

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.

		Region	African	American	Pacific	More	Special	Econ									
	State	06	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant	
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 3																	
Reading	2015	74%	77%	81%	66%	85%	88%	-	100%	-	*	53%	77%	78%	76%	86%	-
	2014	75%	78%	74%	70%	62%	88%	-	*	-	*	72%	64%	50%	77%	71%	-
Mathematics	2015	74%	77%	83%	60%	88%	95%	-	100%	-	*	61%	77%	88%	79%	87%	-
	2014	69%	72%	70%	59%	65%	82%	-	*	-	*	74%	60%	63%	73%	67%	-
Grade 4																	
Reading	2015	71%	73%	70%	58%	62%	86%	-	*	-	*	60%	59%	54%	74%	67%	-
	2014	73%	76%	73%	59%	67%	84%	-	*	-	100%	59%	65%	65%	74%	71%	-
Mathematics	2015	71%	73%	76%	63%	72%	89%	-	*	-	*	60%	66%	69%	77%	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%	-
	2014	72%	73%	72%	64%	65%	81%	-	*	-	83%	74%	65%	62%	78%	67%	-
Grade 5																	
Reading	2015	83%	85%	79%	62%	77%	90%	-	*	-	100%	48%	75%	77%	86%	74%	*
	2014	86%	87%	86%	80%	81%	92%	-	100%	-	100%	83%	80%	75%	88%	84%	-
Mathematics	2015	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%	-
Science	2015	69%	72%	71%	47%	70%	84%	-	*	-	*	42%	66%	69%	75%	68%	-
	2014	73%	75%	80%	68%	70%	94%	-	100%	-	*	78%	69%	69%	80%	79%	-
Grade 6																	
Reading	2015	73%	75%	73%	65%	61%	88%	-	88%	-	83%	47%	63%	45%	75%	72%	-
	2014	77%	79%	69%	55%	64%	85%	*	*	-	*	53%	62%	42%	76%	64%	-
Mathematics	2015	72%	73%	77%	65%	68%	90%	-	100%	-	*	51%	69%	61%	80%	74%	-
	2014	78%	81%	69%	63%	58%	83%	*	*	-	75%	50%	62%	42%	72%	68%	-
Grade 7																	
Reading	2015	72%	74%	69%	53%	61%	83%	*	*	-	*	28%	55%	37%	76%	63%	-
	2014	74%	76%	74%	51%	65%	92%	-	100%	-	*	55%	63%	40%	80%	69%	-
Mathematics	2015	68%	70%	55%	42%	52%	66%	*	*	-	71%	28%	48%	33%	58%	54%	-
	2014	67%	68%	72%	48%	62%	91%	-	100%	-	*	60%	58%	48%	76%	69%	-
Writing	2015	69%	70%	63%	49%	55%	77%	*	*	-	63%	19%	51%	23%	79%	51%	-
	2014	70%	71%	70%	52%	57%	88%	-	100%	-	*	49%	57%	38%	77%	63%	-
Grade 8																	
Reading	2015	84%	85%	79%	57%	71%	94%	-	100%	-	*	33%	70%	55%	84%	74%	-
	2014	88%	90%	87%	77%	81%	96%	-	89%	-	83%	73%	79%	48%	89%	86%	-
Mathematics	2015	71%	73%	73%	54%	69%	85%	-	*	-	*	24%	64%	59%	80%	66%	-
	2014	85%	88%	87%	73%	86%	95%	-	100%	-	*	75%	82%	68%	83%	90%	-
Science	2015	67%	68%	69%	45%	59%	88%	-	100%	-	*	24%	55%	49%	72%	66%	-
	2014	70%	73%	71%	38%	62%	89%	-	89%	-	*	47%	57%	32%	65%	75%	*

	Year	Region		African American		Hispanic		American Indian		Pacific Islander		Two or More Races		Special Ed		Economic Disadv		ELL		Female		Male		Migrant	
		State	06	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant								
Social Studies	2015	61%	63%	61%	33%	52%	80%	-	100%	-	*	28%	44%	27%	62%	60%	-								
	2014	61%	64%	62%	29%	59%	77%	-	89%	-	*	56%	46%	27%	51%	71%	*								
End of Course																									
English I	2015	66%	69%	59%	35%	53%	75%	-	85%	*	*	19%	50%	22%	67%	53%	*								
	2014	65%	68%	61%	42%	50%	80%	*	*	-	63%	38%	45%	32%	69%	54%	-								
English II	2015	69%	71%	67%	42%	57%	85%	*	80%	-	86%	34%	58%	35%	72%	63%	*								
	2014	68%	70%	61%	32%	53%	78%	-	*	-	*	28%	42%	*	64%	57%	-								
Algebra I	2015	77%	78%	68%	56%	57%	82%	-	80%	-	71%	29%	57%	26%	67%	70%	*								
	2014	79%	81%	74%	48%	69%	89%	*	82%	-	*	33%	62%	52%	80%	69%	-								
Biology	2015	88%	89%	83%	68%	80%	91%	-	100%	*	83%	51%	76%	58%	84%	82%	*								
	2014	88%	90%	89%	79%	85%	96%	*	78%	-	*	66%	84%	69%	91%	86%	-								
U.S. History	2015	88%	90%	86%	62%	83%	96%	-	86%	-	100%	45%	74%	45%	86%	87%	-								
	2014	92%	93%	89%	75%	87%	96%	-	*	-	*	55%	83%	*	88%	91%	-								
All Grades																									
All Subjects	2015	73%	75%	72%	53%	67%	85%	*	88%	*	65%	40%	63%	56%	76%	69%	*								
	2014	75%	78%	74%	58%	67%	88%	*	79%	-	66%	59%	64%	57%	76%	73%	*								
Reading	2015	74%	76%	71%	53%	65%	86%	*	86%	*	67%	39%	63%	54%	76%	68%	*								
	2014	75%	77%	72%	56%	65%	86%	*	65%	-	64%	55%	62%	52%	76%	69%	-								
Mathematics	2015	73%	75%	73%	57%	70%	85%	*	90%	-	62%	41%	65%	64%	76%	71%	*								
	2014	76%	79%	76%	61%	69%	88%	*	88%	-	68%	62%	67%	63%	77%	74%	-								
Writing	2015	68%	69%	63%	52%	55%	76%	*	75%	-	57%	37%	54%	38%	76%	54%	-								
	2014	71%	72%	71%	57%	61%	85%	-	92%	-	70%	62%	61%	52%	77%	65%	-								
Science	2015	75%	77%	75%	54%	69%	88%	-	89%	*	65%	40%	65%	60%	77%	72%	*								
	2014	77%	80%	80%	62%	72%	93%	*	88%	-	71%	63%	70%	62%	80%	80%	*								
Social Studies	2015	74%	75%	73%	46%	64%	88%	-	92%	-	69%	36%	56%	30%	74%	72%	-								
	2014	75%	77%	74%	48%	70%	86%	-	77%	-	60%	55%	60%	33%	69%	79%	*								
STAAR Percent at Final Level II or Above																									
All Grades																									
All Subjects	2015	38%	41%	36%	17%	27%	53%	*	60%	*	23%	25%	24%	15%	39%	34%	*								
	2014	39%	42%	38%	18%	29%	53%	*	58%	-	35%	35%	26%	20%	40%	37%	*								
Reading	2015	40%	43%	37%	18%	26%	55%	*	52%	*	23%	24%	24%	13%	40%	33%	*								
	2014	42%	45%	39%	18%	29%	56%	*	51%	-	36%	32%	25%	18%	43%	36%	-								
Mathematics	2015	36%	39%	36%	17%	29%	52%	*	68%	-	29%	27%	25%	22%	38%	34%	*								
	2014	37%	41%	36%	20%	30%	49%	*	69%	-	33%	41%	26%	24%	37%	35%	-								
Writing	2015	31%	32%	26%	16%	18%	40%	*	25%	-	14%	31%	15%	4%	35%	20%	-								
	2014	34%	35%	33%	21%	24%	46%	-	31%	-	30%	41%	22%	13%	39%	27%	-								
Science	2015	40%	44%	39%	12%	30%	57%	-	74%	*	18%	22%	26%	14%	40%	38%	*								
	2014	40%	45%	45%	16%	37%	63%	*	71%	-	47%	30%	30%	26%	45%	46%	*								
Social Studies	2015	41%	44%	40%	17%	27%	55%	-	69%	-	23%	19%	25%	7%	38%	41%	-								
	2014	38%	42%	36%	13%	24%	49%	-	54%	-	30%	27%	20%	4%	29%	41%	*								
STAAR Percent at Level III Advanced																									
All Grades																									
All Subjects	2015	14%	16%	12%	4%	7%	19%	*	35%	*	5%	7%	6%	5%	13%	11%	*								
	2014	14%	16%	13%	4%	8%	20%	*	36%	-	9%	9%	7%	7%	13%	12%	*								
Reading	2015	15%	17%	13%	5%	8%	21%	*	30%	*	6%	6%	7%	3%	16%	10%	*								
	2014	14%	16%	14%	4%	8%	22%	*	35%	-	10%	10%	7%	7%	16%	12%	-								
Mathematics	2015	14%	16%	12%	4%	9%	19%	*	40%	-	4%	7%	6%	9%	12%	13%	*								

	2014	Region		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Economic Disadv		ELL		Female		Male		Migrant	
		State	06	District	American	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant												
	15%	18%	13%	5%	8%	19%	*	40%	-	13%	9%	7%	8%	13%	12%	-													
Writing	2015	8%	8%	6%	2%	4%	10%	*	13%	-	0%	11%	3%	1%	8%	4%	-												
	2014	6%	7%	7%	7%	2%	11%	-	23%	-	0%	15%	5%	2%	9%	6%	-												
Science	2015	14%	17%	13%	3%	7%	21%	-	37%	*	12%	7%	6%	2%	13%	13%	*												
	2014	13%	16%	13%	2%	10%	20%	*	42%	-	6%	8%	8%	11%	12%	14%	*												
Social Studies	2015	18%	22%	13%	3%	7%	19%	-	46%	-	0%	6%	7%	2%	11%	15%	-												
	2014	15%	18%	12%	2%	6%	18%	-	31%	-	10%	2%	6%	0%	8%	15%	*												

STAAR Participation (All Grades)

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

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

Reading Tests																	
% of Participants	2015	98%	98%	97%	98%	94%	97%	-	*	-	100%	97%	97%	93%	97%	96%	-
% STAAR/EOC With No Accommodations	2015	17%	14%	8%	7%	6%	9%	-	*	-	14%	8%	8%	4%	8%	8%	-
% STAAR/EOC With Accommodations	2015	71%	74%	64%	68%	62%	61%	-	*	-	71%	64%	60%	75%	63%	65%	-
% STAAR Alternate2	2015	10%	10%	25%	23%	26%	26%	-	*	-	14%	25%	29%	14%	26%	24%	-
% of Non-Participants	2015	2%	2%	3%	2%	6%	3%	-	*	-	0%	3%	3%	7%	3%	4%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	99%	99%	99%	98%	-	*	-	100%	99%	99%	100%	99%	99%	-
% STAAR/EOC With No Accommodations	2015	13%	12%	5%	5%	5%	4%	-	*	-	14%	5%	5%	6%	6%	5%	-
% STAAR/EOC With Accommodations	2015	74%	76%	65%	67%	63%	66%	-	*	-	71%	65%	62%	77%	63%	67%	-
% STAAR Alternate2	2015	11%	11%	28%	27%	30%	28%	-	*	-	14%	28%	32%	17%	31%	26%	-
% of Non-Participants	2015	1%	2%	1%	1%	1%	2%	-	*	-	0%	1%	1%	0%	1%	1%	-

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

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

'-' Indicates zero observations reported for this group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y		n/a	
Met												
Reason Code ***	a	a	b	a	n/a	n/a	n/a	n/a	a		n/a	
District: Met Federal Limits on Alternative Assessments												
Reading #												
Alternate 1%	Y											
Number Proficient	75											
Total Federal Cap	32											
Limit												
Mathematics #												
Alternate 1%	Y											
Number Proficient	74											
Total Federal Cap	26											
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%												
# 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.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in	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	1,007	*	40	-	**	1,358	311	402	336
% 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	88	110	92
% 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	491	-	19	*	**	562	131	160	133
% at Phase-in	76%	54%	72%	89%	-	89%	*	63%	67%	40%	70%	n/a
Satisfactory Standard												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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 Assessments												
Number Participating	3,134	706	1,019	1,294	*	56	*	52	1,696	380	n/a	417
Total Students	3,177	716	1,031	1,313	*	56	*	52	1,722	390	n/a	421
Participation Rate	99%	99%	99%	99%	*	100%	*	100%	98%	97%	n/a	99%
Mathematics: 2014-2015 Assessments												
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%
‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards. * Indicates results are masked due to small numbers to protect student confidentiality. ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size). - Indicates there are no students in the group. n/a Indicates data are not applicable to this report.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	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 Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	297	55	46	187	*	7	-	*	102	42	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 Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	301	56	47	189	*	7	-	*	103	45	12	n/a
Total in Class	310	56	50	194	*	7	-	*	110	45	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												
* 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. - Indicates there are no students in the group. n/a Indicates data are not applicable to this report.												

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

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	Total
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	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

**High Poverty Campuses
Core Academic Subject Areas**

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

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

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

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

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

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

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

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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 3																	
Reading	2015	74%	81%	76%	69%	81%	90%	-	*	-	*	58%	72%	69%	69%	81%	-
	2014	75%	74%	52%	44%	56%	75%	-	*	-	*	*	49%	58%	63%	42%	-
Mathematics	2015	74%	83%	65%	55%	65%	100%	-	*	-	*	67%	63%	62%	56%	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%	-
	2014	73%	73%	63%	55%	64%	73%	-	*	-	*	64%	63%	60%	68%	59%	-
Mathematics	2015	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%	33%	63%	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%	52%	62%	54%	-
	2014	75%	74%	54%	46%	55%	76%	-	*	-	64%	58%	53%	54%	59%	50%	-
Reading	2015	74%	71%	64%	60%	65%	83%	-	*	-	*	52%	61%	59%	65%	63%	-
	2014	75%	72%	57%	49%	59%	74%	-	*	-	*	54%	55%	59%	65%	49%	-
Mathematics	2015	73%	73%	57%	51%	59%	78%	-	*	-	*	61%	57%	58%	58%	57%	-
	2014	76%	76%	50%	40%	52%	74%	-	*	-	*	67%	49%	54%	54%	47%	-
Writing	2015	68%	63%	45%	42%	44%	63%	-	*	-	*	45%	50%	33%	63%	29%	-
	2014	71%	71%	57%	52%	50%	82%	-	*	-	*	50%	55%	40%	55%	59%	-
STAAR Percent at Final Level II or Above																	
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%	21%	10%	21%	23%	-
	2014	42%	39%	18%	12%	17%	42%	-	*	-	*	21%	17%	12%	22%	15%	-
Mathematics	2015	36%	36%	19%	20%	13%	33%	-	*	-	*	52%	18%	11%	17%	21%	-
	2014	37%	36%	18%	17%	13%	37%	-	*	-	*	46%	19%	7%	24%	13%	-
Writing	2015	31%	26%	8%	9%	7%	13%	-	*	-	*	45%	10%	4%	15%	2%	-
	2014	34%	33%	19%	17%	14%	36%	-	*	-	*	36%	19%	13%	16%	22%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	12%	6%	6%	6%	11%	-	*	-	*	18%	6%	4%	8%	5%	-
	2014	14%	13%	4%	3%	1%	16%	-	*	-	9%	5%	3%	1%	2%	5%	-
Reading	2015	15%	13%	8%	8%	7%	17%	-	*	-	*	13%	7%	3%	12%	5%	-
	2014	14%	14%	2%	0%	0%	16%	-	*	-	*	0%	1%	0%	1%	3%	-
Mathematics	2015	14%	12%	7%	7%	6%	11%	-	*	-	*	22%	7%	5%	5%	8%	-
	2014	14%	12%	7%	7%	6%	11%	-	*	-	*	22%	7%	5%	5%	8%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Ed	Special	ELL	Female	Male	Migrant	
	2014	15%	13%	4%	3%	3%	16%	-	*	-	*	4%	3%	2%	4%	4%	-
Writing	2015	8%	6%	2%	0%	5%	0%	-	*	-	*	18%	3%	4%	5%	0%	-
	2014	6%	7%	6%	7%	0%	18%	-	*	-	*	14%	5%	0%	0%	10%	-

STAAR Participation (All Grades)

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

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

Reading Tests																	
% of Participants	2015	98%	97%	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	8%	4%	7%	0%	*	-	-	-	*	4%	5%	*	0%	8%	-
% STAAR/EOC With Accommodations	2015	71%	64%	43%	36%	60%	*	-	-	-	*	43%	41%	*	50%	38%	-
% STAAR Alternate2	2015	10%	25%	52%	57%	40%	*	-	-	-	*	52%	55%	*	50%	54%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2015	99%	99%	100%	100%	100%	*	-	-	-	*	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	5%	4%	7%	0%	*	-	-	-	*	4%	5%	*	0%	8%	-
% STAAR/EOC With Accommodations	2015	74%	65%	43%	36%	60%	*	-	-	-	*	43%	41%	*	50%	38%	-
% STAAR Alternate2	2015	11%	28%	52%	57%	40%	*	-	-	-	*	52%	55%	*	50%	54%	-
% of Non-Participants	2015	1%	1%	0%	0%	0%	*	-	-	-	*	0%	0%	*	0%	0%	-

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

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

'-' Indicates zero observations reported for this group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1% Number Proficient												
Total Federal Cap Limit												
Mathematics												
Alternate 1% Number Proficient												
Total Federal Cap Limit												
‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards. † Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate **** Federal Graduation Rate Reason Codes: a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 83% c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal d = Five-year Graduation Rate Target of 88% Blank cells above represent student group indicators that do not meet the minimum size criteria. n/a' Indicates data are not applicable to this report.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	104	44	44	14	-	*	-	*	83	12	23	n/a
Total Tests	160	73	65	17	-	*	-	*	133	23	36	36
% at Phase-in Satisfactory Standard	65%	60%	68%	82%	-	*	-	*	62%	52%	64%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	93	37	40	13	-	*	-	*	76	14	22	n/a
Total Tests	159	73	64	17	-	*	-	*	132	23	35	35
% at Phase-in Satisfactory Standard	58%	51%	63%	76%	-	*	-	*	58%	61%	63%	n/a
Writing												
# at Phase-in Satisfactory Standard	39	14	19	5	-	*	-	*	36	5	9	n/a
Total Tests	83	33	40	8	-	*	-	*	70	11	24	24
% at Phase-in Satisfactory Standard	47%	42%	48%	63%	-	*	-	*	51%	45%	38%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	169	75	70	18	-	*	-	*	138	23	n/a	40
Total Students	169	75	70	18	-	*	-	*	138	23	n/a	40

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	167	75	68	18	-	*	-	*	136	23	n/a	38
Total Students	168	75	69	18	-	*	-	*	137	23	n/a	39
Participation Rate	99%	100%	99%	100%	-	*	-	*	99%	100%	n/a	97%

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

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

** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 † Indicates there are no students in the group.
 n/a Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

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

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

High Performing School: No
 High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	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	Total
Total Number of Teachers		29	3	32
Total Number of Classes		29	3	32
Number of Classes Taught by Highly Qualified Teachers	Number	29	3	32
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

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

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment

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

Campus Name: 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 3																	
Reading	2015	74%	81%	82%	57%	93%	84%	-	100%	-	*	40%	78%	83%	81%	83%	-
	2014	75%	74%	81%	89%	68%	87%	-	*	-	*	82%	75%	42%	82%	80%	-
Mathematics	2015	74%	83%	89%	65%	98%	93%	-	100%	-	*	50%	85%	96%	89%	90%	-
	2014	69%	70%	78%	74%	76%	83%	-	*	-	*	82%	69%	74%	78%	78%	-
Grade 4																	
Reading	2015	71%	70%	73%	52%	64%	83%	-	*	-	*	47%	61%	53%	79%	69%	-
	2014	73%	73%	72%	74%	60%	80%	-	*	-	*	50%	63%	59%	67%	76%	-
Mathematics	2015	71%	76%	82%	65%	87%	88%	-	*	-	*	40%	74%	88%	82%	82%	-
	2014	70%	71%	67%	53%	62%	72%	-	*	-	*	50%	61%	64%	63%	69%	-
Writing	2015	67%	64%	66%	48%	64%	71%	-	*	-	*	33%	54%	47%	77%	58%	-
	2014	72%	72%	74%	84%	66%	77%	-	*	-	*	86%	64%	73%	77%	72%	-
All Grades																	
All Subjects	2015	73%	72%	78%	57%	82%	83%	-	89%	-	54%	42%	70%	75%	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%	75%	-
	2014	75%	72%	76%	82%	64%	84%	-	*	-	*	61%	68%	51%	74%	78%	-
Mathematics	2015	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%	47%	77%	58%	-
	2014	71%	71%	74%	84%	66%	77%	-	*	-	*	86%	64%	73%	77%	72%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
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%	23%	15%	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%	-
Mathematics	2015	36%	36%	52%	24%	45%	65%	-	88%	-	*	26%	32%	43%	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%	22%	18%	42%	27%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	12%	17%	3%	17%	21%	-	26%	-	0%	6%	8%	11%	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%	-	*	6%	10%	8%	21%	19%	-
	2014	14%	14%	13%	8%	8%	19%	-	*	-	*	15%	6%	5%	14%	13%	-
Mathematics	2015	14%	12%	21%	0%	20%	28%	-	38%	-	*	9%	10%	20%	15%	25%	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
	2014	15%	13%	13%	2%	19%	-	*	-	*	15%	7%	5%	7%	17%	-
Writing	2015	8%	6%	4%	0%	5%	4%	-	*	-	0%	1%	0%	7%	1%	-
	2014	6%	7%	7%	16%	4%	8%	-	*	-	36%	8%	5%	5%	9%	-

STAAR Participation (All Grades)

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

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

Reading Tests																
% of Participants	2015	98%	97%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%
% STAAR/EOC With No Accommodations	2015	17%	8%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%
% STAAR/EOC With Accommodations	2015	71%	64%	83%	93%	60%	77%	-	-	-	*	83%	87%	67%	57%	100%
% STAAR Alternate2	2015	10%	25%	17%	7%	40%	23%	-	-	-	*	17%	13%	33%	43%	0%
% 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	13%	5%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%
% STAAR/EOC With Accommodations	2015	74%	65%	83%	93%	60%	77%	-	-	-	*	83%	87%	67%	57%	100%
% STAAR Alternate2	2015	11%	28%	17%	7%	40%	23%	-	-	-	*	17%	13%	33%	43%	0%
% of Non-Participants	2015	1%	1%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%

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

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

'-' Indicates zero observations reported for this group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target Met					n/a	n/a	n/a	n/a			n/a	
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1% Number Proficient												
Total Federal Cap Limit												
Mathematics												
Alternate 1% Number Proficient												
Total Federal Cap Limit												
‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards. + Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate *** Federal Graduation Rate Reason Codes: a = Graduation Rate Goal of 90% b = Four-year Graduation Rate Target of 83% c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal d = Five-year Graduation Rate Target of 88% Blank cells above represent student group indicators that do not meet the minimum size criteria. n/a' Indicates data are not applicable to this report.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in Satisfactory Standard	205	23	66	108	-	**	-	*	88	15	29	n/a
Total Tests	263	42	82	128	-	**	-	*	127	34	39	39
% at Phase-in Satisfactory Standard	78%	55%	80%	84%	-	88%	-	*	69%	44%	74%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	228	28	77	115	-	**	-	*	103	16	37	n/a
Total Tests	263	42	82	128	-	**	-	*	127	34	39	39
% at Phase-in Satisfactory Standard	87%	67%	94%	90%	-	88%	-	*	81%	47%	95%	n/a
Writing												
# at Phase-in Satisfactory Standard	88	10	24	50	-	*	-	*	34	5	8	n/a
Total Tests	132	20	37	71	-	*	-	*	62	14	16	16
% at Phase-in Satisfactory Standard	67%	50%	65%	70%	-	*	-	*	55%	36%	50%	n/a
Science												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	274	46	85	130	-	8	-	5	137	35	n/a	41
Total Students	275	47	85	130	-	8	-	5	138	35	n/a	41

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	100%	98%	100%	100%	-	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	273	46	84	130	-	8	-	5	136	35	n/a	40
Total Students	274	47	84	130	-	8	-	5	137	35	n/a	40
Participation Rate	100%	98%	100%	100%	-	100%	-	100%	99%	100%	n/a	100%

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

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

** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 † Indicates there are no students in the group.
 n/a' Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

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

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

High Performing School: No
 High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	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	Total
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	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

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

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

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.

		State	District	Campus	African American		American Indian		Pacific Islander		Two or More Races		Special Ed	Disadv	ELL	Female	Male	Migrant
					American	Hispanic	White	Indian	Asian	Islander	Races							
STAAR Percent at Phase-in 1 Level II or Above																		
Grade 3																		
Reading	2015	74%	81%	84%	71%	79%	92%	-	*	-	*	83%	80%	79%	76%	92%	-	
	2014	75%	74%	81%	89%	63%	92%	-	-	-	*	82%	69%	48%	82%	81%	-	
Mathematics	2015	74%	83%	89%	65%	90%	96%	-	*	-	*	83%	82%	93%	83%	93%	-	
	2014	69%	70%	81%	85%	71%	86%	-	-	-	*	77%	76%	74%	83%	79%	-	
Grade 4																		
Reading	2015	71%	70%	77%	75%	65%	92%	-	-	-	*	77%	65%	54%	77%	77%	-	
	2014	73%	73%	79%	50%	75%	89%	-	*	-	*	67%	70%	72%	83%	74%	-	
Mathematics	2015	71%	76%	84%	82%	75%	95%	-	-	-	*	77%	73%	69%	84%	85%	-	
	2014	70%	71%	79%	50%	76%	89%	-	*	-	*	78%	70%	83%	80%	78%	-	
Writing	2015	67%	64%	73%	75%	59%	85%	-	-	-	*	73%	64%	54%	73%	73%	-	
	2014	72%	72%	78%	63%	73%	86%	-	*	-	*	76%	75%	66%	89%	67%	-	
All Grades																		
All Subjects	2015	73%	72%	81%	75%	73%	92%	-	*	-	50%	77%	72%	71%	79%	83%	-	
	2014	75%	74%	80%	72%	72%	88%	-	*	-	100%	76%	72%	69%	83%	76%	-	
Reading	2015	74%	71%	80%	73%	71%	92%	-	*	-	*	79%	72%	67%	77%	83%	-	
	2014	75%	72%	80%	74%	69%	90%	-	*	-	*	75%	70%	62%	82%	78%	-	
Mathematics	2015	73%	73%	86%	76%	82%	96%	-	*	-	*	79%	77%	82%	84%	88%	-	
	2014	76%	76%	80%	72%	74%	88%	-	*	-	*	78%	73%	79%	82%	79%	-	
Writing	2015	68%	63%	73%	75%	59%	85%	-	-	-	*	73%	64%	54%	73%	73%	-	
	2014	71%	71%	78%	63%	73%	86%	-	*	-	*	76%	75%	66%	89%	67%	-	
STAAR Percent at Final Level II or Above																		
All Grades																		
All Subjects	2015	38%	36%	44%	38%	32%	58%	-	*	-	0%	68%	34%	29%	42%	45%	-	
	2014	39%	38%	39%	32%	32%	48%	-	*	-	60%	57%	33%	29%	40%	39%	-	
Reading	2015	40%	37%	43%	38%	28%	59%	-	*	-	*	68%	32%	27%	44%	43%	-	
	2014	42%	39%	42%	37%	31%	52%	-	*	-	*	58%	35%	25%	38%	46%	-	
Mathematics	2015	36%	36%	52%	40%	43%	65%	-	*	-	*	68%	41%	38%	47%	56%	-	
	2014	37%	36%	40%	33%	34%	48%	-	*	-	*	63%	32%	37%	42%	39%	-	
Writing	2015	31%	26%	31%	36%	20%	40%	-	-	-	*	68%	23%	12%	30%	32%	-	
	2014	34%	33%	33%	19%	27%	41%	-	*	-	*	41%	29%	21%	40%	25%	-	
STAAR Percent at Level III Advanced																		
All Grades																		
All Subjects	2015	14%	12%	21%	12%	14%	30%	-	*	-	0%	23%	12%	11%	19%	22%	-	
	2014	14%	13%	17%	13%	11%	22%	-	*	-	40%	24%	13%	11%	17%	17%	-	
Reading	2015	15%	13%	22%	11%	11%	37%	-	*	-	*	18%	12%	5%	23%	22%	-	
	2014	14%	14%	19%	12%	12%	27%	-	*	-	*	28%	13%	12%	21%	18%	-	
Mathematics	2015	14%	12%	27%	16%	22%	36%	-	*	-	*	29%	15%	22%	22%	30%	-	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Ed	Special Disadv	ELL	Female	Male	Migrant	
	2014	15%	13%	21%	16%	15%	26%	-	*	-	*	25%	15%	15%	18%	23%	-
Writing	2015	8%	6%	6%	7%	4%	8%	-	-	-	*	23%	6%	0%	3%	9%	-
	2014	6%	7%	5%	6%	4%	6%	-	*	-	*	12%	7%	3%	7%	3%	-

STAAR Participation (All Grades)

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

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

Reading Tests																	
% of Participants	2015	98%	97%	97%	100%	100%	91%	-	-	-	-	97%	96%	*	100%	95%	-
% STAAR/EOC With No Accommodations	2015	17%	8%	3%	0%	0%	9%	-	-	-	-	3%	0%	*	0%	5%	-
% STAAR/EOC With Accommodations	2015	71%	64%	24%	30%	25%	18%	-	-	-	-	24%	21%	*	25%	24%	-
% STAAR Alternate2	2015	10%	25%	69%	70%	75%	64%	-	-	-	-	69%	75%	*	75%	67%	-
% of Non-Participants	2015	2%	3%	3%	0%	0%	9%	-	-	-	-	3%	4%	*	0%	5%	-
Mathematics Tests																	
% of Participants	2015	99%	99%	97%	100%	100%	91%	-	-	-	-	97%	96%	*	100%	95%	-
% STAAR/EOC With No Accommodations	2015	13%	5%	3%	0%	0%	9%	-	-	-	-	3%	0%	*	0%	5%	-
% STAAR/EOC With Accommodations	2015	74%	65%	24%	30%	25%	18%	-	-	-	-	24%	21%	*	25%	24%	-
% STAAR Alternate2	2015	11%	28%	69%	70%	75%	64%	-	-	-	-	69%	75%	*	75%	67%	-
% of Non-Participants	2015	1%	1%	3%	0%	0%	9%	-	-	-	-	3%	4%	*	0%	5%	-

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

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

'-' Indicates zero observations reported for this group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target					n/a	n/a	n/a	n/a			n/a	
Met												
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.												
+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate												
**** Federal Graduation Rate Reason Codes:												
a = Graduation Rate Goal of 90%												
b = Four-year Graduation Rate Target of 83%												
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal												
d = Five-year Graduation Rate Target of 88%												
Blank cells above represent student group indicators that do not meet the minimum size criteria.												
n/a' Indicates data are not applicable to this report.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in	193	33	63	94	-	*	-	*	98	22	35	n/a
Satisfactory Standard												
Total Tests	240	44	89	103	-	*	-	*	136	28	52	52
% at Phase-in	80%	75%	71%	91%	-	*	-	*	72%	79%	67%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	212	34	76	99	-	*	-	*	108	22	46	n/a
Satisfactory Standard												
Total Tests	241	44	89	104	-	*	-	*	136	28	52	52
% at Phase-in	88%	77%	85%	95%	-	*	-	*	79%	79%	88%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	99	**	30	47	-	-	-	*	50	16	14	n/a
Satisfactory Standard												
Total Tests	134	**	49	56	-	-	-	*	76	22	24	24
% at Phase-in	74%	75%	61%	84%	-	-	-	*	66%	73%	58%	n/a
Satisfactory Standard												
Science												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	254	45	93	111	-	*	-	*	145	28	n/a	55
Total Students	255	45	93	112	-	*	-	*	145	28	n/a	55

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	100%	100%	100%	99%	-	*	-	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	255	45	93	112	-	*	-	*	145	28	n/a	55
Total Students	255	45	93	112	-	*	-	*	145	28	n/a	55
Participation Rate	100%	100%	100%	100%	-	*	-	*	100%	100%	n/a	100%

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

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

** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

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

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

High Performing School: No
 High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	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	Total
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	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

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

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

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.

		State	District	Campus	African American	Hispanic	White	American Indian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant	
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 5																	
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%	75%	88%	84%	-
Mathematics	2015	75%	82%	82%	59%	85%	88%	-	*	-	100%	44%	78%	83%	88%	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%	80%	68%	70%	94%	-	100%	-	*	78%	69%	69%	80%	79%	-
Grade 6																	
Reading	2015	73%	73%	73%	65%	61%	88%	-	88%	-	83%	47%	63%	45%	75%	72%	-
	2014	77%	69%	69%	55%	64%	85%	*	*	-	*	53%	62%	42%	76%	64%	-
Mathematics	2015	72%	77%	77%	65%	68%	90%	-	100%	-	*	51%	69%	61%	80%	74%	-
	2014	78%	69%	69%	63%	58%	83%	*	*	-	75%	50%	62%	42%	72%	68%	-
All Grades																	
All Subjects	2015	73%	72%	76%	60%	73%	88%	-	86%	-	85%	46%	71%	69%	81%	73%	*
	2014	75%	74%	78%	69%	71%	89%	*	92%	-	71%	68%	71%	66%	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%	-
Mathematics	2015	73%	73%	79%	62%	77%	89%	-	100%	-	82%	47%	74%	74%	84%	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%	69%	75%	68%	-
	2014	77%	80%	80%	68%	70%	94%	-	100%	-	*	78%	69%	69%	80%	79%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	36%	38%	20%	27%	55%	-	57%	-	26%	29%	26%	21%	42%	34%	*
	2014	39%	38%	39%	27%	30%	53%	*	83%	-	41%	42%	29%	33%	44%	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%	27%	28%	46%	32%	-
Mathematics	2015	36%	36%	39%	21%	29%	56%	-	67%	-	36%	29%	28%	25%	43%	35%	-
	2014	37%	36%	37%	28%	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%	41%	47%	47%	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	12%	14%	6%	7%	23%	-	46%	-	19%	9%	8%	6%	16%	12%	*
	2014	14%	13%	16%	7%	12%	23%	*	63%	-	12%	18%	10%	16%	19%	13%	-
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	14%	12%	13%	6%	6%	20%	-	50%	-	18%	7%	7%	7%	13%	12%	-

	2014	15%	13%	16%	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL	Female	Male	Migrant
	2014	15%	13%	16%	8%	12%	22%	*	56%	-	14%	15%	10%	15%	20%	12%	-
Science	2015	14%	13%	11%	6%	7%	19%	-	*	-	*	12%	6%	5%	11%	11%	-
	2014	13%	13%	14%	6%	11%	18%	-	67%	-	*	25%	11%	19%	13%	15%	-

STAAR Participation (All Grades)

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

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

Reading Tests																	
% of Participants	2015	98%	97%	100%	100%	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	8%	5%	3%	0%	12%	-	*	-	*	5%	4%	7%	6%	5%	-
% STAAR/EOC With 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	13%	5%	5%	6%	0%	8%	-	*	-	*	5%	5%	7%	6%	5%	-
% STAAR/EOC With Accommodations	2015	74%	65%	66%	58%	74%	69%	-	*	-	*	66%	63%	80%	69%	65%	-
% STAAR Alternate2	2015	11%	28%	28%	36%	26%	23%	-	*	-	*	28%	32%	13%	26%	30%	-
% of Non-Participants	2015	1%	1%	0%	0%	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	-

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

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

'-' Indicates zero observations reported for this group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target					n/a	n/a	n/a	n/a			n/a	
Met												
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.												
† Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate												
**** Federal Graduation Rate Reason Codes:												
a = Graduation Rate Goal of 90%												
b = Four-year Graduation Rate Target of 83%												
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal												
d = Five-year Graduation Rate Target of 88%												
Blank cells above represent student group indicators that do not meet the minimum size criteria.												
n/a' Indicates data are not applicable to this report.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in	503	83	166	234	-	10	-	10	264	42	91	n/a
Satisfactory Standard												
Total Tests	651	130	234	264	-	12	-	11	376	89	128	106
% 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	89	127	105
% 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	-	-	-	-	-	-	-	-	-	-	-	-
% 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	61
% at Phase-in	71%	45%	72%	83%	-	*	-	*	67%	44%	75%	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	676	139	246	268	-	12	-	11	393	94	n/a	115
Total Students	676	139	246	268	-	12	-	11	393	94	n/a	115

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
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%

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

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

** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

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

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

High Performing School: No
 High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

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

		General Education	Special Education	Total
Total Number of Teachers		37	4	41
Total Number of Classes		88	7	95
Number of Classes Taught by Highly Qualified Teachers	Number	88	7	95
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

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

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

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: 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 7																	
Reading	2015	72%	69%	69%	53%	61%	83%	*	*	-	*	28%	55%	37%	76%	63%	-
	2014	74%	74%	74%	51%	65%	92%	-	100%	-	*	55%	63%	40%	80%	69%	-
Mathematics	2015	68%	55%	55%	42%	52%	66%	*	*	-	71%	28%	48%	33%	58%	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%	-
	2014	70%	70%	70%	52%	57%	88%	-	100%	-	*	49%	57%	38%	77%	63%	-
Grade 8																	
Reading	2015	84%	79%	79%	57%	71%	94%	-	100%	-	*	33%	70%	55%	84%	74%	-
	2014	88%	87%	87%	77%	81%	96%	-	89%	-	83%	73%	79%	48%	89%	86%	-
Mathematics	2015	71%	73%	73%	54%	69%	85%	-	*	-	*	24%	64%	59%	80%	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%	-
	2014	70%	71%	71%	38%	62%	89%	-	89%	-	*	47%	57%	32%	65%	75%	*
Social Studies	2015	61%	61%	61%	33%	52%	80%	-	100%	-	*	28%	44%	27%	62%	60%	-
	2014	61%	62%	62%	29%	59%	77%	-	89%	-	*	56%	46%	27%	51%	71%	*
End of Course																	
Algebra I	2015	77%	68%	100%	*	*	100%	-	*	-	-	-	100%	-	100%	100%	-
	2014	79%	74%	100%	-	*	100%	-	*	-	-	-	*	-	100%	100%	-
All Grades																	
All Subjects	2015	73%	72%	68%	48%	60%	83%	*	92%	-	52%	26%	56%	42%	74%	63%	-
	2014	75%	74%	75%	52%	67%	90%	-	95%	-	61%	59%	63%	42%	75%	75%	*
Reading	2015	74%	71%	74%	55%	66%	89%	*	100%	-	57%	30%	63%	48%	80%	69%	-
	2014	75%	72%	81%	63%	72%	94%	-	94%	-	70%	65%	71%	42%	84%	78%	-
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%	79%	51%	-
	2014	71%	71%	70%	52%	57%	88%	-	100%	-	*	49%	57%	38%	77%	63%	-
Science	2015	75%	75%	69%	45%	59%	88%	-	100%	-	*	24%	55%	49%	72%	66%	-
	2014	77%	80%	71%	38%	62%	89%	-	89%	-	*	47%	57%	32%	65%	75%	*
Social Studies	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%	*
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	36%	33%	14%	24%	48%	*	61%	-	23%	20%	20%	6%	38%	29%	-
	2014	39%	38%	38%	12%	32%	53%	-	77%	-	25%	35%	26%	12%	37%	39%	*

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Reading	2015	40%	37%	36%	17%	24%	55%	*	50%	-	21%	21%	21%	4%	40%	33%	-
	2014	42%	39%	42%	15%	32%	60%	-	82%	-	30%	36%	28%	14%	44%	41%	-
Mathematics	2015	36%	36%	32%	12%	26%	46%	*	60%	-	36%	20%	21%	9%	39%	27%	-
	2014	37%	36%	40%	12%	38%	52%	-	82%	-	20%	40%	28%	16%	38%	41%	-
Writing	2015	31%	26%	29%	15%	21%	42%	*	*	-	25%	16%	16%	0%	43%	19%	-
	2014	34%	33%	35%	17%	25%	51%	-	50%	-	*	30%	21%	6%	41%	29%	-
Science	2015	40%	39%	36%	14%	30%	50%	-	83%	-	*	21%	25%	8%	37%	35%	-
	2014	40%	45%	43%	8%	38%	58%	-	78%	-	*	32%	30%	14%	39%	46%	*
Social Studies	2015	41%	40%	27%	12%	19%	40%	-	67%	-	*	23%	18%	6%	28%	27%	-
	2014	38%	36%	27%	4%	21%	38%	-	78%	-	*	29%	16%	5%	17%	35%	*
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	12%	11%	3%	6%	19%	*	33%	-	2%	5%	5%	1%	14%	8%	-
	2014	14%	13%	14%	3%	8%	22%	-	48%	-	8%	3%	7%	2%	14%	14%	*
Reading	2015	15%	13%	17%	6%	9%	27%	*	20%	-	0%	5%	7%	0%	22%	12%	-
	2014	14%	14%	19%	5%	12%	30%	-	53%	-	0%	7%	10%	4%	22%	17%	-
Mathematics	2015	14%	12%	7%	1%	3%	13%	*	20%	-	0%	2%	3%	1%	9%	6%	-
	2014	15%	13%	9%	1%	5%	14%	-	41%	-	10%	0%	4%	0%	9%	9%	-
Writing	2015	8%	6%	7%	2%	3%	13%	*	*	-	0%	7%	2%	0%	12%	4%	-
	2014	6%	7%	8%	6%	2%	14%	-	38%	-	*	6%	3%	0%	12%	5%	-
Science	2015	14%	13%	14%	3%	7%	21%	-	67%	-	*	7%	6%	0%	16%	11%	-
	2014	13%	13%	20%	0%	15%	30%	-	67%	-	*	2%	10%	5%	17%	22%	*
Social Studies	2015	18%	13%	9%	1%	4%	15%	-	50%	-	*	7%	4%	2%	11%	7%	-
	2014	15%	12%	14%	1%	8%	21%	-	44%	-	*	2%	7%	0%	10%	17%	*

STAAR Participation (All Grades)

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

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

Reading Tests																	
% of Participants	2015	98%	97%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	8%	1%	0%	0%	4%	-	-	-	*	1%	0%	0%	0%	2%	-
% STAAR/EOC With Accommodations	2015	71%	64%	71%	78%	74%	56%	-	-	-	*	71%	67%	100%	73%	70%	-
% STAAR Alternate 2	2015	10%	25%	28%	22%	26%	40%	-	-	-	*	28%	33%	0%	27%	28%	-
% of Non-Participants	2015	2%	3%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2015	99%	99%	99%	97%	100%	100%	-	-	-	*	99%	98%	100%	97%	100%	-

% STAAR/EOC With No Accommodations	2015	13%	5%	0%	0%	0%	0%	-	-	-	*	0%	0%	0%	0%	0%	-
% STAAR/EOC With 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%	-

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Performance Status ‡												
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N	N	n/a
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Mathematics	Y	Y	Y	Y	n/a	n/a	n/a	n/a	Y	Y	n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target					n/a	n/a	n/a	n/a			n/a	
Met												
Reason Code ***					n/a	n/a	n/a	n/a			n/a	
District: Met Federal Limits on Alternative Assessments												
Reading												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
Mathematics												
Alternate 1%												
Number Proficient												
Total Federal Cap												
Limit												
‡ Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.												
‡+ Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate												
**** Federal Graduation Rate Reason Codes:												
a = Graduation Rate Goal of 90%												
b = Four-year Graduation Rate Target of 83%												
c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal												
d = Five-year Graduation Rate Target of 88%												
Blank cells above represent student group indicators that do not meet the minimum size criteria.												
n/a' Indicates data are not applicable to this report.												

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Phase-in												
Satisfactory Standard												
Total Tests	733	162	223	324	*	10	-	**	378	75	105	76
% at Phase-in	75%	56%	68%	89%	*	100%	-	54%	63%	29%	64%	n/a
Mathematics												
# at Phase-in												
Satisfactory Standard												
Total Tests	493	77	138	260	*	9	-	**	215	19	64	n/a
% at Phase-in	68%	48%	64%	80%	*	90%	-	62%	57%	25%	64%	n/a
Writing												
# at Phase-in												
Satisfactory Standard												
Total Tests	224	40	56	120	*	*	-	5	99	8	19	n/a
% at Phase-in	64%	48%	55%	77%	*	*	-	63%	52%	20%	41%	28
Science												
# at Phase-in												
Satisfactory Standard												
Total Tests	264	36	71	150	-	**	-	*	104	7	34	n/a
% at Phase-in	70%	46%	60%	90%	-	100%	-	*	56%	21%	59%	48
Social Studies												
# at Phase-in												
Satisfactory Standard												
Total Tests	242	27	67	141	-	**	-	*	89	9	28	n/a
% at Phase-in	64%	34%	56%	83%	-	100%	-	*	48%	26%	48%	48
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	763	171	229	338	*	**	-	14	401	78	n/a	79
Total Students	764	171	229	339	*	**	-	14	402	78	n/a	79
Participation Rate	100%	100%	100%	100%	*	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	762	171	228	338	*	**	-	14	402	78	n/a	79
Total Students	765	171	229	340	*	**	-	14	403	78	n/a	79
Participation Rate	100%	100%	100%	99%	*	100%	-	100%	100%	100%	n/a	100%

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Mathematics												
Number Proficient	n/a											
Total Federal Cap	n/a											
Limit												
**1 Indicates results are masked due to small numbers to protect student confidentiality.												
***1 When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).												
-' Indicates there are no students in the group.												
'n/a' Indicates data are not applicable to this report.												

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

Focus School Identification:
 No

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

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	2.0%	0.9%
Bachelors	43.5	77.9%	81.2%	75.1%
Masters	12.3	22.1%	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	Total
Total Number of Teachers		40	5	45
Total Number of Classes		185	9	194
Number of Classes Taught by Highly Qualified Teachers	Number	185	9	194
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
	Percent	0.00%	0.00%	0.00%

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

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

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

	Number of Teachers	
	General Education	Special Education
Highly Qualified	3	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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

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

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

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

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

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

Source: TEA Division of Student Assessment

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

Campus Name: 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.

End of Course	2015	2014	Two or More Special Econ														
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races	Ed Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
End of Course																	
English I	2015	66%	59%	59%	35%	53%	75%	-	85%	*	*	17%	49%	20%	67%	53%	*
	2014	65%	61%	61%	42%	50%	80%	*	*	-	63%	38%	45%	32%	69%	54%	-
English II	2015	69%	67%	67%	41%	58%	85%	*	80%	-	86%	34%	58%	33%	72%	63%	*
	2014	68%	61%	61%	32%	53%	79%	-	*	-	*	28%	42%	*	65%	57%	-
Algebra I	2015	77%	68%	66%	55%	57%	79%	-	71%	-	71%	29%	56%	26%	64%	67%	*
	2014	79%	74%	73%	48%	70%	88%	*	71%	-	*	33%	61%	52%	79%	67%	-
Biology	2015	88%	83%	83%	68%	80%	91%	-	100%	*	83%	51%	76%	58%	84%	82%	*
	2014	88%	89%	89%	79%	85%	96%	*	78%	-	*	66%	84%	69%	91%	86%	-
U.S. History	2015	88%	86%	87%	62%	84%	97%	-	86%	-	100%	45%	74%	*	87%	86%	-
	2014	92%	89%	90%	75%	87%	96%	-	*	-	*	55%	84%	*	88%	91%	-
All Grades																	
All Subjects	2015	73%	72%	71%	50%	64%	85%	*	85%	*	79%	34%	60%	32%	74%	68%	*
	2014	75%	74%	73%	52%	67%	87%	*	55%	-	61%	43%	61%	46%	78%	69%	-
Reading	2015	74%	71%	63%	38%	55%	80%	*	83%	*	71%	25%	53%	25%	69%	57%	*
	2014	75%	72%	61%	38%	51%	79%	*	40%	-	56%	33%	44%	29%	67%	55%	-
Mathematics	2015	73%	73%	66%	55%	57%	79%	-	71%	-	71%	29%	56%	26%	64%	67%	*
	2014	76%	76%	73%	48%	70%	88%	*	71%	-	*	33%	61%	52%	79%	67%	-
Science	2015	75%	75%	83%	68%	80%	91%	-	100%	*	83%	51%	76%	58%	84%	82%	*
	2014	77%	80%	89%	79%	85%	96%	*	78%	-	*	66%	84%	69%	91%	86%	-
Social Studies	2015	74%	73%	87%	62%	84%	97%	-	86%	-	100%	45%	74%	*	87%	86%	-
	2014	75%	74%	90%	75%	87%	96%	-	*	-	*	55%	84%	*	88%	91%	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	36%	38%	12%	29%	57%	*	63%	*	29%	11%	24%	4%	40%	37%	*
	2014	39%	38%	41%	14%	31%	59%	*	38%	-	42%	18%	23%	8%	43%	38%	-
Reading	2015	40%	37%	36%	13%	27%	55%	*	48%	*	29%	10%	23%	3%	42%	32%	*
	2014	42%	39%	40%	13%	29%	60%	*	35%	-	44%	16%	22%	4%	46%	35%	-
Mathematics	2015	36%	36%	26%	4%	21%	41%	-	71%	-	14%	7%	15%	5%	27%	25%	*
	2014	37%	36%	32%	8%	27%	46%	*	57%	-	*	14%	19%	20%	33%	31%	-
Science	2015	40%	39%	44%	7%	37%	63%	-	89%	*	33%	15%	30%	3%	42%	46%	*
	2014	40%	45%	46%	14%	38%	65%	*	44%	-	*	23%	29%	7%	48%	44%	-
Social Studies	2015	41%	40%	54%	25%	42%	70%	-	71%	-	43%	15%	37%	*	51%	58%	-
	2014	38%	36%	47%	26%	30%	60%	-	*	-	*	23%	26%	*	43%	51%	-
STAAR Percent at Level III Advanced																	
All Grades																	

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant	
All Subjects	2015	14%	12%	8%	1%	5%	13%	*	33%	*	3%	2%	4%	1%	8%	9%	*
	2014	14%	13%	9%	1%	4%	15%	*	18%	-	3%	2%	3%	1%	10%	8%	-
Reading	2015	15%	13%	3%	0%	1%	6%	*	22%	*	0%	2%	1%	0%	4%	3%	*
	2014	14%	14%	8%	0%	3%	13%	*	20%	-	6%	2%	2%	0%	10%	5%	-
Mathematics	2015	14%	12%	9%	0%	8%	15%	-	57%	-	0%	0%	3%	2%	8%	10%	*
	2014	15%	13%	13%	1%	8%	21%	*	43%	-	*	0%	6%	4%	12%	13%	-
Science	2015	14%	13%	13%	1%	7%	22%	-	33%	*	17%	2%	6%	0%	12%	15%	*
	2014	13%	13%	7%	0%	4%	12%	*	0%	-	*	2%	3%	0%	8%	6%	-
Social Studies	2015	18%	13%	16%	4%	14%	21%	-	43%	-	0%	5%	10%	*	11%	22%	-
	2014	15%	12%	10%	2%	3%	15%	-	*	-	*	3%	5%	*	7%	13%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	97%	97%	97%	98%	100%	100%	100%	97%	94%	97%	95%	97%	97%	100%
	2014	99%	99%	96%	95%	95%	98%	*	100%	-	97%	93%	94%	100%	96%	97%	-
Reading	2015	99%	98%	95%	96%	95%	96%	100%	100%	100%	100%	91%	95%	90%	95%	96%	100%
	2014	99%	98%	94%	93%	92%	96%	*	100%	-	94%	91%	91%	100%	94%	95%	-
Mathematics	2015	99%	99%	98%	97%	99%	98%	-	100%	-	100%	97%	98%	100%	99%	98%	100%
	2014	99%	99%	97%	96%	95%	99%	*	100%	-	100%	93%	96%	100%	97%	97%	-
Science	2015	99%	99%	99%	99%	99%	99%	-	100%	100%	100%	95%	99%	100%	100%	98%	100%
	2014	99%	100%	99%	99%	97%	100%	*	100%	-	100%	95%	98%	100%	100%	99%	-
Social Studies	2015	99%	99%	99%	100%	99%	99%	-	100%	-	88%	95%	98%	100%	98%	100%	-
	2014	99%	99%	99%	98%	99%	99%	-	*	-	*	97%	97%	100%	99%	99%	-

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

Reading Tests																	
% of Participants	2015	98%	97%	91%	94%	83%	93%	-	*	-	*	91%	91%	76%	91%	90%	-
% STAAR/EOC With No Accommodations	2015	17%	8%	17%	19%	15%	14%	-	*	-	*	17%	20%	0%	16%	17%	-
% STAAR/EOC With Accommodations	2015	71%	64%	66%	73%	55%	67%	-	*	-	*	66%	61%	76%	64%	67%	-
% STAAR Alternate2	2015	10%	25%	8%	2%	13%	12%	-	*	-	*	8%	11%	0%	11%	6%	-
% of Non-Participants	2015	2%	3%	9%	6%	18%	7%	-	*	-	*	9%	9%	24%	9%	10%	-
Mathematics Tests																	
% of Participants	2015	99%	99%	97%	100%	95%	96%	-	*	-	*	97%	100%	100%	100%	96%	-
% STAAR/EOC With No Accommodations	2015	13%	5%	15%	17%	24%	4%	-	*	-	*	15%	16%	22%	19%	13%	-
% STAAR/EOC With Accommodations	2015	74%	65%	73%	83%	52%	83%	-	*	-	*	73%	72%	78%	65%	78%	-
% STAAR Alternate2	2015	11%	28%	8%	0%	19%	8%	-	*	-	*	8%	12%	0%	15%	4%	-
% of Non-Participants	2015	1%	1%	3%	0%	5%	4%	-	*	-	*	3%	0%	0%	0%	4%	-

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

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

'-' Indicates zero observations reported for this group.

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

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in	614	85	159	340	*	19	*	9	251	27	27	n/a
Satisfactory Standard												
Total Tests	961	222	277	423	*	23	*	13	463	117	86	72
% at Phase-in	64%	38%	57%	80%	*	83%	*	69%	54%	23%	31%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	279	59	75	135	-	5	-	5	121	17	19	n/a
Satisfactory Standard												
Total Tests	413	107	121	171	-	7	-	7	212	62	48	33
% at Phase-in	68%	55%	62%	79%	-	71%	-	71%	57%	27%	40%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												
Science												
# at Phase-in	329	56	89	169	-	9	*	**	139	24	31	n/a
Satisfactory Standard												
Total Tests	384	79	104	185	-	9	*	**	175	48	39	24
% at Phase-in	86%	71%	86%	91%	-	100%	*	83%	79%	50%	79%	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	290	42	62	174	-	6	-	6	88	17	*	n/a

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Phase-in Satisfactory Standard												
Total Tests	332	66	73	180	-	7	-	6	117	39	*	*
% at Phase-in Satisfactory Standard	87%	64%	85%	97%	-	86%	-	100%	75%	44%	*	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	992	229	293	427	*	23	*	14	480	121	n/a	85
Total Students	1,031	238	304	444	*	23	*	14	504	131	n/a	89
Participation Rate	96%	96%	96%	96%	*	100%	*	100%	95%	92%	n/a	96%
Mathematics: 2014-2015 Assessments												
Number Participating	434	113	132	175	-	7	-	7	226	66	n/a	42
Total Students	439	116	132	177	-	7	-	7	230	66	n/a	42
Participation Rate	99%	97%	100%	99%	-	100%	-	100%	98%	100%	n/a	100%

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	288	59	68	155	*	*	-	*	90	26	*	n/a
Total in Class	302	61	75	160	*	*	-	*	96	30	*	*
Graduation Rate	95.4%	96.7%	90.7%	96.9%	*	*	-	*	93.8%	86.7%	*	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	289	53	43	184	*	**	-	-	98	42	11	n/a
Total in Class	297	54	47	187	*	**	-	-	102	46	12	5
Graduation Rate	97.3%	98.1%	91.5%	98.4%	*	100.0%	-	-	96.1%	91.3%	91.7%	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	292	54	44	185	*	**	-	-	99	45	11	n/a
Total in Class	294	54	44	187	*	**	-	-	101	45	11	5
Graduation Rate	99.3%	100.0%	100.0%	98.9%	*	100.0%	-	-	98.0%	100.0%	100.0%	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap	n/a											
Limit												
Mathematics												
Number Proficient	n/a											
Total Federal Cap	n/a											
Limit												

** Indicates results are masked due to small numbers to protect student confidentiality.
 *** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

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

Priority School Identification: Priority School Reason: N/A

No Focus School Reason: N/A

Focus School Identification:

No

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

High Performing School: No

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	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	Total
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	0
	Percent	0.00%	0.00%	0.00%

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

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

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

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

Source: TEA Division of Federal and State Education Policy

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

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

Year Enrolled in Higher Education	Campus	District	State
2012-13	*	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	% Achievement Levels			
			% 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
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment

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

Campus Name: 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
End of Course																	
English I	2015	66%	59%	*	-	*	*	-	-	-	-	*	*	*	*	*	-
	2014	65%	61%	*	-	*	*	-	-	-	-	-	-	-	-	*	-
English II	2015	69%	67%	*	*	*	*	-	-	-	-	-	*	*	*	*	-
	2014	68%	61%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Algebra I	2015	77%	68%	*	-	*	-	-	-	-	-	-	*	*	*	-	-
	2014	79%	74%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
U.S. History	2015	88%	86%	79%	*	*	78%	-	-	-	-	*	86%	*	*	100%	-
	2014	92%	89%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
All Grades																	
All Subjects	2015	73%	72%	73%	*	56%	82%	-	-	-	-	*	80%	*	50%	100%	-
	2014	75%	74%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Reading	2015	74%	71%	83%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2014	75%	72%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Mathematics	2015	73%	73%	*	-	*	-	-	-	-	-	-	*	*	*	-	-
	2014	76%	76%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
Social Studies	2015	74%	73%	79%	*	*	78%	-	-	-	-	*	86%	*	*	100%	-
	2014	75%	74%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	36%	27%	*	11%	45%	-	-	-	-	*	30%	*	8%	50%	-
	2014	39%	38%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Reading	2015	40%	37%	17%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2014	42%	39%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Mathematics	2015	36%	36%	*	-	*	-	-	-	-	-	-	*	*	*	-	-
	2014	37%	36%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
Social Studies	2015	41%	40%	36%	*	*	56%	-	-	-	-	*	29%	*	*	71%	-
	2014	38%	36%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	12%	18%	*	0%	36%	-	-	-	-	*	20%	*	0%	40%	-
	2014	14%	13%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Reading	2015	15%	13%	0%	*	*	*	-	-	-	-	*	*	*	*	*	-
	2014	14%	14%	*	-	*	*	-	-	-	-	-	*	-	*	*	-
Mathematics	2015	14%	12%	*	-	*	-	-	-	-	-	-	*	*	*	-	-
	2014	15%	13%	*	-	*	-	-	-	-	-	-	-	-	*	-	-

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Ed	Special Disadv	ELL	Female	Male	Migrant
Social Studies	2015	18%	13%	29%	*	*	44%	-	-	-	*	29%	*	*	57%	-
	2014	15%	12%	*	-	*	*	-	-	-	-	*	-	*	*	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	92%	100%	82%	100%	-	-	-	100%	100%	100%	86%	100%	-
	2014	99%	99%	60%	-	83%	*	-	-	-	-	*	-	*	45%	-
Reading	2015	99%	98%	86%	100%	75%	100%	-	-	-	100%	100%	100%	75%	100%	-
	2014	99%	98%	60%	-	*	*	-	-	-	-	*	-	*	*	-
Mathematics	2015	99%	99%	100%	-	100%	-	-	-	-	-	100%	100%	100%	-	-
	2014	99%	99%	*	-	*	*	-	-	-	-	*	-	*	*	-
Science	2015	99%	99%	0%	-	0%	-	-	-	-	-	-	-	0%	-	-
Social Studies	2015	99%	99%	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	*	-	*	*	-	-	-	-	*	-	*	*	-

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

Reading Tests																
% of Participants	2015	98%	97%	*	-	*	-	-	-	-	*	*	*	*	-	-
% STAAR/EOC With No Accommodations	2015	17%	8%	*	-	*	-	-	-	-	*	*	*	*	-	-
% STAAR/EOC With Accommodations	2015	71%	64%	*	-	*	-	-	-	-	*	*	*	*	-	-
% STAAR Alternate2	2015	10%	25%	*	-	*	-	-	-	-	*	*	*	*	-	-
% of Non-Participants	2015	2%	3%	*	-	*	-	-	-	-	*	*	*	*	-	-

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.
 '-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

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

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & 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.
 + Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate
 **** Federal Graduation Rate Reason Codes:
 a = Graduation Rate Goal of 90%
 b = Four-year Graduation Rate Target of 83%
 c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal
 d = Five-year Graduation Rate Target of 88%
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 n/a' Indicates data are not applicable to this report.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates ‡												
Reading												
# at Phase-in	*	*	*	-	-	-	-	-	*	*	*	n/a
Satisfactory Standard												*
Total Tests	*	*	*	-	-	-	-	-	*	*	*	*
% at Phase-in	*	*	*	-	-	-	-	-	*	*	*	n/a
Satisfactory Standard												*
Mathematics												
# at Phase-in	*	-	*	-	-	-	-	-	*	-	*	n/a
Satisfactory Standard												*
Total Tests	*	-	*	-	-	-	-	-	*	-	*	*
% at Phase-in	*	-	*	-	-	-	-	-	*	-	*	n/a
Satisfactory Standard												*
Writing												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												n/a
Science												
# at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in	-	-	-	-	-	-	-	-	-	-	-	n/a
Satisfactory Standard												n/a
Social Studies												
# at Phase-in	5	-	*	*	-	-	-	-	*	*	*	n/a
Satisfactory Standard												*
Total Tests	6	-	*	*	-	-	-	-	*	*	*	*
% at Phase-in	83%	-	*	*	-	-	-	-	*	*	*	n/a
Satisfactory Standard												n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	6	*	*	*	-	-	-	-	*	*	n/a	*
Total Students	7	*	*	*	-	-	-	-	*	*	n/a	*
Participation Rate	86%	*	*	*	-	-	-	-	*	*	n/a	*
Mathematics: 2014-2015 Assessments												
Number Participating	*	-	*	-	-	-	-	-	*	-	n/a	*
Total Students	*	-	*	-	-	-	-	-	*	-	n/a	*
Participation Rate	*	-	*	-	-	-	-	-	*	-	n/a	*

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
**	Indicates results are masked due to small numbers to protect student confidentiality.											
***	When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).											
-'	Indicates there are no students in the group.											
n/a'	Indicates data are not applicable to this report.											

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap	n/a											
Limit												
Mathematics												
Number Proficient	n/a											
Total Federal Cap	n/a											
Limit												
**	Indicates results are masked due to small numbers to protect student confidentiality.											
***	When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).											
-'	Indicates there are no students in the group.											
n/a'	Indicates data are not applicable to this report.											

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

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

Priority School Identification: 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

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

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

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

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

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

Source: TEA Division of Student Assessment

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

