# **Texas Education Agency**

## 2016-17 Federal Report Card for Texas Public Schools

Campus Name: HENRY FORD ACADEMY ALAMEDA SCHOOL FOR ART + DESIGN

Campus ID: 015833001

District Name: HENRY FORD ACADEMY ALAMEDA SCHOOL FOR ART + DESIGN

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.

											Two or	,					
					African			American	1	Pacific			Econ				
		State	District	Campu	sAmerican	Hispani	c White		-					ELL	Female	Male N	Aigrant
STAAR Percent at	or Abo	ve Apı	proache	s Grade	Level (201	l7) or Le	vel II Sa	atisfactory	/ Stand	lard (201	6)						
End of Course																	
English I	2017	61%	76%	76%	*	75%	-	-	-	12	-	*	71%	-	85%	62%	-
	2016	63%	67%	67%	*	67%	*	7.	17	-	7.	•	65%	-	81%	47%	-
English II	2017	64%	63%	63%	*	60%	*		_	_	2	•	56%	_	74%	45%	-
<b>.</b>		66%	71%	71%	•	70%	83%	-	170	•	-	•	61%	*	75%	65%	-
Algebra I	2017	81%	71%	71%	*	70%		-1	9		_	*	80%	-	81%	58%	_
, .g	2016		52%	52%	*	48%	83%	-	6	-	-	•	50%	-	63%	40%	-
Biology	2017	85%	92%	92%	_	92%	_	_		_	_	*	83%	_	100%	75%	
Diology		86%	80%	80%	*	76%	*	-	-	_	-	*	79%	-	82%	75%	-
II C. History	2017	91%	92%	92%	•	89%	100%						89%	_	94%	87%	_
U.S. History	2017		92% 87%	92% 87%	-	94%	10076	2	ĵ.		-	•	91%	-	93%	75%	-
All Grades All Subjects	2017	74%	80%	80%	•	78%	100%	20	35	_	_	43%	76%	_	88%	66%	40
All Gubjects		74%	70%	70%	•	70%	87%	30	ূ	14		33%	66%	*	78%	58%	*
Dooding	2047	740/	70%	70%		68%				82	72		63%		79%	54%	
Reading	2017 2016		69%	69%	*	69%	90%	-	्	2		•	63%	*	78%	57%	-
B B - 41 12	5547	7004	7401	=451		700/							000/		0407	CON/	
Mathematics	2017 2016		71% 52%	71% 52%		70% 48%	83%	:	0	ূ	-	•	80% 50%	-	81% 63%	58% 40%	-
Science	2017	78% 77%	92% 80%	92% 80%	*	92% 76%	*	-	-	-	-	*	83% 79%	-	100% 82%	75% 75%	-
	2010	* * 70						-									
Social Studies	2017		92%	92%	•	89%	100%	-	-	12	-	*	89% 91%	-	94% 93%	87% 75%	-
	2016	76%	87%	87%	-	94%		•			-		9176	-	9376	7576	•
STAAR Percent at 1	Meets (	Grade	Level (2	2017) or	Final Leve	I II Stand	dard (20	16)									
			•				•	•									
All Grades All Subjects	2017	44%	44%	44%	•	41%	92%	-	-	-		10%	29%		51%	31%	_
•	2016	42%	37%	37%	•	37%	52%	-	-	-	-	11%	33%	*	45%	26%	-
Reading	2017	43%	43%	43%	•	40%						*	27%	_	56%	21%	-0
	2016		39%	39%	*	39%	60%	-	-	-	-	*	35%	*	49%	26%	-
Mathematics	2017	45%	21%	21%	*	22%		-		_	-	*	20%	_	25%	17%	
Mathematics	2016		0%	0%	*	0%	0%		-	-	2	*	0%	-	0%	0%	-
Science	2017	400/	56%	56%	_	56%						*	33%		59%	50%	
Science	2017		48%	48%	•	43%	-	2	100	0	-	•	43%	-	53%	38%	577
		4004				4000											
Social Studies	2017 2016		52% 70%	52% 70%	2	46% 72%	89%		0	0	0		37% 73%	-	55% 73%	47% 63%	7.
		***															
STAAR Percent at I	Master	s Grad	le Level	(2017)	or Level III .	Advance	ed (2016	3)									
All Grades																	
All Subjects	2017	19%	10%	10%	•	8%	38%	-	-	2	2	0%	4%	-	12%	7%	
(4)																	

	2016	17%	3%	3	%	•	4%	0%	•	-			-	0%	2%	*	2%	5%	-
- "		4001	=04	-			501	*							00/		00/	001	
Reading	2017		5%	5			5%			*			-	-	3%	-	8%	0%	-
	2016	16%	2%	2'	%	•	3%	0%		*	-		*	•	0%	•	2%	3%	-
Mathematics	2017	21%	4%	4	%	•	4%	_	-	0			12	*	0%	_	6%	0%	
Manage	2016		0%	0			0%	0%			-		-		0%	_	0%	0%	_
	2010	17 70	0 70	·	/0		0 /0	070			-		:77		070	_	070	0.70	_
Science	2017	19%	12%	12	%	-	12%	-	2.7	2	-		12	*	0%	-	18%	0%	-
	2016	15%	4%	4	%	•	5%	•	-	-	-			*	0%	-	6%	0%	-
Social Studies	2017	260/	21%	24	%		1.40/	EEN							11%		18%	27%	_
Social Studies	2017						14%	56%			-		-			-			-
	2016	21%	9%	9'	76	•	11%	-		-	-		*	_	18%	-	0%	25%	-
STAAR Participation	n (All C	Grade:	s)																
All Tests		-	1047	99%	000/	99%	100%	99%	100%		554	1.0		100%	100%	_	99%	100%	
All lesis			2017		99%					-	353	- 5	-						_
		2	2016	99%	99%	99%	100%	99%	100%	-	-	-	-	100%	100%		100%	99%	-
Reading		2	2017	99%	100%	100%		100%	*	_	924	2	_	100%	100%	_	100%	100%	-
Reading			2016			99%		99%	100%	-		-8	-	100%	100%		100%	97%	_
			010	99%	99%	3370		3370	100%	-	-	-	-	100 /6	10076		10076	21 70	_
Mathematics		2	2017	100%	100%	100%	*	100%	-	_	-	2	-	*	100%		100%	100%	_
			2016	100%	100%		*	100%	100%	_	_		_	100%	100%		100%	100%	_
		_	.0.0	10070	.00%	, 10070		100,0	10070								,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
Science		2	2017	99%	96%	96%	_	96%	_	_	100	2	_	*	100%		94%	100%	
Ocience			2016	99%	100%		•	100%	*	<u></u>			_	•	100%	_	100%	100%	12
			010	9970	100%	100%		100%		-	-	-	•		10076	-	100 /6	10078	_
Social Studies		2	2017	98%	100%	100%	•	100%	100%	-	•	-	-	100%	100%	-	100%	100%	-
		2	2016	98%	100%	100%	-	100%	<b>→</b> and the	-	-	•	-	*	100%	-	100%	100%	-
STAAR Participation	n Resu								pecial E	ducat	ion S	etting	gs (A	II Grade	s) 100%			100%	
% of Participants % STAAR/EOC \	∕Vith No		2017	98%	100%	100%	- 10	00% -	*	-		-	-	100%	100%	•		100%	-
Accommodations		2	017	13%	0%	0%	- (	)% -	7.1	-		-	-	0%	0%	-	*	0%	-
% STAAR/EOC \	∕∕ith																		
Accommodations		2	017	73%	100%	100%		10% -	-	-		-	-	100%	100%	-	*	100%	-
% STAAR Altem	ate 2	2	017	12%	0%	0%	C	)% -	7.1	-		-	-	0%	0%	-	*	0%	-
% of Non-Participa	ints	2	017	2%	0%	0%	- 0	)% -		-			-	0%	0%	-	*	0%	-
Mathematica Tools																			
Mathematics Tests			017	DOM:		*		. 03		5.0			5-04		• :				_
% of Participants	854L 81-		017	99%			-	-	•	-		-				-			-
% STAAR/EOC \	ANITH IAC		047	4007											*1	830			33
Accommodations % STAAR/EOC \	∧ith	2	017	12%	-	-	ŝ.	-	70	- 5		7.	-			•			-
Accommodations		2	017	74%	*	*	40	• 12	-	_		_	1000						-
% STAAR Altern	ate ?		2017	13%	*	*	_	• 0	_	_		_				-			_
# SAME PRODUCTION	alc 2		017	40/			-		70	37.00		4	100						- 33

<sup>&</sup>quot; Indicates results are masked due to small numbers to protect student confidentiality.

% of Non-Participants

2017

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 Americar	ıHispanic	White	American Indian				Econ		ELL al (Current & Monitored			,
Performance Status - State State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%			

<sup>&#</sup>x27;-' Indicates zero observations reported for this group,

<sup>&#</sup>x27;n/a' Indicates data reporting is not applicable for this group.

<sup>&</sup>quot;?" Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Reading	Y		Υ						Y			n/a	3	3	100	
Mathematics	Y		Y									n/a	2	2	100	
Writing												n/a	0	0		
Science	Y											п/а	1	1	100	
Social Studies	Y		Y									n/a	2	2	100	
Total													8	8	100	
Performance Status - Federal	200															
Federal Target	91%	91%	91%	91%					91%	91%	91%					
Reading	N		N		n/a	n/a	n/a	n/a	N			n/a				
Mathematics	N		N		n/a	n/a	n/a	n/a				n/a				
Participation Status																
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%				
Reading	Υ		Υ						Υ		n/a		3	3	100	
Mathematics	Υ		Y								n/a		2	2	100	
Total													5	5	100	
Federal Graduation Status (Ta	arget: Sec	e Reason C	Codes)													
Graduation Target Met	- Y		Y								n/a		2	2	100	
Reason Code ***	а		а													
Total													2	2	100	
District: Met Federal Limits o	n Alternat	live Asses	sments													
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													15	15	100	

<sup>+</sup> Participation uses ELL (Current), Graduation uses ELL (Ever HS)

a = Graduation Rate Goal of 90%

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 91%

b = Four-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 88.5% d = Five-year Graduation Rate Target of 88.5% 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	20		34						17	•		n/a
# at Approaches Grade Level	38		34		-	-	-	-	17		-	IIId
Standard	54		40	*					27			
Total Tests	54 70%	•	49 69%		-	-	-	-	63%		-	n/a
% at Approaches Grade Level	70%		09%		•	-	-	-	0376		-	II/a
Standard Mathematics												
# at Approaches Grade Level	19	*	**	_	_	_			12	•	_	n/a
Standard	13			_	_	_	_	_				*****
Total Tests	26	*	**	_	_	_	_		15	*	_	-
% at Approaches Grade Level	73%	*	72%	_	_	_	_	-	80%	*	_	n/a
Standard	7570		1 2 70	_	_	_	_	_	0070			1110
Writing												
# at Approaches Grade Level	_	-	_	_	-	_	-	_	_	-	-	n/a
Standard												
Total Tests	-	-	-	•	-	_	_	_	-	_	-	-
% at Approaches Grade Level	_	_	-	_	_	_	_		-	_	-	n/a
Standard												
Science												
# at Approaches Grade Level	20	-	20	-	-	-	-	-	10	*	-	n/a
Standard												
Total Tests	22	-	22	-	•	-	-	-	12	*	-	-
% at Approaches Grade Level	91%	-	91%	-	•	-	-	-	83%	*	-	n/a
Standard												
Social Studies												
# at Approaches Grade Level	43	•	32	**	-	-	-	-	17	*	-	n/a
Standard												
Total Tests	47	•	36	**	•	-	-	-	19	*	-	-
% at Approaches Grade Level	91%	*	89%	100%	-	-	-	-	89%	*	-	n/a
Standard												

<sup>\*\*\*</sup> Federal Graduation Rate Reason Codes:

Participation Rates											
Reading: 2016-2017 Assessme	ents										
Number Participating	63	57	*	5.50	-	-	-	30	10	n/a	
Total Students	63	57	*	-	- 2	-	-	30	10	n/a	-
Participation Rate	100%	100%	*	-				100%	100%	n/a	-
Mathematics: 2016-2017 Asset	ssments										
Number Participating	28	**	-	-	40	-	-	15	*	n/a	-
Total Students	28	**	-		6.5			15	*	n/a	-
Participation Rate	100%	100%						100%	*	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.

								Two or				
	All	African			American		Pacific	More	Econ	Special	ELL	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	(Ever HS)	(Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Grad	uation Rate (Gi	9-12): Clas	s of 2016									
Number Graduated	35	_	29	6	_	2	2	200	21	•	*	n/a
Total in Class	38		32	6		-	-	-	24	*	*	•
Graduation Rate	92.1%	1.5	90.6%	100.0%	-	×.	5.0	7.0	87.5%	*	*	n/a
4-year Longitudinal Cohort Grad	uation Rate (Gr	9-12): Clas	s of 2015									
Number Graduated	39 `	•	32	5	-	-	•	40	24	*	*	n/a
Total in Class	45	*	38	5		-	*	-	29	*	*	*
Graduation Rate	86.7%	•	84.2%	100.0%	-	-	*	-	82.8%	•	*	n/a
5-year Extended Graduation Rate	e (Gr 9-12): Cla	ss of 2015										
Number Graduated	40	*	33	5		2	*	40	25	•	*	n/a
Total in Class	45	•	38	5	-	-	•	-0	29	*	•	•
Graduation Rate	88.9%	*	86.8%	100.0%			*	20	86.2%	*	•	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: NoPriority 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 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	State
			Percent	Percent
No Degree	0.0	0.0%	0.0%	1.2%
Bachelors	8.0	100.0%	100.0%	74.5%
Masters	0.0	0.0%	0.0%	23.6%
Doctorate	0.0	0.0%	0.0%	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

#### Report Not Required

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.

Year Enrolled in Higher Education	Campus	District	State
2014-15	42.1%	42.1%	56.1%
2013-14	39.3%	39.3%	57.5%

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	<b>Below Basic</b>	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	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
CIUUC 4	reading		
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Limited English Proficient	95
		Limited English Froncient	90
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
		Climited English Froncish	30
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment