



Little Elm ISD

Public Hearing

Monday, January 23, 2017 6:00 PM

Agenda of Public Hearing

The Board of Trustees Little Elm ISD

A Public Hearing of the Board of Trustees of Little Elm ISD will be held January 23, 2017, beginning at 6:00 PM in the Zellars Center for Learning and Leadership.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Public Meeting: Annual Report 4
Presenter: Cyndy Mika
4. Citizen Input
5. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.

- 551.083 Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups,
- 551.084 Excluding witnesses from a hearing.

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting, or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD Administration Building 72 hours prior to the scheduled meeting.

Sonia Badillo

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date 01-23-2017	Reports of the Superintendent ☐	Action Item ☐	Consent Agenda ☐	Reports, Routine Monthly ☐	Other ☒
Subject:	PUBLIC HEARING: ANNUAL REPORT 15-16				
Presenter or Contact Person:	Dr. Cyndy A. Mika, Assistant Superintendent for School Improvement and Accountability				
Policy/Code:	TEC Chapter 39				
Summary:	Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the TAPR, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.				
Financial Implications:	There is no financial impact to the budget.				
Attachments:	2015-16 Annual Report				
Recommendation:	There is no recommendation needed. This is for informational purposes only. The Board will approve at the Regular Board Meeting.				
Motion:	There is no motion necessary.				

2015-16 Annual Report Public Hearing



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January 23, 2017

2015-2016 Annual Report

7 Sections to the Annual Report

1. 2015-16 Texas Academic Performance Report (TAPR)

For the District and each Campus in the District

2. PEIMS Financial Standard Report (2014-15 Financial Actual Report)

For the District and each Campus in the District

3. 2015-16 District Accreditation Status

4. Campus Performance Objectives

5. Report on Violent or Criminal Incidents on Campuses

6. Student Performance in Postsecondary Institutions

For each High School Campus in the District

7. 2015-16 TAPR Glossary



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2015-2016 Annual Report

1. 2015-16 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using PEIMS and Student Assessment Data
- Significant changes in 2015-16 TAPR
 - STAAR **performance standard increased** in 2015-16 from ***Level II-Phase 1*** to ***Level II-2015-16 Standard Progression*** for
 - Grade 3-8 assessments
 - EOCs for students taking their first EOC in 2015-2016
 - 2015-16 TAPR includes
 - Math 3-8 (all versions of STAAR)
 - STAAR A and STAAR Alternate 2
 - 2015-16 TAPR only reports STAAR performance for 2015-2016
 - TAPR usually includes current year and prior year performance
 - Because of the significant changes, a direct comparison of 2015-16 to 2014-15 is not possible



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2015-2016 Annual Report

1. 2015-16 Texas Academic Performance Report (TAPR)

- Organized in 5 parts
 - I. Cover Page
 - 2016 Accountability Rating
 - 2016 Special education Determination Status (District only)
 - 2016 Distinction Designation
 - II. 2015-16 Performance
 - III. 2015-16 Participation
 - IV. 2015-16 Attendance and Postsecondary Readiness
 - Data are reported for 2014-15 and 2013-14, NOT 2015-16
 - v. 2015-16 Profile



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TEXAS EDUCATION AGENCY
DEPARTMENT OF ASSESSMENT AND ACCOUNTABILITY
DIVISION OF PERFORMANCE REPORTING
FINAL 2016 ACCOUNTABILITY RATINGS AS OF November 15, 2016

LITTLE ELM ISD

District/Campus Name	District/ Campus Number	2016 Accountability Rating	Note	Indexes*				Distinctions				Post Num Eval	NumMetof
				1	2	3	4	Read/ ELA Math Science Studies Progress Gap	Social Student	Secondary			
LITTLE ELM ISD	061914	Met Standard		Y	Y	Y	Y						0 of 1
LITTLE ELM H S	001	Met Standard		Y	Y	Y	Y	o		o			0 of 7
DENTON CO J J A E P	002	Not Rated											0 of 0
LAKESIDE MIDDLE	041	Met Standard		Y	Y	Y	Y						0 of 7
PRESTWICK K-8 STEM A	042	Met Standard		Y	Y	Y	Y						2 of 6
O H BRENT EL	103	Met Standard		Y	Y	Y	Y						4 of 6
CESAR CHAVEZ EL	104	Met Standard		Y	Y	Y	Y						1 of 6
HACKBERRY EL	105	Met Standard		Y	Y	Y	Y						1 of 6
LAKE VIEW EL	107	Met Standard		Y	Y	Y	Y						1 of 6
OAK POINT EL	108	Met Standard		Y	Y	Y	Y						4 of 6
Campus Total = 9													

2015-2016 Annual Report

1. 2015-2016 Texas Academic Performance Report (TAPR)

♦ Part II: 2-15-2016 Performance

- Summarizes STAAR Performance by subject and grade level/course*
 - % at **Level II Phase-in Satisfactory Standard**
- Summarizes STAAR Performance by subject
 - % at **Postsecondary Readiness Standard** (i.e., **Level II-Final**)
 - % at **Advanced Standard** (i.e., **Level III**)
 - % **Met or Exceeded Progress** (Reading and Math)
 - % **Exceeded Progress** (Reading and Math)
- Includes results from 2016 Accountability Year

Summer 2015 EOCs	December 2015 EOCs	Spring 2016 EOCs and Grades 3-8 assessments
------------------	--------------------	---

- Only includes results for students in the accountability subset
 - Students taking assessments who were enrolled in the district/campus on the preceding fall snapshot date (last Friday of October)

** Student results are grouped based on the assessment taken, not the grade level of the student. For example, an 8th grader who took the Algebra I EOC is included in the Algebra I EOC results, not the Grade 8 Math results.*



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2015-2016 Annual Report

1. 2015-2016 Texas Academic Performance Report (TAPR)

♦ Part II: 2015-16 Performance

- Also Includes

- % of Prior-Year Non-Proficient Students Passing STAAR in Current Year
- Student Success Initiative – Reading (Grades 5 & 8)
- Bilingual Education/English as a Second Language Performance Measures
 - Shows performance (based on program instructional models) for students identified as LEP in the 2015-16 school year
 - LEP students receiving various models of Bilingual Education services
 - LEP students receiving various models of ESL services
 - LEP students receiving No Services
 - LEP students receiving Services
 - Total LEP/ELL students



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2015-2016 Annual Report

1. 2015-2016 Texas Academic Performance Report (TAPR)

♦ Part III:2015-2016 Participation

- 2015-16 STAAR Participation – All Grades/All Tests
 - Percent Tested, Percent Not Tested
 - Of those tested, percent included in accountability



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2015-2016 Annual Report

1. 2015-2016 Texas Academic Performance Report (TAPR)

♦ Part IV: Attendance and Postsecondary Readiness

NOTE: Performance measures in this Part are reported for the 2014-15 and 2013-14 school years, NOT 2015-16. 2014-15 and 2013-14 are the most recent years for which data are available.

- **Attendance Rate and Annual Dropout Rates** (Gr. 7-8 and Gr. 9-12)
- **Longitudinal and Annual Graduation Rates and Graduation Plan Rates**
- **College and Career Readiness Indicators**, including
 - Advanced Course/Dual Enrollment Completion
 - College-Ready and College and Career-Ready Graduates
 - AP/IB Course Completion and Results
 - CTE Coherent Sequence Completion
 - SAT/ACT Results
 - Graduates in Texas Institutions of Higher Education



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2015-2016 Annual Report

1. 2015-2016 Texas Academic Performance Report (TAPR)

◆ Part V: Profile

- **Student Information for 2015-16 (based on Fall 2015 PEIMS Submission)**
 - Student enrollment (including enrollment by grade level, by ethnicity, and by student identification indicator) and other student information (including graduation information, retention rates, and class size information)
- **Staff Information for 2015-16 (based on Fall 2015 PEIMS Submission)**
 - Staff information (including total staff, by classification, by ethnicity and gender, by highest degree held, and by years of experience) and staff salary and turnover rate information
- **Program Information for 2015-16 (based on Fall 2015 PEIMS Submission)**
 - Student enrollment by program and teachers by program



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2015-2016 Annual Report

2. PEIMS Financial Standard Report (2014-15 Financial Actual Report)

2014-15 Actual Financial Data (District)

- Receipts
- Fund Balances
- Disbursements
- Program Expenditures
- Tax Rates
- 2012 Tax Year State Certified Property Values
- Percent of Total Budgeted Expenditures

2014-15 Actual Financial Data (Each Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program



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Total Operating Expenditures	49,288,743	100.00%	7,122	55,073,555	100.00%	7,957	47,227,940,856	100.00%	9,065
Instruction (11,95)	30,623,337	62.13%	4,425	32,507,288	59.03%	4,697	26,871,610,227	56.90%	5,158
Instructional Res Media (12)	612,097	1.24%	88	612,097	1.11%	88	586,142,869	1.24%	113
Curriculum/Staff Develop (13)	548,312	1.11%	79	675,257	1.23%	98	1,001,022,261	2.12%	192
Instructional Leadership (21)	685,268	1.39%	99	858,264	1.56%	124	718,051,639	1.52%	138
School Leadership (23)	3,467,022	7.03%	501	3,479,105	6.32%	503	2,722,138,250	5.76%	522
Guidance Counseling Svcs (31)	1,541,957	3.13%	223	1,716,252	3.12%	248	1,668,235,063	3.53%	320
Social Work Services (32)	12,296	0.02%	2	13,547	0.02%	2	128,116,298	0.27%	25
Health Services (33)	470,607	0.95%	68	470,607	0.85%	68	473,216,577	1.00%	91
Transportation (34)	1,384,372	2.81%	200	1,391,058	2.53%	201	1,347,546,868	2.85%	259
Food (35)	77,442	0.16%	11	3,021,103	5.49%	437	2,699,811,544	5.72%	518
Extracurricular (36)	1,474,440	2.99%	213	1,867,042	3.39%	270	1,367,198,521	2.89%	262
General Administration (41,92)	2,158,645	4.38%		2,161,831	3.93%	312	1,475,276,145	3.12%	283
Plant Maint/Operation (51)	5,127,806	10.40%	741	5,127,806	9.31%	741	4,693,527,961	9.94%	901
Security/Monitoring (52)	328,307	0.67%	47	328,307	0.60%	47	413,839,438	0.88%	79
Data Processing Services (53)	739,070	1.50%	107	739,070	1.34%	107	841,708,130	1.78%	162
Community Services (61)	37,765	0.08%	5	104,921	0.19%	15	220,499,065	0.00%	42
Total Disbursements	53,300,327	100.00%	7,701	92,748,848	100.00%	13,401	75,481,160,718	100.00%	14,487
Total Expenditures	53,058,485	99.55%	7,666	70,854,987	76.39%	10,238	60,977,192,546	100.00%	11,704
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	1.90%	287
Total Other Uses	0	0.00%	0	21,652,019	23.34%	3,128	12,392,399,682	16.42%	2,379
Intergovernmental Charge	241,842	0.45%	35	241,842	0.26%	35	614,959,074	1.30%	118

Program Expenditures

Operating Expenditures - Program	39,396,613	100.00%	5,692	41,724,834	100.00%	6,029	35,244,680,101	100.00%	6,765
Regular	28,131,108	71.40%	4,065	28,986,813	69.47%	4,188	21,166,857,496	60.06%	4,063
Gifted and Talented	174,314	0.44%	25	174,314	0.42%	25	398,047,499	1.13%	76
Career and Technical	1,370,149	3.48%	198	1,416,984	3.40%	205	1,293,287,689	3.67%	248
Students with Disabilities	4,743,282	12.04%	685	5,631,566	13.50%	814	5,342,939,885	15.16%	1,025
Accelerated Education	1,543,255	3.92%	223	1,891,191	4.53%	273	1,785,245,681	5.07%	343
Bilingual	279,891	0.71%	40	404,286	0.97%	58	871,163,578	2.47%	167
Nondisc Alt Ed-AEP Basic Serv	277,507	0.70%	40	277,507	0.67%	40	133,254,572	0.38%	26
Disc Alt Ed-DAEP Basic Serv	393,796	1.00%	57	393,796	0.94%	57	214,449,433	0.61%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	0.07%	5
T1A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,857,002,479	5.27%	356
Athletics/Related Activities	1,236,981	3.14%	179	1,302,047	3.12%	188	919,076,645	2.61%	176
High School Allotment	509,521	1.29%	74	509,521	1.22%	74	406,767,398	1.15%	78
Prekindergarten	736,809	1.87%	106	736,809	1.77%	106	831,669,835	2.36%	160

	District				State			
Instructional Expenditure Ratio	64.5%				63.8%			

Tax Rates**2014 (current tax year) Tax Rates**

Maintenance and Operations	1.0400	1.0741
Interest and Sinking Funds	0.5000	0.1897
Total Tax Rate	1.5400	1.2638

2013 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	2,024,680,644	N/A	1,871,511,130,244	N/A
Property Value per pupil	292,542	N/A	375,792	N/A
Property Value by category:				
Business	207,245,615	9.67%	734,946,454,778	35.98%
Residential	1,834,518,784	85.55%	1,104,324,234,295	54.06%
Land	94,920,541	4.43%	58,742,939,046	2.88%
Oil and Gas	0	0.00%	133,469,263,469	6.53%
Other	7,585,030	0.35%	11,225,667,994	0.55%

Unassigned Fund Balance percentage of total budgeted expenditures

2014-2015 School Districts' General Fund Unassigned Fund Balance***	15,235,434	10,667,062,944
2014-2015 School Districts' General Fund Total Budgeted Expenditures	51,018,911	40,721,513,562
2014-2015 School Districts' Percent of Total Budgeted Expenditures	29.9%	26.2%

* * Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues. Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

2015-2016 Annual Report

3. 2015-16 District Accreditation Status

- ◆ Each Year TEA assigns one of four accreditation statuses to each district in the state
 1. Accredited
 2. Accredited – Warned
 3. Accredited – Probation
 4. Not Accredited – Revoked
- ◆ In assigning accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through PBMAS
- ◆ The District's 2015-2016 Accreditation Status is Accredited



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2015-2016 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2015-2016 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2015-2016 Accreditation Status | Reason For Status | Notes

Show 100 ▼ entries

Search: 061914

Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
LITTLE ELM ISD	11	Pass	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,205 total entries)

2015-2016 Annual Report

4. Campus Performance Objectives

◆ Campus Improvement Plans (CIP)

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each CIP includes **performance objectives** based on data analysis and needs assessments (including data reported in the 2015-16 TAPR)
- Each campus **periodically measures progress** toward its performance objectives

◆ Campus Performance Objectives are approved by the Board

◆ Campus CIPs are posted on the district's website and are available for review at the district's central office or on each campus



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2015-2016 Annual Report

Campus Performance Objectives

- ◆ Campus Improvement Plans (CIP)

Elementary Campuses	Secondary Campuses
<u>Brent Elementary</u>	<u>Lakeside Middle School</u>
<u>Chavez Elementary</u>	<u>Little Elm High School</u>
<u>Hackberry Elementary</u>	<u>Prestwick K-8</u>
<u>Lakeview Elementary</u>	
<u>Oak Point Elementary</u>	
<u>Prestwick K-8</u>	



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2015-2016 Annual Report

5. Report on Violent of Criminal Incidents

- ◆ **TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district**
 - **The report must include**
 - Number, rate and type of violent or criminal incidents that occurred on each campus
 - Information concerning school violence prevention and violence intervention policies and procedures the district is using to protect students
 - Findings that result from evaluations conducted under the Safe and Drug-Free Schools and Communities Act
- ◆ **The district's report for the 2015-2016 school year is available for review at the district's central office and at each campus in the district.**



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Report on Violent or Criminal Incidents Student Disciplinary Action Incident Counts by Reason Code 2015-16 School Year									
Reason Code	Description	Little Elm HS	Lakeside MS	Prestwick K-8	Brent Elementary	Chavez Elementary	Hackberry Elementary	Lakeview Elementary	Oak Point Elementary
		001	041	042	103	104	105	107	108
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	1	0	0	0	1	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	1	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
Total Incidents		2	0	0	0	1	0	0	0
Student Enrollment									
Incident Rate									

Disciplinary Action Reason Codes 11, 12, 13, 14, 16, 17, 18, 19, 29, 30, 31, 32, 36, 37, 46, 47 and 48 are the Codes used by TEA in identifying a "Persistently Dangerous School" under No Child Left Behind.

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

2015-2016 Annual Report

6. Student Performance in Postsecondary Institutions

- ◆ TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent and criminal incidents at each campus in the district
- ◆ These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- ◆ The most current report is for the 2013-14 High School Graduates
 - Student performance is measured by the Grade Point Average (GPA) earned by 2013-14 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2015
 - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2014**, **Spring 2015**, and **Summer 2015** are added together and averaged to determine the GPA



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2015-2016 Annual Report

6. Student Performance in Postsecondary Institutions

- Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.
- Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015.
- For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5.

2015-2016 Annual Report

6. Student Performance in Postsecondary Institutions

- If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas.
- If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.
- The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.



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**Texas High School Graduates from FY 2014
Enrolled in Texas Public or Independent Higher Education in FY 2015**

County	DistName	groupname	total	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
DENTON	LITTLE ELM ISD	Four-Year Public University	77	17	9	13	18	20	0
	061914001	Two-Year Public Colleges	116	41	21	13	21	14	6
	LITTLE ELM H S	Independent Colleges & Universities	10						
		Not Trackable	25						
		Not Found	137						
		Total High School Graduates	365						

2015-2016 Annual Report

7. TAPR Glossary

- ◆ Provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- ◆ [TAPR Glossary](#) is located on the TEA Website
- ◆ A Spanish translation of the TAPR Glossary is scheduled for release in January 2017



Little Elm ISD
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2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

District Number: **061914**

2016 Accountability Rating: **Met Standard**

2016 Special Education Determination Status:

Meets Requirements

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District Name: LITTLE ELM ISD
 County Name: DENTON
 District Number: 061914

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	75%	79%	80%	73%	82%	*	94%	*	90%	38%	73%	72%
Mathematics	2016	75%	76%	79%	74%	76%	83%	*	94%	*	80%	42%	71%	77%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	76%	82%	82%	79%	84%	*	100%	*	76%	34%	77%	71%
Mathematics	2016	73%	74%	83%	75%	79%	89%	*	91%	*	81%	41%	78%	74%
Writing	2016	69%	71%	75%	70%	70%	82%	*	82%	*	81%	39%	70%	61%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	82%	86%	86%	80%	91%	*	94%	-	92%	62%	81%	71%
Mathematics	2016	86%	86%	91%	89%	89%	92%	*	100%	-	92%	72%	89%	85%
Science	2016	74%	75%	81%	67%	75%	89%	*	94%	-	100%	63%	72%	60%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	73%	69%	59%	61%	82%	*	91%	*	61%	29%	60%	39%
Mathematics	2016	72%	74%	74%	63%	67%	87%	*	91%	*	61%	43%	64%	54%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	74%	72%	75%	60%	83%	*	100%	*	70%	35%	62%	29%
Mathematics	2016	69%	70%	59%	51%	54%	68%	*	*	-	*	32%	53%	36%
Writing	2016	69%	73%	75%	78%	67%	81%	*	100%	*	70%	32%	67%	39%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	89%	91%	92%	85%	97%	*	100%	*	100%	60%	86%	69%

District Name: LITTLE ELM ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Mathematics	2016	82%	82%	89%	92%	83%	91%	*	100%	*	94%	56%	82%	66%
Science	2016	75%	76%	61%	58%	47%	75%	*	89%	*	91%	40%	52%	16%
Social Studies	2016	63%	67%	57%	46%	44%	71%	*	100%	*	91%	31%	46%	10%
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
English I	2016	65%	69%	65%	60%	62%	69%	*	73%	*	94%	25%	58%	42%
English II	2016	67%	72%	67%	68%	62%	74%	*	42%	*	50%	17%	62%	35%
Algebra I	2016	78%	80%	77%	72%	74%	81%	*	100%	*	88%	40%	72%	59%
Biology	2016	87%	90%	90%	85%	87%	93%	*	93%	-	100%	55%	86%	74%
U.S. History	2016	91%	92%	92%	90%	92%	95%	*	100%	-	92%	60%	89%	79%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	77%	74%	71%	84%	84%	92%	88%	84%	43%	71%	61%
Reading	2016	73%	76%	76%	74%	70%	82%	75%	87%	90%	81%	36%	69%	60%
Mathematics	2016	76%	78%	80%	75%	75%	85%	100%	96%	88%	81%	47%	73%	70%
Writing	2016	69%	72%	75%	74%	68%	81%	*	91%	*	77%	36%	68%	55%
Science	2016	79%	81%	78%	72%	70%	86%	*	93%	*	96%	54%	71%	52%
Social Studies	2016	77%	80%	75%	73%	67%	82%	*	100%	*	91%	47%	67%	32%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	48%	43%	33%	36%	51%	47%	72%	*	52%	10%	34%	21%
Reading	2016	46%	50%	46%	39%	38%	53%	55%	66%	63%	56%	9%	36%	25%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

			State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
34	STAAR Percent at Postsecondary Readiness Standard														
	All Grades														
	Mathematics	2016	43%	45%	41%	29%	33%	48%	50%	79%	*	51%	13%	33%	25%
	Writing	2016	41%	44%	44%	40%	36%	53%	*	68%	*	48%	*	37%	29%
	Science	2016	47%	49%	45%	35%	36%	56%	*	74%	*	59%	16%	34%	11%
	Social Studies	2016	47%	51%	40%	27%	37%	48%	*	85%	*	40%	11%	33%	10%
	STAAR Percent at Advanced Standard														
	All Grades														
	All Subjects	2016	18%	19%	16%	10%	12%	21%	*	34%	*	22%	7%	11%	9%
	Reading	2016	17%	19%	17%	12%	13%	23%	*	36%	*	25%	6%	12%	10%
	Mathematics	2016	19%	19%	15%	9%	11%	19%	*	36%	*	23%	7%	11%	11%
	Writing	2016	15%	16%	16%	11%	12%	22%	*	23%	*	16%	9%	11%	10%
	Science	2016	16%	17%	14%	10%	8%	21%	*	28%	*	18%	9%	8%	*
	Social Studies	2016	22%	25%	15%	4%	13%	22%	*	40%	*	*	*	11%	*
	STAAR Percent Met or Exceeded Progress														
	All Grades														
	All Subjects	2016	62%	62%	63%	62%	63%	63%	*	60%	*	65%	59%	62%	63%
	Reading	2016	60%	61%	62%	61%	62%	63%	*	56%	*	60%	56%	61%	61%
	Mathematics	2016	63%	64%	64%	64%	64%	64%	*	64%	*	70%	62%	63%	65%
	STAAR Percent Exceeded Progress														
	All Grades														
	All Subjects	2016	17%	16%	18%	18%	18%	18%	*	21%	*	16%	15%	17%	21%
	Reading	2016	16%	16%	18%	19%	19%	17%	*	18%	*	12%	14%	18%	21%
	Mathematics	2016	17%	17%	18%	16%	17%	20%	*	25%	*	19%	17%	17%	21%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	35%	47%	47%	43%	53%	*	83%	*	*	24%	45%	42%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	75%	78%	77%	70%	86%	*	89%	-	92%	50%	69%	54%
Students Requiring Accelerated Instruction													
2016	27%	25%	22%	23%	30%	14%	0%	*	-	*	50%	31%	46%
STAAR Cumulative Met Standard													
2016	80%	82%	86%	85%	81%	92%	*	89%	-	92%	61%	81%	71%
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	77%	80%	77%	77%	83%	*	89%	-	83%	52%	75%	69%
Students Requiring Accelerated Instruction													
2016	23%	23%	20%	23%	23%	17%	0%	*	-	*	48%	25%	31%
STAAR Cumulative Met Standard													
2016	85%	86%	91%	89%	90%	92%	*	95%	-	92%	70%	89%	84%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	83%	84%	87%	75%	91%	*	100%	*	100%	37%	76%	47%
Students Requiring Accelerated Instruction													
2016	20%	17%	16%	13%	25%	9%	*	*	*	*	63%	24%	53%
STAAR Cumulative Met Standard													
2016	86%	89%	91%	92%	85%	97%	*	100%	*	100%	53%	86%	69%
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	72%	79%	82%	70%	86%	*	100%	*	88%	35%	70%	42%
Students Requiring Accelerated Instruction													
2016	29%	28%	21%	18%	30%	14%	*	*	*	*	65%	30%	58%
STAAR Cumulative Met Standard													
2016	81%	82%	88%	92%	82%	91%	*	100%	*	94%	48%	81%	62%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	77%	76%	-	-	87%	70%	51%	49%	55%	61%	61%	61%
Reading	2016	73%	76%	76%	76%	-	-	89%	69%	50%	48%	52%	64%	60%	60%
Mathematics	2016	76%	78%	80%	84%	-	-	91%	80%	61%	59%	64%	*	70%	70%
Writing	2016	69%	72%	75%	64%	-	-	91%	54%	48%	48%	48%	*	55%	55%
Science	2016	79%	81%	78%	60%	-	-	58%	61%	46%	44%	50%	*	51%	52%
Social Studies	2016	77%	80%	75%	-	-	-	-	-	29%	24%	47%	*	29%	32%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	48%	43%	39%	-	-	54%	30%	9%	7%	11%	*	21%	21%
Reading	2016	46%	50%	46%	44%	-	-	63%	33%	11%	11%	12%	*	24%	25%
Mathematics	2016	43%	45%	41%	36%	-	-	42%	33%	19%	14%	26%	*	25%	25%
Writing	2016	41%	44%	44%	48%	-	-	82%	28%	13%	*	20%	*	29%	29%
Science	2016	47%	49%	45%	15%	-	-	*	15%	8%	8%	*	*	11%	11%
Social Studies	2016	47%	51%	40%	-	-	-	-	-	9%	*	*	*	9%	10%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	19%	16%	17%	-	-	30%	12%	4%	4%	3%	*	9%	9%
Reading	2016	17%	19%	17%	21%	-	-	39%	12%	4%	4%	*	*	11%	10%
Mathematics	2016	19%	19%	15%	18%	-	-	25%	15%	5%	5%	4%	*	11%	11%
Writing	2016	15%	16%	16%	19%	-	-	39%	11%	*	*	*	*	10%	10%
Science	2016	16%	17%	14%	*	-	-	*	*	*	*	*	*	*	*

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	25%	15%	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	62%	63%	74%	-	-	82%	70%	58%	57%	59%	*	64%	64%
Reading	2016	60%	61%	62%	71%	-	-	81%	66%	56%	56%	57%	*	62%	62%
Mathematics	2016	63%	64%	64%	77%	-	-	83%	74%	59%	58%	62%	*	67%	67%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	16%	18%	29%	-	-	42%	23%	18%	17%	19%	*	22%	22%
Reading	2016	16%	16%	18%	28%	-	-	49%	18%	20%	19%	20%	*	23%	23%
Mathematics	2016	17%	17%	18%	30%	-	-	36%	27%	16%	15%	18%	*	22%	22%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	35%	47%	41%	-	-	*	41%	42%	40%	45%	*	42%	42%

District Name: LITTLE ELM ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Participation

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	100%	100%	99%	100%	100%	99%	100%	99%
Included in Accountability	94%	94%	94%	92%	95%	96%	95%	89%	89%	90%	96%	94%	91%
Not Included in Accountability													
Mobile	4%	4%	5%	8%	3%	4%	5%	8%	11%	10%	3%	5%	5%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	3%	0%	0%	0%	1%	3%
Not Tested	1%	1%	1%	1%	1%	0%	0%	1%	0%	0%	1%	0%	1%
Absent	1%	0%	0%	1%	1%	0%	0%	1%	0%	0%	1%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: LITTLE ELM ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Attendance and Postsecondary Readiness

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.8%	95.7%	96.7%	95.5%	95.4%	95.9%	96.6%	96.4%	96.3%	94.2%	95.2%	96.5%
2013-14	95.9%	95.9%	96.0%	96.8%	95.9%	95.7%	94.9%	96.8%	97.5%	96.4%	94.9%	95.5%	96.9%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.3%	0.1%	0.0%	0.2%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	1.1%
2013-14	0.5%	0.2%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	1.6%	1.1%	1.9%	1.6%	0.0%	0.0%	*	2.1%	1.7%	2.1%	2.2%
2013-14	2.2%	1.6%	1.0%	0.6%	1.2%	1.3%	0.0%	0.0%	*	0.0%	3.3%	1.7%	1.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	89.3%	86.2%	93.4%	76.8%	90.7%	*	100.0%	-	88.9%	88.6%	83.7%	53.8%
Received GED	0.6%	0.6%	0.8%	0.0%	1.4%	0.7%	*	0.0%	-	0.0%	0.0%	0.7%	0.0%
Continued HS	4.1%	4.6%	7.8%	3.3%	15.2%	4.0%	*	0.0%	-	0.0%	8.6%	7.8%	30.8%
Dropped Out	6.3%	5.5%	5.1%	3.3%	6.5%	4.6%	*	0.0%	-	11.1%	2.9%	7.8%	15.4%
Graduates and GED	89.6%	89.9%	87.0%	93.4%	78.3%	91.4%	*	100.0%	-	88.9%	88.6%	84.4%	53.8%
Grads, GED, & Cont	93.7%	94.5%	94.9%	96.7%	93.5%	95.4%	*	100.0%	-	88.9%	97.1%	92.2%	84.6%
Class of 2014													
Graduated	88.3%	88.7%	90.5%	95.7%	85.7%	91.6%	*	90.0%	-	100.0%	83.9%	89.8%	*
Received GED	0.8%	0.7%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	4.3%	4.2%	4.8%	1.4%	10.5%	1.9%	*	0.0%	-	0.0%	6.5%	4.5%	*
Dropped Out	6.6%	6.4%	4.8%	2.9%	3.8%	6.5%	*	10.0%	-	0.0%	9.7%	5.7%	*
Graduates and GED	89.1%	89.4%	90.5%	95.7%	85.7%	91.6%	*	90.0%	-	100.0%	83.9%	89.8%	*
Grads, GED, & Cont	93.4%	93.6%	95.2%	97.1%	96.2%	93.5%	*	90.0%	-	100.0%	90.3%	94.3%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	90.8%	93.1%	94.3%	92.3%	92.9%	*	90.0%	-	100.0%	87.5%	92.9%	*
Received GED	1.0%	0.9%	0.3%	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	0.0%	0.6%	*
Continued HS	1.3%	1.4%	0.8%	1.4%	1.5%	0.0%	*	0.0%	-	0.0%	3.1%	0.0%	*
Dropped Out	7.2%	6.8%	5.9%	4.3%	6.2%	6.5%	*	10.0%	-	0.0%	9.4%	6.4%	*
Graduates and GED	91.5%	91.8%	93.3%	94.3%	92.3%	93.5%	*	90.0%	-	100.0%	87.5%	93.6%	*
Grads, GED, & Cont	92.8%	93.2%	94.1%	95.7%	93.8%	93.5%	*	90.0%	-	100.0%	90.6%	93.6%	*
Class of 2013													
Graduated	90.4%	90.7%	94.7%	96.6%	93.9%	94.1%	*	100.0%	-	100.0%	82.1%	92.0%	66.7%
Received GED	1.1%	1.1%	0.6%	0.0%	0.0%	1.5%	*	0.0%	-	0.0%	3.6%	0.0%	0.0%
Continued HS	1.3%	1.2%	1.1%	1.7%	2.0%	0.0%	*	0.0%	-	0.0%	7.1%	1.5%	16.7%
Dropped Out	7.2%	7.0%	3.6%	1.7%	4.1%	4.4%	*	0.0%	-	0.0%	7.1%	6.6%	16.7%
Graduates and GED	91.5%	91.8%	95.3%	96.6%	93.9%	95.6%	*	100.0%	-	100.0%	85.7%	92.0%	66.7%
Grads, GED, & Cont	92.8%	93.0%	96.4%	98.3%	95.9%	95.6%	*	100.0%	-	100.0%	92.9%	93.4%	83.3%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Attendance and Postsecondary Readiness

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	91.3%	95.8%	98.3%	95.9%	94.1%	*	100.0%	-	100.0%	88.9%	93.3%	80.0%
Received GED	1.4%	1.3%	0.6%	0.0%	0.0%	1.5%	*	0.0%	-	0.0%	3.7%	0.0%	0.0%
Continued HS	0.6%	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.8%	3.6%	1.7%	4.1%	4.4%	*	0.0%	-	0.0%	7.4%	6.7%	20.0%
Graduates and GED	92.3%	92.7%	96.4%	98.3%	95.9%	95.6%	*	100.0%	-	100.0%	92.6%	93.3%	80.0%
Grads, GED, & Cont	92.8%	93.2%	96.4%	98.3%	95.9%	95.6%	*	100.0%	-	100.0%	92.6%	93.3%	80.0%
Class of 2012													
Graduated	90.9%	91.2%	95.1%	94.4%	95.5%	94.9%	*	83.3%	*	100.0%	90.6%	93.6%	*
Received GED	1.5%	1.6%	1.2%	1.9%	0.0%	1.9%	*	0.0%	*	0.0%	0.0%	1.6%	*
Continued HS	0.6%	0.7%	0.3%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	3.1%	0.0%	*
Dropped Out	7.0%	6.6%	3.5%	3.7%	4.5%	2.5%	*	16.7%	*	0.0%	6.3%	4.8%	*
Graduates and GED	92.4%	92.7%	96.2%	96.3%	95.5%	96.8%	*	83.3%	*	100.0%	90.6%	95.2%	*
Grads, GED, & Cont	93.0%	93.4%	96.5%	96.3%	95.5%	97.5%	*	83.3%	*	100.0%	93.8%	95.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	89.3%	83.7%	93.4%	74.6%	88.4%	*	90.0%	-	72.7%	88.6%	80.8%	46.7%
Class of 2014	88.3%	88.7%	89.5%	95.7%	83.8%	91.0%	*	90.0%	-	100.0%	81.3%	88.7%	20.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	90.8%	92.1%	94.3%	90.3%	92.3%	*	90.0%	-	100.0%	84.8%	91.8%	40.0%
Class of 2013	90.4%	90.7%	94.0%	96.6%	93.2%	93.5%	*	100.0%	-	90.0%	82.1%	90.6%	57.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	85.8%	77.4%	68.4%	75.5%	81.0%	*	100.0%	-	75.0%	25.8%	68.6%	71.4%
Class of 2014	85.5%	85.0%	80.9%	77.3%	76.3%	84.5%	*	100.0%	-	100.0%	7.7%	75.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	84.2%	77.4%	68.4%	75.5%	81.0%	*	100.0%	-	75.0%	25.8%	68.6%	71.4%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	84.4%	75.5%	70.9%	68.4%	81.5%	*	100.0%	-	75.0%	28.6%	67.3%	62.5%
2013-14	83.8%	83.3%	76.7%	73.9%	70.6%	81.5%	*	100.0%	-	87.5%	4.2%	69.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	82.6%	75.5%	70.9%	68.4%	81.5%	*	100.0%	-	75.0%	28.6%	67.3%	62.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	55.7%	54.8%	45.1%	52.2%	59.4%	*	83.3%	-	50.0%	20.0%	49.6%	26.3%
2013-14	53.2%	53.7%	53.8%	60.4%	47.4%	56.7%	*	65.0%	*	46.7%	13.2%	47.3%	20.0%
English Language Arts													
2014-15	29.0%	30.7%	32.1%	27.3%	31.0%	33.1%	*	66.7%	-	30.0%	5.3%	26.7%	0.0%
2013-14	28.9%	30.0%	23.9%	29.7%	18.7%	25.3%	*	33.3%	*	30.8%	0.0%	14.8%	6.7%
Mathematics													
2014-15	43.8%	45.4%	43.7%	29.3%	41.1%	49.1%	*	75.0%	-	62.5%	17.9%	35.5%	10.5%
2013-14	42.4%	43.3%	53.8%	59.3%	50.6%	55.2%	*	53.3%	*	40.0%	3.7%	52.1%	8.3%

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Science													
2014-15	12.7%	13.6%	9.2%	1.3%	8.7%	12.4%	*	7.7%	-	12.5%	0.0%	5.3%	0.0%
2013-14	13.4%	14.7%	7.8%	9.1%	3.9%	10.1%	*	8.3%	-	20.0%	0.0%	3.3%	0.0%
Social Studies													
2014-15	28.4%	30.0%	21.0%	10.7%	19.1%	25.9%	*	33.3%	-	30.0%	4.3%	17.6%	0.0%
2013-14	27.8%	28.7%	19.0%	16.7%	14.6%	22.7%	*	31.6%	*	28.6%	2.0%	11.3%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	35.2%	33.2%	23.8%	32.8%	36.6%	33.3%	59.5%	*	34.3%	14.0%	29.5%	17.4%
2013-14	33.1%	33.2%	27.4%	25.6%	25.2%	29.4%	0.0%	47.4%	*	28.6%	6.5%	22.6%	12.5%
English Language Arts													
2014-15	15.7%	15.3%	12.2%	11.3%	10.3%	13.7%	0.0%	32.4%	*	11.8%	3.1%	9.0%	0.0%
2013-14	15.4%	14.9%	9.1%	10.9%	6.9%	10.0%	0.0%	16.7%	*	12.1%	0.0%	5.1%	1.6%
Mathematics													
2014-15	19.4%	20.3%	14.2%	9.3%	12.1%	17.4%	16.7%	34.3%	*	15.6%	4.2%	10.1%	2.2%
2013-14	18.8%	19.3%	18.1%	19.2%	15.7%	19.5%	0.0%	31.3%	*	13.3%	0.9%	15.0%	1.6%
Science													
2014-15	5.2%	5.9%	2.8%	0.4%	2.3%	4.3%	0.0%	3.1%	*	3.1%	0.0%	1.3%	0.0%
2013-14	5.6%	6.2%	2.3%	2.4%	1.1%	3.2%	0.0%	3.3%	*	6.9%	0.0%	0.8%	0.0%
Social Studies													
2014-15	19.5%	21.5%	12.8%	7.0%	10.4%	16.9%	0.0%	27.8%	*	20.6%	3.0%	8.8%	0.0%
2013-14	18.3%	20.1%	12.2%	9.7%	8.8%	15.4%	0.0%	30.6%	*	20.6%	2.2%	7.6%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	51.0%	44.0%	28.0%	46.0%	49.0%	*	60.0%	-	60.0%	22.0%	35.0%	*
Mathematics													
2014-15	38.0%	45.0%	35.0%	18.0%	29.0%	43.0%	*	60.0%	-	60.0%	22.0%	23.0%	*
Both Subjects													
2014-15	35.0%	42.0%	33.0%	18.0%	29.0%	40.0%	*	60.0%	-	60.0%	22.0%	23.0%	*
Either Subject													
2014-15	45.0%	53.0%	46.0%	28.0%	46.0%	53.0%	*	60.0%	-	60.0%	22.0%	35.0%	*
College and Career Ready Graduates													
2014-15	74.5%	72.2%	71.2%	74.5%	64.1%	72.6%	*	100.0%	-	100.0%	71.4%	66.4%	37.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	12.6%	14.7%	12.7%	16.2%	14.1%	*	11.1%	-	25.0%	0.0%	14.5%	12.5%
Mathematics													
2014-15	7.1%	8.4%	8.6%	7.3%	6.8%	8.9%	*	11.1%	-	25.0%	0.0%	7.3%	12.5%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	50.6%	48.8%	47.3%	42.7%	52.6%	*	77.8%	-	62.5%	10.7%	36.4%	25.0%

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Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	7.5%	12.3%	5.5%	14.5%	11.9%	*	33.3%	-	12.5%	0.0%	9.1%	0.0%
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	46.5%	44.2%	38.2%	45.3%	44.4%	*	66.7%	-	50.0%	10.7%	34.5%	37.5%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	36.3%	37.4%	49.1%	33.3%	33.3%	*	55.6%	-	62.5%	64.3%	42.7%	12.5%
2013-14	46.4%	36.3%	24.1%	5.8%	6.3%	11.5%	*	0.3%	-	0.3%	0.5%	11.0%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	28.0%	16.3%	4.1%	13.8%	22.6%	*	38.1%	-	7.7%	n/a	10.4%	n/a
2014	23.5%	26.0%	22.0%	19.8%	18.2%	27.2%	*	14.3%	-	21.4%	n/a	11.8%	n/a
English Language Arts													
2015	15.1%	16.9%	10.5%	4.1%	7.3%	15.0%	*	33.3%	-	0.0%	n/a	5.9%	n/a
2014	15.0%	16.7%	16.4%	15.1%	13.0%	20.3%	*	14.3%	-	14.3%	n/a	9.4%	n/a
Mathematics													
2015	6.8%	8.0%	2.7%	1.6%	1.6%	3.5%	*	9.5%	-	7.7%	n/a	3.0%	n/a
2014	6.5%	7.3%	5.7%	4.7%	2.6%	9.2%	*	4.8%	-	0.0%	n/a	2.9%	n/a
Science													
2015	10.2%	12.9%	4.6%	0.0%	3.6%	7.0%	*	9.5%	-	7.7%	n/a	3.0%	n/a
2014	6.9%	7.7%	3.1%	1.9%	2.2%	4.6%	*	0.0%	-	7.1%	n/a	1.6%	n/a
Social Studies													
2015	14.4%	16.7%	9.5%	0.8%	5.7%	15.3%	*	28.6%	-	7.7%	n/a	4.4%	n/a
2014	13.8%	15.9%	12.9%	8.5%	10.0%	17.6%	*	14.3%	-	7.1%	n/a	6.5%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	53.1%	57.5%	20.0%	41.2%	67.7%	-	62.5%	-	*	n/a	50.0%	n/a
2014	51.3%	56.8%	52.1%	23.8%	59.5%	54.9%	-	*	-	*	n/a	58.6%	n/a
English Language Arts													
2015	43.7%	53.6%	46.6%	0.0%	22.2%	60.5%	-	57.1%	-	-	n/a	43.8%	n/a
2014	44.7%	53.8%	47.1%	25.0%	43.3%	54.7%	-	*	-	*	n/a	47.8%	n/a
Mathematics													
2015	51.7%	52.7%	31.6%	*	*	50.0%	-	*	-	*	n/a	0.0%	n/a
2014	53.6%	58.3%	41.7%	20.0%	33.3%	45.8%	-	*	-	-	n/a	42.9%	n/a
Science													
2015	35.4%	33.9%	78.1%	-	55.6%	85.0%	-	*	-	*	n/a	75.0%	n/a
2014	45.7%	49.6%	45.0%	*	40.0%	41.7%	-	-	-	*	n/a	*	n/a
Social Studies													
2015	40.1%	45.2%	33.3%	*	42.9%	31.8%	-	16.7%	-	*	n/a	41.7%	n/a
2014	41.6%	46.9%	39.0%	22.2%	34.8%	43.5%	-	*	-	*	n/a	31.3%	n/a

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2015	68.3%	69.4%	59.8%	69.1%	47.0%	66.7%	*	55.6%	-	62.5%	n/a	49.1%	n/a
Class of 2014	66.3%	68.4%	60.5%	75.4%	46.8%	63.6%	*	80.0%	-	75.0%	n/a	52.3%	n/a
At/Above Criterion													
Class of 2015	24.3%	30.8%	21.5%	5.3%	12.7%	33.3%	*	40.0%	-	20.0%	n/a	8.9%	n/a
Class of 2014	25.1%	31.2%	22.6%	13.5%	13.6%	33.3%	-	37.5%	-	0.0%	n/a	10.0%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1444	1372	1217	1371	1435	*	*	-	1510	n/a	1281	n/a
Class of 2014	1417	1453	1421	1367	1362	1481	-	1541	-	*	n/a	1366	n/a
English Language Arts and Writing													
Class of 2015	912	948	901	794	908	939	*	*	-	988	n/a	841	n/a
Class of 2014	925	951	931	903	899	968	-	944	-	*	n/a	895	n/a
Mathematics													
Class of 2015	482	496	471	423	463	496	*	*	-	522	n/a	441	n/a
Class of 2014	491	501	490	464	463	512	-	597	-	*	n/a	471	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	21.9	20.2	17.6	20.2	21.6	*	20.4	-	*	n/a	18.7	n/a
Class of 2014	20.6	21.9	20.3	18.7	18.4	22.1	-	*	-	19.8	n/a	19.0	n/a
English Language Arts													
Class of 2015	20.1	21.6	19.5	16.5	19.5	21.2	*	19.4	-	*	n/a	17.8	n/a
Class of 2014	20.0	21.5	19.6	18.3	17.2	21.4	-	*	-	18.4	n/a	18.3	n/a
Mathematics													
Class of 2015	20.9	22.0	20.3	18.6	20.6	21.2	*	20.4	-	*	n/a	18.9	n/a
Class of 2014	21.2	22.3	20.7	18.6	19.0	22.5	-	*	-	20.2	n/a	19.1	n/a
Science													
Class of 2015	20.7	21.9	20.6	18.1	20.5	22.0	*	21.6	-	*	n/a	19.2	n/a
Class of 2014	20.7	21.9	20.9	18.7	19.8	22.4	-	*	-	22.0	n/a	19.6	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	57.6%	55.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	57.0%	53.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	73.2%	75.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	74.9%	62.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Students:	7,171	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	24	0.3%	13,009	0.2%
Pre-Kindergarten	188	2.6%	220,390	4.2%
Kindergarten	575	8.0%	376,505	7.1%
Grade 1	548	7.6%	409,767	7.8%
Grade 2	560	7.8%	411,080	7.8%
Grade 3	604	8.4%	409,157	7.7%
Grade 4	579	8.1%	396,895	7.5%
Grade 5	549	7.7%	393,941	7.5%
Grade 6	518	7.2%	390,379	7.4%
Grade 7	526	7.3%	389,411	7.4%
Grade 8	502	7.0%	386,455	7.3%
Grade 9	628	8.8%	428,470	8.1%
Grade 10	606	8.5%	386,290	7.3%
Grade 11	406	5.7%	351,888	6.7%
Grade 12	358	5.0%	320,615	6.1%
Ethnic Distribution:				
African American	1,088	15.2%	666,933	12.6%
Hispanic	2,897	40.4%	2,760,302	52.2%
White	2,711	37.8%	1,507,225	28.5%
American Indian	21	0.3%	20,855	0.4%
Asian	188	2.6%	212,973	4.0%
Pacific Islander	12	0.2%	7,392	0.1%
Two or More Races	254	3.5%	108,572	2.1%
Economically Disadvantaged	3,127	43.6%	3,118,758	59.0%
Non-Educationally Disadvantaged	4,044	56.4%	2,165,494	41.0%
English Language Learners (ELL)	1,248	17.4%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	151	2.0%	76,611	1.4%
At-Risk	3,658	51.0%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	326	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	55	16.9%	39,692	12.7%
Hispanic	117	35.9%	148,966	47.5%
White	135	41.4%	104,377	33.3%
American Indian	2	0.6%	1,335	0.4%
Asian	9	2.8%	13,090	4.2%
Pacific Islander	0	0.0%	486	0.2%
Two or More Races	8	2.5%	5,451	1.7%

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Student Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	80	24.5%	46,723	14.9%
Recommended H.S. Program/DAP	246	75.5%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	28	8.6%	23,541	7.5%

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Student Information	- Non-Special Education Rates -		- Special Education Rates -	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.2%	1.9%	2.9%	8.2%
Grade 1	1.0%	4.1%	6.1%	7.4%
Grade 2	0.2%	2.7%	0.0%	3.4%
Grade 3	0.6%	2.0%	0.0%	1.6%
Grade 4	0.0%	1.0%	0.0%	0.8%
Grade 5	0.2%	0.9%	0.0%	1.0%
Grade 6	0.4%	0.6%	0.0%	0.8%
Grade 7	0.0%	0.8%	0.0%	0.9%
Grade 8	0.0%	0.8%	0.0%	1.3%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) **	-	-	-	-
Underreported Students	9	0.3%	7,834	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.4	18.9
Grade 1	19.3	19.1
Grade 2	19.9	19.1
Grade 3	20.0	19.1
Grade 4	19.3	19.0
Grade 5	20.1	20.8
Grade 6	20.2	20.4
Secondary:		
English/Language Arts	22.3	17.1
Foreign Languages	21.2	19.1
Mathematics	22.8	18.1
Science	22.0	19.1
Social Studies	22.8	19.5

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Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	808.7	100.0%	688,142.2	100.0%
Professional Staff:	557.2	68.9%	442,538.0	64.3%
Teachers	438.8	54.3%	347,272.1	50.5%
Professional Support	85.3	10.6%	67,755.2	9.8%
Campus Administration (School Leadership)	27.0	3.3%	20,170.5	2.9%
Central Administration	6.0	0.7%	7,340.2	1.1%
Educational Aides:	57.7	7.1%	65,803.2	9.6%
Auxiliary Staff:	193.9	24.0%	179,800.9	26.1%
Total Minority Staff:	261.8	32.4%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	28.0	6.4%	34,949.8	10.1%
Hispanic	60.5	13.8%	90,214.9	26.0%
White	333.3	76.0%	211,190.4	60.8%
American Indian	4.0	0.9%	1,242.9	0.4%
Asian	7.0	1.6%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	6.0	1.4%	3,720.6	1.1%
Males	118.4	27.0%	81,756.8	23.5%
Females	320.4	73.0%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	3,524.0	1.0%
Bachelors	327.8	74.7%	259,559.7	74.7%
Masters	110.0	25.1%	82,029.5	23.6%
Doctorate	1.0	0.2%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	17.0	3.9%	27,995.4	8.1%
1-5 Years Experience	111.5	25.4%	94,786.9	27.3%
6-10 Years Experience	128.3	29.2%	75,285.1	21.7%
11-20 Years Experience	139.0	31.7%	94,649.7	27.3%
Over 20 Years Experience	43.0	9.8%	54,555.0	15.7%
Number of Students per Teacher	16.3	n/a	15.2	n/a

District Name: LITTLE ELM ISD
 County Name: DENTON
 District Number: 061914

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

Staff Information	District	State
Average Years Experience of Teachers:	10.4	10.9
Average Years Experience of Teachers with District:	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$48,699	\$45,507
1-5 Years Experience	\$50,049	\$47,996
6-10 Years Experience	\$53,475	\$50,459
11-20 Years Experience	\$56,256	\$53,794
Over 20 Years Experience	\$64,093	\$60,613
Average Actual Salaries (regular duties only):		
Teachers	\$54,341	\$51,891
Professional Support	\$65,734	\$61,145
Campus Administration (School Leadership)	\$77,597	\$75,654
Central Administration	\$141,629	\$99,111
Instructional Staff Percent:	64.7	64.5
Turnover Rate for Teachers:	16.9	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	3.9	1,914.4

District Name: LITTLE ELM ISD
 County Name: DENTON
 District Number: 061914

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Profile

Program Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,225	17.1%	968,569	18.3%
Career & Technical Education	1,603	22.4%	1,284,748	24.3%
Gifted & Talented Education	274	3.8%	404,540	7.7%
Special Education	547	7.6%	453,955	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	8.4	1.9%	20,650.0	5.9%
Career & Technical Education	17.5	4.0%	15,311.2	4.4%
Compensatory Education	18.4	4.2%	10,066.4	2.9%
Gifted & Talented Education	4.6	1.1%	6,656.1	1.9%
Regular Education	334.3	76.2%	252,100.4	72.6%
Special Education	40.3	9.2%	30,567.0	8.8%
Other	15.3	3.5%	11,921.0	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
 '*' 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 rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '##' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **D H BRENT EL**

Campus Number: **061914103**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	79%	87%	69%	73%	94%	*	100%	-	100%	*	92%	88%
Mathematics	2016	75%	79%	88%	69%	77%	96%	*	*	-	100%	*	88%	75%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	82%	90%	100%	81%	95%	-	*	*	88%	*	85%	88%
Mathematics	2016	73%	83%	87%	92%	74%	97%	-	*	*	88%	*	76%	63%
Writing	2016	69%	75%	78%	92%	74%	78%	-	*	*	75%	*	73%	63%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	86%	89%	80%	94%	90%	-	*	-	100%	*	83%	63%
Mathematics	2016	86%	91%	95%	100%	97%	90%	-	*	-	100%	*	97%	100%
Science	2016	74%	81%	91%	86%	91%	97%	-	*	-	100%	83%	83%	63%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	88%	86%	83%	92%	*	80%	*	93%	49%	84%	75%
Reading	2016	73%	76%	89%	83%	84%	93%	*	90%	*	96%	58%	86%	79%
Mathematics	2016	76%	80%	90%	88%	84%	95%	*	80%	*	96%	37%	86%	79%
Writing	2016	69%	75%	78%	92%	74%	78%	-	*	*	75%	*	73%	63%
Science	2016	79%	78%	91%	86%	91%	97%	-	*	-	100%	83%	83%	63%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	48%	37%	40%	55%	*	75%	*	50%	*	38%	*
Reading	2016	46%	46%	52%	41%	42%	58%	*	75%	*	63%	*	44%	*

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	41%	56%	44%	44%	65%	*	75%	*	67%	*	46%	*
Writing	2016	41%	44%	39%	46%	32%	44%	-	*	*	*	*	28%	*
Science	2016	47%	45%	46%	50%	41%	52%	-	*	-	*	*	41%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	16%	25%	24%	19%	29%	*	44%	*	30%	*	19%	8%
Reading	2016	17%	17%	28%	27%	26%	29%	*	50%	*	25%	*	26%	*
Mathematics	2016	19%	15%	30%	29%	20%	34%	*	50%	*	46%	*	23%	*
Writing	2016	15%	16%	12%	*	*	19%	-	*	*	*	*	*	*
Science	2016	16%	14%	16%	*	*	24%	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	63%	78%	81%	81%	73%	-	*	*	81%	73%	79%	79%
Reading	2016	60%	62%	73%	73%	77%	69%	-	*	*	*	*	77%	74%
Mathematics	2016	63%	64%	83%	88%	85%	78%	-	*	*	92%	91%	81%	83%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	35%	50%	36%	28%	-	*	*	35%	27%	32%	37%
Reading	2016	16%	18%	25%	38%	28%	17%	-	*	*	*	*	31%	30%
Mathematics	2016	17%	18%	45%	62%	45%	39%	-	*	*	46%	45%	34%	45%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	47%	52%	*	54%	56%	-	*	-	*	*	47%	56%

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	78%	82%	80%	78%	86%	-	*	-	100%	*	73%	*
Students Requiring Accelerated Instruction													
2016	27%	22%	18%	*	22%	*	-	*	-	*	*	27%	75%
STAAR Cumulative Met Standard													
2016	80%	86%	89%	80%	94%	90%	-	*	-	100%	*	83%	63%
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	80%	80%	73%	75%	90%	-	*	-	*	*	73%	*
Students Requiring Accelerated Instruction													
2016	23%	20%	20%	*	25%	*	-	*	-	*	*	27%	*
STAAR Cumulative Met Standard													
2016	85%	91%	95%	100%	97%	90%	-	*	-	100%	*	97%	100%

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 590
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	88%	-	-	-	-	-	75%	100%	72%	-	75%	75%
Reading	2016	73%	76%	89%	-	-	-	-	-	79%	*	76%	-	79%	79%
Mathematics	2016	76%	80%	90%	-	-	-	-	-	79%	*	76%	-	79%	79%
Writing	2016	69%	75%	78%	-	-	-	-	-	63%	*	*	-	63%	63%
Science	2016	79%	78%	91%	-	-	-	-	-	63%	-	63%	-	63%	63%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	43%	48%	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	46%	46%	52%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	43%	41%	56%	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	41%	44%	39%	-	-	-	-	-	*	*	*	-	*	*
Science	2016	47%	45%	46%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	16%	25%	-	-	-	-	-	8%	*	9%	-	8%	8%
Reading	2016	17%	17%	28%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	15%	30%	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	15%	16%	12%	-	-	-	-	-	*	*	*	-	*	*
Science	2016	16%	14%	16%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	78%	-	-	-	-	-	82%	*	80%	-	82%	82%

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District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 590
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	73%	-	-	-	-	-	86%	*	85%	-	86%	86%
Mathematics	2016	63%	64%	83%	-	-	-	-	-	77%	*	75%	-	77%	77%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	35%	-	-	-	-	-	45%	*	45%	-	45%	45%
Reading	2016	16%	18%	25%	-	-	-	-	-	36%	*	35%	-	36%	36%
Mathematics	2016	17%	18%	45%	-	-	-	-	-	55%	*	55%	-	55%	55%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	52%	-	-	-	-	-	56%	-	56%	-	56%	56%

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	93%	97%	94%	67%	89%	*	95%	89%	94%	88%
Not Included in Accountability													
Mobile	4%	5%	5%	7%	2%	6%	33%	11%	*	5%	11%	5%	11%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 590
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	97.2%	97.9%	96.9%	97.1%	*	97.5%	*	97.9%	95.1%	96.5%	96.8%
2013-14	95.9%	96.0%	97.3%	97.8%	96.9%	97.2%	*	98.2%	*	97.8%	96.3%	97.1%	97.7%

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	590	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	29	4.9%	2.6%	4.2%
Kindergarten	93	15.8%	8.0%	7.1%
Grade 1	87	14.7%	7.6%	7.8%
Grade 2	89	15.1%	7.8%	7.8%
Grade 3	104	17.6%	8.4%	7.7%
Grade 4	100	16.9%	8.1%	7.5%
Grade 5	88	14.9%	7.7%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	76	12.9%	15.2%	12.6%
Hispanic	228	38.6%	40.4%	52.2%
White	219	37.1%	37.8%	28.5%
American Indian	4	0.7%	0.3%	0.4%
Asian	19	3.2%	2.6%	4.0%
Pacific Islander	1	0.2%	0.2%	0.1%
Two or More Races	43	7.3%	3.5%	2.1%
Economically Disadvantaged	224	38.0%	43.6%	59.0%
Non-Educationally Disadvantaged	366	62.0%	56.4%	41.0%
English Language Learners (ELL)	142	24.1%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	268	45.4%	51.0%	50.1%
Mobility (2014-2015)	77	14.3%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.9%	16.7%	2.9%	8.2%
Grade 1	1.2%	1.0%	4.1%	0.0%	6.1%	7.4%
Grade 2	0.0%	0.2%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	0.6%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.2%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.4%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.2	20.4	18.9
Grade 1	17.4	19.3	19.1
Grade 2	17.8	19.9	19.1
Grade 3	20.8	20.0	19.1
Grade 4	20.0	19.3	19.0
Grade 5	22.0	20.1	20.8
Grade 6	-	20.2	20.4
Secondary:			
English/Language Arts	-	22.3	17.1
Foreign Languages	-	21.2	19.1
Mathematics	-	22.8	18.1
Science	-	22.0	19.1
Social Studies	-	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	52.1	100.0%	100.0%	100.0%
Professional Staff:	44.7	85.8%	68.9%	64.3%
Teachers	38.9	74.7%	54.3%	50.5%
Professional Support	3.7	7.2%	10.6%	9.8%
Campus Administration (School Leadership)	2.0	3.8%	3.3%	2.9%
Educational Aides:	7.4	14.2%	7.1%	9.6%
Total Minority Staff:	11.7	22.5%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	5.1%	6.4%	10.1%
Hispanic	4.1	10.5%	13.8%	26.0%
White	31.8	81.7%	76.0%	60.8%
American Indian	0.0	0.0%	0.9%	0.4%
Asian	1.0	2.6%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.1%	1.4%	1.1%
Males	3.0	7.8%	27.0%	23.5%
Females	35.9	92.2%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	29.4	75.5%	74.7%	74.7%
Masters	9.5	24.5%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.1	0.2%	3.9%	8.1%
1-5 Years Experience	7.0	18.0%	25.4%	27.3%
6-10 Years Experience	16.0	41.2%	29.2%	21.7%
11-20 Years Experience	10.3	26.5%	31.7%	27.3%
Over 20 Years Experience	5.5	14.1%	9.8%	15.7%
Number of Students per Teacher	15.2	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.2	10.4	10.9
Average Years Experience of Teachers with District:	6.6	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$20,666	\$48,699	\$45,507
1-5 Years Experience	\$50,491	\$50,049	\$47,996
6-10 Years Experience	\$53,672	\$53,475	\$50,459
11-20 Years Experience	\$55,919	\$56,256	\$53,794
Over 20 Years Experience	\$63,184	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$54,970	\$54,341	\$51,891
Professional Support	\$54,010	\$65,734	\$61,145
Campus Administration (School Leadership)	\$69,957	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: D H BRENT EL
 Campus Number: 061914103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 590
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	141	23.9%	17.1%	18.3%
Career & Technical Education	0	0.0%	22.4%	24.3%
Gifted & Talented Education	29	4.9%	3.8%	7.7%
Special Education	40	6.8%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.6%	1.9%	5.9%
Career & Technical Education	0.0	0.0%	4.0%	4.4%
Compensatory Education	3.0	7.7%	4.2%	2.9%
Gifted & Talented Education	0.5	1.3%	1.1%	1.9%
Regular Education	33.1	85.0%	76.2%	72.6%
Special Education	1.3	3.4%	9.2%	8.8%
Other	0.0	0.0%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
 '*' 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 rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '###' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **CESAR CHAVEZ EL**

Campus Number: **061914104**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	79%	75%	85%	70%	71%	-	*	*	86%	*	81%	75%
Mathematics	2016	75%	79%	68%	50%	70%	78%	-	*	*	*	*	55%	63%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	82%	73%	83%	71%	74%	*	*	*	*	*	67%	56%
Mathematics	2016	73%	83%	82%	79%	77%	91%	*	*	*	*	*	77%	56%
Writing	2016	69%	75%	68%	63%	65%	73%	*	*	*	*	*	62%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	86%	83%	75%	76%	90%	*	*	-	*	57%	80%	85%
Mathematics	2016	86%	91%	92%	92%	88%	98%	*	*	-	*	71%	93%	92%
Science	2016	74%	81%	78%	64%	66%	88%	*	*	-	*	54%	72%	54%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	77%	73%	73%	83%	100%	100%	*	63%	51%	74%	66%
Reading	2016	73%	76%	77%	82%	73%	79%	*	*	*	60%	46%	75%	73%
Mathematics	2016	76%	80%	81%	71%	79%	89%	*	*	*	60%	58%	77%	73%
Writing	2016	69%	75%	68%	63%	65%	73%	*	*	*	*	*	62%	*
Science	2016	79%	78%	78%	64%	66%	88%	*	*	-	*	54%	72%	54%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	32%	15%	34%	37%	*	*	*	33%	*	27%	*
Reading	2016	46%	46%	35%	18%	40%	38%	*	*	*	40%	*	25%	26%

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	41%	42%	31%	41%	46%	*	*	*	33%	29%	39%	43%
Writing	2016	41%	44%	42%	29%	43%	48%	*	*	*	*	*	27%	*
Science	2016	47%	45%	36%	*	28%	49%	*	*	-	*	*	28%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	16%	18%	7%	17%	21%	*	63%	*	21%	*	10%	7%
Reading	2016	17%	17%	21%	11%	23%	21%	*	*	*	33%	*	14%	*
Mathematics	2016	19%	15%	17%	*	16%	21%	*	*	*	*	*	11%	*
Writing	2016	15%	16%	14%	*	*	24%	*	*	*	*	*	*	*
Science	2016	16%	14%	12%	*	*	22%	*	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	63%	72%	78%	71%	69%	*	*	*	*	71%	72%	70%
Reading	2016	60%	62%	65%	69%	61%	63%	*	*	*	*	67%	68%	63%
Mathematics	2016	63%	64%	79%	86%	82%	75%	*	*	*	*	76%	76%	77%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	30%	32%	34%	28%	*	*	*	*	26%	33%	36%
Reading	2016	16%	18%	24%	31%	29%	17%	*	*	*	*	24%	27%	31%
Mathematics	2016	17%	18%	37%	33%	39%	39%	*	*	*	*	29%	38%	40%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	47%	46%	54%	47%	42%	-	-	*	*	*	55%	73%

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	78%	79%	67%	70%	90%	*	*	-	*	50%	73%	69%
Students Requiring Accelerated Instruction													
2016	27%	22%	21%	*	30%	*	*	*	-	*	50%	27%	*
STAAR Cumulative Met Standard													
2016	80%	86%	83%	75%	76%	90%	*	*	-	*	57%	80%	85%
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	80%	83%	83%	76%	88%	*	*	-	*	50%	82%	85%
Students Requiring Accelerated Instruction													
2016	23%	20%	17%	*	24%	12%	*	*	-	*	50%	18%	*
STAAR Cumulative Met Standard													
2016	85%	91%	92%	92%	88%	98%	*	*	-	*	71%	93%	92%

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 743
 Grade Span: EE - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	77%	-	-	-	-	-	66%	93%	60%	-	66%	66%
Reading	2016	73%	76%	77%	-	-	-	-	-	73%	100%	67%	-	73%	73%
Mathematics	2016	76%	80%	81%	-	-	-	-	-	73%	100%	67%	-	73%	73%
Writing	2016	69%	75%	68%	-	-	-	-	-	*	-	*	-	*	*
Science	2016	79%	78%	78%	-	-	-	-	-	54%	*	55%	-	54%	54%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	43%	32%	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	46%	46%	35%	-	-	-	-	-	26%	*	*	-	26%	26%
Mathematics	2016	43%	41%	42%	-	-	-	-	-	43%	*	39%	-	43%	43%
Writing	2016	41%	44%	42%	-	-	-	-	-	*	-	*	-	*	*
Science	2016	47%	45%	36%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	16%	18%	-	-	-	-	-	7%	*	*	-	7%	7%
Reading	2016	17%	17%	21%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	15%	17%	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	15%	16%	14%	-	-	-	-	-	*	-	*	-	*	*
Science	2016	16%	14%	12%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	72%	-	-	-	-	-	69%	*	70%	-	69%	69%

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District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 743
 Grade Span: EE - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	65%	-	-	-	-	-	54%	*	57%	-	54%	54%
Mathematics	2016	63%	64%	79%	-	-	-	-	-	85%	*	83%	-	85%	85%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	30%	-	-	-	-	-	40%	*	39%	-	40%	40%
Reading	2016	16%	18%	24%	-	-	-	-	-	38%	*	39%	-	38%	38%
Mathematics	2016	17%	18%	37%	-	-	-	-	-	42%	*	39%	-	42%	42%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	46%	-	-	-	-	-	73%	-	73%	-	73%	73%

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	99%	100%	100%	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	95%	95%	95%	97%	100%	73%	63%	93%	96%	95%	96%
Not Included in Accountability													
Mobile	4%	5%	5%	3%	5%	3%	0%	27%	38%	7%	3%	4%	4%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	1%	0%	0%	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 743
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	96.4%	97.6%	96.6%	95.8%	*	95.3%	*	96.9%	94.9%	96.2%	96.9%
2013-14	95.9%	96.0%	97.0%	97.5%	97.2%	96.5%	*	98.1%	*	98.0%	97.0%	96.6%	96.3%

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	743	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	24	3.2%	0.3%	0.2%
Pre-Kindergarten	87	11.7%	2.6%	4.2%
Kindergarten	109	14.7%	8.0%	7.1%
Grade 1	98	13.2%	7.6%	7.8%
Grade 2	120	16.2%	7.8%	7.8%
Grade 3	107	14.4%	8.4%	7.7%
Grade 4	104	14.0%	8.1%	7.5%
Grade 5	94	12.7%	7.7%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	151	20.3%	15.2%	12.6%
Hispanic	231	31.1%	40.4%	52.2%
White	307	41.3%	37.8%	28.5%
American Indian	3	0.4%	0.3%	0.4%
Asian	16	2.2%	2.6%	4.0%
Pacific Islander	4	0.5%	0.2%	0.1%
Two or More Races	31	4.2%	3.5%	2.1%
Economically Disadvantaged	292	39.3%	43.6%	59.0%
Non-Educationally Disadvantaged	451	60.7%	56.4%	41.0%
English Language Learners (ELL)	112	15.1%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	351	47.2%	51.0%	50.1%
Mobility (2014-2015)	88	14.4%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.9%	0.0%	2.9%	8.2%
Grade 1	0.9%	1.0%	4.1%	28.6%	6.1%	7.4%
Grade 2	0.0%	0.2%	2.7%	0.0%	0.0%	3.4%
Grade 3	2.0%	0.6%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.2%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.4%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.8	20.4	18.9
Grade 1	19.6	19.3	19.1
Grade 2	20.0	19.9	19.1
Grade 3	21.4	20.0	19.1
Grade 4	20.8	19.3	19.0
Grade 5	18.8	20.1	20.8
Grade 6	-	20.2	20.4
Secondary:			
English/Language Arts	-	22.3	17.1
Foreign Languages	-	21.2	19.1
Mathematics	-	22.8	18.1
Science	-	22.0	19.1
Social Studies	-	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.5	100.0%	100.0%	100.0%
Professional Staff:	54.8	87.8%	68.9%	64.3%
Teachers	43.8	70.1%	54.3%	50.5%
Professional Support	9.1	14.5%	10.6%	9.8%
Campus Administration (School Leadership)	2.0	3.2%	3.3%	2.9%
Educational Aides:	7.6	12.2%	7.1%	9.6%
Total Minority Staff:	12.1	19.4%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	4.0	9.1%	6.4%	10.1%
Hispanic	2.0	4.6%	13.8%	26.0%
White	37.8	86.3%	76.0%	60.8%
American Indian	0.0	0.0%	0.9%	0.4%
Asian	0.0	0.0%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.4%	1.1%
Males	4.8	10.9%	27.0%	23.5%
Females	39.0	89.1%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	34.3	78.3%	74.7%	74.7%
Masters	9.5	21.7%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	8.1%
1-5 Years Experience	6.5	14.9%	25.4%	27.3%
6-10 Years Experience	14.0	32.0%	29.2%	21.7%
11-20 Years Experience	15.8	36.0%	31.7%	27.3%
Over 20 Years Experience	7.5	17.1%	9.8%	15.7%
Number of Students per Teacher	17.0	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.6	10.4	10.9
Average Years Experience of Teachers with District:	7.1	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$48,699	\$45,507
1-5 Years Experience	\$49,643	\$50,049	\$47,996
6-10 Years Experience	\$53,540	\$53,475	\$50,459
11-20 Years Experience	\$55,890	\$56,256	\$53,794
Over 20 Years Experience	\$64,260	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$55,645	\$54,341	\$51,891
Professional Support	\$62,368	\$65,734	\$61,145
Campus Administration (School Leadership)	\$87,401	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.8	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: CESAR CHAVEZ EL
 Campus Number: 061914104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 743
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	110	14.8%	17.1%	18.3%
Career & Technical Education	0	0.0%	22.4%	24.3%
Gifted & Talented Education	15	2.0%	3.8%	7.7%
Special Education	78	10.5%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.3%	1.9%	5.9%
Career & Technical Education	0.0	0.0%	4.0%	4.4%
Compensatory Education	2.0	4.6%	4.2%	2.9%
Gifted & Talented Education	0.5	1.1%	1.1%	1.9%
Regular Education	38.3	87.4%	76.2%	72.6%
Special Education	2.0	4.6%	9.2%	8.8%
Other	0.0	0.0%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- ^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
^{1B1} Indicates results are masked due to small numbers to protect student confidentiality.
¹ Indicates zero observations reported for this group.
^{1n/a} Indicates data reporting is not applicable for this group.
^{1B1*} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
^{1?} Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
^{1B1#} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **HACKBERRY EL**

Campus Number: **061914105**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

80

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	79%	77%	86%	75%	88%	-	*	-	*	*	71%	74%
Mathematics	2016	75%	79%	77%	100%	76%	71%	-	*	-	*	*	68%	76%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	82%	76%	69%	74%	88%	-	*	-	*	*	74%	70%
Mathematics	2016	73%	83%	80%	81%	79%	83%	-	*	-	*	*	78%	76%
Writing	2016	69%	75%	68%	75%	64%	74%	-	*	-	*	*	65%	59%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	86%	79%	80%	73%	95%	-	*	-	-	*	77%	69%
Mathematics	2016	86%	91%	87%	100%	86%	82%	-	*	-	-	*	84%	81%
Science	2016	74%	81%	60%	50%	57%	71%	-	*	-	-	*	59%	50%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	76%	78%	73%	82%	-	93%	-	78%	43%	72%	69%
Reading	2016	73%	76%	78%	76%	74%	90%	-	83%	-	*	36%	74%	71%
Mathematics	2016	76%	80%	81%	91%	80%	79%	-	100%	-	*	50%	78%	78%
Writing	2016	69%	75%	68%	75%	64%	74%	-	*	-	*	*	65%	59%
Science	2016	79%	78%	60%	50%	57%	71%	-	*	-	-	*	59%	50%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	37%	38%	36%	35%	-	*	-	*	*	36%	36%
Reading	2016	46%	46%	44%	47%	41%	48%	-	*	-	*	*	42%	40%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Mathematics	2016	43%	41%	38%	44%	36%	34%	-	100%	-	*	*	32%	31%
Writing	2016	41%	44%	45%	38%	47%	45%	-	*	-	*	*	44%	43%
Science	2016	47%	45%	18%	*	11%	33%	-	*	-	-	*	15%	10%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	16%	16%	18%	14%	19%	-	40%	-	*	*	15%	14%
Reading	2016	17%	17%	20%	21%	18%	22%	-	*	-	*	*	19%	18%
Mathematics	2016	19%	15%	16%	21%	14%	14%	-	*	-	*	*	15%	13%
Writing	2016	15%	16%	16%	*	16%	22%	-	*	-	*	*	16%	15%
Science	2016	16%	14%	6%	*	*	*	-	*	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	63%	71%	79%	69%	73%	-	*	-	*	75%	68%	69%
Reading	2016	60%	62%	69%	81%	64%	79%	-	*	-	*	*	66%	63%
Mathematics	2016	63%	64%	73%	77%	74%	67%	-	*	-	*	*	71%	74%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	25%	33%	24%	21%	-	*	-	*	33%	24%	26%
Reading	2016	16%	18%	25%	31%	23%	26%	-	*	-	*	*	22%	25%
Mathematics	2016	17%	18%	25%	35%	26%	16%	-	*	-	*	*	26%	27%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	47%	42%	*	42%	60%	-	-	-	-	*	41%	39%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	78%	66%	80%	59%	77%	-	*	-	-	*	58%	50%
Students Requiring Accelerated Instruction													
2016	27%	22%	34%	*	41%	23%	-	*	-	-	75%	42%	50%
STAAR Cumulative Met Standard													
2016	80%	86%	79%	80%	73%	95%	-	*	-	-	*	77%	69%
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	80%	74%	100%	72%	68%	-	*	-	-	*	69%	65%
Students Requiring Accelerated Instruction													
2016	23%	20%	26%	*	28%	32%	-	*	-	-	63%	31%	35%
STAAR Cumulative Met Standard													
2016	85%	91%	86%	100%	86%	82%	-	*	-	-	*	85%	80%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 626
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL	
STAAR Percent at Level II Satisfactory Standard or Above																
All Grades	All Subjects	2016	75%	77%	76%	71%	-	-	84%	61%	57%	58%	*	88%	69%	69%
	Reading	2016	73%	76%	78%	74%	-	-	86%	64%	54%	57%	*	*	71%	71%
	Mathematics	2016	76%	80%	81%	81%	-	-	88%	75%	62%	61%	*	*	78%	78%
	Writing	2016	69%	75%	68%	59%	-	-	91%	39%	56%	*	*	*	59%	59%
	Science	2016	79%	78%	60%	48%	-	-	58%	40%	*	*	*	*	49%	50%
STAAR Percent at Postsecondary Readiness Standard																
All Grades	Two or More Subjects	2016	45%	43%	37%	37%	-	-	53%	22%	*	*	*	*	35%	36%
	Reading	2016	46%	46%	44%	41%	-	-	60%	23%	*	*	*	*	40%	40%
	Mathematics	2016	43%	41%	38%	31%	-	-	40%	23%	*	*	*	*	30%	31%
	Writing	2016	41%	44%	45%	47%	-	-	82%	*	*	*	*	*	42%	43%
	Science	2016	47%	45%	18%	*	-	-	*	*	*	*	*	*	10%	10%
All Grades	All Subjects	2016	18%	16%	16%	14%	-	-	22%	8%	7%	8%	*	*	13%	14%
	Reading	2016	17%	17%	20%	19%	-	-	30%	10%	*	*	*	*	18%	18%
	Mathematics	2016	19%	15%	16%	13%	-	-	16%	11%	*	*	*	*	12%	13%
	Writing	2016	15%	16%	16%	18%	-	-	39%	*	*	*	*	*	16%	15%
	Science	2016	16%	14%	6%	*	-	-	*	*	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress																
All Grades	All Subjects	2016	62%	63%	71%	70%	-	-	77%	64%	58%	61%	*	*	68%	68%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 626
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	69%	64%	-	-	76%	57%	50%	*	*	*	62%	62%
Mathematics	2016	63%	64%	73%	74%	-	-	78%	71%	65%	70%	*	*	73%	73%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	25%	27%	-	-	33%	23%	21%	22%	*	*	26%	27%
Reading	2016	16%	18%	25%	26%	-	-	40%	16%	19%	*	*	*	25%	25%
Mathematics	2016	17%	18%	25%	28%	-	-	28%	28%	23%	26%	*	*	27%	28%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	42%	37%	-	-	*	*	*	*	*	*	37%	39%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	95%	92%	96%	96%	-	75%	-	64%	100%	96%	97%
Not Included in Accountability													
Mobile	4%	5%	4%	8%	3%	4%	-	10%	-	36%	0%	3%	2%
Other Exclusions	1%	0%	1%	0%	1%	0%	-	15%	-	0%	0%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 626
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	96.6%	97.9%	96.7%	95.8%	-	98.4%	-	97.0%	94.2%	96.4%	97.0%
2013-14	95.9%	96.0%	97.2%	98.3%	97.2%	96.6%	*	99.4%	*	97.7%	96.2%	97.1%	97.5%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	626	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	22	3.5%	2.6%	4.2%
Kindergarten	95	15.2%	8.0%	7.1%
Grade 1	90	14.4%	7.6%	7.8%
Grade 2	89	14.2%	7.8%	7.8%
Grade 3	105	16.8%	8.4%	7.7%
Grade 4	125	20.0%	8.1%	7.5%
Grade 5	100	16.0%	7.7%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	81	12.9%	15.2%	12.6%
Hispanic	388	62.0%	40.4%	52.2%
White	132	21.1%	37.8%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	15	2.4%	2.6%	4.0%
Pacific Islander	0	0.0%	0.2%	0.1%
Two or More Races	10	1.6%	3.5%	2.1%
Economically Disadvantaged	393	62.8%	43.6%	59.0%
Non-Educationally Disadvantaged	233	37.2%	56.4%	41.0%
English Language Learners (ELL)	301	48.1%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	3	0.4%	2.0%	1.4%
At-Risk	438	70.0%	51.0%	50.1%
Mobility (2014-2015)	64	11.4%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.9%	0.0%	2.9%	8.2%
Grade 1	0.0%	1.0%	4.1%	0.0%	6.1%	7.4%
Grade 2	0.0%	0.2%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	0.6%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.2%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.4%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	20.4	18.9
Grade 1	18.0	19.3	19.1
Grade 2	17.8	19.9	19.1
Grade 3	17.5	20.0	19.1
Grade 4	17.9	19.3	19.0
Grade 5	16.7	20.1	20.8
Grade 6	-	20.2	20.4
Secondary:			
English/Language Arts	-	22.3	17.1
Foreign Languages	-	21.2	19.1
Mathematics	-	22.8	18.1
Science	-	22.0	19.1
Social Studies	-	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	53.0	100.0%	100.0%	100.0%
Professional Staff:	50.1	94.6%	68.9%	64.3%
Teachers	44.2	83.4%	54.3%	50.5%
Professional Support	3.9	7.4%	10.6%	9.8%
Campus Administration (School Leadership)	2.0	3.8%	3.3%	2.9%
Educational Aides:	2.9	5.4%	7.1%	9.6%
Total Minority Staff:	21.8	41.1%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	6.4%	10.1%
Hispanic	17.5	39.6%	13.8%	26.0%
White	25.7	58.1%	76.0%	60.8%
American Indian	0.0	0.0%	0.9%	0.4%
Asian	1.0	2.3%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.4%	1.1%
Males	5.0	11.3%	27.0%	23.5%
Females	39.2	88.7%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	31.7	71.7%	74.7%	74.7%
Masters	12.5	28.3%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.5%	3.9%	8.1%
1-5 Years Experience	11.0	24.9%	25.4%	27.3%
6-10 Years Experience	11.5	26.0%	29.2%	21.7%
11-20 Years Experience	19.7	44.5%	31.7%	27.3%
Over 20 Years Experience	0.0	0.0%	9.8%	15.7%
Number of Students per Teacher	14.2	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	9.3	10.4	10.9
Average Years Experience of Teachers with District:	4.0	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,750	\$48,699	\$45,507
1-5 Years Experience	\$49,216	\$50,049	\$47,996
6-10 Years Experience	\$52,845	\$53,475	\$50,459
11-20 Years Experience	\$56,435	\$56,256	\$53,794
Over 20 Years Experience	-	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$53,353	\$54,341	\$51,891
Professional Support	\$53,139	\$65,734	\$61,145
Campus Administration (School Leadership)	\$85,882	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: HACKBERRY EL
 Campus Number: 061914105

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 626
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	299	47.8%	17.1%	18.3%
Career & Technical Education	0	0.0%	22.4%	24.3%
Gifted & Talented Education	11	1.8%	3.8%	7.7%
Special Education	29	4.6%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	3.4%	1.9%	5.9%
Career & Technical Education	0.0	0.0%	4.0%	4.4%
Compensatory Education	3.0	6.8%	4.2%	2.9%
Gifted & Talented Education	0.5	1.1%	1.1%	1.9%
Regular Education	37.0	83.8%	76.2%	72.6%
Special Education	2.2	4.9%	9.2%	8.8%
Other	0.0	0.0%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
 '*' 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 rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '###' Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **LAKEVIEW EL**

Campus Number: **061914107**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

99

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	79%	76%	79%	71%	79%	*	*	-	*	*	68%	62%
Mathematics	2016	75%	79%	85%	95%	74%	88%	*	*	-	*	86%	81%	92%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	82%	81%	78%	77%	83%	-	-	-	*	*	78%	*
Mathematics	2016	73%	83%	80%	59%	77%	92%	-	-	-	*	*	69%	*
Writing	2016	69%	75%	73%	63%	62%	83%	-	-	-	*	*	69%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	86%	91%	90%	89%	93%	-	*	-	*	69%	90%	*
Mathematics	2016	86%	91%	87%	79%	89%	90%	-	*	-	*	77%	85%	*
Science	2016	74%	81%	87%	64%	93%	98%	-	*	-	*	85%	78%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	82%	75%	79%	88%	*	100%	-	91%	69%	78%	51%
Reading	2016	73%	76%	83%	83%	79%	85%	*	100%	-	89%	58%	79%	50%
Mathematics	2016	76%	80%	84%	76%	80%	90%	*	100%	-	89%	75%	79%	63%
Writing	2016	69%	75%	73%	63%	62%	83%	-	-	-	*	*	69%	*
Science	2016	79%	78%	87%	64%	93%	98%	-	*	-	*	85%	78%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	42%	23%	37%	52%	*	83%	-	56%	*	28%	*
Reading	2016	46%	46%	47%	33%	38%	60%	*	*	-	56%	*	33%	*

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
	Mathematics	2016	43%	41%	46%	26%	47%	52%	*	100%	-	78%	*	39%	*
	Writing	2016	41%	44%	38%	35%	20%	48%	-	-	-	*	*	43%	*
	Science	2016	47%	45%	41%	*	44%	53%	-	*	-	*	*	23%	*
STAAR Percent at Advanced Standard															
All Grades															
	All Subjects	2016	18%	16%	20%	9%	19%	27%	*	*	-	26%	14%	13%	8%
	Reading	2016	17%	17%	24%	12%	22%	32%	*	*	-	*	*	17%	*
	Mathematics	2016	19%	15%	21%	8%	20%	27%	*	*	-	*	*	13%	*
	Writing	2016	15%	16%	13%	*	*	21%	-	-	-	*	*	*	*
	Science	2016	16%	14%	12%	*	*	13%	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
	All Subjects	2016	62%	63%	76%	71%	76%	78%	-	*	-	*	73%	74%	64%
	Reading	2016	60%	62%	70%	65%	71%	73%	-	*	-	*	*	67%	59%
	Mathematics	2016	63%	64%	81%	76%	81%	83%	-	*	-	*	*	82%	69%
STAAR Percent Exceeded Progress															
All Grades															
	All Subjects	2016	17%	18%	28%	25%	28%	29%	-	*	-	*	17%	26%	21%
	Reading	2016	16%	18%	28%	31%	28%	27%	-	*	-	*	*	28%	24%
	Mathematics	2016	17%	18%	27%	20%	29%	31%	-	*	-	*	*	25%	17%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
	Reading	2016	35%	47%	59%	63%	53%	62%	-	-	-	-	*	58%	*

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District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	78%	83%	74%	80%	90%	-	*	-	*	*	77%	*
Students Requiring Accelerated Instruction													
2016	27%	22%	17%	26%	20%	*	-	*	-	*	*	23%	*
STAAR Cumulative Met Standard													
2016	80%	86%	93%	89%	92%	95%	-	*	-	*	*	91%	*
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	80%	80%	67%	88%	82%	-	*	-	*	*	74%	*
Students Requiring Accelerated Instruction													
2016	23%	20%	20%	33%	*	18%	-	*	-	*	*	26%	*
STAAR Cumulative Met Standard													
2016	85%	91%	88%	78%	92%	90%	-	*	-	*	*	86%	*

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 642
 Grade Span: KG - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	82%	-	-	-	-	-	52%	100%	39%	*	52%	51%
Reading	2016	73%	76%	83%	-	-	-	-	-	52%	100%	38%	*	52%	50%
Mathematics	2016	76%	80%	84%	-	-	-	-	-	62%	100%	50%	*	62%	63%
Writing	2016	69%	75%	73%	-	-	-	-	-	*	-	*	*	*	*
Science	2016	79%	78%	87%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	43%	42%	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	46%	46%	47%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	43%	41%	46%	-	-	-	-	-	*	*	*	*	*	*
Writing	2016	41%	44%	38%	-	-	-	-	-	*	-	*	*	*	*
Science	2016	47%	45%	41%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	16%	20%	-	-	-	-	-	10%	*	*	*	10%	8%
Reading	2016	17%	17%	24%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	15%	21%	-	-	-	-	-	*	*	*	*	*	*
Writing	2016	15%	16%	13%	-	-	-	-	-	*	-	*	*	*	*
Science	2016	16%	14%	12%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	76%	-	-	-	-	-	56%	*	*	*	56%	58%

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 642
 Grade Span: KG - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	70%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	63%	64%	81%	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	28%	-	-	-	-	-	18%	*	*	*	18%	17%
Reading	2016	16%	18%	28%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	17%	18%	27%	-	-	-	-	-	*	*	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	59%	-	-	-	-	-	*	*	*	*	*	*

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 642
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	93%	90%	95%	93%	*	88%	-	88%	76%	91%	97%
Not Included in Accountability													
Mobile	4%	5%	7%	9%	5%	7%	*	0%	-	12%	24%	9%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	*	12%	-	0%	0%	1%	3%
Not Tested	1%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 642
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	96.8%	97.0%	96.8%	96.8%	*	93.6%	-	96.2%	96.2%	96.3%	97.6%
2013-14	95.9%	96.0%	97.0%	97.8%	97.1%	96.7%	*	96.1%	-	97.2%	94.9%	96.4%	97.2%

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	642	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.6%	4.2%
Kindergarten	108	16.8%	8.0%	7.1%
Grade 1	101	15.7%	7.6%	7.8%
Grade 2	97	15.1%	7.8%	7.8%
Grade 3	111	17.3%	8.4%	7.7%
Grade 4	111	17.3%	8.1%	7.5%
Grade 5	114	17.8%	7.7%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	140	21.8%	15.2%	12.6%
Hispanic	160	24.9%	40.4%	52.2%
White	295	46.0%	37.8%	28.5%
American Indian	1	0.2%	0.3%	0.4%
Asian	16	2.5%	2.6%	4.0%
Pacific Islander	1	0.2%	0.2%	0.1%
Two or More Races	29	4.5%	3.5%	2.1%
Economically Disadvantaged	206	32.1%	43.6%	59.0%
Non-Educationally Disadvantaged	436	67.9%	56.4%	41.0%
English Language Learners (ELL)	65	10.1%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	0	0.0%	2.0%	1.4%
At-Risk	307	47.8%	51.0%	50.1%
Mobility (2014-2015)	77	14.5%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.9%	0.0%	2.9%	8.2%
Grade 1	1.2%	1.0%	4.1%	0.0%	6.1%	7.4%
Grade 2	0.0%	0.2%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	0.6%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.2%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.4%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.6	20.4	18.9
Grade 1	19.0	19.3	19.1
Grade 2	23.2	19.9	19.1
Grade 3	21.3	20.0	19.1
Grade 4	21.5	19.3	19.0
Grade 5	26.3	20.1	20.8
Grade 6	-	20.2	20.4
Secondary:			
English/Language Arts	-	22.3	17.1
Foreign Languages	-	21.2	19.1
Mathematics	-	22.8	18.1
Science	-	22.0	19.1
Social Studies	-	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	56.4	100.0%	100.0%	100.0%
Professional Staff:	47.5	84.2%	68.9%	64.3%
Teachers	39.9	70.8%	54.3%	50.5%
Professional Support	5.6	9.9%	10.6%	9.8%
Campus Administration (School Leadership)	2.0	3.5%	3.3%	2.9%
Educational Aides:	8.9	15.8%	7.1%	9.6%
Total Minority Staff:	11.9	21.1%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	5.0	12.5%	6.4%	10.1%
Hispanic	0.0	0.0%	13.8%	26.0%
White	32.5	81.4%	76.0%	60.8%
American Indian	1.0	2.5%	0.9%	0.4%
Asian	1.0	2.5%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.4	1.0%	1.4%	1.1%
Males	1.4	3.5%	27.0%	23.5%
Females	38.5	96.5%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	31.7	79.3%	74.7%	74.7%
Masters	8.3	20.7%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.9%	8.1%
1-5 Years Experience	6.6	16.5%	25.4%	27.3%
6-10 Years Experience	13.8	34.5%	29.2%	21.7%
11-20 Years Experience	16.6	41.5%	31.7%	27.3%
Over 20 Years Experience	3.0	7.5%	9.8%	15.7%
Number of Students per Teacher	16.1	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.2	10.4	10.9
Average Years Experience of Teachers with District:	7.2	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$48,699	\$45,507
1-5 Years Experience	\$49,014	\$50,049	\$47,996
6-10 Years Experience	\$53,966	\$53,475	\$50,459
11-20 Years Experience	\$56,328	\$56,256	\$53,794
Over 20 Years Experience	\$63,190	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$54,821	\$54,341	\$51,891
Professional Support	\$59,931	\$65,734	\$61,145
Campus Administration (School Leadership)	\$77,437	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.6	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: LAKEVIEW EL
 Campus Number: 061914107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 642
 Grade Span: KG - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	60	9.3%	17.1%	18.3%
Career & Technical Education	0	0.0%	22.4%	24.3%
Gifted & Talented Education	18	2.8%	3.8%	7.7%
Special Education	56	8.7%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.5%	1.9%	5.9%
Career & Technical Education	0.0	0.0%	4.0%	4.4%
Compensatory Education	2.0	5.0%	4.2%	2.9%
Gifted & Talented Education	0.5	1.3%	1.1%	1.9%
Regular Education	31.3	78.4%	76.2%	72.6%
Special Education	5.1	12.8%	9.2%	8.8%
Other	0.0	0.0%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

^{1B} Indicates results are masked due to small numbers to protect student confidentiality.

^{1C} Indicates zero observations reported for this group.

^{1D} Indicates data reporting is not applicable for this group.

^{1E} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

^{1F} Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{1G} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **OAK POINT EL**

Campus Number: **061914108**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

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District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	79%	74%	*	72%	74%	-	*	-	*	*	67%	71%
Mathematics	2016	75%	79%	75%	*	77%	68%	-	*	-	*	*	71%	76%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	82%	86%	-	88%	80%	-	*	-	*	*	84%	82%
Mathematics	2016	73%	83%	86%	-	92%	76%	-	*	-	*	*	86%	88%
Writing	2016	69%	75%	85%	-	84%	88%	-	*	-	*	*	84%	79%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	86%	81%	100%	77%	84%	-	*	-	-	67%	78%	70%
Mathematics	2016	86%	91%	89%	83%	89%	90%	-	*	-	-	89%	89%	90%
Science	2016	74%	81%	79%	*	81%	81%	-	*	-	-	56%	76%	75%
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	81%	82%	82%	80%	-	91%	-	88%	50%	79%	78%
Reading	2016	73%	76%	80%	100%	79%	79%	-	*	-	*	39%	76%	74%
Mathematics	2016	76%	80%	83%	88%	85%	78%	-	*	-	*	61%	81%	83%
Writing	2016	69%	75%	85%	-	84%	88%	-	*	-	*	*	84%	79%
Science	2016	79%	78%	79%	*	81%	81%	-	*	-	-	56%	76%	75%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	39%	*	46%	34%	-	*	-	*	*	37%	37%
Reading	2016	46%	46%	48%	*	53%	43%	-	*	-	*	*	46%	46%

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District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

			State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Mathematics	2016		43%	41%	38%	*	42%	34%	-	*	-	*	*	32%	38%
Writing	2016		41%	44%	54%	-	53%	58%	-	*	-	*	*	56%	44%
Science	2016		47%	45%	33%	*	32%	39%	-	*	-	-	*	29%	19%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016		18%	16%	22%	*	23%	21%	-	*	-	*	10%	19%	20%
Reading	2016		17%	17%	26%	*	26%	28%	-	*	-	*	*	23%	21%
Mathematics	2016		19%	15%	20%	*	23%	16%	-	*	-	*	*	18%	23%
Writing	2016		15%	16%	26%	-	24%	33%	-	*	-	*	*	22%	21%
Science	2016		16%	14%	10%	*	9%	*	-	*	-	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016		62%	63%	75%	*	77%	71%	-	*	-	*	75%	76%	76%
Reading	2016		60%	62%	73%	*	74%	71%	-	*	-	*	*	73%	72%
Mathematics	2016		63%	64%	78%	*	80%	71%	-	*	-	*	*	79%	79%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016		17%	18%	31%	*	30%	33%	-	*	-	*	22%	29%	29%
Reading	2016		16%	18%	30%	*	30%	25%	-	*	-	*	*	29%	29%
Mathematics	2016		17%	18%	32%	*	30%	40%	-	*	-	*	*	30%	30%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016		35%	47%	52%	*	56%	36%	-	*	-	*	*	55%	42%

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 646
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	78%	74%	86%	67%	81%	-	*	-	-	*	69%	58%
Students Requiring Accelerated Instruction													
2016	27%	22%	26%	*	33%	19%	-	*	-	-	56%	31%	42%
STAAR Cumulative Met Standard													
2016	80%	86%	82%	100%	78%	84%	-	*	-	-	67%	79%	71%
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	80%	76%	71%	76%	74%	-	*	-	-	67%	74%	76%
Students Requiring Accelerated Instruction													
2016	23%	20%	24%	*	24%	26%	-	*	-	-	*	26%	24%
STAAR Cumulative Met Standard													
2016	85%	91%	89%	83%	89%	90%	-	*	-	-	89%	89%	89%

District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 646
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	81%	82%	-	-	98%	79%	63%	67%	55%	*	79%	78%
Reading	2016	73%	76%	80%	79%	-	-	96%	74%	50%	50%	*	*	74%	74%
Mathematics	2016	76%	80%	83%	88%	-	-	100%	84%	64%	71%	*	*	84%	83%
Writing	2016	69%	75%	85%	76%	-	-	-	76%	100%	100%	*	*	81%	79%
Science	2016	79%	78%	79%	77%	-	-	-	77%	*	*	*	-	75%	75%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	43%	39%	42%	-	-	*	40%	*	*	*	*	38%	37%
Reading	2016	46%	46%	48%	50%	-	-	100%	45%	*	*	*	*	46%	46%
Mathematics	2016	43%	41%	38%	43%	-	-	*	41%	*	*	*	*	38%	38%
Writing	2016	41%	44%	54%	55%	-	-	-	55%	*	*	*	*	47%	44%
Science	2016	47%	45%	33%	23%	-	-	-	23%	*	*	*	-	19%	19%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	16%	22%	22%	-	-	59%	14%	13%	14%	*	*	20%	20%
Reading	2016	17%	17%	26%	24%	-	-	65%	13%	*	*	*	*	21%	21%
Mathematics	2016	19%	15%	20%	25%	-	-	52%	18%	*	*	*	*	23%	23%
Writing	2016	15%	16%	26%	20%	-	-	-	20%	*	*	*	*	22%	21%
Science	2016	16%	14%	10%	*	-	-	-	*	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	75%	80%	-	-	97%	76%	45%	*	*	*	74%	74%

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District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 646
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	73%	78%	-	-	94%	75%	*	*	*	*	70%	70%
Mathematics	2016	63%	64%	78%	81%	-	-	100%	77%	*	*	*	*	78%	78%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	31%	31%	-	-	67%	23%	16%	*	*	*	29%	29%
Reading	2016	16%	18%	30%	30%	-	-	72%	20%	*	*	*	*	28%	27%
Mathematics	2016	17%	18%	32%	33%	-	-	61%	27%	*	*	*	*	30%	30%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	52%	47%	-	-	-	47%	*	*	*	*	44%	42%

District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 646
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	90%	67%	92%	91%	-	100%	-	73%	85%	90%	92%
Not Included in Accountability													
Mobile	4%	5%	8%	30%	7%	8%	-	0%	-	27%	15%	8%	6%
Other Exclusions	1%	0%	1%	3%	1%	0%	-	0%	-	0%	0%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 646
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	96.4%	96.2%	96.6%	96.3%	-	*	-	94.5%	95.0%	96.4%	96.6%
2013-14	95.9%	96.0%	96.6%	97.0%	96.6%	96.4%	-	*	-	95.8%	95.5%	96.4%	96.6%

District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	646	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	50	7.7%	2.6%	4.2%
Kindergarten	110	17.0%	8.0%	7.1%
Grade 1	98	15.2%	7.6%	7.8%
Grade 2	100	15.5%	7.8%	7.8%
Grade 3	111	17.2%	8.4%	7.7%
Grade 4	81	12.5%	8.1%	7.5%
Grade 5	96	14.9%	7.7%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	26	4.0%	15.2%	12.6%
Hispanic	405	62.7%	40.4%	52.2%
White	199	30.8%	37.8%	28.5%
American Indian	0	0.0%	0.3%	0.4%
Asian	6	0.9%	2.6%	4.0%
Pacific Islander	0	0.0%	0.2%	0.1%
Two or More Races	10	1.5%	3.5%	2.1%
Economically Disadvantaged	411	63.6%	43.6%	59.0%
Non-Educationally Disadvantaged	235	36.4%	56.4%	41.0%
English Language Learners (ELL)	312	48.3%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	3	0.4%	2.0%	1.4%
At-Risk	445	68.9%	51.0%	50.1%
Mobility (2014-2015)	60	11.6%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.0%	0.2%	1.9%	0.0%	2.9%	8.2%
Grade 1	2.1%	1.0%	4.1%	0.0%	6.1%	7.4%
Grade 2	0.9%	0.2%	2.7%	0.0%	0.0%	3.4%
Grade 3	1.3%	0.6%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.2%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.4%	0.6%	-	0.0%	0.8%
Grade 7	-	0.0%	0.8%	-	0.0%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.3	20.4	18.9
Grade 1	19.6	19.3	19.1
Grade 2	20.0	19.9	19.1
Grade 3	18.5	20.0	19.1
Grade 4	16.6	19.3	19.0
Grade 5	19.2	20.1	20.8
Grade 6	-	20.2	20.4
Secondary:			
English/Language Arts	-	22.3	17.1
Foreign Languages	-	21.2	19.1
Mathematics	-	22.8	18.1
Science	-	22.0	19.1
Social Studies	-	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	52.9	100.0%	100.0%	100.0%
Professional Staff:	49.0	92.7%	68.9%	64.3%
Teachers	43.1	81.5%	54.3%	50.5%
Professional Support	4.0	7.5%	10.6%	9.8%
Campus Administration (School Leadership)	2.0	3.8%	3.3%	2.9%
Educational Aides:	3.8	7.3%	7.1%	9.6%
Total Minority Staff:	22.8	43.1%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	2.3%	6.4%	10.1%
Hispanic	16.9	39.2%	13.8%	26.0%
White	23.2	53.8%	76.0%	60.8%
American Indian	1.0	2.3%	0.9%	0.4%
Asian	1.0	2.3%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.4%	1.1%
Males	7.0	16.3%	27.0%	23.5%
Females	36.0	83.7%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	32.5	75.6%	74.7%	74.7%
Masters	10.5	24.4%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.6%	3.9%	8.1%
1-5 Years Experience	4.9	11.4%	25.4%	27.3%
6-10 Years Experience	13.5	31.4%	29.2%	21.7%
11-20 Years Experience	21.7	50.3%	31.7%	27.3%
Over 20 Years Experience	1.0	2.3%	9.8%	15.7%
Number of Students per Teacher	15.0	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.7	10.4	10.9
Average Years Experience of Teachers with District:	5.3	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,750	\$48,699	\$45,507
1-5 Years Experience	\$49,775	\$50,049	\$47,996
6-10 Years Experience	\$53,955	\$53,475	\$50,459
11-20 Years Experience	\$55,896	\$56,256	\$53,794
Over 20 Years Experience	\$59,861	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$54,352	\$54,341	\$51,891
Professional Support	\$55,698	\$65,734	\$61,145
Campus Administration (School Leadership)	\$87,823	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.6	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: OAK POINT EL
 Campus Number: 061914108

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 646
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	310	48.0%	17.1%	18.3%
Career & Technical Education	0	0.0%	22.4%	24.3%
Gifted & Talented Education	12	1.9%	3.8%	7.7%
Special Education	33	5.1%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	3.5%	1.9%	5.9%
Career & Technical Education	0.0	0.0%	4.0%	4.4%
Compensatory Education	3.0	7.0%	4.2%	2.9%
Gifted & Talented Education	0.5	1.2%	1.1%	1.9%
Regular Education	35.9	83.4%	76.2%	72.6%
Special Education	2.2	5.0%	9.2%	8.8%
Other	0.0	0.0%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

^{1B} Indicates results are masked due to small numbers to protect student confidentiality.

¹ Indicates zero observations reported for this group.

^{n/a} Indicates data reporting is not applicable for this group.

^{1B-1} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

[?] Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{###} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **PRESTWICK K-8 STEM ACADEMY**

Campus Number: **061914042**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Closing Performance Gaps

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District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 3														
Reading	2016	73%	79%	85%	*	73%	88%	-	*	-	*	*	*	*
Mathematics	2016	75%	79%	84%	*	82%	85%	-	*	-	*	*	*	71%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 4														
Reading	2016	75%	82%	91%	100%	92%	87%	*	100%	-	*	*	100%	86%
Mathematics	2016	73%	83%	81%	86%	50%	87%	*	100%	-	*	*	86%	86%
Writing	2016	69%	75%	88%	86%	67%	94%	*	100%	-	*	*	86%	86%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 5 **														
Reading	2016	81%	86%	96%	*	92%	97%	-	100%	-	*	*	100%	*
Mathematics	2016	86%	91%	98%	*	92%	100%	-	100%	-	*	*	100%	*
Science	2016	74%	81%	95%	*	92%	94%	-	100%	-	*	*	100%	*
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	69%	87%	91%	83%	88%	-	*	*	*	*	88%	79%
Mathematics	2016	72%	74%	82%	75%	70%	91%	-	*	*	*	83%	68%	71%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	72%	94%	93%	85%	98%	*	100%	*	*	*	87%	75%
Mathematics	2016	69%	59%	82%	78%	86%	81%	-	*	-	-	*	69%	100%
Writing	2016	69%	75%	90%	93%	85%	90%	*	100%	*	*	-	83%	63%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	91%	97%	100%	95%	96%	-	*	-	100%	*	97%	*

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Mathematics	2016	82%	89%	97%	94%	96%	99%	*	100%	*	86%	83%	97%	100%
Science	2016	75%	61%	86%	67%	95%	85%	-	*	-	100%	*	86%	*
Social Studies	2016	63%	57%	78%	47%	81%	83%	-	*	-	*	*	76%	*
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
Algebra I	2016	78%	77%	100%	*	100%	100%	-	*	-	*	-	100%	-
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	90%	86%	84%	91%	83%	100%	100%	96%	58%	85%	78%
Reading	2016	73%	76%	92%	94%	86%	93%	*	100%	*	100%	44%	89%	76%
Mathematics	2016	76%	80%	90%	87%	81%	93%	*	100%	*	94%	72%	83%	81%
Writing	2016	69%	75%	89%	91%	79%	92%	*	100%	*	100%	*	83%	73%
Science	2016	79%	78%	89%	74%	94%	88%	-	100%	-	100%	*	89%	83%
Social Studies	2016	77%	75%	78%	47%	81%	83%	-	*	-	*	*	76%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	58%	55%	45%	62%	*	77%	*	81%	*	42%	*
Reading	2016	46%	46%	64%	58%	53%	66%	*	73%	*	88%	*	49%	18%
Mathematics	2016	43%	41%	55%	38%	44%	59%	*	85%	*	75%	*	45%	35%
Writing	2016	41%	44%	62%	69%	45%	63%	*	78%	*	100%	*	53%	*
Science	2016	47%	45%	57%	42%	58%	58%	-	73%	-	*	*	43%	*
Social Studies	2016	47%	40%	32%	*	43%	31%	-	*	-	*	*	34%	*

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District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	16%	28%	17%	19%	32%	*	47%	*	41%	*	22%	*
Reading	2016	17%	17%	36%	25%	26%	40%	*	59%	*	56%	*	26%	*
Mathematics	2016	19%	15%	22%	12%	11%	27%	*	41%	*	31%	*	17%	*
Writing	2016	15%	16%	26%	26%	*	31%	*	*	*	*	*	22%	*
Science	2016	16%	14%	26%	*	24%	27%	-	45%	-	*	*	23%	*
Social Studies	2016	22%	15%	18%	*	33%	17%	-	*	-	*	*	21%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	63%	69%	70%	67%	70%	*	74%	*	*	65%	70%	64%
Reading	2016	60%	62%	69%	66%	72%	67%	*	87%	*	*	*	75%	70%
Mathematics	2016	63%	64%	69%	73%	61%	73%	*	61%	*	*	*	66%	57%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	18%	16%	14%	19%	*	28%	*	*	18%	20%	12%
Reading	2016	16%	18%	21%	19%	20%	22%	*	26%	*	*	*	23%	15%
Mathematics	2016	17%	18%	15%	13%	9%	17%	*	30%	*	*	*	16%	9%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	47%	67%	88%	56%	63%	*	*	-	-	*	63%	70%

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District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	73%	78%	91%	*	92%	87%	-	100%	-	*	*	100%	*
Students Requiring Accelerated Instruction													
2016	27%	22%	9%	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard													
2016	80%	86%	96%	*	92%	97%	-	100%	-	*	*	100%	*
Grade 5 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	77%	80%	95%	*	92%	94%	-	100%	-	*	*	100%	*
Students Requiring Accelerated Instruction													
2016	23%	20%	*	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard													
2016	85%	91%	98%	*	92%	100%	-	100%	-	*	*	100%	*

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	84%	97%	93%	95%	98%	-	*	-	100%	*	93%	*
Students Requiring Accelerated Instruction													
2016	20%	16%	*	*	*	*	-	*	-	*	*	*	*
STAAR Cumulative Met Standard													
2016	86%	91%	97%	100%	95%	96%	-	*	-	100%	*	97%	*
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	79%	93%	94%	93%	95%	*	100%	*	71%	*	97%	100%
Students Requiring Accelerated Instruction													
2016	29%	21%	7%	*	*	*	*	*	*	*	*	*	*
STAAR Cumulative Met Standard													
2016	81%	88%	97%	94%	96%	99%	*	100%	*	86%	83%	97%	100%

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 712
 Grade Span: KG - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL	
129	STAAR Percent at Level II Satisfactory Standard or Above															
	All Grades															
	All Subjects	2016	75%	77%	90%	-	-	-	-	-	78%	69%	80%	-	78%	78%
	Reading	2016	73%	76%	92%	-	-	-	-	-	76%	64%	81%	-	76%	76%
	Mathematics	2016	76%	80%	90%	-	-	-	-	-	81%	64%	87%	-	81%	81%
	Writing	2016	69%	75%	89%	-	-	-	-	-	73%	*	71%	-	73%	73%
	Science	2016	79%	78%	89%	-	-	-	-	-	83%	*	*	-	83%	83%
	Social Studies	2016	77%	75%	78%	-	-	-	-	-	*	-	*	-	*	*
	STAAR Percent at Postsecondary Readiness Standard															
	All Grades															
	Two or More Subjects	2016	45%	43%	58%	-	-	-	-	-	*	*	*	-	*	*
	Reading	2016	46%	46%	64%	-	-	-	-	-	18%	*	*	-	18%	18%
	Mathematics	2016	43%	41%	55%	-	-	-	-	-	35%	*	34%	-	35%	35%
	Writing	2016	41%	44%	62%	-	-	-	-	-	*	-	*	-	*	*
	Science	2016	47%	45%	57%	-	-	-	-	-	*	*	*	-	*	*
	Social Studies	2016	47%	40%	32%	-	-	-	-	-	*	-	*	-	*	*
	STAAR Percent at Advanced Standard															
	All Grades															
	All Subjects	2016	18%	16%	28%	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	17%	17%	36%	-	-	-	-	-	*	*	*	-	*	*	
Mathematics	2016	19%	15%	22%	-	-	-	-	-	*	*	*	-	*	*	
Writing	2016	15%	16%	26%	-	-	-	-	-	*	*	*	-	*	*	
Science	2016	16%	14%	26%	-	-	-	-	-	*	*	*	-	*	*	

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District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 712
 Grade Span: KG - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	15%	18%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	69%	-	-	-	-	-	65%	*	69%	-	65%	65%
Reading	2016	60%	62%	69%	-	-	-	-	-	68%	*	*	-	68%	68%
Mathematics	2016	63%	64%	69%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	18%	-	-	-	-	-	11%	*	10%	-	11%	11%
Reading	2016	16%	18%	21%	-	-	-	-	-	13%	*	*	-	13%	13%
Mathematics	2016	17%	18%	15%	-	-	-	-	-	*	*	*	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	67%	-	-	-	-	-	70%	*	63%	-	70%	70%

LEP

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 712
Grade Span: KG - 08
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	100%	98%	100%	100%	100%	100%	100%
Included in Accountability	94%	94%	96%	94%	100%	98%	100%	90%	100%	82%	89%	96%	100%
Not Included in Accountability													
Mobile	4%	5%	3%	6%	0%	2%	0%	8%	0%	18%	11%	4%	0%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	2%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 712
Grade Span: KG - 08
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	97.0%	98.3%	97.1%	96.6%	*	97.6%	*	97.1%	96.6%	97.1%	97.2%
2013-14	95.9%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2013-14	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	712	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.6%	4.2%
Kindergarten	60	8.4%	8.0%	7.1%
Grade 1	74	10.4%	7.6%	7.8%
Grade 2	65	9.1%	7.8%	7.8%
Grade 3	66	9.3%	8.4%	7.7%
Grade 4	58	8.1%	8.1%	7.5%
Grade 5	57	8.0%	7.7%	7.5%
Grade 6	110	15.4%	7.2%	7.4%
Grade 7	121	17.0%	7.3%	7.4%
Grade 8	101	14.2%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	84	11.8%	15.2%	12.6%
Hispanic	154	21.6%	40.4%	52.2%
White	385	54.1%	37.8%	28.5%
American Indian	3	0.4%	0.3%	0.4%
Asian	50	7.0%	2.6%	4.0%
Pacific Islander	3	0.4%	0.2%	0.1%
Two or More Races	33	4.6%	3.5%	2.1%
Economically Disadvantaged	130	18.3%	43.6%	59.0%
Non-Educationally Disadvantaged	582	81.7%	56.4%	41.0%
English Language Learners (ELL)	68	9.6%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	3	0.4%	2.0%	1.4%
At-Risk	228	32.0%	51.0%	50.1%
Mobility (2014-2015)	58	9.0%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.9%	0.0%	2.9%	8.2%
Grade 1	0.0%	1.0%	4.1%	0.0%	6.1%	7.4%
Grade 2	0.0%	0.2%	2.7%	0.0%	0.0%	3.4%
Grade 3	0.0%	0.6%	2.0%	0.0%	0.0%	1.6%
Grade 4	0.0%	0.0%	1.0%	0.0%	0.0%	0.8%
Grade 5	1.9%	0.2%	0.9%	0.0%	0.0%	1.0%
Grade 6	0.8%	0.4%	0.6%	0.0%	0.0%	0.8%
Grade 7	0.0%	0.0%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.0	20.4	18.9
Grade 1	24.7	19.3	19.1
Grade 2	21.7	19.9	19.1
Grade 3	22.0	20.0	19.1
Grade 4	19.4	19.3	19.0
Grade 5	19.0	20.1	20.8
Grade 6	16.3	20.2	20.4
Secondary:			
English/Language Arts	17.6	22.3	17.1
Foreign Languages	-	21.2	19.1
Mathematics	16.1	22.8	18.1
Science	15.9	22.0	19.1
Social Studies	17.1	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	54.5	100.0%	100.0%	100.0%
Professional Staff:	53.5	98.3%	68.9%	64.3%
Teachers	46.3	85.0%	54.3%	50.5%
Professional Support	4.2	7.7%	10.6%	9.8%
Campus Administration (School Leadership)	3.0	5.5%	3.3%	2.9%
Educational Aides:	1.0	1.7%	7.1%	9.6%
Total Minority Staff:	8.3	15.3%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	4.3%	6.4%	10.1%
Hispanic	4.0	8.6%	13.8%	26.0%
White	39.3	84.8%	76.0%	60.8%
American Indian	0.0	0.0%	0.9%	0.4%
Asian	1.0	2.2%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.1%	1.4%	1.1%
Males	11.3	24.5%	27.0%	23.5%
Females	35.0	75.5%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	35.4	76.3%	74.7%	74.7%
Masters	11.0	23.7%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.2%	3.9%	8.1%
1-5 Years Experience	20.0	43.2%	25.4%	27.3%
6-10 Years Experience	10.3	22.2%	29.2%	21.7%
11-20 Years Experience	12.5	27.0%	31.7%	27.3%
Over 20 Years Experience	2.5	5.5%	9.8%	15.7%
Number of Students per Teacher	15.4	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	9.2	10.4	10.9
Average Years Experience of Teachers with District:	4.6	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,000	\$48,699	\$45,507
1-5 Years Experience	\$50,188	\$50,049	\$47,996
6-10 Years Experience	\$52,984	\$53,475	\$50,459
11-20 Years Experience	\$56,277	\$56,256	\$53,794
Over 20 Years Experience	\$69,734	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$53,478	\$54,341	\$51,891
Professional Support	\$61,659	\$65,734	\$61,145
Campus Administration (School Leadership)	\$80,410	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.5	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: PRESTWICK K-8 STEM ACADEMY
 Campus Number: 061914042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 712
 Grade Span: KG - 08
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	66	9.3%	17.1%	18.3%
Career & Technical Education	124	17.4%	22.4%	24.3%
Gifted & Talented Education	60	8.4%	3.8%	7.7%
Special Education	26	3.7%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.2%	1.9%	5.9%
Career & Technical Education	2.2	4.8%	4.0%	4.4%
Compensatory Education	2.7	5.8%	4.2%	2.9%
Gifted & Talented Education	0.7	1.5%	1.1%	1.9%
Regular Education	37.4	80.7%	76.2%	72.6%
Special Education	2.1	4.6%	9.2%	8.8%
Other	0.2	0.4%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

^{1B} Indicates results are masked due to small numbers to protect student confidentiality.

¹ Indicates zero observations reported for this group.

^{n/a} Indicates data reporting is not applicable for this group.

^{1B-1} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

[?] Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

^{###} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **LAKESIDE MIDDLE**

Campus Number: **061914041**

2016 Accountability Rating: **Met Standard**

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District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 6														
Reading	2016	69%	69%	64%	53%	55%	79%	*	88%	-	59%	28%	56%	29%
Mathematics	2016	72%	74%	72%	62%	66%	86%	*	88%	-	59%	35%	63%	50%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 7														
Reading	2016	71%	72%	66%	65%	57%	77%	*	100%	-	*	36%	59%	21%
Mathematics	2016	69%	59%	55%	46%	51%	65%	*	*	-	*	29%	51%	29%
Writing	2016	69%	75%	70%	70%	64%	77%	*	100%	-	*	31%	65%	35%
STAAR Percent at Level II Satisfactory Standard or Above														
Grade 8 **														
Reading	2016	87%	91%	90%	89%	84%	97%	*	100%	*	100%	59%	85%	67%
Mathematics	2016	82%	89%	85%	91%	81%	87%	*	100%	-	100%	48%	79%	63%
Science	2016	75%	61%	55%	54%	41%	70%	*	83%	*	88%	34%	47%	13%
Social Studies	2016	63%	57%	52%	44%	40%	65%	*	100%	*	94%	24%	42%	*
STAAR Percent at Level II Satisfactory Standard or Above														
End of Course														
Algebra I	2016	78%	77%	99%	100%	100%	97%	-	*	*	100%	-	100%	*
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
All Subjects	2016	75%	77%	69%	64%	61%	79%	67%	95%	*	78%	36%	62%	36%
Reading	2016	73%	76%	73%	68%	66%	84%	*	95%	*	74%	39%	67%	39%
Mathematics	2016	76%	80%	74%	68%	69%	82%	*	95%	*	76%	37%	67%	48%
Writing	2016	69%	75%	70%	70%	64%	77%	*	100%	-	*	31%	65%	35%
Science	2016	79%	78%	55%	54%	41%	70%	*	83%	*	88%	34%	47%	13%

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above														
All Grades														
Social Studies	2016	77%	75%	52%	44%	40%	65%	*	100%	*	94%	24%	42%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2016	45%	43%	30%	23%	21%	43%	*	63%	*	43%	*	24%	*
Reading	2016	46%	46%	37%	34%	28%	49%	*	58%	*	50%	*	30%	6%
Mathematics	2016	43%	41%	35%	26%	27%	46%	*	74%	*	41%	6%	29%	11%
Writing	2016	41%	44%	38%	26%	29%	53%	*	*	-	*	*	30%	*
Science	2016	47%	45%	25%	17%	16%	34%	*	83%	*	47%	*	19%	*
Social Studies	2016	47%	40%	21%	16%	14%	29%	*	*	*	35%	*	16%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2016	18%	16%	11%	7%	7%	16%	*	24%	*	16%	8%	8%	*
Reading	2016	17%	17%	15%	12%	10%	23%	*	*	*	22%	6%	11%	*
Mathematics	2016	19%	15%	8%	4%	5%	12%	*	35%	*	13%	9%	6%	*
Writing	2016	15%	16%	11%	*	9%	16%	*	*	-	*	*	8%	*
Science	2016	16%	14%	8%	*	5%	11%	*	*	*	*	*	5%	*
Social Studies	2016	22%	15%	7%	*	3%	14%	*	*	*	*	*	3%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	63%	58%	55%	59%	60%	*	*	*	58%	57%	57%	52%
Reading	2016	60%	62%	57%	50%	58%	60%	*	*	*	*	54%	56%	51%
Mathematics	2016	63%	64%	60%	59%	60%	60%	*	*	*	67%	60%	59%	53%

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,211
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	13%	12%	12%	14%	*	*	*	13%	12%	12%	11%
Reading	2016	16%	18%	17%	17%	17%	17%	*	*	*	*	13%	17%	16%
Mathematics	2016	17%	18%	9%	7%	7%	11%	*	*	*	17%	11%	7%	7%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2016	35%	47%	40%	33%	37%	53%	*	*	-	*	20%	38%	35%

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Level II Standard on First STAAR Administration													
2016	80%	84%	81%	85%	73%	88%	*	100%	*	100%	32%	73%	45%
Students Requiring Accelerated Instruction													
2016	20%	16%	19%	15%	27%	12%	*	*	*	*	68%	27%	55%
STAAR Cumulative Met Standard													
2016	86%	91%	89%	89%	84%	97%	*	100%	*	100%	52%	85%	67%
Grade 8 Mathematics													
Students Meeting Level II Standard on First STAAR Administration													
2016	71%	79%	74%	73%	67%	81%	*	100%	-	100%	32%	65%	35%
Students Requiring Accelerated Instruction													
2016	29%	21%	26%	27%	33%	19%	100%	*	-	*	68%	35%	65%
STAAR Cumulative Met Standard													
2016	81%	88%	85%	91%	80%	87%	*	100%	-	100%	40%	78%	58%

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 1,211
 Grade Span: 06 - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	69%	-	-	-	-	-	36%	38%	25%	-	36%	36%
Reading	2016	73%	76%	73%	-	-	-	-	-	39%	43%	24%	-	39%	39%
Mathematics	2016	76%	80%	74%	-	-	-	-	-	48%	51%	36%	-	48%	48%
Writing	2016	69%	75%	70%	-	-	-	-	-	35%	37%	*	-	35%	35%
Science	2016	79%	78%	55%	-	-	-	-	-	13%	14%	*	-	13%	13%
Social Studies	2016	77%	75%	52%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	43%	30%	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	46%	46%	37%	-	-	-	-	-	6%	6%	*	-	6%	6%
Mathematics	2016	43%	41%	35%	-	-	-	-	-	11%	10%	*	-	11%	11%
Writing	2016	41%	44%	38%	-	-	-	-	-	*	*	*	-	*	*
Science	2016	47%	45%	25%	-	-	-	-	-	*	*	*	-	*	*
Social Studies	2016	47%	40%	21%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	16%	11%	-	-	-	-	-	*	*	*	-	*	*
Reading	2016	17%	17%	15%	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	15%	8%	-	-	-	-	-	*	*	*	-	*	*
Writing	2016	15%	16%	11%	-	-	-	-	-	*	*	*	-	*	*
Science	2016	16%	14%	8%	-	-	-	-	-	*	*	*	-	*	*

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 1,211
 Grade Span: 06 - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2016	22%	15%	7%	-	-	-	-	-	*	*	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	58%	-	-	-	-	-	55%	59%	40%	-	55%	55%
Reading	2016	60%	62%	57%	-	-	-	-	-	55%	59%	41%	-	55%	55%
Mathematics	2016	63%	64%	60%	-	-	-	-	-	55%	58%	*	-	55%	55%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	13%	-	-	-	-	-	14%	15%	9%	-	14%	14%
Reading	2016	16%	18%	17%	-	-	-	-	-	22%	23%	17%	-	22%	22%
Mathematics	2016	17%	18%	9%	-	-	-	-	-	6%	8%	*	-	6%	6%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2016	35%	47%	40%	-	-	-	-	-	35%	39%	*	-	35%	35%

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 1,211
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	99%	100%	100%	100%	100%	*	100%	100%	100%	99%
Included in Accountability	94%	94%	95%	87%	97%	95%	100%	94%	*	91%	96%	96%	92%
Not Included in Accountability													
Mobile	4%	5%	5%	12%	2%	5%	0%	6%	*	9%	4%	4%	6%
Other Exclusions	1%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	1%
Not Tested	1%	1%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	1%
Absent	1%	0%	0%	1%	0%	0%	0%	0%	*	0%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,211
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	95.9%	96.9%	96.0%	95.5%	*	97.1%	*	95.4%	95.2%	95.6%	96.2%
2013-14	95.9%	96.0%	96.3%	97.6%	96.5%	95.8%	*	97.0%	*	95.2%	95.2%	96.2%	96.6%
Annual Dropout Rate (Gr 7-8)													
2014-15	0.3%	0.1%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.2%	1.2%
2013-14	0.5%	0.1%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	1,211	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.6%	4.2%
Kindergarten	0	0.0%	8.0%	7.1%
Grade 1	0	0.0%	7.6%	7.8%
Grade 2	0	0.0%	7.8%	7.8%
Grade 3	0	0.0%	8.4%	7.7%
Grade 4	0	0.0%	8.1%	7.5%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	408	33.7%	7.2%	7.4%
Grade 7	405	33.4%	7.3%	7.4%
Grade 8	398	32.9%	7.0%	7.3%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	8.5%	7.3%
Grade 11	0	0.0%	5.7%	6.7%
Grade 12	0	0.0%	5.0%	6.1%
Ethnic Distribution:				
African American	166	13.7%	15.2%	12.6%
Hispanic	557	46.0%	40.4%	52.2%
White	413	34.1%	37.8%	28.5%
American Indian	3	0.2%	0.3%	0.4%
Asian	20	1.7%	2.6%	4.0%
Pacific Islander	1	0.1%	0.2%	0.1%
Two or More Races	51	4.2%	3.5%	2.1%
Economically Disadvantaged	639	52.8%	43.6%	59.0%
Non-Educationally Disadvantaged	572	47.2%	56.4%	41.0%
English Language Learners (ELL)	155	12.8%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	62	4.8%	2.0%	1.4%
At-Risk	525	43.4%	51.0%	50.1%
Mobility (2014-2015)	167	13.0%	12.7%	16.5%

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.2%	1.9%	-	2.9%	8.2%
Grade 1	-	1.0%	4.1%	-	6.1%	7.4%
Grade 2	-	0.2%	2.7%	-	0.0%	3.4%
Grade 3	-	0.6%	2.0%	-	0.0%	1.6%
Grade 4	-	0.0%	1.0%	-	0.0%	0.8%
Grade 5	-	0.2%	0.9%	-	0.0%	1.0%
Grade 6	0.3%	0.4%	0.6%	0.0%	0.0%	0.8%
Grade 7	0.0%	0.0%	0.8%	0.0%	0.0%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.4	18.9
Grade 1	-	19.3	19.1
Grade 2	-	19.9	19.1
Grade 3	-	20.0	19.1
Grade 4	-	19.3	19.0
Grade 5	-	20.1	20.8
Grade 6	21.7	20.2	20.4
Secondary:			
English/Language Arts	20.8	22.3	17.1
Foreign Languages	20.2	21.2	19.1
Mathematics	22.8	22.8	18.1
Science	22.6	22.0	19.1
Social Studies	22.2	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	101.0	100.0%	100.0%	100.0%
Professional Staff:	89.0	88.1%	68.9%	64.3%
Teachers	74.0	73.3%	54.3%	50.5%
Professional Support	9.0	8.9%	10.6%	9.8%
Campus Administration (School Leadership)	6.0	5.9%	3.3%	2.9%
Educational Aides:	12.0	11.9%	7.1%	9.6%
Total Minority Staff:	22.5	22.3%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	6.5	8.8%	6.4%	10.1%
Hispanic	8.6	11.6%	13.8%	26.0%
White	55.6	75.2%	76.0%	60.8%
American Indian	1.5	2.0%	0.9%	0.4%
Asian	0.0	0.0%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.8	2.4%	1.4%	1.1%
Males	30.3	40.9%	27.0%	23.5%
Females	43.8	59.1%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	52.4	70.8%	74.7%	74.7%
Masters	21.6	29.2%	25.1%	23.6%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	6.8%	3.9%	8.1%
1-5 Years Experience	17.5	23.6%	25.4%	27.3%
6-10 Years Experience	17.7	23.9%	29.2%	21.7%
11-20 Years Experience	21.3	28.8%	31.7%	27.3%
Over 20 Years Experience	12.6	17.0%	9.8%	15.7%
Number of Students per Teacher	16.4	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.3	10.4	10.9
Average Years Experience of Teachers with District:	4.9	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$49,421	\$48,699	\$45,507
1-5 Years Experience	\$49,891	\$50,049	\$47,996
6-10 Years Experience	\$53,496	\$53,475	\$50,459
11-20 Years Experience	\$55,941	\$56,256	\$53,794
Over 20 Years Experience	\$64,177	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$54,889	\$54,341	\$51,891
Professional Support	\$57,110	\$65,734	\$61,145
Campus Administration (School Leadership)	\$68,111	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	1.1	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: LAKESIDE MIDDLE
 Campus Number: 061914041

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,211
 Grade Span: 06 - 08
 School Type: Middle

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	155	12.8%	17.1%	18.3%
Career & Technical Education	155	12.8%	22.4%	24.3%
Gifted & Talented Education	33	2.7%	3.8%	7.7%
Special Education	110	9.1%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.5%	1.9%	5.9%
Career & Technical Education	1.3	1.8%	4.0%	4.4%
Compensatory Education	2.7	3.7%	4.2%	2.9%
Gifted & Talented Education	1.4	1.9%	1.1%	1.9%
Regular Education	57.5	77.7%	76.2%	72.6%
Special Education	9.6	12.9%	9.2%	8.8%
Other	1.1	1.5%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- ^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
^{1B} Indicates results are masked due to small numbers to protect student confidentiality.
^{1C} Indicates zero observations reported for this group.
^{1D} Indicates data reporting is not applicable for this group.
^{1E} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
^{1F} Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
^{1G} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

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2015-16 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **LITTLE ELM H S**

Campus Number: **061914001**

2016 Accountability Rating: **Met Standard**

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District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Level II Satisfactory Standard or Above End of Course														
English I	2016	65%	65%	65%	60%	62%	69%	*	73%	*	94%	25%	59%	42%
English II	2016	67%	67%	67%	68%	62%	74%	*	42%	*	50%	17%	62%	35%
Algebra I	2016	78%	77%	73%	68%	70%	76%	*	100%	*	81%	38%	68%	58%
Biology	2016	87%	90%	90%	85%	87%	93%	*	93%	-	100%	54%	86%	74%
U.S. History	2016	91%	92%	93%	90%	92%	95%	*	100%	-	92%	61%	89%	79%
STAAR Percent at Level II Satisfactory Standard or Above All Grades														
All Subjects	2016	75%	77%	76%	73%	73%	81%	90%	80%	*	86%	37%	71%	54%
Reading	2016	73%	76%	66%	65%	62%	71%	*	57%	*	76%	22%	61%	38%
Mathematics	2016	76%	80%	73%	68%	70%	76%	*	100%	*	81%	38%	68%	58%
Science	2016	79%	78%	90%	85%	87%	93%	*	93%	-	100%	54%	86%	74%
Social Studies	2016	77%	75%	93%	90%	92%	95%	*	100%	-	92%	61%	89%	79%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2016	45%	43%	51%	40%	46%	60%	*	71%	*	58%	12%	42%	13%
Reading	2016	46%	46%	47%	44%	40%	53%	*	59%	*	54%	9%	38%	*
Mathematics	2016	43%	41%	27%	18%	21%	35%	*	*	-	*	*	24%	*
Science	2016	47%	45%	66%	54%	60%	74%	*	92%	-	73%	21%	54%	*
Social Studies	2016	47%	40%	58%	36%	59%	67%	*	91%	-	54%	22%	50%	31%
STAAR Percent at Advanced Standard All Grades														
All Subjects	2016	18%	16%	10%	6%	7%	16%	*	18%	*	10%	6%	7%	*

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2016	17%	17%	4%	4%	3%	6%	*	*	*	*	4%	3%	*
Mathematics	2016	19%	15%	7%	*	4%	12%	*	*	*	*	*	5%	*
Science	2016	16%	14%	18%	15%	10%	28%	*	*	-	*	11%	11%	*
Social Studies	2016	22%	15%	21%	6%	20%	30%	*	45%	-	*	*	17%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2016	62%	63%	42%	*	40%	43%	*	*	*	*	*	41%	44%
Reading	2016	60%	62%	*	*	*	*	-	*	*	*	*	*	*
Mathematics	2016	63%	64%	32%	*	29%	36%	*	*	*	*	*	30%	31%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2016	17%	18%	4%	*	4%	6%	*	*	*	*	*	4%	6%
Reading	2016	16%	18%	*	*	*	*	-	*	*	*	*	*	*
Mathematics	2016	17%	18%	8%	*	7%	13%	*	*	*	*	*	8%	12%

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District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 1,995
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Level II Satisfactory Standard or Above															
All Grades															
All Subjects	2016	75%	77%	76%	-	-	-	-	-	53%	55%	49%	67%	53%	54%
Reading	2016	73%	76%	66%	-	-	-	-	-	36%	37%	34%	71%	36%	38%
Mathematics	2016	76%	80%	73%	-	-	-	-	-	62%	59%	71%	*	62%	58%
Science	2016	79%	78%	90%	-	-	-	-	-	74%	77%	63%	*	74%	74%
Social Studies	2016	77%	75%	93%	-	-	-	-	-	79%	82%	75%	*	79%	79%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2016	45%	43%	51%	-	-	-	-	-	*	*	*	*	*	13%
Reading	2016	46%	46%	47%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	43%	41%	27%	-	-	-	-	-	*	*	*	*	*	*
Science	2016	47%	45%	66%	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2016	47%	40%	58%	-	-	-	-	-	*	*	*	*	*	31%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2016	18%	16%	10%	-	-	-	-	-	*	*	*	*	*	*
Reading	2016	17%	17%	4%	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	15%	7%	-	-	-	-	-	*	*	*	*	*	*
Science	2016	16%	14%	18%	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2016	22%	15%	21%	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2016	62%	63%	42%	-	-	-	-	-	45%	43%	*	*	45%	45%

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District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 1,995
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2016	60%	62%	*	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	63%	64%	32%	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2016	17%	18%	4%	-	-	-	-	-	7%	10%	*	*	7%	7%
Reading	2016	16%	18%	*	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	17%	18%	8%	-	-	-	-	-	*	*	*	*	*	*

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Participation

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	98%	99%	99%	100%	100%	*	100%	99%	99%	97%
Included in Accountability	94%	94%	94%	92%	93%	96%	100%	88%	*	91%	97%	92%	74%
Not Included in Accountability													
Mobile	4%	5%	4%	6%	3%	3%	0%	8%	*	9%	1%	5%	9%
Other Exclusions	1%	0%	1%	0%	3%	0%	0%	5%	*	0%	1%	2%	14%
Not Tested	1%	1%	1%	2%	1%	1%	0%	0%	*	0%	1%	1%	3%
Absent	1%	0%	1%	2%	1%	1%	0%	0%	*	0%	1%	1%	3%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2014-15	95.7%	95.7%	93.8%	95.3%	93.0%	93.6%	94.1%	96.3%	*	94.8%	91.8%	92.8%	94.0%
2013-14	95.9%	96.0%	93.9%	95.1%	93.2%	93.9%	94.4%	95.0%	*	95.0%	93.0%	92.8%	93.5%
Annual Dropout Rate (Gr 9-12)													
2014-15	2.1%	1.6%	1.6%	1.1%	1.9%	1.6%	0.0%	0.0%	*	2.1%	1.7%	2.1%	2.2%
2013-14	2.2%	1.0%	1.0%	0.6%	1.2%	1.3%	0.0%	0.0%	*	0.0%	3.3%	1.7%	1.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	89.0%	86.2%	86.2%	93.4%	76.8%	90.7%	*	100.0%	-	88.9%	88.6%	83.7%	53.8%
Received GED	0.6%	0.8%	0.8%	0.0%	1.4%	0.7%	*	0.0%	-	0.0%	0.0%	0.7%	0.0%
Continued HS	4.1%	7.8%	7.8%	3.3%	15.2%	4.0%	*	0.0%	-	0.0%	8.6%	7.8%	30.8%
Dropped Out	6.3%	5.1%	5.1%	3.3%	6.5%	4.6%	*	0.0%	-	11.1%	2.9%	7.8%	15.4%
Graduates and GED	89.6%	87.0%	87.0%	93.4%	78.3%	91.4%	*	100.0%	-	88.9%	88.6%	84.4%	53.8%
Grads, GED, & Cont	93.7%	94.9%	94.9%	96.7%	93.5%	95.4%	*	100.0%	-	88.9%	97.1%	92.2%	84.6%
Class of 2014													
Graduated	88.3%	90.5%	90.5%	95.7%	85.7%	91.6%	*	90.0%	-	100.0%	83.9%	89.8%	*
Received GED	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Continued HS	4.3%	4.8%	4.8%	1.4%	10.5%	1.9%	*	0.0%	-	0.0%	6.5%	4.5%	*
Dropped Out	6.6%	4.8%	4.8%	2.9%	3.8%	6.5%	*	10.0%	-	0.0%	9.7%	5.7%	*
Graduates and GED	89.1%	90.5%	90.5%	95.7%	85.7%	91.6%	*	90.0%	-	100.0%	83.9%	89.8%	*
Grads, GED, & Cont	93.4%	95.2%	95.2%	97.1%	96.2%	93.5%	*	90.0%	-	100.0%	90.3%	94.3%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	90.4%	93.1%	93.1%	94.3%	92.3%	92.9%	*	90.0%	-	100.0%	87.5%	92.9%	*
Received GED	1.0%	0.3%	0.3%	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	0.0%	0.6%	*
Continued HS	1.3%	0.8%	0.8%	1.4%	1.5%	0.0%	*	0.0%	-	0.0%	3.1%	0.0%	*
Dropped Out	7.2%	5.9%	5.9%	4.3%	6.2%	6.5%	*	10.0%	-	0.0%	9.4%	6.4%	*
Graduates and GED	91.5%	93.3%	93.3%	94.3%	92.3%	93.5%	*	90.0%	-	100.0%	87.5%	93.6%	*
Grads, GED, & Cont	92.8%	94.1%	94.1%	95.7%	93.8%	93.5%	*	90.0%	-	100.0%	90.6%	93.6%	*
Class of 2013													
Graduated	90.4%	94.7%	94.7%	96.6%	93.9%	94.1%	*	100.0%	-	100.0%	82.1%	92.0%	66.7%
Received GED	1.1%	0.6%	0.6%	0.0%	0.0%	1.5%	*	0.0%	-	0.0%	3.6%	0.0%	0.0%
Continued HS	1.3%	1.1%	1.1%	1.7%	2.0%	0.0%	*	0.0%	-	0.0%	7.1%	1.5%	16.7%
Dropped Out	7.2%	3.6%	3.6%	1.7%	4.1%	4.4%	*	0.0%	-	0.0%	7.1%	6.6%	16.7%
Graduates and GED	91.5%	95.3%	95.3%	96.6%	93.9%	95.6%	*	100.0%	-	100.0%	85.7%	92.0%	66.7%
Grads, GED, & Cont	92.8%	96.4%	96.4%	98.3%	95.9%	95.6%	*	100.0%	-	100.0%	92.9%	93.4%	83.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.9%	95.8%	95.8%	98.3%	95.9%	94.1%	*	100.0%	-	100.0%	88.9%	93.3%	80.0%
Received GED	1.4%	0.6%	0.6%	0.0%	0.0%	1.5%	*	0.0%	-	0.0%	3.7%	0.0%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.2%	3.6%	3.6%	1.7%	4.1%	4.4%	*	0.0%	-	0.0%	7.4%	6.7%	20.0%
Graduates and GED	92.3%	96.4%	96.4%	98.3%	95.9%	95.6%	*	100.0%	-	100.0%	92.6%	93.3%	80.0%
Grads, GED, & Cont	92.8%	96.4%	96.4%	98.3%	95.9%	95.6%	*	100.0%	-	100.0%	92.6%	93.3%	80.0%

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	95.1%	95.1%	94.4%	95.5%	94.9%	*	83.3%	*	100.0%	90.6%	93.6%	*
Received GED	1.5%	1.2%	1.2%	1.9%	0.0%	1.9%	*	0.0%	*	0.0%	0.0%	1.6%	*
Continued HS	0.6%	0.3%	0.3%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	3.1%	0.0%	*
Dropped Out	7.0%	3.5%	3.5%	3.7%	4.5%	2.5%	*	16.7%	*	0.0%	6.3%	4.8%	*
Graduates and GED	92.4%	96.2%	96.2%	96.3%	95.5%	96.8%	*	83.3%	*	100.0%	90.6%	95.2%	*
Grads, GED, & Cont	93.0%	96.5%	96.5%	96.3%	95.5%	97.5%	*	83.3%	*	100.0%	93.8%	95.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	89.0%	83.7%	83.7%	93.4%	74.6%	88.4%	*	90.0%	-	72.7%	88.6%	80.8%	46.7%
Class of 2014	88.3%	89.5%	89.5%	95.7%	83.8%	91.0%	*	90.0%	-	100.0%	81.3%	88.7%	20.0%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.4%	92.1%	92.1%	94.3%	90.3%	92.3%	*	90.0%	-	100.0%	84.8%	91.8%	40.0%
Class of 2013	90.4%	94.0%	94.0%	96.6%	93.2%	93.5%	*	100.0%	-	90.0%	82.1%	90.6%	57.1%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2015	86.1%	77.4%	77.4%	68.4%	75.5%	81.0%	*	100.0%	-	75.0%	25.8%	68.6%	71.4%
Class of 2014	85.5%	80.9%	80.9%	77.3%	76.3%	84.5%	*	100.0%	-	100.0%	7.7%	75.2%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2015	84.1%	77.4%	77.4%	68.4%	75.5%	81.0%	*	100.0%	-	75.0%	25.8%	68.6%	71.4%
RHSP/DAP Graduates (Annual Rate)													
2014-15	84.3%	75.5%	75.5%	70.9%	68.4%	81.5%	*	100.0%	-	75.0%	28.6%	67.3%	62.5%
2013-14	83.8%	76.7%	76.7%	73.9%	70.6%	81.5%	*	100.0%	-	87.5%	4.2%	69.8%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2014-15	82.2%	75.5%	75.5%	70.9%	68.4%	81.5%	*	100.0%	-	75.0%	28.6%	67.3%	62.5%
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Any Subject													
2014-15	54.5%	54.8%	54.8%	45.1%	52.2%	59.4%	*	83.3%	-	50.0%	20.0%	49.6%	26.3%
2013-14	53.2%	53.8%	53.8%	60.4%	47.4%	56.7%	*	65.0%	*	46.7%	13.2%	47.3%	20.0%
English Language Arts													
2014-15	29.0%	32.1%	32.1%	27.3%	31.0%	33.1%	*	66.7%	-	30.0%	5.3%	26.7%	0.0%
2013-14	28.9%	23.9%	23.9%	29.7%	18.7%	25.3%	*	33.3%	*	30.8%	0.0%	14.8%	6.7%
Mathematics													
2014-15	43.8%	43.7%	43.7%	29.3%	41.1%	49.1%	*	75.0%	-	62.5%	17.9%	35.5%	10.5%
2013-14	42.4%	53.8%	53.8%	59.3%	50.6%	55.2%	*	53.3%	*	40.0%	3.7%	52.1%	8.3%
Science													
2014-15	12.7%	9.2%	9.2%	1.3%	8.7%	12.4%	*	7.7%	-	12.5%	0.0%	5.3%	0.0%
2013-14	13.4%	7.8%	7.8%	9.1%	3.9%	10.1%	*	8.3%	-	20.0%	0.0%	3.3%	0.0%

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Credit Course Completion (Grades 11-12)													
Social Studies													
2014-15	28.4%	21.0%	21.0%	10.7%	19.1%	25.9%	*	33.3%	-	30.0%	4.3%	17.6%	0.0%
2013-14	27.8%	19.0%	19.0%	16.7%	14.6%	22.7%	*	31.6%	*	28.6%	2.0%	11.3%	0.0%
Advanced Course/Dual Credit Course Completion (Grades 9-12)													
Any Subject													
2014-15	34.6%	33.2%	33.2%	23.8%	32.8%	36.6%	33.3%	59.5%	*	34.3%	14.0%	29.5%	17.4%
2013-14	33.1%	27.4%	27.4%	25.6%	25.2%	29.4%	0.0%	47.4%	*	28.6%	6.5%	22.6%	12.5%
English Language Arts													
2014-15	15.7%	12.2%	12.2%	11.3%	10.3%	13.7%	0.0%	32.4%	*	11.8%	3.1%	9.0%	0.0%
2013-14	15.4%	9.1%	9.1%	10.9%	6.9%	10.0%	0.0%	16.7%	*	12.1%	0.0%	5.1%	1.6%
Mathematics													
2014-15	19.4%	14.2%	14.2%	9.3%	12.1%	17.4%	16.7%	34.3%	*	15.6%	4.2%	10.1%	2.2%
2013-14	18.8%	18.1%	18.1%	19.2%	15.7%	19.5%	0.0%	31.3%	*	13.3%	0.9%	15.0%	1.6%
Science													
2014-15	5.2%	2.8%	2.8%	0.4%	2.3%	4.3%	0.0%	3.1%	*	3.1%	0.0%	1.3%	0.0%
2013-14	5.6%	2.3%	2.3%	2.4%	1.1%	3.2%	0.0%	3.3%	*	6.9%	0.0%	0.8%	0.0%
Social Studies													
2014-15	19.5%	12.8%	12.8%	7.0%	10.4%	16.9%	0.0%	27.8%	*	20.6%	3.0%	8.8%	0.0%
2013-14	18.3%	12.2%	12.2%	9.7%	8.8%	15.4%	0.0%	30.6%	*	20.6%	2.2%	7.6%	0.0%
College-Ready Graduates													
English Language Arts													
2014-15	42.0%	44.0%	44.0%	28.0%	46.0%	49.0%	*	60.0%	-	60.0%	22.0%	35.0%	*
Mathematics													
2014-15	38.0%	35.0%	35.0%	18.0%	29.0%	43.0%	*	60.0%	-	60.0%	22.0%	23.0%	*
Both Subjects													
2014-15	35.0%	33.0%	33.0%	18.0%	29.0%	40.0%	*	60.0%	-	60.0%	22.0%	23.0%	*
Either Subject													
2014-15	45.0%	46.0%	46.0%	28.0%	46.0%	53.0%	*	60.0%	-	60.0%	22.0%	35.0%	*
College and Career Ready Graduates													
2014-15	74.5%	71.2%	71.2%	74.5%	64.1%	72.6%	*	100.0%	-	100.0%	71.4%	66.4%	37.5%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2014-15	10.6%	14.7%	14.7%	12.7%	16.2%	14.1%	*	11.1%	-	25.0%	0.0%	14.5%	12.5%
Mathematics													
2014-15	7.1%	8.6%	8.6%	7.3%	6.8%	8.9%	*	11.1%	-	25.0%	0.0%	7.3%	12.5%
Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)													
2014-15	48.1%	48.8%	48.8%	47.3%	42.7%	52.6%	*	77.8%	-	62.5%	10.7%	36.4%	25.0%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2014-15	10.6%	12.3%	12.3%	5.5%	14.5%	11.9%	*	33.3%	-	12.5%	0.0%	9.1%	0.0%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Course Completion (Annual Graduates)													
2014-15	43.4%	44.2%	44.2%	38.2%	45.3%	44.4%	*	66.7%	-	50.0%	10.7%	34.5%	37.5%
CTE Coherent Sequence (Annual Graduates)													
2014-15	46.6%	37.4%	37.4%	49.1%	33.3%	33.3%	*	55.6%	-	62.5%	64.3%	42.7%	12.5%
2013-14	46.4%	24.1%	24.1%	5.8%	6.3%	11.5%	*	0.3%	-	0.3%	0.5%	11.0%	*
AP/IB Results (Participation)													
All Subjects													
2015	24.9%	16.3%	16.3%	4.1%	13.8%	22.6%	*	38.1%	-	7.7%	n/a	10.4%	n/a
2014	23.5%	22.0%	22.0%	19.8%	18.2%	27.2%	*	14.3%	-	21.4%	n/a	11.8%	n/a
English Language Arts													
2015	15.1%	10.5%	10.5%	4.1%	7.3%	15.0%	*	33.3%	-	0.0%	n/a	5.9%	n/a
2014	15.0%	16.4%	16.4%	15.1%	13.0%	20.3%	*	14.3%	-	14.3%	n/a	9.4%	n/a
Mathematics													
2015	6.8%	2.7%	2.7%	1.6%	1.6%	3.5%	*	9.5%	-	7.7%	n/a	3.0%	n/a
2014	6.5%	5.7%	5.7%	4.7%	2.6%	9.2%	*	4.8%	-	0.0%	n/a	2.9%	n/a
Science													
2015	10.2%	4.6%	4.6%	0.0%	3.6%	7.0%	*	9.5%	-	7.7%	n/a	3.0%	n/a
2014	6.9%	3.1%	3.1%	1.9%	2.2%	4.6%	*	0.0%	-	7.1%	n/a	1.6%	n/a
Social Studies													
2015	14.4%	9.5%	9.5%	0.8%	5.7%	15.3%	*	28.6%	-	7.7%	n/a	4.4%	n/a
2014	13.8%	12.9%	12.9%	8.5%	10.0%	17.6%	*	14.3%	-	7.1%	n/a	6.5%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2015	49.1%	57.5%	57.5%	20.0%	41.2%	67.7%	-	62.5%	-	*	n/a	50.0%	n/a
2014	51.3%	52.1%	52.1%	23.8%	59.5%	54.9%	-	*	-	*	n/a	58.6%	n/a
English Language Arts													
2015	43.7%	46.6%	46.6%	0.0%	22.2%	60.5%	-	57.1%	-	-	n/a	43.8%	n/a
2014	44.7%	47.1%	47.1%	25.0%	43.3%	54.7%	-	*	-	*	n/a	47.8%	n/a
Mathematics													
2015	51.7%	31.6%	31.6%	*	*	50.0%	-	*	-	*	n/a	0.0%	n/a
2014	53.6%	41.7%	41.7%	20.0%	33.3%	45.8%	-	*	-	-	n/a	42.9%	n/a
Science													
2015	35.4%	78.1%	78.1%	-	55.6%	85.0%	-	*	-	*	n/a	75.0%	n/a
2014	45.7%	45.0%	45.0%	*	40.0%	41.7%	-	-	-	*	n/a	*	n/a
Social Studies													
2015	40.1%	33.3%	33.3%	*	42.9%	31.8%	-	16.7%	-	*	n/a	41.7%	n/a
2014	41.6%	39.0%	39.0%	22.2%	34.8%	43.5%	-	*	-	*	n/a	31.3%	n/a

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District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Attendance and Postsecondary Readiness

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
Tested													
Class of 2015	68.3%	59.8%	59.8%	69.1%	47.0%	66.7%	*	55.6%	-	62.5%	n/a	49.1%	n/a
Class of 2014	66.3%	60.5%	60.5%	75.4%	46.8%	63.6%	*	80.0%	-	75.0%	n/a	52.3%	n/a
At/Above Criterion													
Class of 2015	24.3%	21.5%	21.5%	5.3%	12.7%	33.3%	*	40.0%	-	20.0%	n/a	8.9%	n/a
Class of 2014	25.1%	22.6%	22.6%	13.5%	13.6%	33.3%	-	37.5%	-	0.0%	n/a	10.0%	n/a
Average SAT Score													
All Subjects													
Class of 2015	1394	1372	1372	1217	1371	1435	*	*	-	1510	n/a	1281	n/a
Class of 2014	1417	1421	1421	1367	1362	1481	-	1541	-	*	n/a	1366	n/a
English Language Arts and Writing													
Class of 2015	912	901	901	794	908	939	*	*	-	988	n/a	841	n/a
Class of 2014	925	931	931	903	899	968	-	944	-	*	n/a	895	n/a
Mathematics													
Class of 2015	482	471	471	423	463	496	*	*	-	522	n/a	441	n/a
Class of 2014	491	490	490	464	463	512	-	597	-	*	n/a	471	n/a
Average ACT Score													
All Subjects													
Class of 2015	20.6	20.2	20.2	17.6	20.2	21.6	*	20.4	-	*	n/a	18.7	n/a
Class of 2014	20.6	20.3	20.3	18.7	18.4	22.1	-	*	-	19.8	n/a	19.0	n/a
English Language Arts													
Class of 2015	20.1	19.5	19.5	16.5	19.5	21.2	*	19.4	-	*	n/a	17.8	n/a
Class of 2014	20.0	19.6	19.6	18.3	17.2	21.4	-	*	-	18.4	n/a	18.3	n/a
Mathematics													
Class of 2015	20.9	20.3	20.3	18.6	20.6	21.2	*	20.4	-	*	n/a	18.9	n/a
Class of 2014	21.2	20.7	20.7	18.6	19.0	22.5	-	*	-	20.2	n/a	19.1	n/a
Science													
Class of 2015	20.7	20.6	20.6	18.1	20.5	22.0	*	21.6	-	*	n/a	19.2	n/a
Class of 2014	20.7	20.9	20.9	18.7	19.8	22.4	-	*	-	22.0	n/a	19.6	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2013-14	57.5%	55.6%	55.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	53.7%	53.7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2013-14	70.5%	75.0%	75.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	62.4%	62.4%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	1,995	100.0%	7,171	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.6%	4.2%
Kindergarten	0	0.0%	8.0%	7.1%
Grade 1	0	0.0%	7.6%	7.8%
Grade 2	0	0.0%	7.8%	7.8%
Grade 3	0	0.0%	8.4%	7.7%
Grade 4	0	0.0%	8.1%	7.5%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	0	0.0%	7.2%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	625	31.3%	8.8%	8.1%
Grade 10	606	30.4%	8.5%	7.3%
Grade 11	406	20.4%	5.7%	6.7%
Grade 12	358	17.9%	5.0%	6.1%
Ethnic Distribution:				
African American	364	18.2%	15.2%	12.6%
Hispanic	772	38.7%	40.4%	52.2%
White	759	38.0%	37.8%	28.5%
American Indian	7	0.4%	0.3%	0.4%
Asian	46	2.3%	2.6%	4.0%
Pacific Islander	2	0.1%	0.2%	0.1%
Two or More Races	45	2.3%	3.5%	2.1%
Economically Disadvantaged	830	41.6%	43.6%	59.0%
Non-Educationally Disadvantaged	1,165	58.4%	56.4%	41.0%
English Language Learners (ELL)	93	4.7%	17.4%	18.5%
Students w/ Disciplinary Placements (2014-2015)	80	4.0%	2.0%	1.4%
At-Risk	1,091	54.7%	51.0%	50.1%
Mobility (2014-2015)	248	12.5%	12.7%	16.5%
Graduates (Class of 2015):				
Total Graduates	326	100.0%	326	313,397
By Ethnicity (incl. Special Ed.):				
African American	55	16.9%	55	39,692
Hispanic	117	35.9%	117	148,966
White	135	41.4%	135	104,377
American Indian	2	0.6%	2	1,335
Asian	9	2.8%	9	13,090
Pacific Islander	0	0.0%	0	486
Two or More Races	8	2.5%	8	5,451

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	80	24.5%	80	46,723
Recommended H.S. Program/DAP	246	75.5%	246	251,524
Foundation High School Plan (No Endorsement)	0	0.0%	0	8,982
Foundation High School Plan (Endorsement)	0	0.0%	0	523
Foundation High School Plan (DLA)	0	0.0%	0	5,645
Special Education Graduates	28	8.6%	28	23,541

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,995
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.4	18.9
Grade 1	-	19.3	19.1
Grade 2	-	19.9	19.1
Grade 3	-	20.0	19.1
Grade 4	-	19.3	19.0
Grade 5	-	20.1	20.8
Grade 6	-	20.2	20.4
Secondary:			
English/Language Arts	23.9	22.3	17.1
Foreign Languages	21.5	21.2	19.1
Mathematics	24.1	22.8	18.1
Science	22.9	22.0	19.1
Social Studies	24.2	22.8	19.5

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	146.8	100.0%	100.0%	100.0%
Professional Staff:	132.7	90.4%	68.9%	64.3%
Teachers	108.6	74.0%	54.3%	50.5%
Professional Support	16.0	10.9%	10.6%	9.8%
Campus Administration (School Leadership)	8.0	5.5%	3.3%	2.9%
Educational Aides:	14.1	9.6%	7.1%	9.6%
Total Minority Staff:	29.8	20.3%	32.4%	48.2%
Teachers by Ethnicity and Sex:				
African American	7.5	6.9%	6.4%	10.1%
Hispanic	7.4	6.8%	13.8%	26.0%
White	87.5	80.5%	76.0%	60.8%
American Indian	0.5	0.5%	0.9%	0.4%
Asian	2.0	1.8%	1.6%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	3.7	3.4%	1.4%	1.1%
Males	55.6	51.2%	27.0%	23.5%
Females	53.0	48.8%	73.0%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.0%
Bachelors	80.6	74.2%	74.7%	74.7%
Masters	27.1	24.9%	25.1%	23.6%
Doctorate	1.0	0.9%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.9	6.4%	3.9%	8.1%
1-5 Years Experience	38.0	35.0%	25.4%	27.3%
6-10 Years Experience	31.6	29.1%	29.2%	21.7%
11-20 Years Experience	21.3	19.6%	31.7%	27.3%
Over 20 Years Experience	10.9	10.0%	9.8%	15.7%
Number of Students per Teacher	18.4	n/a	16.3	15.2

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM H S
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	9.0	10.4	10.9
Average Years Experience of Teachers with District:	3.7	5.1	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,580	\$48,699	\$45,507
1-5 Years Experience	\$50,492	\$50,049	\$47,996
6-10 Years Experience	\$53,304	\$53,475	\$50,459
11-20 Years Experience	\$57,140	\$56,256	\$53,794
Over 20 Years Experience	\$63,658	\$64,093	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$53,806	\$54,341	\$51,891
Professional Support	\$68,606	\$65,734	\$61,145
Campus Administration (School Leadership)	\$78,529	\$77,597	\$75,654
Instructional Staff Percent:	n/a	64.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.1	3.9	1,914.4

District Name: LITTLE ELM ISD
 Campus Name: LITTLE ELM HS
 Campus Number: 061914001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 Campus Profile

Total Students: 1,995
 Grade Span: 09 - 12
 School Type: High School

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	84	4.2%	17.1%	18.3%
Career & Technical Education	1,324	66.4%	22.4%	24.3%
Gifted & Talented Education	96	4.8%	3.8%	7.7%
Special Education	174	8.7%	7.6%	8.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.9%	1.9%	5.9%
Career & Technical Education	14.0	12.8%	4.0%	4.4%
Compensatory Education	0.0	0.0%	4.2%	2.9%
Gifted & Talented Education	0.0	0.0%	1.1%	1.9%
Regular Education	63.8	58.7%	76.2%	72.6%
Special Education	15.8	14.6%	9.2%	8.8%
Other	14.1	12.9%	3.5%	3.4%

[Link to:
 PEIMS Financial Standard Reports/
 2014-2015 Financial Actual Report](#)

- ^{1A} Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
^{1B} Indicates results are masked due to small numbers to protect student confidentiality.
¹ Indicates zero observations reported for this group.
^{n/a} Indicates data reporting is not applicable for this group.
^{1B&1} Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
[?] Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
^{###} Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.

2015–16 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual*, available at <http://tea.texas.gov/2016accountabilitymanual.aspx>.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2014–15

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2016 Accountability Manual](#). (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3).

Advanced Placement Examinations: Please see *AP/IB Results*.

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

number of dropouts in grades 7 and 8 during the 2014–15 school year

number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9 through 12 during the 2014–15 school year

number of students in grades 9–12 in attendance at any time during the 2014–15 school year

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual*. See also *Dropout and Leaver Record*. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years

Number of 2014–15 annual graduates

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

number of 11th and 12th graders in the 2014–15 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

number of 11th and 12th graders with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*. (Sources of data: The College Board, Aug. 2015,

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

$$\frac{\text{number of students in the 2014–15 school year considered as at risk}}{\text{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2014–15}}{\text{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*.

(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- **Teachers.** Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- **Campus Administration.** Principals, assistant principals, and other administrators reported with a specific school ID.
- **Central Administration. (not on campus profile)** Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- **Professional Support.** Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Average Years' Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards*, available at <http://tea.texas.gov/index4.aspx?id=25769817517>.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04X for middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported to be zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results*.

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

English Language Arts.

number of graduates who scored at or above the college-ready criterion for ELA in 2014–15

number of 2014–15 annual graduates with ELA results to evaluate

Mathematics.

number of graduates who scored at or above the college-ready criterion for mathematics in 2014–15

number of 2014–15 annual graduates with mathematics results to evaluate

Both Subjects.

number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2014–15

number of 2014–15 annual graduates with results in both subjects to evaluate

Either Subject.

number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2014–15

number of 2014–15 annual graduates with results in either subjects to evaluate

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year

Number of 2014–15 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years

Number of 2014–15 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates*.

County District Number (CDN): Please see District Number

County District Campus Number (CDCN): Please see Campus Number

CTE Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2014–15 annual graduates

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality (*not on campus profile*): The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

- (1) **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**
- (2) **Percent of Underreported Students.** Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2014–15 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates*.

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate*. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)

Dropout Rate: Please see *Annual Dropout Rate*.

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Total Students*. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. (Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Enrollment: Please see *Total Students*.

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

Expenditure Information: Information available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

Foundation High School Program (FHSP): Please see *Graduation Plan*.

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

Fund Balance Information: Information is available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

Graduation Plan: The percentage of students who graduated under one of the following:

- **FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- **FHSP-E Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- **FHSP-DLA Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- **FHSP-E Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates*. (Source of data: *PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3*)

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\text{number of graduates during the 2013–14 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Source of data: *Texas Higher Education Coordinating Board*)

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated and met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Source of data: Texas Higher Education Coordinating Board, Fall 2016*)

Graduation Rate: Please see *Longitudinal Rates*.

Instructional Expenditure Ratio (2014–15): This information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

International Baccalaureate (IB) Results: See *AP/IB Results*.

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*, Texas Education Agency)

LEP (Limited English Proficient): Please see *English Language Learner*.

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-Year Extended Longitudinal Rate).

For the 4-Year Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the 5-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the 6-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (2) *Received GED*: For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (3) *Continued High School*: The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

- (4) *Dropped Out*: The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2015 cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015} + \text{number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2015 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (2) *Received GED*: For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2015} \\ &+ \text{number of students from the cohort who received a GED by August 31, 2015} \\ &+ \text{number of students from the cohort who were enrolled in the fall of the} \\ &\quad \text{2015–16 school year} \end{aligned}}{\text{number of students in the 2014 cohort}^*}$$

Six-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (2) *Received GED*: For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2013 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2013 cohort}^*}$$

- (5) *Graduates & GED*. The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015} + \text{number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2013 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort}^{**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

Mobility (*campus profile only*): The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

number of mobile students in 2014–15

number of students who were in membership at any time during the 2014–15 school year

This rate is calculated at the campus level. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

Progress of Prior-Year Non-Proficient Students (*Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year*): The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\text{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2016 accountability subset;
- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(*Source of data: TEA Student Assessment Division*)

Recommended High School Program: Please see *Graduation Plan*.

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15*, available from TEA. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

Revenue Information: Please see the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

- (1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{Total number of graduates reported}}$$

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of graduating examinees who scored at or above the criterion score}}{\text{number of graduating examinees taking either the SAT or the ACT}}$$

- (3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

See also *Criterion Score*. (Sources: *The College Board*, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual*.

Snapshot Date: The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation*. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)

Special Education Determination Status (*district TAPR only*): The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

<http://tea.texas.gov/pbm/PBMASManuals.aspx>

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html>

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
 - Grade 3 – reading and mathematics
 - Grade 4 – reading, mathematics and writing
 - Grade 5 – reading, mathematics (1st and 2nd administration cumulative) and science
 - Grade 6 – reading and mathematics
 - Grade 7 – reading, mathematics and writing
 - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
 - English I
 - English II
 - Algebra I
 - U.S. History
 - Biology

- *All Grades:*
 - *STAAR Percentage at Level II Satisfactory Standard or Above (All Grades).* The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
 - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
 - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
 - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
 - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the 2016 Accountability Manual.
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *Special Education.* STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html>

See *STAAR Participation and Student Success Initiative*. (Source of data: TEA Student Assessment Division)

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of “S”, 2) STAAR Alternate 2 testers with a score code of “N”, 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of “A” or “O” who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
 - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
 - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
 - ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
 - ❖ Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
 - *Absent:* answer documents with a score code A
 - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Source of data: TEA Student Assessment Division)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff* (*District and Campus Profiles*) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration:* The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Level II Satisfactory Standard in the first administration}}{\text{number of students tested in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

- (3) *STAAR Cumulative Met Standard*: The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

- (4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC)*: The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who did not pass all administrations}}$$

- (5)* *STAAR Met Standard (Non-Proficient in Previous Year)*:

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2016}}{\text{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at <http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Program (population served) (district profile only): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\text{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Total Students: The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	(512) 463-9581
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAE (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Education	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TELPAS	Student Assessment.....	(512) 463-9536
TAIS	Texas Accountability Intervention System.....	(512) 463-9414

Information on the Internet: <http://tea.texas.gov/accountability/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 Assistant/Associate/Deputy Superintendent

012 Instructional Officer

020 Principal

028 Teacher Supervisor

040 Athletic Director

043 Business Manager

044 Tax Assessor and/or Collector

045 Director - Personnel/Human Resources

055 Registrar

060 Executive Director

061 Asst/Assoc/Deputy Exec Director

062 Component/Department Director

063 Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 Art Therapist

005 Psychological Associate

006 Audiologist

007 Corrective Therapist

008 Counselor

011 Educational Diagnostician

013 Librarian

015 Music Therapist

016 Occupational Therapist

017 Certified Orientation & Mobility Specialist

018 Physical Therapist

019 Physician

021 Recreational Therapist

022 School Nurse

023 LSSP/Psychologist

024 Social Worker

026 Speech Therapist/Speech-Lang Pathologist

030 Visiting Teacher/Truant Officer

032 Work-Based Learning Site Coordinator

041 Teacher Facilitator

042 Teacher Appraiser

054 Department Head

056 Athletic Trainer

058 Other Campus Professional Personnel

064 Specialist/Consultant

065 Field Service Agent

079 Other ESC Professional Personnel

080 Other Non-Campus Professional Personnel

TEACHERS

087 Teacher

047 Substitute Teacher

EDUCATIONAL AIDES

033 Educational Aide

036 Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses 2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
NI290317	GT Independent Study Mentorship III
NI290318	GT Independent Study Mentorship IV

Glossary

2015–16 Texas Academic Performance Report

November 2016

Accountability Rating: The labels assigned to districts and campuses by the state academic accountability system that indicate acceptable and unacceptable performance or that a district or campus is not rated. Possible ratings are as follows:

- *Met Standard*
- *Met Alternative Standard*
- *Improvement Required*
- *Not Rated*
- *Not Rated: Data Integrity Issues*

For a detailed explanation of this year's accountability system, see the *2016 Accountability Manual*, available at <http://tea.texas.gov/2016accountabilitymanual.aspx>.

Accountability Subset: The collection of STAAR assessment results that are used to determine district and campus accountability ratings.

Campus-level accountability subset: Campuses are held accountable for the performance of only those students enrolled in the campus on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled at one campus on October 30, 2015* then moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus.

District-level accountability subset: A district is held accountable for the performance of only those students enrolled in the district on both the snapshot date (the last Friday in October) and the testing date. For example, if a student was enrolled in one district on October 30, 2015* then moved to another district before the testing date, that student's performance is not included in the accountability results for either district. If that student had moved from one campus to another in the same district, however, his or her performance would have been included in the district's results, even though it was not included in the results for either campus. This can cause districts performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2015, the accountability subset date is for the prior year, October 31, 2014.

Advanced/Dual-Credit Course Completion: The percentage of students who complete and receive credit for at least one advanced course. TAPR includes separate completion percentages for grades 9–12 and grades 11–12. Decisions about awarding high school credit for college courses is described in [Texas Administrative Code §74.25](#).

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-credit. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the Public Education Information Management System (PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

number of students in grades 11 and 12 in 2014–15 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2014–15

This indicator was used in awarding distinction designations to high schools in 2016. For a detailed explanation of distinction designations, see [Chapter 5](#) of the [2016 Accountability Manual](#). (Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3).

Advanced Placement Examinations: Please see *AP/IB Results*.

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located
- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

number of dropouts in grades 7 and 8 during the 2014–15 school year

number of students in grades 7 and 8 in attendance at any time during the 2014–15 school year

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9 through 12 during the 2014–15 school year

number of students in grades 9–12 in attendance at any time during the 2014–15 school year

Both annual rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculation.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or

campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix K in the *2016 Accountability Manual*. See also *Dropout and Leaver Record*. (Source of data: PEIMS; Record 203, Student – School Leaver; Record 400, Student – Basic Attendance; Record 500, Student – Flexible Attendance Data, Submissions 1, 3, and 4)

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This is separate from, and may include different students than, the longitudinal graduation rates. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

AP/IB Course Completion: The percentage of annual graduates who completed at least one Advanced Placement (AP) course and/or the International Baccalaureate's (IB) course in the 2011–12 to 2014–15 school years.

number of 2014–15 annual graduates who completed at least one AP or IB course in the 2011–12 to 2014–15 school years

Number of 2014–15 annual graduates

AP/IB Results (Participation): The percentage of students in grades 11 and 12 who took the College Board's Advanced Placement (AP) examinations and/or the International Baccalaureate's (IB) Diploma Program examinations.

The percentage of students in grades 11 and 12 taking at least one AP or IB examination

number of 11th and 12th graders in the 2014–15 school year taking at least one AP or IB examination

total students enrolled in 11th and 12th grades

AP/IB Results (Examinees >= Criterion): The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested.

The percentage of students in grades 11 and 12 with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

number of 11th and 12th graders with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

This indicator was used in determining the 2016 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*. (Sources of data: The College Board, Aug. 2015,

Jan. 2015; The International Baccalaureate Organization, Aug. 2015, Aug. 2014; and PEIMS; Record 101, Student – Demographic, Submission 1)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

$$\frac{\text{number of students in the 2014–15 school year considered as at risk}}{\text{total number of students}}$$

(Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Attendance Rate: The percentage of days that students were present in 2014–15 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\text{total number of days that students in grade 1–12 were present in 2014–15}}{\text{total number of days that students in grade 1–12 were in membership in 2014–15}}$$

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*.

(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

Auxiliary Staff (not on campus profile): The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 090 Staff – Responsibilities record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percent of day worked. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix A for lists of the PEIMS role IDs included in each category.

- **Teachers.** Teachers, special duty teachers, and substitute teachers. Substitute teachers are people who are either temporarily hired to replace a teacher or hired permanently on an as-needed basis.
- **Campus Administration.** Principals, assistant principals, and other administrators reported with a specific school ID.
- **Central Administration. (not on campus profile)** Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.
- **Professional Support.** Therapists, nurses, librarians, counselors, and other campus professional personnel.

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. (Source of data: PEIMS; Record 060, Staff Data – Employment Payroll Accounting, Submission 1)

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher's FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers' FTE coefficients. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Average Years' Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher's coefficients. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

Bilingual Education (BE) Dual-language program that enables English language learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the transitional bilingual/early exit, the transitional bilingual/late exit, the dual language immersion/one-way, and the dual language immersion/two-way instructional models.

Bilingual Education/English as a Second Language Reports: The performance for selected indicators disaggregated by bilingual and English as a second language (ESL) instructional models. The TAPR shows the statutorily-required performance indicators disaggregated by eleven columns for students identified as limited English proficient (LEP) in the current school year.

For definitions of the BE/ESL instructional programs, see the *PEIMS Data Standards*, available at <http://tea.texas.gov/index4.aspx?id=25769817517>.

Campus Number: A unique nine-digit number assigned to every public school. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254), followed by a three-digit district number (9XX is used primarily for traditional campuses, 8XX for charter campuses), and ending with a three-digit campus number (typically 00X_ for high schools, 04X for middle schools, and 1XX for elementary schools).

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

For secondary classes, averages are determined by totaling the number of students served (in a given subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, how the average is determined depends on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the numbers of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as it is for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- Subjects in the areas of English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported to be zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

Cohort: a group of students who begin grade 9 for the first time in the same school year plus any students who, in the next three school years, enter the Texas public school system in the grade level expected for the cohort

A cohort is formed when a group of students begins ninth grade, regardless of whether the school that they attend has students in any other grades.

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

College Admissions Tests: Please see *SAT/ACT Results*.

College-Ready Graduates: The percentage of graduates that meet or exceed the college-ready criteria on the Texas Success Initiative Assessment (TSIA), the SAT test, or the ACT test. The criteria for each are as follows:

Subject	TSIA		SAT		ACT
ELA	at least 351 on Reading	OR	at least 500 on Critical Reading AND at least 1070 Total	OR	at least 19 on English AND at least 23 Composite
Math	at least 350 on Mathematics	OR	at least 500 on Math AND at least 1070 Total	OR	at least 19 on Math AND at least 23 Composite

The percentages are calculated as follows:

English Language Arts.

number of graduates who scored at or above the college-ready criterion for ELA in 2014–15

number of 2014–15 annual graduates with ELA results to evaluate

Mathematics.

number of graduates who scored at or above the college-ready criterion for mathematics in 2014–15

number of 2014–15 annual graduates with mathematics results to evaluate

Both Subjects.

number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2014–15

number of 2014–15 annual graduates with results in both subjects to evaluate

Either Subject.

number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2014–15

number of 2014–15 annual graduates with results in either subjects to evaluate

Performance is shown for the classes of 2015 and 2014.

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2014, ACT, Inc. Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver, Submissions 1 and 3)

College and Career Ready Graduates: The number of 2014–15 annual graduates who demonstrate preparedness for postsecondary success in one of three ways:

- Meeting the TSI criteria in both ELA/reading and mathematics, as described above for College-Ready Graduates
- Completing and earning credit for at least two advanced/dual-credit courses in the 2013–14 or 2014–15 school year
- Enrolling in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

(Sources of data: consolidated accountability file [CAF], THECB, College Board, and ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year: The percentage of annual graduates who complete two or more advanced or dual-credit courses.

number of 2014–15 annual graduates who completed 2 or more advanced/dual credit courses in the current and/or prior school year

Number of 2014–15 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion of Twelve or More Hours of Postsecondary Credit: The percentage of annual graduates who earn at least 12 hours of postsecondary credit in the 2011–12 to 2014–15 school years.

number of 2014–15 annual graduates who completed 12 or more hours of postsecondary credit in the 2011–12 to 2014–15 school years

Number of 2014–15 annual graduates

(Source of data: PEIMS; Record 415, Course Completion Data – Student; Submission 3 and Record 203, Student – School Leaver, Submissions 1 and 3)

Completion Rate: Please see *Longitudinal Rates*.

County District Number (CDN): Please see District Number

County District Campus Number (CDCN): Please see Campus Number

CTE Coherent Sequence Graduate: The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study.

number of 2014–15 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

number of 2014–15 annual graduates

(Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; Record 203, Student – School Leaver, Submissions 1 and 3; Record 400, Student – Basic Attendance, Submission 1)

Data Quality (*not on campus profile*): The percentage of errors made by district in two key data submissions: the PID in PEIMS Student Data and the PEIMS Student Leaver Data.

- (1) **The PID Error Rate cannot be reported for the 2015-16 school year due to the transition from PEIMS Edit+ to TSDS.**
- (2) **Percent of Underreported Students.** Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2014–15, the end of the school-start window was September 25, 2015.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2014–15 school year}}$$

(Source of data: General Educational Development Information File; PEIMS; Record 101, Student – Demographic, Submission 1; Record 110, Student – Enrollment, Submission 1; Record 400, Student – Basic Attendance, Submission 3; Record 500, Student – Flexible Attendance Data, Submission 3)

Distinction Designations: Recognitions for outstanding achievement in the following academic areas:

- Academic Achievement in English Language Arts/Reading (campus only)
- Academic Achievement in Mathematics (campus only)
- Academic Achievement in Science (campus only)
- Academic Achievement in Social Studies (campus only)
- Top 25 Percent: Student Progress (campus only)
- Top 25 Percent: Closing Performance Gaps (campus only)
- Postsecondary Readiness (district and campus)

Only those districts and campuses that receive a *Met Standard* rating are eligible for distinction designations. Charter districts and alternative education campuses evaluated by alternative education accountability (AEA) provisions are not eligible for distinction designations. See Chapter 5 in the *2016 Accountability Manual* for more information.

Distinguished Achievement Program: Please see *RHSP/DAP Graduates*.

District Number: A unique six-digit number assigned to every public school district. It is comprised of a three-digit county number (assigned alphabetically from 001 to 254) followed by a three-digit district number (9XX for traditional districts, 8XX for charter operators).

Dropout: A student who was enrolled in public school in grade 7–12 during the previous year, did not return to public school in current year, was not expelled, and did not graduate, receive a high school equivalency certificate, continue school outside the public school system, begin college, or die. Dropout counts are obtained from PEIMS records. For more information, see *Annual Dropout Rate*. (Source of data: PEIMS; Record 203, Student – School Leaver, Submissions 1, 3)

Dropout Rate: Please see *Annual Dropout Rate*.

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

See also *Total Students*. (Source of data: PEIMS; Record 101, Student – Demographic, Submission 1; and TEA Student Assessment Division)

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix A for all PEIMS Role IDs. (Source of data: PEIMS; Record 090, Staff Data – Responsibilities, Submission 1)

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes both ESL content and ESL pull-out instructional models.

English Language Learners (ELLs): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Language Learner,” “English Learner,” and “Limited English Proficient” (LEP) are used interchangeably.

Inclusion and exclusion of ELL performance varies by indicator:

- ELL performance of students who are in their first year in U.S. schools is excluded from all STAAR indicators. Exclusion of other ELL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, the percentage of ELLs is calculated by dividing the number of ELLs by the total number of students in the district or campus. Not all students identified as ELLs receive bilingual or English as a second language instruction. (Source of data: PEIMS; Record 110, Student – Enrollment, Submission 1)

Enrollment: Please see *Total Students*.

Ethnic Distribution: The number and percentage of students and staff who are identified as belonging to one of the following groups: African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races. (Source of data: PEIMS; Record 101, Student – Demographic, Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1; The College Board; ACT Inc.; The International Baccalaureate Organization; and TEA Student Assessment Division)

Expenditure Information: Information available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

Foundation High School Program (FHSP): Please see *Graduation Plan*.

Full Time Equivalent (FTE): A measure of the extent to which a person (or responsibility) occupies a full-time position; it is calculated for each staff member reported in PEIMS. FTE values are used in various staff reports as well as input to the Budget and Actual financial allocation process.

An employee who works half time and has a reported actual salary of \$30,000 has a full-time equivalent salary of \$60,000. All average salaries are expressed in full-time equivalent form by dividing the sum of the actual salaries earned by the total FTE count. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 060, Staff Data – Employment Payroll Accounting, Record 090, Staff – Responsibilities, Submission 1)

Fund Balance Information: Information is available on the PEIMS Financial Standard Reports at <http://tea.texas.gov/financialstandardreports/>.

Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2014–15 are also shown:

- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Plan (FHSP)

See also *College-Ready Graduates, Longitudinal Rate, RHSP/DAP Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3)

Graduation Plan: The percentage of students who graduated under one of the following:

- **FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- **FHSP-E Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year FHSP-E}}{\text{number of graduates in the Class of 2015 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015)** The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

$$\frac{\text{number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2015 with reported graduation plans}}$$

- **FHSP-DLA Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans (excludes graduates with RHSP and DAP degree plans)}}$$

- **FHSP-E Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Texas State Board of Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2014–15 who earn an FHSP-E}}{\text{number of graduates in SY 2014–15 with reported FHSP graduation plans}}$$

- **RHSP/DAP Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

- **RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15)** The percentage of graduates in 2015 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2014–15 with reported graduation plans}}$$

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. See the *PEIMS Data Standards* for more information. Results are shown for the Class of 2015 and the Class of 2014. See also *Graduates*. (Source of data: *PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3*)

For additional information about graduation programs please see <http://tea.texas.gov/graduation.aspx>

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enroll and begin instruction at an institution of higher education in Texas for the school year following high school graduation.

$$\frac{\text{number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year}}{\text{number of graduates during the 2013–14 school year}}$$

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included. (Source of data: *Texas Higher Education Coordinating Board*)

Graduates in TX IHE Completing One Year Without Remediation: The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation and did not require a developmental education course.

$$\frac{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated and met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students who attended Texas public two- or four-year institutions of higher education are included.

Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (*Source of data: Texas Higher Education Coordinating Board, Fall 2016*)

Graduation Rate: Please see *Longitudinal Rates*.

Instructional Expenditure Ratio (2014–15): This information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2014–15 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

International Baccalaureate (IB) Results: See *AP/IB Results*.

Leaver Record: The PEIMS record that reports the status of prior year grade 7–12 students who are no longer enrolled at a Texas public school. Districts are required to submit a leaver record for each student who graduated, enrolled in school in another state, returned to his or her home country, died, or dropped out.

See *Data Quality*. (Source of data: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3); *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*, Texas Education Agency)

LEP (Limited English Proficient): Please see *English Language Learner*.

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (4-Year Longitudinal Rate), after five years in high school (5-Year Extended Longitudinal Rate), or after six years in high school (6-Year Extended Longitudinal Rate).

For the 4-Year Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015.

For the 5-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2010–11. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2014.

For the 6-Year Extended Longitudinal Rate, the cohort consists of students who first attended ninth grade in 2009–10. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2013.

Additional Information on Cohorts:

- A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.
- A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.
- A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2011–12 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2011–12 but takes 5 years to graduate (i.e., graduates in May 2016) is still part of the 2015 cohort; he or she is not switched to the 2016 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2015. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2015 for the 2015 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (2) *Received GED*: For the 2015 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (3) *Continued High School*: The percent of the 2015 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

- (4) *Dropped Out*: The percent of the 2015 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2015 cohort*}}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the 2015 cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2015 cohort*}}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2015 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015} + \text{number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2015 cohort*}}$$

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2015, for the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (2) *Received GED*: For the 2014 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2014 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2014 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2014 cohort}^*}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2014 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2014 cohort}^*}$$

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2014 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2015} \\ &+ \text{number of students from the cohort who received a GED by August 31, 2015} \\ &+ \text{number of students from the cohort who were enrolled in the fall of the} \\ &\quad \text{2015–16 school year} \end{aligned}}{\text{number of students in the 2014 cohort}^*}$$

Six-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2015, for the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (2) *Received GED*: For the 2013 cohort, the percentage who received a GED certificate by August 31, 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2013 cohort still enrolled as students in the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2013 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2013 cohort who dropped out and did not return by the fall of the 2015–16 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2013 cohort}^*}$$

- (5) *Graduates & GED*. The percentage of graduates and GED recipients in the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015}}{\text{number of students in the 2013 cohort}^*}$$

- (6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2013 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015} + \text{number of students from the cohort who received a GED by August 31, 2015} + \text{number of students from the cohort who were enrolled in the fall of the 2015–16 school year}}{\text{number of students in the 2013 cohort}^*}$$

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, GED recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus TAPRs show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2011–12. They are followed through their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2015 cohort}^{**}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2010–11. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2015}}{\text{number of students in the 2014 cohort}^{**}}$$

** The cohort in the denominator above includes those students who graduated, continued in school, received a GED, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools, 2014–15*. (Sources: PEIMS; Record 203, Student – School Leaver; Submissions 1 and 3 and General Educational Development Information File)

Masking: Concealing the performance results of small groups of students to comply with the Federal Educational Rights and Privacy Act (FERPA)

Please see Special Symbols for additional information.

Membership: The count of enrolled students that does not include those students who are served for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

Mobility (*campus profile only*): The count and percentage of students who have been in membership at a school for less than 83% of the school year (i.e., missed six or more weeks).

number of mobile students in 2014–15

number of students who were in membership at any time during the 2014–15 school year

This rate is calculated at the campus level. The mobility rate shown in the “district” column is based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. (Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving prekindergarten (PK) through grade 12 must receive an accountability rating. A campus that does not serve grade levels at which STAAR is administered is paired with another campus in the same district for accountability purposes. For example, Travis Primary (K–2) feeds students into Navarro Elementary (3–5). The district pairs

these two campuses for accountability purposes. This means that the performance index outcome of Navarro Elementary is also used as the rating Travis Primary. For more information about paring, please see Chapter 6 in the *2016 Accountability Manual*.

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See also Appendix A. (*Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1*)

Progress of Prior-Year Non-Proficient Students (*Percent of students who did not reach the satisfactory standard on at least one STAAR assessment in the previous year*): The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alt 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2016, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who did not reach the satisfactory standard in 2015 but passed in 2016}}{\text{number of matched students who did not reach the satisfactory standard in 2015}}$$

For 2016, students in grades 4–8 included in these measures are those who

- took the spring 2016 STAAR, STAAR A or STAAR Alt 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 test takers because that is the first STAAR test;
- are part of the 2016 accountability subset;
- can be matched to the spring 2015 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2015 STAAR administration of ELA/reading and/or mathematics.

(*Source of data: TEA Student Assessment Division*)

Recommended High School Program: Please see *Graduation Plan*.

Retention Rates by Grade (not on campus profile): The percentage of students in Texas public schools who enrolled in fall 2015 in the same grade in which they were reported for the last six-week period of the prior school year (2014–15).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2014–15*, available from TEA. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

Revenue Information: Please see the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

SAT/ACT Results: Participation and performance of graduating seniors from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. Only one record is sent per student. If a student takes an ACT and/or SAT test more than once, the agency receives the record for the most recent examination taken.

Four values are calculated for this indicator:

- (1) *Tested:* The percentage of graduates who took either college admissions test:

$$\frac{\text{number of graduates who took either the SAT or the ACT}}{\text{Total number of graduates reported}}$$

- (2) *At/Above Criterion:* The percentage of examinees who scored at or above the criterion score on either test (1110 on the SAT critical reading and mathematics sections combined, or 24 on the ACT composite):

$$\frac{\text{number of graduating examinees who scored at or above the criterion score}}{\text{number of graduating examinees taking either the SAT or the ACT}}$$

- (3) *Average SAT Score:* The average score for the SAT critical reading, writing, and mathematics combined. The maximum score is 2400. It is calculated as follows:

$$\frac{\text{sum of total scores (critical reading + writing + mathematics) of all students who took the SAT}}{\text{number of students who took the SAT}}$$

- (4) *Average ACT Score:* The average score for the ACT composite. The maximum score is 36. It is calculated as follows:

$$\frac{\text{sum of total composite scores of all students who took the ACT}}{\text{number of students who took the ACT}}$$

See also *Criterion Score*. (Sources: *The College Board*, Aug. 2015, Jan. 2015; ACT, Inc. (ACT) Oct. 2015, Oct. 2014; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submissions 1 and 3)

School Type: A specific label given to a campus for the purposes of determining its index targets. How it is labeled—elementary, middle, elementary/secondary, or high—is determined by the grades served by the campus as reported in the fall PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2016 Accountability Manual*.

Snapshot Date: The first submission of data to PEIMS of a new school year. Enrollment information submitted by this date is used for accountability. It is the last Friday of October. October 30, 2015, is the PEIMS snapshot date for the 2015–16 school year.

Special Education: The population of students served by special education programs. Assessment decisions for students in special education programs are made by their admission, review, and dismissal (ARD) committees. In the 2015–16 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alt 2.

Other indicators that include the performance of students served by special education are advanced course/dual-credit course completion, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP/FHSP rates. Information that would allow the separation of performance of students in special education on college admissions tests and on Advanced Placement and International Baccalaureate examinations is not available. Note that in the *Profile* section of the report, retention rates (district profile only) for students receiving special education services are shown separately. See *STAAR Special Education Assessments* and *STAAR Participation*. (Source of data: PEIMS; Record 163, Student – Special Education Program, Submission 1)

Special Education Determination Status (*district TAPR only*): The 2015–16 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report. This label represents an integrated determination status based on an evaluation of each district's Performance-Based Monitoring Analysis (PBMAS) indicators in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

- Meets Requirements
- Needs Assistance
- Needs Intervention
- Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link:

http://tea.texas.gov/Student_Testing_and_Accountability/Monitoring_and_Interventions/Program_Monitoring_and_Interventions/Special_Education_Intervention_Guidance_and_Resources/.

Additional resources include the PBMAS Manual and the State Performance Plan at the following links:

<http://tea.texas.gov/pbm/PBMASManuals.aspx>

http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

Special Symbols: Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '**' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at

<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/masking.html>

STAAR (State of Texas Assessments of Academic Readiness): A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
 - Grade 3 – reading and mathematics
 - Grade 4 – reading, mathematics and writing
 - Grade 5 – reading, mathematics (1st and 2nd administration cumulative) and science
 - Grade 6 – reading and mathematics
 - Grade 7 – reading, mathematics and writing
 - Grade 8 – reading, mathematics (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
 - English I
 - English II
 - Algebra I
 - U.S. History
 - Biology

- **All Grades:**
 - *STAAR Percentage at Level II Satisfactory Standard or Above (All Grades).* The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
 - *STAAR Percentage at Postsecondary Readiness Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
 - *STAAR Percentage at Advanced Standard.* The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
 - *STAAR Percentage Met or Exceeded Progress.* The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
 - *STAAR Percentage Exceeded Progress.* The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the 2016 Accountability Manual.
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *Special Education.* STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html>

See *STAAR Participation and Student Success Initiative*. (Source of data: TEA Student Assessment Division)

STAAR Participation: The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of “S”, 2) STAAR Alternate 2 testers with a score code of “N”, 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of “A” or “O” who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
 - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
 - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
 - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
 - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
 - ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
 - ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
 - ❖ Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
 - *Absent:* answer documents with a score code A
 - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). *STAAR Participation Rate* is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Source of data: TEA Student Assessment Division)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff* (*District and Campus Profiles*) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration:* The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Level II Satisfactory Standard in the first administration}}{\text{number of students tested in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

- (3) *STAAR Cumulative Met Standard*: The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

- (4)* *STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC)*: The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who did not pass all administrations}}$$

- (5)* *STAAR Met Standard (Non-Proficient in Previous Year)*:

- *Promoted to Grade 6 or 9*: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- *Retained in Grade 5 or 8*: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2016}}{\text{number of students retained and took grade 5 STAAR reading in 2016}}$$

* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at <http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

Students by Grade: The count of students in each grade divided by the total number of students. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source of data: PEIMS; Record 425, Disciplinary Action Data, Submission 3)

Superintendent: The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

Tax Information: This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Program (population served) (district profile only): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Texas Success Initiative Assessment (TSIA): The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

$$\frac{\text{number of 2014–15 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2014–15 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

Total Students: The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

Turnover Rate for Teachers (not on campus profile): The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	(512) 463-9581
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status		
	School Improvement	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Education	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TELPAS	Student Assessment.....	(512) 463-9536
TAIS	Texas Accountability Intervention System.....	(512) 463-9414

Information on the Internet: <http://tea.texas.gov/accountability/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027 Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003 Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004 Assistant/Associate/Deputy Superintendent

012 Instructional Officer

020 Principal

028 Teacher Supervisor

040 Athletic Director

043 Business Manager

044 Tax Assessor and/or Collector

045 Director - Personnel/Human Resources

055 Registrar

060 Executive Director

061 Asst/Assoc/Deputy Exec Director

062 Component/Department Director

063 Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002 Art Therapist

005 Psychological Associate

006 Audiologist

007 Corrective Therapist

008 Counselor

011 Educational Diagnostician

013 Librarian

015 Music Therapist

016 Occupational Therapist

017 Certified Orientation & Mobility Specialist

018 Physical Therapist

019 Physician

021 Recreational Therapist

022 School Nurse

023 LSSP/Psychologist

024 Social Worker

026 Speech Therapist/Speech-Lang Pathologist

030 Visiting Teacher/Truant Officer

032 Work-Based Learning Site Coordinator

041 Teacher Facilitator

042 Teacher Appraiser

054 Department Head

056 Athletic Trainer

058 Other Campus Professional Personnel

064 Specialist/Consultant

065 Field Service Agent

079 Other ESC Professional Personnel

080 Other Non-Campus Professional Personnel

TEACHERS

087 Teacher

047 Substitute Teacher

EDUCATIONAL AIDES

033 Educational Aide

036 Certified Interpreter

AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.

Advanced Academic Courses 2015–16 Texas Academic Performance Reports

- All courses shown were for the 2014–15 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

English Language Arts

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

Social Studies/History

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

Advanced Languages (cont.)

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
NI290317	GT Independent Study Mentorship III
NI290318	GT Independent Study Mentorship IV