

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

**Campus Name:** REAGAN H S

**Campus ID:** 227901006

**District Name:** AUSTIN 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.

STAAR Percent at Phase-in 1 End of Course		State	District	Campus	African		American		Pacific	Two or	Special	Econ	ELL	Female	Male	Migrant	
					American	Hispanic	White	Indian	Asian	Islander	More	Ed					Disadv
English I	2015	66%	64%	<b>53%</b>	51%	52%	64%	*	60%	-	*	34%	51%	37%	62%	44%	-
	2014	65%	66%	<b>57%</b>	50%	59%	77%	-	*	-	*	58%	57%	41%	62%	52%	-
English II	2015	69%	69%	<b>48%</b>	44%	51%	42%	-	*	-	*	21%	47%	30%	55%	42%	-
	2014	68%	71%	<b>52%</b>	43%	56%	70%	-	*	-	*	39%	53%	29%	51%	54%	-
Algebra I	2015	77%	78%	<b>56%</b>	49%	57%	57%	-	64%	-	*	45%	57%	45%	53%	59%	-
	2014	79%	80%	<b>69%</b>	64%	73%	55%	-	50%	-	*	50%	68%	61%	72%	66%	-
Biology	2015	88%	90%	<b>79%</b>	76%	79%	80%	*	70%	-	*	42%	78%	66%	83%	74%	-
	2014	88%	89%	<b>86%</b>	83%	88%	82%	-	60%	-	*	75%	86%	72%	87%	85%	-
U.S. History	2015	88%	90%	<b>78%</b>	64%	82%	91%	-	*	-	-	38%	77%	57%	79%	76%	-
	2014	92%	92%	<b>84%</b>	85%	86%	67%	-	*	-	-	94%	84%	71%	81%	88%	-
<b>All Grades</b> All Subjects	2015	73%	73%	<b>61%</b>	55%	62%	67%	*	48%	-	89%	35%	60%	45%	66%	57%	-
	2014	75%	76%	<b>67%</b>	61%	70%	70%	-	37%	-	71%	58%	67%	52%	68%	65%	-
Reading	2015	74%	73%	<b>51%</b>	48%	52%	52%	*	36%	-	*	28%	50%	34%	59%	43%	-
	2014	75%	76%	<b>55%</b>	47%	58%	74%	-	*	-	*	51%	55%	36%	57%	53%	-
Mathematics	2015	73%	72%	<b>56%</b>	49%	57%	57%	-	64%	-	*	45%	57%	45%	53%	59%	-
	2014	76%	78%	<b>69%</b>	64%	73%	55%	-	50%	-	*	50%	68%	61%	72%	66%	-
Science	2015	75%	76%	<b>79%</b>	76%	79%	80%	*	70%	-	*	42%	78%	66%	83%	74%	-
	2014	77%	79%	<b>86%</b>	83%	88%	82%	-	60%	-	*	75%	86%	72%	87%	85%	-

Social Studies	2015	74%	75%	<b>78%</b>	64%	82%	91%	-	*	-	-	38%	77%	57%	79%	76%	-	
	2014	75%	73%	<b>84%</b>	85%	86%	67%	-	*	-	-	94%	84%	71%	81%	88%	-	
<b>STAAR Percent at Final Level II or Above</b>																		
<b>All Grades</b>																		
All Subjects	2015	38%	42%	<b>23%</b>	16%	24%	30%	*	18%	-	67%	11%	22%	9%	24%	22%	-	
	2014	39%	44%	<b>26%</b>	20%	28%	30%	-	10%	-	43%	29%	26%	12%	25%	27%	-	
Reading	2015	40%	44%	<b>20%</b>	17%	20%	35%	*	16%	-	*	10%	20%	9%	24%	17%	-	
	2014	42%	46%	<b>26%</b>	19%	28%	26%	-	*	-	*	25%	26%	7%	27%	25%	-	
Mathematics	2015	36%	39%	<b>8%</b>	6%	7%	21%	-	18%	-	*	8%	7%	3%	7%	8%	-	
	2014	37%	42%	<b>14%</b>	7%	16%	9%	-	17%	-	*	22%	14%	11%	14%	14%	-	
Science	2015	40%	45%	<b>34%</b>	27%	36%	27%	*	30%	-	*	14%	34%	15%	35%	33%	-	
	2014	40%	47%	<b>37%</b>	25%	40%	64%	-	10%	-	*	36%	36%	23%	32%	41%	-	
Social Studies	2015	41%	45%	<b>33%</b>	15%	39%	36%	-	*	-	-	13%	32%	6%	28%	38%	-	
	2014	38%	41%	<b>29%</b>	41%	26%	22%	-	*	-	-	56%	27%	13%	19%	38%	-	
<b>STAAR Percent at Level III Advanced</b>																		
<b>All Grades</b>																		
All Subjects	2015	14%	19%	<b>3%</b>	2%	2%	11%	*	9%	-	0%	5%	3%	1%	3%	3%	-	
	2014	14%	18%	<b>1%</b>	1%	2%	2%	-	0%	-	0%	0%	1%	0%	1%	2%	-	
Reading	2015	15%	21%	<b>1%</b>	1%	1%	9%	*	8%	-	*	4%	1%	1%	2%	1%	-	
	2014	14%	20%	<b>1%</b>	1%	1%	0%	-	*	-	*	0%	1%	0%	1%	1%	-	
Mathematics	2015	14%	17%	<b>2%</b>	1%	1%	7%	-	18%	-	*	6%	2%	1%	3%	1%	-	
	2014	15%	19%	<b>1%</b>	0%	1%	0%	-	0%	-	*	0%	1%	1%	1%	1%	-	
Science	2015	14%	19%	<b>5%</b>	4%	4%	20%	*	10%	-	*	5%	4%	1%	5%	5%	-	
	2014	13%	19%	<b>3%</b>	1%	3%	9%	-	0%	-	*	0%	3%	0%	2%	4%	-	
Social Studies	2015	18%	23%	<b>7%</b>	4%	9%	9%	-	*	-	-	4%	7%	0%	4%	11%	-	
	2014	15%	18%	<b>1%</b>	0%	2%	0%	-	*	-	-	6%	2%	2%	0%	3%	-	
<b>STAAR Participation (All Grades)</b>																		
All Tests	2015	99%	99%	<b>96%</b>	97%	96%	97%	100%	98%	-	100%	93%	96%	93%	96%	97%	-	
	2014	99%	99%	<b>99%</b>	98%	99%	98%	-	100%	-	100%	98%	99%	99%	99%	98%	-	
Reading	2015	99%	98%	<b>94%</b>	95%	94%	92%	100%	96%	-	100%	88%	94%	88%	94%	95%	-	
	2014	99%	99%	<b>99%</b>	99%	99%	96%	-	100%	-	100%	99%	99%	99%	99%	99%	-	
Mathematics	2015	99%	99%	<b>98%</b>	97%	98%	100%	-	100%	-	100%	98%	98%	99%	97%	99%	-	
	2014	99%	99%	<b>97%</b>	97%	97%	100%	-	100%	-	*	97%	98%	98%	97%	98%	-	
Science	2015	99%	99%	<b>98%</b>	99%	98%	100%	100%	100%	-	100%	98%	98%	99%	98%	99%	-	

	2014	99%	99%	<b>99%</b>	99%	99%	100%	-	100%	-	*	97%	99%	99%	99%	99%	-
Social Studies	2015	99%	99%	<b>100%</b>	100%	100%	100%	-	100%	-	-	100%	100%	100%	100%	99%	-
	2014	99%	99%	<b>99%</b>	100%	99%	100%	-	100%	-	-	100%	99%	98%	100%	98%	-

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

Reading Tests

% of Participants	2015	98%	97%	<b>88%</b>	89%	86%	100%	-	*	-	-	88%	87%	74%	86%	89%	-
% STAAR/EOC With No Accommodations	2015	17%	9%	<b>4%</b>	5%	2%	17%	-	*	-	-	4%	5%	0%	4%	4%	-
% STAAR/EOC With Accommodations	2015	71%	78%	<b>75%</b>	82%	75%	67%	-	*	-	-	75%	73%	62%	71%	77%	-
% STAAR Alternate2	2015	10%	10%	<b>9%</b>	2%	9%	17%	-	*	-	-	9%	9%	13%	10%	8%	-
% of Non-Participants	2015	2%	3%	<b>12%</b>	11%	14%	0%	-	*	-	-	12%	13%	26%	14%	11%	-

Mathematics Tests

% of Participants	2015	99%	98%	<b>98%</b>	100%	97%	*	-	*	-	-	98%	98%	100%	96%	100%	-
% STAAR/EOC With No Accommodations	2015	13%	8%	<b>2%</b>	0%	3%	*	-	*	-	-	2%	2%	0%	0%	4%	-
% STAAR/EOC With Accommodations	2015	74%	80%	<b>88%</b>	92%	91%	*	-	*	-	-	88%	86%	87%	87%	89%	-
% STAAR Alternate2	2015	11%	11%	<b>8%</b>	8%	3%	*	-	*	-	-	8%	9%	13%	9%	7%	-
% of Non-Participants	2015	1%	2%	<b>2%</b>	0%	3%	*	-	*	-	-	2%	2%	0%	4%	0%	-

'?' 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.

**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 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.

Performance Status ‡	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N		n/a	n/a	n/a	n/a	N	N	N	n/a



Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Phase-in Satisfactory Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
<b>Science</b>												
# at Phase-in Satisfactory Standard	320	47	258	8	*	*	-	*	285	19	117	n/a
Total Tests	399	61	322	9	*	*	-	*	360	49	163	133
% at Phase-in Satisfactory Standard	80%	77%	80%	89%	*	*	-	*	79%	39%	72%	n/a
<b>Social Studies</b>												
# at Phase-in Satisfactory Standard	213	30	175	**	-	*	-	-	175	9	41	n/a
Total Tests	265	47	210	**	-	*	-	-	221	22	67	65
% at Phase-in Satisfactory Standard	80%	64%	83%	100%	-	*	-	-	79%	41%	61%	n/a

**Participation Rates ‡**

**Reading: 2014-2015 Assessments**

Number Participating	1,093	208	828	24	*	26	-	**	947	133	n/a	420
Total Students	1,111	215	839	24	*	26	-	**	963	139	n/a	427
Participation Rate	98%	97%	99%	100%	*	100%	-	100%	98%	96%	n/a	98%

**Mathematics: 2014-2015 Assessments**

Number Participating	372	68	277	14	-	**	-	*	329	49	n/a	150
Total Students	379	70	282	14	-	**	-	*	335	50	n/a	151
Participation Rate	98%	97%	98%	100%	-	100%	-	*	98%	98%	n/a	99%

‡ 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.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
<b>Federal Graduation Rates</b>												
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2014</b>												
Number Graduated	158	44	103	*	*	5	-	*	135	12	39	n/a
Total in Class	188	54	121	*	*	6	-	*	161	21	47	30
Graduation Rate	84.0%	81.5%	85.1%	*	*	83.3%	-	*	83.9%	57.1%	83.0%	n/a
<b>4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	152	30	115	*	-	*	-	*	129	15	54	n/a
Total in Class	185	40	136	*	-	*	-	*	152	27	67	43
Graduation Rate	82.2%	75.0%	84.6%	*	-	*	-	*	84.9%	55.6%	80.6%	n/a
<b>5-year Extended Graduation Rate (Gr 9-12): Class of 2013</b>												
Number Graduated	155	32	116	*	-	*	-	*	131	18	55	n/a
Total in Class	181	39	133	*	-	*	-	*	151	26	65	41
Graduation Rate	85.6%	82.1%	87.2%	*	-	*	-	*	86.8%	69.2%	84.6%	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 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:** Yes **Priority School Reason:** TTIPS

**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.

**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 Percent	State Percent
	Number	Percent		
<b>No Degree</b>	2.0	2.4%	0.3%	0.9%
<b>Bachelors</b>	54.5	65.6%	70.9%	75.1%
<b>Masters</b>	25.6	30.9%	28.1%	23.4%
<b>Doctorate</b>	1.0	1.2%	0.7%	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.

**High Poverty**

**Core Academic Subject Areas**

		<b>General Education</b>	<b>Special Education</b>	<b>Total</b>
<b>Total Number of Teachers</b>		59	4	63
<b>Total Number of Classes</b>		312	42	354
<b>Number of Classes Taught by Highly Qualified Teachers</b>	Number	312	42	354
	Percent	100.00%	100.00%	100.00%
<b>Number of Classes Taught by Not Highly Qualified Teachers</b>	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 -----	
	<b>Elem (PK-6)</b>	<b>secondary (7-12)</b>
<b>Emergency (for certified personnel)</b>	0	0
<b>Emergency (for uncertified personnel)</b>	0	0
<b>Non-renewable</b>	0	0
<b>Temporary Classroom Assignment</b>	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	3	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.

<b>Year Enrolled in Higher Education</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
2012-13	34.1%	53.6%	56.9%
2011-12	35.3%	53.8%	57.3%

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**

<b>Grade</b>	<b>Subject</b>	<b>Student Group</b>	<b>% Below Basic</b>	<b>% At or Above Basic</b>	<b>% At or Above Proficient</b>	<b>% At or Above Advanced</b>
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