%	21%	9%	22%	23%	-	
Mathematics	2016	40%	26%	24%	15%	25%	41%	43%	40%	-	*	11%	23%	18%	24%	24%	-	
	2015	36%	23%	23%	19%	24%	32%	25%	43%	-	*	21%	23%	16%	25%	22%	-	
Science	2016	44%	29%	18%	18%	16%	29%	33%	30%	-	*	8%	15%	6%	19%	16%	-	
	2015	40%	25%	16%	11%	14%	60%	17%	*	-	*	24%	15%	6%	10%	22%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2016	17%	9%	7%	6%	7%	15%	11%	8%	-	0%	0%	6%	2%	8%	6%	-	
	2015	14%	7%	6%	4%	6%	21%	5%	6%	-	6%	7%	6%	2%	6%	7%	-	
Reading	2016	16%	9%	9%	10%	9%	14%	21%	13%	-	*	0%	8%	2%	12%	7%	-	
	2015	15%	8%	7%	3%	7%	25%	0%	14%	-	13%	2%	7%	1%	7%	8%	-	
Mathematics	2016	17%	10%	7%	5%	7%	10%	7%	7%	-	*	0%	6%	4%	8%	5%	-	
	2015	14%	7%	7%	4%	8%	11%	13%	0%	-	*	11%	7%	2%	8%	6%	-	
Science	2016	15%	6%	3%	3%	2%	24%	0%	0%	-	*	0%	3%	0%	3%	3%	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
	2015	14%	6%	3%	3%	2%	33%	0%	*	-	*	8%	2%	1%	2%	4%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	99%	100%	99%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	98%	100%	99%	100%	99%	-
Mathematics	2016	100%	99%	100%	99%	100%	100%	100%	100%	-	100%	100%	99%	100%	99%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	100%	-	100%	98%	99%	99%	100%	99%	-
Science	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	*	100%	100%	99%	99%	100%	-
	2015	99%	99%	100%	100%	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%	96%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	17%	21%	18%	0%	-	-	-	-	17%	17%	15%	29%	9%	-
% STAAR/EOC With Accommodations	2016	73%	72%	70%	58%	79%	67%	-	-	-	-	70%	71%	85%	62%	75%	-
% STAAR Alternate2	2016	11%	11%	13%	21%	4%	33%	-	-	-	-	13%	12%	0%	10%	16%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	11%	11%	14%	0%	-	-	-	-	11%	14%	8%	10%	13%	-
% STAAR/EOC With Accommodations	2016	75%	74%	75%	68%	82%	67%	-	-	-	-	75%	74%	92%	81%	72%	-
% STAAR Alternate2	2016	12%	12%	13%	21%	4%	33%	-	-	-	-	13%	12%	0%	10%	16%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		ELL (Current & ELL Monitored)		Total + Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Special							
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	N	Y	Y								Y	N	N		4	7	57
Mathematics	Y	N	Y	Y								Y	N	Y		5	7	71
Writing																0	0	
Science	Y	N	Y									Y		N		3	5	60
Social Studies																0	0	
Total																12	19	63
Performance Status - Federal																		
Federal Target	87%	87%	87%	87%								87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	n/a	N			N	n/a				
Mathematics	N	N	N		n/a	n/a	n/a	n/a	n/a	N			N	n/a				
Participation Status																		
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y	Y					Y	Y	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	Y	7	7	100
Total												14	14	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	26	33
		79

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	405	68	288	23	12	**	-	*	339	21	149	n/a
Total Tests	621	117	443	29	14	**	-	*	531	50	256	193
% at Level II Satisfactory Standard	65%	58%	65%	79%	86%	85%	-	*	64%	42%	58%	n/a
Mathematics												
# at Level II Satisfactory Standard	428	61	315	24	13	**	-	*	371	17	180	n/a
Total Tests	619	116	442	29	14	**	-	*	529	50	255	192
% at Level II Satisfactory Standard	69%	53%	71%	83%	93%	85%	-	*	70%	34%	71%	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	207	34	148	11	8	**	-	*	174	5	81	n/a
Total Tests	332	64	230	17	9	**	-	*	285	24	140	110
% at Level II Satisfactory Standard	62%	53%	64%	65%	89%	75%	-	*	61%	21%	58%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	658	126	469	29	14	15	-	5	561	53	n/a	215
Total Students	659	126	470	29	14	15	-	5	562	53	n/a	215
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	655	125	467	29	14	15	-	5	558	53	n/a	213
Total Students	658	126	469	29	14	15	-	5	561	53	n/a	214
Participation Rate	100%	99%	100%	100%	100%	100%	-	100%	99%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	1.0	2.5%	1.7%	1.0%
Bachelors	28.7	70.6%	66.1%	74.7%
Masters	11.0	26.9%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		33	5	38
Total Number of Classes		112	5	117
Number of Classes Taught by Highly Qualified Teachers	Number	112	5	117
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	4	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: GRACE R BRANDENBURG INT

Campus ID: 057907110

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Econ Disadv	ELL	Female	Male	Migrant
					District	Campus	Hispanic	White	Indian	Asian	Islander							
Grade 5																		
Reading		80%	72%	78%	78%	81%	67%	*	*	-	*	53%	76%	68%	87%	70%	*	
		83%	77%	78%	77%	78%	75%	*	-	-	*	45%	76%	78%	83%	73%	-	
Mathematics		85%	75%	72%	70%	77%	73%	*	*	-	*	50%	70%	71%	74%	71%	*	
		75%	62%	67%	62%	74%	86%	*	-	-	*	42%	66%	75%	73%	63%	-	
Science		73%	58%	66%	66%	67%	64%	*	*	-	*	48%	65%	42%	66%	66%	*	
		69%	56%	59%	56%	59%	86%	*	-	-	*	38%	57%	56%	59%	58%	-	
Grade 6																		
Reading		68%	62%	70%	64%	78%	*	*	-	-	*	46%	68%	75%	72%	69%	-	
		73%	75%	75%	69%	81%	83%	*	*	-	*	42%	72%	67%	77%	72%	-	
Mathematics		71%	62%	66%	62%	70%	*	*	-	-	*	40%	67%	61%	67%	64%	-	
		72%	70%	63%	56%	70%	*	*	*	-	*	27%	61%	57%	63%	63%	-	
All Grades																		
All Subjects		74%	66%	71%	68%	75%	74%	50%	*	-	83%	47%	69%	63%	73%	68%	*	
		73%	66%	68%	64%	73%	79%	79%	100%	-	88%	39%	67%	66%	71%	66%	-	
Reading		72%	65%	74%	71%	80%	75%	56%	*	-	100%	49%	72%	71%	80%	69%	*	
		74%	68%	76%	73%	80%	79%	*	*	-	*	43%	74%	72%	80%	73%	-	
Mathematics		75%	66%	69%	66%	74%	80%	*	*	-	71%	45%	68%	67%	71%	67%	*	
		73%	64%	65%	59%	72%	77%	*	*	-	*	35%	64%	65%	68%	63%	-	
Science		77%	67%	66%	66%	67%	64%	*	*	-	*	48%	65%	42%	66%	66%	*	
		75%	66%	59%	56%	59%	86%	*	-	-	*	38%	57%	56%	59%	58%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects		42%	29%	28%	26%	31%	33%	23%	*	-	22%	28%	27%	20%	32%	25%	*	
		38%	26%	28%	26%	29%	26%	57%	75%	-	25%	25%	27%	16%	29%	26%	-	
Reading		42%	30%	33%	32%	35%	44%	33%	*	-	29%	30%	32%	20%	39%	27%	*	
		40%	28%	32%	33%	29%	29%	*	*	-	*	26%	31%	12%	33%	31%	-	
Mathematics		40%	26%	26%	23%	29%	27%	*	*	-	14%	25%	25%	27%	28%	23%	*	
		36%	23%	27%	23%	31%	31%	*	*	-	*	24%	27%	23%	29%	26%	-	
Science		44%	29%	23%	21%	25%	27%	*	*	-	*	29%	21%	8%	23%	22%	*	
		40%	25%	20%	19%	21%	14%	*	-	-	*	27%	20%	9%	23%	19%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects		17%	9%	10%	9%	11%	10%	18%	*	-	0%	10%	9%	4%	11%	8%	*	
		14%	7%	9%	8%	10%	12%	14%	25%	-	13%	10%	9%	5%	11%	8%	-	
Reading		16%	9%	14%	15%	12%	13%	22%	*	-	0%	9%	13%	3%	17%	11%	*	
		15%	8%	12%	9%	15%	21%	*	*	-	*	8%	12%	4%	14%	10%	-	
Mathematics		17%	10%	8%	7%	10%	7%	*	*	-	0%	10%	8%	5%	9%	7%	*	
		14%	7%	8%	8%	8%	0%	*	*	-	*	9%	8%	8%	10%	6%	-	
Science		15%	6%	6%	4%	10%	9%	*	*	-	*	10%	5%	3%	6%	7%	*	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
	2015	14%	6%	5%	7%	2%	14%	*	-	-	*	16%	4%	0%	4%	6%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	99%	100%	94%	100%	100%	-	100%	97%	100%	100%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	99%	100%	100%	100%	100%	-	100%	97%	100%	100%	100%	100%	-
Mathematics	2016	100%	99%	100%	99%	100%	100%	100%	*	-	100%	100%	100%	100%	100%	100%	*
	2015	99%	99%	100%	100%	100%	93%	100%	100%	-	100%	99%	100%	100%	100%	99%	-
Science	2016	99%	99%	100%	99%	100%	100%	*	*	-	*	100%	100%	100%	100%	99%	*
	2015	99%	99%	99%	99%	100%	88%	100%	-	-	100%	95%	99%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	99%	97%	100%	*	*	-	-	-	99%	98%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	12%	3%	27%	*	*	-	-	-	12%	6%	10%	19%	9%	-
% STAAR/EOC With Accommodations	2016	73%	72%	62%	72%	46%	*	*	-	-	-	62%	68%	60%	67%	60%	-
% STAAR Alternate2	2016	11%	11%	25%	23%	27%	*	*	-	-	-	25%	25%	30%	14%	30%	-
% of Non-Participants	2016	2%	4%	1%	3%	0%	*	*	-	-	-	1%	2%	0%	0%	2%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	99%	97%	100%	*	*	-	-	-	99%	98%	100%	100%	98%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	12%	3%	27%	*	*	-	-	-	12%	6%	10%	19%	9%	-
% STAAR/EOC With Accommodations	2016	75%	74%	62%	72%	46%	*	*	-	-	-	62%	68%	60%	67%	60%	-
% STAAR Alternate2	2016	12%	12%	25%	23%	27%	*	*	-	-	-	25%	25%	30%	14%	30%	-
% of Non-Participants	2016	1%	1%	1%	3%	0%	*	*	-	-	-	1%	2%	0%	0%	2%	-

**1 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.

Performance Status - State	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL Monitored	ELL (Current & ELL Total)	Total Met	Total Eligible	Percent of Eligible Measures Met
	State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	Y	Y						Y	N	Y		5	6	83
Mathematics	Y	Y	Y						Y	N	Y		5	6	83
Writing													0	0	
Science	Y	Y	Y						Y	N	Y		5	6	83
Social Studies													0	0	
Total													15	18	83
Performance Status - Federal															
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	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y	Y	Y	6	6	100
Mathematics	Y	Y	Y						Y	Y	Y	6	6	100
Total												12	12	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	27	30
		90

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	382	211	153	7	*	*	-	7	288	32	71	n/a
Total Tests	493	284	186	9	*	*	-	7	387	62	85	53
% at Level II Satisfactory Standard	77%	74%	82%	78%	*	*	-	100%	74%	52%	84%	n/a
Mathematics												
# at Level II Satisfactory Standard	351	193	141	8	*	*	-	5	270	28	66	n/a
Total Tests	490	282	185	9	*	*	-	7	384	62	84	53
% at Level II Satisfactory Standard	72%	68%	76%	89%	*	*	-	71%	70%	45%	79%	n/a
Writing												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	172	94	69	5	*	*	-	*	127	15	31	n/a
Total Tests	255	144	99	6	*	*	-	*	193	30	48	31
% at Level II Satisfactory Standard	67%	65%	70%	83%	*	*	-	*	66%	50%	65%	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	550	315	201	16	9	*	-	**	426	68	n/a	65
Total Students	550	315	201	16	9	*	-	**	426	68	n/a	65
Participation Rate	100%	100%	100%	100%	100%	*	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	547	313	201	15	9	*	-	**	423	68	n/a	66
Total Students	549	315	201	15	9	*	-	**	425	68	n/a	66
Participation Rate	100%	99%	100%	100%	100%	*	-	100%	100%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	21.7	66.4%	66.1%	74.7%
Masters	11.0	33.6%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		25	7	32
Total Number of Classes		202	7	209
Number of Classes Taught by Highly Qualified Teachers	Number	202	7	209
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	1	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: CJ & ANNE HYMAN EL

Campus ID: 057907111

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Economically Disadvantaged	ELL	Female	Male	Migrant
					District	Campus	Hispanic	White	Indian	Asian	Islander							
Grade 3																		
Reading	2016	72%	67%	78%	76%	78%	*	-	*	-	*	54%	82%	66%	85%	69%	-	
	2015	74%	70%	79%	85%	68%	*	*	*	-	*	50%	74%	64%	82%	77%	-	
Mathematics	2016	74%	74%	77%	69%	86%	*	-	*	-	*	69%	78%	79%	77%	76%	-	
	2015	74%	70%	86%	85%	85%	*	*	*	-	*	70%	81%	82%	87%	85%	-	
Grade 4																		
Reading	2016	74%	69%	66%	63%	67%	*	*	*	-	-	*	63%	51%	73%	61%	-	
	2015	71%	66%	79%	69%	87%	*	*	100%	-	-	62%	82%	91%	88%	74%	-	
Mathematics	2016	72%	64%	72%	66%	78%	*	*	*	-	-	*	74%	71%	82%	65%	-	
	2015	71%	64%	76%	76%	71%	*	*	100%	-	-	54%	68%	73%	79%	74%	-	
Writing	2016	68%	57%	62%	59%	61%	*	*	*	-	-	*	57%	51%	70%	56%	-	
	2015	67%	57%	66%	57%	71%	*	*	100%	-	-	62%	58%	55%	79%	58%	-	
All Grades																		
All Subjects	2016	74%	66%	71%	66%	74%	64%	100%	100%	-	*	55%	70%	63%	77%	64%	-	
	2015	73%	66%	77%	75%	77%	93%	100%	100%	-	*	59%	73%	73%	83%	74%	-	
Reading	2016	72%	65%	72%	69%	72%	*	*	100%	-	*	47%	72%	58%	79%	64%	-	
	2015	74%	68%	79%	78%	77%	100%	*	100%	-	*	57%	78%	73%	85%	76%	-	
Mathematics	2016	75%	66%	74%	67%	82%	*	*	100%	-	*	68%	76%	75%	79%	70%	-	
	2015	73%	64%	81%	81%	78%	100%	*	100%	-	*	61%	75%	79%	84%	80%	-	
Writing	2016	68%	59%	62%	59%	61%	*	*	*	-	-	*	57%	51%	70%	56%	-	
	2015	68%	60%	66%	57%	71%	*	*	100%	-	-	62%	58%	55%	79%	58%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects	2016	42%	29%	35%	32%	37%	29%	33%	64%	-	*	45%	32%	26%	41%	29%	-	
	2015	38%	26%	37%	34%	32%	73%	20%	96%	-	*	36%	31%	25%	46%	31%	-	
Reading	2016	42%	30%	36%	37%	36%	*	*	60%	-	*	47%	32%	22%	42%	31%	-	
	2015	40%	28%	40%	37%	34%	67%	*	100%	-	*	35%	31%	21%	53%	31%	-	
Mathematics	2016	40%	26%	37%	30%	43%	*	*	60%	-	*	47%	36%	37%	43%	31%	-	
	2015	36%	23%	41%	38%	35%	83%	*	100%	-	*	35%	37%	30%	47%	37%	-	
Writing	2016	39%	26%	28%	29%	26%	*	*	*	-	-	*	23%	14%	38%	21%	-	
	2015	31%	18%	25%	20%	21%	*	*	80%	-	-	38%	18%	18%	29%	23%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2016	17%	9%	15%	13%	17%	14%	0%	43%	-	*	9%	13%	10%	21%	10%	-	
	2015	14%	7%	14%	12%	9%	40%	0%	61%	-	*	7%	10%	9%	21%	9%	-	
Reading	2016	16%	9%	19%	17%	19%	*	*	60%	-	*	11%	15%	11%	25%	12%	-	
	2015	15%	8%	16%	14%	11%	50%	*	67%	-	*	9%	11%	9%	24%	11%	-	
Mathematics	2016	17%	10%	17%	15%	20%	*	*	40%	-	*	11%	15%	14%	22%	13%	-	
	2015	14%	7%	15%	13%	9%	50%	*	67%	-	*	9%	13%	12%	22%	11%	-	
Writing	2016	14%	6%	5%	5%	6%	*	*	*	-	-	*	5%	3%	9%	3%	-	
	2015	14%	6%	5%	5%	6%	*	*	*	-	-	*	5%	3%	9%	3%	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2015	8%	2%	5%	4%	3%	*	*	40%	-	-	0%	2%	0%	15%	0%

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	*	100%	100%	99%	100%	100%	-
	2015	99%	99%	99%	99%	99%	100%	71%	100%	-	100%	92%	98%	97%	99%	98%	-
Reading	2016	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	99%	99%	100%	67%	100%	-	100%	92%	99%	97%	99%	98%	-
Mathematics	2016	100%	99%	100%	100%	99%	100%	*	100%	-	*	100%	99%	98%	100%	99%	-
	2015	99%	99%	99%	99%	99%	100%	67%	100%	-	100%	92%	99%	97%	99%	98%	-
Writing	2016	99%	99%	100%	100%	100%	*	*	*	-	-	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	98%	100%	100%	100%	100%	-	-	93%	98%	100%	100%	98%	-

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

Reading Tests																	
% of Participants	2016	98%	96%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	5%	0%	10%	*	-	-	-	-	5%	7%	*	10%	0%	-
% STAAR/EOC With Accommodations	2016	73%	72%	53%	71%	40%	*	-	-	-	-	53%	53%	*	50%	56%	-
% STAAR Alternate2	2016	11%	11%	42%	29%	50%	*	-	-	-	-	42%	40%	*	40%	44%	-
% of Non-Participants	2016	2%	4%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	100%	100%	*	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	5%	0%	10%	*	-	-	-	-	5%	7%	*	10%	0%	-
% STAAR/EOC With Accommodations	2016	75%	74%	53%	71%	40%	*	-	-	-	-	53%	53%	*	50%	56%	-
% STAAR Alternate2	2016	12%	12%	42%	29%	50%	*	-	-	-	-	42%	40%	*	40%	44%	-
% of Non-Participants	2016	1%	1%	0%	0%	0%	*	-	-	-	-	0%	0%	*	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		ELL (Current & ELL Monitored)		Total Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Special							
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	Y	Y								Y	Y	Y	Y	Y	5	5	100
Mathematics	Y	Y	Y								Y	Y	Y	Y	Y	5	5	100
Writing	Y	Y	Y								N	Y	Y	Y	Y	4	5	80
Science																0	0	
Social Studies																0	0	
Total																14	15	93
Performance Status - Federal																		
Federal Target	87%	87%	87%	87%								87%	87%	87%				
Reading	N	N	N		n/a	n/a	n/a	n/a	n/a	N	N	N	N	N	n/a			
Mathematics	N	N	N		n/a	n/a	n/a	n/a	n/a	N	N	N	N	N	n/a			
Participation Status																		
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%			

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	24	25
		96

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	168	83	72	*	*	5	-	*	113	9	39	n/a
Total Tests	224	113	97	*	*	5	-	*	151	18	58	52
% at Level II Satisfactory Standard	75%	73%	74%	*	*	100%	-	*	75%	50%	67%	n/a
Mathematics												
# at Level II Satisfactory Standard	171	81	78	*	*	5	-	*	116	13	46	n/a
Total Tests	223	113	96	*	*	5	-	*	150	18	57	51
% at Level II Satisfactory Standard	77%	72%	81%	*	*	100%	-	*	77%	72%	81%	n/a
Writing												
# at Level II Satisfactory Standard	75	38	30	*	*	*	-	-	47	*	21	n/a
Total Tests	116	60	49	*	*	*	-	-	80	*	33	27
% at Level II Satisfactory Standard	65%	63%	61%	*	*	*	-	-	59%	*	64%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	243	123	105	6	*	5	-	*	165	19	n/a	64
Total Students	243	123	105	6	*	5	-	*	165	19	n/a	64
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	242	123	104	6	*	5	-	*	164	19	n/a	63
Total Students	243	123	105	6	*	5	-	*	165	19	n/a	64
Participation Rate	100%	100%	99%	100%	*	100%	-	*	99%	100%	n/a	98%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 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. 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		
No Degree	0.0	0.0%	1.7%	1.0%
Bachelors	25.0	71.4%	66.1%	74.7%
Masters	10.0	28.6%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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		30	7	37
Total Number of Classes		30	7	37
Number of Classes Taught by Highly Qualified Teachers	Number	30	7	37
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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 2015-16 Federal Report Card for Texas Public Schools

Campus Name: JAMES R BILHARTZ JR EL

Campus ID: 057907112

District Name: DUNCANVILLE ISD

Part I: Student Achievement by Proficiency Level

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

Grade	Subject	2016	2015	State	District												
					African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)													
Grade 3																	
Reading	2016	72%	67%	73%	59%	80%	*	*	86%	-	-	*	69%	75%	71%	75%	-
	2015	74%	70%	63%	43%	70%	*	100%	*	-	*	44%	61%	58%	75%	48%	-
Mathematics	2016	74%	74%	75%	59%	82%	*	*	100%	-	-	*	71%	79%	75%	75%	-
	2015	74%	70%	60%	43%	68%	*	100%	*	-	*	31%	60%	56%	65%	53%	-
Grade 4																	
Reading	2016	74%	69%	75%	70%	75%	83%	*	*	-	*	50%	72%	68%	81%	67%	-
	2015	71%	66%	60%	59%	61%	*	*	86%	-	*	*	60%	51%	65%	53%	-
Mathematics	2016	72%	64%	75%	60%	75%	83%	*	*	-	*	42%	75%	64%	74%	76%	-
	2015	71%	64%	66%	56%	64%	70%	*	88%	-	*	*	61%	60%	63%	70%	-
Writing	2016	68%	57%	58%	63%	57%	*	*	*	-	*	*	55%	39%	62%	53%	-
	2015	67%	57%	51%	48%	48%	*	*	88%	-	*	*	49%	45%	59%	41%	-
All Grades																	
All Subjects	2016	74%	66%	71%	61%	74%	68%	71%	88%	-	*	36%	68%	65%	73%	70%	-
	2015	73%	66%	60%	49%	62%	50%	92%	68%	-	55%	29%	58%	54%	65%	53%	-
Reading	2016	72%	65%	74%	63%	78%	75%	*	82%	-	*	39%	70%	72%	76%	71%	-
	2015	74%	68%	61%	50%	65%	46%	90%	64%	-	*	36%	61%	55%	70%	51%	-
Mathematics	2016	75%	66%	75%	59%	78%	75%	*	100%	-	*	44%	73%	72%	75%	75%	-
	2015	73%	64%	63%	48%	66%	62%	100%	58%	-	*	28%	60%	58%	64%	61%	-
Writing	2016	68%	59%	58%	63%	57%	*	*	*	-	*	*	55%	39%	62%	53%	-
	2015	68%	60%	51%	48%	48%	*	*	88%	-	*	*	49%	45%	59%	41%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2016	42%	29%	37%	27%	41%	23%	43%	56%	-	*	9%	33%	33%	39%	35%	-
	2015	38%	26%	24%	25%	23%	31%	42%	23%	-	0%	5%	22%	17%	28%	19%	-
Reading	2016	42%	30%	39%	28%	44%	25%	*	55%	-	*	11%	34%	36%	40%	38%	-
	2015	40%	28%	25%	29%	24%	31%	30%	27%	-	*	4%	23%	14%	31%	18%	-
Mathematics	2016	40%	26%	42%	30%	46%	25%	*	64%	-	*	11%	39%	38%	45%	40%	-
	2015	36%	23%	31%	24%	32%	38%	60%	25%	-	*	8%	28%	28%	33%	28%	-
Writing	2016	39%	26%	22%	16%	24%	*	*	*	-	*	*	21%	15%	26%	17%	-
	2015	31%	18%	9%	19%	4%	*	*	13%	-	*	*	6%	2%	12%	5%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2016	17%	9%	18%	13%	19%	14%	21%	20%	-	*	4%	14%	13%	18%	17%	-
	2015	14%	7%	8%	9%	8%	14%	13%	0%	-	0%	2%	7%	6%	9%	7%	-
Reading	2016	16%	9%	18%	13%	21%	13%	*	9%	-	*	6%	15%	16%	18%	18%	-
	2015	15%	8%	10%	16%	8%	15%	10%	0%	-	*	4%	8%	4%	13%	7%	-
Mathematics	2016	17%	10%	23%	17%	24%	13%	*	36%	-	*	6%	19%	17%	23%	23%	-
	2015	14%	7%	10%	5%	12%	23%	20%	0%	-	*	0%	8%	10%	10%	10%	-
Writing	2016	14%	6%	6%	5%	5%	*	*	*	-	*	*	4%	0%	8%	2%	-
	2015	14%	6%	6%	5%	5%	*	*	*	-	*	*	4%	0%	8%	2%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
2015	8%	2%	0%	0%	0%	*	*	0%	-	*	*	0%	0%	0%	0%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	100%	100%	100%	97%	-	100%	100%	99%	99%	100%	99%	-
Reading	2016	99%	99%	100%	100%	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	99%	100%	99%	100%	100%	92%	-	100%	100%	99%	98%	99%	99%	-
Mathematics	2016	100%	99%	100%	100%	100%	100%	100%	100%	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	99%	100%	99%	-
Writing	2016	99%	99%	100%	100%	100%	100%	*	*	-	*	100%	100%	100%	100%	100%	-
	2015	99%	99%	100%	100%	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%	96%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	13%	22%	*	31%	*	-	-	-	-	22%	19%	13%	0%	31%	-
% STAAR/EOC With Accommodations	2016	73%	72%	78%	*	69%	*	-	-	-	-	78%	81%	88%	100%	69%	-
% STAAR Alternate2	2016	11%	11%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	2%	4%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	14%	22%	*	31%	*	-	-	-	-	22%	19%	13%	0%	31%	-
% STAAR/EOC With Accommodations	2016	75%	74%	78%	*	69%	*	-	-	-	-	78%	81%	88%	100%	69%	-
% STAAR Alternate2	2016	12%	12%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2016	1%	1%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

**1 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.

Performance Status - State	All Students	African American		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Special Ed		ELL (Current & ELL Monitored)		Total + Met	Total Eligible	Percent of Eligible Measures Met
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored									
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			
Reading	Y	N	Y									Y		Y				4	5	80
Mathematics	Y	N	Y									Y		Y				4	5	80
Writing	N		N									N		N				0	4	0
Science																		0	0	
Social Studies																		0	0	
Total																		8	14	57
Performance Status - Federal																				
Federal Target	87%	87%	87%	87%								87%	87%	87%						
Reading	N	N	N		n/a	n/a	n/a	n/a	n/a	N				N				n/a		
Mathematics	N	N	N		n/a	n/a	n/a	n/a	n/a	N				N				n/a		
Participation Status																				
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & ELL Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	Y	Y	Y						Y		Y	5	5	100
Mathematics	Y	Y	Y						Y		Y	5	5	100
Total												10	10	100

Federal Graduation Status (Target: See Reason Codes)

Graduation Target Met	0	0
Reason Code ***		
Total	0	0

District: Met Federal Limits on Alternative Assessments

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	
Total		
Overall Total	18	24
		75

+ 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 & ELL Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Level II Satisfactory Standard	152	25	110	5	*	8	-	*	121	7	69	n/a
Total Tests	203	44	136	7	*	10	-	*	169	17	89	85
% at Level II Satisfactory Standard	75%	57%	81%	71%	*	80%	-	*	72%	41%	78%	n/a
Mathematics												
# at Level II Satisfactory Standard	154	24	110	5	*	10	-	*	125	7	68	n/a
Total Tests	203	44	136	7	*	10	-	*	169	17	89	85
% at Level II Satisfactory Standard	76%	55%	81%	71%	*	100%	-	*	74%	41%	76%	n/a
Writing												
# at Level II Satisfactory Standard	55	8	41	*	*	*	-	*	48	*	18	n/a
Total Tests	96	15	69	*	*	*	-	*	86	*	42	41
% at Level II Satisfactory Standard	57%	53%	59%	*	*	*	-	*	56%	*	43%	n/a
Science												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	226	54	147	8	**	11	-	*	184	18	n/a	95
Total Students	226	54	147	8	**	11	-	*	184	18	n/a	95
Participation Rate	100%	100%	100%	100%	100%	100%	-	*	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	226	54	147	8	**	11	-	*	184	18	n/a	95
Total Students	226	54	147	8	**	11	-	*	184	18	n/a	95
Participation Rate	100%	100%	100%	100%	100%	100%	-	*	100%	100%	n/a	100%

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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- * 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)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 Reason: Math/Reading Performance Gaps

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		
No Degree	1.0	2.3%	1.7%	1.0%
Bachelors	26.0	59.1%	66.1%	74.7%
Masters	17.0	38.6%	30.7%	23.6%
Doctorate	0.0	0.0%	1.5%	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		35	8	43
Total Number of Classes		35	8	43
Number of Classes Taught by Highly Qualified Teachers	Number	35	8	43
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	----- Number of Teachers -----	
	General Education	Special Education
Highly Qualified	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	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