

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: FREDDA NOTTINGHAM ALTERNATIVE EDUCATION CENTER
Campus ID: 146902007
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 2016-17 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	Econ Disadv	ELL	Female	Male	Migrant
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STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)

End of Course	2017	2016	2017	2016	*	-	*	*	-	-	-	-	-	*	*	*
English I	61%	63%	58%	61%	*	-	*	*	-	-	-	-	-	*	*	*
English II	64%	66%	59%	66%	*	-	*	*	-	-	-	-	-	*	*	*
Algebra I	2016	76%	80%		*	-	-	*	-	-	-	*	-	-	*	-
U.S. History	91%	90%	76%	82%	*	-	*	*	-	-	-	*	-	*	*	*
All Grades																
All Subjects	74%	74%	65%	67%	*	-	*	*	-	-	-	*	-	*	*	*
Reading	71%	72%	62%	63%	*	-	*	*	-	-	-	*	-	*	*	*
Mathematics	2016	75%	70%		*	-	-	*	-	-	-	*	-	-	*	-
Social Studies	76%	76%	64%	70%	*	-	*	*	-	-	-	*	-	*	*	*

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

All Grades	2017	2016	2017	2016	*	-	*	*	-	-	-	*	-	*	*	*
All Subjects	44%	42%	32%	32%	*	-	*	*	-	-	-	*	-	*	*	*
Reading	43%	42%	33%	32%	*	-	*	*	-	-	-	*	-	*	*	*
Mathematics	2016	40%	32%		*	-	-	*	-	-	-	*	-	-	*	-
Social Studies	48%	45%	28%	30%	*	-	*	*	-	-	-	*	-	*	*	*

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

All Grades	2017	2016	2017	2016	*	-	*	*	-	-	-	*	-	*	*	*
All Subjects	19%	17%	12%	9%	*	-	*	*	-	-	-	*	-	*	*	*
Reading	18%	16%	11%	9%	*	-	*	*	-	-	-	*	-	*	*	*
Mathematics	2016	17%	10%		*	-	-	*	-	-	-	*	-	-	*	-
Social Studies	26%	21%	11%	9%	*	-	*	*	-	-	-	*	-	*	*	*

STAAR Participation (All Grades)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Total Tests	13	-	*	*	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	38%	-	*	*	-	-	-	-	-	-	-	n/a
Mathematics												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Writing												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	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	19	-	*	**	-	-	-	-	-	-	n/a	-
Total Students	19	-	*	**	-	-	-	-	-	-	n/a	-
Participation Rate	100%	-	*	100%	-	-	-	-	-	-	n/a	-
Mathematics: 2016-2017 Assessments												
Number Participating	-	-	-	-	-	-	-	-	-	-	n/a	-
Total Students	-	-	-	-	-	-	-	-	-	-	n/a	-
Participation Rate	-	-	-	-	-	-	-	-	-	-	n/a	-

~ Indicates Small Numbers Analysis was used for the subject.

* 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	39	*	**	23	-	-	-	-	17	*	*	n/a
Total in Class	39	*	**	23	-	-	-	-	17	*	*	*
Graduation Rate	100.0%	*	100.0%	100.0%	-	-	-	-	100.0%	*	*	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	34	5	9	20	-	-	-	-	19	*	*	n/a
Total in Class	36	5	9	22	-	-	-	-	20	*	*	*
Graduation Rate	94.4%	100.0%	100.0%	90.9%	-	-	-	-	95.0%	*	*	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	34	5	9	20	-	-	-	-	19	*	*	n/a
Total in Class	36	5	9	22	-	-	-	-	20	*	*	*
Graduation Rate	94.4%	100.0%	100.0%	90.9%	-	-	-	-	95.0%	*	*	n/a
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											

All
African
American
Pacific
Two or
Econ
Special
ELL
ELL
Students
American
Hispanic
White
Indian
Asian
Islander
Races
Disadv
Ed
(Ever HS)
(Current)

- ~ Indicates Small Numbers Analysis was used for the subject.
- * 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

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 percentage 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%	0.5%	1.2%
Bachelors	1.6	100.0%	80.6%	74.5%
Masters	0.0	0.0%	17.8%	23.6%
Doctorate	0.0	0.0%	1.1%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, 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.

Number of Core Academic Teachers Who Are Teaching on the Following Permits

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Year Enrolled in Higher Education	Campus	District	State
2014-15	16.7%	46.1%	56.1%
2013-14	10.6%	44.3%	57.5%

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
		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
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	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

Grade	Subject	Student Group	%
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment