

February 20, 2018

Dear Parent:

Harmony School of Achievement is sharing this information about the district and your child's campus with you as part of its obligations under the federal No Child Left Behind Act of 2001 (NCLB).

Federal Report Cards for the state, the district, and each of the district's campuses are now available on the district's website at this link: <https://new.harmonytx.org/academics.php> or are also available on the Texas Education Agency's website at: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

Information on these report cards includes:

Part I: Percent Tested and Student Achievement by Proficiency Level – Provides the State of Texas Assessment of Academic Readiness (STAAR) performance results and participation for each subject area and grade level tested.

Participation reports also include reports of the participation of Children with Individualized Education Plans (IEPs) by assessment type.

Part II: Student Achievement and State Academic Annual Measurable Objectives (AMOs) – Provides the AMO outcomes and data table of STAAR performance results for each subject area tested in the accountability subset. This section also includes participation rates on STAAR for reading/English and mathematics, use of alternative assessments, plus four-year and five-year graduation rates.

Part III: Priority and Focus Schools – Priority schools are the lowest 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets.

Part IV: Teacher Quality Data – Provides information on teacher quality in three parts.

Part A – Percent of Teachers by Highest Degree Held – Professional qualifications of all public elementary and secondary teachers in the Texas.

Part B and C – Teachers with Emergency/Provisional Credentials, Low Poverty/High Poverty Summary Reports – Percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools.

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE) – Provides the percentage of students who enroll and begin instruction at an institution of higher education in Texas during the school year (fall or spring semester) following high school graduation.

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results – Provides most recent NAEP results for Texas showing reading and mathematics performance results and participation rates, disaggregated by student group.

If you have difficulty accessing the information from the website, hard copies of the reports are available at the district or campus office. If you have questions about the information, please contact the Dean of Academics, Ms. Pham.

Sincerely,

Melissa Knight

Principal

Feb. 20, 2018

Estimado padre de familia:

El Harmony School of Achievement está compartiendo con usted la información sobre el distrito y la escuela de su hijo como parte de las obligaciones que se requieren bajo la ley federal del Que Ningún Niño Sé Que Atrás del 2001 (NCLB, por sus siglas en inglés).

Las Tarjetas de Reporte de NCLB para el estado entero el distrito escolar y cada una de las escuelas del distrito están ahora disponibles en la página de internet en este enlace: <https://new.harmonytx.org/academics.php> y también están disponibles en la página de internet de la Agencia de Educación de Texas: https://tea.texas.gov/Finance_and_Grants/Grants/Federal_Report_Card/.

La información de las tarjetas de reporte incluye lo siguiente:

Parte I: Rendimiento de los Estudiantes por Nivel de Competencia - Proporciona los resultados de rendimiento del programa de evaluación académica (STAAR, por sus siglas en inglés) para cada materia y grado evaluado.

Parte II: Los Objetivos Académicos Anuales Mensurables del estado – Proporciona los resultados de rendimiento de las pruebas STAAR en cada materia. También incluye el índice de cuatro y cinco años de las tasas de graduación y las tasas de participación en las pruebas STAAR en lectura/inglés y matemáticas.

Parte III: Escuelas con Enfoque o Escuelas con Prioridad - las escuelas con prioridad son las que se encuentran dentro del 5% más bajo del Título I en el rendimiento en lectura y matemáticas y las tasas de graduación. Las escuelas con enfoque constituyen el 10 % del Título I que aún no son identificadas como escuelas con prioridad, que tienen la mayor diferencias entre el desempeño de grupo de estudiantes y garantizar los objetivos.

Parte IV: Calidad de Datos de Maestros – proporciona información sobre la calidad de los maestros en *tres partes*.

Parte A – porcentaje de maestros con el más alto nivel de título obtenido - cualificaciones profesionales de todos los maestros en las escuelas públicas de primaria y secundaria en Texas.

Parte B y C – maestros con credenciales provisionales o de emergencia, informes resumidos sobre la pobreza/con bajos índices de pobreza - porcentaje de todos los maestros en las escuelas públicas de primaria y secundaria trabajando con credenciales provisionales o de emergencia, separados por niveles altos de pobreza en comparación con escuelas de bajos ingresos.

Parte V: Graduados Matriculados en una Institución de Educación Post-Secundaria en Texas (Universidad) – proporciona el porcentaje de estudiantes que se matricularon y comenzaron en una institución de educación post-secundaria en el año escolar después de que se graduaron de la secundaria.

Parte VI: Resultados Estatales de La Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés) – proporciona los resultados de NAEP más recientes en Texas del rendimiento en matemáticas y lectura y la tasa de participación, separados por grupos de alumnos.

Si usted tiene dificultad obteniendo esta información del sitio de internet, copias impresas de los informes están disponibles en la oficina central del distrito o a través de la escuela en la oficina del principal. Si usted tiene preguntas acerca de la información, por favor comuníquese con Ms. Pham.

Atentamente,

Melissa Knight

Principal

Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: HARMONY SCHOOL OF ACHIEVEMENT - HOUSTON
Campus ID: 101858007
District Name: HARMONY SCHOOL OF EXCELLENCE

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.

Two or More Special Ed Disadv ELL Female Male Migrant

STAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)															
Grade	Subject	2017	2016	80%	85%	90%	95%	99%	100%	Two or More Special Ed Disadv ELL Female Male Migrant					Total
										Two or More Special Ed	Disadv	ELL	Female	Male	
Grade 3	Reading	2017	72%	73%	77%	80%	85%	90%	92%	100%					77%
		2016	72%	73%	77%	80%	85%	90%	92%	100%					77%
	Mathematics	2017	76%	76%	82%	82%	79%	77%	74%	74%	83%				92%
		2016	74%	74%	81%	86%	88%	88%	82%	79%	84%				100%
		2017	69%	73%	85%	83%	73%	73%	94%	90%	83%				90%
		2016	74%	73%	77%	75%	83%	83%	87%	71%	87%				83%
Grade 4	Reading	2017	69%	73%	85%	83%	73%	73%	94%	90%					83%
		2016	74%	73%	77%	75%	83%	83%	87%	71%	87%				83%
	Mathematics	2017	74%	76%	91%	83%	76%	76%	93%	90%	83%				95%
		2016	72%	78%	89%	88%	83%	83%	90%	87%	87%				100%
		2017	73%	78%	89%	89%	81%	89%	92%	89%	89%				92%
		2016	72%	78%	85%	83%	81%	89%	92%	89%	89%				92%
Grade 5	Reading	2017	81%	84%	90%	86%	86%	95%	95%	100%					95%
		2016	80%	82%	85%	82%	79%	74%	100%	93%	93%				93%
	Mathematics	2017	86%	90%	91%	86%	86%	86%	86%	86%	86%				100%
		2016	85%	88%	87%	87%	84%	84%	84%	84%	90%				93%
		2017	73%	72%	82%	82%	73%	73%	73%	73%	73%				80%
		2016	73%	73%	74%	74%	63%	63%	63%	63%	63%				80%
All Grades	All Subjects	2017	74%	80%	84%	81%	81%	81%	81%	81%	83%				83%
		2016	74%	80%	82%	82%	79%	79%	79%	79%	79%				83%
	Reading	2017	71%	81%	85%	81%	81%	80%	80%	80%	87%				83%
		2016	72%	81%	83%	83%	79%	79%	79%	79%	77%				83%
		2017	79%	85%	87%	84%	84%	84%	84%	84%	84%				89%
		2016	75%	85%	87%	85%	85%	85%	85%	85%	89%				89%
All Grades	All Subjects	2017	74%	80%	84%	81%	81%	81%	81%	81%	83%				83%
		2016	74%	80%	82%	82%	79%	79%	79%	79%	79%				83%
	Reading	2017	71%	81%	85%	81%	81%	80%	80%	80%	87%				83%
		2016	72%	81%	83%	83%	79%	79%	79%	79%	77%				83%
		2017	73%	72%	74%	72%	72%	72%	72%	72%	72%				78%
		2016	73%	72%	74%	74%	63%	63%	63%	63%	63%				78%
All Grades	All Subjects	2017	44%	51%	52%	49%	49%	49%	49%	49%	53%				48%
		2016	42%	50%	50%	50%	48%	48%	48%	48%	48%				48%
	Reading	2017	43%	52%	56%	50%	50%	46%	46%	46%	48%				49%
		2016	42%	51%	51%	50%	49%	49%	49%	49%	49%				49%
		2017	45%	54%	56%	51%	51%	49%	49%	49%	49%				56%
		2016	40%	53%	54%	51%	51%	49%	49%	49%	49%				56%
All Grades	All Subjects	2017	44%	51%	52%	49%	49%	49%	49%	49%	53%				48%
		2016	42%	50%	50%	50%	48%	48%	48%	48%	48%				48%
	Reading	2017	43%	52%	56%	50%	50%	46%	46%	46%	48%				49%
		2016	42%	51%	51%	50%	49%	49%	49%	49%	49%				49%
		2017	45%	54%	56%	51%	51%	49%	49%	49%	49%				56%
		2016	40%	53%	54%	51%	51%	49%	49%	49%	49%				56%
All Grades	All Subjects	2017	74%	80%	84%	81%	81%	81%	81%	81%	83%				83%
		2016	74%	80%	82%	82%	79%	79%	79%	79%	79%				83%
	Reading	2017	71%	81%	85%	81%	81%	80%	80%	80%	87%				83%
		2016	72%	81%	83%	83%	79%	79%	79%	79%	77%				83%
		2017	73%	72%	74%	72%	72%	72%	72%	72%	72%				78%
		2016	73%	72%	74%	74%	63%	63%	63%	63%	63%				78%
All Grades	All Subjects	2017	44%	51%	52%	49%	49%	49%	49%	49%	53%				48%
		2016	42%	50%	50%	50%	48%	48%	48%	48%	48%				48%
	Reading	2017	43%	52%	56%	50%	50%	46%	46%	46%	48%				49%
		2016	42%	51%	51%	50%	49%	49%	49%	49%	49%				49%
		2017	45%	54%	56%	51%	51%	49%	49%	49%	49%				56%
		2016	40%	53%	54%	51%	51%	49%	49%	49%	49%				56%
All Grades	All Subjects	2017	44%	51%	52%	49%	49%	49%	49%	49%	53%				48%
		2016	42%	50%	50%	50%	48%	48%	48%	48%	48%				48%
	Reading	2017	43%	52%	56%	50%	50%	46%	46%	46%	48%				49%
		2016	42%	51%	51%	50%	49%	49%	49%	49%	49%				49%
		2017	45%	54%	56%	51%	51%	49%	49%	49%	49%				56%
		2016	40%	53%	54%	51%	51%	49%	49%	49%	49%				56%
All Grades	All Subjects	2017	44%	51%	52%	49%	49%	49%	49%	49%	53%				48%
		2016	42%	50%	50%	50%	48%	48%	48%	48%	48%				48%
	Reading	2017	43%	52%	56%	50%	50%	46%	46%	46%	48%				49%
		2016	42%	51%	51%	50%	49%	49%	49%	49%	49%				49%
		2017	45%	54%	56%	51%	51%	49%	49%	49%	49%				56%
		2016	40%	53%	54%	51%	51%	49%	49%	49%	49%				56%
All Grades	All Subjects	2017	44%	51%	52%	49%	49%	49%	49%	49%	53%				48%
		2016	42%	50%	50%	50%	48%	48%	48%	48%	48%				48%
	Reading	2017	43%	52%	56%	50%	50%	46%	46%	46%	48%				49%
		2016	42%	51%	51%	50%	49%	49%	49%	49%	49%				49%
		2017	45%	54%	56%	51%	51%	49%	49%	49%	49%				56%
		2016	40%	53%	54%	51%	51%	49%	49%	49%	49%				56%

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

African American **American Indian** **Pacific Islander** **Two or More Races** **Special Ed** **Econ Disadv** **ELL** **Female** **Male** **Migrant**

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

All Grades	All Subjects	2017		2016		2017		2016		2017		2016		2017		2016		2017		2016	
		19%	24%	29%	23%	22%	31%	50%	47%	-	14%	5%	16%	9%	31%	26%	-				
		17%	22%	20%	15%	11%	22%	17%	39%	-	35%	4%	13%	4%	23%	18%	-				
	Reading	18%	24%	34%	34%	27%	38%	*	42%	-	*	4%	21%	10%	42%	27%	-				
		16%	23%	25%	28%	14%	27%	*	38%	-	33%	6%	18%	5%	33%	19%	-				
	Mathematics	21%	28%	32%	24%	24%	35%	*	57%	-	*	4%	19%	12%	33%	30%	-				
		17%	27%	21%	12%	11%	23%	*	48%	-	33%	0%	12%	5%	20%	22%	-				
	Writing	11%	11%	16%	4%	7%	13%	-	48%	-	-	*	0%	6%	11%	21%	-				
		14%	13%	13%	4%	12%	9%	*	22%	-	*	*	8%	0%	17%	9%	-				
	Science	19%	20%	16%	5%	10%	23%	*	32%	-	*	10%	8%	6%	16%	16%	-				
		15%	16%	10%	0%	3%	16%	-	27%	-	*	*	5%	0%	5%	14%	-				

STAAR Participation (All Grades)

All Tests	2017	99%	100%	100%	100%	100%	99%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	100%	100%	100%	100%	100%	100%	100%	-	100%	100%	100%	100%	100%	100%	-
Reading	2017	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-
	2016	99%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Mathematics	2017	100%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%	-
	2016	100%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%	-
Writing	2017	100%	99%	98%	96%	100%	97%	-	100%	-	-	100%	96%	97%	100%	97%	-	
	2016	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	
Science	2017	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	-	
	2016	99%	100%	100%	100%	100%	100%	-	100%	-	*	100%	100%	100%	100%	100%	-	

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

Reading Tests																		
% of Participants	2017	98%	100%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	
% STAAR/EOC With No Accommodations	2017	13%	14%	13%	20%	9%	0%	-	*	-	-	13%	20%	8%	17%	11%	-	
% STAAR/EOC With Accommodations	2017	73%	78%	88%	80%	91%	100%	-	*	-	-	88%	80%	92%	83%	89%	-	
% STAAR Alternate 2	2017	12%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	
% of Non-Participants	2017	2%	0%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	
Mathematics Tests																		
% of Participants	2017	99%	100%	100%	100%	100%	100%	-	*	-	-	100%	100%	100%	100%	100%	-	
% STAAR/EOC With No Accommodations	2017	12%	13%	13%	20%	9%	0%	-	*	-	-	13%	20%	8%	17%	11%	-	
% STAAR/EOC With Accommodations	2017	74%	79%	88%	80%	91%	100%	-	*	-	-	88%	80%	92%	83%	89%	-	
% STAAR Alternate 2	2017	13%	8%	0%	0%	0%	0%	-	*	-	-	0%	0%	0%	0%	0%	-	
% of Non-Participants	2017	1%	0%	0%	0%	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.

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	Total Measures Met	Percent of Eligible Measures Met
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	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		Y			Y		Y	n/a	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		Y	n/a	7	7	100
Writing	Y		N	Y					N		N	n/a	2	5	40
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													20	23	87
Performance Status - Federal															
Federal Target	91%	91%	91%						91%	91%	91%				
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N		N	n/a			
Mathematics	N	N	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		Y			Y		n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y		Y			Y		n/a	Y	7	7	100
Total													14	14	100
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target											n/a		0	0	
Met															
Reason Code ***															
Total													0	0	
District: Met Federal Limits on Alternative Assessments															
Reading															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Mathematics															
Alternate 1% Number	n/a														
Proficient Total Federal	n/a														
Total													34	37	92
Overall Total															
+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)															
*** Federal Graduation Rate Reason Codes: a = Graduation Rate Goal of 90% c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goal b = Four-year Graduation Rate Target of 88.5% 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.															

	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 Approaches Grade	262	63	89	59	*	47	-	*	130	11	116	n/a
Level Standard												
Total Tests	306	77	110	63	*	51	-	*	159	24	141	100
% at Approaches Grade	86%	82%	81%	94%	*	92%	-	*	82%	46%	82%	n/a
Level Standard												
Mathematics												
# at Approaches Grade	271	64	94	58	*	50	-	*	135	17	119	n/a
Level Standard												
Total Tests	306	77	110	63	*	51	-	*	159	24	141	100
% at Approaches Grade	89%	83%	85%	92%	*	98%	-	*	85%	71%	84%	n/a
Level Standard												
Writing												
# at Approaches Grade	71	16	16	20	-	19	-	-	29	*	26	n/a
Level Standard												
Total Tests	99	23	28	28	-	20	-	-	50	*	45	33
% at Approaches Grade	72%	70%	57%	71%	-	95%	-	-	58%	*	58%	n/a
Level Standard												
Science												
# at Approaches Grade	86	18	29	19	*	18	-	*	36	6	26	n/a
Level Standard												
Total Tests	105	22	39	22	*	19	-	*	49	10	42	33
% at Approaches Grade	82%	82%	74%	86%	*	95%	-	*	73%	60%	62%	n/a
Level Standard												
Social Studies												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	317	80	112	66	*	54	-	*	164	24	n/a	105
Total Students	317	80	112	66	*	54	-	*	164	24	n/a	105
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	316	80	112	66	*	53	-	*	163	24	n/a	104
Total Students	316	80	112	66	*	53	-	*	163	24	n/a	104
Participation Rate	100%	100%	100%	100%	*	100%	-	*	100%	100%	n/a	100%
* Indicates results are masked due to small numbers to protect student confidentiality.												
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).												
- Indicates there are no students in the group.												
n/a Indicates the student group is not applicable to System Safeguards.												

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
District: Met Federal Limits on Alternative Assessments												
Reading												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
Mathematics												
Number Proficient	n/a											
Total Federal Cap Limit	n/a											
* Indicates results are masked due to small numbers to protect student confidentiality.												
** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).												
- Indicates there are no students in the group.												
n/a Indicates 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 Reason: N/A
Focus School Identification: No

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

High Performing School: No
 High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

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

	Campus		District Percent	State Percent
	Number	Percent		
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	27.5	87.3%	75.8%	74.5%
Masters	4.0	12.7%	23.0%	23.6%
Doctorate	0.0	0.0%	1.2%	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
		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

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

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

Grade	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment