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

Campus Name: KELLY-PHARR EL

Campus ID: 108909117

District Name: PHARR-SAN JUAN-ALAMO 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 3																	
Reading	2017	72%	73%	**59%**	-	59%	-	*	-	-	-	*	55%	51%	56%	62%	*
	2016	72%	72%	**52%**	*	51%	*	-	-	-	-	*	54%	50%	58%	47%	*
Mathematics	2017	76%	78%	**67%**	-	68%	-	*	-	-	-	*	66%	60%	63%	71%	*
	2016	74%	79%	**59%**	*	59%	*	-	-	-	-	*	60%	56%	60%	58%	*
Grade 4																	
Reading	2017	69%	68%	**43%**	*	45%	*	-	-	-	-	*	39%	42%	57%	31%	*
	2016	74%	70%	**68%**	-	68%	-	-	-	-	-	*	65%	64%	76%	62%	*
Mathematics	2017	74%	78%	**53%**	*	53%	*	-	-	-	-	*	51%	49%	57%	49%	*
	2016	72%	75%	**68%**	-	68%	-	-	-	-	-	*	63%	61%	70%	67%	*
Writing	2017	64%	71%	**62%**	*	64%	*	-	-	-	-	*	61%	61%	77%	49%	*
	2016	68%	76%	**66%**	-	66%	-	-	-	-	-	*	64%	62%	69%	63%	*
Grade 5																	
Reading	2017	81%	82%	**82%**	-	82%	-	-	-	-	-	83%	80%	80%	80%	84%	*
	2016	80%	76%	**68%**	-	68%	*	-	-	-	-	*	62%	63%	82%	59%	*
Mathematics	2017	86%	88%	**93%**	-	93%	-	-	-	-	-	100%	92%	93%	94%	92%	*
	2016	85%	83%	**70%**	-	70%	*	-	-	-	-	38%	65%	70%	77%	65%	*
Science	2017	73%	76%	**78%**	-	78%	-	-	-	-	-	*	74%	76%	80%	77%	*
	2016	73%	73%	**64%**	-	63%	*	-	-	-	-	*	56%	62%	70%	59%	*
All Grades																	
All Subjects	2017	74%	68%	**67%**	*	68%	*	*	-	-	-	33%	64%	64%	70%	65%	50%
	2016	74%	66%	**64%**	*	64%	100%	-	-	-	-	31%	61%	61%	70%	60%	57%
Reading	2017	71%	62%	**61%**	*	62%	*	*	-	-	-	33%	57%	57%	64%	59%	*
	2016	72%	60%	**63%**	*	62%	*	-	-	-	-	27%	60%	58%	72%	56%	50%
Mathematics	2017	78%	76%	**71%**	*	71%	*	*	-	-	-	42%	69%	67%	70%	71%	*
	2016	75%	72%	**66%**	*	66%	*	-	-	-	-	31%	63%	62%	69%	63%	60%
Writing	2017	66%	64%	**62%**	*	64%	*	-	-	-	-	*	61%	61%	77%	49%	*
	2016	68%	67%	**66%**	-	66%	-	-	-	-	-	*	64%	62%	69%	63%	*
Science	2017	78%	74%	**78%**	-	78%	-	-	-	-	-	*	74%	76%	80%	77%	*
	2016	77%	72%	**64%**	-	63%	*	-	-	-	-	*	56%	62%	70%	59%	*
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																	
All Grades																	
All Subjects	2017	44%	37%	**38%**	*	39%	*	*	-	-	-	20%	35%	34%	41%	36%	31%
	2016	42%	33%	**34%**	*	33%	80%	-	-	-	-	21%	30%	30%	36%	32%	21%
Reading	2017	43%	34%	**32%**	*	32%	*	*	-	-	-	22%	28%	27%	34%	29%	*
	2016	42%	31%	**33%**	*	33%	*	-	-	-	-	19%	31%	29%	38%	29%	10%
Mathematics	2017	45%	41%	**43%**	*	44%	*	*	-	-	-	23%	41%	39%	45%	41%	*
	2016	40%	35%	**35%**	*	34%	*	-	-	-	-	19%	31%	30%	34%	35%	20%

Writing	2017	36%	35%	**23%**	*	24%	*	-	-	-	-	*	21%	18%	27%	20%	*
	2016	39%	38%	**35%**	-	35%	-	-	-	-	-	*	32%	32%	37%	34%	*
Science	2017	48%	38%	**57%**	-	57%	-	-	-	-	-	*	52%	53%	61%	54%	*
	2016	44%	35%	**31%**	-	30%	*	-	-	-	-	*	23%	26%	35%	28%	*

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

All Grades

All Subjects	2017	19%	14%	**18%**	*	18%	*	*	-	-	-	7%	15%	14%	18%	17%	6%
	2016	17%	11%	**14%**	*	14%	0%	-	-	-	-	13%	13%	11%	16%	13%	14%
Reading	2017	18%	12%	**16%**	*	17%	*	*	-	-	-	4%	15%	14%	17%	16%	*
	2016	16%	10%	**16%**	*	17%	*	-	-	-	-	8%	14%	13%	18%	16%	10%
Mathematics	2017	21%	19%	**21%**	*	21%	*	*	-	-	-	15%	18%	16%	23%	20%	*
	2016	17%	13%	**15%**	*	15%	*	-	-	-	-	12%	15%	13%	15%	15%	20%
Writing	2017	11%	10%	**7%**	*	7%	*	-	-	-	-	*	7%	5%	8%	7%	*
	2016	14%	12%	**9%**	-	9%	-	-	-	-	-	*	8%	4%	14%	5%	*
Science	2017	19%	12%	**21%**	-	21%	-	-	-	-	-	*	16%	17%	20%	22%	*
	2016	15%	10%	**10%**	-	10%	*	-	-	-	-	*	7%	9%	14%	7%	*

STAAR Participation (All Grades)

All Tests	2017	99%	99%	**100%**	*	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%
	2016	99%	99%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%	100%	100%	100%
Reading	2017	99%	99%	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
	2016	99%	99%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Mathematics	2017	100%	100%	**100%**	*	100%	*	*	-	-	-	100%	100%	100%	100%	100%	100%
	2016	100%	100%	**100%**	*	100%	*	-	-	-	-	100%	100%	100%	100%	100%	100%
Writing	2017	100%	100%	**99%**	*	99%	*	-	-	-	-	100%	99%	99%	98%	100%	*
	2016	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	*
Science	2017	99%	99%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	*
	2016	99%	99%	**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%	95%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	6%	**4%**	-	4%	*	-	-	-	-	4%	4%	0%	0%	5%	-
% STAAR/EOC With Accommodations	2017	73%	75%	**81%**	-	80%	*	-	-	-	-	81%	83%	79%	75%	84%	-
% STAAR Alternate 2	2017	12%	14%	**15%**	-	16%	*	-	-	-	-	15%	13%	21%	25%	11%	-
% of Non-Participants	2017	2%	5%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	98%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	5%	**8%**	-	8%	*	-	-	-	-	8%	8%	0%	14%	5%	-
% STAAR/EOC With Accommodations	2017	74%	77%	**81%**	-	79%	*	-	-	-	-	81%	79%	83%	71%	84%	-
% STAAR Alternate 2	2017	13%	15%	**12%**	-	13%	*	-	-	-	-	12%	13%	17%	14%	11%	-
% of Non-Participants	2017	1%	2%	**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	Percent of Eligible Measures Met
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y		Y						N	N	N	n/a	2	5	40
Mathematics	Y		Y						Y		Y	n/a	4	4	100
Writing	Y		Y						N		N	n/a	2	4	50
Science	Y		Y						Y		Y	n/a	4	4	100
Social Studies												n/a	0	0	
Total													**12**	**17**	**71**
Performance Status - Federal															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
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	n/a	Y	5	5	100
Mathematics	Y		Y						Y	Y	n/a	Y	5	5	100
Total													**10**	**10**	**100**
Federal Graduation Status (Target: See Reason Codes)															
Graduation Target Met											n/a		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													**22**	**27**	**81**

\+ 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 Level Standard	190	*	190	*	*	-	-	-	150	8	107	n/a
Total Tests	311	*	307	*	*	-	-	-	265	25	192	190
% at Approaches Grade Level Standard	61%	*	62%	*	*	-	-	-	57%	32%	56%	n/a
Mathematics												
# at Approaches Grade Level Standard	224	*	223	*	*	-	-	-	186	9	131	n/a
Total Tests	310	*	306	*	*	-	-	-	265	24	191	189
% at Approaches Grade Level Standard	72%	*	73%	*	*	-	-	-	70%	38%	69%	n/a
Writing												
# at Approaches Grade Level Standard	64	*	64	*	-	-	-	-	57	*	41	n/a
Total Tests	106	*	103	*	-	-	-	-	96	*	71	71
% at Approaches Grade Level Standard	60%	*	62%	*	-	-	-	-	59%	*	58%	n/a
Science												

# at Approaches Grade Level Standard	83	-	83	-	-	-	-	-	63	*	51	n/a
Total Tests	103	-	103	-	-	-	-	-	82	*	64	62
% at Approaches Grade Level Standard	81%	-	81%	-	-	-	-	-	77%	*	80%	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	338	*	334	*	*	-	-	-	288	27	n/a	213
Total Students	338	*	334	*	*	-	-	-	288	27	n/a	213
Participation Rate	100%	*	100%	*	*	-	-	-	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	337	*	333	*	*	-	-	-	288	26	n/a	212
Total Students	337	*	333	*	*	-	-	-	288	26	n/a	212
Participation Rate	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 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			
	Number	Percent	District Percent	State Percent
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	36.2	85.8%	82.1%	74.5%
Masters	6.0	14.2%	16.0%	23.6%
Doctorate	0.0	0.0%	0.3%	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

	Number of Teachers	
	Elem (PK-6)	secondary (7-12)
Emergency	1	0
Non-renewable	0	0
District Teaching	0	0

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
	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	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