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

Campus Name: PURPLE SAGE EL
Campus ID: 101910112
District Name: GALENA PARK ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

		State	District	: Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed		ELL	Female	Male	Migrant
STAAR Percent at Ph	nase-in 1																g
Grade 3	0045	740/	7.40/	700/	400/	700/		+					000/	770/	700/	070/	•
Reading	2015 2014		74% 72%	70% 67%	40% 60%	76% 72%	*	-	*	-	-	*	69% 66%	77% 65%	72% 73%	67% 63%	*
Mathematics	2015	74%	77%	63%	47%	66%	*	*	-	_	-	*	64%	68%	69%	58%	*
	2014	69%	69%	72%	55%	78%	*	-	*	-	-	*	71%	77%	73%	72%	*
Grade 4																	
Reading	2015	71%	65%	69%	62%	71%	*	-	*	-	*	*	67%	73%	74%	64%	-
	2014	73%	73%	77%	74%	77%	-	-	-	*	-	78%	77%	81%	74%	79%	-
Mathematics	2015	71%	72%	71%	62%	74%	*	_	*	_	*	*	68%	71%	76%	66%	-
	2014	70%	77%	79%	74%	81%	-	-	-	*	-	89%	80%	84%	76%	82%	-
Writing	2015	67%	69%	72%	67%	76%	*	_	*	_	*	*	70%	73%	79%	66%	-
ŭ	2014	72%	76%	78%	84%	75%	-	-	-	*	-	78%	77%	77%	85%	72%	-
Grade 5																	
Reading	2015	83%	82%	79%	73%	80%	*	-	-	*	*	*	77%	78%	75%	83%	-
	2014	86%	85%	84%	85%	83%	86%	-	*	-	*	88%	83%	85%	87%	82%	*
Mathematics	2015	75%	73%	82%	82%	80%	*	-	-	*	*	*	80%	85%	84%	80%	-
	2014	87%	92%	93%	92%	93%	86%	-	*	-	*	100%	92%	91%	94%	92%	*
Science	2015	69%	73%	73%	64%	76%	*	_	-	*	*	*	71%	78%	65%	80%	-
	2014	73%	72%	79%	84%	77%	71%	-	*	-	*	100%	78%	76%	78%	80%	*
All Grades																	
All Subjects	2015	73%	73%	72%	64%	75%	63%	*	*	*	100%	13%	71%	75%	74%	70%	*

	2014	75%	76%	79%	77%	80%	76%	-	*	*	100%	80%	78%	78%	80%	78%	*
Reading	2015	74%	71%	72%	60%	76%	*	*	*	*	*	*	71%	76%	74%	71%	*
ixeauiig		75%	71%	77%	74%	77%	78%	_	*	*	*	71%	75%	75%	79%	75%	*
	2014	7 3 70	1 2 /0	11 /0	7 7 70	11 /0	7070	_				7 1 70	1 3 /0	1570	1 3 /0	7 3 70	
Mathematics	2015	73%	74%	72%	66%	73%	71%	*	*	*	*	*	71%	73%	77%	68%	*
		76%	80%	82%	75%	84%	78%	-	*	*	*	83%	82%	83%	82%	82%	*
Writing	2015	68%	68%	72%	67%	76%	*	-	*	-	*	*	70%	73%	79%	66%	-
	2014	71%	74%	78%	84%	75%	-	-	-	*	-	78%	77%	77%	85%	72%	-
Science		75%	79%	73%	64%	76%	*	-	-	*	*	*	71%	78%	65%	80%	-
	2014	77%	79%	79%	84%	77%	71%	-	*	-	*	100%	78%	76%	78%	80%	*
STAAR Percent at F	inal Level	ll or Al	bove														
All Grades	0045	000/	000/	000/	000/	0.50/	500/			*	500 /	5 0/	000/	000/	0.40/	0.40/	*
All Subjects		38%	32%	33%	23%	35%	50%	^	<u>,</u>	*	50%	5%	32%	32%	31%	34%	*
	2014	39%	34%	40%	36%	40%	56%	-	Î	•	50%	45%	39%	38%	39%	40%	•
Reading	2015	40%	31%	34%	24%	37%	*	*	*	*	*	*	34%	34%	32%	36%	*
reading		42%	33%	37%	37%	36%	44%	_	*	*	*	42%	36%	33%	39%	34%	*
	2014	⊣∠ /0	0070	01 /0	01 70	0070	TT /0					72 /0	0070	0070	0070	0 + 70	
Mathematics	2015	36%	31%	33%	19%	37%	57%	*	*	*	*	*	32%	34%	33%	33%	*
	2014	37%	36%	43%	35%	45%	67%	-	*	*	*	50%	43%	44%	40%	46%	*
Writing	2015	31%	26%	27%	38%	24%	*	-	*	-	*	*	24%	22%	33%	20%	-
	2014	34%	30%	47%	37%	49%	-	-	-	*	-	33%	43%	45%	56%	38%	-
			2221		400/						*		2221	2221			
Science		40%	38%	34%	18%	39%	*	-	- *	*	*	*	38%	33%	24%	43%	- *
	2014	40%	37%	35%	32%	32%	57%	-	*	-	*	50%	33%	30%	28%	41%	*
STAAR Percent at L All Grades	.evel III Adv	vance	d														
All Subjects	2015	14%	9%	11%	9%	11%	6%	*	*	*	33%	0%	11%	8%	8%	13%	*
All Subjects		14%	9%	14%	13%	14%	12%	_	*	*	17%	14%	13%	13%	11%	17%	*
	2014	1 7 /0	3 /0	1 70	13 /0	1 70	12 /0	_			17 70	1 70	13 /0	13 /0	1 1 /0	17 /0	
Reading	2015	15%	9%	12%	12%	11%	*	*	*	*	*	*	11%	10%	11%	12%	*
rtodding		14%	8%	13%	14%	12%	22%	_	*	*	*	13%	12%	9%	9%	16%	*
		, 0	• 70	1070	, •	. = / 0						, ,	,	0 ,0	0,0	. 0 / 0	
Mathematics	2015	14%	10%	12%	7%	15%	0%	*	*	*	*	*	13%	9%	9%	16%	*
	2014		13%	19%	14%	21%	11%	-	*	*	*	13%	20%	21%	17%	21%	*
Writing	2015	8%	4%	2%	5%	2%	*	-	*	-	*	*	3%	2%	2%	2%	-
	2014	6%	4%	8%	16%	6%	-	-	-	*	-	22%	6%	3%	9%	8%	-
Oniano -	0045	4.40/	00/	400/	4.40/	4.40/	*			*	•	*	4.40/	70/	E 0/	200/	
Science	2015		9%	13%	14%	14%		-	- *	•	*	* 420/	14%	7%	5%	20%	- *
	2014	13%	9%	6%	4%	8%	0%	-	•	-	^	13%	6%	6%	0%	12%	

ST	AAR Participation (All Gra	des)																
	All Tests	2015 2014	99% 99%	99% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%	100% 100%	100%	100% 100%						
	Reading	2015 2014	99% 99%	98% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%	100%	100%	100%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%
	Mathematics	2015 2014	99% 99%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100% -	100%	100%	100%	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	100%
	Writing	2015 2014	99% 99%	100% 100%	100% 100%	100% 100%	100% 100%	100% -	-	100% -	- *	100% -	100% 100%	100% 100%	100% 100%	100% 100%	100% 100%	-
	Science	2015 2014	99% 99%	99% 100%	100% 100%	100% 100%	100% 100%	100% 100%	- -	- *	100%	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	2015	98%	95%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No																	
Accommodations	2015	17%	11%	5%	13%	0%	-	-	-	-	-	5%	0%	0%	0%	8%	-
% STAAR/EOC With																	
Accommodations	2015	71%	75%	95%	88%	100%	-	-	-	-	-	95%	100%	100%	100%	92%	-
% STAAR Alternate2	2015	10%	10%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	2%	5%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2015	99%	98%	100%	100%	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No																	
Accommodations	2015	13%	10%	10%	13%	8%	-	-	-	-	-	10%	6%	11%	0%	15%	-
% STAAR/EOC With																	
Accommodations	2015	74%	78%	90%	88%	92%	-	-	-	-	-	90%	94%	89%	100%	85%	-
% STAAR Alternate2	2015	11%	11%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-
% of Non-Participants	2015	1%	2%	0%	0%	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-

^{&#}x27;?' 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.

This section provides the STAAR performance results for each subject area tested in the 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

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

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap Limit

'‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

'+' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

'***' Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

b = Four-year Graduation Rate Target of 83%

c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal

d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'n/a' Indicates data are not applicable to this report.

							I WO				
							or			ELL	
All	African			American		Pacific	More	Econ	Special	(Current &	ELL
Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	(Current)

T...

Reading												
# at Phase-in Satisfactory Standard	161	30	123	*	*	*	*	*	147	*	95	n/a
Total Tests	223	52	161	*	*	*	*	*	205	*	121	111
% at Phase-in Satisfactory Standard	72%	58%	76%	*	*	*	*	*	72%	*	79%	n/a
Mathematics												
# at Phase-in Satisfactory Standard	164	34	122	*	*	*	*	*	149	*	94	n/a
Total Tests	223	52	161	*	*	*	*	*	205	*	121	111
% at Phase-in Satisfactory Standard	74%	65%	76%	*	*	*	*	*	73%	*	78%	n/a
Writing												
# at Phase-in Satisfactory Standard	61	13	47	*	-	*	-	*	53	*	36	n/a
Total Tests	80	19	58	*	-	*	-	*	72	*	45	42
% at Phase-in Satisfactory Standard	76%	68%	81%	*	-	*	-	*	74%	*	80%	n/a
Science												
# at Phase-in Satisfactory Standard	51	12	36	*	-	-	*	*	46	*	25	n/a
Total Tests	69	19	47	*	-	-	*	*	64	*	32	25
% at Phase-in Satisfactory Standard	74%	63%	77%	*	-	-	*	*	72%	*	78%	n/a
Social Studies												
# at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates ‡												
Reading: 2014-2015 Assessments												
Number Participating	241	58	172	6	*	*	*	*	214	21	n/a	119
Total Students	241	58	172	6	*	*	*	*	214	21	n/a	119
Participation Rate	100%	100%	100%	100%	*	*	*	*	100%	100%	n/a	100%
Mathematics: 2014-2015 Assessments												
Number Participating	242	58	172	7	*	*	*	*	214	21	n/a	119
Total Students	242	58	172	7	*	*	*	*	214	21	n/a	119
Participation Rate	100%	100%	100%	100%	*	*	*	*	100%	100%	n/a	100%

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Grad	uation Rate	(Gr 9-12): (Class of 201	14								
Number Graduated	-		-				-			-		n/a
Total in Class		-	-				-		-	-		_

Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

Indicates data are not applicable to this report.

Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Grad	duation Rate (Gr 9	-12): Class	of 2013									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Ra	ate (Gr 9-12): Clas	s of 2013										
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

Reading

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

Mathematics

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

'n/a' Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

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

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

^{&#}x27;*' Indicates results are masked due to small numbers to protect student confidentiality.

^{&#}x27;**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

^{&#}x27;-' Indicates there are no students in the group.

High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	0.8%	0.9%
Bachelors	21.0	64.5%	70.7%	75.1%
Masters	10.6	32.5%	27.6%	23.4%
Doctorate	1.0	3.1%	0.9%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		34	2	36
Total Number of Classes		34	2	36
Number of Classes Taught by Highly Qualified Teachers	Number	34	2	36
5 , 5 ,	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
• • • •	Percent	0.00%	0.00%	0.00%

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

	Number of	Teachers
	Elem	secondary
	(PK-6)	(7-12)
Emergency (for certified personnel)	Ö	Ó
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0
Temporary Classroom Assignment	0	0
District Teaching	0	0
Temporary	0	0

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	Number of Teachers		
	General Education	Special Education	
Highly Qualified	1	0	
Not Highly Qualified	0	0	

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (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 percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 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

			%	% At or Above	% At or Above	% At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	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
	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 Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
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