

## Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools

Campus Name: MCDADE H S

Campus ID: 011905001

District Name: MCDADE 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 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant		
<b>Grade 7</b>																			
Reading	2017	72%	88%	88%	-	91%	86%	-	-	-	-	-	-	82%	*	88%	89%	-	
Mathematics	2017	68%	70%	70%	-	60%	77%	-	-	-	-	-	-	69%	*	60%	88%	-	
Writing	2017	68%	88%	88%	-	82%	93%	-	-	-	-	-	-	88%	*	94%	78%	-	
<b>Grade 8</b>																			
Reading	2017	84%	73%	73%	*	69%	78%	-	-	-	-	-	-	69%	*	76%	67%	*	
Mathematics	2017	84%	74%	74%	*	65%	89%	-	-	-	-	-	-	69%	*	82%	60%	*	
Science	2017	74%	68%	68%	*	67%	67%	-	-	-	-	-	-	63%	-	71%	63%	*	
Social Studies	2017	62%	40%	40%	*	47%	*	-	-	-	-	-	-	38%	-	41%	*	*	
<b>End of Course</b>																			
English I	2017	61%	74%	74%	-	79%	67%	-	-	-	-	-	-	79%	*	64%	83%	-	
English II	2017	64%	*	*	-	*	*	-	-	-	-	-	-	*	*	*	*	-	
Algebra I	2017	81%	90%	90%	-	93%	86%	-	-	-	-	-	-	92%	*	100%	83%	-	
Biology	2017	85%	*	*	-	*	*	-	-	-	-	-	-	*	*	*	*	-	
<b>All Grades</b>																			
All Subjects	2017	74%	72%	72%	*	70%	74%	-	-	-	-	-	-	71%	46%	73%	70%	*	
Reading	2017	71%	76%	74%	*	73%	74%	-	-	-	-	-	-	73%	*	76%	71%	*	
Mathematics	2017	78%	74%	77%	*	73%	83%	-	-	-	-	-	-	75%	*	78%	77%	*	

	2017	State	District	African American				American Indian			Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
				Campus	Hispanic	White	Asian	Indian	Asian									
Writing	66%	75%	88%	-	82%	93%	-	-	-	-	-	-	88%	*	94%	78%	-	
Science	78%	60%	64%	*	63%	64%	-	-	-	-	-	*	65%	*	67%	60%	*	
Social Studies	76%	40%	40%	*	47%	*	-	-	-	-	-	*	38%	-	41%	*	*	

### STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades	2017	44%	31%	33%	37%	28%	-	-	-	-	-	18%	34%	15%	35%	29%	*
All Subjects	2017	44%	31%	33%	37%	28%	-	-	-	-	-	18%	34%	15%	35%	29%	*
Reading	2017	43%	37%	43%	44%	43%	-	-	-	-	-	*	44%	*	43%	43%	*
Mathematics	2017	45%	28%	27%	32%	21%	-	-	-	-	-	20%	30%	*	32%	20%	*
Writing	2017	36%	32%	28%	18%	36%	-	-	-	-	-	-	18%	*	31%	22%	-
Science	2017	48%	25%	32%	44%	9%	-	-	-	-	-	*	35%	*	33%	30%	*
Social Studies	2017	48%	20%	20%	33%	*	-	-	-	-	-	*	25%	-	24%	*	*

### STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)

All Grades	2017	19%	9%	7%	7%	7%	-	-	-	-	-	6%	7%	0%	9%	4%	*
All Subjects	2017	19%	9%	7%	7%	7%	-	-	-	-	-	6%	7%	0%	9%	4%	*
Reading	2017	18%	13%	12%	11%	14%	-	-	-	-	-	*	10%	*	15%	9%	*
Mathematics	2017	21%	8%	3%	2%	3%	-	-	-	-	-	10%	5%	*	2%	3%	*
Writing	2017	11%	4%	4%	-	7%	-	-	-	-	-	-	6%	*	6%	0%	-
Science	2017	19%	3%	4%	*	0%	-	-	-	-	-	*	6%	*	6%	0%	*
Social Studies	2017	26%	8%	8%	*	13%	-	-	-	-	-	*	6%	-	12%	*	*

### STAAR Participation (All Grades)

All Tests	2017	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
All Tests	2017	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
Reading	2017	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
Mathematics	2017	100%	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	*
Writing	2017	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	-

Science	2017	99%	100%	100%	*	100%	100%	-	-	-	100%	100%	*	100%	100%	*
Social Studies	2017	98%	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	2017	98%	95%	100%	-	100%	100%	-	-	-	100%	100%	-	100%	100%	*
% of Participants % STAAR/EOC With No Accommodations	2017	13%	24%	8%	-	0%	20%	-	-	-	8%	0%	-	17%	0%	*
% STAAR/EOC With Accommodations	2017	73%	62%	77%	-	75%	80%	-	-	-	77%	86%	-	83%	71%	*
% STAAR Alternate 2	2017	12%	10%	15%	-	25%	0%	-	-	-	15%	14%	-	0%	29%	*
% of Non-Participants	2017	2%	5%	0%	-	0%	0%	-	-	-	0%	0%	-	0%	0%	*
Mathematics Tests	2017	99%	94%	100%	-	100%	*	-	-	-	100%	100%	-	*	100%	*
% of Participants % STAAR/EOC With No Accommodations	2017	12%	28%	10%	-	0%	*	-	-	-	10%	0%	-	*	0%	*
% STAAR/EOC With Accommodations	2017	74%	56%	70%	-	71%	*	-	-	-	70%	83%	-	*	67%	*
% STAAR Alternate 2	2017	13%	11%	20%	-	29%	*	-	-	-	20%	17%	-	*	33%	*
% of Non-Participants	2017	1%	6%	0%	-	0%	0%	-	-	-	0%	0%	-	*	0%	*

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

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

Performance Status - State	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed & Monitored	Total Met	Total Eligible	Percent of Eligible Measures Met		
													+	Met	
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	n/a	4	4	100	100
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	4	4	100	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	1	1	100	100
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	1	1	100	100
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	1	1	100	100

	Federal							Two or More Races			Special ELL (Current ELL + Ed & Monitored)		Total Eligible		Percent of Eligible Measures Met
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	Econ Disadv	Special Ed	Met	Eligible	Met	
<b>Social Studies</b>	N											0	1	0	
<b>Total</b>												10	11	91	

<b>Performance Status - Federal</b>															
Federal Target	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%	91%
Reading	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Mathematics	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
<b>Participation Status</b>	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%
Target	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
<b>Total</b>												4	4	4	100

<b>Federal Graduation Status (Target: See Reason Codes)</b>																
Graduation Target Met																0
Reason Code ***																0
<b>Total</b>												0	0	0	0	0

<b>District: Met Federal Limits on Alternative Assessments</b>																
Reading																
Alternate 1%	n/a															
Number Proficient	n/a															
Total Federal Cap Limit	n/a															
<b>Mathematics</b>																
Alternate 1%	n/a															
Number Proficient	n/a															
Total Federal Cap Limit	n/a															
<b>Total</b>												0	0	0	0	0
<b>Overall Total</b>												18	19	95	95	95

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)  
 \*\*\* Federal Graduation Rate Reason Codes:  
 a = Graduation Rate Goal of 90%  
 b = Four-year Graduation Rate Target of 88.5%  
 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 91%  
 Blank cells above represent student group indicators that do not meet the minimum size criteria.  
 n/a Indicates the student group is not applicable to System Safeguards.

Performance Rates	All Students							Two or More Races			Special Ed		ELL (Current & Monitored)		ELL (Current)
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	Econ Disadv	Special Ed	Met	Eligible			
# at Approaches Grade Level Standard	56	30	**	-	-	-	37	*	37	*	9	n/a			
Total Tests	74	39	**	-	-	-	50	*	50	*	10	*			
% at Approaches Grade Level Standard	76%	77%	74%	-	-	-	74%	*	74%	*	90%	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)
<b># at Approaches Grade Level Standard</b>	51	*	26	**	-	-	-	-	31	5	9	n/a
<b>Total Tests</b>	65	*	35	**	-	-	-	-	42	9	11	*
<b>% at Approaches Grade Level Standard</b>	78%	*	74%	83%	-	-	-	-	74%	56%	82%	n/a
<b>Writing</b>												
<b># at Approaches Grade Level Standard</b>	21	-	8	13	-	-	-	-	15	-	*	n/a
<b>Total Tests</b>	24	-	10	14	-	-	-	-	17	-	*	*
<b>% at Approaches Grade Level Standard</b>	88%	-	80%	93%	-	-	-	-	88%	-	*	n/a
<b>Science</b>												
<b># at Approaches Grade Level Standard</b>	16	*	9	**	-	-	-	-	9	*	*	n/a
<b>Total Tests</b>	25	*	14	**	-	-	-	-	15	*	*	-
<b>% at Approaches Grade Level Standard</b>	64%	*	64%	60%	-	-	-	-	60%	*	*	n/a
<b>Social Studies</b>												
<b># at Approaches Grade Level Standard</b>	10	*	7	*	-	-	-	-	6	*	*	n/a
<b>Total Tests</b>	23	*	14	*	-	-	-	-	14	*	*	-
<b>% at Approaches Grade Level Standard</b>	43%	*	50%	*	-	-	-	-	43%	*	*	n/a
<b>Participation Rates</b>												
<b>Reading: 2016-2017 Assessments</b>												
<b>Number Participating</b>	81	*	45	**	-	-	-	-	52	13	n/a	5
<b>Total Students</b>	81	*	45	**	-	-	-	-	52	13	n/a	5
<b>Participation Rate</b>	100%	*	100%	100%	-	-	-	-	100%	100%	n/a	100%
<b>Mathematics: 2016-2017 Assessments</b>												
<b>Number Participating</b>	71	*	41	**	-	-	-	-	44	10	n/a	5
<b>Total Students</b>	71	*	41	**	-	-	-	-	44	10	n/a	5
<b>Participation Rate</b>	100%	*	100%	100%	-	-	-	-	100%	100%	n/a	100%
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016</b>												
<b>Number Graduated</b>	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Total in Class</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Graduation Rate</b>	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015</b>												
<b>Number Graduated</b>	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Total in Class</b>	-	-	-	-	-	-	-	-	-	-	-	-
<b>Graduation Rate</b>	-	-	-	-	-	-	-	-	-	-	-	n/a

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

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

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2015</b>												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

**District: Met Federal Limits on Alternative Assessments**

Reading	
Number Proficient	n/a
Total Federal Cap Limit	n/a
<b>Mathematics</b>	
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

Source: 2017 Accountability System Safeguards Report

**Part III: Priority and Focus Schools**

**Priority schools** are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

**A high-performance reward school** is identified as a Title I school with distinctions based on reading and mathematics 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: Percentage 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 percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	----- Campus -----		District		State	
	Number	Percent	Percent	Percent	Percent	Percent
No Degree	1.0	11.0%	3.7%	1.2%	3.7%	1.2%
Bachelors	4.7	51.8%	66.8%	74.5%	66.8%	74.5%
Masters	3.4	37.2%	29.5%	23.6%	29.5%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%	0.0%	0.6%

**Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

**Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 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	Reading	Overall	14	86
American Indian	n/a			n/a	n/a	n/a
Asian	3			97	82	36
Black	24			76	29	2
Hispanic	16			84	37	4
White	7			93	60	15
Students with Disabilities	41			59	18	2
English Language Learners	23			77	28	2
National School Lunch Program	19			81	30	2
Grade 8	Reading			Overall	28	72
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
		Mathematics	Reading	Overall	25	75
American Indian	n/a			n/a	n/a	n/a
Asian	5			95	67	25
Black	43			57	16	2
Hispanic	31			69	23	4
White	12			88	48	12
Students with Disabilities	62			38	8	1
English Language Learners	60			40	6	n/a

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment