

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

Campus Name: TARKINGTON MIDDLE

Campus ID: 146907041

District Name: TARKINGTON 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.

STAAR Percent at Phase-in 1 Level II or Above		State	District	Campus	African		American		Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant	
					American	Hispanic	White	Indian	Asian	Islander	Races	Ed					Disadv
Grade 6																	
Reading	2015	73%	80%	80%	*	71%	80%	*	*	-	*	38%	71%	*	75%	83%	-
	2014	77%	83%	83%	*	83%	82%	-	-	-	*	90%	75%	*	88%	77%	-
Mathematics	2015	72%	80%	80%	*	71%	81%	*	*	-	*	56%	72%	*	77%	83%	-
	2014	78%	74%	74%	*	67%	74%	-	-	-	*	80%	68%	*	74%	73%	-
Grade 7																	
Reading	2015	72%	75%	75%	*	90%	74%	-	-	-	*	*	66%	*	76%	75%	-
	2014	74%	71%	71%	*	75%	71%	-	-	-	-	50%	71%	-	82%	63%	-
Mathematics	2015	68%	65%	65%	*	70%	64%	-	-	-	*	*	52%	*	63%	67%	-
	2014	67%	67%	67%	*	75%	66%	-	-	-	-	36%	60%	-	67%	67%	-
Writing	2015	69%	72%	72%	*	80%	71%	-	-	-	*	*	63%	*	81%	63%	-
	2014	70%	68%	68%	*	88%	67%	-	-	-	-	*	59%	-	85%	55%	-
Grade 8																	
Reading	2015	84%	88%	88%	*	90%	87%	-	-	-	*	50%	84%	*	92%	84%	-
	2014	88%	90%	90%	*	91%	90%	-	-	-	*	100%	90%	-	91%	90%	-
Mathematics	2015	71%	71%	71%	*	78%	69%	-	-	-	*	50%	64%	*	77%	66%	-
	2014	85%	79%	79%	*	80%	78%	-	-	-	*	85%	74%	-	75%	82%	-
Science	2015	67%	60%	60%	*	*	62%	-	-	-	*	*	51%	*	64%	57%	-
	2014	70%	61%	61%	*	*	63%	-	-	-	*	77%	56%	-	54%	69%	-
Social Studies	2015	61%	50%	50%	*	*	49%	-	-	-	*	*	47%	*	46%	53%	-
	2014	61%	54%	54%	*	45%	54%	-	-	-	*	69%	53%	-	46%	63%	-

End of Course		2015	77%	72%	100%	-	*	100%	-	-	-	100%	-	100%	100%	-
Algebra I		2014	79%	82%	100%	-	*	100%	-	-	-	100%	-	100%	100%	-
All Grades		2015	73%	74%	72%	100%	70%	71%	*	-	83%	33%	64%	50%	73%	71%
All Subjects		2014	75%	74%	72%	89%	71%	72%	-	-	75%	66%	68%	80%	73%	71%
Reading		2015	74%	77%	81%	*	82%	80%	*	-	*	35%	74%	71%	81%	81%
		2014	75%	77%	82%	*	84%	81%	-	-	*	78%	78%	*	87%	76%
Mathematics		2015	73%	75%	73%	*	74%	72%	*	-	*	44%	65%	*	73%	73%
		2014	76%	74%	75%	*	74%	74%	-	-	*	65%	68%	*	74%	75%
Writing		2015	68%	61%	72%	*	80%	71%	-	-	*	*	63%	*	81%	63%
		2014	71%	64%	68%	*	88%	67%	-	-	-	*	59%	-	85%	55%
Science		2015	75%	68%	60%	*	*	62%	-	-	*	*	51%	*	64%	57%
		2014	77%	76%	61%	*	*	63%	-	-	*	77%	56%	-	54%	69%
Social Studies		2015	74%	73%	50%	*	*	49%	-	-	*	*	47%	*	46%	53%
		2014	75%	73%	54%	*	45%	54%	-	-	*	69%	53%	-	46%	63%

STAAR Percent at Final Level II or Above

All Grades		2015	38%	35%	28%	67%	16%	29%	* <th>- <th>17%</th> <th>11%</th> <th>23%</th> <th>0%</th> <th>28%</th> <th>28%</th> </th>	- <th>17%</th> <th>11%</th> <th>23%</th> <th>0%</th> <th>28%</th> <th>28%</th>	17%	11%	23%	0%	28%	28%
All Subjects		2014	39%	35%	32%	78%	26%	32%	- <td>-</td> <td>25%</td> <td>32%</td> <td>27%</td> <td>10%</td> <td>34%</td> <td>30%</td>	-	25%	32%	27%	10%	34%	30%
Reading		2015	40%	40%	37%	*	21%	38%	*	-	*	9%	29%	0%	36%	37%
		2014	42%	40%	40%	*	32%	40%	-	-	*	38%	35%	*	44%	35%
Mathematics		2015	36%	30%	26%	*	15%	27%	*	-	*	9%	22%	*	27%	26%
		2014	37%	28%	29%	*	32%	28%	-	-	*	35%	24%	*	31%	28%
Writing		2015	31%	24%	35%	*	40%	34%	-	-	*	*	32%	*	43%	26%
		2014	34%	24%	26%	*	25%	26%	-	-	-	*	22%	-	39%	15%
Science		2015	40%	29%	17%	*	*	18%	-	-	*	*	15%	*	12%	22%
		2014	40%	37%	33%	*	*	35%	-	-	*	38%	32%	-	29%	37%
Social Studies		2015	41%	47%	10%	*	*	11%	-	-	*	*	10%	*	7%	13%
		2014	38%	43%	19%	*	9%	20%	-	-	*	15%	14%	-	14%	26%

STAAR Percent at Level III Advanced

All Grades		2015	14%	13%	10%	25%	6%	10%	* <th>- <th>17%</th> <th>5%</th> <th>10%</th> <th>0%</th> <th>11%</th> <th>10%</th> </th>	- <th>17%</th> <th>5%</th> <th>10%</th> <th>0%</th> <th>11%</th> <th>10%</th>	17%	5%	10%	0%	11%	10%
All Subjects		2014	14%	10%	9%	0%	3%	9% <td>-</td> <td>-</td> <td>0%</td> <td>2%</td> <td>7%</td> <td>0%</td> <td>9%</td> <td>9%</td>	-	-	0%	2%	7%	0%	9%	9%
Reading		2015	40%	29%	17%	*	*	18%	-	-	*	*	15%	*	12%	22%
		2014	40%	37%	33%	*	*	35%	-	-	*	38%	32%	-	29%	37%
Social Studies		2015	41%	47%	10%	*	*	11%	-	-	*	*	10%	*	7%	13%
		2014	38%	43%	19%	*	9%	20%	-	-	*	15%	14%	-	14%	26%

Reading	2015	15%	13%	16%	*	9%	16%	*	-	*	2%	15%	0%	19%	14%	-
	2014	14%	10%	12%	*	3%	13%	-	-	*	5%	10%	*	13%	11%	-
Mathematics	2015	14%	11%	7%	*	6%	7%	*	-	*	2%	7%	*	6%	8%	-
	2014	15%	9%	8%	*	3%	8%	-	-	*	0%	5%	*	7%	8%	-
Writing	2015	8%	6%	10%	*	10%	10%	-	-	*	*	9%	*	13%	8%	-
	2014	6%	3%	4%	*	13%	4%	-	-	-	*	4%	-	7%	3%	-
Science	2015	14%	11%	8%	*	*	8%	-	-	*	*	10%	*	8%	7%	-
	2014	13%	9%	9%	*	*	10%	-	-	*	0%	6%	-	7%	11%	-
Social Studies	2015	18%	26%	4%	*	*	4%	-	-	*	*	5%	*	0%	8%	-
	2014	15%	20%	8%	*	0%	8%	-	-	*	0%	6%	-	6%	10%	-

STAAR Participation (All Grades)

All Tests	2015	99%	99%	99%	100%	100%	100%	100%	100%	-	100%	99%	99%	100%	99%	99%	-
	2014	99%	99%	99%	100%	100%	99%	-	-	-	100%	100%	99%	100%	100%	100%	99%
Reading	2015	99%	99%	99%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	100%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	-
Mathematics	2015	99%	99%	99%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	100%	100%	100%	-	-	*	100%	100%	100%	100%	100%	100%	-
Writing	2015	99%	99%	99%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2014	99%	99%	99%	99%	100%	99%	-	-	-	100%	99%	-	98%	100%	100%	-
Science	2015	99%	99%	98%	96%	100%	100%	100%	100%	-	100%	95%	100%	97%	96%	-	
	2014	99%	99%	97%	99%	100%	99%	-	-	*	100%	97%	-	99%	99%	-	
Social Studies	2015	99%	99%	99%	98%	100%	100%	100%	100%	-	100%	97%	100%	97%	99%	-	
	2014	99%	99%	99%	99%	100%	99%	-	-	*	100%	97%	-	99%	99%	-	

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

Reading Tests % of Participants % STAAR/EOC With No Accommodations	2015	98%	98%	100%	*	100%	-	-	-	*	100%	100%	-	100%	100%	-
	2014	17%	17%	9%	*	8%	-	-	-	*	9%	16%	-	5%	13%	-
Accommodations % STAAR/EOC With Accommodations	2015	71%	72%	81%	*	86%	-	-	-	*	81%	76%	-	95%	71%	-
	2014	10%	9%	9%	*	6%	-	-	-	*	9%	8%	-	0%	17%	-
% of Non-Participants	2015	2%	2%	0%	*	0%	-	-	-	*	0%	0%	-	0%	0%	-
	2014	2%	2%	0%	*	0%	-	-	-	*	0%	0%	-	0%	0%	-

Mathematics Tests

	2015	99%	98%	100%	*	100%	-	*	100%	100%	100%	100%	-
% of Participants	2015	99%	98%	100%	*	100%	-	*	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	12%	7%	*	6%	-	*	7%	12%	0%	13%	-
% STAAR/EOC With Accommodations	2015	74%	77%	84%	*	89%	-	*	84%	80%	100%	71%	-
% STAAR Alternate2	2015	11%	9%	9%	*	6%	-	*	9%	8%	0%	17%	-
% of Non-Participants	2015	1%	2%	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.

Performance Status ‡	Target	All Students										Two or More Races	ELL (Current & Monitored)	ELL +
		American Indian	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed				
Reading	83%	83%	83%	83%	83%	n/a	n/a	n/a	n/a	n/a	83%	83%	83%	n/a
Mathematics	N	N	N	N	N	n/a	n/a	n/a	n/a	n/a	N	N	N	n/a
Participation Status ‡	95%	95%	95%	95%	95%	n/a	n/a	n/a	n/a	n/a	95%	95%	95%	95%
Reading	Y	Y	Y	Y	Y	n/a	n/a	n/a	n/a	n/a	Y	Y	Y	n/a
Mathematics	Y	Y	Y	Y	Y	n/a	n/a	n/a	n/a	n/a	Y	Y	Y	n/a
Federal Graduation Status (Target: See Reason Codes)														
Graduation Target Met						n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Reason Code ***						n/a	n/a	n/a	n/a	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.

Performance Rates †	All Students							Two or More Races	Pacific Islander	Asian	American Indian	White	Hispanic	African American	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
	# at Phase-in Satisfactory Standard	Total Tests	% at Phase-in Satisfactory Standard	# at Phase-in Satisfactory Standard	Total Tests	% at Phase-in Satisfactory Standard	# at Phase-in Satisfactory Standard											
Reading																		
# at Phase-in Satisfactory Standard	331			26	295	*	*	*	*	*	*	*	*	*	134	14	*	n/a
Total Tests	410			31	368	*	*	*	*	*	*	*	*	*	183	41	*	*
% at Phase-in Satisfactory Standard	81%			84%	80%	*	*	*	*	*	*	*	*	*	73%	34%	*	n/a
Mathematics																		
# at Phase-in Satisfactory Standard	302			23	269	*	*	*	*	*	*	*	*	*	119	18	*	n/a
Total Tests	410			31	368	*	*	*	*	*	*	*	*	*	183	41	*	*
% at Phase-in Satisfactory Standard	74%			74%	73%	*	*	*	*	*	*	*	*	*	65%	44%	*	n/a
Writing																		
# at Phase-in Satisfactory Standard	110			8	98	*	*	*	*	*	*	*	*	*	36	*	*	n/a
Total Tests	151			10	137	*	*	*	*	*	*	*	*	*	56	*	*	*
% at Phase-in Satisfactory Standard	73%			80%	72%	*	*	*	*	*	*	*	*	*	64%	*	*	n/a
Science																		
# at Phase-in Satisfactory Standard	78			*	73	*	*	*	*	*	*	*	*	*	30	*	*	n/a
Total Tests	125			*	116	*	*	*	*	*	*	*	*	*	57	*	*	-
% at Phase-in Satisfactory Standard	62%			*	63%	*	*	*	*	*	*	*	*	*	53%	*	*	n/a
Social Studies																		
# at Phase-in Satisfactory Standard	64			*	59	*	*	*	*	*	*	*	*	*	27	*	*	n/a
Total Tests	127			*	118	*	*	*	*	*	*	*	*	*	58	*	*	-
% at Phase-in Satisfactory Standard	50%			*	50%	*	*	*	*	*	*	*	*	*	47%	*	*	n/a
Participation Rates †																		
Reading: 2014-2015 Assessments																		
Number Participating	425			34	378	*	*	*	*	*	*	*	*	*	190	43	n/a	7
Total Students	426			34	379	*	*	*	*	*	*	*	*	*	190	43	n/a	7
Participation Rate	100%			100%	100%	*	*	*	*	*	*	*	*	*	100%	100%	n/a	100%

Mathematics: 2014-2015 Assessments

Number Participating	424	*	34	377	*	-	*	190	*	43	n/a	7
Total Students	425	*	34	378	*	-	*	190	*	43	n/a	7
Participation Rate	100%	*	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.

Federal Graduation Rates	All Students							Two or More Races	Special Ed	ELL (Ever HS)	ELL (Current)	
	American Indian	African American	Hispanic	White	Asian	Pacific Islander	Econ Disadv					
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 Limit	n/a
Mathematics	Number Proficient	n/a
	Total Federal Cap Limit	n/a

*** 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: 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 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		State	
	Number	Percent	Percent	Percent	Percent	Percent
No Degree	0.0	0.0%	0.8%	0.9%		
Bachelors	23.3	70.8%	79.0%	75.1%		
Masters	9.6	29.2%	20.3%	23.4%		
Doctorate	0.0	0.0%	0.0%	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.

Core Academic Subject Areas

	General Education	Special Education	Total
Total Number of Teachers	29	4	33
Total Number of Classes	148	7	155
Number of Classes Taught by Highly Qualified Teachers	148	7	155
	Number		
	Percent	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	0	0	0
	Number		
	Percent	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	0	0
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

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
Grade 8	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
Grade 8	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment