

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

Campus Name: MCDADE EL

Campus ID: 011905101

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.

	State	District	African American					Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
			American Indian	Hispanic	White	Asian	Other								

STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)

Grade	Subject	Year	State	District	Campus	African American	American Indian	Hispanic	White	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Grade 3	Reading	2017	72%	62%	62%	-	-	40%	88%	-	-	*	*	50%	*	88%	43%	*
		2016	72%	82%	82%	-	-	83%	87%	-	-	-	-	-	79%	*	94%	67%
Mathematics	2017	76%	54%	54%	-	-	35%	75%	-	-	-	*	*	46%	*	69%	43%	*
	2016	74%	82%	82%	-	-	83%	87%	-	-	-	-	-	79%	*	88%	75%	-
Grade 4	Reading	2017	69%	88%	88%	-	-	100%	79%	-	-	*	*	93%	*	94%	80%	-
		2016	74%	75%	75%	-	-	89%	67%	-	-	-	-	78%	*	85%	64%	-
Mathematics	2017	74%	75%	75%	-	-	67%	79%	-	-	-	*	*	67%	*	82%	67%	-
	2016	72%	71%	71%	-	-	89%	60%	-	-	-	-	*	67%	*	77%	64%	-
Writing	2017	64%	66%	66%	-	-	67%	63%	-	-	-	*	*	73%	*	76%	53%	-
	2016	68%	58%	58%	-	-	78%	47%	-	-	-	-	*	56%	*	77%	*	-
Grade 5	Reading	2017	81%	88%	88%	*	-	100%	75%	*	-	-	*	91%	*	93%	82%	*
		2016	80%	100%	100%	*	-	100%	100%	-	-	-	-	100%	*	100%	100%	-
Mathematics	2017	86%	78%	78%	*	-	79%	81%	-	*	-	-	*	73%	*	80%	76%	*
	2016	85%	83%	83%	*	-	70%	100%	-	-	-	-	*	75%	*	83%	83%	-
Science	2017	73%	56%	56%	*	-	*	75%	-	*	-	-	*	45%	*	60%	53%	*
	2016	73%	83%	83%	*	-	80%	86%	-	-	-	-	*	75%	*	*	92%	-
Grade 6	Reading	2017	67%	68%	68%	-	-	64%	75%	-	-	-	*	62%	*	100%	57%	-
		2016	68%	85%	85%	-	-	73%	94%	-	-	-	-	84%	*	94%	73%	-

	State		African American				American Indian			Pacific Islander		Two or More Races		Special Ed		Econ Disadv		ELL		Female		Male		Migrant		
	2017	2016	District	Campus	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	ELL	Female	Male	ELL	Female	Male	ELL	Female	Male	ELL	Female
Mathematics	75%	71%	89%	89%	-	82%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading	69%	71%	71%	71%	*	79%	56%	-	-	-	-	-	-	-	*	67%	83%	58%	-	-	-	-	-	-	-	
Mathematics	68%	58%	58%	58%	*	64%	*	-	-	-	-	-	-	-	*	53%	75%	42%	-	-	-	-	-	-	-	
Writing	68%	67%	67%	67%	*	79%	*	-	-	-	-	-	-	-	*	56%	92%	42%	-	-	-	-	-	-	-	
Grade 8 Reading	85%	84%	84%	84%	-	83%	86%	-	-	-	-	-	-	-	*	86%	91%	75%	-	-	-	-	-	-	-	
Mathematics	80%	84%	84%	84%	-	83%	86%	-	-	-	-	-	-	-	*	86%	91%	75%	-	-	-	-	-	-	-	
Science	73%	79%	79%	79%	-	75%	86%	-	-	-	-	-	-	-	*	79%	82%	75%	-	-	-	-	-	-	-	
Social Studies	62%	74%	74%	74%	-	75%	71%	-	-	-	-	-	-	-	*	71%	73%	75%	-	-	-	-	-	-	-	
All Grades All Subjects	74%	74%	72%	71%	*	63%	78%	-	-	-	100%	50%	48%	82%	63%	66%	82%	63%	*	-	-	-	-	-	-	
Reading	71%	72%	76%	77%	*	72%	80%	-	-	-	*	*	50%	92%	64%	72%	92%	64%	*	-	-	-	-	-	-	
Mathematics	78%	75%	74%	72%	*	61%	81%	-	-	-	*	*	50%	79%	66%	64%	79%	66%	*	-	-	-	-	-	-	
Writing	66%	68%	75%	66%	-	67%	63%	-	-	-	*	*	73%	76%	53%	73%	76%	53%	-	-	-	-	-	-	-	
Science	78%	77%	60%	56%	*	75%	86%	-	-	-	*	*	45%	60%	53%	45%	60%	53%	*	-	-	-	-	-	-	
Social Studies	76%	74%	74%	74%	-	75%	71%	-	-	-	-	-	-	73%	75%	71%	73%	75%	-	-	-	-	-	-	-	

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

	State		African American				American Indian			Pacific Islander		Two or More Races		Special Ed		Econ Disadv		ELL		Female		Male		Migrant	
	2017	2016	District	Campus	Hispanic	White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	ELL	Female	Male	ELL	Female	Male	ELL	Female	Male	ELL
All Grades All Subjects	44%	42%	31%	30%	*	21%	36%	-	-	-	80%	22%	23%	34%	26%	7%	34%	26%	*	-	-	-	-	-	-
Reading	43%	42%	37%	33%	*	21%	41%	-	-	-	*	*	5%	40%	27%	5%	40%	27%	*	-	-	-	-	-	-
Mathematics	45%	40%	28%	28%	*	21%	36%	-	-	-	*	*	10%	32%	25%	10%	32%	25%	*	-	-	-	-	-	-

	State		African American				American Indian			Pacific Islander		Two or More Races		Special Ed		Econ Disadv		ELL		Female		Male		Migrant	
	2017	2016	District	Campus	Hispanic	White	Asian	Indian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant									
Writing	36%	32%	34%	34%	25%	37%	-	-	-	*	*	*	27%	47%	20%	-									
	39%	29%	29%	29%	26%	33%	-	-	-	-	*	*	21%	48%	9%	-									
Science	48%	25%	19%	19%	*	19%	-	-	-	-	*	*	18%	7%	29%	*									
	44%	27%	27%	27%	18%	43%	-	-	-	-	*	*	15%	24%	30%	-									
Social Studies	45%	11%	11%	11%	8%	14%	-	-	-	-	*	*	7%	9%	13%	-									

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

All Grades	All Subjects		Reading		Mathematics		Writing		Science		Social Studies	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
All Subjects	19%	17%	9%	13%	11%	13%	4%	9%	16%	16%	40%	11%
	17%	13%	13%	19%	13%	10%	8%	10%	0%	9%	0%	0%
Reading	18%	16%	13%	19%	14%	19%	5%	15%	19%	25%	*	*
	16%	16%	19%	19%	19%	19%	15%	15%	19%	25%	*	*
Mathematics	21%	17%	8%	11%	12%	11%	4%	7%	20%	14%	*	*
	17%	17%	11%	11%	11%	11%	7%	14%	20%	14%	*	*
Writing	11%	14%	4%	10%	3%	10%	8%	13%	0%	8%	*	*
	14%	14%	10%	10%	10%	10%	13%	8%	0%	8%	*	*
Science	19%	15%	3%	3%	3%	3%	*	0%	6%	7%	*	*
	15%	15%	3%	3%	3%	3%	0%	0%	7%	7%	*	*
Social Studies	21%	0%	0%	0%	0%	0%	0%	0%	0%	0%	*	*

STAAR Participation (All Grades)

All Tests	Reading		Mathematics		Writing		Science		Social Studies	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016
All Tests	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
Reading	99%	99%	100%	100%	99%	99%	100%	100%	100%	100%
	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
Mathematics	100%	100%	99%	99%	100%	100%	100%	100%	100%	100%
	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Writing	100%	99%	100%	100%	100%	100%	100%	100%	100%	100%
	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
Science	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%
Social Studies	98%	100%	100%	100%	100%	100%	100%	100%	100%	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	Total Met	Total Eligible	Percent of Eligible Measures Met
Federal Target	91%	91%	91%	91%					91%	91%	91%			
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%	95%	95%	95%	95%	4	4	100
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	4	4	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	4	4	100
Total												8	8	100

Federal Graduation Status (Target: See Reason Codes)

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

District: Met Federal Limits on Alternative Assessments

Reading														
Alternate 1%														
Number Proficient														
Total Federal Cap Limit														
Mathematics														
Alternate 1%														
Number Proficient														
Total Federal Cap Limit														
Total														
Overall Total												17	18	94

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90% c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal

b = Four-year Graduation Rate Target of 88.5% 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			ELL (Current & Monitored)			
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Reading												
# at Approaches Grade Level Standard	88	*	40	-	-	-	52	*	23	*	23	n/a
Total Tests	115	*	55	-	-	-	72	*	33	*	33	20
% at Approaches Grade Level Standard	77%	*	73%	-	-	-	72%	*	70%	*	70%	n/a
Mathematics												
# at Approaches Grade Level Standard	82	*	33	-	-	-	46	*	21	*	21	n/a
Total Tests	115	*	55	-	-	-	72	*	33	*	33	20
% at Approaches Grade Level Standard	71%	*	60%	-	-	-	64%	*	64%	*	64%	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)
Writing												
# at Approaches Grade Level Standard	21	-	**	12	-	-	-	*	11	*	*	n/a
Total Tests	32	-	**	19	-	-	-	*	15	*	*	*
% at Approaches Grade Level Standard	66%	-	67%	63%	-	-	-	*	73%	*	*	n/a
Science												
# at Approaches Grade Level Standard	16	*	*	11	-	-	-	-	9	*	*	n/a
Total Tests	29	*	*	15	-	-	-	-	20	*	*	*
% at Approaches Grade Level Standard	55%	*	*	73%	-	-	-	-	45%	*	*	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a

Participation Rates

Reading: 2016-2017 Assessments												
Number Participating	120	*	57	59	-	*	-	*	76	7	n/a	20
Total Students	121	*	57	60	-	*	-	*	77	8	n/a	20
Participation Rate	99%	*	100%	98%	-	*	-	*	99%	88%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	120	*	57	59	-	*	-	*	76	7	n/a	20
Total Students	121	*	57	60	-	*	-	*	77	8	n/a	20
Participation Rate	99%	*	100%	98%	-	*	-	*	99%	88%	n/a	100%

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

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

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

	All Students	African American	Hispanic	White	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
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District: Met Federal Limits on Alternative Assessments Reading

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

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

Source: 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

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
		Grade 8	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	Mathematics			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
		Grade 8	Mathematics	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
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
	Reading	Students with Disabilities	81
		Limited English Proficient	95
Mathematics	Students with Disabilities	81	
	Limited English Proficient	90	

Source: TEA Division of Student Assessment