

Texas Education Agency 2015-16 Federal Report Card for Texas Public Schools

Campus Name: RICHTER EL

Campus ID: 146902103

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

STAAR Percent At or Above Level II Satisfactory Standard (2016) or Phase-in 1 Level II (2015)			African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Economically Disadvantaged		ELL		Female		Male		Migrant	
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Grade 3

Reading	2016	72%	63%	63%	64%	54%	70%	38%	-	-	*	22%	59%	54%	69%	57%	-
	2015	74%	61%	61%	41%	62%	65%	*	*	-	60%	21%	58%	61%	69%	54%	-
Mathematics	2016	74%	65%	65%	61%	63%	69%	54%	-	-	*	39%	64%	63%	65%	65%	-
	2015	74%	66%	66%	48%	68%	68%	*	*	-	80%	19%	65%	67%	72%	61%	-

All Grades

All Subjects	2016	74%	67%	64%	63%	59%	70%	46%	-	-	*	31%	62%	59%	67%	61%	-
	2015	73%	66%	64%	45%	65%	66%	*	*	-	70%	20%	61%	64%	70%	58%	-
Reading	2016	72%	63%	63%	64%	54%	70%	38%	-	-	*	22%	59%	54%	69%	57%	-
	2015	74%	66%	61%	41%	62%	65%	*	*	-	60%	21%	58%	61%	69%	54%	-
Mathematics	2016	75%	70%	65%	61%	63%	69%	54%	-	-	*	39%	64%	63%	65%	65%	-
	2015	73%	68%	66%	48%	68%	68%	*	*	-	80%	19%	65%	67%	72%	61%	-

STAAR Percent at Final Level II or Above

All Grades

All Subjects	2016	42%	32%	34%	31%	27%	40%	31%	-	-	*	18%	31%	25%	31%	36%	-
	2015	38%	28%	28%	7%	25%	32%	*	*	-	40%	13%	24%	22%	29%	26%	-
Reading	2016	42%	32%	33%	34%	25%	39%	23%	-	-	*	14%	30%	21%	33%	32%	-
	2015	40%	30%	25%	3%	25%	29%	*	*	-	20%	13%	21%	22%	28%	23%	-
Mathematics	2016	40%	32%	34%	27%	29%	40%	38%	-	-	*	22%	32%	29%	29%	40%	-
	2015	36%	29%	30%	10%	25%	35%	*	*	-	60%	14%	26%	22%	30%	29%	-

STAAR Percent at Level III Advanced

All Grades

All Subjects	2016	17%	9%	16%	14%	10%	21%	12%	-	-	*	4%	14%	8%	13%	19%	-
	2015	14%	8%	8%	0%	7%	10%	*	*	-	10%	3%	7%	7%	8%	8%	-
Reading	2016	16%	9%	18%	16%	12%	23%	15%	-	-	*	6%	16%	9%	16%	19%	-
	2015	15%	8%	8%	0%	6%	11%	*	*	-	10%	3%	7%	6%	9%	7%	-
Mathematics	2016	17%	10%	14%	11%	8%	19%	8%	-	-	*	3%	13%	7%	9%	18%	-
	2015	14%	9%	7%	0%	7%	8%	*	*	-	10%	3%	7%	8%	7%	8%	-

STAAR Participation (All Grades)

All Tests	2016	99%	99%	99%	100%	100%	98%	100%	-	-	100%	100%	99%	100%	100%	99%	-
	2015	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%	99%	100%	-
Reading	2016	99%	99%	99%	100%	100%	98%	100%	-	-	*	100%	99%	100%	99%	99%	-
	2015	99%	99%	99%	100%	100%	99%	100%	100%	-	100%	100%	99%	100%	99%	99%	-
Mathematics	2016	100%	99%	99%	100%	100%	98%	100%	-	-	*	100%	99%	100%	100%	99%	-
	2015	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%	100%	100%	99%	100%	-

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

Reading Tests

% of Participants	2016	98%	96%	100%	*	100%	100%	*	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	13%	7%	28%	*	38%	30%	*	-	-	-	28%	21%	*	33%	25%	-
% STAAR/EOC With Accommodations	2016	73%	80%	58%	*	63%	57%	*	-	-	-	58%	58%	*	50%	63%	-
% STAAR Alternate2	2016	11%	9%	14%	*	0%	13%	*	-	-	-	14%	21%	*	17%	13%	-
% of Non-Participants	2016	2%	4%	0%	*	0%	0%	*	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2016	99%	98%	100%	*	100%	100%	*	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2016	12%	7%	31%	*	38%	35%	*	-	-	-	31%	25%	*	33%	29%	-
% STAAR/EOC With Accommodations	2016	75%	81%	56%	*	63%	52%	*	-	-	-	56%	54%	*	50%	58%	-
% STAAR Alternate2	2016	12%	9%	14%	*	0%	13%	*	-	-	-	14%	21%	*	17%	13%	-
% of Non-Participants	2016	1%	2%	0%	*	0%	0%	*	-	-	-	0%	0%	*	0%	0%	-

**1 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 Measureable 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 & ELL Monitored)	Total +	Total Met Eligible	Total Measures Met	Percent of Eligible
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	N	Y					N	N	N	3	7	43	
Mathematics	Y	Y	Y	Y					Y	N	Y	6	7	86	
Writing												0	0		
Science												0	0		
Social Studies												0	0		
Total												9	14	64	
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
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%			
Reading	Y	Y	Y	Y					Y	Y		Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y		Y	7	7	100
Total												14	14	100	
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met													0	0	
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													23	28	82

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.

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		35	4	39
Total Number of Classes		37	4	41
Number of Classes Taught by Highly Qualified Teachers	Number	37	4	41
	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	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 certified personnel)	0	0
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	6	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 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 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

Grade	Subject	Student Group	%				
			Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced	
		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
	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