

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools

Campus Name: TARKINGTON MIDDLE

Campus ID: 146907041

District Name: TARKINGTON ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																	
Grade 6																	
Reading	2017	67%	64%	64%	-	50%	66%	-	*	-	*	32%	59%	*	72%	57%	-
	2016	68%	67%	67%	-	62%	69%	*	-	-	*	33%	56%	*	67%	68%	-
Mathematics	2017	75%	88%	88%	-	88%	89%	-	*	-	*	74%	86%	*	89%	88%	-
	2016	71%	73%	73%	-	85%	73%	*	-	-	*	38%	65%	*	72%	75%	-
Grade 7																	
Reading	2017	72%	69%	69%	*	68%	69%	-	-	-	*	32%	61%	*	69%	69%	-
	2016	69%	69%	69%	*	45%	72%	*	*	-	*	36%	55%	-	65%	72%	-
Mathematics	2017	68%	61%	61%	*	84%	58%	-	-	-	*	27%	63%	*	61%	61%	-
	2016	68%	66%	66%	*	64%	67%	*	*	-	*	36%	54%	-	65%	67%	-
Writing	2017	68%	67%	67%	*	74%	66%	-	-	-	*	32%	58%	*	70%	64%	-
	2016	68%	76%	76%	*	90%	76%	*	*	-	*	*	64%	-	73%	78%	-
Grade 8																	
Reading	2017	84%	86%	86%	*	100%	84%	*	*	-	*	43%	77%	-	88%	84%	-
	2016	85%	92%	92%	*	100%	91%	-	-	-	*	*	90%	*	88%	95%	-
Mathematics	2017	84%	81%	81%	*	100%	81%	*	*	-	*	43%	69%	-	77%	84%	-
	2016	80%	83%	83%	*	82%	82%	-	-	-	*	*	75%	*	82%	83%	-
Science	2017	74%	69%	69%	*	79%	69%	*	*	-	*	25%	55%	-	61%	76%	-
	2016	73%	71%	71%	*	82%	69%	-	-	-	*	*	62%	*	69%	72%	-
Social Studies	2017	62%	61%	61%	*	64%	60%	*	*	-	*	35%	60%	-	48%	72%	-
	2016	62%	57%	57%	*	55%	57%	-	-	-	*	*	45%	*	47%	67%	-
End of Course																	
English I	2017	61%	75%	*	-	*	-	-	-	-	-	-	*	-	-	*	-

	State		District		Campus		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Special Ed		Econ Disadv		ELL		Female		Male		Migrant	
	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	2016	2017	
Algebra I	81%	76%	87%	76%	95%	100%	-	-	100%	100%	-	-	-	-	-	-	-	-	-	-	-	-	91%	100%	-	-	100%	93%	-	-		
All Grades																																
All Subjects	74%	74%	75%	75%	72%	73%	*	87%	78%	74%	71%	75%	*	75%	83%	-	-	-	71%	38%	32%	66%	63%	46%	80%	70%	70%	73%	76%	-	-	
Reading	71%	72%	74%	75%	73%	76%	*	87%	73%	69%	73%	77%	*	75%	83%	-	-	-	75%	35%	33%	66%	66%	*	71%	76%	74%	79%	-	-		
Mathematics	78%	75%	81%	77%	76%	75%	*	87%	88%	77%	75%	75%	*	67%	83%	-	-	-	67%	47%	35%	74%	65%	73%	86%	75%	74%	77%	76%	-	-	
Writing	66%	68%	59%	67%	67%	76%	*	87%	74%	90%	66%	76%	-	75%	83%	-	-	-	75%	32%	32%	58%	64%	*	70%	64%	78%	-	-			
Science	78%	77%	78%	76%	69%	71%	*	87%	79%	82%	69%	69%	-	69%	83%	-	-	-	69%	25%	25%	55%	62%	-	61%	76%	72%	-	-			
Social Studies	76%	76%	78%	74%	61%	57%	*	87%	64%	55%	60%	57%	-	60%	83%	-	-	-	60%	35%	35%	60%	45%	-	48%	72%	67%	-	-			
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																																
All Grades																																
All Subjects	44%	42%	43%	39%	36%	35%	*	27%	32%	28%	37%	35%	67%	50%	50%	-	-	-	26%	18%	19%	30%	26%	7%	20%	30%	41%	36%	-	-		
Reading	43%	42%	42%	40%	33%	36%	*	27%	33%	20%	34%	38%	*	*	*	-	-	-	17%	18%	19%	27%	25%	*	0%	31%	35%	37%	-	-		
Mathematics	45%	40%	45%	38%	42%	37%	*	27%	37%	40%	43%	37%	*	*	*	-	-	-	42%	24%	21%	35%	28%	9%	43%	36%	47%	38%	-	-		
Writing	36%	39%	25%	36%	27%	39%	*	27%	21%	30%	28%	40%	-	*	*	-	-	-	42%	18%	21%	21%	21%	*	-	30%	25%	37%	-	-		
Science	48%	44%	48%	40%	38%	36%	*	27%	29%	36%	39%	36%	*	*	*	-	-	-	42%	10%	10%	34%	28%	-	*	22%	51%	41%	-	-		
Social Studies	48%	45%	58%	46%	33%	18%	*	27%	21%	9%	34%	19%	*	*	*	-	-	-	42%	10%	10%	27%	13%	-	*	18%	45%	18%	-	-		
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																																
All Grades																																

	2017	2016	African American			American Indian			Pacific Islander			Two or More Races			Special Ed	Econ Disadv	ELL	Female	Male	Migrant
			State	District	Campus	White	Hispanic	Hispanic	White	Asian	Islander	Races	Ed	Disadv						
All Subjects	19%	17%	16%	14%	12%	7%	12%	12%	17%	-	0%	0%	8%	8%	0%	11%	13%	-	-	
Reading	18%	16%	15%	13%	14%	6%	15%	15%	*	-	0%	6%	8%	11%	0%	13%	15%	-	-	
Mathematics	21%	17%	17%	14%	11%	9%	12%	12%	*	0%	0%	11%	7%	7%	0%	13%	10%	-	-	
Writing	11%	14%	5%	7%	5%	10%	8%	5%	-	*	*	5%	3%	6%	*	6%	5%	-	-	
Science	19%	15%	17%	12%	12%	0%	16%	10%	*	*	*	5%	9%	13%	-	4%	18%	-	-	
Social Studies	26%	21%	32%	26%	15%	9%	15%	15%	*	*	*	10%	11%	5%	-	11%	18%	-	-	

STAAR Participation (All Grades)

All Tests	2017	2016	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%
Reading	2017	2016	99%	99%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Mathematics	2017	2016	100%	100%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Writing	2017	2016	100%	99%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
Science	2017	2016	99%	99%	100%	100%	100%	100%	*	*	100%	100%	100%	100%	100%	100%	100%	100%	100%
Social Studies	2017	2016	98%	98%	99%	99%	99%	99%	*	*	100%	100%	99%	99%	99%	99%	100%	100%	97%

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

Reading Tests	2017	2016	98%	98%	100%	100%	100%	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%	100%
% of Participants	2017	2016	13%	13%	9%	6%	6%	6%	-	-	7%	7%	7%	7%	6%	6%	6%	6%	6%
Accommodations	2017	2016	73%	73%	80%	81%	81%	81%	-	-	79%	79%	79%	79%	81%	81%	81%	81%	81%
% STAAR/EOC With	2017	2016	12%	12%	11%	13%	13%	13%	-	-	14%	14%	14%	14%	13%	13%	13%	13%	13%

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	2017	2%	0%	0%	*	0%	-	*	0%	-	*	0%	-	0%	0%
% of Non-Participants															
Mathematics Tests															
% of Participants															
% STAAR/EOC With No Accommodations	2017	99%	100%	100%	*	100%	-	*	100%	-	*	100%	-	100%	100%
% STAAR/EOC With Accommodations	2017	12%	9%	6%	*	7%	-	*	6%	-	*	10%	-	0%	10%
% STAAR Alternate 2	2017	74%	80%	81%	*	79%	-	*	81%	-	*	76%	-	95%	73%
% of Non-Participants	2017	13%	11%	13%	*	14%	-	*	13%	-	*	15%	-	5%	17%
	2017	1%	0%	0%	*	0%	-	*	0%	-	*	0%	-	0%	0%

*** Indicates results are masked due to small numbers to protect student confidentiality.

.- Indicates zero observations reported for this group.

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

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

Performance Status - State	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed & Monitored)	+ Total Met	Total Eligible	Percent of Eligible Measures Met		
														Reading	Mathematics
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	n/a	4	5	80	
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	n/a	4	5	80	
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	N	N	n/a	2	3	67	
Writing	Y	Y	Y	Y	Y	Y	Y	Y	N	N	n/a	2	3	67	
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	n/a	3	3	100	
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	N	n/a	3	3	100	
Total												15	19	79	
Performance Status - Federal															
Federal Target	91%	91%	91%	91%	n/a	n/a	n/a	n/a	91%	91%	n/a				
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	n/a				
Mathematics	N	Y	Y	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%	5	5	100	
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	5	5	100	
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	n/a	5	5	100	
Total												10	10	100	
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met												0	0		
Reason Code ***															

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored) +	Total Met	Total Eligible	Percent of Eligible Measures Met
Total												0	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												25	29	86

+ 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 88.5%

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 91%

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.

Performance Rates

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Reading												
# at Approaches Grade Level Standard	316	-	34	269	*	*	-	9	138	20	*	n/a
Total Tests	428	-	44	367	*	*	-	12	208	58	*	*
% at Approaches Grade Level Standard	74%	-	77%	73%	*	*	-	75%	66%	34%	*	n/a
Mathematics												
# at Approaches Grade Level Standard	329	-	41	277	*	*	-	8	155	26	6	n/a
Total Tests	428	-	44	367	*	*	-	12	208	58	7	7
% at Approaches Grade Level Standard	77%	-	93%	75%	*	*	-	67%	75%	45%	86%	n/a
Writing												
# at Approaches Grade Level Standard	110	-	**	94	-	-	-	*	42	7	*	n/a
Total Tests	163	-	**	143	-	-	-	*	72	22	*	*
% at Approaches Grade Level Standard	67%	-	81%	66%	-	-	-	*	58%	32%	*	n/a
Science												
# at Approaches Grade Level Standard	101	-	11	84	*	*	-	*	41	5	*	n/a
Total Tests	141	-	14	118	*	*	-	*	70	18	*	n/a
% at Approaches Grade Level Standard	72%	-	79%	71%	*	*	-	*	59%	28%	*	n/a
Social Studies												
# at Approaches Grade Level Standard	89	-	9	73	*	*	-	*	43	7	*	n/a
Total Tests	141	-	14	118	*	*	-	*	70	18	*	*

% at Approaches Grade Level Standard	All Students		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Special Ed		ELL (Current & Monitored)		ELL (Current)	
	63%	-	American	African American	64%	-	62%	-	American Indian	Asian	Pacific Islander	Two or More Races	61%	-	39%	-	n/a	-	11	11	100%	n/a	11	11
Participation Rates																								
Reading: 2016-2017 Assessments																								
Number Participating	450	*	51	380								12	218		62	n/a								
Total Students	450	*	51	380								12	218		62	n/a								
Participation Rate	100%	*	100%	100%								100%	100%		100%	n/a								
Mathematics: 2016-2017 Assessments																								
Number Participating	451	*	51	381								12	219		62	n/a								
Total Students	451	*	51	381								12	219		62	n/a								
Participation Rate	100%	*	100%	100%								100%	100%		100%	n/a								

* Indicates results are masked due to small numbers to protect student confidentiality.
 ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
 - Indicates there are no students in the group.
 n/a Indicates the student group is not applicable to System Safeguards.

Federal Graduation Rates	All Students		African American		Hispanic		White		American Indian		Asian		Pacific Islander		Two or More Races		Econ Disadv		Special Ed		ELL (Ever HS)		ELL (Current)	
	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016	-	American	African American	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-	4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015	-
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a
Mathematics	n/a
Number Proficient	n/a
Total Federal Cap Limit	n/a

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

- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- Indicates there are no students in the group.
- n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification: No **Priority School Reason:** N/A
Focus School Identification: No **Focus School Reason:** N/A

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. **A high progress school** is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No
High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	27.4	83.0%	84.1%	74.5%
Masters	5.6	17.0%	14.4%	23.6%

	Campus		District	State
	Number	Percent	Percent	Percent
Doctorate	0.0	0.0%	0.0%	0.6%

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

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 4	Reading	Overall	36	64	31	7

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Mathematics	American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
		Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
Students with Disabilities	41	59	18	2		
English Language Learners	23	77	28	2		
National School Lunch Program	19	81	30	2		
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
		Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
White	12	88	48	12		
Students with Disabilities	62	38	8	1		
English Language Learners	60	40	6	n/a		
National School Lunch Program	34	66	20	3		

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
Grade 4	Mathematics	Students with Disabilities	80
		Limited English Proficient	95

Grade	Subject	Student Group	%
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment