

Tarkington Independent School District

High School

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Social Studies

Top 25% Closing Performance Gaps

Mission Statement

Empowering students with skills to compete in an ever-evolving global community within a safe, supportive, and diverse learning environment.

Vision

To guide our students successfully both academically and socially through the 21st century.

Core Beliefs

- * Exhibit school pride
- * Fostering professional & personal growth
- * Believe in all students
- * Fairness, honesty and respect for all stakeholders
- * Celebrate & support student success
- * Promote rigorous and relevant instruction
- * Expect high achievement for all
- * Collaboration with all stakeholders
- * Consistent & equitable classroom management
- * Technological advancement and integration for all stakeholders
- * Student-centric decision making
- * Protection of instructional time

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Comprehensive Needs Assessment Data Documentation	11
Goals	14
Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.	14
Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends. (Correlates with School Board Goal 1)	18
Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement. (Correlates with School Board Goal 1, Goal 2)	22
Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input. (Correlates with School Board Goal 3)	25
Addendums	28

Comprehensive Needs Assessment

Demographics

Demographics Summary

Tarkington High School is one of four campuses in Tarkington Independent School District. Tarkington High School serves 526 students in grades 9 to 12 as of 9/6/2016..

The 2014-15 TAPR student population was 0.6% African-American, 0.6% American Indian or Alaska Native, 89.7% Anglo, 0% Asian, 8.5% Hispanic, two or more races 1.2%, 49.8% male and 50.2% female with a low socioeconomic status of 38.4%. The staff population was 100% Anglo, 0% Hispanic, 0% African America 50.0% male and 50.0% female with an average of 14 years of experience.

The TAPR average daily attendance rate for students was 94.8% and increased to 96.35% for 2015-16.

Tarkington High School served 0 English Language Learner students, 25 students in the Gifted and Talented program, **498 students** in the CTE program, 38 students identified for 504 services, and 48 students were served through special education services (8.9%).

Our State Compensatory Program (SCE) consists of a DAEP center, Ed Options for credit recovery, a personal unit to oversee the credit recovery and provide services for pregnant students. Also, provided are intervention classes for students who have not passed EOC.

The site-based decision-making team looked at last year's program evaluations, survey results, and the following data:

Texas Academic Performance Indicator Report

Federal Accountability Data (not available at time of approval)

EOC, AP, SAT, ACT, TSI Data-disaggregated

Campus PEIMS Report

PBMAS Report

Dropout and School Leavers Data -disaggregated

Campus retention data

Campus discipline referral data

Parent, Teacher, Student surveys

Student attendance data

Special Education population regarding LRE

Campus parent participation records

Teacher Mentor Program observations

Homeless population data

Demographics Strengths

Maintained Level 2 Phase in 2 Performance well above the state in Biology, US History, English 1 and English 2

Alg 1 gained 7% over the previous years performance closing the achievement gap compared to state within 1%

Closing the Performance Gap for Student Progress between Eco Dis and Non Eco Dis

Social studies EOC performance (Level 3) 52% vs the state at 31%

Continued to increase course offerings - core, elective and CTE classes/programs - to better meet the unique needs and interests of our students.

Continued increase in certifications obtained through CTE

Continue to increase Response to Intervention program offerings during and after school for all levels of students

Increased the number of AP and Dual Credit offerings

Strengthened rigour in graduation programs (%RHSP/Endorsments)

Maintained an exceptionally high graduation rate.

AP passing percentage rose 5% to 52% surpassing the State at 50%

Maintained ACT Performance well above the state average score (21.2 vs 21.6)

Increase in PSAT vs State/National Test District 69%/State 44/National 36

Maintained previous years increase in ACT testers

Increased attendance from 94.2 to 96.35 over 3 years

Distinctions in Closing Performance Gaps and Academic Achievement in SS

Increased student progress (index 2) Increased Post Secondary Readiness by 8 points (Index 2)

TSI Performance (2015 overall % college ready (49.5) increased in 2016 to (70.5%)

Demographics Needs

Respond to system safeguards identified within 2015-16 Accountability: Eco Dis Math and SPED Reading maintain a passing rate above the state target (60%)

Increase ACT Biology performance

Gain distinction in 4 areas or more by increasing successful student performance on assessment/college readiness indicators/attendance

Maintain RTI Programs for all students

Increase level 3 performance on alg1 and english eoc

Student Achievement

Student Achievement Summary

Data information can be found in the addendum.

Student Achievement Strengths

Maintained state assessment scores from previous year to reflect a state acceptable rating level.

Maintained an extraordinary high graduation rate.

99% Level 2 Passing Rate on EOC Social Studies with 52% achieving level 3 which is almost more than double the state average

Met or exceeded state Level 2 passing rate in Eng 1 and 2, Biology, and US History

Excelled within the accountability indices of 1,3 & 4 compared to our surrounding districts

Increased index 2 (student progress from 24 to 26)

Student Achievement Needs

Maintain equitable or higher EOC Level 2 passing rate of Economically Disadvantaged students compared to Non-Economically Disadvantaged .

Increase/Maintain Level 2 passing rate for all STARR EOC above the state average.

Increase/Maintain Level 3 passing rate for all STARR EOC above the state average.

Improve mean average scores of AP courses compared to in World History, Us History, Physics, Government/Economics, Calculus

Improve SAT/ACT Scores in comparison to state and national averages

Increase/maintain TSI score from previos 21 point gain

increase/maintain PSAT Performance from 2015-16 which moved to 25% above the State on college ready students

School Culture and Climate

School Culture and Climate Summary

THS actively provides culture and climate improvements through our Longhorn Parent Support Group established in 2014-15. Additionally, our beliefs statement was collaboratively created by the staff to ensure a common approach to expected beliefs/behaviors.

School Culture and Climate Strengths

Ongoing activities are scheduled throughout the year to promote a positive culture and climate. Examples include staff appreciation and recognition each six weeks, Student honor rolls, and Pep Rallies throughout the school year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers are highly qualified according to NCLB.

Staff Quality, Recruitment, and Retention Strengths

Continue to provide professional development to new staff through mentorship program.

Staff Quality, Recruitment, and Retention Needs

Attend Job Fairs

Increased Staff Development opportunities driven by SBDM needs

Identify high need subject areas and research common methods of recruitment/retention practices among other like districts (stipend high need areas as identified by TASB).

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

Performance Objective 1: All students will be educated in safe learning environments that are and remain conducive to learning.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Emergency Management - all stakeholders will receive training and practice on emergency preparedness.	Assistant Principal	Scheduled drills				
2) Utilize resource officer for assistance with criminal incidents and document the incidents accordingly.	Assistant Principal	Decrease in discipline referrals and criminal activity/charges.				
3) Utilize detection canine dogs to seek out illegal substances and/or paraphernalia as outlined in TISD policy.	Assistant Principal	Reduced confiscation of materials				
4) Increase duty monitor attendance & visibility in building before & after school, between classes & in parking lot.	Principal & Assistant Principal	Fewer teacher reprimands				
5) Campus personnel will continue to follow established safety procedures, which include visitor identification, sign-in procedures, limited building access for visitors, limited access to teachers classrooms, and identification of district and campus personnel. Campus personnel will review and consider recommendations as were made in Campus Security Audit. Perform practice drills, tabletop scenarios and make modifications based on student and staff safety. Campus evacuation routes and emergency procedures are posted in each classroom, exits and office areas.	Administration, Teachers, Staff	Agendas, sign-in sheets, drill logs, computer logs.				
6) Maintain a tip line for bullying, drugs, etc.	Principal, Assistant Principal	Decrease in bullying and drugs found on campus.				
7) Re-stripe parking lots to ensure safe and orderly parking.	Principal, Assistant Principal	Reduction of accidents in parking lot.				
8) Improve gym locks	Asst. Principal, Maintenance	Increased security measure				
9) Key box	Asst. Principal, Maintenance	Installation & coordination with emergency services				

10) Fire Extinguisher training	Principal, Maintenance	Increase in number of staff trained				
11) SRO more visable on THS Campus	Asst. Principal	SRO follows a daily monitoring schedule and more visible in hallways and upstairs between classes				
12) Add Cameras at AEP	Principal, Asst. Principal	Installation of cameras				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

Performance Objective 2: Implementation of crisis management efforts in district.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide Receptionist for front office to ensure that all visitors are checked into computer system and that IDs are provided	Principal	Hire a receptionist				
2) SRO to have closer interaction with the students & teachers	Principal, Assistant Principal	SRO follows a daily monitoring schedule and coordinates an emergency management training for staff.				
3) 3) Train staff in CPR and AED with certifications	District Nurse	Teachers have cards showing certification				
4) Increase the number of AEDs on campus	Principal, District Nurse	Will increase AEDs available on high school campus				
5) Extend fire lane to road in front of the school and add signs	Principal, Assistant Principal	fewer parking violations in safety zones				
6) Train Administration and Crisis Management Team in NIMS (National Incident Management Services)	Principal, Assistant Principal	Increase in staff trained for crisis management				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 1: Provide a safe, positive and orderly environment throughout the district for students, staff, parents and patrons of the Tarkington ISD.

Performance Objective 3: Improve health and wellness of students and staff

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer flu shots for staff	District Nurse	Decrease in time lost due to teachers being out sick.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends. (Correlates with School Board Goal 1)

Performance Objective 1: All students graduate from high school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Personal Graduation Plans will be developed/monitored for all students.	Counselors/Principal	PGP's January and May Annually				
2) Summer School and Credit Recovery are offered to encourage students to graduate on time.	Counselor, Principal	June 2017				
3) Senior students who have not passed sections of the STARR EOC/TAKS test will be identified and placed in classes for intervention/acceleration if necessary TEK/SE objectives.	Counselors, Department Leaders	January and May Annually				
4) Implementation of HB 5	Principal	New graduation programs/revised				
5) Counselor and nurse will meet with and provide information and services to our parenting students.	Counselor, Nurse	Counselor and nurse documentation.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.
(Correlates with School Board Goal 1)

Performance Objective 2: Provide accelerated instruction to students at-risk of not graduating.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Students in danger of failing STARR EOC/TAKS are pulled out of elective classes and given intervention prior to math and science STARR EOC/TAKS test with parental approval.	Counselors, Principal, Department Leaders	January & May Annually				
2) Principal and Counselor will collaborate with department heads in regards to placement of students in the Credit Recovery program.	Counselors, Principal, Department Leaders	Year Round				
3) Senior students who have not passed sections of the STARR EOC/TAKS test will be identified and placed in classes for intervention/acceleration of necessary TEK/SE objectives.	Counselors, Department Leaders	October, January & May Annually				
4) Review/Audit accelerated instruction programs.	Instructional Team, Counselors, Administration	Strategies for improvement				
5) Mandatory tutorials using Study Island	Department Leaders	tutorial logs				
6) Provide intensified RTI Tier 2 remediation	Principal	Reduction in achievement gaps and an increase in student progress.				
7) Mandatory Saturday Tutorials for athletics.	Instructional Leaders	student attendance				
8) Peer tutoring program provided by BETA	Beta Sponsor/ Instructional Leaders	tutorial attendance				
9) Invite all students to level 3 remediation.	Teachers	student attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 2: Prepare students for a productive future by providing instructional programs relevant to their needs, interest, aptitudes and societal trends.
(Correlates with School Board Goal 1)

Performance Objective 3: Provide career and guidance counseling to secondary students, assisting them with post-secondary preparation including college application assistance and financial aid information.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide information regarding higher education admissions, financial aid opportunities and the Texas Grant Program to students and parents.	Principals, Counselors, Teachers	Each semester, transcript requests, scholarship applications, personal graduation plan				
2) Tarkington High School will promote "Generation TX" to encourage students to begin thinking about college.	Principal, Counselors, Teachers	November by law				
3) Tarkington High School will educate students/parents about the Tarkington Student Foundation to promote the idea that any Tarkington High School graduate who attends post-secondary education will receive a scholarship.	Foundation Board of Directors, Principal	TISD graduates will receive scholarships upon enrolling in a college, university or technical school within a year of the students graduation date.				
4) Tarkington High School will work in conjunction with Lonestar Kingwood College advisors who send admissions & financial aid advisors biweekly	Counselors	Sign up sheets, increased post secondary enrollment				
5) Tarkington High School will attend College Fair at Dayton High School	Counselors	travel forms, Edays				
6) Administer TSIA, ASVAB, PSAT & AP exams	Counselors	test scores				
7) Professional Development for counseling staff in college and career advising.	Principal	certificates				
8) Create PSAT/SAT/ACT course to help students become familiar with the PSAT/SAT/ACT test	Principal, Counselor	Increase in students taking the PSAT/SAT test				
9) Offer more courses with certification opportunities (Vet Med, Med Billing/coding, Pharm. Tech, EKG, ICEV)	Principal, Counselors	Increase in students electing to take courses with certification opportunities.				
10) Pull outs for testing groups *College Readiness Testing PSAT 11th grade-fall 9th & 10th grade-spring	Counselors, Testing Coordinator	Increase in test scores				
11) Increase in dual credit offerings	Counselors	Increase in number of students enrolled in dual credit courses				

12) Additional AP class offerings	Counselors	Increase in number of students in AP classes				
13) Mandatory after school remediation (EOC)	Principal, Counselors	Increase in EOC scores				
14) Extra/Co Curricular involvement: UIL, etc.	Principal, UIL coach	Increase in the number of students participating.				
15) Offer additional remedial programs (technical writing)	Principal, Counselors	Increase in test scores				
16) Offer additional courses for students with IEPs (i.e. consumer math, Alg II for MMA takers)	Principal, Counselors	Increased course offerings				
17) Provide monitoring and remediation for Eco. Dis. Math and SPED Reading	Math/SPED Dept. Chair	Elimination of system safeguard				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement. (Correlates with School Board Goal 1, Goal 2)

Performance Objective 1: To increase student academic performance

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide incentive for students based on attendance	Principal, Assistant Principal	Increase in attendance				
2) Continued focus from Attendance Office, contacting parents when students are absent.	Assistant Principal	Increase in attendance, less filings at court house.				
3) Promote college readiness by offering "college signing day", SAT/ACT prep and bootcamp, posting "ASK ME" posters indicating the university and degree	Counselors	Increase in students attending post secondary schools				
4) Provide frequent incentives for teachers attendance (gift cards, drawings, off period, etc)	Principal, Assistant Principal	Decrease in loss time due to teachers being absent				
5) Foster sight based decision making/planning in all organizational management activities	Principal	Campus will be involved in budget, professional development, and instructional planning through sight based teams.				
6) Academic Incentive	Asst. Principal	Increase in student attendance & grades				
7) Professional Development opportunities for staff	Principal	Increase in Prof. Dev. budget & time off requests due to workshops				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement. (Correlates with School Board Goal 1, Goal 2)

Performance Objective 2: Maintain 100% of all professional and paraprofessional personnel meeting the definition of Highly Qualified according to NCLB.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Principal will continue to hire highly qualified teachers.	Principal	Personnel records, Teacher certificates/transcripts				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 3: Prepare all instructional staff to effectively educate all students through the use of best practices and research based strategies to improve student achievement. (Correlates with School Board Goal 1, Goal 2)

Performance Objective 3: Implement and use technology to increase the effectiveness of student learning, instructional management, staff development, and administration.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Teachers will participate in professional development for vertical and horizontal alignment of TEKS in each core subject area, with emphasis in math and science, integrating curriculum and technology. Teachers also will participate in training for new STARR EOC exams.	Curriculum director, Department Leaders, Teachers	TEKS Curriculum, 100 % participation in lesson plans, tests and semester tests. Summer 2012, May 2013				
2) Teachers will integrate technology into their classroom instruction and encourage students to use technology as part of a classroom assignment.	Teachers, Campus Technology Coordinator	Lesson Plans, PDAS, Star Chart, August 2012, June 2013				
3) Improve performance of filtering system to identify user by password & assignment of rights, not IP address.	Technology Committee	Increased access to instructional resources.				
4) Replace all teacher computers	Principal, Technology Director	Increased access to instructional resources.				
5) Provide iPads for Instructional Staff	Principal, Technology Director	Increased access to instructional resources.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input. (Correlates with School Board Goal 3)

Performance Objective 1: Maintain and increase opportunities for open communication, significant discourse between families/community/school.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Brochures/letters will be made available for students and parents in regards to EOC requirements	Counseling Department	Brochures and letters				
2) Utilize various technological media to disseminate information to all stakeholders.	Central Office, Principal	number of followers				
3) Schedule various parent nights for information presentations on graduation requirements, extra curricular events and school happenings.	Principal & Staff	attendance				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input. (Correlates with School Board Goal 3)

Performance Objective 2: Increase access to helpful information regarding healthy family/school relationships.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Implement the use of a faculty liaison to strengthen the relationship between the school and the community.	L. Williams	Increased parent support				
2) Implement an active calendar on THS website that parents can access in advance	Principal, C. Sanford	Information getting to parents in timely manner				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Goal 4: Encourage and assist all parents to be active partners in the education of their children beginning in Pre-K/K through 12th grade and expand opportunities for parental and community input. (Correlates with School Board Goal 3)

Performance Objective 3: Increase opportunities for parents to be active partners in student learning and meaningful decision-making in the education of their children.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide outlets other than social media for parents to provide feedback (survey by paper or electronic)	Principal, Assistant Principal, Counselors	Increase in feedback obtained from parents of students.				
2) Parent Liaison Organization	Principal	Increase parent involvement and feedback.				
3) Increase Extra/Co Curricular opportunities	Principal	Increased student involvement and extra curricular activities.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue						

Addendums

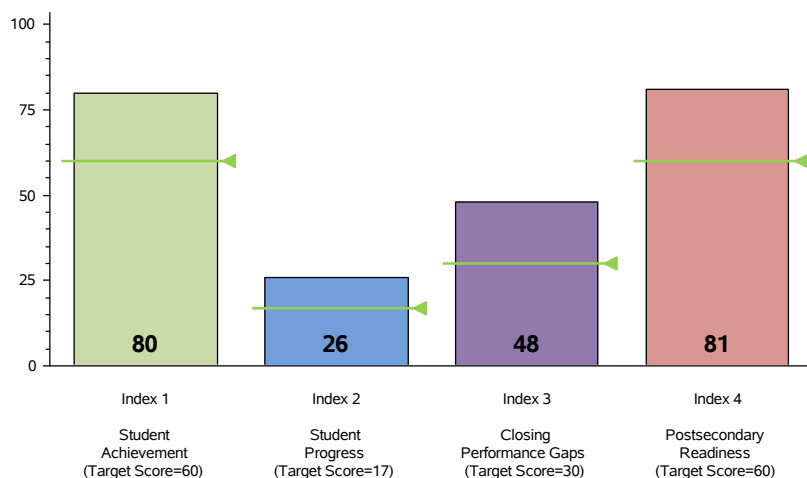
TEXAS EDUCATION AGENCY
2016 Accountability Summary
TARKINGTON H S (146907001) - TARKINGTON ISD

Accountability Rating

Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE
In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	537	673	80
2 - Student Progress	102	400	26
3 - Closing Performance Gaps	380	800	48
4 - Postsecondary Readiness			
STAAR Score	12.3		
Graduation Rate Score	24.5		
Graduation Plan Score	21.5		
Postsecondary Component Score	22.6		81

Distinction Designation



Academic Achievement in ELA/Reading
NO DISTINCTION EARNED
Academic Achievement in Mathematics
NO DISTINCTION EARNED
Academic Achievement in Science
NO DISTINCTION EARNED
Academic Achievement in Social Studies
DISTINCTION EARNED
Top 25 Percent Student Progress
NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps
DISTINCTION EARNED
Postsecondary Readiness
NO DISTINCTION EARNED

Campus Demographics

Campus Type	High School
Campus Size	526 Students
Grade Span	09 - 12
Percent Economically Disadvantaged	38.0
Percent English Language Learners	0.2
Mobility Rate	15.6

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	12 out of 14 = 86%
Participation Rates	8 out of 8 = 100%
Graduation Rates	3 out of 3 = 100%
Total	23 out of 25 = 92%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 Accountability Summary
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD

Accountability Rating

Met Standard

Met Standards on

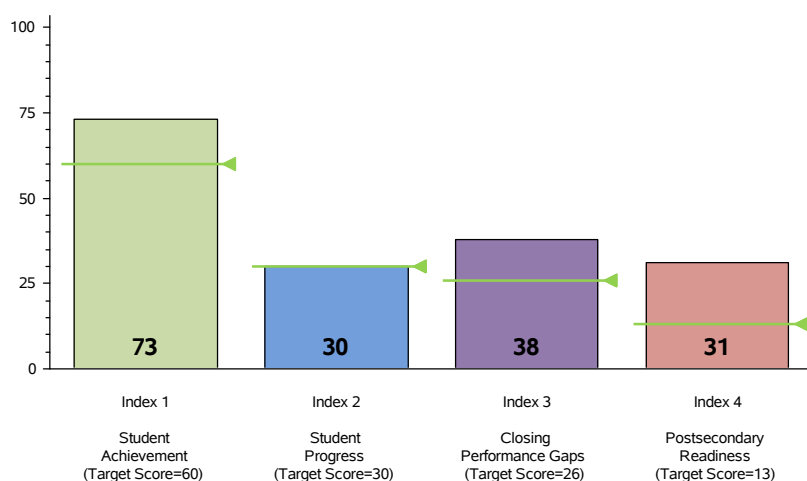
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	959	1,307	73
2 - Student Progress	238	800	30
3 - Closing Performance Gaps	760	2,000	38
4 - Postsecondary Readiness			
STAAR Score	30.7		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		31

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NO DISTINCTION EARNED

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Middle School
Campus Size	460 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	45.0
Percent English Language Learners	1.5
Mobility Rate	10.3

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	14 out of 19 = 74%
Participation Rates	10 out of 10 = 100%
Graduation Rates	N/A
Total	24 out of 29 = 83%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 Accountability Summary
TARKINGTON PRI (146907101) - TARKINGTON ISD

Accountability Rating

Met Standard

Met Standards on

- Student Achievement
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Distinction Designation

Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NOT ELIGIBLE

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NOT ELIGIBLE

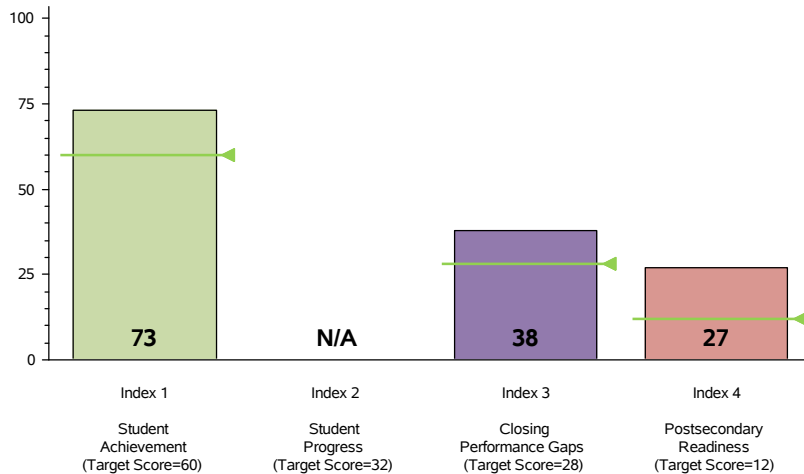
Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	622 Students
Grade Span	EE - 03
Percent Economically Disadvantaged	54.0
Percent English Language Learners	3.5
Mobility Rate	16.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	205	280	73
2 - Student Progress	N/A	N/A	N/A
3 - Closing Performance Gaps	153	400	38
4 - Postsecondary Readiness			
STAAR Score	26.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		27

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	6 out of 6 = 100%
Participation Rates	6 out of 6 = 100%
Graduation Rates	N/A
Total	12 out of 12 = 100%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 Accountability Summary
TARKINGTON INT (146907102) - TARKINGTON ISD

Accountability Rating

Met Standard

Met Standards on

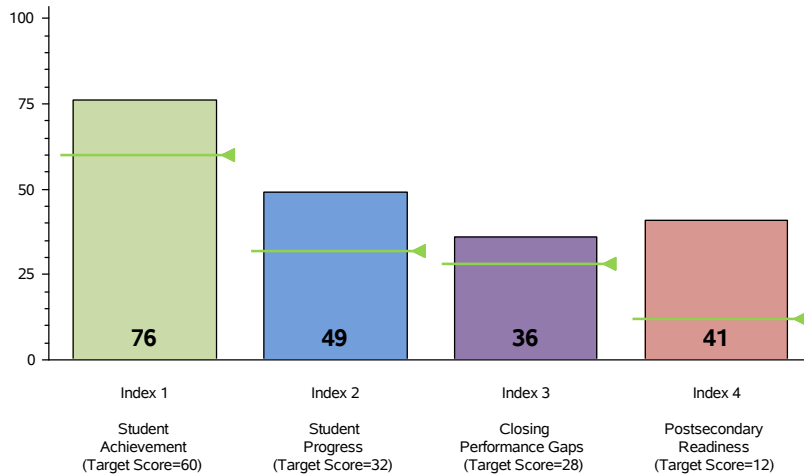
- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

Did Not Meet Standards on

- NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	596	780	76
2 - Student Progress	389	800	49
3 - Closing Performance Gaps	286	800	36
4 - Postsecondary Readiness			
STAAR Score	40.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		41

Distinction Designation



Academic Achievement in ELA/Reading

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

NO DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

NO DISTINCTION EARNED

Postsecondary Readiness

NO DISTINCTION EARNED

Campus Demographics

Campus Type	Elementary
Campus Size	273 Students
Grade Span	04 - 05
Percent Economically Disadvantaged	50.2
Percent English Language Learners	0.7
Mobility Rate	13.3

System Safeguards

Number and Percentage of Indicators Met

Performance Rates	10 out of 14 = 71%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	18 out of 22 = 82%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - ELA/Reading
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.5%	Q2
Greater Than Expected Student Growth in ELA/Reading	2%	Q1
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)	2%	Q4
EOC English II Performance (Level III)	3%	Q3
AP/IB Examination Participation: ELA	3%	Q3
AP/IB Examination Performance: ELA		
SAT/ACT Participation	48%	Q4
SAT Performance: ELA	924	Q3
ACT Performance: ELA	20.9	Q2
Advanced/Dual-Credit Course Completion Rate: ELA/Reading	6.8%	Q4
Total Indicators for ELA/Reading		1 of 9

Distinction Campus Outcome: 1 of 9 eligible indicators in Q1 (Top Quartile)

1 of 9 = 11%

Distinction Target: High School = 33% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Mathematics
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.5%	Q2
Greater Than Expected Student Growth in Mathematics	6%	Q3
Grade 3 Mathematics Performance (Level III)		
Grade 4 Mathematics Performance (Level III)		
Grade 5 Mathematics Performance (Level III)		
Grade 6 Mathematics Performance (Level III)		
Grade 7 Mathematics Performance (Level III)		
Grade 8 Mathematics Performance (Level III)		
Algebra I by Grade 8 - Participation		
EOC Algebra I Performance (Level III)	5%	Q3
AP/IB Examination Participation: Mathematics	0%	Q3
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation	48%	Q4
SAT Performance: Mathematics	481	Q2
ACT Performance: Mathematics	20.3	Q2
Advanced/Dual-Credit Course Completion Rate: Mathematics	34.4%	Q3
Total Indicators for Mathematics		0 of 8

Distinction Campus Outcome: 0 of 8 eligible indicators in Q1 (Top Quartile)

0 of 8 = 0%

Distinction Target: High School = 33% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Science
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.5%	Q2
Grade 5 Science Performance (Level III)		
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)	17%	Q2
AP/IB Examination Participation: Science	2%	Q2
AP/IB Examination Performance: Science		
ACT Performance: Science	21.3	Q2
Advanced/Dual-Credit Course Completion Rate: Science	0.0%	Q2
Total Indicators for Science		0 of 5

Distinction Campus Outcome: 0 of 5 eligible indicators in Q1 (Top Quartile)

0 of 5 = 0%

Distinction Target: High School = 33% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Social Studies
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Attendance Rate	95.5%	Q2
Grade 8 Social Studies Performance (Level III)		
EOC U.S. History Performance (Level III)	50%	Q1
AP/IB Examination Participation: Social Studies	4%	Q1
AP/IB Examination Performance: Social Studies	64%	
Advanced/Dual-Credit Course Completion Rate: Social Studies	18.0%	Q3
Total Indicators for Social Studies		2 of 4

Distinction Campus Outcome: 2 of 4 eligible indicators in Q1 (Top Quartile)

2 of 4 = 50%

Distinction Target: High School = 33% or higher

DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Student Progress
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Campus Name	District Name	Index 2 Score
1 WINNSBORO H S (250907001)	WINNSBORO ISD	44
2 EARLY H S (025909001)	EARLY ISD	41
3 CALLISBURG H S (049905001)	CALLISBURG ISD	38
4 BOWIE H S (169901001)	BOWIE ISD	34
5 HOWE H S (091905001)	HOWE ISD	34
6 SABINE H S (092906002)	SABINE ISD	34
7 HUNTINGTON H S (003904001)	HUNTINGTON ISD	31
8 FAIRFIELD H S (081902002)	FAIRFIELD ISD	30
9 CLYDE H S (030902001)	CLYDE CISD	29
10 MILLSAP H S (184904001)	MILLSAP ISD	28
11 BORGER H S (117901001)	BORGER ISD	27
12 LONE OAK H S (116906001)	LONE OAK ISD	27
13 ALPINE H S (022901001)	ALPINE ISD	26
14 HARMONY H S (230905001)	HARMONY ISD	26
15 JOURDANTON H S (007902001)	JOURDANTON ISD	26
16 STANTON H S (156902001)	STANTON ISD	26
TARKINGTON H S (146907001)	TARKINGTON ISD	26
17 ANNA H S (043902001)	ANNA ISD	25
18 BALLINGER H S (200901001)	BALLINGER ISD	25
19 BUNA H S (121903001)	BUNA ISD	25
20 GEORGE WEST H S (149901001)	GEORGE WEST ISD	25
21 GOLIAD H S (088902001)	GOLIAD ISD	25
22 LEXINGTON HIGH SCHOOL (144902001)	LEXINGTON ISD	25
23 TROUP H S (212904002)	TROUP ISD	25
24 WHITESBORO H S (091909001)	WHITESBORO ISD	25
25 COLUMBUS H S (045902001)	COLUMBUS ISD	24
26 BOYD H S (249902001)	BOYD ISD	23
27 DALHART H S (056901001)	DALHART ISD	23
28 KOUNTZE H S (100903002)	KOUNTZE ISD	23
29 SCURRY-ROSSER H S (129910001)	SCURRY-ROSSER ISD	23
30 TEAGUE H S (081904001)	TEAGUE ISD	23
31 BANDERA H S (010902001)	BANDERA ISD	22
32 SNYDER H S (208902001)	SNYDER ISD	22
33 HARDIN H S (146904001)	HARDIN ISD	21
34 MARION H S (094904001)	MARION ISD	21
35 SWEENEY H S (020906002)	SWEENEY ISD	21
36 TROY H S (014910001)	TROY ISD	21
37 WARREN H S (229904001)	WARREN ISD	21
38 CENTRAL H S (003907001)	CENTRAL ISD	20
39 CUERO H S (062901001)	CUERO ISD	19
40 MONAHANS H S (238902001)	MONAHANS-WICKETT-PYOTE ISD	18

Top 25% in Student Progress Target = Index 2 Score of 28

NO DISTINCTION EARNED

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Closing Performance Gaps
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Campus Name	District Name	Index 3 Score
1 WINNSBORO H S (250907001)	WINNSBORO ISD	53
2 FAIRFIELD H S (081902002)	FAIRFIELD ISD	52
3 EARLY H S (025909001)	EARLY ISD	51
4 ALPINE H S (022901001)	ALPINE ISD	50
5 CALLISBURG H S (049905001)	CALLISBURG ISD	50
6 LEXINGTON HIGH SCHOOL (144902001)	LEXINGTON ISD	50
7 HOWE H S (091905001)	HOWE ISD	49
8 LONE OAK H S (116906001)	LONE OAK ISD	48
TARKINGTON H S (146907001)	TARKINGTON ISD	48
9 TROUP H S (212904002)	TROUP ISD	47
10 TROY H S (014910001)	TROY ISD	46
11 BANDERA H S (010902001)	BANDERA ISD	45
12 MILLSAP H S (184904001)	MILLSAP ISD	45
13 SABINE H S (092906002)	SABINE ISD	45
14 SCURRY-ROSSER H S (129910001)	SCURRY-ROSSER ISD	45
15 BORGER H S (117901001)	BORGER ISD	44
16 BOWIE H S (169901001)	BOWIE ISD	44
17 CLYDE H S (030902001)	CLYDE CISD	44
18 GOLIAD H S (088902001)	GOLIAD ISD	44
19 HARMONY H S (230905001)	HARMONY ISD	43
20 TEAGUE H S (081904001)	TEAGUE ISD	43
21 ANNA H S (043902001)	ANNA ISD	42
22 MARION H S (094904001)	MARION ISD	42
23 SWEENEY H S (020906002)	SWEENEY ISD	42
24 WHITESBORO H S (091909001)	WHITESBORO ISD	42
25 BUNA H S (121903001)	BUNA ISD	41
26 CENTRAL H S (003907001)	CENTRAL ISD	41
27 GEORGE WEST H S (149901001)	GEORGE WEST ISD	41
28 WARREN H S (229904001)	WARREN ISD	41
29 BOYD H S (249902001)	BOYD ISD	40
30 COLUMBUS H S (045902001)	COLUMBUS ISD	40
31 HARDIN H S (146904001)	HARDIN ISD	40
32 JOURDANTON H S (007902001)	JOURDANTON ISD	40
33 DALHART H S (056901001)	DALHART ISD	39
34 HUNTINGTON H S (003904001)	HUNTINGTON ISD	39
35 STANTON H S (156902001)	STANTON ISD	39
36 CUERO H S (062901001)	CUERO ISD	37
37 BALLINGER H S (200901001)	BALLINGER ISD	35
38 MONAHANS H S (238902001)	MONAHANS-WICKETT-PYOTE ISD	34
39 KOUNTZE H S (100903002)	KOUNTZE ISD	33
40 SNYDER H S (208902001)	SNYDER ISD	32

Top 25% in Closing Performance Gaps Target = Index 3 Score of 46

DISTINCTION EARNED

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Postsecondary Readiness
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Indicator	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	49%	Q2
Four-Year Longitudinal Graduation Rate	96%	Q3
Four-Year Longitudinal Graduation Plan Rate*	86%	Q2
College-Ready Graduates	42%	Q1
Advanced/Dual-Credit Course Completion Rate: Any Subject	29.6%	Q4
AP/IB Examination Performance: Any Subject	53%	Q2
SAT/ACT Participation	48%	Q4
SAT/ACT Performance	25%	Q2
CTE-Coherent Sequence Graduates	67%	Q3
Total Indicators for Postsecondary Readiness		1 of 9

Evaluation of campus outcomes: 1 of 9 eligible indicators in Q1 (Top Quartile)

1 of 9 = 11%

Distinction Target: High School = 33% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary
TARKINGTON H S (146907001) - TARKINGTON ISD
Campus Type: High School

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	89,198.0	93,446.0	95.5	95.9	Q2
Greater Than Expected Student Growth in ELA/Reading	2	125	2	1	Q1
Greater Than Expected Student Growth in Mathematics	6	102	6	14	Q3
Grade 3 Reading Performance (Level III)					
Grade 3 Mathematics Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Mathematics Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Mathematics Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)					
Grade 6 Mathematics Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Mathematics Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Mathematics Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)	6	130	5	13.5	Q3
EOC English I Performance (Level III)	3	178	2	7.0	Q4
EOC English II Performance (Level III)	5	151	3	7.0	Q3
EOC Biology Performance (Level III)	18	109	17	20.0	Q2
EOC U.S. History Performance (Level III)	53	105	50	26.5	Q1
AP/IB Examination Participation: ELA	7	251	2.8	9.6	Q3
AP/IB Examination Participation: Mathematics	1	251	0.4	4.0	Q3
AP/IB Examination Participation: Science	4	251	1.6	1.7	Q2
AP/IB Examination Participation: Social Studies	11	251	4.4	1.4	Q1
AP/IB Examination Performance: ELA	2	7			
AP/IB Examination Performance: Mathematics	1	1			
AP/IB Examination Performance: Science	2	4			
AP/IB Examination Performance: Social Studies	7	11	63.6	53.6	
AP/IB Examination Performance: Any Subject	8	15	53.3	53.8	Q2
SAT/ACT Participation	53	110	48	61	Q4
SAT/ACT Performance	13	53	25	25	Q2
SAT Performance: ELA	n/a	49	924	957	Q3
SAT Performance: Mathematics	n/a	49	481	493	Q2
ACT Performance: ELA	n/a	23	20.9	21.5	Q2
ACT Performance: Mathematics	n/a	23	20.3	21.3	Q2
ACT Performance: Science	n/a	23	21.3	21.7	Q2
Index 4 - Percent at STAAR Postsecondary Readiness Standard	173	351	49	58	Q2
Four-Year Longitudinal Graduation Rate	106	110	96.4	99.0	Q3
Four-Year Longitudinal Graduation Plan Rate*	82	95	86.3	89.7	Q2
College-Ready Graduates	22	53	42.0	42.0	Q1
Advanced/Dual-Credit Course Completion Rate: ELA/Reading	16	236	6.8	30.5	Q4
Advanced/Dual-Credit Course Completion Rate: Mathematics	42	122	34.4	48.2	Q3
Advanced/Dual-Credit Course Completion Rate: Science	0	171	0.0	6.5	Q2
Advanced/Dual-Credit Course Completion Rate: Social Studies	43	239	18.0	27.5	Q3
Advanced/Dual-Credit Course Completion Rate: Any Subject	72	243	29.6	55.0	Q4
CTE-Coherent Sequence Graduates	74	110	67.3	86.5	Q3

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - ELA/Reading
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q4
Greater Than Expected Student Growth in ELA/Reading	10%	Q4
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)	15%	Q3
Grade 7 Reading Performance (Level III)	16%	Q4
Grade 7 Writing Performance (Level III)	9%	Q3
Grade 8 Reading Performance (Level III)	13%	Q4
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual-Credit Course Completion Rate: ELA/Reading		
Total Indicators for ELA/Reading		0 of 6

Distinction Campus Outcome: 0 of 6 eligible indicators in Q1 (Top Quartile)

0 of 6 = 0%

Distinction Target: Middle School = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Mathematics
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q4
Greater Than Expected Student Growth in Mathematics	11%	Q2
Grade 3 Mathematics Performance (Level III)		
Grade 4 Mathematics Performance (Level III)		
Grade 5 Mathematics Performance (Level III)		
Grade 6 Mathematics Performance (Level III)	12%	Q2
Grade 7 Mathematics Performance (Level III)	5%	Q4
Grade 8 Mathematics Performance (Level III)	3%	Q3
Algebra I by Grade 8 - Participation	14%	Q3
EOC Algebra I Performance (Level III)	100%	Q1
AP/IB Examination Participation: Mathematics		
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation		
SAT Performance: Mathematics		
ACT Performance: Mathematics		
Advanced/Dual-Credit Course Completion Rate: Mathematics		
Total Indicators for Mathematics		1 of 7

Distinction Campus Outcome: 1 of 7 eligible indicators in Q1 (Top Quartile)

1 of 7 = 14%

Distinction Target: Middle School = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Science
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q4
Grade 5 Science Performance (Level III)		
Grade 8 Science Performance (Level III)	15%	Q3
EOC Biology Performance (Level III)		
AP/IB Examination Participation: Science		
AP/IB Examination Performance: Science		
ACT Performance: Science		
Advanced/Dual-Credit Course Completion Rate: Science		
Total Indicators for Science		0 of 2

Distinction Campus Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Middle School = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Social Studies
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Attendance Rate	95.6%	Q4
Grade 8 Social Studies Performance (Level III)	9%	Q3
EOC U.S. History Performance (Level III)		
AP/IB Examination Participation: Social Studies		
AP/IB Examination Performance: Social Studies		
Advanced/Dual-Credit Course Completion Rate: Social Studies		
Total Indicators for Social Studies		0 of 2

Distinction Campus Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Middle School = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Student Progress
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Campus Name	District Name	Index 2 Score
1 PONDER J H (061906041)	PONDER ISD	49
2 CLYDE J H (030902041)	CLYDE CISD	41
3 FARMERSVILLE J H (043904041)	FARMERSVILLE ISD	41
4 HUNTINGTON MIDDLE (003904041)	HUNTINGTON ISD	40
5 LELAND E EDGE MIDDLE (043918041)	COMMUNITY ISD	40
6 TROUP MIDDLE (212904041)	TROUP ISD	40
7 CUERO J H (062901041)	CUERO ISD	39
8 JOURDANTON J H (007902041)	JOURDANTON ISD	39
9 HUDSON MIDDLE (003902041)	HUDSON ISD	38
10 MARION MIDDLE (094904041)	MARION ISD	38
11 TERRA VISTA MIDDLE (152907042)	FRENSHIP ISD	38
12 ACADEMY J H (014901041)	ACADEMY ISD	37
13 FAIRFIELD J H (081902041)	FAIRFIELD ISD	37
14 HARMONY JUNIOR HIGH (230905041)	HARMONY ISD	37
15 WHITESBORO MIDDLE (091909041)	WHITESBORO ISD	37
16 BELLVILLE J H (008901041)	BELLVILLE ISD	36
17 CANTON J H (234902041)	CANTON ISD	36
18 FRENSHIP MIDDLE SCHOOL (152907041)	FRENSHIP ISD	36
19 HUBBARD MIDDLE (212905044)	TYLER ISD	36
20 PRAIRILAND J H (139912041)	PRAIRILAND ISD	36
21 RAYMOND MAYS MIDDLE (014910041)	TROY ISD	36
22 EDWARDS-JOHNSON MEMORIAL MIDDLE (100904041)	SILSBEE ISD	35
23 GROVES MIDDLE (123908041)	PORT NECHES-GROVES ISD	35
24 KRUM MIDDLE (061905041)	KRUM ISD	35
25 SWEENEY J H (020906041)	SWEENEY ISD	35
26 W F GEORGE MIDDLE (243903041)	IOWA PARK CISD	35
27 BANDERA MIDDLE (010902041)	BANDERA ISD	34
28 CALDWELL MIDDLE (026901041)	CALDWELL ISD	34
29 GLEN ROSE J H (213901041)	GLEN ROSE ISD	34
30 ELKHART MIDDLE (001903041)	ELKHART ISD	33
31 FRANK STONE MIDDLE (139911042)	NORTH LAMAR ISD	33
32 SABINE MIDDLE (092906041)	SABINE ISD	33
33 CUMBERLAND ACADEMY MIDDLE (212801041)	CUMBERLAND ACADEMY	32
34 BOWIE J H (169901041)	BOWIE ISD	31
35 HENRIETTA MIDDLE (039902041)	HENRIETTA ISD	31
36 LUBBOCK-COOPER MIDDLE (152906041)	LUBBOCK-COOPER ISD	31
TARKINGTON MIDDLE (146907041)	TARKINGTON ISD	30
37 CHILDRESS J H (038901041)	CHILDRESS ISD	29
38 IAGO J H (241901041)	BOLING ISD	29
39 WHITE OAK MIDDLE (092908041)	WHITE OAK ISD	29
40 BUNA J H (121903041)	BUNA ISD	25

Top 25% in Student Progress Target = Index 2 Score of 38

NO DISTINCTION EARNED

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Closing Performance Gaps
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Campus Name	District Name	Index 3 Score
1 FARMERSVILLE J H (043904041)	FARMERSVILLE ISD	48
2 GLEN ROSE J H (213901041)	GLEN ROSE ISD	47
3 HARMONY JUNIOR HIGH (230905041)	HARMONY ISD	45
4 WHITESBORO MIDDLE (091909041)	WHITESBORO ISD	45
5 TROUP MIDDLE (212904041)	TROUP ISD	44
6 CHILDRESS J H (038901041)	CHILDRESS ISD	43
7 HUDSON MIDDLE (003902041)	HUDSON ISD	43
8 PONDER J H (061906041)	PONDER ISD	43
9 ELKHART MIDDLE (001903041)	ELKHART ISD	42
10 TERRA VISTA MIDDLE (152907042)	FRENSHIP ISD	42
11 ACADEMY J H (014901041)	ACADEMY ISD	41
12 CANTON J H (234902041)	CANTON ISD	41
13 MARION MIDDLE (094904041)	MARION ISD	41
14 FAIRFIELD J H (081902041)	FAIRFIELD ISD	40
15 CALDWELL MIDDLE (026901041)	CALDWELL ISD	39
16 CLYDE J H (030902041)	CLYDE CISD	39
17 FRANK STONE MIDDLE (139911042)	NORTH LAMAR ISD	39
18 KRUM MIDDLE (061905041)	KRUM ISD	39
19 LUBBOCK-COOPER MIDDLE (152906041)	LUBBOCK-COOPER ISD	39
20 JOURDANTON J H (007902041)	JOURDANTON ISD	38
21 SABINE MIDDLE (092906041)	SABINE ISD	38
TARKINGTON MIDDLE (146907041)	TARKINGTON ISD	38
22 W F GEORGE MIDDLE (243903041)	IOWA PARK CISD	38
23 BANDERA MIDDLE (010902041)	BANDERA ISD	37
24 FRENSHIP MIDDLE SCHOOL (152907041)	FRENSHIP ISD	37
25 GROVES MIDDLE (123908041)	PORT NECHES-GROVES ISD	37
26 HUBBARD MIDDLE (212905044)	TYLER ISD	37
27 RAYMOND MAYS MIDDLE (014910041)	TROY ISD	37
28 SWEENEY J H (020906041)	SWEENEY ISD	37
29 HUNTINGTON MIDDLE (003904041)	HUNTINGTON ISD	36
30 BELLVILLE J H (008901041)	BELLVILLE ISD	35
31 EDWARDS-JOHNSON MEMORIAL MIDDLE (100904041)	SILSBEE ISD	35
32 WHITE OAK MIDDLE (092908041)	WHITE OAK ISD	35
33 CUERO J H (062901041)	CUERO ISD	34
34 CUMBERLAND ACADEMY MIDDLE (212801041)	CUMBERLAND ACADEMY	34
35 IAGO J H (241901041)	BOLING ISD	34
36 LELAND E EDGE MIDDLE (043918041)	COMMUNITY ISD	34
37 PRAIRILAND J H (139912041)	PRAIRILAND ISD	32
38 BOWIE J H (169901041)	BOWIE ISD	31
39 BUNA J H (121903041)	BUNA ISD	25
40 HENRIETTA MIDDLE (039902041)	HENRIETTA ISD	25

Top 25% in Closing Performance Gaps Target = Index 3 Score of 42

NO DISTINCTION EARNED

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Postsecondary Readiness
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Indicator	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	33%	Q4
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
College-Ready Graduates		
Advanced/Dual-Credit Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		0 of 1

Evaluation of campus outcomes: 0 of 1 eligible indicators in Q1 (Top Quartile)

0 of 1 = 0%

Distinction Target: Middle School = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD
Campus Type: Middle School

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	71,850.0	75,129.0	95.6	96.7	Q4
Greater Than Expected Student Growth in ELA/Reading	44	428	10	17	Q4
Greater Than Expected Student Growth in Mathematics	47	429	11	13	Q2
Grade 3 Reading Performance (Level III)					
Grade 3 Mathematics Performance (Level III)					
Grade 4 Reading Performance (Level III)					
Grade 4 Mathematics Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Mathematics Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)	24	162	15	21	Q3
Grade 6 Mathematics Performance (Level III)	19	162	12	15	Q2
Grade 7 Reading Performance (Level III)	21	129	16	24	Q4
Grade 7 Mathematics Performance (Level III)	6	129	5	21	Q4
Grade 7 Writing Performance (Level III)	11	123	9	18	Q3
Grade 8 Reading Performance (Level III)	19	151	13	23	Q4
Grade 8 Mathematics Performance (Level III)	4	129	3	10	Q3
Grade 8 Science Performance (Level III)	23	150	15	22	Q3
Grade 8 Social Studies Performance (Level III)	14	150	9	21	Q3
Algebra I by Grade 8 - Participation	22	157	14	23.5	Q3
EOC Algebra I Performance (Level III)	22	22	100	87.0	Q1
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	143	437	33	44	Q4
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate*					
College-Ready Graduates					
Advanced/Dual-Credit Course Completion Rate: ELA/Reading					
Advanced/Dual-Credit Course Completion Rate: Mathematics					
Advanced/Dual-Credit Course Completion Rate: Science					
Advanced/Dual-Credit Course Completion Rate: Social Studies					
Advanced/Dual-Credit Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - ELA/Reading
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	94.8%	Q4
Greater Than Expected Student Growth in ELA/Reading		
Grade 3 Reading Performance (Level III)	21%	Q3
Grade 4 Reading Performance (Level III)		
Grade 4 Writing Performance (Level III)		
Grade 5 Reading Performance (Level III)		
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual-Credit Course Completion Rate: ELA/Reading		
Total Indicators for ELA/Reading		0 of 2

Distinction Campus Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Mathematics
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	94.8%	Q4
Greater Than Expected Student Growth in Mathematics		
Grade 3 Mathematics Performance (Level III)	17%	Q3
Grade 4 Mathematics Performance (Level III)		
Grade 5 Mathematics Performance (Level III)		
Grade 6 Mathematics Performance (Level III)		
Grade 7 Mathematics Performance (Level III)		
Grade 8 Mathematics Performance (Level III)		
Algebra I by Grade 8 - Participation		
EOC Algebra I Performance (Level III)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation		
SAT Performance: Mathematics		
ACT Performance: Mathematics		
Advanced/Dual-Credit Course Completion Rate: Mathematics		
Total Indicators for Mathematics		0 of 2

Distinction Campus Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Science
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2016 Accountability Manual for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Social Studies
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2016 Accountability Manual for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Student Progress
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

This campus is not rated on Index 2 (Student Progress) or has no comparison group.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Closing Performance Gaps
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

Campus Name	District Name	Index 3 Score
1 GEORGE WEST PRI (149901102)	GEORGE WEST ISD	54
2 WOODLAND HEIGHTS EL (025902107)	BROWNWOOD ISD	50
3 NAVARRO EL (094903101)	NAVARRO ISD	49
4 BOYD EL (249902101)	BOYD ISD	48
5 CALALLEN EAST EL (178903104)	CALALLEN ISD	48
6 CHANDLER EL (107902103)	BROWNSBORO ISD	48
7 HALLSVILLE EAST EL (102904107)	HALLSVILLE ISD	48
8 VAN VLECK EL (158906102)	VAN VLECK ISD	48
9 VELMA PENNY EL (212903102)	LINDALE ISD	48
10 ALVARADO EL-NORTH (126901102)	ALVARADO ISD	47
11 BROWNSBORO EL (107902101)	BROWNSBORO ISD	47
12 O M ROBERTS EL (020905109)	BRAZOSPORT ISD	47
13 REDWATER EL (019906101)	REDWATER ISD	47
14 COLLEGE STREET EL (212903101)	LINDALE ISD	45
15 FLOUR BLUFF EL (178914101)	FLOUR BLUFF ISD	45
16 GATESVILLE EL (050902101)	GATESVILLE ISD	44
17 READ-TURRENTINE EL (100904102)	SILSBEE ISD	44
18 CECIL EVERETT EL (139911103)	NORTH LAMAR ISD	43
19 HUNT EL (062901102)	CUERO ISD	43
20 KOUNTZE EL (100903101)	KOUNTZE ISD	43
21 NEW WAVERLY EL (236901102)	NEW WAVERLY ISD	42
22 NORTHSIDE EL (084906104)	TEXAS CITY ISD	42
23 PINE FOREST EL (181907101)	VIDOR ISD	42
24 JOHN GLENN EL (015911101)	EAST CENTRAL ISD	41
25 SCURRY-ROSSER EL (129910101)	SCURRY-ROSSER ISD	41
26 GOSHEN CREEK EL (184902109)	SPRINGTOWN ISD	40
27 POTTSBORO EL (091913101)	POTTSBORO ISD	40
28 VAN INT (234906103)	VAN ISD	40
29 ORANGE GROVE EL (125903102)	ORANGE GROVE ISD	39
TARKINGTON PRI (146907101)	TARKINGTON ISD	38
30 TATOM EL (238902108)	MONAHANS-WICKETT-PYOTE ISD	38
31 DEER CREEK EL (220912103)	CROWLEY ISD	37
32 EMILE EL (011901101)	BASTROP ISD	35
33 HUNTINGTON EL (003904101)	HUNTINGTON ISD	35
34 ROSE GARDEN EL (094902102)	SCHERTZ-CIBOLO-U CITY ISD	35
35 EAST EL (025902109)	BROWNWOOD ISD	34
36 SNYDER PRI (208902109)	SNYDER ISD	34
37 LIVE OAK 1-3 LEARNING CENTER (004901103)	ARANSAS COUNTY ISD	31
38 PLEASANTON EL (007905103)	PLEASANTON ISD	31
39 HARDIN EL (146904102)	HARDIN ISD	28
40 BESS RACE EL (220912101)	CROWLEY ISD	25

Top 25% in Closing Performance Gaps Target = Index 3 Score of 47

NO DISTINCTION EARNED

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Postsecondary Readiness
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	27%	Q3
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
College-Ready Graduates		
Advanced/Dual-Credit Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		0 of 1

Evaluation of campus outcomes: 0 of 1 eligible indicators in Q1 (Top Quartile)

0 of 1 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary
TARKINGTON PRI (146907101) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	73,281.0	77,306.0	94.8	96.4	Q4
Greater Than Expected Student Growth in ELA/Reading					
Greater Than Expected Student Growth in Mathematics					
Grade 3 Reading Performance (Level III)	30	140	21	26	Q3
Grade 3 Mathematics Performance (Level III)	24	140	17	22	Q3
Grade 4 Reading Performance (Level III)					
Grade 4 Mathematics Performance (Level III)					
Grade 4 Writing Performance (Level III)					
Grade 5 Reading Performance (Level III)					
Grade 5 Mathematics Performance (Level III)					
Grade 5 Science Performance (Level III)					
Grade 6 Reading Performance (Level III)					
Grade 6 Mathematics Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Mathematics Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Mathematics Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)					
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	37	139	27	39	Q3
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate*					
College-Ready Graduates					
Advanced/Dual-Credit Course Completion Rate: ELA/Reading					
Advanced/Dual-Credit Course Completion Rate: Mathematics					
Advanced/Dual-Credit Course Completion Rate: Science					
Advanced/Dual-Credit Course Completion Rate: Social Studies					
Advanced/Dual-Credit Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - ELA/Reading
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	95.7%	Q4
Greater Than Expected Student Growth in ELA/Reading	18%	Q3
Grade 3 Reading Performance (Level III)		
Grade 4 Reading Performance (Level III)	20%	Q2
Grade 4 Writing Performance (Level III)	5%	Q4
Grade 5 Reading Performance (Level III)	19%	Q3
Grade 6 Reading Performance (Level III)		
Grade 7 Reading Performance (Level III)		
Grade 7 Writing Performance (Level III)		
Grade 8 Reading Performance (Level III)		
EOC English I Performance (Level III)		
EOC English II Performance (Level III)		
AP/IB Examination Participation: ELA		
AP/IB Examination Performance: ELA		
SAT/ACT Participation		
SAT Performance: ELA		
ACT Performance: ELA		
Advanced/Dual-Credit Course Completion Rate: ELA/Reading		
Total Indicators for ELA/Reading		0 of 5

Distinction Campus Outcome: 0 of 5 eligible indicators in Q1 (Top Quartile)

0 of 5 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Mathematics
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	95.7%	Q4
Greater Than Expected Student Growth in Mathematics	26%	Q2
Grade 3 Mathematics Performance (Level III)		
Grade 4 Mathematics Performance (Level III)	26%	Q1
Grade 5 Mathematics Performance (Level III)	18%	Q2
Grade 6 Mathematics Performance (Level III)		
Grade 7 Mathematics Performance (Level III)		
Grade 8 Mathematics Performance (Level III)		
Algebra I by Grade 8 - Participation		
EOC Algebra I Performance (Level III)		
AP/IB Examination Participation: Mathematics		
AP/IB Examination Performance: Mathematics		
SAT/ACT Participation		
SAT Performance: Mathematics		
ACT Performance: Mathematics		
Advanced/Dual-Credit Course Completion Rate: Mathematics		
Total Indicators for Mathematics		1 of 4

Distinction Campus Outcome: 1 of 4 eligible indicators in Q1 (Top Quartile)

1 of 4 = 25%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Science
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Attendance Rate	95.7%	Q4
Grade 5 Science Performance (Level III)	6%	Q4
Grade 8 Science Performance (Level III)		
EOC Biology Performance (Level III)		
AP/IB Examination Participation: Science		
AP/IB Examination Performance: Science		
ACT Performance: Science		
Advanced/Dual-Credit Course Completion Rate: Science		
Total Indicators for Science		0 of 2

Distinction Campus Outcome: 0 of 2 eligible indicators in Q1 (Top Quartile)

0 of 2 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

The attendance rate indicator is not subject specific; therefore, it applies to ELA/reading, mathematics, science, and social studies. Consequently, this indicator cannot be the sole measure used by a campus to attain a distinction.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Social Studies
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

This campus is not eligible for this Distinction Designation. See the 2016 Accountability Manual for more information.

NOT ELIGIBLE

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Student Progress
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Campus Name	District Name	Index 2 Score
1 FRED EL (229904101)	WARREN ISD	57
2 BELMAR EL (188901102)	AMARILLO ISD	56
3 PARAMOUNT TERRACE EL (188901121)	AMARILLO ISD	51
4 RANCHO ISABELLA EL (020902108)	ANGLETON ISD	51
5 RUSK INTERMEDIATE (037907100)	RUSK ISD	51
6 TOM BEAN EL (091918101)	TOM BEAN ISD	51
7 CLAUDE EL (006902101)	CLAUDE ISD	50
8 GEORGE WEST EL (149901101)	GEORGE WEST ISD	50
TARKINGTON INT (146907102)	TARKINGTON ISD	49
9 MAGEE EL (178903103)	CALLEN ISD	47
10 TEAGUE INT (081904103)	TEAGUE ISD	47
11 BAILEY INT (139911104)	NORTH LAMAR ISD	46
12 ELYSIAN FIELDS EL (102906101)	ELYSIAN FIELDS ISD	46
13 HOLLAND EL (014905101)	HOLLAND ISD	45
14 EARLY EL (025909101)	EARLY ISD	44
15 GROVES EL (123908101)	PORT NECHES-GROVES ISD	43
16 HENRIETTA EL (039902101)	HENRIETTA ISD	43
17 LAPOYNOR EL (107910101)	LAPOYNOR ISD	43
18 LAURA REEVES EL (100904104)	SILSBEE ISD	43
19 NORMA KRUEGER EL/BERT KARRER CAMPUS (094904102)	MARION ISD	43
20 TROY EL (014910101)	TROY ISD	43
21 FULTON 4-5 LEARNING CENTER (004901101)	ARANSAS COUNTY ISD	42
22 WHITEWRIGHT EL (091910101)	WHITEWRIGHT ISD	42
23 HARLETON EL (102905101)	HARLETON ISD	41
24 NEW WAVERLY INT (236901101)	NEW WAVERLY ISD	41
25 O'BRYANT INT (008901102)	BELLVILLE ISD	41
26 E RUDD INT (158906103)	VAN VLECK ISD	40
27 HARMONY INTERMEDIATE SCHOOL (230905102)	HARMONY ISD	40
28 EDGEWOOD INT (234903042)	EDGEWOOD ISD	39
29 NEW DIANA INT (230906102)	NEW DIANA ISD	39
30 SANTA RITA EL (226903120)	SAN ANGELO ISD	39
31 CLYDE INT (030902103)	CLYDE CISD	38
32 ORANGE GROVE INT (125903103)	ORANGE GROVE ISD	38
33 BOYD INT (249902110)	BOYD ISD	37
34 CROSS ROADS EL (107904101)	CROSS ROADS ISD	37
35 HUNTINGTON INT (003904102)	HUNTINGTON ISD	37
36 BREMOND EL (198901101)	BREMOND ISD	36
37 BROWNSBORO INT (107902104)	BROWNSBORO ISD	34
38 WEST TEXAS EL (117904101)	PLEMONS-STINNETT-PHILLIPS CISD	34
39 KOUNTZE INT (100903042)	KOUNTZE ISD	32
40 CUERO INT (062901042)	CUERO ISD	31

Top 25% in Student Progress Target = Index 2 Score of 47

DISTINCTION EARNED

Blank values for an Index 2 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 2 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Top 25% in Closing Performance Gaps
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Campus Name	District Name	Index 3 Score
1 GROVES EL (123908101)	PORT NECHES-GROVES ISD	55
2 HOLLAND EL (014905101)	HOLLAND ISD	51
3 LAURA REEVES EL (100904104)	SILSBEE ISD	50
4 PARAMOUNT TERRACE EL (188901121)	AMARILLO ISD	50
5 SANTA RITA EL (226903120)	SAN ANGELO ISD	50
6 E RUDD INT (158906103)	VAN VLECK ISD	49
7 FRED EL (229904101)	WARREN ISD	49
8 HARLETON EL (102905101)	HARLETON ISD	48
9 MAGEE EL (178903103)	CALLEN ISD	47
10 HENRIETTA EL (039902101)	HENRIETTA ISD	46
11 NORMA KRUEGER EL/BERT KARRER CAMPU (094904102)	MARION ISD	46
12 RUSK INTERMEDIATE (037907100)	RUSK ISD	46
13 NEW DIANA INT (230906102)	NEW DIANA ISD	45
14 NEW WAVERLY INT (236901101)	NEW WAVERLY ISD	45
15 WEST TEXAS EL (117904101)	PLEMONS-STINNETT-PHILLIPS CISD	45
16 BELMAR EL (188901102)	AMARILLO ISD	44
17 GEORGE WEST EL (149901101)	GEORGE WEST ISD	44
18 TEAGUE INT (081904103)	TEAGUE ISD	44
19 CLYDE INT (030902103)	CLYDE CISD	43
20 ELYSIAN FIELDS EL (102906101)	ELYSIAN FIELDS ISD	42
21 BOYD INT (249902110)	BOYD ISD	41
22 CLAUDE EL (006902101)	CLAUDE ISD	41
23 EDGEWOOD INT (234903042)	EDGEWOOD ISD	40
24 RANCHO ISABELLA EL (020902108)	ANGLETON ISD	40
25 BROWNSBORO INT (107902104)	BROWNSBORO ISD	38
26 HARMONY INTERMEDIATE SCHOOL (230905102)	HARMONY ISD	38
27 HUNTINGTON INT (003904102)	HUNTINGTON ISD	38
28 LAPOYNOR EL (107910101)	LAPOYNOR ISD	38
29 EARLY EL (025909101)	EARLY ISD	37
30 O'BRYANT INT (008901102)	BELLVILLE ISD	36
31 ORANGE GROVE INT (125903103)	ORANGE GROVE ISD	36
TARKINGTON INT (146907102)	TARKINGTON ISD	36
32 TOM BEAN EL (091918101)	TOM BEAN ISD	36
33 WHITEWRIGHT EL (091910101)	WHITEWRIGHT ISD	36
34 FULTON 4-5 LEARNING CENTER (004901101)	ARANSAS COUNTY ISD	35
35 TROY EL (014910101)	TROY ISD	35
36 BAILEY INT (139911104)	NORTH LAMAR ISD	34
37 BREMOND EL (198901101)	BREMOND ISD	34
38 CROSS ROADS EL (107904101)	CROSS ROADS ISD	34
39 KOUNTZE INT (100903042)	KOUNTZE ISD	31
40 CUERO INT (062901042)	CUERO ISD	27

Top 25% in Closing Performance Gaps Target = Index 3 Score of 46

NO DISTINCTION EARNED

Blank values for an Index 3 Score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10.

Where Index 3 scores are identical the campuses are listed alphabetically by campus name.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary - Postsecondary Readiness
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score	Quartile
Index 4 - Percent at STAAR Postsecondary Readiness Standard	40%	Q2
Four-Year Longitudinal Graduation Rate		
Four-Year Longitudinal Graduation Plan Rate*		
College-Ready Graduates		
Advanced/Dual-Credit Course Completion Rate: Any Subject		
AP/IB Examination Performance: Any Subject		
SAT/ACT Participation		
SAT/ACT Performance		
CTE-Coherent Sequence Graduates		
Total Indicators for Postsecondary Readiness		0 of 1

Evaluation of campus outcomes: 0 of 1 eligible indicators in Q1 (Top Quartile)

0 of 1 = 0%

Distinction Target: Elementary = 50% or higher

NO DISTINCTION EARNED

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLA rate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 Distinction Designation Summary
TARKINGTON INT (146907102) - TARKINGTON ISD
Campus Type: Elementary

Indicator	Indicator Score Numerator	Indicator Score Denominator	Score	Quartile 1 Minimum Score	Quartile
Attendance Rate	46,921.0	49,034.0	95.7	96.6	Q4
Greater Than Expected Student Growth in ELA/Reading	44	251	18	25	Q3
Greater Than Expected Student Growth in Mathematics	64	250	26	28	Q2
Grade 3 Reading Performance (Level III)					
Grade 3 Mathematics Performance (Level III)					
Grade 4 Reading Performance (Level III)	28	140	20	23	Q2
Grade 4 Mathematics Performance (Level III)	37	140	26	22	Q1
Grade 4 Writing Performance (Level III)	7	140	5	20	Q4
Grade 5 Reading Performance (Level III)	23	120	19	30	Q3
Grade 5 Mathematics Performance (Level III)	22	120	18	26	Q2
Grade 5 Science Performance (Level III)	7	120	6	14	Q4
Grade 6 Reading Performance (Level III)					
Grade 6 Mathematics Performance (Level III)					
Grade 7 Reading Performance (Level III)					
Grade 7 Mathematics Performance (Level III)					
Grade 7 Writing Performance (Level III)					
Grade 8 Reading Performance (Level III)					
Grade 8 Mathematics Performance (Level III)					
Grade 8 Science Performance (Level III)					
Grade 8 Social Studies Performance (Level III)					
Algebra I by Grade 8 - Participation					
EOC Algebra I Performance (Level III)					
EOC English I Performance (Level III)					
EOC English II Performance (Level III)					
EOC Biology Performance (Level III)					
EOC U.S. History Performance (Level III)					
AP/IB Examination Participation: ELA					
AP/IB Examination Participation: Mathematics					
AP/IB Examination Participation: Science					
AP/IB Examination Participation: Social Studies					
AP/IB Examination Performance: ELA					
AP/IB Examination Performance: Mathematics					
AP/IB Examination Performance: Science					
AP/IB Examination Performance: Social Studies					
AP/IB Examination Performance: Any Subject					
SAT/ACT Participation					
SAT/ACT Performance					
SAT Performance: ELA					
SAT Performance: Mathematics					
ACT Performance: ELA					
ACT Performance: Mathematics					
ACT Performance: Science					
Index 4 - Percent at STAAR Postsecondary Readiness Standard	103	259	40	48	Q2
Four-Year Longitudinal Graduation Rate					
Four-Year Longitudinal Graduation Plan Rate*					
College-Ready Graduates					
Advanced/Dual-Credit Course Completion Rate: ELA/Reading					
Advanced/Dual-Credit Course Completion Rate: Mathematics					
Advanced/Dual-Credit Course Completion Rate: Science					
Advanced/Dual-Credit Course Completion Rate: Social Studies					
Advanced/Dual-Credit Course Completion Rate: Any Subject					
CTE-Coherent Sequence Graduates					

Blank values for an indicator score occur if the indicator is not applicable to that campus or does not meet the minimum size of 10 students.

Blank values for a quartile occur if there are fewer than 20 campuses in the campus comparison group for each qualifying indicator.

'n/a' Indicates data reporting is not applicable for this indicator.

*The four-year longitudinal graduation plan rate is determined by comparing the all students RHSP/DAP rate and the all students RHSP/DAP/FHSP-E/FHSP-DLArate. The higher of the two rates is used for distinction designations. Refer to the Index 4 Data Table for details.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
TARKINGTON H S (146907001) - TARKINGTON ISD

CONFIDENTIAL

	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 - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y	N			4	5	80
Mathematics	Y			Y					N				2	3	67
Writing													0	0	
Science	Y			Y					Y				3	3	100
Social Studies	Y			Y					Y				3	3	100
Total													12	14	86
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N			N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N			N	n/a	n/a	n/a	n/a	N			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y	Y			5	5	100
Mathematics	Y			Y					Y				3	3	100
Total													8	8	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met	Y			Y					Y				3	3	100
Reason Code ***	a			a					b						
Total													3	3	100
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	25	92

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

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 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.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
TARKINGTON H S (146907001) - TARKINGTON ISD

CONFIDENTIAL

	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	238	3	18	217	0	0	0	0	91	9	0	n/a
Total Tests	329	3	26	299	0	0	0	1	141	26	1	1
% at Level II Satisfactory Standard	72%	100%	69%	73%	-	-	-	0%	65%	35%	0%	n/a
Mathematics												
# at Level II Satisfactory Standard	92	2	5	84	0	0	0	1	33	6	0	n/a
Total Tests	130	3	7	119	0	0	0	1	58	17	0	0
% at Level II Satisfactory Standard	71%	67%	71%	71%	-	-	-	100%	57%	35%	-	n/a
Writing												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	103	1	6	95	0	0	0	1	42	5	0	n/a
Total Tests	109	1	6	101	0	0	0	1	44	8	0	0
% at Level II Satisfactory Standard	94%	100%	100%	94%	-	-	-	100%	95%	63%	-	n/a
Social Studies												
# at Level II Satisfactory Standard	104	1	11	91	1	0	0	0	38	7	0	n/a
Total Tests	105	1	11	92	1	0	0	0	38	8	0	0
% at Level II Satisfactory Standard	99%	100%	100%	99%	100%	-	-	-	100%	88%	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	341	3	29	308	0	0	0	1	144	28	n/a	1
Total Students	343	3	29	310	0	0	0	1	145	29	n/a	1
Participation Rate	99%	100%	100%	99%	-	-	-	100%	99%	97%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	135	3	10	121	0	0	0	1	59	18	n/a	0
Total Students	135	3	10	121	0	0	0	1	59	18	n/a	0
Participation Rate	100%	100%	100%	100%	-	-	-	100%	100%	100%	n/a	-

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
TARKINGTON H S (146907001) - TARKINGTON ISD

CONFIDENTIAL

	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	106	0	9	94	1	0	0	2	38	3	0	n/a
Total in Class	112	0	10	99	1	0	0	2	43	6	0	0
Graduation Rate	94.6%	-	90.0%	94.9%	100.0%	-	-	100.0%	88.4%	50.0%	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	104	0	8	93	0	0	0	3	35	10	0	n/a
Total in Class	109	0	8	98	0	0	0	3	39	11	0	0
Graduation Rate	95.4%	-	100.0%	94.9%	-	-	-	100.0%	89.7%	90.9%	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	105	0	8	94	0	0	0	3	36	10	0	n/a
Total in Class	109	0	8	98	0	0	0	3	39	11	0	0
Graduation Rate	96.3%	-	100.0%	95.9%	-	-	-	100.0%	92.3%	90.9%	-	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 there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD

CONFIDENTIAL

	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 - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y	Y					Y	N			4	5	80
Mathematics	Y		Y	Y					Y	N			4	5	80
Writing	Y			Y					Y				3	3	100
Science	Y			Y					Y				3	3	100
Social Studies	N			N					N				0	3	0
Total													14	19	74
Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
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%	95%	95%	95%		95%			
Reading	Y		Y	Y					Y	Y			5	5	100
Mathematics	Y		Y	Y					Y	Y			5	5	100
Total													10	10	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													24	29	83

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

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 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.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD

CONFIDENTIAL

	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	340	3	22	309	2	2	0	2	129	14	6	n/a
Total Tests	442	4	32	395	3	2	0	6	194	43	8	7
% at Level II Satisfactory Standard	77%	75%	69%	78%	67%	100%	-	33%	66%	33%	75%	n/a
Mathematics												
# at Level II Satisfactory Standard	335	4	24	301	2	1	0	3	126	15	7	n/a
Total Tests	442	4	32	395	3	2	0	6	194	43	8	7
% at Level II Satisfactory Standard	76%	100%	75%	76%	67%	50%	-	50%	65%	35%	88%	n/a
Writing												
# at Level II Satisfactory Standard	94	0	7	84	1	2	0	0	39	2	0	n/a
Total Tests	123	1	8	109	2	2	0	1	60	7	0	0
% at Level II Satisfactory Standard	76%	0%	88%	77%	50%	100%	-	0%	65%	29%	-	n/a
Science												
# at Level II Satisfactory Standard	105	3	8	93	0	0	0	1	34	2	3	n/a
Total Tests	150	3	10	136	0	0	0	1	57	10	3	3
% at Level II Satisfactory Standard	70%	100%	80%	68%	-	-	-	100%	60%	20%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	85	3	6	76	0	0	0	0	25	2	2	n/a
Total Tests	150	3	10	136	0	0	0	1	57	10	3	3
% at Level II Satisfactory Standard	57%	100%	60%	56%	-	-	-	0%	44%	20%	67%	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	459	4	35	408	3	2	0	7	204	48	n/a	7
Total Students	461	4	35	410	3	2	0	7	206	48	n/a	7
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	459	4	35	408	3	2	0	7	204	48	n/a	7
Total Students	461	4	35	410	3	2	0	7	206	48	n/a	7
Participation Rate	100%	100%	100%	100%	100%	100%	-	100%	99%	100%	n/a	100%

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
TARKINGTON MIDDLE (146907041) - TARKINGTON ISD

CONFIDENTIAL

	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	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
TARKINGTON PRI (146907101) - TARKINGTON ISD

CONFIDENTIAL

	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 - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y			Y					Y				3	3	100
Mathematics	Y			Y					Y				3	3	100
Writing													0	0	
Science													0	0	
Social Studies													0	0	
Total													6	6	100

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N			N	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N			N	n/a	n/a	n/a	n/a	N			n/a			

Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y			Y					Y				3	3	100
Mathematics	Y			Y					Y				3	3	100
Total													6	6	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													12	12	100
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

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 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.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
TARKINGTON PRI (146907101) - TARKINGTON ISD

CONFIDENTIAL

	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	102	0	11	89	1	0	0	1	47	4	2	n/a
Total Tests	140	0	17	120	1	0	0	2	72	12	6	6
% at Level II Satisfactory Standard	73%	-	65%	74%	100%	-	-	50%	65%	33%	33%	n/a
Mathematics												
# at Level II Satisfactory Standard	103	0	12	89	1	0	0	1	45	5	5	n/a
Total Tests	140	0	17	120	1	0	0	2	72	12	6	6
% at Level II Satisfactory Standard	74%	-	71%	74%	100%	-	-	50%	63%	42%	83%	n/a
Writing												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Science												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	145	0	18	124	1	0	0	2	76	12	n/a	6
Total Students	145	0	18	124	1	0	0	2	76	12	n/a	6
Participation Rate	100%	-	100%	100%	100%	-	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	145	0	18	124	1	0	0	2	76	12	n/a	6
Total Students	145	0	18	124	1	0	0	2	76	12	n/a	6
Participation Rate	100%	-	100%	100%	100%	-	-	100%	100%	100%	n/a	100%

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
TARKINGTON PRI (146907101) - TARKINGTON ISD

CONFIDENTIAL

	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	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Status Report
TARKINGTON INT (146907102) - TARKINGTON ISD

CONFIDENTIAL

	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 - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y			Y					Y	N			3	4	75
Mathematics	Y			Y					Y	N			3	4	75
Writing	Y			Y					N				2	3	67
Science	Y			Y					N				2	3	67
Social Studies													0	0	
Total													10	14	71

Performance Status - Federal															
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N			N	n/a	n/a	n/a	n/a	N	N		n/a			
Mathematics	N			Y	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			4	4	100
Mathematics	Y			Y					Y	Y			4	4	100
Total													8	8	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													18	22	82
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+ Participation uses ELL (Current), Graduation uses ELL (Ever HS).

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 88%

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 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.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Performance and Participation Data Table
TARKINGTON INT (146907102) - TARKINGTON ISD

CONFIDENTIAL

	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	207	0	17	185	0	0	0	5	89	12	3	n/a
Total Tests	260	1	21	232	0	1	0	5	128	26	5	3
% at Level II Satisfactory Standard	80%	0%	81%	80%	-	0%	-	100%	70%	46%	60%	n/a
Mathematics												
# at Level II Satisfactory Standard	224	0	18	201	0	1	0	4	102	15	4	n/a
Total Tests	260	1	21	232	0	1	0	5	128	26	5	3
% at Level II Satisfactory Standard	86%	0%	86%	87%	-	100%	-	80%	80%	58%	80%	n/a
Writing												
# at Level II Satisfactory Standard	84	0	7	76	0	0	0	1	27	0	2	n/a
Total Tests	140	0	11	127	0	0	0	2	61	9	3	2
% at Level II Satisfactory Standard	60%	-	64%	60%	-	-	-	50%	44%	0%	67%	n/a
Science												
# at Level II Satisfactory Standard	81	0	7	72	0	1	0	1	39	9	2	n/a
Total Tests	120	1	10	105	0	1	0	3	67	17	2	1
% at Level II Satisfactory Standard	68%	0%	70%	69%	-	100%	-	33%	58%	53%	100%	n/a
Social Studies												
# at Level II Satisfactory Standard	0	0	0	0	0	0	0	0	0	0	0	n/a
Total Tests	0	0	0	0	0	0	0	0	0	0	0	0
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2015-2016 Assessments												
Number Participating	271	1	22	241	0	1	0	6	132	28	n/a	3
Total Students	271	1	22	241	0	1	0	6	132	28	n/a	3
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2015-2016 Assessments												
Number Participating	271	1	22	241	0	1	0	6	132	28	n/a	3
Total Students	271	1	22	241	0	1	0	6	132	28	n/a	3
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%

- Indicates there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

TEXAS EDUCATION AGENCY
2016 System Safeguards - Graduation and Federal Limits Data Table
TARKINGTON INT (146907102) - TARKINGTON ISD

CONFIDENTIAL

	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	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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 there are no students in the group.
n/a Indicates the student group is not applicable to System Safeguards.

College Readiness Letter for: TARKINGTON HIGH SCHOOL

August 24, 2016

Code: 441350

PRINCIPAL
TARKINGTON HIGH SCHOOL
2770 FM 163 RD
CLEVELAND, TX 77327



589180340



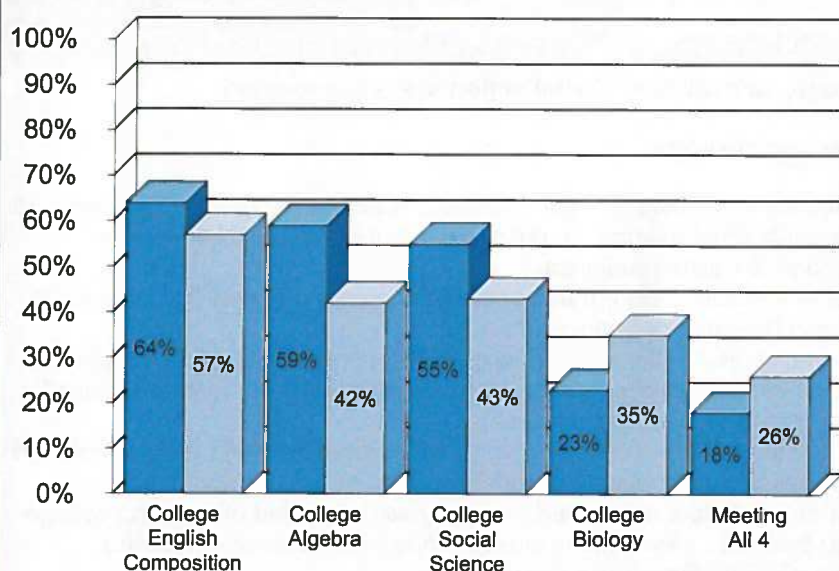
011061110

This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first-year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2012	15	110,180	20.6	19.6	20.9	21.4	22.9	20.8	20.1	20.8	21.2	20.8
2013	12	109,841	19.6	19.8	22.3	21.5	21.2	21.0	21.3	20.9	21.3	20.9
2014	7	116,547	16.7	19.8	20.3	21.4	19.1	21.1	17.4	21.0	18.4	20.9
2015	23	124,764	19.7	19.8	20.3	21.1	22.1	21.1	21.3	21.0	21.0	20.9
2016	22	142,877	20.8	19.4	20.7	20.7	21.9	21.0	20.7	20.7	21.2	20.6

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



Are Your Students Ready for College?

Through collaborative research with postsecondary institutions nationwide, ACT has established the following as college readiness benchmark scores for designated college courses.

A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

- * English Composition: 18 on ACT English Test
- * College Algebra: 22 on ACT Mathematics Test
- * Social Science: 22 on ACT Reading Test
- * Biology: 23 on ACT Science Test

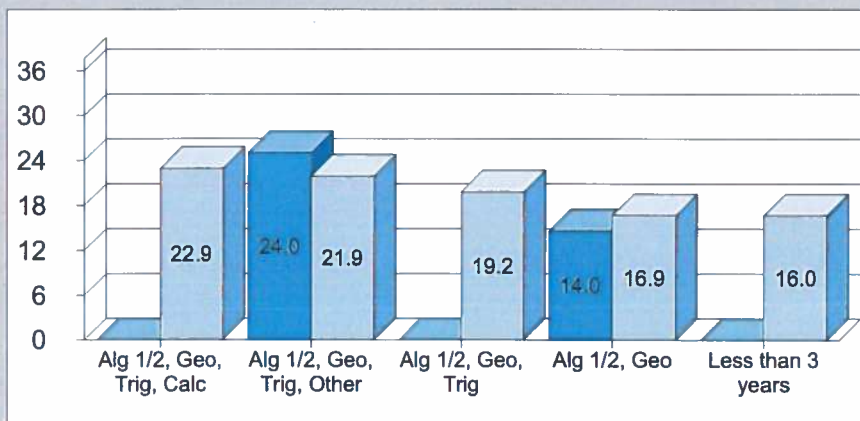
■ Your School
■ State

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for: **TARKINGTON HIGH SCHOOL**

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

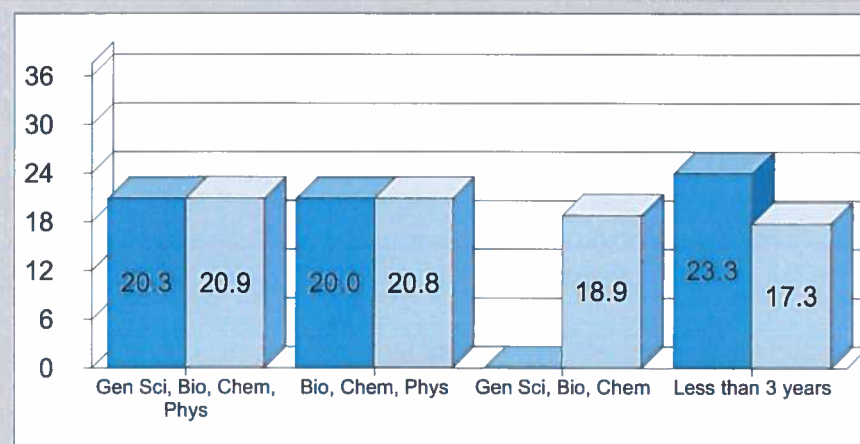
Figure 2. Average ACT Mathematics Scores by Course Sequence



Value Added by Mathematics Courses

Students who take Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

Figure 3. Average ACT Science Scores by Course Sequence



Value Added by Science Courses

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

In order to ensure that all students are ready for college, an overview of vital action steps is provided.

College Readiness for All: An Action Plan for Schools and Districts

- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college readiness. Use ACT's College Readiness Benchmarks as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like ACT Aspire and the ACT. Make timely interventions with those students who are not making adequate progress in meeting College Readiness Benchmarks.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or customerservices@act.org.

AP[®] Current Year Score Summary (2016)

This report lists the total numbers of each score (1 to 5) for each AP subject and the total number of unique students for each AP score.

✓ Data Updated Jun 26, 2016, Report Run Aug 3, 2016

Disciplines : All Disciplines

Tarkington High School (441350)

Total AP Students in Your School: 21

School Totals for this View	5	4	3	2	1	Total Exams
Number of Exams	2	4	10	12	2	30
Percentage of Total Exams	7	13	33	40	7	100
Number of AP Students	2	3	8	10	1	

Subject Totals	5	4	3	2	1	Total Exams
Studio Art: 2-D Design Portfolio			1			1
English Language and Composition	2	1	2	1		6
Macroeconomics			1	1		2
Psychology		2	1	2		5
United States Government and Politics			1	2	1	4
United States History		1	3	1		5
World History				4		4
Calculus AB					1	1
Physics 1			1	1		2



2014-15 Texas Academic Performance Report

District Name: **TARKINGTON ISD**

Campus Name: **TARKINGTON H S**

Campus Number: **146907001**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Social Studies

Top 25 Percent: Closing Performance Gaps

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District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
 Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
English I	2015	71%	71%	71%	*	50%	72%	-	-	-	-	*	60%	-
English II	2015	72%	84%	84%	*	67%	85%	*	-	-	*	100%	79%	-
Algebra I	2015	81%	80%	76%	*	82%	76%	-	-	-	-	-	72%	-
Biology	2015	91%	93%	93%	-	*	93%	-	-	-	-	*	82%	-
U.S. History	2015	91%	100%	100%	-	100%	100%	*	-	-	-	*	100%	-
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	77%	82%	*	74%	83%	*	-	-	*	82%	75%	-
Reading	2015	77%	81%	77%	*	59%	78%	*	-	-	*	83%	69%	-
Mathematics	2015	81%	80%	76%	*	82%	76%	-	-	-	-	-	72%	-
Science	2015	78%	70%	93%	-	*	93%	-	-	-	-	*	82%	-
Social Studies	2015	78%	76%	100%	-	100%	100%	*	-	-	-	*	100%	-
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	38%	58%	*	50%	59%	*	-	-	-	*	47%	-
Reading	2015	46%	44%	52%	*	45%	52%	*	-	-	-	*	41%	-
Mathematics	2015	48%	40%	26%	*	*	28%	-	-	-	-	-	25%	-
Science	2015	44%	31%	84%	-	*	84%	-	-	-	-	*	71%	-
Social Studies	2015	44%	49%	88%	-	80%	88%	*	-	-	-	*	83%	-
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	14%	14%	*	10%	14%	*	-	-	*	*	8%	-

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
 Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL ^
STAAR Percent at Advanced Standard															
All Grades															
Reading	2015	17%	14%	2%	*	*	2%	*	-	-	-	*	*	*	-
Mathematics	2015	20%	12%	5%	*	*	5%	-	-	-	-	-	-	*	-
Science	2015	16%	11%	21%	-	*	23%	-	-	-	-	-	*	*	-
Social Studies	2015	19%	28%	53%	-	50%	53%	*	-	-	-	-	*	39%	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	57%	43%	*	*	45%	*	-	-	-	-	*	*	*
Reading	2015	59%	57%	*	*	*	*	*	-	-	-	-	*	*	*
Mathematics	2015	47%	45%	32%	*	*	35%	-	-	-	-	-	-	*	-
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	13%	3%	*	*	3%	*	-	-	-	-	*	*	*
Reading	2015	16%	14%	*	*	*	*	*	-	-	-	-	*	*	*
Mathematics	2015	19%	14%	7%	*	*	7%	-	-	-	-	-	-	*	-

District Name: TARKINGTON ISD
Campus Name: TARKINGTON H S
Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡

Total Students: 542
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
	2015	8%	*	*	-	*	*	-	-	-	-	*	-

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
 Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 542
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	77%	82%	-	-	-	-	-	-	-	-	-	-	-
Reading	2015	77%	81%	77%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2015	81%	80%	76%	-	-	-	-	-	-	-	-	-	-	-
Science	2015	78%	70%	93%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2015	78%	76%	100%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	38%	58%	-	-	-	-	-	-	-	-	-	-	-
Reading	2015	46%	44%	52%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2015	48%	40%	26%	-	-	-	-	-	-	-	-	-	-	-
Science	2015	44%	31%	84%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2015	44%	49%	88%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	14%	14%	-	-	-	-	-	-	-	-	-	-	-
Reading	2015	17%	14%	2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2015	20%	12%	5%	-	-	-	-	-	-	-	-	-	-	-
Science	2015	16%	11%	21%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2015	19%	28%	53%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	57%	43%	-	-	-	-	-	-	-	-	-	-	-

District Name: TARKINGTON ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 542
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2015	59%	57%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2015	47%	45%	32%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	13%	3%	-	-	-	-	-	-	-	-	-	-	-
Reading	2015	16%	14%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2015	19%	14%	7%	-	-	-	-	-	-	-	-	-	-	-

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
 Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ¶

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	*	-	-	*	100%	99%	-
Included in Accountability	94%	95%	96%	100%	98%	97%	*	-	-	*	79%	97%	-
Not Included in Accountability													
Mobile	4%	4%	3%	0%	2%	3%	*	-	-	*	21%	2%	-
Other Exclusions	1%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	-
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	1%	-
Absent	1%	1%	0%	0%	0%	0%	*	-	-	*	0%	0%	-
Other	0%	0%	0%	0%	0%	0%	*	-	-	*	0%	0%	-

District Name: TARKINGTON ISD
Campus Name: TARKINGTON H S
Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 542
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.2%	94.8%	*	95.9%	94.7%	*	-	-	93.5%	94.6%	94.4%	*
2012-13	95.8%	95.2%	94.2%	*	94.4%	94.2%	*	-	-	94.0%	92.2%	93.4%	*
Annual Dropout Rate (Gr 9-12)													
2013-14	2.2%	0.3%	0.3%	*	0.0%	0.4%	*	-	-	0.0%	0.0%	0.4%	*
2012-13	2.2%	1.0%	1.0%	*	4.9%	0.7%	*	-	-	0.0%	0.0%	2.6%	*
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	88.3%	97.2%	97.2%	-	100.0%	96.9%	-	-	-	*	100.0%	92.1%	-
Received GED	0.8%	1.9%	1.9%	-	0.0%	2.1%	-	-	-	*	0.0%	5.3%	-
Continued HS	4.3%	0.9%	0.9%	-	0.0%	1.0%	-	-	-	*	0.0%	2.6%	-
Dropped Out	6.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Graduates and GED	89.1%	99.1%	99.1%	-	100.0%	99.0%	-	-	-	*	100.0%	97.4%	-
Grads, GED, & Cont	93.4%	100.0%	100.0%	-	100.0%	100.0%	-	-	-	*	100.0%	100.0%	-
Class of 2013													
Graduated	88.0%	93.5%	93.5%	*	75.0%	94.4%	-	-	-	*	90.9%	89.6%	-
Received GED	0.8%	1.9%	1.9%	*	12.5%	1.4%	-	-	-	*	9.1%	4.2%	-
Continued HS	4.6%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	0.0%	0.0%	-
Dropped Out	6.6%	4.5%	4.5%	*	12.5%	4.2%	-	-	-	*	0.0%	6.3%	-
Graduates and GED	88.9%	95.5%	95.5%	*	87.5%	95.8%	-	-	-	*	100.0%	93.8%	-
Grads, GED, & Cont	93.4%	95.5%	95.5%	*	87.5%	95.8%	-	-	-	*	100.0%	93.8%	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.4%	93.0%	93.0%	*	75.0%	93.8%	-	-	-	*	90.9%	87.8%	-
Received GED	1.1%	1.9%	1.9%	*	12.5%	1.4%	-	-	-	*	9.1%	4.1%	-
Continued HS	1.3%	0.6%	0.6%	*	0.0%	0.7%	-	-	-	*	0.0%	2.0%	-
Dropped Out	7.2%	4.5%	4.5%	*	12.5%	4.1%	-	-	-	*	0.0%	6.1%	-
Graduates and GED	91.5%	94.9%	94.9%	*	87.5%	95.2%	-	-	-	*	100.0%	91.8%	-
Grads, GED, & Cont	92.8%	95.5%	95.5%	*	87.5%	95.9%	-	-	-	*	100.0%	93.9%	-
Class of 2012													
Graduated	90.4%	94.2%	94.2%	-	90.0%	95.2%	-	-	-	*	75.0%	94.0%	*
Received GED	1.2%	1.4%	1.4%	-	0.0%	0.8%	-	-	-	*	0.0%	4.0%	*
Continued HS	1.3%	1.4%	1.4%	-	0.0%	1.6%	-	-	-	*	16.7%	0.0%	*
Dropped Out	7.1%	2.9%	2.9%	-	10.0%	2.4%	-	-	-	*	8.3%	2.0%	*
Graduates and GED	91.6%	95.7%	95.7%	-	90.0%	96.0%	-	-	-	*	75.0%	98.0%	*
Grads, GED, & Cont	92.9%	97.1%	97.1%	-	90.0%	97.6%	-	-	-	*	91.7%	98.0%	*
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	94.2%	94.2%	-	90.0%	95.2%	-	-	-	*	75.0%	94.0%	*
Received GED	1.5%	1.4%	1.4%	-	0.0%	0.8%	-	-	-	*	0.0%	4.0%	*
Continued HS	0.6%	1.4%	1.4%	-	0.0%	1.6%	-	-	-	*	16.7%	0.0%	*
Dropped Out	7.0%	2.9%	2.9%	-	10.0%	2.4%	-	-	-	*	8.3%	2.0%	*
Graduates and GED	92.4%	95.7%	95.7%	-	90.0%	96.0%	-	-	-	*	75.0%	98.0%	*
Grads, GED, & Cont	93.0%	97.1%	97.1%	-	90.0%	97.6%	-	-	-	*	91.7%	98.0%	*

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.8%	94.2%	94.2%	-	100.0%	93.7%	-	-	-	-	91.7%	95.5%	*
Received GED	1.5%	3.6%	3.6%	-	0.0%	3.9%	-	-	-	-	0.0%	2.3%	*
Continued HS	0.6%	0.0%	0.0%	-	0.0%	0.0%	-	-	-	-	0.0%	0.0%	*
Dropped Out	8.1%	2.2%	2.2%	-	0.0%	2.4%	-	-	-	-	8.3%	2.3%	*
Graduates and GED	91.3%	97.8%	97.8%	-	100.0%	97.6%	-	-	-	-	91.7%	97.7%	*
Grads, GED, & Cont	91.9%	97.8%	97.8%	-	100.0%	97.6%	-	-	-	-	91.7%	97.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	88.3%	95.4%	95.4%	-	100.0%	94.9%	-	-	-	*	90.9%	89.7%	-
Class of 2013	88.0%	92.9%	92.9%	*	75.0%	93.8%	-	-	-	*	90.9%	89.6%	-
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2013	90.4%	92.4%	92.4%	*	75.0%	93.2%	-	-	-	*	90.9%	87.8%	-
Class of 2012	90.4%	94.2%	94.2%	-	90.0%	95.2%	-	-	-	*	75.0%	94.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2014	85.5%	63.5%	63.5%	-	62.5%	63.4%	-	-	-	*	0.0%	60.0%	-
Class of 2013	83.5%	64.8%	64.8%	*	66.7%	63.7%	-	-	-	*	10.0%	58.1%	-
RHSP/DAP Graduates (Annual Rate)													
2013-14	83.8%	63.8%	63.8%	-	62.5%	63.8%	-	-	-	*	0.0%	61.1%	-
2012-13	81.6%	64.3%	64.3%	*	71.4%	62.8%	-	-	-	*	0.0%	58.5%	-
Advanced Course/Dual Enrollment Completion (Grades 11-12)													
Any Subject													
2013-14	53.2%	29.6%	29.6%	-	43.8%	28.4%	*	-	-	40.0%	0.0%	27.6%	-
English Language Arts													
2013-14	28.9%	12.2%	12.2%	-	25.0%	11.5%	*	-	-	*	0.0%	11.0%	-
Mathematics													
2013-14	42.4%	24.1%	24.1%	-	21.4%	23.6%	*	-	-	*	*	14.0%	-
Science													
2013-14	13.4%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	*	0.0%	0.0%	-
Social Studies													
2013-14	27.8%	15.2%	15.2%	-	25.0%	14.4%	*	-	-	20.0%	0.0%	13.3%	-
Advanced Course/Dual Enrollment Completion (Grades 9-12)													
Any Subject													
2013-14	33.1%	12.7%	12.7%	*	17.1%	12.2%	*	-	-	33.3%	0.0%	10.9%	*
2012-13	31.4%	13.6%	13.6%	*	9.8%	13.5%	*	-	-	42.9%	0.0%	10.6%	*
English Language Arts													
2013-14	15.4%	5.2%	5.2%	*	9.8%	4.9%	*	-	-	0.0%	0.0%	4.3%	*
2012-13	14.3%	1.9%	1.9%	*	7.5%	1.6%	*	-	-	0.0%	0.0%	1.0%	*
Mathematics													
2013-14	18.8%	12.7%	12.7%	*	11.5%	12.5%	*	-	-	*	0.0%	7.5%	-
2012-13	18.4%	24.6%	24.6%	*	14.3%	25.1%	*	-	-	40.0%	0.0%	19.3%	*

District Name: TARKINGTON ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 542
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Enrollment Completion (Grades 9-12)													
Science													
2013-14	5.6%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	*	0.0%	0.0%	*
2012-13	5.2%	0.0%	0.0%	*	0.0%	0.0%	*	-	-	0.0%	0.0%	0.0%	*
Social Studies													
2013-14	18.3%	6.6%	6.6%	*	9.8%	6.3%	*	-	-	16.7%	0.0%	5.4%	*
2012-13	17.0%	5.5%	5.5%	*	10.0%	5.4%	*	-	-	0.0%	0.0%	3.9%	*
College-Ready Graduates													
English Language Arts													
Class of 2014	68%	68%	68%	-	63%	67%	-	-	-	*	20%	62%	-
Class of 2013	65%	54%	54%	*	67%	54%	-	-	-	*	13%	50%	-
Mathematics													
Class of 2014	67%	64%	64%	-	50%	65%	-	-	-	*	*	50%	-
Class of 2013	74%	68%	68%	*	50%	70%	-	-	-	*	14%	56%	-
Both Subjects													
Class of 2014	54%	53%	53%	-	50%	52%	-	-	-	*	*	44%	-
Class of 2013	56%	47%	47%	*	33%	48%	-	-	-	*	0%	35%	-
College and Career Ready Graduates													
Class of 2014	78.4%	73.3%	73.3%	-	62.5%	74.5%	-	-	-	*	33.3%	72.2%	-
CTE Coherent Sequence Graduates													
Class of 2014	46.4%	44.8%	44.8%	-	2.9%	41.9%	-	-	-	*	2.9%	15.2%	-
AP/IB Results (Participation)													
All Subjects													
2014	23.5%	8.8%	8.8%	-	5.9%	9.3%	*	-	-	0.0%	n/a	7.1%	n/a
2013	22.1%	4.9%	4.9%	*	5.9%	5.0%	-	-	-	*	n/a	1.1%	n/a
English Language Arts													
2014	15.0%	5.5%	5.5%	-	5.9%	5.6%	*	-	-	0.0%	n/a	6.0%	n/a
2013	14.0%	2.7%	2.7%	*	5.9%	2.5%	-	-	-	*	n/a	1.1%	n/a
Mathematics													
2014	6.5%	0.4%	0.4%	-	0.0%	0.5%	*	-	-	0.0%	n/a	0.0%	n/a
2013	5.7%	1.5%	1.5%	*	0.0%	1.7%	-	-	-	*	n/a	0.0%	n/a
Science													
2014	6.9%	0.0%	0.0%	-	0.0%	0.0%	*	-	-	0.0%	n/a	0.0%	n/a
2013	6.2%	0.0%	0.0%	*	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2014	13.8%	7.6%	7.6%	-	5.9%	7.9%	*	-	-	0.0%	n/a	7.1%	n/a
2013	12.7%	2.3%	2.3%	*	0.0%	2.5%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2014	51.3%	42.9%	42.9%	-	*	45.0%	-	-	-	-	n/a	50.0%	n/a
2013	50.9%	38.5%	38.5%	-	*	41.7%	-	-	-	-	n/a	*	n/a

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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Total Students: 542
Grade Span: 09 - 12
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
English Language Arts													
2014	44.7%	61.5%	61.5%	-	*	66.7%	-	-	-	-	n/a	40.0%	n/a
2013	45.2%	42.9%	42.9%	-	*	50.0%	-	-	-	-	n/a	*	n/a
Mathematics													
2014	53.6%	*	*	-	-	*	-	-	-	-	n/a	-	n/a
2013	52.3%	*	*	-	-	*	-	-	-	-	n/a	-	n/a
Science													
2014	45.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2013	47.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2014	41.6%	33.3%	33.3%	-	*	35.3%	-	-	-	-	n/a	16.7%	n/a
2013	42.0%	33.3%	33.3%	-	-	33.3%	-	-	-	-	n/a	-	n/a
SAT/ACT Results													
Tested													
Class of 2014	66.3%	36.2%	36.2%	-	25.0%	35.1%	?	-	-	*	n/a	19.4%	n/a
Class of 2013	63.8%	36.4%	36.4%	*	42.9%	35.7%	-	-	-	*	n/a	18.2%	n/a
At/Above Criterion													
Class of 2014	25.1%	23.7%	23.7%	-	*	27.3%	*	-	-	*	n/a	14.3%	n/a
Class of 2013	25.4%	25.5%	25.5%	*	*	28.3%	-	-	-	-	n/a	12.5%	n/a
Average SAT Score													
All Subjects													
Class of 2014	1417	1446	1446	-	*	1454	-	-	-	*	n/a	1406	n/a
Class of 2013	1422	1484	1484	*	*	1498	-	-	-	-	n/a	1490	n/a
English Language Arts and Writing													
Class of 2014	925	938	938	-	*	941	-	-	-	*	n/a	930	n/a
Class of 2013	927	972	972	*	*	983	-	-	-	-	n/a	959	n/a
Mathematics													
Class of 2014	491	509	509	-	*	513	-	-	-	*	n/a	476	n/a
Class of 2013	496	512	512	*	*	516	-	-	-	-	n/a	531	n/a
Average ACT Score													
All Subjects													
Class of 2014	20.6	18.4	18.4	-	*	20.6	*	-	-	-	n/a	-	n/a
Class of 2013	20.6	21.3	21.3	-	*	21.2	-	-	-	-	n/a	*	n/a
English Language Arts													
Class of 2014	20.0	17.9	17.9	-	*	20.0	*	-	-	-	n/a	-	n/a
Class of 2013	20.0	20.4	20.4	-	*	20.0	-	-	-	-	n/a	*	n/a
Mathematics													
Class of 2014	21.2	20.3	20.3	-	*	21.8	*	-	-	-	n/a	-	n/a
Class of 2013	21.3	22.3	22.3	-	*	22.6	-	-	-	-	n/a	*	n/a
Science													
Class of 2014	20.7	17.4	17.4	-	*	20.8	*	-	-	-	n/a	-	n/a
Class of 2013	20.7	21.3	21.3	-	*	21.4	-	-	-	-	n/a	*	n/a

District Name: TARKINGTON ISD
Campus Name: TARKINGTON H S
Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 542
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2012-13	56.9%	45.0%	45.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	57.3%	39.9%	39.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2012-13	70.8%	61.3%	61.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	69.0%	67.3%	67.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: TARKINGTON ISD
Campus Name: TARKINGTON H S
Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 542
Grade Span: 09 - 12
School Type: High School

Student Information	Campus		District	
	Count	Percent		State
Total Students:	542	100.0%	1,871	5,215,282
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.2%
Pre-Kindergarten	0	0.0%	2.5%	4.2%
Kindergarten	0	0.0%	7.4%	7.5%
Grade 1	0	0.0%	7.5%	7.9%
Grade 2	0	0.0%	8.2%	7.8%
Grade 3	0	0.0%	7.6%	7.6%
Grade 4	0	0.0%	6.1%	7.5%
Grade 5	0	0.0%	8.7%	7.4%
Grade 6	0	0.0%	7.1%	7.4%
Grade 7	0	0.0%	8.5%	7.3%
Grade 8	0	0.0%	7.2%	7.4%
Grade 9	152	28.0%	8.1%	8.0%
Grade 10	142	26.2%	7.6%	7.2%
Grade 11	142	26.2%	7.6%	6.6%
Grade 12	106	19.6%	5.7%	5.9%
Ethnic Distribution:				
African American	3	0.6%	0.6%	12.6%
Hispanic	46	8.5%	8.3%	52.0%
White	486	89.7%	89.3%	28.9%
American Indian	3	0.6%	0.4%	0.4%
Asian	1	0.2%	0.2%	3.9%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	3	0.6%	1.1%	2.0%
Economically Disadvantaged	214	39.5%	46.0%	58.8%
Non-Educationally Disadvantaged	328	60.5%	54.0%	41.2%
English Language Learners (ELL)	0	0.0%	1.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	55	9.2%	3.6%	1.5%
At-Risk	271	50.0%	52.1%	51.2%
Mobility (2013-2014)	110	18.3%	16.2%	16.9%
Graduates (Class of 2014):				
Total Graduates	105	100.0%	105	303,109
By Ethnicity (incl. Special Ed.):				
African American	0	0.0%	0	38,046
Hispanic	8	7.6%	8	141,907
White	94	89.5%	94	103,764
American Indian	0	0.0%	0	1,278
Asian	0	0.0%	0	12,420
Pacific Islander	0	0.0%	0	401
Two or More Races	3	2.9%	3	5,293
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	38	36.2%	38	48,435
Recommended H.S. Program/DAP	67	63.8%	67	251,154
Foundation High School Plan	0	0.0%	0	3,520
Special Education Graduates	9	8.6%	9	23,654

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
 Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.7	19.2
Grade 1	-	20.1	19.3
Grade 2	-	21.9	19.3
Grade 3	-	20.4	19.1
Grade 4	-	19.1	19.1
Grade 5	-	20.1	20.8
Grade 6	-	17.4	20.3
Secondary:			
English/Language Arts	10.5	12.8	17.2
Foreign Languages	20.2	20.2	18.9
Mathematics	11.8	13.0	18.1
Science	12.2	13.7	19.1
Social Studies	11.1	12.8	19.6

District Name: TARKINGTON ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 542
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	50.4	88.0%	58.6%	64.5%
Teachers	46.1	80.5%	50.9%	50.8%
Professional Support	2.3	4.0%	3.1%	9.7%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	2.9%
Educational Aides:	6.9	12.0%	14.7%	9.6%
Total Minority Staff:	0.0	0.0%	1.5%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	9.9%
Hispanic	0.0	0.0%	0.0%	25.6%
White	46.1	100.0%	100.0%	61.4%
American Indian	0.0	0.0%	0.0%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	20.6	44.7%	23.3%	23.4%
Females	25.5	55.3%	76.7%	76.6%
Teachers by Highest Degree Held:				
No Degree	1.0	2.2%	0.8%	0.9%
Bachelors	36.8	79.7%	79.0%	75.1%
Masters	8.4	18.1%	20.3%	23.4%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.7%	5.3%	8.5%
1-5 Years Experience	10.7	23.1%	21.1%	26.1%
6-10 Years Experience	5.4	11.6%	21.1%	22.6%
11-20 Years Experience	13.0	28.1%	31.6%	26.9%
Over 20 Years Experience	13.1	28.4%	21.1%	16.0%
Number of Students per Teacher	11.8	n/a	14.1	15.2

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

<u>Staff Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Average Years Experience of Teachers:	12.9	12.5	11.0
Average Years Experience of Teachers with District:	6.2	7.5	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$41,451	\$41,668	\$44,540
1-5 Years Experience	\$46,521	\$44,561	\$46,575
6-10 Years Experience	\$46,450	\$46,113	\$49,127
11-20 Years Experience	\$53,736	\$52,360	\$52,640
Over 20 Years Experience	\$62,413	\$61,374	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$52,620	\$50,737	\$50,715
Professional Support	\$62,110	\$55,289	\$59,791
Campus Administration (School Leadership)	\$84,228	\$71,331	\$74,292
Instructional Staff Percent:	n/a	63.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,090.1

District Name: TARKINGTON ISD
 Campus Name: TARKINGTON H S
 Campus Number: 146907001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 542
 Grade Span: 09 - 12
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	0	0.0%	1.3%	17.8%
Career & Technical Education	498	91.9%	26.6%	23.2%
Gifted & Talented Education	25	4.6%	4.2%	7.6%
Special Education	48	8.9%	8.8%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.3%	5.9%
Career & Technical Education	8.4	18.3%	6.3%	4.3%
Compensatory Education	0.7	1.4%	4.8%	3.1%
Gifted & Talented Education	1.5	3.2%	2.0%	1.9%
Regular Education	31.6	68.6%	78.0%	72.6%
Special Education	3.9	8.5%	8.6%	9.0%
Other	0.0	0.0%	0.0%	3.3%

Link to:
[PEIMS Financial Standard Reports/](#)
[2013-2014 Financial Actual Report](#)

- '+' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- 'A' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- '**' Indicates that the rates for Reading are based on the cumulative results from the first and second administrations of STAAR.
- '?' 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.

