

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

Campus Name: AMPARO GUTIERREZ EL

Campus ID: 240903114

District Name: UNITED 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economic Disadv	ELL	Female	Male	Migrant
STAAR Percent at Phase-in 1 Level II or Above																	
Grade 3																	
Reading	2015	74%	71%	59%	-	59%	-	-	*	-	-	*	56%	38%	70%	50%	-
	2014	75%	67%	74%	-	74%	*	-	-	-	-	83%	71%	57%	73%	75%	-
Mathematics	2015	74%	76%	63%	-	63%	-	-	*	-	-	*	58%	51%	67%	59%	-
	2014	69%	72%	68%	-	68%	*	-	-	-	-	83%	66%	57%	62%	74%	-
Grade 4																	
Reading	2015	71%	67%	70%	-	69%	*	-	-	-	-	*	63%	43%	69%	71%	-
	2014	73%	70%	69%	-	69%	*	-	-	-	-	86%	61%	49%	69%	69%	-
Mathematics	2015	71%	68%	69%	-	69%	*	-	-	-	-	*	62%	55%	65%	73%	-
	2014	70%	70%	67%	-	67%	*	-	-	-	-	86%	64%	58%	65%	69%	-
Writing	2015	67%	71%	75%	-	76%	*	-	-	-	-	*	70%	53%	81%	69%	-
	2014	72%	75%	78%	-	77%	*	-	-	-	-	86%	73%	63%	79%	76%	-
Grade 5																	
Reading	2015	83%	81%	80%	-	81%	*	-	-	-	-	*	81%	70%	84%	76%	-
	2014	86%	81%	85%	-	84%	*	-	*	-	-	92%	78%	56%	78%	91%	*
Mathematics	2015	75%	76%	59%	-	59%	*	-	-	-	-	*	61%	45%	63%	54%	-
	2014	87%	87%	82%	-	81%	*	-	*	-	-	92%	76%	50%	76%	86%	*
Science	2015	69%	67%	64%	-	63%	*	-	-	-	-	*	58%	43%	61%	66%	-
	2014	73%	69%	58%	-	58%	*	-	*	-	-	38%	51%	17%	52%	63%	*
All Grades																	
All Subjects	2015	73%	72%	68%	-	68%	67%	-	*	-	-	34%	64%	50%	70%	65%	-
	2014	75%	73%	73%	-	72%	86%	-	*	-	-	79%	68%	52%	69%	76%	*
Reading	2015	74%	70%	70%	-	70%	*	-	*	-	-	25%	67%	49%	75%	66%	-
	2014	75%	69%	77%	-	76%	100%	-	*	-	-	88%	71%	54%	74%	79%	*
Mathematics	2015	73%	73%	64%	-	64%	*	-	*	-	-	33%	60%	51%	65%	62%	-
	2014	76%	76%	73%	-	72%	100%	-	*	-	-	88%	69%	55%	68%	77%	*
Writing	2015	68%	67%	75%	-	76%	*	-	-	-	-	*	70%	53%	81%	69%	-
	2014	71%	70%	78%	-	77%	*	-	-	-	-	86%	73%	63%	79%	76%	-
Science	2015	75%	76%	64%	-	63%	*	-	-	-	-	*	58%	43%	61%	66%	-
	2014	77%	76%	58%	-	58%	*	-	*	-	-	38%	51%	17%	52%	63%	*
STAAR Percent at Final Level II or Above																	
All Grades																	
All Subjects	2015	38%	33%	24%	-	24%	25%	-	*	-	-	22%	20%	10%	26%	23%	-
	2014	39%	33%	28%	-	27%	50%	-	*	-	-	38%	22%	11%	27%	28%	*
Reading	2015	40%	34%	26%	-	25%	*	-	*	-	-	17%	18%	10%	28%	23%	-
	2014	42%	33%	28%	-	28%	60%	-	*	-	-	46%	22%	12%	26%	31%	*
Mathematics	2015	36%	34%	23%	-	23%	*	-	*	-	-	21%	19%	10%	23%	23%	-
	2014	37%	34%	28%	-	27%	40%	-	*	-	-	42%	24%	14%	28%	28%	*

			Two or More Special Ed										Female	Male	Migrant		
			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Races					
Writing	2015	31%	28%	30%	-	30%	*	-	-	-	-	*	26%	11%	33%	27%	-
	2014	34%	32%	30%	-	29%	*	-	-	-	-	57%	27%	9%	37%	24%	-
Science	2015	40%	35%	20%	-	20%	*	-	-	-	-	*	18%	10%	21%	18%	-
	2014	40%	33%	23%	-	22%	*	-	*	-	-	0%	16%	0%	18%	28%	*
STAAR Percent at Level III Advanced																	
All Grades																	
All Subjects	2015	14%	10%	7%	-	7%	8%	-	*	-	-	3%	6%	3%	8%	7%	-
	2014	14%	10%	7%	-	6%	7%	-	*	-	-	0%	4%	2%	8%	6%	*
Reading	2015	15%	11%	11%	-	11%	*	-	*	-	-	0%	8%	4%	10%	11%	-
	2014	14%	9%	6%	-	5%	0%	-	*	-	-	0%	2%	1%	6%	5%	*
Mathematics	2015	14%	12%	7%	-	7%	*	-	*	-	-	4%	5%	4%	7%	7%	-
	2014	15%	12%	11%	-	10%	0%	-	*	-	-	0%	9%	5%	13%	8%	*
Writing	2015	8%	6%	3%	-	3%	*	-	-	-	-	*	4%	0%	4%	2%	-
	2014	6%	5%	1%	-	1%	*	-	-	-	-	0%	0%	0%	0%	2%	-
Science	2015	14%	10%	4%	-	4%	*	-	-	-	-	*	4%	3%	5%	2%	-
	2014	13%	9%	3%	-	2%	*	-	*	-	-	0%	2%	0%	3%	3%	*

STAAR Participation (All Grades)

All Tests	2015	99%	99%	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	100%	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	*
Reading	2015	99%	99%	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	*
Mathematics	2015	99%	100%	100%	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	99%	-
	2014	99%	100%	100%	-	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	*
Writing	2015	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
	2014	99%	100%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
Science	2015	99%	100%	100%	-	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	-	99%	*	-	*	-	-	100%	100%	100%	100%	98%	*

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

Reading Tests																	
% of Participants	2015	98%	98%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	17%	5%	8%	-	5%	*	-	-	-	-	8%	5%	0%	0%	14%	-
% STAAR/EOC With Accommodations	2015	71%	80%	63%	-	64%	*	-	-	-	-	63%	63%	83%	70%	57%	-
% STAAR Alternate2	2015	10%	13%	29%	-	32%	*	-	-	-	-	29%	32%	17%	30%	29%	-
% of Non-Participants	2015	2%	2%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2015	99%	99%	100%	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	4%	8%	-	5%	*	-	-	-	-	8%	5%	0%	0%	14%	-
% STAAR/EOC With Accommodations	2015	74%	81%	63%	-	64%	*	-	-	-	-	63%	63%	83%	70%	57%	-
% STAAR Alternate2	2015	11%	15%	29%	-	32%	*	-	-	-	-	29%	32%	17%	30%	29%	-
% of Non-Participants	2015	1%	1%	0%	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-

'?' 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.

'-' Indicates zero observations reported for this group.

'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.

	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	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Mathematics	Y		Y		n/a	n/a	n/a	n/a	Y		n/a	Y
Federal Graduation Status (Target: See Reason Codes)												
Graduation Target					n/a	n/a	n/a	n/a			n/a	
Met												
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												
‡ 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												
**** Federal Graduation Rate Reason Codes:												
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.												

	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 Phase-in	212	-	209	*	-	*	-	-	148	6	88	n/a
Satisfactory Standard												
Total Tests	299	-	296	*	-	*	-	-	219	23	153	129
% at Phase-in	71%	-	71%	*	-	*	-	-	68%	26%	58%	n/a
Satisfactory Standard												
Mathematics												
# at Phase-in	192	-	189	*	-	*	-	-	134	8	88	n/a
Satisfactory Standard												
Total Tests	298	-	295	*	-	*	-	-	219	23	153	129
% at Phase-in	64%	-	64%	*	-	*	-	-	61%	35%	58%	n/a
Satisfactory Standard												
Writing												
# at Phase-in	81	-	**	*	-	-	-	-	52	*	26	n/a
Satisfactory Standard												
Total Tests	107	-	**	*	-	-	-	-	74	*	49	46
% at Phase-in	76%	-	75%	*	-	-	-	-	70%	*	53%	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)
Science												
% at Phase-in Satisfactory Standard												
# at Phase-in Satisfactory Standard	66	-	**	*	-	-	-	-	44	*	27	n/a
Total Tests	104	-	**	*	-	-	-	-	76	*	53	38
% at Phase-in Satisfactory Standard	63%	-	63%	*	-	-	-	-	58%	*	51%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	309	-	304	*	-	*	-	-	225	24	n/a	134
Total Students	309	-	304	*	-	*	-	-	225	24	n/a	134
Participation Rate	100%	-	100%	*	-	*	-	-	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	308	-	303	*	-	*	-	-	225	24	n/a	134
Total Students	309	-	304	*	-	*	-	-	225	24	n/a	134
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. ** 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.												

	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 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 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												
** 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.

	----- Campus -----		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.8%	0.9%
Bachelors	32.9	80.4%	79.5%	75.1%
Masters	8.0	19.6%	19.3%	23.4%
Doctorate	0.0	0.0%	0.3%	0.6%