Texas Education Agency 2015-16 Federal Report Card for Texas Public Schools

Campus Name: CAMERON MIDDLE Campus ID: 166901041 District Name: CAMERON 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 2015-16 school year. These results include all students tested, whether or not they were in the accountability

STAAR Percent At					African American I ry Standare				Asian			Special Ed		ELL	Female	Male	Migrant
Ouede C																	
Grade 6 Reading	2016 2015		47% 66%	47% 66%	50% 43%	39% 70%	61% 73%	-	-	-	*	*	40% 61%	*	47% 67%	48% 65%	-
Mathematics	2016 2015		59% 64%	59% 64%	38% 48%	56% 69%	76% 64%	-	-	-	*	*	56% 61%	*	53% 67%	65% 62%	-
Grade 7																	
Reading	2016 2015		61% 78%	61% 78%	30% 71%	65% 76%	72% 82%	-	- *	-	*	*	58% 74%	*	66% 80%	56% 74%	- *
Mathematics	2016 2015		59% 67%	59% 67%	26% 64%	61% 60%	74% 76%	-	- *	-	*	*	54% 63%	*	61% 66%	56% 68%	- *
Writing	2016 2015		55% 68%	55% 68%	52% 50%	52% 65%	61% 77%	-	- *	-	*	*	53% 64%	*	64% 71%	46% 64%	- *
Grade 8 Reading	2016 2015		87% 91%	87% 91%	88% 83%	85% 91%	89% 98%	-	*	-	*	*	86% 87%	*	88% 94%	86% 89%	*
NA - 41 41	0040	000/	700/	700/	CO0/	700/	000/					*	700/	*	750/	770/	*
Mathematics	2016 2015		76% 59%	76% 59%	69% 43%	73% 54%	86% 76%	-	-	-	*	*	73% 59%	*	75% 62%	77% 57%	-
Science	2016 2015		71% 81%	71% 81%	56% 61%	68% 82%	81% 91%	-	*	-	*	*	64% 77%	*	71% 83%	71% 79%	*
Social Studies	2016 2015		38% 59%	38% 59%	* 48%	33% 53%	56% 74%	-	*	-	*	*	31% 52%	*	34% 57%	43% 61%	*
End of Course Algebra I	2016 2015		66% 72%	76% 100%	*	73% 100%	78% 100%	-	*	-	*	-	67% 100%	-	72% 100%	86% 100%	- -
All Grades																	
All Subjects	2016 2015		65% 71%	61% 71%	47% 57%	59% 70%	72% 80%	-	*	-	42% *	20% 35%	57% 67%	21% 21%	63% 73%	60% 70%	*
Reading	2016 2015		64% 73%	65% 78%	53% 66%	63% 79%	74% 84%	-	*	-	*	21% 36%	61% 73%	*	68% 80%	61% 77%	*
Mathematics	2016 2015	75% 73%	68% 68%	64% 66%	44% 52%	63% 64%	78% 74%	-	*	- -	*	18% 24%	60% 62%	31% *	64% 68%	65% 64%	*
Writing	2016 2015		57% 70%	55% 68%	52% 50%	52% 65%	61% 77%	-	- *	-	*	*	53% 64%	*	64% 71%	46% 64%	- *
Science	2016 2015		73% 74%	71% 81%	56% 61%	68% 82%	81% 91%	-	*	-	*	*	64% 77%	*	71% 83%	71% 79%	*
Social Studies	2016 2015		56% 71%	38% 59%	* 48%	33% 53%	56% 74%	-	*	-	*	*	31% 52%	*	34% 57%	43% 61%	*
STAAR Percent at	Final	Level	II or Ab	oove													
All Grades																	
All Subjects	2016 2015		30% 30%	26% 28%	14% 20%	23% 24%	39% 38%	-	*	-	8%	8% 12%	21% 23%	2% 6%	27% 28%	26% 28%	*

		State I	Dietric	t Campi		frican perican	Hisnani	ic White	Americ		Pacific n Islande		Special		FII	Female	Male	Migrant
Reading	2016 2015	42%	35% 34%	32% 36%		18% 25%	28% 31%	46% 49%	- -	* *	-	*	7% 14%	26% 29%	*	34% 34%	30% 38%	*
Mathematics	2016 2015		28% 25%	26% 23%		13% 17%	24% 21%	36% 28%	-	*	-	*	4% 10%	22% 19%	0% *	26% 24%	26% 21%	*
Writing	2016 2015		22% 25%	23% 27%		14% 14%	15% 16%	39% 46%	-	- *	-	*	*	15% 21%	*	30% 27%	16% 26%	- *
Science	2016 2015		36% 33%	31% 38%		13% 26%	27% 33%	44% 50%	-	*	-	*	*	26% 31%	*	26% 40%	37% 36%	*
Social Studies	2016 2015		20% 25%	9% 12%		* 9%	7% 13%	17% 13%	-	*	-	*	*	5% 10%	*	6% 9%	12% 14%	*
STAAR Percent at	Level	III Adv	anced	i														
All Grades All Subjects	2016 2015		9% 8%	8% 8%		1% 3%	6% 6%	17% 13%	-	*	-	0%	1% 0%	5% 5%	0% 0%	7% 7%	10% 9%	*
Reading	2016 2015		10% 11%	12% 16%		2% 8%	10% 11%	20% 27%	-	*	-	*	0% 0%	8% 11%	*	11% 14%	12% 18%	*
Mathematics	2016 2015		10% 8%	8% 3%		0% 0%	6% 2%	16% 6%		*	-	*	0% 0%	4% 1%	0%	5% 2%	10% 5%	*
Writing	2016 2015		4% 2%	4% 0%		0% 0%	1% 0%	9% 0%	-	- *	-	*	*	1% 0%	*	1% 0%	6% 0%	- *
Science	2016 2015		8% 6%	8% 11%		0% 4%	3% 11%	19% 15%	-	*	-	*	*	4% 7%	*	6% 13%	10% 10%	*
Social Studies	2016 2015		8% 6%	6% 2%		* 0%	2% 2%	17% 4%	-	*	-	*	*	2% 1%	*	5% 0%	8% 4%	*
STAAR Participati	ion (Al	l Grade	es)															
All Tests	`	201 201	, 16 9		9% 9%	99% 100%	99% 100%	99% 100%	98% 99%	- * - 100	- 1% -				00% 97%	98% 99%	99% 100%	* 100%
Reading		201 201			9% 9%	99% 99%	100% 100%	100% 99%	97% 99%	- * - 100	-	* 100%			00% 92%	99% 99%	99% 100%	* 100%
Mathematics		20° 20°	16 10	00% 10	0%	99% 100%	100%	100% 100%	97% 99%	- * - 100	_	*	100%	99% 1	00% 00%	99% 99%	99% 100%	* 100%
Writing		20° 20°	16 9	9% 99	9%	100% 100%	100%	100% 100%	100% 100%	100	_	*	100% 1	100% 1	00%	100% 100%	100% 100%	- 100%
Science		20° 20°	16 9	9% 99	9%	99% 100%	100%	100%	97% 100%	- *	-	*	100%	99% 1	00% 00%	98% 100%	100% 100%	*
Social Studies		20° 20°	16 9	8% 97	7%	96% 100%	94%	95% 100%	97% 100%	- *	-	*	100%	94% 1	00% 00%	94% 100%	98% 100%	*
		20	10 0	070 10	0 70	100 70	10070	10070	10070			10070	10070	10070	0070	10070	10070	
STAAR Participati	ion Re	sults b	y Ass	essmen	t Typ	e for St	udents	Served	in Spec	ial Educ	ation Se	ettings (All Grade	es)				
Reading Tests % of Participants % STAAR/EOC			2016	98%	97%	100%	*	100%	100%	-		-	100%	100%	*	100%	100%	, o -
Accommodations % STAAR/EOC			2016	13%	15%	7%	*	9%	7%	-		-	7%	6%	*	0%	10%	-
Accommodations % STAAR Alter			2016 2016	73% 11%	78% 3%	89% 4%	*	91% 0%	86% 7%	-		-	89% 4%	94% 0%	*	88% 13%	90% 0%	-
% of Non-Particip			2016	2%	3%	0 %	*	0%	0%	-		-	4% 0%	0%	*	0%	0%	-
Mathematics Tests % of Participants			2016	99%	100%	100%	*	100%	100%	-		-	100%	100%	*	100%	100%	ю́ -
% STAAR/EOC Accommodations	; With N		2016	12%	7%	4%	*	9%	0%	-		-	4%	0%	*	0%	5%	-
% STAAR/EOC Accommodations	With	2	2016	75%	88%	93%	*	91%	93%	_		_	93%	100%	*	88%	95%	_
% STAAR Alter	nate2		2016	12%	5%	4%	*	0%	7%	-		-	4%	0%	*	13%	0%	-

% of Non-Participants 2016 0%

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

This section provides the STAAR performance results for each subject area tested in the 2015-16 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 sAmerican	Hispanic	White	American Indian		Pacific Islander		Econ		ELL I (Current & Monitored			Total Eligible	
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	N	Y	Y	0070	00 70	00 70	00 /0	Y	N	0070		4	6	67
Mathematics	Ý	N	Ý	Ý					Ý	N			4	6	67
Writing	Ņ	14	Ň	Ý					Ņ	14			1	4	25
Science	Ϋ́		Ϋ́	Ý					Y				4	4	100
Social Studies	Ņ		Ň	Ņ					Ņ				0	4	0
Total			.,										13	24	54
iotai													10	27	0 4
Performance Status - Federa	ı														
Federal Target	87%	87%	87%	87%					87%	87%	87%				
Reading	N	N	N	Ν	n/a	n/a	n/a	n/a	N			n/a			
Mathematics	N	Ν	N	Ν	n/a	n/a	n/a	n/a	Ν			n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Υ	Υ	Υ	Υ					Υ	Υ			6	6	100
Mathematics	Υ	Υ	Υ	Υ					Υ	Υ			6	6	100
Total													12	12	100
Federal Graduation Status (T Graduation Target Met Reason Code ***	arget: See	Reason Co	odes)										0	0	
Total													0	0	
District: Met Federal Limits o Reading	n Alternat	ive Assessı	ments												
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	36	69

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

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	005	00	404	0.5		*		*	400	0	40	/
# at Level II Satisfactory	235	26	121	85	-		-		166	6	13	n/a
Standard												
Total Tests	358	50	191	112	-	*	-	*	270	27	27	*
% at Level II Satisfactory	66%	52%	63%	76%	-	*	-	*	61%	22%	48%	n/a
Standard												
Mathematics												
# at Level II Satisfactory	235	23	122	88	-	*	-	*	165	5	13	n/a
Standard												

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

Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{***} 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% d = Five-year Graduation Rate Target of 90%

	All	African			American		Pacific	Two or More	Econ	Special	ELL (Current &	ELL
Total Tests	358	American 50	HISPANIC 191	White 112	Indian	Asian *	Islander	Races	Disadv 270	Ed 27	Monitored) 27	(Current) 15
	66%	46%	64%	79%	-	*	-	*	61%	19%	48%	n/a
% at Level II Satisfactory Standard	00%	40%	04%	19%	-		-		01%	19%	46%	n/a
Writing												
# at Level II Satisfactory	74	**	35	28	_	_	_	*	54	*	*	n/a
Standard	, ,		00	20					0-1			TI/G
Total Tests	134	**	67	45	_	_	_	*	102	*	*	*
% at Level II Satisfactory	55%	50%	52%	62%	_	_	_	*	53%	*	*	n/a
Standard	0070	0070	0270	0270					0070			11/4
Science												
# at Level II Satisfactory	77	8	38	29	-	*	_	*	50	*	*	n/a
Standard												
Total Tests	110	15	57	36	-	*	-	*	80	*	*	*
% at Level II Satisfactory	70%	53%	67%	81%	-	*	-	*	63%	*	*	n/a
Standard												
Social Studies												
# at Level II Satisfactory	41	*	18	20	-	*	-	*	24	*	*	n/a
Standard												
Total Tests	108	*	55	36	-	*	-	*	78	*	*	*
% at Level II Satisfactory	38%	*	33%	56%	-	*	-	*	31%	*	*	n/a
Standard												
Participation Rates												
Reading: 2015-2016 Assessme			407	440		_		*	000	00	,	40
Number Participating	373	55	197	116	-	*	-	*	283	28	n/a	16
Total Students	376	55	197	119	-	*	-	*	286	28	n/a	16
Participation Rate	99%	100%	100%	97%	-	^	-	^	99%	100%	n/a	100%
Mathematics: 2015-2016 Asses		EE	197	116		*		*	202	28	2/2	16
Number Participating Total Students	373 376	55 55	197	116	-	*	-	*	283 286	28 28	n/a n/a	16 16
	99%	100%	100%	97%	-	*	-	*	200 99%	∠o 100%	n/a n/a	100%
Participation Rate	9970	100%	10070	3170	-		-		3370	10070	II/a	10070

- * 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 Gradu	ation Rate (Gr 9-12): Cla	ass of 2015									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Gradu	ation Rate (Gr 9-12): Cla	ass of 2014									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate	(Gr 9-12): C	lass 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 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: 2016 Accountability 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 83%. Campuses were originally staged as priority and focus based on data from the 2013 Accountability Reports. Priority and focus schools having improved in performance and are no longer identified as improvement required for the August 2015 and 2016 ratingswill include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

Priority School Identification: 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 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. The reward school identifications provided are for the 2015-2016 school year. Identifications for the 2016-2017 school year are pending.

High Performing School: No 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%	0.0%	1.0%
Bachelors	25.2	92.4%	86.0%	74.7%
Masters	2.1	7.6%	14.0%	23.6%
Doctorate	0.0	0.0%	0.0%	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		18	2	20
Total Number of Classes		71	4	75
Number of Classes Taught by Highly Qualified Teachers	Number	71	4	75
	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 (PK-6)	secondary (7-12)
Emergency (for certified personnel)	0	0
Emergency (for uncertified personnel)	0	0
Non-renewable	0	0

----- Number of Teachers ----Elem secondary (PK-6) (7-12)**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

	Numbe	r of Teachers
	General Education	Special Education
Highly Qualified	0	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 2012-13 school year who attended a public or independent college or university in Texas in the 2013-14 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

Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
	Ü				_
Mathematics		25	75	32	/
	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
	Subject Mathematics	National School Lunch Program Mathematics Overall American Indian Asian Black Hispanic White Students with Disabilities English Language Learners	Subject Student Group National School Lunch Program Below Basic Mathematics Overall 25 American Indian n/a Asian 5 Black 43 Hispanic 31 White 12 Students with Disabilities 62 English Language Learners 60	Subject Student Group National School Lunch Program Below Basic 36 Basic 64 Mathematics Overall 25 75 American Indian Asian 5 95 Black Hispanic White 43 57 Hispanic White 31 69 Students with Disabilities English Language Learners 62 38 English Language Learners 60 40	Subject Student Group National School Lunch Program % Below Basic 36 At or Above Basic 64 At or Above Proficient 18 Mathematics Overall American Indian Asian 25 75 32 American Indian Asian 5 95 67 Black Hispanic White 43 57 16 Hispanic White 31 69 23 White Students with Disabilities 62 38 48 English Language Learners 60 40 6

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