

Texas Education Agency
2015-16 Federal Report Card for Texas Public Schools
 Campus Name: BRADY EL
 Campus ID: 160901101
 District Name: BRADY 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 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 Level II Satisfactory Standard (2016) or Phase-In 1 Level II (2015)	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant	
Grade 3	Reading	2016	72%	77%	77%	•	72%	81%	•	•	•	100%	•	71%	•	78%	76%	•
		2015	74%	70%	70%	•	62%	83%	•	•	•	•	•	64%	•	71%	69%	•
		2016	74%	69%	69%	•	64%	76%	•	•	•	•	•	63%	•	65%	73%	•
Mathematics	2016	74%	68%	68%	•	62%	79%	•	•	•	•	•	60%	•	72%	64%	•	
	2015	74%	68%	68%	•	62%	79%	•	•	•	•	•	60%	•	72%	64%	•	
	2016	74%	68%	68%	•	62%	79%	•	•	•	•	•	60%	•	72%	64%	•	
Grade 4	Reading	2016	74%	66%	66%	•	55%	77%	•	•	•	•	•	57%	•	67%	65%	•
		2015	71%	72%	72%	•	60%	83%	•	•	•	•	•	67%	•	68%	75%	•
		2016	72%	66%	66%	•	64%	70%	•	•	•	•	•	60%	•	86%	67%	65%
Mathematics	2016	71%	65%	65%	•	51%	79%	•	•	•	•	•	61%	•	61%	69%	•	
	2015	71%	65%	65%	•	51%	79%	•	•	•	•	•	61%	•	61%	69%	•	
	2016	68%	63%	63%	•	51%	78%	•	•	•	•	•	51%	•	60%	65%	•	
Writing	2016	67%	55%	55%	•	40%	68%	•	•	•	•	•	48%	•	52%	57%	•	
	2015	67%	55%	55%	•	40%	68%	•	•	•	•	•	48%	•	52%	57%	•	
	2016	67%	55%	55%	•	40%	68%	•	•	•	•	•	48%	•	52%	57%	•	
Grade 5	Reading	2016	80%	80%	80%	•	74%	86%	•	•	•	•	•	74%	•	71%	87%	•
		2015	83%	80%	80%	•	68%	91%	•	•	•	•	•	81%	•	84%	78%	•
		2016	85%	86%	86%	•	83%	91%	•	•	•	•	•	84%	•	79%	92%	•
Mathematics	2016	75%	76%	76%	•	68%	81%	•	•	•	•	•	72%	•	74%	78%	•	
	2015	75%	76%	76%	•	68%	81%	•	•	•	•	•	72%	•	74%	78%	•	
	2016	73%	64%	64%	•	56%	73%	•	•	•	•	•	60%	•	54%	73%	•	
Science	2016	69%	57%	57%	•	39%	70%	•	•	•	•	•	57%	•	51%	61%	•	
	2015	69%	57%	57%	•	39%	70%	•	•	•	•	•	57%	•	51%	61%	•	
	2016	69%	57%	57%	•	39%	70%	•	•	•	•	•	57%	•	51%	61%	•	
All Grades	All Subjects	2016	74%	72%	72%	60%	65%	79%	•	•	•	78%	32%	65%	52%	68%	75%	•
		2015	73%	72%	68%	54%	56%	79%	100%	80%	24%	64%	45%	67%	45%	67%	69%	•
		2016	72%	70%	74%	•	67%	82%	•	•	•	•	100%	28%	67%	47%	72%	76%
Reading	2016	74%	73%	74%	56%	63%	86%	•	•	•	•	•	25%	71%	53%	74%	74%	•
	2015	74%	73%	74%	56%	63%	86%	•	•	•	•	•	25%	71%	53%	74%	74%	•
	2016	72%	70%	74%	•	67%	82%	•	•	•	•	•	28%	67%	47%	72%	76%	•
Mathematics	2016	75%	74%	74%	•	70%	79%	•	•	•	•	75%	32%	68%	65%	70%	78%	•
	2015	73%	73%	70%	56%	80%	80%	•	•	•	•	•	25%	65%	53%	69%	70%	•
	2016	73%	73%	70%	56%	80%	80%	•	•	•	•	•	25%	65%	53%	69%	70%	•
Writing	2016	68%	66%	63%	•	51%	78%	•	•	•	•	•	•	51%	•	60%	65%	•
	2015	68%	62%	55%	•	40%	68%	•	•	•	•	•	•	48%	•	52%	57%	•
	2016	77%	71%	64%	•	56%	73%	•	•	•	•	•	•	60%	•	54%	73%	•
Science	2016	77%	71%	64%	•	56%	73%	•	•	•	•	•	•	60%	•	54%	73%	•
	2015	77%	71%	64%	•	56%	73%	•	•	•	•	•	•	60%	•	54%	73%	•
	2016	77%	71%	64%	•	56%	73%	•	•	•	•	•	•	60%	•	54%	73%	•

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

Reading Tests	% of Participants	2016	98%	97%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	
% STAAR/IEOC With No Accommodations	% STAAR/IEOC With Accommodations	2016	13%	10%	16%	*	25%	9%	*	100%	100%	100%	16%	13%	20%	0%	33%	-	-	
% STAAR Alternate2	% of Non-Participants	2016	73%	74%	72%	*	75%	73%	*	0%	18%	0%	12%	75%	80%	85%	58%	-	-	
Mathematics Tests	% of Participants	2016	2%	3%	0%	*	0%	0%	*	0%	0%	0%	0%	0%	0%	0%	0%	0%	-	-
% STAAR/IEOC With No Accommodations	% STAAR/IEOC With Accommodations	2016	99%	98%	100%	*	100%	100%	*	100%	100%	100%	100%	100%	100%	100%	100%	100%	-	-
% STAAR Alternate2	% of Non-Participants	2016	12%	9%	16%	*	25%	9%	*	0%	18%	0%	16%	13%	20%	0%	33%	-	-	
		2016	75%	76%	72%	*	75%	73%	*	0%	18%	0%	72%	75%	80%	85%	58%	-	-	
		2016	12%	13%	12%	*	0%	0%	*	0%	0%	0%	12%	13%	0%	15%	8%	-	-	
		2016	1%	2%	0%	*	0%	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 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 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
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	4	4	100
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Mathematics	Y	Y	N	Y	N	N	N	N	N	N	N	N	2	4	50
Writing	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	4	4	100
Science	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	0	0	0
Social Studies	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	0	0	0
Total													14	16	88
Performance Status - Federal	87%	87%	87%	87%	n/a	n/a	n/a	n/a	87%	87%	87%	n/a			
Federal Target	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Reading	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Mathematics	N	N	N	N	n/a	n/a	n/a	n/a	N	N	N	n/a			
Participation Status	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%	5	5	100
Target	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	5	5	100
Reading	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	5	5	100
Mathematics	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	10	10	100
Total													0	0	0
Federal Graduation Status (Target: See Reason Codes)													0	0	0
Graduation Target Met													0	0	0
Reason Code ***													0	0	0
Total													0	0	0

District: Met Federal Limits on Alternative Assessments	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
Reading	n/a													
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Mathematics	n/a													
Alternate 1%	n/a													
Number Proficient	n/a													
Total Federal Cap Limit	n/a													
Total														
Overall Total														

+ 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%
 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 90%

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										Two or More Races		ELL (Current & Monitored)		Percent of Eligible
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Econ Disadv	Special Ed	ELL (Current & Monitored)	Total Met	Total Eligible	Percent of Eligible			
Reading	200	263	76%	87	126	101	122	83%	8	8	118	7	23	9	n/a
# at Level II Satisfactory Standard	200	263	76%	87	126	101	122	83%	8	8	118	7	23	9	n/a
Total Tests	264	264	76%	89	126	101	123	82%	8	8	121	8	23	11	n/a
% at Level II Satisfactory Standard	76%	76%	76%	71%	71%	82%	82%	75%	75%	75%	70%	35%	35%	73%	n/a
Mathematics	200	264	76%	18	35	32	37	26	26	26	48	5	5	5	n/a
# at Level II Satisfactory Standard	200	264	76%	18	35	32	37	26	26	26	48	5	5	5	n/a
Total Tests	264	264	76%	51%	51%	86%	86%	54%	54%	54%	50	5	5	5	n/a
% at Level II Satisfactory Standard	67%	67%	67%	51%	51%	86%	86%	54%	54%	54%	50	5	5	5	n/a
Science	57	87	66%	30	42	30	42	60%	30	30	50	5	5	5	n/a
# at Level II Satisfactory Standard	57	87	66%	30	42	30	42	60%	30	30	50	5	5	5	n/a
Total Tests	87	87	66%	60%	60%	71%	71%	60%	60%	60%	60	5	5	5	n/a
% at Level II Satisfactory Standard	66%	66%	66%	60%	60%	71%	71%	60%	60%	60%	60	5	5	5	n/a
Social Studies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
# at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
% at Level II Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates	281	281	100%	135	135	130	130	100%	8	8	184	25	25	25	n/a
Reading: 2015-2016 Assessments	281	281	100%	135	135	130	130	100%	8	8	184	25	25	25	n/a
Number Participating	281	281	100%	135	135	130	130	100%	8	8	184	25	25	25	n/a
Total Students	282	282	100%	135	135	131	131	100%	8	8	185	25	25	25	n/a
Mathematics: 2015-2016 Assessments	282	282	100%	135	135	131	131	100%	8	8	185	25	25	25	n/a
Number Participating	282	282	100%	135	135	131	131	100%	8	8	185	25	25	25	n/a
Total Students	282	282	100%	135	135	131	131	100%	8	8	185	25	25	25	n/a
Participation Rate	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	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).

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
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 2015	-	-	-	-	-	-	-	-	-	-	-	n/a
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	-
Total in Class	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	n/a
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class of 2014												
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											

* 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).
 n/a 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 ratings will include a "Progress" label. All schools that do not meet that criteria will remain identified as priority or focus.

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. 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		District		State	
	Number	Percent	Percent	Percent	Percent	Percent
No Degree	0.0	0.0%	0.0%	1.0%		
Bachelors	36.0	83.0%	80.5%	74.7%		
Masters	7.4	17.0%	18.5%	23.6%		
Doctorate	0.0	0.0%	1.0%	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
	Number	Percent	Number	Percent	
Total Number of Teachers	35		5		40
Total Number of Classes	34		5		39
Number of Classes Taught by Highly Qualified Teachers	97.14%		100.00%		97.50%
Number of Classes Taught by Not Highly Qualified Teachers	1	2.86%	0	0.00%	1
					2.50%

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
Temporary Classroom Assignment	0	0
District Teaching	0	0

	Number of Teachers	Elementary (PK-5)	Secondary (7-12)
Temporary	0	0	0

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

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

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	

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
Grade 8	Reading	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
		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	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	82	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 8	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
	Reading	Students with Disabilities	81
		Limited English Proficient	95
Grade 8	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment