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

District Name: BRENHAM ISD **District ID:** 239901

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two						
		Region		African			Americar		Pacific	or More	Snecial	Fcon				
	State			American	Hispanio								ELL	Female	eMaleN	ligra
TAAR Percen													A			a bassaniaria cina
Grade 3						2001		4000/			500 /		700/	700/	000/	
Reading	2015 74%		81%	66%	85%	88%	-	100%	-	*	53% 72%			76% 77%		-
	2014 75%	78%	74%	70%	62%	88%	-		-		1270	0476	50%	1170	7 1 70	-
Mathematic	s2015 74%	77%	83%	60%	88%	95%	-	100%	-	*	61%	77%	88%	79%	87%	-
	2014 69%		70%	59%	65%	82%	-	*	-	*	74%	60%	63%	73%	67%	-
Grade 4	2015 710/	720/	70%	58%	62%	86%		*		*	60%	50%	54%	74%	67%	
Reading	2015 71% 2014 73%		73%	59%	67%	84%	-	*	_	100%	59%				71%	_
	20117070	7070		0070	0 . 70	• . , .										
Mathematic			76%	63%	72%	89%	-	*	-	*	60%	66%			75%	-
	2014 70%	72%	71%	52%	67%	82%	-	*	-	83%	65%	64%	73%	70%	72%	-
Writing	2015 67%	69%	64%	55%	56%	76%		*	_	*	54%	56%	44%	72%	57%	_
vviitiig	2013 07 %		72%	64%	65%	81%	-	*	-	83%	74%			78%		_
Grade 5						/				4000/	4004	750/		200/	7.40/	*
Reading	2015 83%		79%	62%	77% 81%	90% 92%	-	100%	-	100% 100%	48% 83%			86% 88%		*
	2014 86%	87%	86%	80%	0170	92 /0	_	100 /0	-	10076	03 /6	00 76	1 3 70	00 70	04 /0	-
Mathematic	s2015 75%	77%	82%	59%	85%	88%		*	-	100%	44%	78%	83%	88%	76%	
	2014 87%	88%	88%	87%	81%	92%	-	100%	-	100%	83%	83%	82%	86%	89%	-
o .	0045 000/	700/	740/	470/	700/	0.40/		*		*	400/	CC0/	600/	750/	600/	
Science	2015 69% 2014 73%		71% 80%	47% 68%	70% 70%	84% 94%	-	100%	-	*	42% 78%			75% 80%		-
	2014/3/0	7 3 70	00 /0	00 70	1070	J- 1 /0	_	10070			7070	0070	00 70	0070	7 0 70	
Grade 6																
Reading	2015 73%		73%	65%	61%	88%	- *	88%	-	83%	47%			75%		-
	2014 77%	79%	69%	55%	64%	85%	*	*	-	*	53%	62%	42%	76%	64%	-
Mathematic	s2015 72%	73%	77%	65%	68%	90%	_	100%	_	*	51%	69%	61%	80%	74%	_
Wat formation	2014 78%		69%	63%	58%	83%	*	*	-	75%	50%			72%		-
Grade 7	0045 700/	740/	000/	500 /	C40/	020/	*	*		*	200/	E E 0/	270/	760/	620/	
Reading	2015 72% 2014 74%		69% 74%	53% 51%	61% 65%	83% 92%	_	100%	-	*	28% 55%			76% 80%		-
	20147470	7070	1-70	3170	00 /0	JZ 70		10070			0070	0070	70 70	0070	0070	
Mathematic	s2015 68%	70%	55%	42%	52%	66%	*	*	-	71%	28%	48%			54%	-
	2014 67%	68%	72%	48%	62%	91%	-	100%	-	*	60%	58%	48%	76%	69%	-
\A/riting	2015 69%	70%	63%	49%	55%	77%	*	*		63%	19%	51%	23%	79%	51%	_
Writing	2013 09%		70%	52%	57%	88%	_	100%	_	*	49%			77%		_
		, , , ,			G. 75											
Grade 8										.80	0001	7601	··	0.407	7.407	
Reading	2015 84%		79%	57%	71%	94%	-	100%		* 020/	33%			84% 89%		-
	2014 88%	90%	87%	77%	81%	96%	-	89%	-	83%	73%	1970	40%	0970	00%	-
Mathematic	s2015 71%	73%	73%	54%	69%	85%	_	*	_	*	24%	64%	59%	80%	66%	_
	2014 85%		87%	73%	86%	95%	-	100%	-	*	75%			83%		-
					=6 01	0601		4000:			0.404	EE0/	4001	700/	0007	
Science	2015 67%		69%	45%	59%	88%	-	100%		*	24%			72%		*
	2014 70%	13%	71%	38%	62%	89%	-	89%	-	••	47%	3/%	32%	65%	15%	

										Two or						
		Region	1	African			Americar		Pacific	More :						
	State	06	District	American	Hispani	cWhite	Indian	Asian	Islander	Races	Ed	Disady	/ELL	Female	MaleM	ıgran
Social	2015.010/	000/	0.40/	000/	500/	000/		4000/			200/	4.40/	270/	C20/	CO0/	
Studies	2015 61% 2014 61%		61% 62%	33% 29%	52% 59%	80% 77%	-	100% 89%	-	*	28% 56%			62% 51%	60% 71%	*
End of Cours		000/	#0 0/	050/	500/	750/		0.50/		*	400/	500/	000/	070/	50 0/	*
English I	2015 66% 2014 65%		59% 61%	35% 42%	53% 50%	75% 80%	*	85% *	-	63%	19% 38%			67% 69%	53% 54%	-
English II	2015 69% 2014 68%		67% 61%	42% 32%	57% 53%	85% 78%	*	80% *	- -	86% *	34% 28%	58% 42%	35% *	72% 64%	63% 57%	*
Algebra I	2015 77% 2014 79%		68% 74%	56% 48%	57% 69%	82% 89%	- *	80% 82%	-	71% *	29% 33%			67% 80%	70% 69%	*
Biology	2015 88% 2014 88%		83% 89%	68% 79%	80% 85%	91% 96%	*	100% 78%	*	83%	51% 66%			84% 91%	82% 86%	*
U.S. History	2015 88% 2014 92%		86% 89%	62% 75%	83% 87%	96% 96%	-	86%	-	100%	45% 55%	74% 83%	45% *	86% 88%	87% 91%	-
All Cuadas																
All Grades All Subjects	2015 73% 2014 75%		72% 74%	53% 58%	67% 67%	85% 88%	*	88% 79%	*	65% 66%	40% 59%			76% 76%	69% 73%	*
Reading	2015 74% 2014 75%		71% 72%	53% 56%	65% 65%	86% 86%	*	86% 65%	*	67% 64%	39% 55%			76% 76%	68% 69%	*
Mathematics	2015 73% 2014 76%		73% 76%	57% 61%	70% 69%	85% 88%	*	90% 88%	-	62% 68%	41% 62%			76% 77%	71% 74%	*
Writing	2015 68% 2014 71%		63% 71%	52% 57%	55% 61%	76% 85%	*	75% 92%	- -	57% 70%	37% 62%	54% 61%		76% 77%	54% 65%	-
Science	2015 75% 2014 77%	77%	75% 80%	54% 62%	69% 72%	88% 93%	*	89% 88%	*	65% 71%	40% 63%	65%	60%	77%	72% 80%	*
	20147170	0070	0070	0270	1270	0070		0070		, ,	0070	. • , ,	5 _75		00,0	
Social Studies	2015 74% 2014 75%		73% 74%	46% 48%	64% 70%	88% 86%	-	92% 77%	-	69% 60%	36% 55%			74% 69%	72% 79%	- *
STAAR Percen	t at Final L	evel II	or Abov	'e												
All Grades					070/	=00/		000/		000/	050/	0.40/	4 = 0/	000/	0.40/	
All Subjects	2015 38% 2014 39%		36% 38%	17% 18%	27% 29%	53% 53%	*	60% 58%	-	23% 35%	25% 35%			39% 40%		*
Reading	2015 40% 2014 42%		37% 39%	18% 18%	26% 29%	55% 56%	*	52% 51%	*	23% 36%	24% 32%			40% 43%	33% 36%	*
Mathematics	2015 36% 2014 37%		36% 36%	17% 20%	29% 30%	52% 49%	*	68% 69%	-	29% 33%	27% 41%			38% 37%	34% 35%	*
Writing	2015 31% 2014 34%		26% 33%	16% 21%	18% 24%	40% 46%	* -	25% 31%	-	14% 30%	31% 41%	15% 22%		35% 39%	20% 27%	-
Science	2015 40% 2014 40%		39% 45%	12% 16%	30% 37%	57% 63%	-*	74% 71%	*	18% 47%	22% 30%			40% 45%	38% 46%	*
Social																
Studies	2015 41% 2014 38%		40% 36%	17% 13%	27% 24%	55% 49%	-	69% 54%	- -	23% 30%	19% 27%	25% 20%			41% 41%	- *
TAAR Percen	t at Level	III Adva	ınced													
All Grades	2015 140/	160/	12%	4%	7%	19%	*	35%	*	5%	7%	6%	5%	13%	11%	*
All Subjects	2015 14%		13%	4% 4%	8%	20%	*	36%	-	9%	9%	7%	7%		12%	*
Reading	2015 15% 2014 14%		13% 14%	5% 4%	8% 8%	21% 22%	*	30% 35%	*	6% 10%	6% 10%	7% 7%	3% 7%	16% 16%	10% 12%	*
Mathematics	s2015 14%	16%	12%	4%	9%	19%	*	40%	-	4%	7%	6%	9%	12%	13%	*

											Two						
	Б			Africa			Α.	merica	•	Dacifi	or c More	Snoci	al Eco	n			
s	tate	egion 06	District			nanicV					erRaces	•			Female	Male	Migran
2014 1		18%	13%	5%			19%	*	40%	-	13%	9%	7%		13%	12%	-
Writing 2015		8%	6% 70/	2%			10%	*	13%	-	0% 0%	11% 15%	3% 5%		8% 9%	4% 6%	-
2014 Science 2015 1		7% 17%	7% 13%	7% 3%			11% 21%	-	23% 37%	*	12%	7%	5% 6%		13%	13%	*
Science 2015 1 2014 1		16%	13%	2%			20%	*	42%	-	6%	8%	8%			14%	*
Social Studies 2015 1	18%	22%	13%	3%	7	7%	19%	_	46%	_	0%	6%	7%	2%	11%	15%	_
2014 1		18%	12%	2%			18%	-	31%	-	10%		6%		8%	15%	*
STAAR Participation	(All G	rades)	oace a control of the													
All Tests		5 99% 4 99%		99% 99%	99% 99%	99% 99%	99% 99%	100% 100%	100% 100%	100% -	99% 99%	98% 98%	99% 98%	99% 100%	99% 99%	99% 99%	100%
Reading		5 99% 4 99%		98% 98%	98% 97%	98% 98%	98% 99%	100%	100% 100%	100%	100% 98%	97% 97%	98% 97%	97% 100%	98% 98%	98% 98%	100%
Mathematics		5 99% 4 99%		99% 99%	99% 99%	100% 99%	99% 100%	100% *	100% 100%	-	100% 100%	99% 99%	99% 99%	100% 100%	100% 100%	99% 99%	100% -
Writing		5 99% 4 99%		99% 100%	99% 99%	99% 100%	99% 100%	100% -	100% 100%	-	100% 100%			100% 100%	99% 100%	100% 99%	-
Science	2015 2014	5 99% 4 99%		99% 100%	100% 100%		99% 100%	- *	100% 100%	100% -	100% 100%	97% 98%	100% 99%	100% 99%	99% 100%	99% 99%	100%
Social Studies		5 99% 4 99%		99% 99%	100% 99%	99% 99%	100% 99%	-	100% 100%	-	93% 100%	98% 98%	99% 99%	100% 100%	99% 99%	100% 99%	- *
STAAR Participation	Resul	ts by	Assess	ment T	ype fo	or Stud	lents S	erved i	n Spec	ial Edu	ıcation	Settinç	js (All	Grade	s)		
Reading Tests % of Participants % STAAR/EOC Wi	th No	2015	98%	98%	97%	98%	94%	97%	-	* -	100%	97%	97%	93%	5 97%	6 96°	% -
% STAAR/EOC WI Accommodations % STAAR/EOC Wi		2015	17%	14%	8%	7%	6%	9%	-	* -	14%	8%	8%	4%	8%	8%	ó -
Accommodations		2015	71%	74%	64%	68%	62%	61%	-	* -	71%	64%	60%	75%	63%	659	% -
% STAAR Alternate % of Non-Participant		2015 2015		10% 2%	25% 3%	23% 2%	26% 6%	26% 3%	-	* - * -	14% 0%	25% 3%	29% 3%	14% 7%			
Mathematics Tests % of Participants	(I. K.)	2015	99%	98%	99%	99%	99%	98%	, -	* -	100%	99%	99%	100%	% 99%	6 99°	% -
% STAAR/EOC Wi Accommodations % STAAR/EOC Wi		2015	13%	12%	5%	5%	5%	4%	-	* -	14%	5%	5%	6%	6%	5%	о́ -
Accommodations		2015	74%	76%	65%	67%	63%	66%	-	* -	71%	65%	62%	77%	63%	679	% -

28%

27%

30%

28%

2%

28%

32%

31%

26%

11%

2%

2015 11%

2015

1%

% STAAR Alternate2

% of Non-Participants

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

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

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

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

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

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

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL +
Performance Status ‡							Philippin China (Angang Chinasana A					
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N	Υ	n/a	n/a	n/a	n/a	Ν	Ν	Ν	n/a
Mathematics	Ν	Ν	N,	Υ	n/a	n/a	n/a	n/a	N	Ν	N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ
Mathematics	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ
Federal Graduation St	tatus (Tar	get: See R	eason Cod	des)								
Graduation Target Wet	Y.	Y	Υ	Y	n/a	n/a	n/a	n/a È	Υ		n/a	
Reason Code ***	а	а	b	а	n/a	n/a	n/a	n/a	а		n/a	

Reading #

Alternate 1% Number Proficient Total Federal Cap _imit Mathematics #

Alternate 1% Υ Number Proficient 74 26 Total Federal Cap

Limit

The school district was granted an exception to the 1% cap on STAAR Alternate student passing results.

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

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

			The state of the s				- I	Two			ELL	
	All	African			American	A -:	Pacific	More			(Current &	ELL (Current)
	Students	American H	ispanic	wnite	Indian	Asian	Islander	Races	Disagv	Ed	Monitored)	(Current)
Performance Rates ‡												
Reading												
# at Phase-in	2,170	359	651	1,079	*	48	,	30	1,025	141	274	n/a
Satisfactory Standard												
Total Tests	3,012	674	973	1,259	*	56	,	46	1,615	367	448	383
% at Phase-in	72%	53%	67%	86%	*	86%		65%	63%	38%	61%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	1,827	315	592	857	*	36		. **	904	131	291	n/a
Satisfactory Standard												
Total Tests	2,454	558	808		*	40		. **	1,358			
% at Phase-in	74%	56%	73%	85%	*	90%		65%	67%	42%	72%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	450	85	129	222	*	**		- 7	219	34	. 50	n/a
Satisfactory Standard												
Total Tests	701	164	227	290	*			· 11	399			
% at Phase-in	64%	52%	57%	77%	*	75%	•	64%	55%	39%	45%	n/a
Satisfactory Standard												
Science												
# at Phase-in	835	121	251	435	-	17	•	* **	377	53	112	n/a
Satisfactory Standard												
Total Tests	1,099	223	349		-	19			502			
% at Phase-in	76%	54%	72%	89%	-	89%	,	63%	67%	40%	70%	n/a
Satisfactory Standard												

^{‡&#}x27; Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

^{+&#}x27; Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
**** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

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

d = Five-year Graduation Rate Target of 88%

								Two			ELL	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	or More Races		Special Ed	(Current & Monitored)	ELL (Current)
Social Studies												
# at Phase-in	541	70	132	320	_	12	?	- 7	183	27	34	n/a
Satisfactory Standard												
Total Tests	722	146	196	356	-	13	}	- 11	310	75	69	59
% at Phase-in	75%	48%	67%	90%	-	92%)	- 64%	59%	36%	49%	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 As	sessment	s										
Number Participating	3,134	706	1,019	1,294	. *	56	3	* 52	1,696	380	n/a	417
Total Students	3,177	716	1,031	1,313	*	56	6	* 52	1,722	390	n/a	421
Participation Rate	99%	99%	99%	99%	*	100%	,	* 100%	98%	97%	n/a	99%
Mathematics: 2014-201	5 Assessr	nents										
Number Participating	2,568	589	852	1,041	*	**	*	- 45	1,438	324	n/a	369
Total Students	2,578	593	854	1,045	*	**	•	- 45	1,445	324	n/a	370
Participation Rate	100%	99%	100%	100%	*	100%		- 100%	100%	100%	n/a	100%

^{‡&#}x27; Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

		····						Two or			ELL	
	Ali	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	<u>American</u>	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Ra	ates	**************************************										
4-year Longitudinal Co	ohort Grad	duation Ra	te (Gr 9-12	!): Class	of 2014							
Number Graduated	295	60	68	161	*	4	-	. *	93	26	*	n/a
Total in Class	318	64	78	169	*	5	-	. *	103	30	*	*
Graduation Rate	92.8%	93.8%	87.2%	95.3%	*	80.0%	-	. *	90.3%	86.7%	*	n/a
4-year Longitudinal Co	ohort Grad	duation Ra	te (Gr 9-12	!): Class	of 2013							
Number Graduated	297	55	46	187	*	7	-	. *	102		12	n/a
Total in Class	313	56	52	195	*	7	-	. *	111	46	15	5
Graduation Rate	94.9%	98.2%	88.5%	95.9%	*	100.0%		. *	91.9%	91.3%	80.0%	n/a
5-year Extended Grad	uation Ra	te (Gr 9-12): Class of	2013								İ
Number Graduated	301	56	47	189	*	7		. *	103		12	n/a
Total in Class	310	56	50	194	*	7		. *	110		15	5
Graduation Rate	97.1%	100.0%	94.0%	97.4%	*	100.0%		. *	93.6%	100.0%	80.0%	n/a

District: Met Federal Limits on Alternative Assessments

Reading #

Number Proficient 75 Total Federal Cap 32

Limit Mathematics #

Number Proficient 74 Total Federal Cap 26

Limit

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest

^{&#}x27; 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).

^{-&#}x27; Indicates there are no students in the group.

^{*&#}x27; 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).

[#] The school district was granted an exception to the 1% cap on STAAR Alternate student passing results.

^{-&#}x27; Indicates there are no students in the group.

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

achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Results available at campus level only.

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.

Results available at campus level only.

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.

	District		State	
	Number	Percent	Number	Percent
No Degree	7.0	2.0%	2,980.2	0.9%
Bachelors	288.1	81.2%	257,146.2	75.1%
Masters	57.5	16.2%	79,997.8	23.4%
Doctorate	2.0	0.6%	2,067.7	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.

All Campuses Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		250	25	275
Total Number of Classes		686	43	729
Number of Classes Taught by Highly Qualified Teachers	Number	686	43	729
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	C
, , , , , , , , , , , , , , , , , , ,	Percent	0.00%	0.00%	0.00%

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

	Number of	Teachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	0	C
Emergency (for uncertified personnel)	0	C
Non-renewable	0	C
Temporary Classroom Assignment	0	C
District Teaching	0	1
Temporary	0	C

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

	General Education	Special Education
Highly Qualified	4	0
Not Highly Qualified	0	0

High Poverty Campuses Core Academic Subject Areas

		General Education	Special Education	Tota
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	(
, , , , , , , , , , , , , , , , , , ,	Percent	0.00%	0.00%	0.00%

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

	Number of Te	achers
	Elem	secondar
	(PK-6)	(7-12
Emergency (for certified personnel)	0	
Emergency (for uncertified personnel)	0	(
Non-renewable	0	(
Temporary Classroom Assignment	0	1
District Teaching	0	(
Temporary	0	(

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

Education	Special Education
Λ	
U	O
0	0
	0

Core Academic Subject Areas

Report Not Required

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

Report Not Required

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

Report Not Required

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Year Enrolled in Higher Education	District	Region 06	State
2012-13	55.3%	53.7%	56.9%
2011-12	63.8%	54.8%	57.3%

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
		J				

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

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

Source: TEA Division of Student Assessment

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

Campus Name: ALTON EL Campus ID: 239901101 District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two						
	•			African			American		Pacific	or	Specia	l Econ				
	State	District	tCampus	American	Hispani							Disad	/ELL	Female	•MaleN	/ligra
TAAR Percei																
Grade 3																
Reading	2015 74%	81%	76%	69%	81%	90%	-	*	-	*	58%			69%	81%	-
	2014 75%	74%	52%	44%	56%	75%	-	*	-	*	*	49%	58%	63%	42%	-
			/		/											
Mathematic	s2015 74%	83%	65%	55%	65%	100%	-	*	-	*	67%	63%			72%	-
	2014 69%	70%	40%	31%	47%	•	-	•	-	•	60%	40%	46%	51%	31%	-
Grade 4																
Reading	2015 71%	70%	53%	48%	56%	75%	_	*		*	45%	51%	54%	62%	45%	_
rtcaamig	2014 73%	73%	63%	55%	64%	73%	_	*	-	*	64%			68%	59%	_
Mathematic	:s2015 71%	76%	51%	45%	55%	*	-	*	-	*	55%	51%	56%	60%	42%	_
	2014 70%	71%	63%	52%	61%	91%	-	*	-	*	71%	61%	67%	58%	66%	-
Writing	2015 67%	64%	45%	42%	44%	63%	-	*	-	*	45%	50%			29%	-
	2014 72%	72%	57%	52%	50%	82%	-	*	-	*	50%	55%	40%	55%	59%	-
All Grades																
All Subjects	2015 73%	72%	58%	53%	58%	77%		*		*	54%	57%	E20/.	62%	54%	
All Subjects	2013 75%	74%	54%	46%	55%	76%	_	*	_	64%	58%			59%	50%	_
	20147070	1 4 70	J-70	40 /0	0070	7070				0470	30 70	33 70	J-70	3370	30 70	
Reading	2015 74%	71%	64%	60%	65%	83%	-	*	-	*	52%	61%	59%	65%	63%	_
	2014 75%	72%	57%	49%	59%	74%	-	*	· -	*	54%	55%	59%		49%	-
Mathematic		73%	57%	51%	59%	78%	-	*	-	*	61%	57%			57%	-
	2014 76%	76%	50%	40%	52%	74%	-	*	-	*	67%	49%	54%	54%	47%	-
106245	0045 000/	000/	4.50/	400/	4.40/	000/				*	450/	500/	200/	000/	000/	
Writing	2015 68%	63%	45% 57%	42% 52%	44% 50%	63% 82%	-	*	-	*	45% 50%			63%	29%	-
	2014 71%	71%	5/76	5276	50%	0276	-		-		50%	55%	40%	55%	59%	-
TAAR Percer	nt at Final I	evel II (or Above	1												
All Grades			.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	•												
All Subjects	2015 38%	36%	18%	18%	13%	34%	-	*	-	*	51%	17%	9%	18%	18%	_
•	2014 39%	38%	18%	15%	15%	39%	-	*	-	27%	34%	18%	10%	22%	16%	_
Reading	2015 40%	37%	22%	20%	17%	44%	-	*	-	*	52%		10%		23%	-
	2014 42%	39%	18%	12%	17%	42%	-	*	-	*	21%	17%	12%	22%	15%	-
N 4 - 41 41-	-2045 200/	200/	400/	200/	400/	220/		*		*	E00/	4.00/	440/	470/	040/	
Mathematic	2015 36%	36% 36%	19% 18%	20% 17%	13% 13%	33% 37%	-	*	-	*	52% 46%	18% 19%	11% 7%	17% 24%	21% 13%	-
	2014 37 %	30 70	10 /0	17 70	1370	3170	-		-		40%	1970	1 70	2470	1370	-
Writing	2015 31%	26%	8%	9%	7%	13%	_	*	_	*	45%	10%	4%	15%	2%	_
vviiding	2014 34%	33%	19%	17%	14%	36%	-	*	_	*	36%			16%	22%	_
			,.		, ,	0070					00.0					
TAAR Percer	nt at Level II	i Advai	nced													
All Grades																
All Subjects		12%	6%	6%	6%	11%	-	*	-	*	18%	6%	4%	8%	5%	-
	2014 14%	13%	4%	3%	1%	16%	-	*	•	9%	5%	3%	1%	2%	5%	-
D "	0045 4501	400/	001	0.07	70/	470/		*		*	400/	70/	0.07	400/	- 0/	
Reading	2015 15%	13%	8% 3%	8%	7%	17%	-	*	-	*	13%	7%	3%	12%	5%	-
	2014 14%	14%	2%	0%	0%	16%	-		-	••	0%	1%	0%	1%	3%	-
Mathematic	-2015 140/	120/	7%	7%	6%	11%		*		*	22%	7%	5%	5%	8%	
iviamematic	3201014%	1270	1 70	/ 70	070	1170	-		-		4470	1 70	J 70	J 70	0 70	-

										· · · · · · · · · · · · · · · · · · ·		Two						
										_		or						
•			_		rican			Americ					Specia					
								<u>India</u>	n <i>F</i>	<u> sianisi</u>	and	er Kaces	s Ed 4%	3%	2%	emalel 4%	vialeivii 4%	grar
2014 159	% 13	3%	4%		3%	3%	16%	-		•	-	•	4%	3%	2%	4%	4%	-
Writing 2015 8%	6 6	%	2%		0%	5%	0%	_		*	_	*	18%	3%	4%	5%	0%	
2014 6%		%	6%		7%	0%	18%	-		*	-	*	14%	5%	0%	0%	10%	
TAAR Participation (A	II Gra	des)																
All Tests	201			99%	99%	100%		100%	-	100%	-	100%	100%	99%	98%	100%		-
	201	14 9	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	201	15 0	99%	98%	99%	100%	99%	100%	_	100%	_	100%	100%	99%	98%	100%	99%	
reading	201			98%	100%	100%			-	*	-	*	100%	100%	100%			, <u>-</u>
Mathematics	201			99%	99%	100%		100%	-	100%	-	100%	100%	99%	97%	100%		-
	201	14 9	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	· -
Writing	201	15 9	99%	99%	99%	100%	98%	100%	_	100%	_	100%	100%	99%	100%	98%	100%	, -
VVIIIII	201			100%	100%				_	*	_	*	100%	100%	100%			
STAAR Participation Re	sults	by A	\sses:	smen	t Type t	for Stu	idents :	Served i	in S	pecial E	Educ	cation S	ettings	(All Gr	ades)			
Reading Tests % of Participants % STAAR/EOC With		2015	5 98°	% 9	7% 10	0% 1	00%	100%	*			- *	100%	100%	*	100%	100%	-
accommodations % STAAR/EOC With		2015	5 17°	% 8	5% 4	%	7%	0%	*			- *	4%	5%	*	0%	8%	-
ccommodations		2015					36%	60%	*			- *	43%	41%	*	50%	38%	-
% STAAR Alternate2		2015					57%	40%	*			- *	52%	55%	*	50%	54%	-
% of Non-Participants		2015	5 2%	6 3	s% 0	%	0%	0%	*			- *	0%	0%	*	0%	0%	-
Mathematics Tests																		
% of Participants % STAAR/EOC With		2015	5 99°	% 99	9% 10	0% 1	00%	100%	*			- *	100%	100%	*	100%	100%	-
accommodations % STAAR/EOC With		2015	5 13°	% 5	5% 4	%	7%	0%	*			*	4%	5%	*	0%	8%	-
ccommodations		2015	74°	% 6	5% 4	3%	36%	60%	*			*	43%	41%	*	50%	38%	-
% STAAR Alternate2		2015	5 11°			- , -	57%	40%	*			- *	52%	55%	*	50%	54%	-
% of Non-Participants		2015	5 19	, ,	% 0	%	0%	0%				*	0%	0%	*	0%	0%	

^{?&#}x27; 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 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

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

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

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

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

							Two or			ELL	
	Ali Students	African American Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	(Current & Monitored)	ELL+
Federal Graduation	Status (Tar	get: See Reason Cod	es)								
Graduation Target		-	·	n/a	n/a	n/a	n/a			n/a	
Met											
Reason Code ***				n/a	n/a	n/a	n/a			n/a	
District: Met Federa Reading	Limits on	Alternative Assessm	ents								

eading Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

- ‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
- Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
- *** Federal Graduation Rate Reason Codes:
 - a = Graduation Rate Goal of 90%
 - b = Four-year Graduation Rate Target of 83%
 - c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal
 - d = Five-year Graduation Rate Target of 88%

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

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

								Two				
	A 11	A fuince			A		D 161 -	or	_		ELL	
	All Students	African American	Hisnanic		American Indian	Δeian	Pacific Islander			Special	(Current & Monitored)	ELL
Performance Rates ‡	o tudo no	Minorioan	mopanio	Willie	maian	ASIGN	Mariaer	rtaces	Disauv		morntoreu)	Current
,												
Reading												
# at Phase-in	104	44	44	14	_	*	-	*	83	12	23	n/
Satisfactory Standard												
Total Tests	160	73	65	17	-	*		*	133	23	36	3
% at Phase-in	65%	60%	68%	82%	-	*	-	*	62%	52%	64%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	93	37	40	13	-	*	_	*	76	14	22	n/a
Satisfactory Standard												
Total Tests	159	73	64	17	-	*	-	*	132	23	35	3
% at Phase-in	58%	51%	63%	76%		*	_	*				a n/a
Satisfactory Standard				,					0070	0170	0070	e
Writing												
# at Phase-in	39	14	19	5	_	*	_	*	36	5	9	n/a
Satisfactory Standard										·	Ū	11/1
Total Tests	83	33	40	8	-	*		*	70	11	24	24
% at Phase-in	47%	42%	48%	63%		*	_	*	51%		38%	n/a
Satisfactory Standard									0170	1070	0070	1 1/ 4
Science												
# at Phase-in	_	_	_	_	_	_	_	_	_	_	_	n/a
Satisfactory Standard												100
Total Tests	_	_	_	_	_	_	_	_	_	_	_	
% at Phase-in	_	_	_	_	_	_	_	_	_	_	_	n/a
Satisfactory Standard								_	_	_	_	11/6
Social Studies												
# at Phase-in	_	_	_	_		_						n/e
Satisfactory Standard	_	_	_	_	_	_	_	-	-	_	-	n/a
Total Tests												
% at Phase-in			-	_	-	-	-	-	~	-	-	- l
Satisfactory Standard	_	_	-	-	-	-	-	-	-	-	-	n/a
Salisiaciony Standard												
Participation Rates ‡												
Reading: 2014-2015 Ass	cocomonto											
Number Participating	169	75	70	18		*		*	120	20	<i>ـ ا</i> ـب	40
Total Students	169	75	70	18	-	*	-		138	23	n/a	40
Total Students	109	/5	70	18	-	•	-	*	138	23	n/a	40

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Participation Rate	100%	100%	100%	100%	-	*		*	100%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	ents										
Number Participating	167	75	68	18	_	*	٠.	. *	136	23	n/a	
Total Students	168	75	69	18	-	*	٠.	- *	137	23	n/a	39
Participation Rate	99%	100%	99%	100%	-	*		- *	99%	100%	n/a	97%
'‡' Results for grade 3- ** Indicates results are *** When only one racia -' Indicates there are n In/a' Indicates data are n	masked du al/ethnic gro no students	ie to small r up is mask in the group	numbers to ed, then th o.	protect	student co	onfidenti	ality.					

								Two or		ELL				
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL		
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current		
Federal Graduation Ra														
4-year Longitudinal Co	hort Grad	uation Rat	e (Gr 9-12)): Class	of 2014									
Number Graduated				٠.				-	•			- n/a		
Total in Class								-	-	. -		-		
Graduation Rate			-					-				- n/a		
4-year Longitudinal Co	hort Grad	uation Rat	e (Gr 9-12)): Class	of 2013									
Number Graduated	٠.		. <u>-</u>				- ,	-				- n/a		
Total in Class			-			,						-		
Graduation Rate					- -			-		. -		- n/a		
5-year Extended Gradu	iation Rat	e (Gr 9-12)	Class of	2013										
Number Graduated								-		-		- n/a		
Total in Class								-				-		
Graduation Rate												- n/a		
District: Met Federal Li Reading Number Proficient	n/a	ì	Assessme	nts										
Total Federal Cap	n/a	ì												
Limit														
Mathematics														
Number Proficient	n/a	-												
Total Federal Cap	n/a	1												
Limit														
* Indicates results are														
**' When only one racia				he seco	nd smallest	racial/eth	nnic group	is mask	ed (regard	diess of siz	ze).			
'-' Indicates there are r														
'n/a' Indicates data are n	ot applical	ole to this re	eport.											

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Priority School Identification: Priority School Reason: N/A Focus School Reason: N/A

Focus School Identification:

No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress

school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	2.0%	0.9%
Bachelors	31.3	85.4%	81.2%	75.1%
Masters	5.3	14.6%	16.2%	23.4%
Doctorate	0.0	0.0%	0.6%	0.6%

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

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

High Poverty

Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		29	3	3:
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	(
	Percent	0.00%	0.00%	0.00%

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

	Number of	Teachers
	Elem	secondary
	(PK-6)	(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

General Education	Special Education
	Special Education
. 0	. (
0	C
	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Ì		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

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

Source: TEA Division of Student Assessment

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

Campus Name: BRENHAM EL Campus ID: 239901102 District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

		***************************************								Two						
				African			America	n	Pacific		Special	Econ				
	State	Distric	tCampus	American	Hispani	cWhite	Indian	Asian	Islande	rRaces	Ed	Disad	VELL	Femal	eMalel	Viigran
STAAR Percer	nt at Phase	in 1 Le	vel II or A	Above												
Grade 3	2015 74%	040/	0.00/	E70/	020/	0.40/		4000/			400/	700/	000/	0.40/	000/	
Reading	2015 74%		82% 81%	57% 89%	93% 68%	84% 87%	-	100%	-	*	40% 82%				83%	-
	2014/5%	7470	0 1 76	0976	00%	0/70	-		-		82%	75%	42%	82%	80%	-
Mathematic	s2015 74%	83%	89%	65%	98%	93%	_	100%	_	*	50%	85%	96%	89%	90%	
	2014 69%	70%	78%	74%	76%	83%	_	*	_	*	82%			78%	78%	_
Grade 4																
Reading	2015 71%	70%	73%	52%	64%	83%	-	*	-	*	47%			79%	69%	-
	2014 73%	73%	72%	74%	60%	80%	-	*	-	*	50%	63%	59%	67%	76%	-
Mathematic	c2015 71%	76%	82%	65%	87%	88%		*		*	40%	74%	000/	82%	0.00/	
Mathematic	2014 70%	71%	67%	53%	62%	72%	_	*	_	*	50%			63%	82% 69%	-
	20147070	7 1 70	01 /0	30 70	02 /0	1270	_		_		30 70	0170	04 /0	03 /6	0976	-
Writing	2015 67%	64%	66%	48%	64%	71%	_	*	_	*	33%	54%	47%	77%	58%	_
	2014 72%	72%	74%	84%	66%	77%	-	*	-	*	86%			77%	72%	-
All Grades																
All Subjects		72%	78%	57%	82%	83%	-	89%	-	54%	42%			82%	76%	-
	2014 75%	74%	74%	75%	66%	80%	-	67%	-	70%	67%	66%	63%	73%	75%	-
Reading	2015 74%	71%	77%	54%	80%	84%		88%		*	43%	69%	70%	80%	750/	
reading	2013 74%	72%	76%	82%	64%	84%	-	*	_	*	61%			74%	75% 78%	-
	20070		1 0 70	OL 70	0170	0 1 70					0170	0070	5170	1 70	1070	-
Mathematic	s2015 73%	73%	86%	65%	93%	90%	-	88%		*	46%	79%	93%	86%	86%	-
	2014 76%	76%	72%	63%	69%	78%	-	*	-	*	61%	65%	68%	70%	74%	-
Writing	2015 68%	63%	66%	48%	64%	71%	-	*	-	*	33%	54%		77%	58%	-
	2014 71%	71%	74%	84%	66%	77%	-	*	-	*	86%	64%	73%	77%	72%	-
STAAR Percen	t at Final I	oval II a	or Abovo													
All Grades	it at i iliai L	evern	JI ABOVE													
All Subjects	2015 38%	36%	42%	17%	36%	54%	_	63%	_	8%	19%	24%	26%	43%	41%	_
	2014 39%	38%	36%	31%	25%	46%	-	17%	-	30%	50%			37%	35%	_
Reading	2015 40%	37%	41%	15%	36%	53%	-	63%	-	*	17%	24%	20%	43%	39%	-
	2014 42%	39%	36%	21%	26%	48%	-	*	-	*	36%	22%	12%	37%	35%	-
N. A. a. the same of the s	-0045 000/	000/	=00 /	0.40/	450/	0.50/		000/								
Mathematics		36%	52%	24% 34%	45%	65%	-	88%	-	*	26%	32%		48%	54%	-
	2014 37%	36%	37%	34%	25%	46%	-		-		52%	25%	17%	34%	39%	-
Writing	2015 31%	26%	25%	4%	18%	38%	_	*	_	*	7%	10%	0%	32%	20%	_
, , , , , , ,	2014 34%	33%	33%	42%	21%	40%	-	*	_	*	68%			42%		_
	- · · •				, -						/ 0		, 0	, / 0	//	
STAAR Percen	t at Level II	l Advar	nced													
All Grades	004 = 1 : 2:			•••												
All Subjects		12%	17%	3%	17%	21%	-	26%	-	0%	6%			16%	17%	-
	2014 14%	13%	12%	12%	5%	17%	-	8%	-	10%	20%	7%	5%	9%	14%	-
Reading	2015 15%	13%	20%	7%	20%	25%	_	25%		*	69/	100/	00/	210/	100/	
Neading		14%	13%	7 % 8%	8%	19%	-	25%	· -	*	6% 15%	10% 6%	8% 5%	21% 14%	19% 13%	-
	_UI → I → /0	1 7 70	10 /0	0 70	U /U	1570	-		-		10/0	U /0	J /0	1 ~ 70	1 3 70	-
Mathematics	2015 14%	12%	21%	0%	20%	28%	•	38%	_	*	9%	10%	20%	15%	25%	_
				•	· •			,-			0	. 5 70		. 5 /0		I

0%

0%

												Two						
				Afri	ican			Americ	an	F	acif	or c More	Speci	al Ecor	1			
	State	Distric	tCamp			spanio	White	India	n /	AsianIs	land	erRace	s Ed	Disac	VELLF	emalel	MaleMig	ran
	2014 15%	13%	13%		3%	2%	19%	-		*	-	*	15%	7%	5%	7%	17%	-
	2015 8% 2014 6%	6% 7%	4% 7%	0' 16	% 6%	5% 4%	4% 8%	-		*	-	*	0% 36%	1% 8%	0% 5%	7% 5%	- 01	-
AAR Particip		Grade : 2015		99%	99%	97%	100%	100%		100%		100%	100%	99%	99%	99%	100%	_
All Tests		2013				100%	100%	100%	-	100%		100%						*
Reading		2015 2014	99% 99%	98% 98%	99% 100%	98% 100%	99% 99%	100% 100%	-	100% 100%		100%	100% 100%		98% 100%	98% 100%	100% 99%	*
Mathematics		2015	99%		100% 100%	98% 100%	100% 100%	100% 100%	-	100% 100%	_	100%	100% 100%		100% 100%		100% 100%	-
Writing		2015	99%	99%	99%	96% 100%	100%	100% 100%	-	100%	, - -	100%	100% 100%		100% 100%		100% 100%	-
「AAR Particip	ation Res	ults by	/ Asses	sment	Type fo	or Stud	lents S	erved i	n S	pecial	Edu	cation (Setting	s (All G	rades)		ž	
eading Tests % of Participar		201	5 98%	97%	100%	100	% 100	% 100)%			. *	100%	100%	100%	100%	100%	-
% STAAR/E	s	201	5 17%	8%	0%	0%	09	6 0°	%			. *	0%	0%	0%	0%	0%	-
% STAAR/Ecommodation	S	201				939						· *	83% 17%	87% 13%	67% 33%	57% 43%	100% 0%	-
% STAAR Al % of Non-Parti		201 201	-		17% 0%	7% 0%						. *	0%	0%	0%	0%	0%	-
athematics Te	nts	201	5 99%	99%	100%	100	% 100)% 100)%			. *	100%	100%	100%	100%	100%	_
% STAAR/E commodation % STAAR/E	s	o 201	5 13%	5%	0%	0%	09	% . 0	%	-		. *	0%	0%	0%	0%	0%	-
commodation % STAAR Al	s	201 201										· *	83% 17%	87% 13%	67% 33%	57% 43%	100% 0%	-

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

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

1%

1%

% of Non-Participants

2015

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

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

0%

								Two or			ELL	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	(Current & Monitored)	
Performance Status ‡		000/	000/	000/					83%	83%	83%	
Target	83%	83%	83%	83%	,		!-	-1-		03 78 N	05 76 N	n/a
Reading	N	N	Ν	Y	n/a	n/a	n/a	n/a	N			
Mathematics	Y	N	Υ	Υ	n/a	n/a	n/a	n/a	Ν	N	Y	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ
Mathematics	Y	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ

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

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

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

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL +
ederal Graduation S	Status (Tar	get: See Re	ason Cod	es)					····			
Graduation Target		_		•	n/a	n/a	n/a	n/a			n/a	
Лet								=-				
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Reading	Limits on	Alternative	Assessme	ents								
Alternate 1% Number Proficient												
Total Federal Cap												
imit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap												

Limit

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria. In/a' Indicates data are not applicable to this report.

								Two			-, ,	
	All	African			American		Pacific	or More	Econ	Cmanial	ELL (Current &	ELL
	Students		Hispanic	White		Asian	Islander			Ed	Monitored)	
Performance Rates ‡											momentu (Current
•												
Reading												
# at Phase-in	205	23	66	108	_	**		*	88	15	29	n/
Satisfactory Standard												
Total Tests	263	42	82	128	-	**		. *	127	34	39	3
% at Phase-in	78%	55%	80%	84%	-	88%		. *		44%		-
Satisfactory Standard												,
Mathematics												
# at Phase-in	228	28	77	115	_	**	_	. *	103	16	37	n/
Satisfactory Standard			• • •	, , ,					100	10	. 07	117
Total Tests	263	42	82	128	_	**	_	. *	127	34	39	3:
% at Phase-in	87%	67%	94%		_	88%	_	. *	81%	47%		
Satisfactory Standard	0,70	0,70	0170	0070		0070			0170	47 70	95 70	11/
Writing												
# at Phase-in	88	10	24	50	_	*		*	34	5	8	m /
Satisfactory Standard	00	10	27	50	-				34	. 5	. 0	n/a
Total Tests	132	20	37	71		*		*	62	14	40	4
% at Phase-in	67%	50%	65%	70%	-	*	•		55%	36%		16
Satisfactory Standard	0770	30 %	00 %	7076	_		-		55%	36%	50%	n/a
Science												
# at Phase-in												
	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard Total Tests												
	-	-	-	-	-	-	-	-	-	-	-	
% at Phase-in	-	-	-	-	-	-	· -	-	-	-	-	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	
% at Phase-in	-	-	-	-		-	-		-	_	· -	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Ass	ocomonts						*					
		40	0.5	120		_		_	407			
Number Participating	274	46	85	130	-	8	-	5	137	35	n/a	41
Total Students	275	47	85	130	-	8	-	5	138	35	n/a	41

^{‡&#}x27; Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
+' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

^{***} Federal Graduation Rate Reason Codes:

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

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	
Participation Rate	100%	98%	100%	100%	-	100%	1	- 100%	99%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	nents										
Number Participating	273	46	84	130	-	. 8		- 5	136	35	n/a	
Total Students	274	47	84	130	-	. 8		- 5	137	35	n/a	
Participation Rate	100%	98%	100%	100%	-	100%	•	- 100%	99%	100%	n/a	a 100%
'‡' Results for grade 3- **' Indicates results are **' When only one racia -' Indicates there are n n/a' Indicates data are n	masked du al/ethnic gro o students	ie to small i oup is mask in the grou	numbers to ced, then th p.	protect	student co	onfidenti	ality.					

								Two or		·ELL					
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL			
	Students	American F	lispanic	White	Indian	Asian	islander	Races	Disadv	Ed	HS)	(Current			
ederal Graduation Ra															
I-year Longitudinal Co	ohort Grad	uation Rate	(Gr 9-12)	: Class	of 2014							,			
Number Graduated	-		-						-	-		- n/			
Total in Class			-		- ' -			· -	-	-		-			
Graduation Rate			-					-	•	-		- n/			
I-year Longitudinal Co	ohort Grad	uation Rate	(Gr 9-12)	: Class	of 2013							,			
Number Graduated			-					-	-	-		- n/			
Total in Class			-							-		- ,			
Graduation Rate		. <u>-</u>	-					-	•	-		- n/			
5-year Extended Grad	uation Rat	e (Gr 9-12): (Class of	2013								. ,			
Number Graduated		-	-						•			- n/			
Total in Class			-						•			- ,			
Graduation Rate		-	-						•	-		- n/			
District: Met Federal L	imits on A	Iternative As	ssessme	nts						•					
Reading															
Number Proficient	n/a	i													
Total Federal Cap	n/a	l													
_imit															
Mathematics															
Number Proficient	n/a	ı													
Total Federal Cap	n/a	l													
_imit															
* Indicates results are	e masked c	lue to small n	iumbers t	o protec	t student co	nfidentia	ality.								
** When only one rac				he secoi	nd smallest	racial/et	hnic group	is mask	ed (regar	diess of siz	ze).				
-' Indicates there are															
n/a' Indicates data are	not applical	ole to this rep	ort.												

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress

school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

Number	Percent	District Percent	State
		Parcent	
		i ercent	Percent
No Degree 0.0	0.0%	2.0%	0.9%
Bachelors 47.4	90.7%	81.2%	75.1%
Masters 4.8	9.3%	16.2%	23.4%
Doctorate 0.0	0.0%	0.6%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		40	5	45
Total Number of Classes		40	5	45
Number of Classes Taught by Highly Qualified Teachers	Number	40	5	45
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	(
• , • •	Percent	0.00%	0.00%	0.00%

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

Elem	Table 1 Ave.
(PK-6)	secondary (7-12)
0	C
0	C
0	C
0	0
0	0
0	0
	(PK-6) 0 0 0 0 0

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

	Numb	er of Teachers
	General Education	Special Education
Highly Qualified	0	
Not Highly Qualified	0	(

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

0	Cubicat	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade Grade 4	Subject Reading	Overall	36	64	31	7
Grade 4	Reading	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
	matromatio	American Indian	n/a	n/a	n/a	n/a
1		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 2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
0.000		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
İ		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
1		Hispanic	31	69	23	4

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment

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

Campus Name: KRAUSE EL Campus ID: 239901103 District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two						
				A 6-1						or.						
	State	Dietric	tCampuc	African	Hionon	ia\A/bita	American	1 	Pacific	More	Specia	Econ				
TAAR Perce	nt at Phase	-in 1 l c	vel II or	American	пізрап	cvviiite	mulan	ASIai	iisiande	rkaces	Ea	Disag	ELL	remai	eMalei	/ligra
Grade 3	in at i nase	-111 1 2.6	7 G 11 O1 /	ADOVE												
Reading	2015 74%	81%	84%	71%	79%	92%		*		*	83%	8 N 0 /	70%	76%	020/	_
1100019	2014 75%		81%	89%	63%	92%	-		-	*	82%	69%				
	20111070	1 4 70	0170	0070	. 0570	32 /0	_	-	•		02 70	0976	4070	0270	81%	-
Mathematic	s2015 74%	83%	89%	65%	90%	96%	_	*		*	83%	82%	93%	83%	93%	
	2014 69%		81%	85%	71%	86%	_		_	*	77%			83%		-
		, 0 ,0	0170	00 /0	7 1 70	0070	_	_	-		1 1 70	1076	1470	0370	79%	-
Grade 4																
Reading	2015 71%	70%	77%	75%	65%	92%	_	_	_	*	77%	65%	510/	77%	77%	
	2014 73%		79%	50%	75%	89%	_	*	_	*	67%	70%			74%	-
	20111070	, 0, ,	1070	00 70	1070	0370	-		-		07 76	1076	1270	03%	74%	-
Mathematic	s2015 71%	76%	84%	82%	75%	95%	-	_	_	*	77%	73%	69%	84%	DE0/	
	2014 70%	71%	79%	50%	76%	89%	-	*	<u>-</u>	*	77% 78%			80%	85%	~
	-0.11070	, 1 70	. 5 /0	JU /0	10/0	03/0	-		-		1070	10%	03%	00%	78%	-
Writing	2015 67%	64%	73%	75%	59%	85%	_			*	73%	649/	E # 0/	73%	720/	
	2014 72%	72%	78%	63%	73%	86%	-	*	-	*	75% 76%				73%	-
		/0	. 0 /0	00 /0	1 3 70	JU /6	-		-		1070	13%	00%	89%	67%	-
All Grades																
All Subjects	2015 73%	72%	81%	75%	73%	92%		*		50%	77%	720/	710/	79%	0.20/	
,	2014 75%	74%	80%	72%	72%	88%	_	*	_	100%	76%	72%			83%	-
	20111070	1 -1 70	00 70	12 /0	1270	00 70	-		-	100%	1070	1270	0970	03%	76%	-
Reading	2015 74%	71%	80%	73%	71%	92%	_	*	_	*	79%	72%	67%	77%	83%	
	2014 75%	72%	80%	74%	69%	90%		*	-	*	75%	70%				-
		. = 70	0070	1 7 70	00 70	30 70			-		1 3 /0	/ U /0	02 70	0270	78%	-
Mathematic	s2015 73%	73%	86%	76%	82%	96%	_	*	_	*	79%	77%	82%	84%	88%	
	2014 76%	76%	80%	72%	74%	88%	_	*	-	*	78%			82%	79%	-
			/-	/0	1-170	00 /0	•		-		1076	1370	15/0	02 70	1970	-
Writing	2015 68%	63%	73%	75%	59%	85%	_	_	_	*	73%	64%	5/10/	720/.	73%	
5	2014 71%	71%	78%	63%	73%	86%	_	*	_	*	76%			89%		-
	70		. 5 /6	00 /0	, 0 /0	5570	-		•		1070	1570	0070	0370	01%	-
AAR Percen	it at Final L	evel II c	or Above													
All Grades																
All Subjects	2015 38%	36%	44%	38%	32%	58%	_	*	_	0%	68%	34%	200/	420/	A E 0/	
,0000	2014 39%	38%	39%	32%	32%	48%	_	*	-	60%	57%			42%	45%	-
	_55570	00 /0	J J / B	UL /U	J2 /0	70 /0	-		-	0070	0170	JJ70	∠57o	40%	39%	-
Reading	2015 40%	37%	43%	38%	28%	59%		*		*	68%	32%	270/	44%	420/	
	2014 42%	39%	42%	37%	31%	52%	_	*	-	*	58%				43%	-
		0070	→ 4/0	01 70	0 1 70	JZ /0	-		-		50%	35%	Z0%	30%	46%	-
Mathematics	s2015 36%	36%	52%	40%	43%	65%	_	*		*	68%	41%	200/	170/	E60/	
	2014 37%	36%	40%	33%	34%	48%	-	*	-	*				47%	56%	-
	2017-01/0	JU 70	→ ∪ /0	JJ /0	J 4 70	4070	-		-		63%	32%	%/ى	42%	39%	-
Writing	2015 31%	26%	31%	36%	20%	40%				*	600/	220/	100/	200/	220/	
	2014 34%	33%	33%	19%	27%	41%	-	*	-	*	68%		12%	30%	32%	-
	_0 / 4 04 /0	00 /0	OO /0	10/0	Z1 /0	7 1 70	-		-		41%	29%	∠ 1 %o	40%	25%	-
AAR Percen	t at Level III	l Advar	nced													
II Grades	. at 20701 III	. Auvai	.oou													
All Subjects	2015 14%	12%	21%	12%	14%	30%	_	*		00/	220/	100/	110/	100/	220	
	2013 14%		17%	13%	11%		-	*	~	0%	23%	12%				-
	2017 14/0	1570	17.70	1370	1170	22%	-		-	40%	24%	13%	17%	1/%	17%	-
Reading	2015 15%	130/	220/	110/	440/	270/		*			400/	4001	- 0'	0001	000:	
reautig		13%	22%	11%	11%	37%	-	·	-	*	18%			23%	22%	-
	2014 14%	14%	19%	12%	12%	27%	-	*	-	*	28%	13%	12%	21%	18%	-
Mathamati	2015 4 407	400/	070/	400/	0001	0.007										
Mathematics	2015 14%	12%	27%	16%	22%	36%	-	*	-	*	29%	15% 2	22%	22%	30%	-

								·		_0,		Two						
												or						
				Afric				Americ		Pa	cific	More	Specia	I Econ	.=: =.	omaloħ	//aleMig	ıran
							cWhite	India	n A	sianIsla *	ange	rkaces *	Ed 25%				23%	-
2014 15%	13%	2	1%	169	6.	15%	26%	-			-		2576	1576	13 70	1070 2		
Writing 2015 8%	6%		6%	7%		4%	8%	-		-	-	*	23%	6%	0%		0 70	-
2014 6%	7%		5%	6%	<u>.</u>	4%	6%			*	-	*	12%	7% ———	3%	7% ———	3%	-
STAAR Participation (All			v 00	0/ 4	00%	100%	100%	99.%		100%		100%	98%	99%	100%	100%	99%	_
All Tests	2015 2014				00%	100%			-	100%	-	100%	99%	99%	100%			-
Reading	2015	999	% 98	·% •	99%	100%	100%	98%	_	100%	_	100%	97%	99%	100%	99%	99%	-
reading	2014				00%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Mathematics	2015	99		, -	00%	100%			-	100%	-	100%	97%	99%	100%			-
	2014	99	% 99	1% 1	00%	100%	99%	100%	-	*	-	•	100%	99%	100%	100%	9970	•
Writing	2015				00% 99%	100%	100% 100%		-	- *	-	100%	100% 94%	100% 99%	100% 100%			, <u>-</u>
STAAR Participation Res	ults i	oy As	sessn	nent 1	ype 1	or Stu	dents	Served	in S	pecial E	Educ	ation S	Settings	(All Gr	ades)			
Reading Tests % of Participants		015	98%	97%	6 9	7% 1	00%	00%	91%	· -	-		97%	96%	*	100%	95%	-
% STAAR/EOC With N Accommodations		015	17%	8%	3	%	0%	0%	9%	-	-		3%	0%	*	0%	5%	-
% STAAR/EOC With	,	2015	71%	649	ر د ع	4 % 3	30%	25%	18%	_	_		24%	21%	*	25%	24%	_
Accommodations % STAAR Alternate2	-	2015	10%	259					64%		-		69%	75%	*	75%	67%	-
% of Non-Participants		2015	2%	3%	-		0%	0%	9%	-	-		3%	4%	*	0%	5%	-
Mathematics Tests							000/	1000/	040/				97%	96%	*	100%	95%	_
% of Participants % STAAR/EOC With N		2015	99%	999	∕o 9	7% 1	00%		91%	-	-		• • • • • • • • • • • • • • • • • • • •					-
Accommodations % STAAR/EOC With		2015	13%	5%	3	%	0%	0%	9%	-	-		- 3%	0%	*	0%	5%	-
Accommodations	2	2015	74%	659	6 2	4% 3	30%	25%	18%	, -	-		24%			25%	24%	-
	-		11%	289			70%	75%	64%	_	_		- 69%	75%	*	75%	67%	
% STAAR Alternate2	4	2015	1170	20.		J/6 1	0 70	1070	U+ /L	_	-		- 3%			0%	5%	-

^{&#}x27;?' 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 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

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

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

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

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

	•							Two or		ELL
	All	African			American		Pacific	More	Econ	Special (Current &
•	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed Monitored) ELL
Federal Graduation S	Status (Tar	get: See Re	ason Cod	es)						
Graduation Target		-		•	n/a	n/a	n/a	n/a		n/a
Met										
Reason Code ***					n/a	n/a	n/a	n/a		n/a
District: Met Federal	Limits on A	Alternative .	Assessme	ents						
Reading										
Alternate 1%										
Number Proficient										
Total Federal Cap										
_imit										
Mathematics										
Alternate 1%										•
Number Proficient										
Total Federal Cap										
_imit										

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

**** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria. In/a' Indicates data are not applicable to this report.

[T				
								Two				
	All	African			American		Pacific	or	F	0!-1	ELL	
		American	Hispanic	White	Indian	Asian	Islander			Special	(Current & Monitored)	ELL (Current
Performance Rates ‡			торати	TTTTT	- Traidin	7101011	Tolariaci	raccs	DISCUT	<u> </u>	monitorea)	Current
+												
 Reading												
# at Phase-in	193	33	63	94	_	*	٠.	. *	98	22	35	n/a
Satisfactory Standard											-	
Total Tests	240	44	89	103	_	*		. *	136	28	52	5:
% at Phase-in	80%	75%	71%	91%	_	*		. *				
Satisfactory Standard										. 0 , 0	0,70	1 1/1
Mathematics												
# at Phase-in	212	34	76	99	_	*		. *	108	22	46	n/a
Satisfactory Standard		-	,						,,,,		-10	11/1
Total Tests	241	44	89	104	_	*		. *	136	28	52	5
% at Phase-in	88%	77%	85%	95%	_	*		. *	79%			
Satisfactory Standard	0070	7 . 70	0070	0070					1570	1 5 70	00 70	1 1/ 6
Writing												
# at Phase-in	99	**	30	47	_	_		*	50	16	14	n/a
Satisfactory Standard	00			71					30	10	1-4	11/6
Total Tests	134	**	49	56	_			*	76	22	24	24
% at Phase-in	74%	75%	61%	84%	_	_	•		66%			_
Satisfactory Standard	7 - 70	1370	0170	0-70	_	-		,	00 /6	1370	36 %	11/6
Science												
# at Phase-in												1-
Satisfactory Standard	_	-	-	-	-	-		-	-	-	-	n/a
Total Tests												
% at Phase-in	-	-		•	-	-	-	-	-	-	-	
	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard Social Studies												
# at Phase-in												
	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-		-	-	-	-	-	-	-	-	
% at Phase-in	-	•	-	-	-		-	-	-	-	-	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Ass												
Number Participating	254	45	93	111	-	*	-	*	145	28	n/a	55
Total Students	255	45	93	112	-	*	-	*	145	28	n/a	55

								Two or			ELL	
,	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	
Participation Rate	100%	100%	100%	99%	•	*		- *	100%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	ents										
Number Participating	255	45	93	112	-	. *		- '	145	28	n/a	
Total Students	255	45	93	112		. *		- '	145	28	n/a	
Participation Rate	100%	100%	100%	100%	-	. *		. ,	100%	100%	n/a	100%
† Results for grade 3- † Indicates results are † When only one racia - Indicates there are n tn/a' Indicates data are n	masked du Il/ethnic gro o students	ie to small oup is mask in the grou	numbers to ced, then th p.	protect	student c	onfidenti	ality.					

				*****	***************************************			Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	Americar	i Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current
Federal Graduation R												
4-year Longitudinal C	ohort Grad	uation Ra	te (Gr 9-12)	: Class	of 2014							
Number Graduated	-							-				- n/
Total in Class	-						-	· -		. -		-
Graduation Rate	-	-							•	-		- n/
4-year Longitudinal C	ohort Grad	uation Ra	te (Gr 9-12)	: Class	of 2013							
Number Graduated								-	•			- n/
Total in Class		-				٠,				-		-
Graduation Rate		-						-		-		- n/
5-year Extended Grad	luation Rat	e (Gr 9-12)	: Class of	2013								
Number Graduated		-					-	-		-		- n/
Total in Class		-					÷ .	-				-
Graduation Rate		-					-					- n
District: Met Federal I	_imits on A	Iternative	Assessme	nts								
Reading												
Number Proficient	n/a	ì										
Total Federal Cap	n/a	ì										
Limit												
Mathematics												
Number Proficient	n/a	ì										
Total Federal Cap	n/a	ì										
Limit												
* Indicates results ar	re masked o	lue to sma	II numbers t	o protec	t student co	nfidentia	ality.					
*** When only one rac	cial/ethnic gr	roup is ma	sked, then t	he seco	nd smallest	racial/et	hnic group	is mask	ed (regan	dless of siz	ze).	
-' Indicates there are	no students	s in the gro	up.									•
n/a' Indicates data are	not applical	ble to this r	report.									

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress

school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

TEMPERATURE CONTROL OF THE CONTROL O	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	2.0%	0.9%
Bachelors	42.3	83.6%	81.2%	75.1%
Masters	8.3	16.4%	16.2%	23.4%
Doctorate	0.0	0.0%	0.6%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Tota
TAIN IN TENTO		20	-	4.5
Total Number of Teachers		. 38	5	43
Total Number of Classes		38	5	43
Number of Classes Taught by Highly Qualified Teachers	Number	38	5	43
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	C
, , , , , , , , , , , , , , , , , , ,	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
0,440		American Indian	n/a	n/a	n/a	n/a
•		Asian	12	88	55	12
	ę.	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

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

Campus Name: BRENHAM MIDDLE
Campus ID: 239901041
District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two		***************************************			***************************************	
										or						
	C+-+-	Di=4=1=	40	African			America		Pacific					_		
STAAR Perce	nt at Phace	in 1 Lo	teampus	Americar	inispani	cvvnite	indian	Asian	Islande	rRaces	Ed	Disad	VELL	Fema	eMale	Migrar
Grade 5	iii ai Fiiase	-111 1 114	verii or i	Above												
Reading	2015 83%	79%	79%	62%	77%	90%	-	*	_	100%	48%	75%	77%	86%	74%	*
_	2014 86%	86%	86%	80%	81%	92%	-	100%	•	100%	83%	80%			84%	_
Mathematic	cs2015 75%	82%	82%	59%	85%	88%	-	*	, -	100%	44%	78%	83%		76%	-
	2014 87%	88%	88%	87%	81%	92%	-	100%	-	100%	83%	83%	82%	86%	89%	-
Science	2015 69%	71%	71%	47%	70%	84%	~	*	_	*	42%	66%	69%	75%	68%	_
	2014 73%		80%	68%	70%	94%	-	100%	_	* .	78%				79%	-
											, , , , ,	0070	0070	0070	7 0 70	
Grade 6	0045 700/	700/														
Reading	2015 73% 2014 77%	73% 69%	73% 69%	65%	61%	88%	*	88%	-	83%	47%	63%			72%	-
	2014/17/0	09%	0970	55%	64%	85%	,	-	-	•	53%	62%	42%	76%	64%	-
Mathematic	s2015 72%	77%	77%	65%	68%	90%	_	100%	_	*	51%	69%	61%	80%	74%	_
	2014 78%	69%	69%	63%	58%	83%	*	*	-	75%	50%			72%	68%	_
All Grades	0045700/	700/	700/	000/	700/	000/										
All Subjects	2015 73%	72% 74%	76% 78%	60% 69%	73% 71%	88% 89%	*	86% 92%	-	85%	46%			81%	73%	*
	2014/3/6	7 4 70	10/0	0976	7 170	0976		92%	-	71%	68%	/1%	.55%	80%	76%	-
Reading	2015 74%	71%	77%	63%	70%	89%		83%	-	91%	47%	70%	63%	80%	73%	*
	2014 75%	72%	77%	66%	72%	89%	*	89%	-	57%	66%	71%	63%	82%	73%	_
	00455004															
Mathematic		73%	79%	62%	77%	89%	*	100%	, -	82%	47%	74%			75%	-
	2014 76%	76%	78%	74%	70%	88%	•	89%	-	86%	65%	72%	67%	79%	78%	-
Science	2015 75%	75%	71%	47%	70%	84%		*	_	*	42%	66%	60%	75%	68%	_
	2014 77%	80%	80%	68%	70%	94%	-	100%	_	*	78%			80%	79%	_
															, .	
STAAR Percer	nt at Final L	evel II o	or Above						•							
All Grades	2015 200/	36%	38%	. 200/	070/	EE0/		F70/		000/	000/	000/	0.407		• • • •	
All Subjects	2013 36%	38%	39%	20% 27%	27% 30%	55% 53%	*	57% 83%	-	26% 41%	29% 42%	26% 29%			34%	*
	2014 0070	0070	00 /0	21 70	0070	00 70		0376	-	4170	42 70	2970	33%	4470	36%	-
Reading	2015 40%	37%	37%	22%	27%	54%	-	58%	-	27%	27%	26%	17%	42%	33%	*
	2014 42%	39%	38%	26%	31%	51%	*	78%	-	36%	42%		28%	46%	32%	-
14-4b	-0045 000/	000/	200/	040/	000/	500/										
Mathematic	2015 36%	36% 36%	39% 37%	21% 28%	29% 29%	56% 49%	*	67%	-	36%	29%		25%	43%	35%	-
	2014 31 /0	30 %	3/76	2076	29%	49%		78%	-	43%	44%	29%	33%	41%	34%	-
Science	2015 40%	39%	36%	16%	24%	57%	_	*	_	*	31%	24%	23%	39%	32%	_
	2014 40%	45%	47%	28%	34%	65%	-	100%	-	*	40%	32%			47%	-
STAAR Percen All Grades	t at Level II	I Advar	nced													
All Subjects	2015 14%	12%	14%	6%	7%	23%		46%	-	19%	9%	8%	6 9/	160/	120/	*
/ iii Cubjects	2013 14%		16%	7%	12%	23%	*	63%	-	12%	9% 18%	8% 10%	6% 16%	16% 19%	12% 13%	
		/-	/•	•	/0			55 /6		12 /0	10 /0	10/0	. 0 /0	1 5 70	10 /0	-
Reading	2015 15%	13%	17%	7%	8%	29%	-	58%	-	27%	8%	10%	5%	22%	13%	*
	2014 14%	14%	17%	7%	12%	26%	*	67%	- '	14%	17%	9%	15%	21%	13%	-
Mathematics	2015 140/	120/	13%	£0/	£0/	200/		E08/		4007	70/	70/	701	4007	4001	
wantematic	2010 1470	1470	1370	6%	6%	20%	-	50%	-	18%	7%	7%	7%	13%	12%	-

				***************************************						Two						
										or						
				African			America			More S						
	State	District	Campus	American	Hispani	cWhite	Indian	Asian	Islande	rRaces	Ed	Disad	VELLI	emale	•MaleN	/ligrar
	2014 15%		16%	8%	12%		. *		-	14%	15%	10%	15%	20%	12%	-
Science	2015 14%	13%	11%	6%	7%	19%	_	*	-	*	12%	6%	5%	11%	11%	-
00.07.00	2014 13%	13%	14%	6%	11%	18%	-	67%	· -	*	25%	11%	19%	13%	15%	-

ST	AAR Participation (All All Tests	Grade 2015 2014	99%					100% 100%	100% 100%					100% 100%	100%
	Reading	2015 2014						100% 100%	100% 100%					100% 100%	100%
	Mathematics	2015 2014	00,0	99% 99%	100% 100%			100% 100%	100% 100%	100% 100%		100% 100%		100% 99%	-
	Science	2015 2014	00,0	99% 100%	100% 100%	100% 100%	100% 99%		100% 100%		 100% 99%	100% 98%	99% 99%	100% 100%	-

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

Reading Tests % of Participants % STAAR/EOC With No.	2015	98%	97%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
Accommodations % STAAR/EOC With	2015	17%	8%	5%	3%	0%	12%	-	*	-	*	5%	4%	7%	6%	5%	-
Accommodations	2015	71%	64%	66%	61%	74%	65%	-	*	-	*	66%	64%	80%	69%	65%	-
% STAAR Alternate2	2015	10%	25%	28%	36%	26%	23%	-	*	-	*	28%	32%	13%	26%	30%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants																	
	2015	99%	99%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	99%	99% 5%	100% 5%	100% 6%	100% 0%	100% 8%	-	*		*	100% 5%	100% 5%	100% 7%	100% 6%	100% 5%	-
% STAAR/EOC With No								-	*	-	*						-
% STAAR/EOC With No Accommodations % STAAR/EOC With	2015	13%	5%	5%	6%	0%	8%	-	* * *	-	* *	5%	5%	7%	6%	5%	-

^{&#}x27;?' 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 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

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

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

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

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

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American I	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Federal Graduation	Status (Tar	get: See Rea	ason Cod	es)								
Graduation Target					n/a	n/a	n/a	n/a			n/a	
Met												
Reason Code ***					n/a	'n/a	n/a	n/a			n/a	
District: Met Federal	Limits on	Alternative A	Assessme	ents								
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												

† Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
† Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

***' Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

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

d = Five-year Graduation Rate Target of 88%

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

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

								Two or			ELL	
	All	African			American		Pacific		Econ	Special	(Current &	ELL
		American	Hispanic		Indian	Asian	islander	Races		Ed	Monitored)	
Performance Rates ‡												
CITOTING ING.												
. *												
Reading						40		40	201	42	91	n./-
# at Phase-in	503	83	166	234	-	10		- 10	264	. 42	91	n/a
Satisfactory Standard									070	00	128	106
Total Tests	651	130	234			12		- 11	376			
% at Phase-in	77%	64%	71%	89%	-	83%	•	91%	70%	47%	71%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	522	80	186	235	-	12		- 9	281	43	103	n/a
Satisfactory Standard												
Total Tests	650	130	233	264		12		- 11	375			10
% at Phase-in	80%	62%	80%	89%	-	100%	,	- 82%	75%	48%	81%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	_	_	-			_			-			n/a
Satisfactory Standard												
Total Tests	-	_	_			-			-		. <u>-</u>	
% at Phase-in	-	_									. .	n/a
Satisfactory Standard												
Science												
# at Phase-in	242	29	91	116	; -	. *	•	- *	134	. 22	47	n/a
Satisfactory Standard												
Total Tests	339	65	126	139) -	. *	•	. *	201	50	63	6
% at Phase-in	71%		72%			. *	,	_ *	67%	44%	75%	n/a
Satisfactory Standard	7 1 70	4070	7270	0070	•							
Social Studies										*		
# at Phase-in				_	_							n/a
	-	_										
Satisfactory Standard Total Tests				_								
	-	-	-					_				n/a
% at Phase-in	_	-	-									• • • • • • • • • • • • • • • • • • • •
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 As	sessments	:										
Number Participating	676		246	268	} -	. 12	<u>}</u>	- 11	393	94	n/a	
Total Students	676		246			. 12		- 11	393	94	n/a	113

	Managayay and Industryayay							Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Participation Rate	100%	100%	100%	100%		100%	-	100%	100%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	ents										
Number Participating	675	139	245	268		12		- 11	392	94	n/a	114
Total Students	675	. 139	245	268	-	12	-	. 11	392	94	n/a	114
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%

^{‡&#}x27; Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

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

								Two or			ELL	
	All	African	Hispanic	White	American Indian	Δeian	Pacific Islander	More	Econ Disady	Special Ed	(Ever	ELL (Current
ederal Graduation Ra		American	mapanic	Wille	malan	ASian	ISIATIACI	11000	Dioday			(00110111
-ederal Graddation Re I-year Longitudinal Co		uation Pat	o /Gr 9-12	· Class	of 2014							
Number Graduated	Jiloit Giadi	Janon Kat	.e (GI 5-12)	, Olass	- ~							- · n/
Total in Class	-	_										- '"
Graduation Rate					_			_		. <u>.</u>		- n
4-year Longitudinal Co	hort Grad	uation Pat	o (Gr 9 12	. Clace	of 2013							1.0
Number Graduated	Jilort Grau	uation Nat	.e (Gi 3-12)	j. Glass	01 2013					_		- n/
	_	•	-	•			-	-		_		- 11/
Total in Class	-	-	-							-		- n/
Graduation Rate		(00.40)	. 01	0040			-	-		-		- 11/
year Extended Grad	uation Rate	(Gr 9-12)	: Class of	2013								- n/
Number Graduated	-	-					-	-				- 11/
Total in Class	-						-	-				-
Graduation Rate	-									-		- n/
District: Met Federal L Reading Number Proficient Total Federal Cap Limit Mathematics Number Proficient Total Federal Cap Limit	imits on Al n/a n/a n/a n/a		Assessme	nts								
Indicates results are When only one raci Indicates there are In/a' Indicates data are r	al/ethnic gr no students	oup is mas in the grou	ked, then t up.					is maske	ed (regard	dless of siz	ze).	

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress

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

^{-&#}x27; Indicates there are no students in the group.

school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus									
	Number	Percent	District	State						
			Percent	Percent						
No Degree	0.0	0.0%	2.0%	0.9%						
Bachelors	40.5	87.1%	81.2%	75.1%						
Masters	6.0	12.9%	16.2%	23.4%						
Doctorate	0.0	0.0%	0.6%	0.6%						

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

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

Core Academic Subject Areas

Total Number of Teachers		37	4	41
Total Number of Classes		88	7	95
Number of Classes Taught by Highly Qualified Teachers Number of Classes Taught by Highly Qualified Teachers	mber	88	7	95
Pe	rcent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers Number	mber	0	0	d
	rcent	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			
0	(
0	(
0	(
. 0	(
. 0	(
0	(
•				

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

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	1	С
Not Highly Qualified	0	

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	- 56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
	, , , , , , , , , , , , , , , , , , ,	American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
	7.7	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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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
1						

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

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

Campus Name: BRENHAM J H Campus ID: 239901042 District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

									· · · · · · · · · · · · · · · · · · ·	Two						
										or						
	04-4-	District	·C	African	Llianani		America		Pacific					Female	Mala	Miar
TAAR Percen				American	nispani	cvvmte	indian	ASIAIII	Sianue	Races	Eu	Disau	VELL	remaie	e iviale i	wiigi
Grade 7	t at Filase-	III I LE	ver ir or .	ADOVE												
Reading	2015 72%	69%	69%	53%	61%	83%	*	*	-	*	28%	55%	37%	76%	63%	_
5	2014 74%	74%	74%	51%	65%	92%	~	100%	-	*	55%	63%	40%	80%	69%	-
Mathematics		55%	55%	42%	52%	66%	*	*	-	71%	28%		33%		54%	-
	2014 67%	72%	72%	48%	62%	91%	-	100%	-	*	60%	58%	48%	76%	69%	-
Writing	2015 69%	63%	63%	49%	55%	77%	*	*	_	63%	19%	51%	23%	79%	51%	_
vviiding	2013 03 %	70%	70%	52%	57%	88%	_	100%	_	*	49%			77%	63%	_
	20171070	1070	1070	JZ 70	57 70	00 /0		10070			4070	01 70	0070	7 7 7 5	0070	
Grade 8																
Reading	2015 84%	79%	79%	57%	71%	94%	-	100%	-	*	33%		55%		74%	-
	2014 88%	87%	87%	77%	81%	96%	~	89%	-	83%	73%	79%	48%	89%	86%	-
	0045 = 421	7001	men/	E 407	0001	0501		<u>.</u>		*	0.407	0.407	E00/	000/	000/	
Mathematics		73%	73%	54%	69%	85%	-	4000/	-	*	24%		59%		66%	-
	2014 85%	87%	87%	73%	86%	95%	-	100%	-		75%	82%	68%	83%	90%	-
Science	2015 67%	69%	69%	45%	59%	88%	_	100%		*	24%	55%	49%	72%	66%	_
Colcilico	2014 70%	71%	71%	38%	62%	89%	-	89%	-	*	47%			65%	75%	*
		, , ,	, .													
Social										-						
tudies	2015 61%	61%	61%	33%	52%	80%	-	100%	**	*	28%		27%		60%	
	2014 61%	62%	62%	29%	59%	77%	-	89%	-	*	56%	46%	27%	51%	71%	*
F	_						*									
End of Cours Algebra I	e 2015 77%	68%	100%	*	*	100%	_	*			_	100%	_	100%	100%	_
/ ligebra i	2014 79%	74%	100%	_	*	100%	_	*	±	_	_	*	_		100%	_
All Grades																
All Subjects		72%	68%	48%	60%	83%	*	92%	-	52%	26%		42%		63%	-
	2014 75%	74%	75%	52%	67%	90%	-	95%	-	61%	59%	63%	42%	75%	75%	*
Dooding	2015 749/	740/	74%	55%	66%	89%	*	100%		57%	30%	620/	48%	80%	69%	_
Reading	2015 74% 2014 75%	71% 72%	81%	63%	72%	94%	_	94%	-	70%	65%		42%		78%	_
	2014/3/0	12/0	01/6	. 03 /6	12/0	34 70	-	3 4 70	-	1070	0076	1 1 70	42 /0	0470	1070	_
Mathematics	2015 73%	73%	67%	49%	62%	79%	*	90%	-	57%	26%	57%	49%	73%	62%	_
	2014 76%	76%	80%	60%	73%	93%	_	100%	-	60%	68%	70%	54%	80%	80%	-
Writing	2015 68%	63%	63%	49%	55%	77%	*	*	-	63%	19%	51%	23%		51%	-
	2014 71%	71%	70%	52%	57%	88%	-	100%		*	49%	57%	38%	77%	63%	-
Soiones	2015 75%	75%	69%	45%	59%	88%		100%		*	24%	55%	49%	72%	66%	_
Science	2013 75%	75% 80%	71%	38%	62%	89%	-	89%	-	*	47%			65%	75%	*
	201711/0	00 /0	1 1 /0	55 /6	O2 /0	0070	-	0070	-		71 /0	51 70	UL /0	0070	, 5 70	
Social																
tudies	2015 74%	73%	61%	33%	52%	80%	-	100%	-	*	28%	44%	27%	62%	60%	-
	2014 75%	74%	62%	29%	59%	77%	-	89%	-	*	56%	46%	27%	51%	71%	*
	t of Einell	evel II d	or Above	•												
TAAR Percen	L at Fillal L															
All Grades				1.40/	2/10/	A Q 0/.	*	610/		230/	200/	200/	60/	380/	200/	
	2015 38%	36% 38%	33% 38%	14% 12%	24% 32%	48% 53%	*	61% 77%	-	23% 25%	20% 35%	20%	6% 12%	38% 37%	29% 39%	*

accentation and instances and in the contract of														vo r						
		State	Dietri	ictCam		African	Hispan	ic\Mhita	Amer				ic Mo	ore S	pecia Ed	l Econ	/F! F	emale	Male I	/lioran
Reading	2015	40%	37%	6 36 ⁴	%	17% 15%	24% 32%	55% 60%	*	5	0% 2%	-		%	21% 36%	21% 28%	4% 14%	40% 44%	33% 41%	-
Mathematics	s2015 2014		36% 36%			12% 12%	26% 38%	46% 52%	*	U	0% 2%	-			20% 40%	21% 28%	9% 16%	39% 38%	27% 41%	-
Writing	2015 2014					15% 17%	21% 25%	42% 51%	*		* 0%	-	25		16% 30%	16% 21%	0% 6%	43% 41%	19% 29%	-
Science	2015 - 2014 -					14% 8%	30% 38%	50% 58%		_	3% 8%	-			21% 32%	25% 30%	8% 14%	37% 39%	35% 46%	*
Social Studies	2015 - 2014 :		40% 36%			12% 4%	19% 21%	40% 38%	-		7% 8%	-			23% 29%	18% 16%	6% 5%	28% 17%	27% 35%	*
STAAR Percen	t at Le	vell	II Adv	/anced																
All Grades All Subjects	2015 2014					3% 3%	6% 8%	19% 22%			3% 8%	-		% %	5% 3%	5% 7%	1% 2%	14% 14%	8% 14%	*
Reading	2015 2014		13% 14%			6% 5%	9% 12%	27% 30%		_	0% 3%	-	-	% %	5% 7%	7% 10%	0% 4%	22% 22%	12% 17%	-
Mathematics	s2015 2014		12% 13%		-	1% 1%	3% 5%	13% 14%		4	0% 1%	-	-	%)%	2% 0%	3% 4%	1% 0%	9% 9%	6% 9%	-
Writing	2015 2014		6% 7%			2% 6%	3% 2%	13% 14%			* 8%	-		% *	7% 6%	2% 3%	0% 0%	12% 12%	4% 5%	-
Science	2015 2014		13% 13%			3% 0%	7% 15%	21% 30%		-	7% 7%	- -		*	7% 2%	6% 10%	0% 5%	16% 17%	11% 22%	*
Social Studies	2015 2014		13% 12%			1% 1%	4% 8%	15% 21%			0% 4%	-		*	7% 2%	4% 7%	2% 0%	11% 10%	7% 17%	- *
STAAR Particip All Tests	oation	•	Grade 2015 2014		99% 99%	99% 100%	100% 99%	99% 100%	99% 100%	100%	100 100				99% 100%	100% 100%				
Reading			2015 2014	99% 99%	98% 98%	100% 100%	100% 99%	100% 100%	100% 100%	100%		1% 1%			100% 100%	100% 100%				
Mathematics	5		2015 2014	99% 99%	99% 99%	99% 100%	99% 99%	100% 100%	99% 100%	100%	100				99% 100%	100% 100%				
Writing			2015 2014		99% 100%	99% 100%	100% 99%	99% 100%	99% 100%	100%	100 100		- 10 -	0% 1		99% 100%	100% 100%			
Science			2015 2014	99% 99%	99% 100%	99% 100%	100% 100%	98% 100%	99% 100%	-	100 100				98% 100%	100% 100%		6 99% 6 100%		
Social Studio	es		2015 2014	99% 99%	99% 99%		100% 100%		100% 100%	-	100 100			0% 1 0%	100% 98%			6 99% 6 100%		
STAAR Particip	oation	Res	ults b	y Asse	ssme	nt Type	for Stu	idents :	Serve	in Sp	ecial	Edu	catio	n Set	tings	(All Gr	ades)			
Reading Tests % of Participa	nts		20	15 98	% 97	7% 10 (0% 100	0% 10	0% 1	00%			. *	100)% <i>'</i>	100% ·	100%	100%	1009	/o -
% STAAR/E Accommodation	S		o 20	15 17	% 8	% 1'	% 0°	% 0	% .	4%			. *	1	%	0%	0%	0%	2%	-
% STAAR/E Accommodation % STAAR A	is Iternat	e2	20°	15 10	% 25	1% 71	% 22	% 26	6% 4	66% 10%			. *	71 28	%	33%	100%	73% 27%	70% 28%	, -
% of Non-Part Mathematics Te % of Participal	sts	s	20 ⁻	15 2% 15 99'		% 0°				0%			. *	99		98%	0% 100%	97%	100%	

1 450 2 01 /

% STAAR/EOC With No Accommodations % STAAR/EOC With	2015	13%	5%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
Accommodations	2015	74%	65%	71%	76%	74%	60%	-	-	-	*	71%	66%	100%	70%	72%	_
% STAAR Alternate2	2015	11%	28%	28%	22%	26%	40%	-	_	-	*	28%	33%	0%	27%	28%	_
% of Non-Participants	2015	1%	1%	1%	3%	0%	0%	-	-	_	*	1%	2%	0%	3%	0%	_

^{&#}x27;?' 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 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	Ν	Υ	n/a	n/a	n/a	n/a	N	N	Ν	n/a
Mathematics	N	N	Ν	N	n/a	n/a	n/a	n/a	N	Ν	N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ
Mathematics	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ
Federal Graduation St	atus (Targ	et: See Re	ason Cod	es)								
Graduation Target	•			,	n/a	n/a	n/a	n/a			n/a	
Met					1			,			,	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

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

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria. n/a' Indicates data are not applicable to this report.

								Two				
								or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)
Performance Rates ‡												
												,
Reading												
	548	90	151	289	*	10		- **	239	22	67	n/a
1												

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

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

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

								Two			ELL	
	All	African			American		Pacific	or More	Econ	Special	(Current &	ELL
		American	Hispanic	White	Indian	Asian	Islander			Ed	Monitored)	(Current)
# at Phase-in			•									
Satisfactory Standard								**	070	-, -	105	76
Total Tests	733					10		-	378			
% at Phase-in	75%	56%	68%	89%	*	100%		- 54%	63%	29%	64%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	493	77	138	260	*	9		- **	215	19	64	n/a
Satisfactory Standard											100	74
Total Tests	726	162				10		- **	375			
% at Phase-in	68%	48%	64%	80%	*	90%		- 62%	57%	25%	64%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	224	40	56	120	*	. ,	t	- 5	99) 8	3 19	n/a
Satisfactory Standard												
Total Tests	352	83	101	155	5 *	. ,	*	- 8	191			
% at Phase-in	64%				*	. ,	+	- 63%	52%	20%	41%	n/a
Satisfactory Standard	0.70											
Science												
# at Phase-in	264	. 36	71	150) -	. **	*	- *	104	. 7	7 34	. n/a
Satisfactory Standard	201		•									
Total Tests	376	79	119	167	7 -	**	*	- *	186	33	3 58	
% at Phase-in	70%					100%		_ *	56%	21%	6 59%	n/a
Satisfactory Standard	7070	-1070		, 00,	•							
Social Studies												
# at Phase-in	242	27	67	141	1 -	**	*	_ ,	89	9 9	28	3 n/a
Satisfactory Standard	272	. 2,	0,		•							
	378	3 79	119	169	a .	- *:	*	_ ,	186	34	4 58	3 48
Total Tests	64%					- 100%		_ ,			6 48%	
% at Phase-in	0470) 3 4 70	50 /) 00/		1007						
Satisfactory Standard												
Participation Rates ‡												
 Reading: 2014-2015 As	ssessments	s										
Number Participating	763					* *	*	- 14				
Total Students	764	171	229	339	9 '	* *		- 14				
Participation Rate	100%	100%	100%	100%	6 *	* 100%	0	- 100%	100%	6 100%	% n/a	a 100%
Mathematics: 2014-201	15 Assessn	nents										
Number Participating	762		228	3 33	8 *	* *		- ,14				
Total Students	765		229	340	D *	* *		- 14			-	
Participation Rate	100%		100%	6 99%	6 3	* 100%	6	- 100%	100%	6 100%	6 n/a	a 100%

T				······································				Two or			ELL	
-	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More	Econ Disadv	Special Ed	(Ever HS)	ELL (Current)
Federal Graduation Ra												
4-year Longitudinal Co	hort Grad	uation Rat	e (Gr 9-12)	: Class	of 2014							- /-
Number Graduated		. -	-					-	•	-		- n/a
Total in Class		. -	-						•	-		·/-
Graduation Rate			-						•	· -		- n/a
4-year Longitudinal Co	hort Grad	uation Rat	e (Gr 9-12)	: Class	of 2013							- /-
Number Graduated	-	· -	-					· -	•	-		- n/a
Total in Class		. -	-				- '.					
Graduation Rate		. <u>-</u>	-									- n/a
5-year Extended Gradu	ation Rate	e (Gr 9-12):	Class of	2013								-1-
Number Graduated			-							· -		- n/a
Total in Class		-								•		
Graduation Rate			. <u>-</u>			•	-					- n/a
District: Met Federal Li	mits on A	Iternative A	Assessme	nts								
Reading												
Number Proficient	n/a	1										
Total Federal Cap	n/a	1										
Limit												

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.
Indicates results are masked due to small numbers to protect student confidentiality.
When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
Indicates there are no students in the group.
Indicates data are not applicable to this report.

							Two or			ELL	
	All	African		American		Pacific	More	Econ	Special	(Ever	ELL
	Students	American Hispanio	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Mathematics											
Number Proficient	n/a	1									
Total Federal Cap	n/a	1									
Limit											

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

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

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

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

Number	Percent	District	~
	rercent	District	State
		Percent	Percent
0.0	0.0%	2.0%	0.9%
43.5	77.9%	81.2%	75.1%
12.3	22.1%	16.2%	23.4%
0.0	0.0%	0.6%	0.6%
	43.5 12.3	43.5 77.9% 12.3 22.1%	0.0 0.0% 2.0% 43.5 77.9% 81.2% 12.3 22.1% 16.2%

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-

^{*} When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

^{&#}x27; Indicates there are no students in the group.

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

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	Tota
Total Number of Teachers		40 185	5 · 9	45 194
Total Number of Classes Number of Classes Taught by Highly Qualified Teachers	Number Percent	185 100.00%	9 100.00%	194 100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number Percent	0.00%	0.00%	0.00%

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

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

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

	Numbe	r of Teachers
ighly Qualified ot Highly Qualified	General Education	Special Education
Highly Qualified	3	C
Not Highly Qualified	0	C
Not Highly Qualified	U	

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

201 : 13 1 odolat topott cara

O d-	Cubinat	Student Crown	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade	Subject	Student Group	36	64	31	7
Grade 4	Reading	Overall		n/a	n/a	n/a
		American Indian	n/a		17/a 66	30
		Asian	13	87	17	
		Black	49	51		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
	Matricinatios	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
			60	30 40	6	n/a
		English Language Learners National School Lunch Program	34	66	20	11/a 3
		National School Lunch Program	34	00	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
		AND THE RESIDENCE OF THE PROPERTY OF THE PROPE	

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

Campus Name: BRENHAM H S Campus ID: 239901001 District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

										Two						
	State	District	Campus	African American	Hispani		Americar Indian			or More s rRaces				Femal	eMaleñ	Miora
TAAR Percen					mspam	CVVIIICE	mulan	Asian	Siariuc	INaces	L-U	Disau	<u> </u>	eman	cinaici	ingra
End of Cours	e															
English I	2015 66% 2014 65%	59% 61%	59% 61%	35% 42%	53% 50%	75% 80%	*	85% *	* -	63%	17% 38%			67% 69%	53% 54%	*
English II	2015 69% 2014 68%	67% 61%	67% 61%	41% 32%	58% 53%	85% 79%	*	80%	-	86%	34% 28%	58% 42%	33%	72% 65%	63% 57%	*
Algebra I	2015 77%	68%	66%	55%	57%	79%	*	71%	-	71%	29%		26%		67%	*
	2014 79%	74%	73%	48%	70%	88%	r	71%	~		33%	61%	52%	79%	67%	-
Biology	2015 88% 2014 88%	83% 89%	83% 89%	68% 79%	80% 85%	91% 96%	*	100% 78%	*	83%	51% 66%		58% 69%		82% 86%	*
U.S. History	2015 88% 2014 92%	86% 89%	87% 90%	62% 75%	84% 87%	97% 96%	-	86% *	-	100%	45% 55%	74% 84%	*	87% 88%	86% 91%	-
All Grades					•											
All Subjects	2015 73% 2014 75%	72% 74%	71% 73%	50% 52%	64% 67%	85% 87%	*	85% 55%	-	79% 61%	34% 43%		32% 46%	74% 78%	68% 69%	*
Reading	2015 74% 2014 75%	71% 72%	63% 61%	38% 38%	55% 51%	80% 79%	*	83% 40%	*	71% 56%	25% 33%		25% 29%		57% 55%	*
Mathematics	2015 73% 2014 76%	73% 76%	66% 73%	55% 4 8%	57% 70%	79% 88%	- *	71% 71%	-	71%	29% 33%		26% 52%	64% 79%	67% 67%	*
								,	*	000/						*
Science	2015 75% 2014 77%	75% 80%	83% 89%	68% 79%	80% 85%	91% 96%	*	100% 78%	-	83%	51% 66%		58% 69%	84% 91%	82% 86%	_
Social																
tudies	2015 74% 2014 75%	73% 74%	87% 90%	62% 75%	84% 87%	97% 96%	-	86% *	-	100%	45% 55%	74% 84%	*	87% 88%	86% 91%	-
TAAR Percent	t at Final L	evel II o	r Above													
All Grades										/						
All Subjects	2015 38% 2014 39%	36% 38%	38% 41%	12% 14%	29% 31%	57% 59%	*	63% 38%	-	29% 42%	11% 18%	24% 23%	4% 8%	40% 43%	37% 38%	*
	2015 40% 2014 42%	37% 39%	36% 40%	13% 13%	27% 29%	55% 60%	*	48% 35%	*	29% 44%	10% 16%	23% 22%	3% 4%	42% 46%	32% 35%	*
Mathematics	2015 36% 2014 37%	36% 36%	26% 32%	4% 8%	21% 27%	41% 46%	*	71% 57%	-	14%	7% 14%	15% 19%	5% 20%	27% 33%	25% 31%	*
	2015 40% 2014 40%		44% 46%	7% 14%	37% 38%	63% 65%	~ *	89% 44%	*	33%	15% 23%	30% 29%	3% 7%	42% 48%		*
	2015 41% 2014 38%		54% 47%	25% 26%	42% 30%	70% 60%	-	71% *	-	43% *	15% 23%	37% 26%	*	51% 43%		-
TAAR Percent All Grades	at Level II	l Advan	iced													

												Two or						
	•				Africa				mericai		Pacific	More				Comole	Malak	Miaror
All Cubic sta				ampus. 8%	Americ 1%			<u>vnite</u> 13%	Indian *	ASIAN 33%	isiande *	3%	s <u>Ed</u> 2%	49		Female 8%	9%	viigrar *
All Subjects	2015 14			9%	1%			15%	*	18%	-	3%	2%	3%			8%	-
Reading	2015 15 2014 14			3% 8%	0% 0%		% %	6% 13%	*	22% 20%	*	0% 6%	2% 2%	1% 2%		4% 10%	3% 5%	*
Mathematic	s2015 14 2014 15			9% 13%	0% 1%			15% 21%	- *	57% 43%	-	0%	0% 0%	3% 6%			10% 13%	*
Science	2015 14 2014 13			13% 7%	1% 0%			22% 12%	- *	33% 0%	*	17%	2% 2%	6% 3%			15% 6%	* -
Social Studies	2015 18			16%	4%	14	4%	21%	-	43%	_	0%	5%	10'	% *	11%	22%	-
	2014 15	% 12	2%	10%	2%	3	1%	15%	-	*	-	*	3%	5%	6 *	7%	13%	-
STAAR Partici	pation (A		des) 99%	99%	97%	97%	97%	98%	100%	100%	100%	97%	94%	97%	95%	97%	97%	100%
		2014	99%		96%	95%	95%	98%	*	100%	-	97%	93%	94%	100%	96%	97%	-
Reading		2015 2014	99% 99%		95% 94%	96% 93%	95% 92%	96% 96%	100%	100% 100%	100% -	100% 94%	91% 91%	95% 91%	90% 100%	95% 94%	96% 95%	100%
Mathematic	S	2015 2014	99% 99%		98% 97%	97% 96%	99% 95%	98% 99%	*	100% 100%	-	100% 100%	97% 93%	98% 96%	100% 100%	99% 97%	98% 97%	100% -
Science			99% 99%		99% 99%	99% 99%	99% 97%	99% 100%	- *	100% 100%	100%	100% 100%		99% 98%	100% 100%	100% 100%	98% 99%	100%
Social Studi	es	2015 2014	99%		99% 99%	100% 98%	99% 99%	99% 99%	-	100%	-	88% *	95% 97%	98% 97%	100% 100%	98% 99%	100% 99%	-
STAAR Partici _l	pation R	esults	by As	ssessm	nent Ty	pe for	Stude	nts Sei	rved in	Specia	al Educ	ation S	Setting	s (Ali	Grades	s)		
Reading Tests % of Participa % STAAR/E			2015	98%	97%	91%	94%	83%	93%	-	* _	*	91%	91%	76%	91%	5 90	% -
Accommodation	rs	:	2015	17%	8%	17%	19%	15%	14%	-	* -	*	17%	20%	0%	16%	179	% -
% STAAR/E Accommodation	ns		2015	71%	64%	66%	73%	55%		-	* -	*	66%	61%	76%			
% STAAR A % of Non-Par			2015 2015	10% 2%	25% 3%	8% 9%	2% 6%	13% 18%		-	* -	*	8% 9%	11% 9%	0% 24%	11% 9%		
Mathematics Te	nts		2015	99%	99%	97%	100%	5 95%	96,%	-	* -	*	97%	100%	100%	6 100%	% 96°	% -
% STAAR/E Accommodatior % STAAR/E	ns	:	2015	13%	5%	15%	17%	24%	4%	-	* -	*	15%	16%	22%	19%	139	% -
Accommodation % STAAR A	าร		2015 2015	74% 11%	65% 28%	73% 8%	83% 0%	52% 19%		-	* - * -	*	73% 8%	72% 12%	78% 0%	65%		
// SIAAR A	incriale2	-	2010	1170	40/	20/0	0.70	F0/	40/	-		*	20/	00/	070	00/	40	

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

2015 1%

% of Non-Participants

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

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

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

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

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

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Performance Status :								-				
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	Ν	N	Ν	Ν	n/a	n/a	n/a	n/a	N	. N		n/a
Mathematics	N	N	Ν	Ν	n/a	n/a	n/a	n/a	N	Ν		n/a
Participation Status ‡	:											
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ	Y	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Ν	n/a	
Mathematics	Υ	Υ	Υ	Υ	n/a	n/a	n/a	n/a	Υ	Υ	n/a	Υ
Federal Graduation S	tatus (Tar	get: See Re	ason Cod	es)								
Graduation Target	Y Y	Y	Υ	Ý	n/a	n/a	n/a	n/a	Υ	Υ	n/a	
Met Reason Code ***	а	а	а	а	n/a	n/a	n/a	n/a	а	b	n/a	

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

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

d = Five-year Graduation Rate Target of 88%

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

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

	******							Two		- attribute at the second				
								or			ELL			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races		Special Ed	(Current & Monitored)	ELL (Current		
Performance Rates ‡														
Reading														
# at Phase-in	614	85	159	340	*	19	,	٠ 9	251	27	27	n/		
Satisfactory Standard														
Total Tests	961	222	277	423	*	23	,	13	463	117	86	7		
% at Phase-in	64%	38%	57%	80%	*	83%	,	69%	54%	23%	31%	n/		
Satisfactory Standard														
Mathematics														
# at Phase-in	279	59	75	135	_	5	-	- 5	121	17	19	n/		
Satisfactory Standard								,						
Total Tests	413	107	121	171	-	7	-	- 7		62	48	3		
% at Phase-in	68%	55%	62%	79%	-	71%		71%	57%	27%	40%	n/		
Satisfactory Standard														
Writing														
# at Phase-in	-	-	-	-	-	-		-	-	-	-	n/		
Satisfactory Standard														
Total Tests	-	-	-	-	-	-			-	-	-			
% at Phase-in	-	-	-	_		-			-	-	-	n/		
Satisfactory Standard														
Science														
# at Phase-in	329	56	89	169	-	. 9	,	**	139	24	31	n/		
Satisfactory Standard														
Total Tests	384	79	104			9		**	175			2		
% at Phase-in	86%	71%	86%	91%	-	100%	,	83%	79%	50%	79%	n/		
Satisfactory Standard														
Social Studies														
	290	42	62	174		6	-	- 6	88	17	*	n/		

A.11	A f			American		Donific	or	Econ	Special	ELL (Current &	ELL
		Hispanic		Indian	Asian					Monitored)	
332	66	73			7		_				
87%	64%	85%	97%	-	86%		- 100%	75%	44%	*	n/a
					*						
sessments	5										
992	229	293	427	*	23	,	* 14	480	121	n/a	
1,031	238	304	444	. *	23	•	* 14	504	131	n/a	
96%	96%	96%	96%	*	100%		* 100%	95%	92%	n/a	96%
5 Assessn	nents										
434	113	132	175	-	7		- 7	226	66	n/a	
439	116	132	177	· _	7		- 7	230	66	n/a	42
99%	97%	100%	99%	-	100%		- 100%	98%	100%	n/a	100%
3 mathema	tics. STAA	R A and S	TAAR A	lternate 2 a	re inclu	ded in 20	15 Fede	ral Syste	m Safegu	uards.	
								•	_		
l/ethnic are	oup is mask	ed then the	he seco	nd smallest	racial/e	thnic arou	is ma מנ	sked (red	ardless o	of size).	
	332 87% sessments 992 1,031 96% 5 Assessn 434 439 99% 8 mathema masked du	\$\frac{332}{87\%} \frac{66}{64\%}\$ \$\frac{87\%}{64\%}\$ \$\frac{887\%}{64\%}\$ \$\frac{992}{1,031} \frac{238}{238} \frac{96\%}{96\%}\$ \$\frac{5}{8}\$ Assessments \$\frac{434}{439} \frac{113}{116} \frac{99\%}{99\%} \frac{97\%}{97\%}\$ \$\frac{8}{98}\$ mathematics, \$TAA\$ masked due to small	Students American Hispanic 332 66 73 87% 64% 85% sessments 992 229 293 1,031 238 304 96% 96% 96% 5 Assessments 434 113 132 439 116 132 99% 97% 100% 8 mathematics, STAAR A and S masked due to small numbers t	Students American Hispanic White 332 66 73 180 87% 64% 85% 97% sessments 992 229 293 427 1,031 238 304 444 96% 96% 96% 96% 5 Assessments 434 113 132 175 439 116 132 177 99% 97% 100% 99% 8 mathematics, STAAR A and STAAR A masked due to small numbers to protect	Students American Hispanic White Indian 332 66 73 180 - 87% 64% 85% 97% - sessments 992 229 293 427 * 1,031 238 304 444 * 96% 96% 96% * 5 Assessments 434 113 132 175 - 439 116 132 177 - 99% 97% 100% 99% - 8 mathematics, STAAR A and STAAR Alternate 2 as masked due to small numbers to protect student colspan="4">1 prot	Students American Hispanic White Indian Asian	Students American Hispanic White Indian Asian Islander	All African Students American Hispanic White Indian Asian Pacific More Races	All African Students American Hispanic White American Indian Asian Islander Races Disadv	All African Students American Hispanic White Indian Asian Islander Races Disadv Ed	All African Students American Hispanic White Indian Asian Islander Races Disadv Econ Monitored Monitored

Indicates there are no students in the group.

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

							Two or			. ELL			
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL	
		American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current	
Federal Graduation R	ates												
4-year Longitudinal C	ohort Grad	luation Rat	e (Gr 9-12): Class	of 2014								
Number Graduated	288	59	68	155	*	*		. *	90		*	n/	
Total in Class	302	61	75	160	*	*	•	- *	90		*		
Graduation Rate	95.4%	96.7%	90.7%	96.9%	*	*		- *	93.8%	86.7%	*	n/	
4-year Longitudinal C	ohort Grad	luation Rat	e (Gr 9-12): Class	of 2013								
Number Graduated	289		43			**			98		11		
Total in Class	297	54	47	187	*	**			102		12		
Graduation Rate	97.3%	98.1%	91.5%	98.4%	*	100.0%			96.1%	91.3%	91.7%	n/	
5-year Extended Grad	luation Rat	e (Gr 9-12)	: Class of	2013									
Number Graduated	292		44	185	*	**			99	45	11	n	
Total in Class	294	54	44	187	*	**			101	45	11		
Graduation Rate	99.3%	100.0%	100.0%	98.9%	*	100.0%			98.0%	100.0%	100.0%	'n	
District: Met Federal L	imits on A	Iternative .	Assessme	ents									
Reading													
Number Proficient	n/a												
Total Federal Cap	n/a												
Limit													
Mathematics													
Number Proficient	n/a												
Total Federal Cap	n/a												
Limit													
													

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

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets.

^{**} When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.
 n/a' Indicates data are not applicable to this report.

Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

No

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

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	7.0	6.4%	2.0%	0.9%
Bachelors	80.1	73.0%	81.2%	75.1%
Masters	20.7	18.8%	16.2%	23.4%
Doctorate	2.0	1.8%	0.6%	0.6%

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

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

Core Academic Subject Areas

		General Education	Special Education	Tota
Total Number of Teachers		62	2	64
Total Number of Classes		283	5	288
Number of Classes Taught by Highly Qualified Teachers	Number	283	. 5	288
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	(
	Percent	0.00%	0.00%	0.00%

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

	Number of Tea	achers
	Elem (PK-6)	secondary (7-12)
Emergency (for certified personnel)	0	C
Emergency (for uncertified personnel)	0	. 0
Non-renewable	. 0	
Temporary Classroom Assignment	0	C
District Teaching	0	1
Temporary	0	C

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

ducation	Special Education
_	
0	
0	
	0

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Year Enrolled in Higher Education	Campus	District	State
2012-13	*	55.3%	56.9%
2011-12	63.8%	63.8%	57.3%

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	. 17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	· 7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	Danding	Overall	28	72	28	2
Grade 8	Reading	American Indian	n/a	n/a	n/a	n/a
			12	88	55	12
		Asian	38	62	19	2
		Black			19	4
		Hispanic	35	65		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

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

Campus Name: PRIDE ACADEMY
Campus ID: 239901004
District Name: BRENHAM ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

	<u></u>									Two		:				
				African			America	n	Pacific	or More	Specia	al Econ				
	State	Distric	tCampus	sAmerican	Hispani				islande	rRaces	Ed	Disadv	ELLFe	male	Male M	/ligrar
STAAR Percen	t at Phase-	in 1 Le	vel II or	Above												
End of Cours English I	2015 66%	59%	*	_	*	*	_	_	_		*	*	*	*	*	
Liigiisii i	2014 65%		*	_	*	*	-	_	-	_	_	_	-	_	*	-
English II	2015 69% 2014 68%	67% 61%	*	*	*	*	-	-	-	-	-	*	*	*	*	-
	2014 00 %	0170		-			-	-	-	-	-		-			-
Algebra I	2015 77%	68%	*	-	*	-	•	-	-	-	**	*	*	*	-	-
	2014 79%	74%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
U.S. History	2015 88%	86%	79%	*	*	78%	_	~		_	*	86%	*	*	100%	_
,	2014 92%		*	-	*	*	-	-	-	-		*	-	*	*	-
All Grades																
All Subjects	2015 73%	72%	73%	*	56%	82%	_	_	_	_	*	80%	* [50%	100%	_
, ,	2014 75%		*	- .	*	*	~	-	-	-	-	*		*	*	-
Reading	2015 74%	71%	020/	*	*	*										
Reading	2013 74%	72%	83% *	•	*	*	-	-	_	-	_	*	_	*	*	-
Mathematics		73%	*	· -	*	-	-	-	-	-	-	*	*	*	-	-
	2014 76%	76%	•	-		-	-	-	-	-	-	-	-	*	-	-
Social																
Studies	2015 74%	73%	79% *	*	*	78%	-	· -	-	-	*	86%	*	*	100%	
	2014 75%	74%	•	-	•	•	-	-	-	-	-	*	-	*	*	
STAAR Percen	t at Final L	evel II d	or Above	•												
All Grades	2015 200/	200/	270/	*	440/	450/						2001		201	=00/	
All Subjects	2015 38%	36% 38%	27%	_	11% *	45% *	-	-	-	-	-	30%	* {	3% *	50% *	-
																_
Reading	2015 40%	37%	17%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2014 42%	39%	•	-			-	-	-	-	-	*	•	*	*	-
Mathematics		36%	*	*	*	-	-	-	•	-	-	*	*	*	•	-
	2014 37%	36%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
Social																
Studies	2015 41%		36%	*	*	56%	-	-	-	-	*	29%	*	*	71%	-
	2014 38%	36%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
STAAR Percent	t at Level II	i Advai	nced													
All Grades																
All Subjects			18%	*	0%	36%	-	-	-	- .	*	20%	* ()%	40%	-
	2014 14%	13%	*	•	*	*	-	-	-	-	-	*	~	*	*	-
Reading	2015 15%	13%	0%	*	*	*	_	_	-	-	*	*	*	*	*	_
	2014 14%		*	~	*	*	-	-	-	-	-	*	-	*	*	-
Mathematics	2015 14%	12%	*	_	*							*	*	*		
	2013 14%		*	-	*	-	-	-	-	-	-	_	_	*	-	-
	•	• -														

	·	-									- 161	Tw	r	ial Es-				
	Ctat	- Dintel	ctCamp	Afri		nanick		nerican ndian					re Spec es Ed			emale	Male Mi	grant
Social	2015 189			isamei	Cannis	*	44%	-	-	111310	-	-	*	29%		*	57%	
Studies	2014 15%	6 12%	*		-	*	*	-	-		-	-	-	*	-	*	*	-
STAAR Partici	ipation (Al	l Grade	s)															
All Tests		201 201	5 99%	99% 99%	92% 60%	100% -	82% 83%	100%	-	-	-	-	100% -	100%	100%	86% *	100% 45%	-
Reading		201 201		98% 98%	86% 60%	100% -	75%	100%	-	-	-	-	100% -	100%	100%	75% *	100%	-
Mathematic	cs	201 201		99% 99%	100%	, - -	100%	*	-	-	-	-	-	100%	100% -	100%	*	-
Science		201	5 99%	99%	0%	-	0%	-	-	-	-	-	• -	-	-	0%	-	-
Social Stud	iles	201 201		99% 99%	100% *	100%	100%	100%	-	-	-	-	100% -	100%	100%	100%	100%	-
STAAR Partic	ipation Re	sults by	y Asses	sment	Type fo	r Stude	nts Ser	ved in S	Spec	ial E	duca	atior	Setting	js (All (Grades)			
Reading Tests % of Particip	ants		2015	98%	97%	*	_ ,	* -			_	-	-	*	* *	*	-	
% STAAR/ Accommodatio % STAAR/	ons	NO	2015	17%	8%	*	- '	* -	-		-	-	•	*	* *	*		-
Accommodation % STAAR % of Non-Pa	ons Alternate2		2015 2015 2015	71% 10% 2%	64% 25% 3%	* *	- ;	* *	-		-	-	-	* *	* *	* *	-	- - -

^{&#}x27;?' 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 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

								Two or			ELL	
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	(Current & Monitored)	ELL+
Performance Status ‡ Target Reading Mathematics		83%	83%	83%	n/a n/a	n/a n/a	n/a n/a	n/a n/a	83%	83%	83%	n/a n/a
Participation Status ‡ Target Reading Mathematics	95%	95%	95%	95%	n/a n/a	n/a n/a	n/a n/a	n/a n/a	95%	95%	n/a n/a	95%
Federal Graduation St Graduation Target Met Reason Code ***	tatus (Tar	get: See Re	eason Cod	es)	n/a n/a	n/a n/a	n/a n/a	n/a n/a			n/a n/a	
District: Met Federal L Reading Alternate 1%	imits on /	Alternative	Assessm	ents								

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

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

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

Two or ELL Pacific More Econ Special (Current &

Ed

Monitored) ELL +

Number Proficient Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

American

Students American Hispanic White Indian Asian Islander Races Disadv

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

African

****' Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

ΑII

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

d = Five-year Graduation Rate Target of 88%

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

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

	All	African			American		Pacific	Two or More	Econ	Special	ELL (Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander			Ed	Monitored)	
Performance Rates ‡										***************************************		-)
	•											
Reading												
# at Phase-in	*	*	*			-		. <u>.</u>	*	*	*	n/
Satisfactory Standard												
Total Tests	*	*	*			_			*	*	*	
% at Phase-in	*	*	*			_			*	*	*	n/
Satisfactory Standard												
Mathematics												
# at Phase-in	*	-	*			_	_		*	· _	*	n/
Satisfactory Standard												1 1/
Total Tests	*	_	*	_		_			*	_	*	
% at Phase-in	*	-	*	_		_	_		*	_	*	n/
Satisfactory Standard												117
Writing												
# at Phase-in	_	_	_	_		_	_	_	_	_		n/
Satisfactory Standard											_	1 1/
Total Tests	_	_	_	_		_	_	_				
% at Phase-in	_	_	_	_		_		_	_	-	-	n/.
Satisfactory Standard							-	-	-	-	-	n/a
Science												
# at Phase-in	_	_	_									/
Satisfactory Standard	_	_	_	_	-	-	•	-	-	-	-	n/a
Total Tests	_	_	_									
% at Phase-in			_	_	_	-	-	-	-	-	-	,
Satisfactory Standard		_	_	_	_	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in	5		*	*								
Satisfactory Standard	5	-			-	-	-	-	•	Î	*	n/a
Total Tests	6		*	*					_	_		
% at Phase-in	83%	-	*	*	-	-	-	-	_		* .	
Satisfactory Standard	03%	-			-	-	-	-	*	*	*	n/a
Participation Rates ‡												
Posding: 2014 2045 Ac.												•
Reading: 2014-2015 As			-	_								
Number Participating	6		*	×	-	-		-	*	*	n/a	7
Total Students	7				-	-	-	-	*	*	n/a	4
Participation Rate	86%	4	*	*	-	-	-	-	*	*	n/a	,
Mathematics: 2014-201	Assessm	FIITS										
Number Participating	*	-		-	-	-	-	-	*	-	n/a	•
Total Students	. *	~		-	-	-	-	-	*	-	n/a	,
Participation Rate	*	-	*	-	_	-	-		*	_	n/a	1

	All African Students American Hispanic White	American Indian Asian	Pacific N			ELL (Current & Monitored)	
*1	Indicates results are masked due to small numbers to protect	t student confident	tiality.			of airo\	
	When only one racial/ethnic group is masked, then the secon	nd smallest racial/	etnnic group	is masked (i	egardiess	Ji Size).	
	Indicates there are no students in the group.						
n/a	'Indicates data are not applicable to this report.						

					Two or			ELL				
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	Americar	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Ra						•						
4-year Longitudinal Co	hort Grad	uation Ra	te (Gr 9-12): Class	of 2014							
Number Graduated				-				-		· -		- n/a
Total in Class	-					•		-		-		
Graduation Rate	-			•				· -				- n/a
4-year Longitudinal Co	hort Grad	uation Ra	te (Gr 9-12): Class	of 2013							
Number Graduated	-			-								- n/a
Total in Class	-			-			- •			-		
Graduation Rate				-			-			-		- n/a
5-year Extended Gradu	ation Rate	e (Gr 9-12)	: Class of	2013								
Number Graduated				-								- n/a
Total in Class				-								
Graduation Rate	-			-								- n/a
District: Met Federal Li Reading			Assessme	ents								
Number Proficient	n/a											
Total Federal Cap	n/a	l										
Limit												
Mathematics												
Number Proficient	n/a											
Total Federal Cap	n/a	l										
Limit												
"" Indicates results are "" When only one raci -' Indicates there are i In/a' Indicates data are r	al/ethnic gi no students	oup is ma in the gro	sked, then to oup.	to protec the seco	t student co nd smallest	nfidentia racial/et	ality. hnic group	is mask	ed (regar	dless of si	ze).	

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

Focus School Identification:

Nο

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

High Performing School: No High Progress School: No Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	2.0%	0.9%
Bachelors	3.0	100.0%	81.2%	75.1%
Masters	0.0	0.0%	16.2%	23.4%
Doctorate	0.0	0.0%	0.6%	0.6%

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

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

Core Academic Subject Areas

Report Not Required

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

Report Not Required

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

Report Not Required

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Year Enrolled in Higher Education	Campus	District	State
2012-13	*	55.3%	56.9%
2011-12	_	63.8%	57.3%

Source: Texas Higher Education Coordinating Board

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

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and

participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

			% Data Basis	% At or Above	% At or Above Proficient	% At or Above Advanced
Grade	Subject	Student Group	Below Basic 36	Basic 64	31	7
Grade 4	Reading	Overall	36 n/a	n/a	n/a	n/a
		American Indian	n/a 13	87	66	30
		Asian	13 49	51	17	2
		Black		56	22	3
		Hispanic	44	82	50	13
		White	18		11	
		Students with Disabilities	71	29		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
oraue o	reading	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	75 71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathamatica	Overall	25	75	32	7
	Mathematics	American Indian	n/a	n/a	n/a	n/a
			11/a 5	95	67	25
		Asian	43	57	16	2
		Black		69	23	4
		Hispanic	31	69 88	23 48	4 12
		White	12			12
		Students with Disabilities	62	38	8	
		English Language Learners National School Lunch Program	60 34	40 66	6 20	n/a 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
	J	Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90
L			

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		White	12	88	48	12
ł		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
	Ū	Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
	Ü	Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90