Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: MCCALLUM H S
Campus ID: 227901005
District Name: AUSTIN ISD

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area anad o a

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading	2017	18%	24%	16%	3%	8%	26%	*	17%	-	13%	2%	3%	0%	20%	11%	-
	2016	16%	21%	12%	2%	5%	22%	*	17%	*	16%	1%	2%	0%	19%	6%	-
Mathematics	2017	21%	23%	33%	18%	24%	47%	-	80%	-	63%	4%	22%	15%	40%	27%	-
	2016	17%	21%	22%	0%	18%	35%	-	67%	*	36%	9%	12%	12%	22%	23%	-
Science	2017	19%	24%	34%	19%	21%	45%	*	30%	-	43%	6%	15%	0%	35%	33%	-
	2016	15%	20%	25%	2%	6%	45%	*	18%	-	23%	3%	5%	0%	27%	22%	-
Social Studies	2017	26%	31%	47%	15%	36%	66%	*	63%	-	47%	13%	22%	23%	43%	52%	-
	2016	21%	27%	39%	9%	25%	55%	*	60%	-	50%	2%	12%	13%	32%	45%	-

STAAR Participation (All Grades)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	99%	99%	98%	99%	99%	100%	100%	-	97%	98%	99%	99%	98%	99%	-
	2016	99%	99%	99%	96%	99%	99%	88%	100%	*	100%	100%	98%	98%	99%		

	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
Writing												n/a	0	0	
Science	Y	Y	Y	Y					Y	Y		n/a	6	6	100
Social Studies	Y	Y	Y	Y					Y	Y		n/a	6	6	100
Total													23	26	88

Performance Status - Federal

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +
Federal Target	91%	91%	91%	91%					91%	91%	91%	
Reading	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a
Mathematics	N	N	N	Y	n/a	n/a	n/a	n/a	N	N		n/a

Participation Status

	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
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%		r	
Reading	Y	Y	Y	Y		Y		N	Y	Y	n/a	Y	8	9	89
Mathematics / ñ h P 0	Y	Y	Y	Y					Y	Y	n/a		6	6	100
Total													14	15	93

Federal Graduation Status (Target: See Reason Codes)

	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
Graduation Target Met	Y	Y	Y	Y					Y	Y	n/a		6	6	100
Reason Code ***	a	a	a	a					b	c					
Total													6	6	100

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

			Total Met	Total Eligible	Percent
Overall Total			43	47	91

\+   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
Standabl

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	1,084	134	417	475	*	**	-	30	358	134	n/a	82
Total Students	1,102	138	423	481	*	**	-	32	364	135	n/a	83
Participation Rate	98%	97%	99%	99%	*	100%	-	94%	98%	99%	n/a	99%
Mathematics: 2016-2017 Assessments												
Number Participating	281	39	126	103	-	5	-	8	125	46	n/a	20
Total Students	282	39	126	104	-	5	-	8	125	46	n/a	20
Participation Rate	100%	100%	100%	99%	-	100%	-	100%	100%	100%	n/a	100%

*   Indicates results are masked due to small numbers to prA

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 attain
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	2.0	1.8%	0.7%	1.2%
Bachelors	80.2	71.8%	80.6%	74.5%
Masters	29.5	26.4%	18.1%	23.6%
Doctorate	0.0	0.0%	0.6%	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, disaggregate
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.

Low Poverty
Number of Core Academic Teachers Who Are Teaching on the Following Permits

| | ----------- Number of Teachers -------- ---- | |
	Elem (PK-6)	secondary (7-12)
Emergency	0	1
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 (
or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year
attended a public or independent college or university in Texas in the 2014-15 academic year.

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Year Enrolled in Hiâ

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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			