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

Campus Name: LLOYD M BENTSEN EL Campus ID: 108912116 District Name: LA JOYA ISD

Part I: Student Achievement by Proficiency Level

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

										Two or						
				African			Americai	า	Pacific		Specia	I Econ				
					Hispanic	White	Indian	Asian	Islander	Races	Ed	Disad	<u>vELLI</u>	Female	Male	Migrant
STAAR Percent Grade 3	at Phase-i	n 1 Lev	el II or A	bove												
Reading	2015 74%	69%	82%	_	81%	*	_	_	-	_	*	81%	75%	87%	76%	100%
3	2014 75%	65%	74%	-	75%	*	-	-	-	-	56%		75%		75%	67%
Mathematics	2015 74%	66%	69%	_	69%	*	_	_	_	_	56%	67%	65%	68%	69%	75%
	2014 69%	62%	78%	-	77%	*	-	-	-	-	*		78%		78%	78%
Grade 4																
Reading	2015 71%	60%	64%	-	64%	-	-	-	-	-	*	63%	58%	61%	67%	83%
· ·	2014 73%	63%	77%	*	77%	-	-	-	-	-	83%	77%	77%	73%	82%	*
Mathematics	2015 71%	61%	66%	_	66%	-	_	_	_	_	*	66%	62%	61%	71%	100%
	2014 70%	61%	87%	*	87%	-	-	-	-	-	100%		84%		85%	*
Writing	2015 67%	65%	71%	_	71%	_	_	_	_	_	*	69%	71%	72%	69%	83%
9	2014 72%	69%	86%	*	86%	-	-	-	-	-	83%			86%	85%	*
Grade 5																
Reading	2015 83%	77%	91%	-	91%	-	-	-	-	-	*	90%	86%	91%	90%	100%
3	2014 86%	79%	88%	-	88%	-	-	-	-	-	85%	87%	78%	90%	86%	*
Mathematics	2015 75%	67%	88%	_	88%	_	_	_	-	_	*	87%	86%	87%	88%	*
aoaoo	2014 87%	81%	97%	-	97%	-	-	-	-	-	92%			100%		*
Science	2015 69%	58%	85%	_	85%	_	_	_	_	_	*	84%	77%	85%	85%	*
00.01.00	2014 73%		88%	-	88%	-	-	-	-	-	85%				86%	*
All Grades																
All Subjects	2015 73%	64%	77%	-	77%	*	-	-	-	-	35%	76%	72%	76%	77%	88%
•	2014 75%	64%	84%	*	84%	*	-	-	-	-	79%	84%	82%	85%	84%	79%
Reading	2015 74%	62%	79%	_	79%	*	_	_	_	_	37%	78%	73%	80%	78%	95%
3	2014 75%	61%	80%	*	80%	*	-	-	-	-	75%		77%	78%	81%	71%
Mathematics	2015 73%	67%	74%	_	74%	*	_	_	_	_	44%	73%	70%	71%	76%	84%
	2014 76%	69%	87%	*	87%	*	-	-	-	-	79%		85%		86%	82%
Writing	2015 68%	60%	71%	_	71%	-	_	_	_	_	*	69%	71%	72%	69%	83%
3	2014 71%	59%	86%	*	86%	-	-	-	-	-	83%	86%	89%	86%	85%	*
Science	2015 75%	67%	85%	_	85%	_	_	_	_	_	*	84%	77%	85%	85%	*
	2014 77%	66%	88%	-	88%	-	-	-	-	-	85%		80%		86%	*
STAAR Percent	at Final Le	vel II o	r Above													
All Grades All Subjects	2015 20%	26%	39%		39%	*					4%	200/	2/10/	38%	/10/	520 /
	2013 36%		49%	*	50%	*	-	-	-	-	39%			50%		
Reading	2015 40%	26%	43%	_	43%	*	_	_	_	_	7%	42%	37%	43%	44%	53%
reading	2014 42%	26%	44%	*	44%	*	-	-	-	-	32%			45%		41%
Mathematics	2015 36%	27%	35%	_	35%	*	_	_	_	_	4%	3/1%	31%	31%	30%	47%
wattematics	2013 30%	29%	53%	*	53%	*	-	-	-	-	36%	52%	49%	54%	52%	53%
144.50																
Writing	2015 31%	25%	36%	-	36%	-	-	-	-	-	*	36%	39%	42%	29%	67%

	2014 34%	26%	57%	*	5	7%	-	-		-	-		-	67%	57%	77%	57%	56%	*
Coionas	2015 400/	270/	AE0/		41	- 0/								*	4.40/	200/	420/	470/	*
Science	2015 40% 2014 40%	27% 27%	45% 48%	-		5% 8%	-	-		-	-				44% 47%	30% 25%			*
	2011.070	,,	,			.,,								.0,0	,	2070	.070	.070	
STAAR Percent	at Level III	Advan	ced																
All Grades All Subjects	2015 14%	7%	19%	_	19	3%	*	_		_	_		_	0%	17%	14%	19%	18%	18%
All Gabjeets	2013 14%	8%	23%	*		3%	*	_		_	_		-				23%		17%
Reading	2015 15%	7%	26%	- *		5%	*	-		-	-		-		24%			25%	32%
	2014 14%	7%	20%	-	2	1%	-	-		-	-		-	4%	20%	21%	22%	19%	12%
Mathematics	2015 14%	8%	15%	-	1	5%	*	-		-	-		-	0%	13%	12%	16%	15%	16%
	2014 15%	10%	30%	*	30)%	*	-		-	-		-	7%	29%	25%	31%	29%	29%
Writing	2015 8%	5%	11%	_	1.	1%								*	110/	14%	14%	7%	0%
vviiting	2013 6%	5%	12%	*		1 /⁄ 2%	-	-		-	-		-		13%	18%		13%	*
	2011 070	0,0	,,			_,,								,0	.0,0	.070	,	.070	
Science	2015 14%	7%	15%	-		5%	-	-		-	-		-		15%	2%	15%	15%	*
	2014 13%	6%	23%	-	23	3%	-	-		-	-		-	23%	22%	12%	17%	29%	*
STAAR Particip	ation (All G	rades)																	
All Tests	•	2015	99%	99%	100%	-	100%	100%	-	-	-	-	100%	100%			100%	100%	100%
		2014	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%	100)% 1	100%	100%	100%
Reading		2015	99%	98%	99%	_	99%	100%	_	_	_	_	100%	100%	99	%	99%	99%	100%
rtodding		2014	99%	99%	100%	*	100%	*	-	-	-	-	100%	100%			100%	100%	100%
Mathematics	;	2015 2014	99% 99%	99% 100%	100% 100%	*	100% 100%	100%	-	-	-	-	100% 100%	100% 100%			100% 100%	100% 100%	100%
		2014	9970	100%	100%		100%		-	-	-	-	100%	100%	100	770 I	100%	100%	100%
Writing		2015	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100)% 1	100%	100%	100%
		2014	99%	100%	100%	*	100%	-	-	-	-	-	100%	100%	100)% 1	100%	100%	100%
Science		2015	99%	99%	100%	_	100%	_	_	_	_	_	100%	100%	100	1% 1	100%	100%	100%
Colorido		2014	99%	99%	100%	-	100%	_	-	-	-	-	100%	100%				100%	*
							_												
STAAR Particip	ation Resu	Its by A	ssess	ment Ty	pe for S	Stud	lents Se	rved in	Spe	ecial	Educ	atio	n Setti	ngs (Al	I Gra	des)			
Reading Tests																			
% of Participar	nts	2015	98%	96%	100%	-	1009	6 -	-	-	-	-	100%	6 100°	% 1	00%	100%	1009	% *
% STAAR/E			- 470		=0.4		70/						70/	004		00/	400/	00/	
Accommodation: % STAAR/E		2015	5 17%	5 9%	7%	-	7%	-	-	-	-	-	7%	8%)	0%	10%	6%	*
Accommodation:		2015	5 71%	77%	93%	_	93%	-	_	_	_	_	93%	92%	6 1	00%	90%	94%	6 *
% STAAR AI		2015				-	0%	-	-	-	-	-	0%			0%	0%	0%	
% of Non-Parti	icipants	2015	5 2%	4%	0%	-	0%	-	-	-	-	-	0%	0%	•	0%	0%	0%	*
Mathematics Te	ete																		
% of Participar		2015	5 99%	98%	100%	_	100%	6 -	_	_	_	_	100%	6 100°	% 1	00%	100%	1009	% *
% STAAR/E																	/		
Accommodation		2015	5 13%	5%	7%	-	7%	-	-	-	-	-	7%	8%	ò	0%	10%	6%	*
% STAAR/E0		2015	5 74%	81%	93%	_	93%		_	_	_	_	93%	5 92%	6 1	00%	90%	94%	6 *
% STAAR A		2015				-	0%		-	-	-	-	0%			0%	0%	0%	
0/ -(N		004	- 401	001	001		001						001	004		00/	001	001	

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

0%

% of Non-Participants

2015

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

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

0%

0%

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

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

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

	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/a	n/a	n/a	n/a	N		N	n/a
Mathematics	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	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Mathematics	Υ		Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Federal Graduation St	atus (Taro	get: See Re	eason Cod	es)								
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

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.

	AII	African			American		Pacific	Two or More		•	ELL (Current &	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	<u>Ed</u>	Monitored)	(Current)
Performance Rates ‡												
Reading												
# at Phase-in	249		- **	,	· -			-	225	9	138	n/a
Satisfactory Standard												
Total Tests	310	-	- **	,	· -			-	283	26	182	168
% at Phase-in	80%	-	- 80%	,	· -			-	80%	35%	76%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	241	-	- **	,	· -			-	218	12	138	n/a
Satisfactory Standard												
Total Tests	310	-	- **	,	· -			-	283		182	168
% at Phase-in	78%		- 78%	,	· -			-	77%	46%	76%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	76	-	- 76	-				-	69	*	49	n/a
Satisfactory Standard												
Total Tests	102	-	- 102					-	94		04	58
% at Phase-in	75%		- 75%	-				-	73%	*	77%	n/a
Satisfactory Standard												
Science												
# at Phase-in	86	-	- 86	-				-	81	*	47	n/a
Satisfactory Standard												
Total Tests	98		- 98	-	-			-	93	*	57	49
% at Phase-in	88%		- 88%	-	-			-	87%	*	82%	n/a
Satisfactory Standard												
Social Studies												
# at Phase-in	-			-	-			-	-	-	-	n/a
Satisfactory Standard												
Total Tests	-			-	-				-	-	-	-

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

^{&#}x27;+' Participation uses ELL (Outrein, 1995, 1995)

**** Federal Graduation Rate Reason Codes:

**** Federal Graduation Rate Reason Codes: 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%

% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Asse	essments											
Number Participating	345	-	**	*	-	-	-	-	313	27	n/a	196
Total Students	345	-	**	*	-	-	-	-	313	27	n/a	196
Participation Rate	100%	-	100%	*	-	-	-	-	100%	100%	n/a	100%
Mathematics: 2014-2015	Assessments											
Number Participating	343	-	**	*	-	-	_	-	312	27	n/a	194
Total Students	343	-	**	*	-	-	_	-	312	27	n/a	194
Participation Rate	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.

^{&#}x27;n/a' Indicates data are not applicable to this report.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Ra	tes											
4-year Longitudinal Co	hort Grad	uation Rate	e (Gr 9-12)	: Class	of 2014							
Number Graduated	-		. ` _							-		- n/a
Total in Class	-		-							-		
Graduation Rate	-		-							-		- n/a
4-year Longitudinal Co	hort Grad	uation Rate	e (Gr 9-12)	: Class	of 2013							
Number Graduated	-		-							-		- n/a
Total in Class	-	-	-							-		
Graduation Rate	-		-							-		- n/a
5-year Extended Gradu	uation Rate	(Gr 9-12):	Class of 2	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

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

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

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

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

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

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

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

^{&#}x27;n/a' Indicates data are not applicable to this report.

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: Yes High Progress School: Yes

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	1.5%	0.9%
Bachelors	42.1	89.4%	83.5%	75.1%
Masters	5.0	10.6%	14.9%	23.4%
Doctorate	0.0	0.0%	0.1%	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		38	1	39
Total Number of Classes		38	1	39
Number of Classes Taught by Highly Qualified Teachers	Number	38	1	39
0 , 0 ,	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	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 cortified personnel)	(116-0)	(7-1 <u>2)</u>					
Emergency (for certified personnel)	1	U					
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	2	0					
Not Highly Qualified	0	0					

Source: TEA Division of Federal and State Education Policy

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

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

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

State Level: 2015 Percentages at NAEP Achievement Levels

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2 3
		Hispanic	44	56	22	
		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 2 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