& Campbe	Organization:	Brackett I	SD	County-District:	136901
<b>e</b> Grants	ESC Region:	20	Vendor ID: 1746000379	School Year:	2005-2006

Program: 2005-2006

Compliance Report Highly Qualified (HQ) Teachers as of the last day of School Ye	ar 2005-2006.	
Part 2: Number of Teachers		
	Regiliar	Special Edi
1 Total number of teachers in core academic subject areas:	53	2
<ol><li>Total number of teachers in core academic subject areas who meet the HQ requirements in their primary teaching assignment:</li></ol>	45	2
3 Total number of teachers in core academic subject areas who do not meet the HQ requirements in their primary teaching assignment:	8	0
4 Percentage of teachers who are HQ on all core subjects they teach:	84 91	100 00
5 Percentage of teachers who are NOT HQ on all core subjects they teach:	15 09	0.00
6 Of the teachers in #2 above, the number of teachers using each method for demonstrating competency:		
A. Passed ExCET or TEXES in subject taught (elementary and secondary teachers)	21	1
B Has college major or coursework equivalent to major in subject (secondary teachers only)	2	0
C HOUSE A for elementary teachers	7	0
D HOUSE B for elementary teachers.	1	0
E HOUSE for secondary teachers.	14	0
F Secondary Special Education HOUSE		0

*C-manaka	Organization:	Brackett ISD	)	County-District:	136901
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Program: 2005-2006

6 Temporary

		Compl			thool Year 200	5-2006		
			or the los	elen en er				
Part 3: Core Academic Subject Classes								
		Regular			Special Education			
Subject	A	В	c	D	A	В	c	D
	# of classes	# of classes taught by	% HQ	% Not HQ	# of classes	# of classes	% HQ	% Not HQ
		HQ teachers				HQ teachers		
Elementary (Grades PK-6): 1 teacher =	= 1 class							
1 All subjects	20	20	100.00	0 00	1	1	100 00	0.0
Secondary (Grades 7-12): Each sectior	taught counts	as 1 class						
2. English	23	22	95.65	4 35	0	0	0.00	100
3 Reading/Language Arts	12	10	83 33	16 67	0	0	0.00	100.
4 Mathematics	21	17	80 95	19.05	0	0	0 00	100
5. Science	19	19	100 00	0.00	0	0	0 00	100
6. Foreign Languages	12	11	91 67	8 33	0	0	0.00	100
7 Civics and government	2	2	100 00	0.00	0	0	0 00	100.
8. Economics	1	1	100.00	0.00	0	0	0 00	100
9. Arts	11	9	81 82	18 18	0	0	0.00	100
10. History	17	13	76 47	23 53	0	0	0 00	100.
11 Geography	3	3	100 00	0.00	0	0	0 00	100 (
Total Secondary :	121	107	88.43	11 57	0	0	0.00	100 (
Grand Total (Elementary + Secondary) :	141	127	90 07	9 93	1	1	100 00	0.0
art 4: Number who are teaching on the	following perm	lts:						
Permit			# of teacher			# of clas	ses	
		Elem. (PK-6)	Se	condary (7-1	Elem. (PK	-6)	Secondary (	7-12)
1. Emergency (for certified personnel)		0		1		0		1
2 Emergency (for uncertified personnel)		0		2		0		9
3 Non-renewable		0		0		0		0
4. Temporary Classroom Assignment		0		0		0		0
5 District Teaching		0		0		0		0

Program: 2005-2006

## Compliance Report Highly Qualified (HQ) Teachers as of the last day of School Year 2005-2006 Part 5: Reasons for not being Classified as Highly Qualified in all Assignments 1 Number of elementary school classes taught by certified general education teachers who did not pass a 0 subject-knowledge test or (if eligible) have not demonstrated subject-matter competency through HOUSE. 2 Number of elementary school classes taught by certified special education teachers who did not pass a Û subject-knowledge test or have not demonstrated subject-matter competency through HOUSE. 0 3. Number of elementary school classes taught by teachers who are not fully certified (and are not in an approved alternative route program 0 4 Number of secondary school classes taught by certified general education teachers who have not demonstrated subject-matter knowledge in those subjects (e.g., out-of-field teachers) 0 5. Number of secondary school classes taught by certified special education teachers who have not demonstrated subject-matter competency in those subjects. 6 Number of secondary school classes taught by teachers who are not fully certified (and are not in an 0 approved alternative route program) 7 Other 11 Part 6: Bilingual/ESL Teachers

1 Total number of Bilingual/ESL Teachers	3
2. Number of teachers appropriately certigied as Bilingual/ESL.	3
3. Number of Bilingual/ESL teachers highly qualified in all appropriate content areas	3
4 Number of Bilingual/ESL teachers that are both appropriately certified and highly qualified in all appropriate content areas	3