

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
District Name: PREMONT ISD
District ID: 125905

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 2015-16 school year. These results include all students tested, whether or not they were in the accountability subset.

Grade	Subject	Year	State	Region	District	American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	Satisfactory Standard (2016) or Phase I Level II (2015)		
																			%	%	
Grade 3	Reading	2016	72%	68%	57%	-	57%	-	-	-	-	-	-	57%	-	55%	59%	-	-	32%	
		2015	74%	72%	32%	-	32%	-	-	-	-	-	-	-	-	-	-	-	-	-	30%
		2016	74%	73%	55%	-	55%	-	-	-	-	-	-	-	54%	-	45%	64%	-	-	64%
Grade 4	Reading	2016	74%	73%	57%	-	57%	-	-	-	-	-	-	62%	-	71%	48%	-	-	42%	
		2015	71%	67%	33%	-	33%	-	-	-	-	-	-	-	-	-	-	-	-	-	42%
		2016	72%	72%	54%	-	54%	-	-	-	-	-	-	-	59%	-	57%	52%	-	-	42%
Grade 5	Reading	2016	80%	76%	53%	-	53%	-	-	-	-	-	-	51%	-	45%	58%	-	-	39%	
		2015	83%	81%	49%	-	49%	-	-	-	-	-	-	-	44%	-	57%	39%	-	-	39%
		2016	80%	82%	61%	-	61%	-	-	-	-	-	-	-	58%	-	55%	65%	-	-	65%
Grade 6	Reading	2016	88%	84%	59%	-	59%	-	-	-	-	-	-	38%	-	41%	29%	-	-	29%	
		2015	83%	81%	49%	-	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	43%
		2016	73%	68%	56%	-	56%	-	-	-	-	-	-	-	57%	-	43%	65%	-	-	28%
Grade 7	Reading	2016	69%	64%	43%	-	43%	-	-	-	-	-	-	36%	-	40%	45%	-	-	45%	
		2015	72%	66%	36%	-	37%	-	-	-	-	-	-	-	31%	-	29%	43%	-	-	43%
		2016	68%	61%	41%	-	41%	-	-	-	-	-	-	-	36%	-	53%	32%	-	-	57%
Grade 8	Reading	2016	85%	82%	75%	-	77%	-	-	-	-	-	-	73%	-	79%	71%	-	-	78%	
		2015	84%	80%	74%	-	77%	-	-	-	-	-	-	-	62%	-	69%	78%	-	-	78%
		2016	80%	72%	72%	-	74%	-	-	-	-	-	-	-	62%	-	63%	62%	-	-	62%
Grade 9	Reading	2016	73%	64%	44%	-	46%	-	-	-	-	-	-	38%	-	37%	53%	-	-	50%	
		2015	67%	57%	42%	-	43%	-	-	-	-	-	-	-	33%	-	-	-	-	28%	
		2016	62%	52%	17%	-	17%	-	-	-	-	-	-	-	-	-	-	-	-	-	

STAAR Percent at Final Level II or Above

Grade	Subject	Year	State	Region	District	American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	Final Level II or Above	
																			%	%
All Grades	All Subjects	2016	42%	35%	19%	-	19%	-	-	-	-	-	-	19%	17%	5%	18%	20%	19%	19%
		2015	38%	31%	14%	-	14%	43%	-	-	-	-	-	-	9%	13%	5%	14%	15%	12%
		2016	42%	36%	19%	-	19%	-	-	-	-	-	-	-	17%	16%	0%	19%	20%	18%

STAAR Percent at Level III Advanced

Grade	Subject	Year	State	Region	District	American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	Level III Advanced	
																			%	%
All Grades	All Subjects	2016	17%	13%	3%	-	5%	-	-	-	-	-	-	3%	4%	1%	5%	5%	2%	2%
		2015	14%	10%	3%	-	2%	13%	-	-	-	-	-	-	0%	2%	1%	2%	3%	2%
		2016	16%	13%	6%	-	6%	-	-	-	-	-	-	-	3%	5%	0%	6%	6%	0%

STAAR Participation (All Grades)

Grade	Subject	Year	State	Region	District	American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	Participation	
																			%	%
All Tests	All Subjects	2016	99%	99%	99%	-	99%	100%	-	-	-	-	-	100%	98%	98%	99%	98%	99%	99%
		2015	99%	99%	97%	-	97%	100%	100%	-	-	-	-	-	99%	99%	98%	97%	98%	98%
		2016	99%	99%	98%	-	98%	100%	100%	-	-	-	-	-	98%	95%	98%	94%	99%	96%

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

Grade	Subject	Year	State	Region	District	American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met	
																				%
Reading Tests	% of Participants	2016	98%	98%	100%	-	100%	-	-	-	-	-	-	100%	100%	-	100%	100%	-	
		% STAAR-EQOC With No Accommodations	2016	13%	15%	14%	-	14%	-	-	-	-	-	-	14%	14%	-	14%	16%	-
		% STAAR-EQOC With Accommodations	2016	73%	73%	72%	-	72%	-	-	-	-	-	-	72%	73%	-	73%	78%	-
		% STAAR Alternate2	2016	11%	13%	14%	-	14%	-	-	-	-	-	-	14%	7%	-	12%	16%	-
		% of Non-Participants	2016	2%	2%	0%	-	0%	-	-	-	-	-	-	0%	0%	-	0%	0%	-

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

V Indicates zero observations reported for the group.

ND Indicates data reporting is not applicable for the group.

T 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 2015-16 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	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Reading	N	N	N	N	N	N	N	N	N	N	N	N	0	5	0
Mathematics	N	N	N	N	N	N	N	N	N	N	N	N	0	3	0
Writing	N	N	N	N	N	N	N	N	N	N	N	N	0	3	0
Science	N	N	N	N	N	N	N	N	N	N	N	N	0	3	0
Social Studies	N	N	N	N	N	N	N	N	N	N	N	N	0	3	0
Total													0	18	0

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL *	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - Federal															
Federal Target	87%	87%	87%	87%	n/a	n/a	n/a	n/a	87%	87%	87%	n/a			
Reading	N	N	N	N	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%	95%	95%	95%	95%	95%	4	5	80
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	8	9	89
Total															
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	N								N				0	3	0
Reason Code ***													0	3	0
Total													0	3	0
District Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	N														
Number Proficient	5														
Total Federal Cap Limit	4														
Mathematics															
Alternate 1%	N														
Number Proficient	-														
Total Federal Cap Limit	-														
Total													0	1	0
Overall Total													8	31	26

* Participation uses ELL (Current), Graduation uses ELL (Ever HS)
 + Indicates results are masked due to small numbers to protect student confidentiality.
 *** 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% d = Five-year Graduation Rate Target of 90%
 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.

	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 Level II Satisfactory Standard	165	-	**	*	-	-	-	-	128	11	19	n/a
Total Tests	326	-	**	*	-	-	-	-	266	35	36	29
% at Level II Satisfactory Standard	51%	-	51%	*	-	-	-	-	48%	31%	53%	n/a
Mathematics												
# at Level II Satisfactory Standard	186	-	**	*	-	-	-	-	119	11	21	n/a
Total Tests	265	-	**	*	-	-	-	-	213	30	26	19
% at Level II Satisfactory Standard	59%	-	59%	*	-	-	-	-	56%	37%	81%	n/a
Writing												
# at Level II Satisfactory Standard	34	-	34	-	-	-	-	-	24	-	-	n/a
Total Tests	61	-	61	-	-	-	-	-	45	-	-	-
% at Level II Satisfactory Standard	56%	-	56%	-	-	-	-	-	53%	-	-	n/a
Science												
# at Level II Satisfactory Standard	66	-	**	*	-	-	-	-	51	7	9	n/a
Total Tests	112	-	**	*	-	-	-	-	90	13	13	10
% at Level II Satisfactory Standard	59%	-	59%	*	-	-	-	-	57%	54%	69%	n/a
Social Studies												
# at Level II Satisfactory Standard	27	-	**	*	-	-	-	-	18	-	-	n/a
Total Tests	62	-	**	*	-	-	-	-	46	-	-	-
% at Level II Satisfactory Standard	44%	-	44%	*	-	-	-	-	39%	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	345	-	340	5	-	-	-	-	280	36	n/a	33
Total Students	353	-	348	5	-	-	-	-	287	36	n/a	35
Participation Rate	98%	-	98%	100%	-	-	-	-	98%	100%	n/a	94%
Mathematics: 2015-2016 Assessments												
Number Participating	294	-	**	*	-	-	-	-	227	31	n/a	22
Total Students	286	-	**	*	-	-	-	-	229	31	n/a	22
Participation Rate	99%	-	99%	*	-	-	-	-	99%	100%	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 2015												
Number Graduated	15	-	**	*	-	-	-	-	13	-	-	n/a
Total in Class	32	-	**	*	-	-	-	-	25	-	-	-
Graduation Rate	45.9%	-	45.4%	*	-	-	-	-	52.0%	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	21	-	21	-	-	-	-	-	13	3	-	n/a
Total in Class	41	-	41	-	-	-	-	-	23	6	-	-
Graduation Rate	51.2%	-	51.2%	-	-	-	-	-	56.5%	50.0%	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	23	-	23	-	-	-	-	-	14	3	-	n/a
Total in Class	41	-	41	-	-	-	-	-	23	6	-	-
Graduation Rate	56.1%	-	56.1%	-	-	-	-	-	60.9%	50.0%	-	n/a
District Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	5											
Total Federal Cap Limit	4											
Mathematics												
Number Proficient	-											
Total Federal Cap 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 the student group is not applicable to System Safeguards.

Source: 2016 Accountability 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 85%. Campuses were originally tagged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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. The reward school identifications provided are for the 2015-2016 school year; identifications for the 2016-2017 school year are pending.

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	0.0	0.0%	3,524.0	1.0%
Bachelors	30.2	75.7%	293,059.7	74.7%
Masters	9.7	24.3%	82,029.5	23.6%
Doctorate	0.0	0.0%	2,158.9	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

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

High Poverty Campuses

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

Low Poverty Campuses

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 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 academic year.

Year Enrolled in Higher Education	District	Region 02	State
2013-14	45.5%	53.4%	57.5%
2012-13	40.5%	52.6%	56.9%

Source: Texas Higher Education Coordinating Board

Part W: 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	% of Students			
			% 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	
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	Limited English Proficient	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
Mathematics	Students with Disabilities	Limited English Proficient	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment