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

Campus Name: MCCAMEY H S
Campus ID: 231901001
District Name: MCCAMEY ISD

Part I: Student Achievement by Proficiency Level

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

										Two						
				African			American		Pacific	or More	Snacia	l Econ				
	Statel	District	Campus	American	lispani						•			Female	Male M	igrant
STAAR Percen								,								.9
End of Cours	se															
English I	2015 66%	69%	69%	-	71%	60%	*	-	-	*	*	67%	*	72%	67%	-
	2014 65%	64%	64%	*	61%	78%	-	-	-	-	*	61%	*	77%	55%	*
English II	2015 69%	70%	70%	*	66%	87%	-	-	-	-	*	74%	*	83%	56%	-
	2014 68%	49%	49%	*	42%	71%	-	-	-	-	*	39%	*	43%	54%	-
Algebra I	2015 77%	67%	61%	-	59%	64%	*	-	-	-	*	63%	*	58%	63%	-
	2014 79%	80%	78%	-	82%	63%	-	-	-	-	*	67%	-	86%	73%	-
Biology	2015 88%	84%	84%	-	80%	100%	-	-	-	*	*	89%	*	82%	86%	-
	2014 88%	89%	89%	*	93%	86%	-	-	-	-	*	82%	*	89%	89%	*
U.S. History	2015 88%	71%	71%	*	71%	*	-	-	-	-	*	57%	*	67%	78%	-
	2014 92%	82%	82%	*	72%	92%	*	-	-	*	*	67%	*	68%	100%	-
All Grades																
All Subjects		59%	70%	*	69%	77%	*	-	-	*	*		46%	74%	67%	-
	2014 75%	62%	70%	83%	66%	80%	*	-	-	*	*	61%	*	71%	69%	*
Reading	2015 74%	70%	70%	*	68%	76%	*	-	-	*	*	71%	*	79%	61%	-
	2014 75%	67%	58%	*	54%	75%	-	-	-	-	*	53%	*	62%	55%	*
Mathematics	s2015 73%	51%	61%	-	59%	64%	*	-	-	-	*	63%	*	58%	63%	-
	2014 76%	57%	78%	-	82%	63%	-	-	-	-	*	67%	-	86%	73%	-
Science	2015 75%	54%	84%	-	80%	100%	-	-	-	*	*	89%	*	82%	86%	-
	2014 77%	59%	89%	*	93%	86%	-	-	-	-	*	82%	*	89%	89%	*
Social																
Studies	2015 74%	55%	71%	*	71%	*	-	-	-	-	*	57%	*	67%	78%	-
	2014 75%	69%	82%	*	72%	92%	*	-	-	*	*	67%	*	68%	100%	-
STAAR Percen All Grades	nt at Final Lo	evel II d	or Above	•												
All Subjects	2015 38%	21%	25%	*	21%	38%	*	-	-	*	*	22%	15%	28%	22%	-
	2014 39%	21%	24%	67%	17%	43%	*	-	-	*	*	19%	*	26%	21%	*
Reading	2015 40%	28%	29%	*	25%	44%	*	-	-	*	*	29%	*	40%	19%	-
	2014 42%	26%	20%	*	15%	38%	-	-	-	-	*	19%	*	30%	12%	*
Mathematics	s2015 36%	16%	10%	-	11%	9%	*	-	-	-	*	4%	*	5%	13%	-
	2014 37%	12%	3%	-	0%	13%	-	-	-	-	*	7%	-	0%	5%	-
Science	2015 40%	22%	29%	-	20%	57%	-	-	-	*	*	28%	*	29%	29%	-
	2014 40%	27%	39%	*	41%	29%	-	-	-	-	*	29%	*	33%	44%	*

Two or **African** American Pacific More Special Econ StateDistrictCampusAmericanHispanicWhite Indian AsianIslanderRaces Ed **Disadv ELL Female Male Migrant** Social Studies 2015 41% 13% 24% 23% 14% 13% 39% 2014 38% 22% 77% 30% 41% 25% 26% 60% STAAR Percent at Level III Advanced **All Grades** All Subjects 2015 14% 1% 6% 2% 2% 0% 3% 2014 14% 5% 2% 0% 1% 5% 2% 3% 1% 0% 0% Reading 2015 15% 5% 0% 0% 0% 0% 2014 14% 7% 0% 2% 2% 0% 1% 1% Mathematics2015 14% 3% 2% 3% 0% 0% 0% 3% 0% 2014 15% 4% 0% 0% 0% 0% 0% Science 2015 14% 8% 11% 3% 43% 11% 12% 10% 0% 0% 6% 0% 6% 4% 2014 13% 3% Social 1% 3% 7% 0% Studies 2015 18% 2% 6% 2014 15% 4% 6% 0% 15% 8% 5% 7% STAAR Participation (All Grades) 100% All Tests 100% 99% 100% 99% 100% 100% 89% 98% 100% 100% 99% 2015 99% 2014 99% 100% 99% 86% 99% 100% 100% 99% 100% 99% 99% Reading 2015 99% 100% 99% 100% 99% 100% 100% 100% 88% 99% 100% 100% 99% 2014 99% 99% 98% 99% 100% 100% 98% 100% 98% 99% Mathematics 2015 99% 100% 98% 97% 100% 100% 80% 96% 100% 100% 97% 2014 99% 100% 100% 100% 100% 100% 100% 100% 100% Science 2015 99% 100% 100% 100% 100% 100% 100% 100% 100% 100% 2014 99% 100% 100% 100% 100% 100% 100% 100% 100% **100%** 100% 100% 100% 100% Social Studies 2015 99% 100% 100% 100% 100% 2014 99% 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% 95% 88% 88% 100% % STAAR/EOC With No Accommodations 2015 17% 0% 0% 0% 0% % STAAR/EOC With Accommodations 2015 71% 80% 88% 88% 100% % STAAR Alternate2 2015 10% 15% 0% 0% 0% % of Non-Participants 13% 13% 0% 2015 2% 5% Mathematics Tests % of Participants 2015 99% 94% % STAAR/EOC With No Accommodations 2015 13% 0% % STAAR/EOC With 2015 74% 76% Accommodations 11% 18% % STAAR Alternate2 2015 % of Non-Participants 2015 1% 6%

<sup>&#</sup>x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

<sup>&#</sup>x27;-' Indicates zero observations reported for this group.

<sup>&#</sup>x27;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.

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

- 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.

Performance Rates ‡	All Students	African American	Hispanic		American Indian		Pacific Islander	Two or More Races	Econ		ELL (Current & Monitored)	ELL (Current)
renormance Rates ‡												
Reading												
# at Phase-in	96	*	76	17	*			- *	46	*	* 5	n/a
Satisfactory Standard												
Total Tests	137	*	110	23	*	٠.		- *	64	*	* 8	*
% at Phase-in	70%	*	69%	74%	*			. *	72%	*	* 63%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	28	-	21	**	*				- 15	*	* *	n/a
Satisfactory Standard												
Total Tests	47	-	36	**	*				- 25	*	* *	*
% at Phase-in	60%	-	58%	60%	*				- 60%	*	* *	n/a
Satisfactory Standard												

<sup>&#</sup>x27;\*\*\*' Federal Graduation Rate Reason Codes:

	All Students	African	Hisnanic		American Indian		Pacific Islander	Two or More			ELL (Current & Monitored)(	ELL Current)
Writing	Otadonto	Amenioan	mopanio	**********	maian	Asian	ioiaiiaci	Muoco	Disauv		morntor cu) (	ourront,
# at Phase-in	_	_		_	_					_	-	n/a
Satisfactory Standard												11/4
Total Tests	_	_		_	_					_	_	_
% at Phase-in	_	_		_	-					_	_	n/a
Satisfactory Standard												
Science												
# at Phase-in	30	_	- 23	**	-			. *	15	*	*	n/a
Satisfactory Standard												
Total Tests	36	_	. 29	**	-			. *	17	*	*	*
% at Phase-in	83%	-	79%	100%	-			. *	88%	*	*	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	29	*	24	*	-				. 7	*	*	n/a
Satisfactory Standard												
Total Tests	41	*	34	*	-				13	*	*	*
% at Phase-in	71%	*	71%	*	-				54%	*	*	n/a
Satisfactory Standard												
Participation Rates ‡												
Reading: 2014-2015 As	sessments	<b>S</b>										
Number Participating	143		114	25	*			- *	70	8	n/a	8
Total Students	143	*	114	25	*			. *	70	8	n/a	8
Participation Rate	100%	*	100%	100%	*			- *	100%	100%	n/a	100%
Mathematics: 2014-201	5 Assessm	nents										
Number Participating	50	-	- 38	**	*				28	5	n/a	*
Total Students	50	-	- 38	**	*				28	5	n/a	*
Participation Rate	100%	-	100%	100%	*	•		-	100%	100%	n/a	*

<sup>&#</sup>x27;‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	<b>American</b>	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Ra	ates											
4-year Longitudinal Co	ohort Grad	uation Rat	e (Gr 9-12)	: Class o	f 2014							
Number Graduated	35	-	24	**	-			*	13	5	1	* n/a
Total in Class	35	-	24	**	-			*	13	5	1	* *
Graduation Rate	100.0%	-	100.0%	100.0%	-			*	100.0%	100.0%	•	* n/a
4-year Longitudinal C	ohort Grad	uation Rat	e (Gr 9-12)	: Class o	of 2013							
Number Graduated	30	-	15	15	-			-	10	*		- n/a
Total in Class	30	-	15	15	-			-	10	*		
Graduation Rate	100.0%	-	100.0%	100.0%	-			-	100.0%	*		- n/a
5-year Extended Grad	luation Rat	e (Gr 9-12	): Class of	2013								
Number Graduated	30	-	15	15	-			-	10	*		- n/a
Total in Class	30	-	15	15	-			-	10	*		
Graduation Rate	100.0%	-	100.0%	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

<sup>&#</sup>x27;\*' Indicates results are masked due to small numbers to protect student confidentiality.

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

<sup>&#</sup>x27;-' Indicates there are no students in the group.

						iwo or			ELL	
All	African		American		Pacific	More	Econ	Special	(Ever	ELL
Students	American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(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.

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.

	Campu	s		
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.0%	0.9%
Bachelors	13.3	78.5%	81.2%	75.1%
Masters	3.6	21.5%	18.8%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

quartile of poverty in the state.

#### **Core Academic Subject Areas**

		General Education	Special Education	Total
Total Number of Teachers		9	1	10
Total Number of Classes		20	6	26
Number of Classes Taught by Highly Qualified Teachers	Number	20	6	26
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
<i>5 . <b>6</b> ,</i>	Percent	0.00%	0.00%	0.00%

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

	Numbe	er 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	9	1					
Not Highly Qualified	0	0					

Source: TEA Division of Federal and State Education Policy

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 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	50.0%	50.0%	56.9%
2011-12	52.4%	52.4%	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

				%	%	%
		<b>.</b>	%	At or Above	At or Above	At or Above
Grade 4	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian Asian	n/a 13	n/a 87	n/a 66	n/a 30
		Black	13 49	67 51	00 17	30 2
			_	-	22	
		Hispanic White	44 18	56 82	22 50	3 13
		Students with Disabilities	_	62 29	50 11	2
			71 50	_		
		English Language Learners	59	41	12 20	2 3
		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

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

Source: TEA Division of Student Assessment

7 of 7