Willis Independent School District

2016-2017 Academic Accountability Report

Published February, 2018

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Willis Independent School District

Brabham Middle School

2016-2017 Goals/Performance Objectives

Accountability Rating: Met Standard

Mission Statement

Our mission is to ensure that all students are prepared for high school and for lifelong learning.

Vision

Brabham Middle School will be a safe and positive community of learners where all students develop a passion for learning.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Improve performance to 20% of all students achieving Level 3 on 2017 STAAR.

Evaluation Data Source(s) 1: This objective will be evaluated by dividing the total number of 2017 level 3 scores by the total number of 2017 tests taken.

OBJECTIVE PROGRESS: 19% of all students met Level 3.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Performance Objective 2: Increase level 2 STAAR mastery by 10% for At-Risk, Economically Disadvantaged, and English Language Learners student groups in both Reading and Math for the 2017 STAAR assessments.

Evaluation Data Source(s) 2: Success will be evaluated by determining the percentage of students who achieve level 2 for each student group separately.

OBJECTIVE PROGRESS: Economically Disadvantaged: Reading increased by 6% , Math increased 15% ; English Language Learners: Reading increased by 3% , Math increased by 9%.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Performance Objective 3: Student Attendance rate will increase from 96.19% to 97% for the 2016-2017 school year.

Evaluation Data Source(s) 3: An overall attendance rate of 97% will be achieved and maintained.

OBJECTIVE PROGRESS: Attendance increased slightly.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Ensure timely communication to parents, students, and the community 100% of the time for the 2016-2017 school year.

Evaluation Data Source(s) 1: An increase will be seen on the parent climate/culture surveys when analyzing the questions asking about home/school communication.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 3: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus administration will be prioritized by campus improvement initiatives during the 2016-2017 school year.

Evaluation Data Source(s) 1: The campus budget audit evaluating line by line alignment between budget spending and campus improvement plans

Summative Evaluation 1: Met Performance Objective

Goal 4: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Disciplinary referral incidents will be kept and analyzed monthly in an effort to identify trends and take corrective action for the 2016-2017 school year.

Evaluation Data Source(s) 1: Monthly reports will indicate a decrease in referrals from previous year or month-to-month.

OBJECTIVE PROGRESS: The number of discipline referrals went down in comparison to the previous year.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: Increase of 10% for students receiving tangible rewards for safe and positive behavior in the 2016-2017 school year.

Evaluation Data Source(s) 2: Impact will be evaluated by the percentage of annual decreases in referrals for abusive conduct toward students (offense codes 0501-0508).

OBJECTIVE PROGRESS: Brabham Bucks were distributed for students displaying positive behaviors.

Summative Evaluation 2: Met Performance Objective

Willis Independent School District

Cannan Elementary

2016-2017 Goals/Performance Objectives

Mission Statement

The mission of Cannan Elementary School is to create a collaborative, safe learning environment which empowers all students to achieve success with high expectations through real world experiences.

Vision

We are ***Game Changers*** at Cannan Elementary! Moving from good to Great through high expectations for students.

Value Statement

Cannan's Core Beliefs are:

1. Students will rise to meet and acheive high academic expectations.

2. Learning should be fun and engaging for all students.

3. School is a place where every child belongs and can find their path to being a successful citizen for our nation and world.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Each grade level will meet the Superintendent's targeted percentage in literacy development.

Teachers will implement a balanced literacy program in their classrooms.
OBJECTIVE PROGRESS:
Evaluation data: End of Year (EOY) DRA level/ STAAR Reading results for grades 3-5.
Direct training/refresher was provided to teachers by the literacy coach to train on the balanced literacy format and address any questions/issues from teachers. Training was also provided through district staff development opportunities.

Evaluation Data Source(s) 1: End of Year (EOY) DRA level/ STAAR Reading results for grades 3-5.

Summative Evaluation 1: No progress made toward meeting Performance Objective

Performance Objective 2: Each grade level will meet the Superintendent's targeted percentage in Math.
Teachers will implement a balanced math program in their classroom.

OBJECTIVE PROGRESS: Objective met.
Evaluation data:
End of the year TEMI- grades K-2 and STAAR results from grades 3-5.
Direct training/refresher was provided to teachers by the math coach to assist teachers with the balanced math cycle. Training was also provided through district staff development opportunities.

Evaluation Data Source(s) 2: End of the year TEMI- grades K-2 and STAAR results from grades 3-5.
Teachers will implement a balanced math program in their classroom. Direct training/refresher was provided to teachers by the math coach to assist teachers with the balanced math cycle. Training was also provided through district staff development opportunities.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Performance Objective 3: Each grade level will meet the Superintendent's targeted percentage in Science.
Teachers will utilize STEMSCOPES and various other research based instruction in their classrooms.
OBJECTIVE PROGRESS: Objective met. 5th grade Science scores remained the same as 2015 with 78% of 5th graders meeting "Approaches" on the Science Test.

Evaluation Data Source(s) 3: Science STAAR Results 2017. Science Benchmark data

Summative Evaluation 3: Met Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Parental attendance at campus events will increase by 10%.

OBJECTIVE PROGRESS: Progress was met and/or exceeded. In addition to Open House, Literacy Night, and Math Night. new opportunities for parents to get involved were made available this year. Examples are: "Love and Logic" workshops, parent involvement and support with our Cinco de Mayo program in May, and opening up Field Day to parents.

Evaluation Data Source(s) 1: Cannan will hold parent involvement meetings and activity nights.

Summative Evaluation 1: Exceeded Performance Objective

Performance Objective 2: Communicate weekly to all parents.
OBJECTIVE PROGRESS: Progress ment. Communication was sent home weekly through Monday folder and electronically through Blackboard. Events were also communicated on the website.

Evaluation Data Source(s) 2: Weekly and daily information is sent home with students.

Summative Evaluation 2: Met Performance Objective

Performance Objective 3: The school's web page and the district app are used for communication and information to parents.

OBJECTIVE PROGRESS: Progress met. Communication was sent home weekly through Monday folder and electronically through Blackboard. Events were also communicated on the website.

Evaluation Data Source(s) 3: Weekly and daily updates are made by all staff in ensure parents are receiving updated information as events happen.

Summative Evaluation 3: Met Performance Objective

Performance Objective 4: SchoolReach is used to inform parents of important information that is needed immediately.

Evaluation Data Source(s) 4: Immediate communication is established if the need exists to use this form of communication.
OBJECTIVE PROGRESS: Progress met. Communication was sent home weekly through Monday folder and electronically through Blackboard. Events were also communicated on the website.

Summative Evaluation 4: Met Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: All teachers will collaborate and plan as a team.

Evaluation Data Source(s) 1: Weekly grade level Professional Learning Communities (PLCs) and planning meetings. Sign in sheets

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: All appropriate staff are trained in implementing a balanced literacy classroom.

Evaluation Data Source(s) 2: Continued training is provided as needed by Reading Coach, District Specialists and Principal to ensure proper implementation of balanced literacy.

Summative Evaluation 2: Met Performance Objective

Performance Objective 3: All staff will be highly qualified.

Evaluation Data Source(s) 3: All applicants will be screened to ensure highly qualified status prior to becoming part of the Cannan staff.

Summative Evaluation 3: Met Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: CES will utilize 100% of funds.

Evaluation Data Source(s) 1: End of the year budget reports

Summative Evaluation 1: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: Train all staff on safety issues.

Evaluation Data Source(s) 1: Monthly meetings will address key concerns for building safety, cleanliness and personal safety of students and staff.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: Safety and security procedures will be in place 100% of the time.

Evaluation Data Source(s) 2: Physically walking the interior and exterior of the building.

Summative Evaluation 2: Met Performance Objective

Performance Objective 3: District and campus positive behavior management system will be implemented.

Evaluation Data Source(s) 3: CHAMPS implementation on a campus level as well as in every classroom.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Willis Independent School District

Hardy Elementary

2016-2017 Goals/Performance Objectives

Accountability Rating: Met Standard

Mission Statement

The mission of C.C. Hardy Elementary is to provide a safe learning environment where all children are presented with opportunities to become life long learners. We are a team dedicated to developing and challenging all students to reach their maximum potential.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: CC Hardy Elementary students will achieve 75% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as at least 20% attaining Level III:Advanced.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in students' scores on the STAAR.

When compared to the state and district level, Hardy Elementary underperformed in the area of reading- (s)72%, (d)69%, (c)63%

Summative Evaluation 1: No progress made toward meeting Performance Objective

Performance Objective 2: Hardy Elementary students will achieve 75% mastery on their grade level assessments in math and meet or exceed the state average on STAAR as well as at least 20% attaining Level III:Advanced.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in students' scores on the STAAR.

Performance objective met- 77% of students were identified at the approaches or above grade level rating.

Performance objective not met-meet or exceed the state average on STAAR as well as at least 20% attaining Level III:Advanced.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Performance Objective 3: Hardy Elementary students will achieve 75% mastery on their grade level assessments in science and meet or exceed the state average on STAAR as well as at least 15% attaining Level III:Advanced.

Evaluation Data Source(s) 3: Impact will be determined by the percentage of increase in students' scores on the STAAR.

When compared to the state and district level, Hardy Elementary underperformed in the area of science- (s)77%, (d)79%, (c)59%

Summative Evaluation 3: No progress made toward meeting Performance Objective

Performance Objective 4: Hardy Elementary students will achieve 80% mastery on their grade level assessments in writing and meet or exceed the state average on STAAR as well as at least 15% attaining Level III:Advanced.

Evaluation Data Source(s) 4: Impact will be determined by the percentage of increase in students' scores on the STAAR.

When compared to the state and district level, Hardy Elementary underperformed in the area of reading- (s)67%, (d)62%, (c)46%

Performance objectives met: at least 19% of students were identified at the meets grade level rating.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Performance Objective 5: Hardy Elementary students will demonstrate measurable growth on DRA, TPRI/Tejas LEE and TELPAS based on BOY and EOY results.

Evaluation Data Source(s) 5: Impact will be determined by levels of growth on DRA, increased number of K-2 students who grow from SD to D on TPRI/Tejas LEE and those that grow a level (Beginner, Intermediate, Advanced, Advanced High) on TELPAS.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: CC Hardy Elementary will work with parents and the community to maximize learning for all students through two-way communication and improving participation in conferences and school events by 10%.

Evaluation Data Source(s) 1: The impact will be determined by 10% gains in parent attendance at conferences, school events, and programs based on sign-in sheets and conference logs.

Parent involvement will continue to be a big part of our campus mission. Data from the end of year parent survey suggests that CCH needs more opportunities for parents to be involved in their student's educational career.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: To ensure parent and school partnership in the academic success of their children, Hardy Elementary will communicate high expectations for student attendance in order to show 0.5% gains at the end of the year.

Evaluation Data Source(s) 2: The impact will be determined by 0.5% gain in student attendance at the end of the year or by a Quartile 1 designation from the state in comparison groups.

Performance Objective Summary-96.5% and Quartile 3

Summative Evaluation 2: No progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: CC Hardy Elementary will employ, develop and retain highly qualified staff that will be prepared to support, sustain, and maximize student achievement.

Evaluation Data Source(s) 1: Recruitment, Development, and Retention of Staff

The recruitment process for highly qualified staff/teachers lasted six months. Unfortunately, CCH was not able to retain all 16-17 staff.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: At least 3 additional professional development sessions will be planned for Hardy Elementary in addition to district professional development. Teacher growth is necessary in Balanced Literacy (guided reading/running records), stations, and science instruction.

Evaluation Data Source(s) 2: Impact will be determined in Professional Growth Domain, reflection in lesson plans and implementation in the classrooms and documented attendance through Eduphoria.

Performance Objective Met:
Some instructional goals were met. However, the need for best instructional practices to be consistently implemented with fidelity is still an area for growth.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: To ensure that funds are spent appropriately, Hardy Elementary will adhere to the guidelines set by the state and the district.

Evaluation Data Source(s) 1: Impact will be determined by monthly campus audits on spending and meeting district deadlines for spending.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: All district funds will be utilized for programs that ensure the success of every student.

Evaluation Data Source(s) 2: Campus budget report

Summative Evaluation 2: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: In order to ensure a safe and orderly environment conducive to learning for all students and staff, Hardy Elementary will review safety procedures, identify building improvement needs and involve staff and community in the planning and use of resources to meet the future educational needs of all students.

Evaluation Data Source(s) 1: Impact will be determined by a 3% reduction of incidents on the campus.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Willis Independent School District

Lucas Middle School

2016-2017 Goals/Performance Objectives

Mission Statement

Lynn Lucas Middle School will promote a nurturing environment that fosters a passion for life-long learning and challenges our students to reach their highest potential. We will create an atmosphere that encourages the development of character, respect, responsibility, and productive problem-solving citizens.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Increase percent of students meeting the state and district assessment standards, attaining advanced academic levels and eliminating achievement gaps.

Evaluation Data Source(s) 1: All students will pass state mandated assessments. Achievement gap between student sub-populations will be eliminated. The percentage of students from all student groups achieving advanced academic performance will increase from prior year by 5%.

Student progress was made in increases of anywhere from 2% to 13% in all subjects and all subpopulations, although the 5% advanced academics was not in every subject and subpopulaiton.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: LLMS faculty will use the TEKS Resource System as the Willis ISD district guide to teach the State of Texas Mandated curriculum. Teachers will follow the scope and sequence as delineated in the TEKS Resource System in order to help students achieve academic success.

Evaluation Data Source(s) 2: 100% participation by core curriculum teachers in the use of TEKS Resource System.

Summative Evaluation 2: Met Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Conduct campus wide opportunities for parent and community involvement to promote academic achievement and school spirit.

Evaluation Data Source(s) 1: Increased parental participation in campus activities by 10%. Open House and athletic events saw an increase of 8%, other activities such as academic and fine arts saw increases of 6%.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: Design and implement opportunities for parents to participate in campus volunteer opportunities that are outside of the normal school day to accommodate family schedules while including parents in campus growth activities.

Evaluation Data Source(s) 2: Increased parent volunteer participation by 5%. Parents volunteering with clubs, organizations and athletics increased by 2% from the previous year.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Design, develop and implement professional development programs hiring and orientation based on the schools focus areas, school improvement processes, and curriculum priorities.

Evaluation Data Source(s) 1: Increased academic performance on state assessments by 10% on the academic areas targeted for staff development.

Campus core teachers made it out of Improvement Required in Index 1 and 2 by an overall Index 1 increase of +2 and an overall Index 2 increase of +4 by following the PLC and data plan thoroughly based on the campus improvement plan.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: All campus funds will be utilized for programs that ensure the success of every student.

Evaluation Data Source(s) 1: 100% of campus funds will be allocated to improve all campus programs.

The campus site based team as well as the campus improvement team reviewed the allocated resources, budgeted and spent those resources on the most critical need areas of core content while not taking away from the needs of electives, clubs and organizations.

Summative Evaluation 1: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Lower the number of discipline referrals by 5% from previous year.

Evaluation Data Source(s) 1: Trend data charts will reflect a 10% decline of discipline incidents by all student groups.

Referrals decreased by 5% from the previous year for semester one but not semester two. Data trends did not show a 10% decrease in African American and Hispanic referral rates.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: Lower the number assignments to OSS, ISS and DAEP by 5% each.

Evaluation Data Source(s) 2: Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total placements.

OSS, ISS and DAEP placements did not decrease by 5%, although they did decrease. There was an increase in second semester ISS and OSS placements in all student groups.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Performance Objective 3: Create and promote school safety awareness for students and staff to know what to do in times of crisis.

Evaluation Data Source(s) 3: 100% of students and teachers attend safety awareness training as evidenced by sign-in sheets and training certificates.

All monthly safety procedures were conducted and monitored.

Summative Evaluation 3: Met Performance Objective

Performance Objective 4: Policies and practices in addressing bullying are aligned across the system.

Evaluation Data Source(s) 4: Reduce the number of bullying incidents by 5%

Through counseling groups, programs, class lessons, bullying incidents decreased by 3%.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Willis Independent School District

Meador Elementary

2016-2017 Goals/Performance Objectives

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Mathematics
Top 25% Student Progress
Top 25% Closing Performance Gaps

Mission Statement

Our mission is to perpetuate life-long learning in a safe and engaging environment, while instilling the values of productive citizenshipt.

Vision

William Lloyd Meador Elementary School is a place where all students are encouraged to strive for excellence academically, socially, and emotionally in a safe and supportive atmosphere. Our goal is to work in a partnership with our parents and community to create an environment where students are empowered to discover their strengths and to achieve their maximum potential. Opportunities are available for enrichment, intervention, and remediation as necessary. We set high expectations for all students. Our entire school community shares the belief that all children can and will learn.

Value Statement

Reach every student, every day.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Obj 4: To ensure that the instructional strategies and materials used in every classroom are engaging, aligned and rigorous, the administrative team of William Lloyd Meador Elementary will monitor and support the staff to foster the culture of high expectations.

Evaluation Data Source(s) 1: Impact will be determined by the increase in positive data collected during classroom visits.

Performance Objective met - Through review of data gathered from weekly walk-throughs the number of areas recognized as implemented significantly increased from semester 1 to semester 2.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: At the end of 2016-1017 90% of the students at Meador Elementary will have achieved progress as measured by the STAAR, TELPAS or TPRI results.

Evaluation Data Source(s) 2: Impact will be determined by the data gathered from the STAAR, TELPAS and TPRI results.

Performance Objective not met: 61% of students showed specific progress on longitudinal data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: To ensure that all parents are active members of the school community and equal partners in the academic success of their children, William Lloyd Meador Elementary will communicate with and actively solicit input and involvement from the staff, students, parents and community.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in parent participation in involvement opportunities.

Performance Objective not met - Though the number of opportunities for parent input increased by 100% and overall attendance at meetings and activities at school increased by 10%, we do not feel we achieved the true impact desired.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Performance Objective 2: To ensure that all parents are equal partners in the academic success of their children, William Lloyd Meador Elementary will communicate high expectations for student attendance.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in student attendance.
Performance Objective not met - there was <1% increase in the attendance from 2015-16 to 2016-17

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: To ensure that all staff members are familiar with the academic goals William Lloyd Meador Elementary will work collaboratively to build common goals and understanding of the expectations held for all students.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in conversations with staff and students focused on academic goals.

Performance Objective met: Through weekly grade level Common Planning Time and monthly grade level data discussions during Professional Learning Communities, teachers collaboratively planned lessons to ensure a guaranteed and viable curriculum, as well as identified targeted intervention plans to be implemented by the grade level team.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: To ensure student success, William Lloyd Meador Elementary will recruit and retain a highly qualified staff and will continue to build their skills through research based professional development.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in student's scores on common assessments.

Performance Objective met: We experienced than 18% teacher turn over and provided professional development on best practice topics that included Leveled Literacy Intervention, Sean Cain, C.H.A.M.P.S., RtI, T-TESS, ELPS and Effective PLCs.

Summative Evaluation 2: Met Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: To ensure that funds are spent appropriately, William Lloyd Meador Elementary will adhere to the guidelines set by the state and the district.

Evaluation Data Source(s) 1: Impact will be determined by positive results from periodic audits.

Performance Objective met: MES had zero violations on spending guidelines.

Summative Evaluation 1: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: To ensure that all students are being educated on a safe, effective and innovative campus, William Lloyd Meador Elementary will review safety procedures, identify and prioritize capital improvement needs and involve staff and community in the planning and reallocation of resources to meet the future educational needs of all students.

Evaluation Data Source(s) 1: Impact will be determined by the lack of incidents on campus.

Performance Objective not met: Consistent review of discipline data demonstrated the periodic need to reinforce and revisit expectations for student to student interactions.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Willis Independent School District

Parmley Elementary

2016-2017 Goals/Performance Objectives

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Reading/English Language Arts

Mission Statement

Mel Parmley Elementary School will educate, inspire, and love our students today for a successful tomorrow.

Vision

Parmley Elementary will provide a collaborative environment among parents, staff, students and community. We will create an engaging environment where students develop a passion for lifelong learning. Students will maximize their individual potential to become responsible and productive members of society.

Core Beliefs

WISD Believes:

We believe every child counts; every child learns.

We believe the education of all children is the responsibility of the family school district, and community.

We believe each employee is valuable and has a profound impact on student learning.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Reading: Increase overall passing rate (Met Standard) from 67% to 75% or better in grade 3, from 72% to 75% or better in grade 4, and increase from 70% to 80% or better in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20% or better: NCLB Performance Goals 2 and 5.

Evaluation Data Source(s) 1: STAAR Reading results (Including second administration for 5th grade)
70% of 3rd grade students were identified at the approaches or above grade level rating.
4th and 5th grades did not meet the increase percentages.
51% of all SPED students were identified at the approaches or above grade level rating which was a 13% increase.
18% of all students were identified at the Level 3 (Advanced) level rating.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: Math: Increase passing rate (Met Standard) from 73% to 80% or better in grade 3; increase passing rate from 75% to 78% in grade 4; increase passing rate from 69% to 80% in grade 5; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20 % or better: NCLB Performance Goals 1, 2 and 5

Evaluation Data Source(s) 2: STAAR Math results (Including second administration for 5th grade)
77% of 3rd grade students were identified at the approaches or above grade level rating which was close to the Performance Objective.
87% of 4th grade students were identified at the approaches or above grade level rating which exceeded the Performance Objective.
4th grade did not met the Performance Objective.
49% of SPED students were identified at the approaches or above grade level rating.
15% of all students were identified at the Level 3 (Advanced) level rating.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Performance Objective 3: Science: Increase passing rate from 64% to 75% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20% or better.

Evaluation Data Source(s) 3: STAAR Science results
64% of 5th grade students were identified at the approaches or above grade level rating.
33% of SPED students were identified at the approaches or above grade level rating.

Summative Evaluation 3: No progress made toward meeting Performance Objective

Performance Objective 4: Writing: Increase grade 4 passing rate from 65% to 70% or better; increase special education passing rate to be equal to above the state average performance rate. Increase the Level 3 (Advance) rate to 20% or better: NCLB Performance Goals 2 and 5

Evaluation Data Source(s) 4: STAAR Writing results
52% of 4th grade students were identified at the approaches or above level rating which was a 19% decrease.
There were no SPED testers in writing.

Summative Evaluation 4: No progress made toward meeting Performance Objective

Performance Objective 5: By May 2017, increase performance of each student group on all STAAR content areas 10%.

Evaluation Data Source(s) 5: STAAR Scores
African American science and ELL math were the only student groups that increased performance by 10% or higher.

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Performance Objective 6: By May 2017, 90% of the PreK-2nd grade students will meet grade level standard as measured by CIRCLE, TPRI, DRA and Math Screeners.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Met Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parent engagement at Parmley Elementary and the methods of communication used to engage parents in school activities.

Evaluation Data Source(s) 1: Parent participation numbers and parent surveys

Summative Evaluation 1: Exceeded Performance Objective

Performance Objective 2: Increase student daily attendance by 1% point.

Evaluation Data Source(s) 2: Campus and district attendance reports by grading period.
Attendance rate was 95.26%

Summative Evaluation 2: No progress made toward meeting Performance Objective

Performance Objective 3: Decrease the number of student office referrals by 10% points.

Evaluation Data Source(s) 3: Monthly discipline/referrals submitted by teacher.
There was an increase in the number of student office referrals.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Provide staff with opportunities to become and remain highly qualified.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Performance Objective 2: Provide a program of staff development that is campus-based, data driven, on-going throughout the year and will meet the needs of each and every member of the faculty.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Goal 5: All students will be educated in learning environments that are safe and conducive to learning.

Performance Objective 1: Provide a safe and positive learning environment.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Willis Independent School District

Turner Elementary

2016-2017 Goals/Performance Objectives

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Student Progress

Mission Statement

The mission of A. R. Turner Elementary is to provide students the opportunity to achieve their personal best, and become responsible, life-long learners in a safe and positive environment.

Core Beliefs

We believe every child counts; every child learns.

We will provide the opportunity for a successful future by teaching every child to think.

We believe the education of all children is the responsibility of the family, school district, and community.

We will communicate, encourage, be responsive to, and seek input and participation from students, their families, staff, and community

We believe each employee is valuable and has a profound impact on student learning.

We will invest in highly qualified human talent, engage them in teamwork and learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

We believe the equitable allocation of resources ensures each student will have the opportunity to become productive citizens.

We will operate effectively and efficiently within the limits of local, state, and federal budget constraints with fiscal accountability.

We believe all students learn best in a safe, supportive, and secure environment.

We will ensure that the learning environment is safe and nurturing so that each student and staff member will achieve high levels of performance.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Turner Elementary students will achieve 85% mastery on their grade level assessments in reading and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Advanced.

Evaluation Data Source(s) 1: Impact will be determined by the percentage of increase in students' scores on the STAAR.

OBJECTIVE PROGRESS: STAAR scores indicate more than 85% of students met standard in reading in all grade levels except 4th grade. More than 25% of students achieved Level III:Mastered in 3rd grade (44%) and 5th grade (26%). Turner Elementary students exceeded state average on 3rd, 4th, and 5th grade Reading STAAR.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Performance Objective 2: Turner Elementary students will achieve 85% mastery on their grade level assessments in math and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Advanced.

Evaluation Data Source(s) 2: Impact will be determined by the percentage of increase in students' scores on the STAAR.

OBJECTIVE PROGRESS: STAAR scores indicate more than 85% of students met standard in math in all grade levels. More than 25% of students achieved Level III:Mastered in all grade levels. Turner Elementary students exceeded state average on 3rd, 4th, and 5th grade Math STAAR.

Summative Evaluation 2: Exceeded Performance Objective

Performance Objective 3: Turner Elementary students will achieve 85% mastery on their grade level assessments in writing and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Advanced.

Evaluation Data Source(s) 3: Impact will be determined by the percentage of increase in students' scores on the STAAR.

OBJECTIVE PROGRESS: STAAR scores indicate only 71% met standard in writing and only 8% achieved Level III:Mastered. However, Turner Elementary students exceeded state average on 4th grade Writing STAAR.

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Performance Objective 4: Turner Elementary students will achieve 80% mastery on their grade level assessments in science and meet or exceed the state average on STAAR as well as at least 25% attaining Level III:Advanced.

Evaluation Data Source(s) 4: Impact will be determined by the percentage of increase in students' scores on the STAAR.

OBJECTIVE PROGRESS: STAAR scores indicate only 74% met standard in science and only 14% achieved Level III:Mastered. However, Turner Elementary students exceeded state average on 5th grade Science STAAR.

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Turner Elementary will achieve 10% growth in participation of schoolwide activities involving student learning. Participation in our Parent Teacher Organization and WatchDOG programs will also increase 5%. Both organizations will provide opportunities for involvement that educate and inform parents.

Evaluation Data Source(s) 1: Impact will be evaluated by 10% parental involvement in school wide activities on sign in sheets. 5% growth will be noted on membership of PTO and Watchdog organizations.

OBJECTIVE PROGRESS: Parent Involvement increased 10% due to more parent involvement activities being offered at our campus...Math/Science Night, Muffins with Mom, Donuts with Dad, and Goodies with Grandparents were additional events added to the school year along with Music programs, Fall Festival, and Reading Night. PTO membership and WatchDOG membership remained the same.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: 100% of all Turner Elementary students will be taught by a teacher who has met the requirement as Highly Qualified (HQ).

Evaluation Data Source(s) 1: Impact will be determined by hiring 100% of our teachers who meet the requirement as Highly Qualified (HQ).

Objective Progress: All classroom teachers at Turner Elementary are Highly Qualified and meet state requirements.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: At least five additional professional development sessions will be planned for Turner Elementary in addition to district professional development. Teacher growth is necessary for science instruction, guided reading, reading intervention, and math stations.

Evaluation Data Source(s) 2: Impact will be evaluated through lesson planning, integration of professional development into classroom

instruction, and attendance documented through Eduphoria.

Objective Progress: More than five additional professional development sessions were planned to improve classroom instruction. Approximately 12 sessions were attended by staff in regards to Guided Reading, Daily Math Review, TEKS, writing stations, differentiation, and vertical alignment.

Summative Evaluation 2: Exceeded Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Performance Objective 1: 100% of funding decisions made by the campus will be prioritized by campus initiatives.

Evaluation Data Source(s) 1: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

OBJECTIVE PROGRESS: Budget expenditures aligned with the 2016-2017 Campus Improvement Plan.

Summative Evaluation 1: Met Performance Objective

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: Turner Elementary will maintain high expectations toward a safe and structured environment including positive student behavior, high attendance percentages, and elevate morale for all students and staff. Our goal is to reduce student referrals by 5% and maintain or exceed 97% attendance rate.

Evaluation Data Source(s) 1: Impact will be evaluated by the percentage of annual decreases in referrals and increase in attendance percentage.

Objective Progress: Student referrals decreased from 28 incidents to 19 incidents. Overall, incidents were less than 1% each six weeks. Attendance maintained 97% only in the 1st and 2nd six weeks.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Willis Independent School District

Willis High School

2016-2017 Goals/Performance Objectives

Mission Statement

At Willis High School, we are committed to empowering every student with the means to achieve academic excellence and become responsible, self-sufficient members of our global society.

Vision

The community, parents, faculty, and students work together to build relationships to enhance success. The faculty and staff of Willis High School recognize that all students are unique learners who are responsible for their education. Willis High School provides a structured and supportive environment that fosters opportunities for higher education.

Goal 1: All students will reach high academic standards, at a minimum attaining proficiency or better on state assessments.

Performance Objective 1: Increase student attendance to at least 94.5% and the drop-out rate to 0%.

Evaluation Data Source(s) 1: Impact will be determined by actual attendance percentages as documented by our PEIMS clerk and our drop-out percentage as determined by the state.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: 70% passing rate on the English 1, 75% English 2 EOCs, 93% passing rate on Biology, 94% passing rate on US History along with a 80% passing rate on the Algebra 1 EOC.

Evaluation Data Source(s) 2: Impact will be determined by reports received from the state and formative assessments taken throughout the school year.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Goal 2: All parents will participate in regular, two-way, and meaningful communication involving student academic learning and school activities.

Performance Objective 1: Increase parent/school official communication

Evaluation Data Source(s) 1: Impact will be determined by the use of the Blackboard Messaging system that allows us to track parent's emails and phone logs.

Summative Evaluation 1: Met Performance Objective

Performance Objective 2: Increase parent/community volunteers helping in academics.

Evaluation Data Source(s) 2: Impact will be determined by the number of volunteers who participate.

Summative Evaluation 2: No progress made toward meeting Performance Objective

Goal 3: All staff will be prepared to support student achievement.

Performance Objective 1: Design, develop and implement professional development programs and certificate training relevant to teacher's assignments.

Evaluation Data Source(s) 1: Impact will be determined by an increase in state EOC scores and teacher attendance at the professional development opportunities.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: All staff will understand each student's assessment data in order to improve student performance.

Evaluation Data Source(s) 2: Impact will be determined by student achievement.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Goal 4: All district funds will be utilized for programs that ensure the success of every student.

Goal 5: All students will be educated in learning environments that are safe and conducive learning.

Performance Objective 1: Improve student discipline

Evaluation Data Source(s) 1: Decrease the number of referrals by 25% from the previous year.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Performance Objective 2: Increase the use of technology in the classroom.

Evaluation Data Source(s) 2: Impact determined by number of observations showing students using technology.

Summative Evaluation 2: Some progress made toward meeting Performance Objective

2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

District Number: **170904**

2017 Accountability Rating: **Met Standard**

2017 Special Education Determination Status:

Meets Requirements

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District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	73%	**68%**	53%	64%	74%	*	100%	-	56%	48%	61%	54%
	2016	73%	75%	**72%**	61%	65%	78%	*	*	*	80%	42%	68%	55%
Mathematics	2017	78%	79%	**77%**	62%	71%	83%	*	100%	-	81%	48%	70%	64%
	2016	75%	77%	**78%**	57%	74%	83%	*	*	*	70%	48%	73%	64%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	71%	**68%**	51%	65%	73%	*	*	*	64%	32%	63%	53%
	2016	75%	77%	**74%**	59%	69%	80%	*	*	-	64%	41%	68%	61%
Mathematics	2017	76%	76%	**78%**	67%	81%	78%	*	*	*	71%	38%	74%	79%
	2016	73%	76%	**79%**	68%	79%	80%	*	*	-	93%	44%	76%	73%
Writing	2017	65%	63%	**61%**	53%	60%	61%	*	*	*	64%	17%	55%	53%
	2016	69%	70%	**69%**	65%	64%	73%	*	*	-	71%	32%	62%	49%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2017	82%	82%	**78%**	65%	75%	83%	*	*	-	78%	52%	72%	65%
	2016	81%	82%	**82%**	56%	84%	86%	*	100%	-	67%	44%	79%	76%
Mathematics	2017	87%	87%	**91%**	79%	92%	92%	*	*	-	95%	62%	88%	89%
	2016	86%	86%	**89%**	72%	91%	90%	*	100%	-	78%	59%	88%	91%
Science	2017	74%	76%	**72%**	59%	70%	76%	*	*	-	83%	42%	66%	64%
	2016	74%	76%	**74%**	49%	75%	78%	*	83%	-	*	49%	72%	64%
STAAR Percent at Approaches Grade Level or Above														
Grade 6														
Reading	2017	69%	71%	**65%**	43%	63%	69%	*	100%	-	67%	26%	58%	43%
	2016	69%	71%	**63%**	32%	57%	71%	*	100%	-	67%	22%	55%	28%
Mathematics	2017	76%	79%	**77%**	64%	78%	80%	*	71%	-	47%	34%	73%	72%
	2016	72%	74%	**73%**	50%	72%	77%	*	100%	-	67%	29%	67%	55%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	73%	**66%**	44%	64%	71%	*	100%	-	67%	26%	59%	40%
	2016	71%	73%	**60%**	44%	56%	65%	*	-	*	65%	*	52%	35%
Mathematics	2017	70%	69%	**69%**	51%	69%	72%	*	100%	-	64%	23%	63%	52%
	2016	69%	69%	**63%**	44%	54%	70%	*	-	*	85%	19%	54%	29%
Writing	2017	70%	70%	**63%**	46%	61%	66%	*	100%	-	67%	19%	56%	37%
	2016	69%	71%	**62%**	48%	56%	70%	*	-	*	70%	24%	55%	30%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	86%	**83%**	66%	78%	88%	*	-	*	96%	28%	76%	65%
	2016	87%	88%	**82%**	72%	77%	87%	*	*	-	88%	34%	75%	51%
Mathematics	2017	85%	86%	**79%**	63%	77%	83%	*	-	-	92%	21%	74%	68%
	2016	82%	83%	**68%**	56%	65%	73%	*	*	-	75%	20%	64%	56%
Science	2017	76%	78%	**68%**	49%	58%	79%	*	-	*	65%	26%	58%	26%
	2016	75%	76%	**62%**	46%	59%	67%	*	*	-	56%	26%	55%	31%
Social Studies	2017	63%	65%	**56%**	34%	48%	64%	*	-	*	70%	21%	46%	26%
	2016	63%	64%	**58%**	49%	47%	67%	*	*	-	50%	21%	48%	15%
STAAR Percent at Approaches Grade Level or Above End of Course														
English I	2017	64%	64%	**62%**	48%	56%	70%	*	100%	*	50%	29%	57%	32%
	2016	65%	65%	**60%**	57%	57%	63%	*	*	*	68%	22%	54%	39%
English II	2017	66%	66%	**63%**	63%	55%	70%	*	75%	-	55%	19%	55%	26%
	2016	67%	69%	**68%**	59%	61%	74%	*	*	*	88%	25%	61%	44%
Algebra I	2017	83%	82%	**83%**	82%	77%	86%	*	*	*	96%	53%	79%	72%
	2016	78%	77%	**73%**	64%	70%	76%	*	*	*	83%	30%	70%	57%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
End of Course														
Biology	2017	86%	87%	**87%**	90%	83%	90%	*	*	*	94%	63%	84%	72%
	2016	87%	88%	**87%**	71%	86%	89%	*	83%	-	87%	30%	82%	75%
U.S. History	2017	91%	92%	**93%**	93%	88%	95%	*	*	*	100%	66%	89%	81%
	2016	91%	90%	**90%**	80%	89%	93%	-	83%	-	94%	50%	86%	72%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	76%	**73%**	61%	69%	77%	65%	92%	100%	74%	37%	67%	56%
	2016	75%	76%	**72%**	57%	68%	77%	58%	87%	100%	74%	32%	66%	53%
Reading	2017	72%	73%	**69%**	54%	64%	74%	68%	92%	*	67%	33%	62%	47%
	2016	73%	74%	**70%**	55%	65%	75%	54%	87%	100%	73%	29%	63%	49%
Mathematics	2017	79%	80%	**79%**	68%	78%	82%	63%	92%	*	80%	41%	75%	71%
	2016	76%	77%	**75%**	59%	72%	79%	71%	96%	*	81%	35%	70%	62%
Writing	2017	67%	66%	**62%**	50%	61%	64%	*	100%	*	66%	18%	55%	46%
	2016	69%	70%	**66%**	55%	60%	71%	*	*	*	71%	27%	58%	41%
Science	2017	79%	80%	**77%**	67%	71%	82%	71%	*	*	80%	46%	71%	56%
	2016	79%	80%	**75%**	57%	74%	79%	*	87%	-	69%	35%	70%	59%
Social Studies	2017	77%	79%	**74%**	64%	67%	80%	*	*	*	77%	41%	66%	46%
	2016	77%	77%	**74%**	67%	66%	80%	*	78%	-	72%	36%	66%	39%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	50%	**42%**	24%	35%	49%	40%	65%	*	39%	20%	33%	14%
	2016	45%	47%	**37%**	24%	31%	43%	*	59%	*	39%	4%	28%	14%
Reading	2017	48%	50%	**41%**	23%	35%	48%	*	66%	*	37%	22%	33%	14%
	2016	46%	48%	**39%**	25%	33%	44%	*	57%	*	32%	4%	30%	15%
Mathematics	2017	48%	50%	**46%**	28%	42%	52%	38%	82%	*	40%	23%	38%	29%
	2016	43%	45%	**38%**	19%	34%	44%	25%	68%	*	37%	5%	31%	24%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Writing	2017	38%	37%	**28%**	*	26%	33%	*	*	*	31%	15%	21%	11%
	2016	41%	42%	**32%**	24%	24%	37%	*	*	*	41%	*	22%	11%
Science	2017	52%	55%	**45%**	31%	38%	52%	*	*	*	46%	22%	37%	15%
	2016	47%	50%	**39%**	25%	33%	44%	*	53%	-	47%	*	32%	15%
Social Studies	2017	51%	54%	**44%**	39%	36%	49%	*	*	*	37%	20%	35%	11%
	2016	47%	50%	**38%**	33%	35%	41%	*	56%	-	34%	*	29%	9%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	22%	**15%**	7%	12%	19%	18%	35%	*	13%	6%	11%	7%
	2016	18%	20%	**13%**	7%	9%	16%	12%	29%	*	11%	4%	9%	6%
Reading	2017	19%	20%	**14%**	6%	9%	18%	*	25%	*	11%	7%	9%	4%
	2016	17%	19%	**11%**	7%	7%	15%	*	20%	*	10%	3%	7%	4%
Mathematics	2017	23%	25%	**20%**	8%	18%	23%	*	60%	*	15%	7%	15%	15%
	2016	19%	21%	**16%**	8%	14%	18%	*	52%	*	14%	5%	12%	12%
Writing	2017	12%	11%	**7%**	*	5%	8%	*	*	*	*	*	5%	*
	2016	15%	15%	**10%**	13%	6%	12%	*	*	*	*	*	7%	*
Science	2017	19%	22%	**13%**	9%	9%	17%	*	*	*	10%	4%	9%	*
	2016	16%	19%	**11%**	*	6%	15%	*	*	-	*	5%	7%	3%
Social Studies	2017	27%	31%	**20%**	10%	17%	24%	*	*	*	19%	9%	15%	5%
	2016	22%	25%	**14%**	10%	8%	19%	*	*	-	*	*	9%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	61%	**57%**	53%	56%	59%	*	66%	*	57%	51%	55%	53%
	2016	62%	61%	**56%**	51%	55%	57%	*	66%	*	60%	51%	54%	55%
Reading	2017	59%	59%	**55%**	50%	51%	58%	*	*	*	57%	53%	52%	46%
	2016	60%	60%	**55%**	53%	56%	55%	*	*	*	56%	50%	54%	56%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	64%	**60%**	56%	62%	60%	*	70%	*	57%	49%	58%	61%
	2016	63%	62%	**57%**	48%	55%	59%	*	*	*	64%	52%	53%	53%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	19%	**15%**	13%	16%	16%	*	26%	*	11%	13%	14%	17%
	2016	17%	16%	**13%**	10%	13%	13%	*	13%	*	18%	11%	12%	13%
Reading	2017	17%	17%	**14%**	14%	14%	15%	*	*	*	12%	15%	13%	14%
	2016	16%	15%	**13%**	10%	14%	13%	*	*	*	17%	12%	13%	15%
Mathematics	2017	20%	20%	**17%**	12%	18%	16%	*	45%	*	10%	12%	15%	20%
	2016	17%	16%	**12%**	9%	11%	12%	*	*	*	20%	10%	10%	11%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	33%	**35%**	28%	38%	34%	*	*	-	43%	12%	33%	35%
	2016	35%	35%	**30%**	18%	33%	31%	*	*	-	39%	8%	27%	31%
Mathematics	2017	43%	42%	**41%**	36%	48%	39%	*	-	-	*	16%	40%	51%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	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 Approaches Grade Level on First STAAR Administration														
	2017	72%	**72%**	**67%**	55%	61%	72%	*	*	-	74%	34%	59%	50%
Students Requiring Accelerated Instruction														
	2017	28%	**28%**	**33%**	45%	39%	28%	*	*	-	26%	66%	41%	50%
STAAR Cumulative Met Standard														
	2017	81%	**81%**	**78%**	64%	75%	83%	*	*	-	78%	45%	72%	66%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	**82%**	**85%**	73%	86%	86%	*	*	-	89%	48%	82%	88%
Students Requiring Accelerated Instruction														
	2017	19%	**18%**	**15%**	27%	14%	14%	*	*	-	*	52%	18%	12%
STAAR Cumulative Met Standard														
	2017	87%	**87%**	**91%**	79%	91%	92%	*	*	-	95%	57%	88%	89%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 District Performance

		State	Region 06	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 Approaches Grade Level on First STAAR Administration														
	2017	76%	**77%**	**71%**	52%	63%	80%	*	-	*	83%	21%	62%	40%
Students Requiring Accelerated Instruction														
	2017	24%	**23%**	**29%**	48%	37%	20%	*	-	*	*	79%	38%	60%
STAAR Cumulative Met Standard														
	2017	85%	**85%**	**82%**	64%	77%	88%	*	-	*	96%	21%	75%	62%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	**77%**	**62%**	43%	59%	67%	*	-	-	85%	*	56%	46%
Students Requiring Accelerated Instruction														
	2017	25%	**23%**	**38%**	57%	41%	33%	*	-	-	*	88%	44%	54%
STAAR Cumulative Met Standard														
	2017	85%	**86%**	**79%**	61%	78%	83%	*	-	-	92%	15%	75%	69%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	76%	**73%**	65%	-	-	-	65%	51%	52%	46%	62%	55%	56%
	2016	75%	76%	**72%**	67%	-	-	-	67%	47%	39%	52%	57%	53%	53%
Reading	2017	72%	73%	**69%**	56%	-	-	-	56%	42%	47%	29%	52%	46%	47%
	2016	73%	74%	**70%**	65%	-	-	-	65%	42%	38%	45%	58%	49%	49%
Mathematics	2017	79%	80%	**79%**	78%	-	-	-	78%	67%	67%	67%	73%	71%	71%
	2016	76%	77%	**75%**	76%	-	-	-	76%	53%	48%	58%	71%	61%	62%
Writing	2017	67%	66%	**62%**	47%	-	-	-	47%	45%	45%	-	*	46%	46%
	2016	69%	70%	**66%**	49%	-	-	-	49%	34%	24%	48%	*	41%	41%
Science	2017	79%	80%	**77%**	71%	-	-	-	71%	50%	47%	72%	61%	56%	56%
	2016	79%	80%	**75%**	69%	-	-	-	69%	56%	40%	65%	*	60%	59%
Social Studies	2017	77%	79%	**74%**	-	-	-	-	-	43%	25%	83%	86%	43%	46%
	2016	77%	77%	**74%**	-	-	-	-	-	40%	*	49%	*	40%	39%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	50%	**42%**	19%	-	-	-	19%	12%	10%	18%	20%	14%	14%
	2016	45%	47%	**37%**	31%	-	-	-	31%	8%	4%	11%	*	14%	14%
Reading	2017	48%	50%	**41%**	19%	-	-	-	19%	10%	10%	13%	22%	13%	14%
	2016	46%	48%	**39%**	29%	-	-	-	29%	9%	5%	12%	26%	15%	15%
Mathematics	2017	48%	50%	**46%**	53%	-	-	-	53%	20%	20%	*	28%	30%	29%
	2016	43%	45%	**38%**	47%	-	-	-	47%	14%	13%	15%	28%	24%	24%
Writing	2017	38%	37%	**28%**	*	-	-	-	*	13%	13%	-	*	11%	11%
	2016	41%	42%	**32%**	15%	-	-	-	15%	10%	*	19%	*	12%	11%
Science	2017	52%	55%	**45%**	14%	-	-	-	14%	16%	16%	*	*	15%	15%
	2016	47%	50%	**39%**	32%	-	-	-	32%	9%	*	8%	*	15%	15%
Social Studies	2017	51%	54%	**44%**	-	-	-	-	-	10%	*	29%	*	10%	11%
	2016	47%	50%	**38%**	-	-	-	-	-	9%	*	11%	*	9%	9%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	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 Masters Grade Level															
All Grades															
All Subjects	2017	20%	22%	**15%**	15%	-	-	-	15%	4%	4%	*	4%	7%	7%
	2016	18%	20%	**13%**	13%	-	-	-	13%	3%	3%	2%	10%	6%	6%
Reading	2017	19%	20%	**14%**	8%	-	-	-	8%	2%	3%	*	*	4%	4%
	2016	17%	19%	**11%**	8%	-	-	-	8%	2%	*	*	*	3%	4%
Mathematics	2017	23%	25%	**20%**	29%	-	-	-	29%	7%	7%	*	*	15%	15%
	2016	19%	21%	**16%**	22%	-	-	-	22%	6%	7%	4%	*	12%	12%
Writing	2017	12%	11%	**7%**	*	-	-	-	*	*	*	-	*	*	*
	2016	15%	15%	**10%**	*	-	-	-	*	*	*	*	*	*	*
Science	2017	19%	22%	**13%**	*	-	-	-	*	*	*	*	*	*	*
	2016	16%	19%	**11%**	*	-	-	-	*	*	*	*	*	3%	3%
Social Studies	2017	27%	31%	**20%**	-	-	-	-	-	*	*	*	*	*	5%
	2016	22%	25%	**14%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	61%	**57%**	61%	-	-	-	61%	49%	51%	*	60%	54%	54%
	2016	62%	61%	**56%**	65%	-	-	-	65%	47%	48%	46%	70%	53%	54%
Reading	2017	59%	59%	**55%**	47%	-	-	-	47%	44%	48%	*	*	45%	46%
	2016	60%	60%	**55%**	62%	-	-	-	62%	51%	54%	49%	68%	55%	56%
Mathematics	2017	64%	64%	**60%**	74%	-	-	-	74%	55%	54%	*	*	62%	62%
	2016	63%	62%	**57%**	68%	-	-	-	68%	43%	42%	43%	*	52%	52%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	19%	**15%**	27%	-	-	-	27%	13%	14%	*	12%	18%	18%
	2016	17%	16%	**13%**	20%	-	-	-	20%	11%	13%	9%	30%	14%	15%
Reading	2017	17%	17%	**14%**	17%	-	-	-	17%	14%	17%	*	*	15%	14%
	2016	16%	15%	**13%**	16%	-	-	-	16%	16%	19%	13%	32%	16%	17%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	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 Exceeded Progress															
All Grades															
Mathematics	2017	20%	20%	**17%**	36%	-	-	-	36%	12%	11%	*	*	21%	21%
	2016	17%	16%	**12%**	23%	-	-	-	23%	6%	8%	5%	*	12%	13%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	33%	**35%**	40%	-	-	-	40%	33%	33%	-	*	35%	35%
	2016	35%	35%	**30%**	32%	-	-	-	32%	31%	26%	38%	*	31%	31%
Mathematics	2017	43%	42%	**41%**	64%	-	-	-	64%	45%	45%	-	100%	50%	51%

District Name: WILLIS ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Participation

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	100%	100%	100%	99%	99%	100%	100%
Included in Accountability	94%	94%	**93%**	89%	93%	95%	96%	96%	73%	89%	88%	92%	91%
Not Included in Accountability													
Mobile	4%	4%	**6%**	10%	5%	5%	4%	4%	27%	10%	10%	6%	4%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	0%	0%	0%	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	**100%**	100%	100%	99%	98%	100%	100%	100%	99%	100%	100%
Included in Accountability	94%	94%	**94%**	94%	95%	93%	98%	98%	100%	93%	88%	93%	95%
Not Included in Accountability													
Mobile	4%	4%	**5%**	6%	4%	6%	0%	2%	0%	7%	10%	6%	3%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	**0%**	0%	0%	1%	2%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	**0%**	0%	0%	1%	2%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

District Name: WILLIS ISD
County Name: MONTGOMERY
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	96.1%	**95.5%**	95.6%	95.9%	95.1%	95.2%	97.8%	93.8%	95.7%	93.7%	95.3%	96.8%
2014-15	95.7%	95.9%	**95.4%**	95.6%	96.1%	94.9%	96.3%	97.7%	93.5%	94.4%	93.2%	95.2%	97.0%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.2%	**0.2%**	0.0%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.8%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.4%	**1.5%**	1.5%	1.8%	1.5%	10.0%	0.0%	*	0.0%	2.3%	2.1%	2.6%
2014-15	2.1%	1.5%	**1.2%**	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.9%	2.2%	1.6%	1.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	89.9%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Received GED	0.5%	1.1%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	3.7%	**5.2%**	8.6%	5.4%	4.5%	*	*	*	12.5%	0.0%	6.1%	0.0%
Dropped Out	6.2%	5.3%	**4.3%**	5.7%	5.4%	3.8%	*	*	*	0.0%	3.4%	8.0%	18.5%
Graduates and GED	89.6%	91.1%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Grads, GED, & Cont	93.8%	94.7%	**95.7%**	94.3%	94.6%	96.2%	*	*	*	100.0%	96.6%	92.0%	81.5%
Class of 2015													
Graduated	89.0%	90.6%	**91.4%**	93.9%	90.8%	91.6%	*	71.4%	*	100.0%	76.9%	87.8%	87.1%
Received GED	0.6%	1.2%	**1.0%**	0.0%	0.0%	1.3%	*	14.3%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	4.1%	3.3%	**2.6%**	3.0%	2.3%	2.5%	*	14.3%	*	0.0%	0.0%	3.0%	3.2%
Dropped Out	6.3%	4.9%	**5.0%**	3.0%	6.9%	4.6%	*	0.0%	*	0.0%	23.1%	8.1%	9.7%
Graduates and GED	89.6%	91.8%	**92.4%**	93.9%	90.8%	92.9%	*	85.7%	*	100.0%	76.9%	88.8%	87.1%
Grads, GED, & Cont	93.7%	95.1%	**95.0%**	97.0%	93.1%	95.4%	*	100.0%	*	100.0%	76.9%	91.9%	90.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	92.6%	**93.1%**	96.9%	92.4%	92.9%	*	83.3%	*	100.0%	76.0%	89.8%	93.8%
Received GED	0.8%	1.6%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	1.2%	0.7%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.1%	**5.3%**	3.1%	6.1%	5.5%	*	0.0%	*	0.0%	24.0%	8.6%	6.3%
Graduates and GED	92.1%	94.2%	**94.5%**	96.9%	93.2%	94.5%	*	100.0%	*	100.0%	76.0%	90.9%	93.8%
Grads, GED, & Cont	93.3%	94.9%	**94.7%**	96.9%	93.9%	94.5%	*	100.0%	*	100.0%	76.0%	91.4%	93.8%
Class of 2014													
Graduated	90.4%	91.3%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	92.6%	92.7%	100.0%
Received GED	1.0%	2.1%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.3%	1.0%	**0.5%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	1.0%	0.0%
Dropped Out	7.2%	5.7%	**4.8%**	8.8%	3.2%	4.7%	*	*	*	20.0%	7.4%	5.9%	0.0%
Graduates and GED	91.5%	93.3%	**94.6%**	91.2%	96.8%	94.9%	*	*	*	80.0%	92.6%	93.2%	100.0%
Grads, GED, & Cont	92.8%	94.3%	**95.2%**	91.2%	96.8%	95.3%	*	*	*	80.0%	92.6%	94.1%	100.0%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 06	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 2014													
Graduated	90.9%	91.7%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	89.3%	92.7%	100.0%
Received GED	1.2%	2.3%	**0.5%**	0.0%	0.0%	0.9%	*	*	*	0.0%	3.6%	1.0%	0.0%
Continued HS	0.6%	0.4%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	7.2%	5.6%	**4.8%**	8.8%	3.2%	4.3%	*	*	*	20.0%	7.1%	5.9%	0.0%
Graduates and GED	92.2%	94.0%	**94.9%**	91.2%	96.8%	95.3%	*	*	*	80.0%	92.9%	93.7%	100.0%
Grads, GED, & Cont	92.8%	94.4%	**95.2%**	91.2%	96.8%	95.7%	*	*	*	80.0%	92.9%	94.1%	100.0%
Class of 2013													
Graduated	90.9%	91.6%	**95.0%**	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.4%	2.1%	**0.6%**	0.0%	1.1%	0.4%	*	*	-	*	0.0%	1.1%	0.0%
Continued HS	0.6%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.0%	**4.4%**	0.0%	4.3%	4.8%	*	*	-	*	12.9%	7.1%	14.3%
Graduates and GED	92.3%	93.7%	**95.6%**	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
Grads, GED, & Cont	92.8%	94.0%	**95.6%**	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	89.9%	**90.0%**	83.3%	88.5%	91.4%	*	*	*	87.5%	96.6%	85.0%	81.5%
Class of 2015	89.0%	90.6%	**90.6%**	91.2%	90.1%	91.3%	*	71.4%	*	100.0%	74.1%	86.1%	87.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	92.6%	**92.9%**	93.9%	92.5%	92.9%	*	83.3%	*	100.0%	77.8%	89.5%	93.8%
Class of 2014	90.4%	91.3%	**93.9%**	91.2%	95.8%	94.0%	*	*	*	80.0%	92.6%	92.3%	100.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	91.7%	**93.9%**	91.2%	95.8%	94.0%	*	*	*	80.0%	89.3%	92.3%	100.0%
Class of 2013	90.9%	91.6%	**94.1%**	100.0%	93.9%	93.6%	*	*	-	*	81.8%	91.0%	86.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	84.7%	**91.0%**	93.3%	88.7%	92.2%	*	*	*	85.7%	25.0%	86.7%	86.4%
Class of 2015	86.1%	84.2%	**93.0%**	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	6.5%	*	-	*	*	-	-	-	-	-	*	-
Class of 2015	3.5%	1.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	80.0%	*	-	*	*	-	-	-	-	-	*	-
Class of 2015	38.7%	80.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	84.9%	**90.8%**	93.3%	87.9%	92.2%	*	*	*	85.7%	25.0%	86.3%	86.4%
Class of 2015	84.1%	84.0%	**93.0%**	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	83.1%	**90.0%**	93.3%	86.8%	91.4%	*	*	*	85.7%	24.1%	84.7%	82.6%
2014-15	84.3%	82.4%	**91.4%**	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	6.6%	*	-	*	*	-	-	-	-	-	*	-
2014-15	3.5%	1.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	78.8%	*	-	*	*	-	-	-	-	-	*	-
2014-15	37.3%	78.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	83.4%	**89.8%**	93.3%	86.1%	91.5%	*	*	*	85.7%	24.1%	84.2%	82.6%
2014-15	82.2%	82.2%	**91.4%**	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	50.6%	**41.2%**	31.4%	36.7%	45.0%	33.3%	71.4%	*	40.7%	1.5%	31.4%	12.5%
2014-15	54.5%	51.3%	**40.3%**	24.3%	37.2%	44.5%	40.0%	37.5%	*	33.3%	0.0%	30.3%	13.8%
English Language Arts													
2015-16	30.1%	26.6%	**31.6%**	21.7%	24.7%	36.5%	20.0%	71.4%	*	30.8%	1.6%	20.2%	1.9%
2014-15	29.0%	25.2%	**31.7%**	18.5%	26.1%	36.8%	20.0%	14.3%	*	29.4%	0.0%	20.7%	3.6%
Mathematics													
2015-16	43.1%	40.1%	**28.2%**	19.7%	23.3%	32.0%	*	50.0%	*	26.9%	0.0%	18.7%	5.8%
2014-15	43.8%	41.8%	**25.2%**	14.5%	21.1%	28.8%	40.0%	42.9%	*	18.8%	0.0%	18.2%	7.7%
Science													
2015-16	12.2%	13.5%	**6.5%**	7.1%	4.7%	6.6%	20.0%	33.3%	*	9.1%	0.0%	5.1%	0.0%
2014-15	12.7%	13.5%	**8.4%**	2.1%	7.3%	9.8%	*	*	*	0.0%	0.0%	4.9%	0.0%
Social Studies													
2015-16	29.0%	26.6%	**27.9%**	11.8%	21.5%	33.7%	20.0%	71.4%	*	22.2%	0.0%	16.7%	1.8%
2014-15	28.4%	26.9%	**30.2%**	17.9%	22.0%	36.9%	*	37.5%	*	6.7%	0.0%	18.9%	3.4%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	30.6%	**19.0%**	15.2%	16.0%	21.1%	20.0%	31.3%	*	19.6%	0.7%	14.0%	4.9%
2014-15	34.6%	31.2%	**20.1%**	12.6%	19.7%	21.6%	25.0%	18.8%	20.0%	17.0%	2.8%	16.6%	15.8%
English Language Arts													
2015-16	16.2%	12.6%	**14.4%**	10.3%	10.7%	16.9%	11.1%	31.3%	*	14.5%	0.8%	8.9%	0.7%
2014-15	15.7%	12.3%	**16.3%**	10.1%	14.9%	18.1%	12.5%	6.7%	20.0%	16.3%	2.9%	12.7%	11.1%
Mathematics													
2015-16	19.3%	17.8%	**12.4%**	9.0%	9.8%	14.3%	14.3%	20.0%	*	12.7%	0.0%	7.9%	2.2%
2014-15	19.4%	18.5%	**10.8%**	5.8%	9.4%	12.1%	28.6%	21.4%	*	7.7%	0.0%	7.6%	3.4%

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 06	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 9-12)													
Science													
2015-16	5.1%	5.2%	**2.6%**	3.1%	1.8%	2.7%	11.1%	13.3%	*	3.9%	0.0%	2.1%	0.0%
2014-15	5.2%	5.1%	**3.1%**	0.8%	2.7%	3.7%	0.0%	8.3%	20.0%	0.0%	0.0%	1.8%	0.0%
Social Studies													
2015-16	20.8%	18.7%	**13.0%**	5.7%	9.5%	16.0%	11.1%	31.3%	*	10.7%	0.0%	7.5%	0.7%
2014-15	19.5%	18.4%	**13.5%**	7.6%	9.8%	16.8%	16.7%	18.8%	20.0%	2.3%	0.0%	7.9%	1.5%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	59.6%	**38.3%**	23.8%	29.0%	43.8%	*	*	-	*	0.0%	28.6%	0.0%
2014-15	42.0%	50.0%	**26.0%**	22.0%	21.0%	29.0%	*	*	*	*	*	18.0%	0.0%
Mathematics													
2015-16	44.6%	53.7%	**34.9%**	19.0%	27.8%	40.2%	*	*	-	*	11.1%	26.2%	11.1%
2014-15	38.0%	46.0%	**25.0%**	17.0%	16.0%	32.0%	*	*	*	*	*	17.0%	0.0%
Both Subjects													
2015-16	38.7%	48.1%	**28.2%**	14.3%	17.4%	34.9%	*	*	-	*	0.0%	19.0%	0.0%
2014-15	35.0%	44.0%	**23.0%**	17.0%	15.0%	28.0%	*	*	*	*	*	15.0%	0.0%
Either Subject													
2015-16	56.4%	65.0%	**45.0%**	28.6%	38.9%	49.1%	*	*	-	*	11.1%	35.5%	11.1%
2014-15	45.0%	53.0%	**29.0%**	22.0%	22.0%	33.0%	*	*	*	*	*	20.0%	0.0%
College and Career Ready Graduates													
2015-16	75.9%	74.2%	**65.0%**	50.0%	51.6%	72.8%	*	*	*	71.4%	44.8%	49.7%	39.1%
2014-15	74.5%	73.3%	**57.4%**	45.5%	51.7%	62.7%	*	60.0%	*	37.5%	29.2%	48.3%	37.0%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	22.8%	**13.4%**	10.0%	11.5%	15.0%	*	*	*	0.0%	0.0%	11.9%	0.0%
2014-15	10.6%	8.2%	**2.8%**	3.0%	2.5%	2.6%	*	0.0%	*	12.5%	0.0%	1.1%	0.0%
Mathematics													
2015-16	18.1%	17.9%	**11.4%**	6.7%	10.7%	12.6%	*	*	*	14.3%	3.4%	10.7%	4.3%
2014-15	7.1%	5.8%	**2.3%**	0.0%	0.8%	3.5%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	44.5%	**41.4%**	30.0%	30.3%	48.0%	*	*	*	42.9%	0.0%	27.7%	0.0%
2014-15	48.1%	44.8%	**37.5%**	24.2%	30.0%	43.0%	*	60.0%	*	25.0%	0.0%	25.0%	11.1%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	11.8%	**20.2%**	6.7%	13.1%	26.0%	*	*	*	0.0%	0.0%	8.5%	0.0%
2014-15	10.6%	9.7%	**18.6%**	9.1%	7.5%	25.9%	*	20.0%	*	12.5%	0.0%	7.4%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	40.8%	**39.7%**	36.7%	32.0%	44.3%	*	*	*	28.6%	0.0%	28.8%	0.0%
2014-15	43.4%	39.3%	**39.8%**	27.3%	32.5%	45.6%	*	40.0%	*	25.0%	0.0%	29.5%	25.9%

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	43.2%	**37.5%**	36.7%	30.3%	40.7%	*	*	*	42.9%	44.8%	30.5%	39.1%
2014-15	46.6%	44.1%	**27.0%**	27.3%	27.5%	27.6%	*	20.0%	*	12.5%	29.2%	28.4%	29.6%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	23.1%	**7.3%**	7.3%	4.4%	8.0%	20.0%	37.5%	*	11.5%	n/a	4.1%	n/a
2015	24.9%	22.9%	**14.5%**	13.2%	11.4%	16.6%	0.0%	25.0%	*	0.0%	n/a	10.2%	n/a
English Language Arts													
2016	15.5%	10.5%	**4.7%**	3.7%	2.9%	5.2%	20.0%	12.5%	*	11.5%	n/a	2.4%	n/a
2015	15.1%	11.4%	**6.4%**	8.8%	5.9%	6.7%	0.0%	0.0%	*	0.0%	n/a	5.3%	n/a
Mathematics													
2016	6.8%	7.2%	**0.4%**	0.0%	0.0%	0.6%	0.0%	12.5%	*	0.0%	n/a	0.2%	n/a
2015	6.8%	7.8%	**0.7%**	4.4%	0.8%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.7%	n/a
Science													
2016	10.4%	9.5%	**0.4%**	2.4%	0.4%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.4%	n/a
2015	10.2%	9.6%	**6.8%**	2.9%	4.3%	8.5%	0.0%	25.0%	*	0.0%	n/a	2.9%	n/a
Social Studies													
2016	14.8%	14.4%	**5.9%**	3.7%	3.3%	7.3%	20.0%	25.0%	*	3.8%	n/a	3.1%	n/a
2015	14.4%	14.3%	**11.4%**	10.3%	7.9%	14.0%	0.0%	12.5%	*	0.0%	n/a	7.7%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	57.2%	**31.3%**	16.7%	25.0%	35.7%	*	*	-	*	n/a	10.5%	n/a
2015	49.1%	58.1%	**23.6%**	11.1%	27.6%	24.4%	-	*	*	-	n/a	21.4%	n/a
English Language Arts													
2016	43.3%	54.2%	**25.6%**	*	37.5%	29.6%	*	*	-	*	n/a	9.1%	n/a
2015	43.7%	55.2%	**25.9%**	16.7%	13.3%	33.3%	-	-	-	-	n/a	4.5%	n/a
Mathematics													
2016	54.0%	62.9%	*	-	-	*	-	*	-	-	n/a	*	n/a
2015	51.7%	61.2%	**16.7%**	*	*	*	-	-	-	-	n/a	*	n/a
Science													
2016	35.1%	50.8%	*	*	*	*	-	-	-	-	n/a	*	n/a
2015	35.4%	48.2%	**6.9%**	*	0.0%	7.1%	-	*	*	-	n/a	8.3%	n/a
Social Studies													
2016	41.6%	50.0%	**25.9%**	*	22.2%	28.9%	*	*	-	*	n/a	0.0%	n/a
2015	40.1%	51.5%	**16.5%**	0.0%	5.0%	21.7%	-	*	-	-	n/a	9.4%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	60.4%	**56.2%**	63.3%	42.6%	63.0%	*	*	*	28.6%	n/a	49.7%	n/a
Class of 2015	68.3%	59.6%	**58.7%**	66.7%	55.8%	59.2%	*	60.0%	*	37.5%	n/a	53.3%	n/a

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	31.4%	**17.7%**	10.5%	11.5%	20.6%	*	*	-	*	n/a	9.9%	n/a
Class of 2015	24.3%	33.8%	**16.3%**	18.2%	11.9%	18.5%	*	*	*	*	n/a	11.2%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1473	**1382**	1219	1315	1425	*	*	-	*	n/a	1281	n/a
Class of 2015	1394	1487	**1384**	1265	1326	1433	*	*	*	*	n/a	1315	n/a
English Language Arts and Writing													
Class of 2016	903	967	**912**	801	873	940	*	*	-	*	n/a	848	n/a
Class of 2015	912	973	**904**	828	861	940	*	*	*	*	n/a	853	n/a
Mathematics													
Class of 2016	472	507	**471**	418	446	486	*	*	-	*	n/a	435	n/a
Class of 2015	482	513	**480**	438	465	494	*	*	*	*	n/a	462	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	21.8	**19.6**	17.9	18.0	20.6	*	*	-	*	n/a	17.5	n/a
Class of 2015	20.6	22.1	**19.3**	17.4	18.0	20.3	-	*	-	-	n/a	18.0	n/a
English Language Arts													
Class of 2016	19.8	21.4	**19.1**	17.4	17.2	20.3	*	*	-	*	n/a	16.6	n/a
Class of 2015	20.1	21.7	**18.6**	16.0	17.1	19.8	-	*	-	-	n/a	17.0	n/a
Mathematics													
Class of 2016	20.5	21.9	**19.8**	17.8	18.7	20.5	*	*	-	*	n/a	18.2	n/a
Class of 2015	20.9	22.4	**20.0**	18.1	19.0	20.9	-	*	-	-	n/a	18.9	n/a
Science													
Class of 2016	20.5	21.9	**19.9**	18.7	18.8	20.6	*	*	-	*	n/a	17.9	n/a
Class of 2015	20.7	22.1	**19.5**	19.2	18.2	20.1	-	*	-	-	n/a	18.9	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	52.0%	**50.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	53.7%	**50.1%**	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													
2014-15	55.6%	65.4%	**56.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	74.9%	**69.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: WILLIS ISD
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Student Information	District Count	District Percent	State Count	State Percent
Total Students:	7,295	100.0%	5,343,834	100.0%
Students by Grade:				
Early Childhood Education	16	0.2%	13,821	0.3%
Pre-Kindergarten	194	2.7%	223,833	4.2%
Kindergarten	543	7.4%	371,682	7.0%
Grade 1	595	8.2%	395,568	7.4%
Grade 2	593	8.1%	408,582	7.6%
Grade 3	556	7.6%	412,581	7.7%
Grade 4	551	7.6%	410,882	7.7%
Grade 5	559	7.7%	400,016	7.5%
Grade 6	540	7.4%	398,017	7.4%
Grade 7	578	7.9%	396,001	7.4%
Grade 8	513	7.0%	392,231	7.3%
Grade 9	599	8.2%	431,486	8.1%
Grade 10	546	7.5%	395,057	7.4%
Grade 11	474	6.5%	363,655	6.8%
Grade 12	438	6.0%	330,422	6.2%
Ethnic Distribution:				
African American	559	7.7%	673,291	12.6%
Hispanic	2,583	35.4%	2,802,180	52.4%
White	3,823	52.4%	1,499,559	28.1%
American Indian	27	0.4%	20,701	0.4%
Asian	48	0.7%	224,834	4.2%
Pacific Islander	5	0.1%	7,687	0.1%
Two or More Races	250	3.4%	115,582	2.2%
Economically Disadvantaged	4,278	58.6%	3,155,117	59.0%
Non-Educationally Disadvantaged	3,017	41.4%	2,188,717	41.0%
English Language Learners (ELL)	1,104	15.1%	1,010,168	18.9%
Students w/ Disciplinary Placements (2015-2016)	180	2.3%	74,803	1.4%
At-Risk	3,918	53.7%	2,685,789	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	560		467,611	
By Type of Primary Disability				
Students with Intellectual Disabilities	244	43.6%	207,935	44.5%
Students with Physical Disabilities	87	15.5%	102,283	21.9%
Students with Autism	93	16.6%	58,444	12.5%
Students with Behavioral Disabilities	121	21.6%	93,082	19.9%
Students with Non-Categorical Early Childhood	15	2.7%	5,867	1.3%

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2016-17 District Profile

Student Information	District Count	District Percent	State Count	State Percent
Graduates (Class of 2016):				
Total Graduates	411	100.0%	324,311	100.0%
By Ethnicity (incl. Special Ed.):				
African American	30	7.3%	41,084	12.7%
Hispanic	122	29.7%	157,633	48.6%
White	246	59.9%	104,551	32.2%
American Indian	4	1.0%	1,280	0.4%
Asian	1	0.2%	13,481	4.2%
Pacific Islander	1	0.2%	449	0.1%
Two or More Races	7	1.7%	5,833	1.8%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	41	10.0%	42,804	13.2%
Recommended H.S. Program/DAP	368	89.5%	254,625	78.5%
Foundation High School Plan (No Endorsement)	1	0.2%	11,477	3.5%
Foundation High School Plan (Endorsement)	1	0.2%	1,501	0.5%
Foundation High School Plan (DLA)	0	0.0%	13,904	4.3%
Special Education Graduates	29	7.1%	23,325	7.2%

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Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	2.5%	1.8%	6.1%	7.7%
Grade 1	7.7%	3.8%	3.7%	6.8%
Grade 2	3.8%	2.4%	4.7%	3.1%
Grade 3	1.4%	1.6%	2.3%	1.2%
Grade 4	1.7%	0.8%	3.6%	0.7%
Grade 5	0.8%	0.4%	2.3%	0.7%
Grade 6	0.6%	0.6%	0.0%	0.7%
Grade 7	2.5%	0.7%	0.0%	0.8%
Grade 8	1.0%	0.5%	0.0%	0.9%

	---------- District ---------- Count	Percent	---------- State ---------- Count	Percent
Data Quality:				
Underreported Students	10	0.3%	6,686	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.7	18.8
Grade 1	20.3	18.8
Grade 2	20.1	18.9
Grade 3	20.2	19.0
Grade 4	21.6	19.0
Grade 5	23.0	20.9
Grade 6	19.8	20.4
Secondary:		
English/Language Arts	17.6	16.8
Foreign Languages	18.8	18.7
Mathematics	17.6	18.0
Science	18.8	19.0
Social Studies	20.6	19.4

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Texas Academic Performance Report

2016-17 District Profile

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	891.6	100.0%	705,007.9	100.0%
Professional Staff:	537.7	60.3%	451,253.5	64.0%
Teachers	410.3	46.0%	352,756.1	50.0%
Professional Support	93.0	10.4%	70,392.1	10.0%
Campus Administration (School Leadership)	26.4	3.0%	20,492.1	2.9%
Central Administration	8.0	0.9%	7,613.2	1.1%
Educational Aides:	94.5	10.6%	67,934.0	9.6%
Auxiliary Staff:	259.4	29.1%	185,820.3	26.4%
Total Minority Staff:	205.9	23.1%	346,378.5	49.1%
Teachers by Ethnicity and Sex:				
African American	11.0	2.7%	35,986.3	10.2%
Hispanic	47.9	11.7%	93,694.5	26.6%
White	348.4	84.9%	211,028.1	59.8%
American Indian	1.0	0.2%	1,243.7	0.4%
Asian	0.0	0.0%	5,383.5	1.5%
Pacific Islander	0.0	0.0%	1,521.6	0.4%
Two or More Races	2.0	0.5%	3,898.4	1.1%
Males	78.3	19.1%	83,544.8	23.7%
Females	332.0	80.9%	269,211.3	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	0.2%	4,333.3	1.2%
Bachelors	330.0	80.4%	262,745.0	74.5%
Masters	79.3	19.3%	83,426.6	23.6%
Doctorate	0.0	0.0%	2,251.2	0.6%
Teachers by Years of Experience:				
Beginning Teachers	28.4	6.9%	27,413.0	7.8%
1-5 Years Experience	110.6	26.9%	98,846.9	28.0%
6-10 Years Experience	76.9	18.7%	73,646.0	20.9%
11-20 Years Experience	124.9	30.4%	98,156.2	27.8%
Over 20 Years Experience	69.6	17.0%	54,694.0	15.5%
Number of Students per Teacher	17.8	n/a	15.1	n/a

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	20.2	19.5
Average Years Experience of Principals with District	8.7	12.2
Average Years Experience of Assistant Principals	16.6	15.7
Average Years Experience of Assistant Principals with District	6.2	10.1
Average Years Experience of Teachers:	11.6	10.9
Average Years Experience of Teachers with District:	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$47,421	$46,199
1-5 Years Experience	$47,710	$48,779
6-10 Years Experience	$51,124	$51,184
11-20 Years Experience	$54,412	$54,396
Over 20 Years Experience	$62,517	$60,913
Average Actual Salaries (regular duties only):		
Teachers	$52,880	$52,525
Professional Support	$62,216	$61,728
Campus Administration (School Leadership)	$75,730	$76,471
Central Administration	$122,414	$100,397
Instructional Staff Percent:	61.2%	64.6%
Turnover Rate for Teachers:	21.8%	16.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,112.5
Educational Aides	0.0	216.4
Auxiliary Staff	0.0	454.3
Contracted Instructional Staff:	0.0	2,110.5

District Name: WILLIS ISD
County Name: MONTGOMERY
District Number: 170904

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 District Profile

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,036	14.2%	1,005,219	18.8%
Career & Technical Education	1,486	20.4%	1,336,684	25.0%
Gifted & Talented Education	339	4.6%	415,641	7.8%
Special Education	560	7.7%	467,611	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	6.7	1.6%	21,143.9	6.0%
Career & Technical Education	18.0	4.4%	15,992.3	4.5%
Compensatory Education	4.3	1.1%	9,777.0	2.8%
Gifted & Talented Education	0.0	0.0%	6,556.8	1.9%
Regular Education	308.6	75.2%	256,918.3	72.8%
Special Education	42.2	10.3%	30,361.9	8.6%
Other	30.5	7.4%	12,005.8	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROBERT P BRABHAM MIDDLE**

Campus Number: **170904043**

2017 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 834
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 Approaches Grade Level or Above Grade 6														
Reading	2017	69%	65%	**74%**	38%	72%	77%	-	100%	-	*	*	69%	48%
	2016	69%	63%	**73%**	33%	66%	81%	-	100%	-	*	33%	66%	46%
Mathematics	2017	76%	77%	**85%**	77%	83%	86%	-	100%	-	*	43%	84%	70%
	2016	72%	73%	**82%**	57%	79%	87%	-	100%	-	*	53%	73%	62%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	66%	**79%**	53%	77%	82%	-	100%	-	*	50%	73%	61%
	2016	71%	60%	**70%**	69%	65%	72%	*	-	-	78%	*	62%	50%
Mathematics	2017	70%	69%	**83%**	63%	84%	84%	-	100%	-	*	50%	76%	68%
	2016	69%	63%	**71%**	62%	59%	77%	*	-	-	100%	*	62%	41%
Writing	2017	70%	63%	**74%**	47%	73%	77%	-	100%	-	*	*	68%	54%
	2016	69%	62%	**74%**	69%	66%	79%	*	-	-	100%	42%	67%	47%
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**89%**	86%	86%	90%	*	-	-	100%	50%	83%	82%
	2016	87%	82%	**87%**	100%	80%	92%	*	*	-	*	38%	82%	59%
Mathematics	2017	85%	79%	**89%**	82%	88%	89%	*	-	-	*	*	86%	81%
	2016	82%	68%	**80%**	83%	78%	83%	*	*	-	*	*	77%	79%
Science	2017	76%	68%	**74%**	77%	63%	79%	*	-	-	89%	58%	63%	36%
	2016	75%	62%	**68%**	57%	61%	73%	*	*	-	*	*	60%	38%
Social Studies	2017	63%	56%	**62%**	57%	54%	65%	*	-	-	89%	*	50%	39%
	2016	63%	58%	**61%**	64%	44%	72%	*	*	-	*	*	48%	17%
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	83%	**100%**	*	100%	100%	-	-	-	100%	-	100%	*
	2016	78%	73%	**100%**	*	100%	100%	-	*	-	*	-	100%	-

District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 834
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 Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	**79%**	64%	76%	82%	100%	100%	-	90%	42%	73%	60%
	2016	75%	72%	**75%**	64%	67%	81%	35%	100%	-	79%	32%	67%	49%
Reading	2017	72%	69%	**80%**	59%	78%	83%	*	100%	-	93%	42%	74%	65%
	2016	73%	70%	**77%**	63%	70%	82%	*	100%	-	73%	34%	70%	52%
Mathematics	2017	79%	79%	**86%**	73%	85%	88%	*	100%	-	93%	42%	82%	74%
	2016	76%	75%	**80%**	67%	74%	85%	*	100%	-	87%	34%	72%	60%
Writing	2017	67%	62%	**74%**	47%	73%	77%	-	100%	-	*	*	68%	54%
	2016	69%	66%	**74%**	69%	66%	79%	*	-	-	100%	42%	67%	47%
Science	2017	79%	77%	**74%**	77%	63%	79%	*	-	-	89%	58%	63%	36%
	2016	79%	75%	**68%**	57%	61%	73%	*	*	-	*	*	60%	38%
Social Studies	2017	77%	74%	**62%**	57%	54%	65%	*	-	-	89%	*	50%	39%
	2016	77%	74%	**61%**	64%	44%	72%	*	*	-	*	*	48%	17%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**44%**	20%	36%	49%	*	70%	-	53%	26%	31%	15%
	2016	45%	37%	**35%**	20%	26%	42%	*	*	-	40%	*	22%	9%
Reading	2017	48%	41%	**42%**	24%	34%	48%	*	70%	-	47%	26%	31%	14%
	2016	46%	39%	**38%**	29%	29%	44%	*	*	-	40%	*	25%	11%
Mathematics	2017	48%	46%	**57%**	38%	50%	62%	*	90%	-	47%	26%	46%	23%
	2016	43%	38%	**43%**	20%	34%	50%	*	71%	-	47%	*	31%	14%
Writing	2017	38%	28%	**42%**	*	36%	49%	-	*	-	*	*	29%	20%
	2016	41%	32%	**38%**	*	31%	42%	*	-	-	56%	*	26%	19%
Science	2017	52%	45%	**39%**	38%	31%	43%	*	-	-	67%	*	27%	16%
	2016	47%	39%	**36%**	*	25%	42%	*	*	-	*	*	21%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Social Studies	2017	51%	44%	**27%**	36%	21%	29%	*	-	-	*	*	16%	*
	2016	47%	38%	**24%**	*	22%	25%	*	*	-	*	*	13%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**19%**	16%	13%	22%	*	40%	-	27%	7%	12%	4%
	2016	18%	13%	**14%**	15%	8%	17%	*	44%	-	19%	5%	6%	*
Reading	2017	19%	14%	**20%**	17%	13%	23%	*	*	-	*	*	12%	*
	2016	17%	11%	**14%**	21%	7%	18%	*	*	-	*	*	7%	*
Mathematics	2017	23%	20%	**26%**	18%	19%	30%	*	70%	-	40%	*	17%	8%
	2016	19%	16%	**18%**	10%	13%	21%	*	71%	-	33%	*	9%	*
Writing	2017	12%	7%	**10%**	*	9%	12%	-	*	-	*	*	7%	*
	2016	15%	10%	**9%**	*	*	11%	*	-	-	*	*	5%	*
Science	2017	19%	13%	**10%**	*	6%	11%	*	-	-	*	*	5%	*
	2016	16%	11%	**10%**	*	*	14%	*	*	-	*	*	*	*
Social Studies	2017	27%	20%	**14%**	*	8%	16%	*	-	-	*	*	7%	*
	2016	22%	14%	**8%**	*	*	10%	*	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**63%**	64%	61%	65%	*	65%	-	64%	51%	61%	56%
	2016	62%	56%	**60%**	53%	60%	60%	*	*	-	60%	50%	55%	55%
Reading	2017	59%	55%	**57%**	57%	54%	59%	*	*	-	*	*	55%	47%
	2016	60%	55%	**53%**	48%	55%	52%	*	*	-	*	49%	51%	55%
Mathematics	2017	64%	60%	**70%**	71%	68%	71%	*	*	-	*	*	68%	65%
	2016	63%	57%	**66%**	59%	64%	68%	*	*	-	60%	*	60%	56%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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	2017	19%	15%	**16%**	16%	15%	17%	*	30%	-	21%	12%	13%	10%
	2016	17%	13%	**13%**	14%	13%	13%	*	*	-	23%	9%	11%	12%
Reading	2017	17%	14%	**17%**	17%	17%	18%	*	*	-	*	*	15%	14%
	2016	16%	13%	**14%**	13%	16%	14%	*	*	-	*	14%	13%	19%
Mathematics	2017	20%	17%	**15%**	16%	13%	16%	*	*	-	*	*	11%	7%
	2016	17%	12%	**12%**	15%	11%	12%	*	*	-	33%	*	8%	6%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**47%**	35%	53%	45%	*	-	-	*	*	45%	54%
	2016	35%	30%	**39%**	*	40%	40%	*	*	-	*	16%	36%	37%
Mathematics	2017	43%	41%	**54%**	53%	64%	47%	-	-	-	*	*	54%	59%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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 Approaches Grade Level on First STAAR Administration														
	2017	76%	71%	**78%**	67%	70%	83%	*	-	-	89%	*	67%	53%
Students Requiring Accelerated Instruction														
	2017	24%	29%	**22%**	*	30%	17%	*	-	-	*	63%	33%	47%
STAAR Cumulative Met Standard														
	2017	85%	82%	**88%**	83%	84%	91%	*	-	-	100%	*	81%	76%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	75%	62%	**76%**	56%	78%	76%	*	-	-	*	*	74%	81%
Students Requiring Accelerated Instruction														
	2017	25%	38%	**24%**	*	22%	24%	*	-	-	*	75%	26%	19%
STAAR Cumulative Met Standard														
	2017	85%	79%	**89%**	78%	89%	90%	*	-	-	*	*	88%	84%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**79%**	-	-	-	-	-	60%	60%	-	67%	60%	60%
	2016	75%	72%	**75%**	-	-	-	-	-	49%	-	49%	*	49%	49%
Reading	2017	72%	69%	**80%**	-	-	-	-	-	65%	65%	-	*	65%	65%
	2016	73%	70%	**77%**	-	-	-	-	-	52%	-	52%	*	52%	52%
Mathematics	2017	79%	79%	**86%**	-	-	-	-	-	74%	74%	-	*	74%	74%
	2016	76%	75%	**80%**	-	-	-	-	-	60%	-	60%	*	60%	60%
Writing	2017	67%	62%	**74%**	-	-	-	-	-	56%	56%	-	*	56%	54%
	2016	69%	66%	**74%**	-	-	-	-	-	48%	-	48%	*	48%	47%
Science	2017	79%	77%	**74%**	-	-	-	-	-	34%	34%	-	*	34%	36%
	2016	79%	75%	**68%**	-	-	-	-	-	38%	-	38%	-	38%	38%
Social Studies	2017	77%	74%	**62%**	-	-	-	-	-	38%	38%	-	*	38%	39%
	2016	77%	74%	**61%**	-	-	-	-	-	17%	-	17%	-	17%	17%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**44%**	-	-	-	-	-	16%	16%	-	*	16%	15%
	2016	45%	37%	**35%**	-	-	-	-	-	9%	-	9%	*	9%	9%
Reading	2017	48%	41%	**42%**	-	-	-	-	-	14%	14%	-	*	14%	14%
	2016	46%	39%	**38%**	-	-	-	-	-	11%	-	11%	*	11%	11%
Mathematics	2017	48%	46%	**57%**	-	-	-	-	-	24%	24%	-	*	24%	23%
	2016	43%	38%	**43%**	-	-	-	-	-	14%	-	14%	*	14%	14%
Writing	2017	38%	28%	**42%**	-	-	-	-	-	21%	21%	-	*	21%	20%
	2016	41%	32%	**38%**	-	-	-	-	-	19%	-	19%	*	19%	19%
Science	2017	52%	45%	**39%**	-	-	-	-	-	17%	17%	-	*	17%	16%
	2016	47%	39%	**36%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	51%	44%	**27%**	-	-	-	-	-	*	*	-	*	*	*
	2016	47%	38%	**24%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**19%**	-	-	-	-	-	4%	4%	-	*	4%	4%
	2016	18%	13%	**14%**	-	-	-	-	-	*	-	*	*	*	*
Reading	2017	19%	14%	**20%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	11%	**14%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	23%	20%	**26%**	-	-	-	-	-	9%	9%	-	*	9%	8%
	2016	19%	16%	**18%**	-	-	-	-	-	*	-	*	*	*	*
Writing	2017	12%	7%	**10%**	-	-	-	-	-	*	*	-	*	*	*
	2016	15%	10%	**9%**	-	-	-	-	-	*	-	*	*	*	*
Science	2017	19%	13%	**10%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	11%	**10%**	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2017	27%	20%	**14%**	-	-	-	-	-	*	*	-	*	*	*
	2016	22%	14%	**8%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**63%**	-	-	-	-	-	58%	58%	-	*	58%	59%
	2016	62%	56%	**60%**	-	-	-	-	-	55%	-	55%	*	55%	55%
Reading	2017	59%	55%	**57%**	-	-	-	-	-	49%	49%	-	*	49%	50%
	2016	60%	55%	**53%**	-	-	-	-	-	57%	-	57%	*	57%	58%
Mathematics	2017	64%	60%	**70%**	-	-	-	-	-	67%	67%	-	*	67%	67%
	2016	63%	57%	**66%**	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**16%**	-	-	-	-	-	11%	11%	-	*	11%	11%
	2016	17%	13%	**13%**	-	-	-	-	-	11%	-	11%	*	11%	12%
Reading	2017	17%	14%	**17%**	-	-	-	-	-	16%	16%	-	*	16%	16%
	2016	16%	13%	**14%**	-	-	-	-	-	20%	-	20%	*	20%	20%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Exceeded Progress															
All Grades															
Mathematics	2017	20%	17%	**15%**	-	-	-	-	-	6%	6%	-	*	6%	6%
	2016	17%	12%	**12%**	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**47%**	-	-	-	-	-	55%	55%	-	*	55%	54%
	2016	35%	30%	**39%**	-	-	-	-	-	38%	-	38%	*	38%	37%
Mathematics	2017	43%	41%	**54%**	-	-	-	-	-	58%	58%	-	*	58%	59%

District Name: WILLIS ISD
Campus Name: ROBERT P BRABHAM MIDDLE
Campus Number: 170904043

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 834
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	99%	100%	99%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	93%	**94%**	90%	93%	95%	100%	100%	-	91%	92%	92%	93%
Not Included in Accountability													
Mobile	4%	6%	**5%**	9%	5%	4%	0%	0%	-	9%	7%	7%	3%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	0%	-	0%	2%	1%	4%
Not Tested	1%	0%	**0%**	1%	0%	1%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	1%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	0%	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	99%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**94%**	94%	96%	93%	100%	100%	-	96%	92%	94%	97%
Not Included in Accountability													
Mobile	4%	5%	**5%**	6%	3%	6%	0%	0%	-	4%	6%	5%	0%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	0%	0%	-	0%	0%	1%	3%
Not Tested	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	1%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**96.2%**	96.3%	96.8%	95.7%	*	98.3%	-	97.7%	94.4%	96.0%	97.5%
2014-15	95.7%	95.4%	**96.1%**	95.4%	96.9%	95.8%	*	*	-	94.3%	94.0%	96.2%	97.9%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	*	-	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	834	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.7%	4.2%
Kindergarten	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	8.2%	7.4%
Grade 2	0	0.0%	8.1%	7.6%
Grade 3	0	0.0%	7.6%	7.7%
Grade 4	0	0.0%	7.6%	7.7%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	275	33.0%	7.4%	7.4%
Grade 7	296	35.5%	7.9%	7.4%
Grade 8	263	31.5%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	47	5.6%	7.7%	12.6%
Hispanic	279	33.5%	35.4%	52.4%
White	480	57.6%	52.4%	28.1%
American Indian	2	0.2%	0.4%	0.4%
Asian	10	1.2%	0.7%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	16	1.9%	3.4%	2.2%
Economically Disadvantaged	402	48.2%	58.6%	59.0%
Non-Educationally Disadvantaged	432	51.8%	41.4%	41.0%
English Language Learners (ELL)	88	10.6%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	33	3.5%	2.3%	1.4%
At-Risk	384	46.0%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	41			
By Type of Primary Disability				
Students with Intellectual Disabilities	20	48.8%	43.6%	44.5%
Students with Physical Disabilities	*	*	15.5%	21.9%
Students with Autism	9	22.0%	16.6%	12.5%
Students with Behavioral Disabilities	**	**	21.6%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	138	14.8%	16.2%	16.2%
By Ethnicity:				
African American	15	1.6%		
Hispanic	29	3.1%		
White	90	9.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.4%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.5%	1.8%	-	6.1%	7.7%
Grade 1	-	7.7%	3.8%	-	3.7%	6.8%
Grade 2	-	3.8%	2.4%	-	4.7%	3.1%
Grade 3	-	1.4%	1.6%	-	2.3%	1.2%
Grade 4	-	1.7%	0.8%	-	3.6%	0.7%
Grade 5	-	0.8%	0.4%	-	2.3%	0.7%
Grade 6	1.1%	0.6%	0.6%	0.0%	0.0%	0.7%
Grade 7	3.3%	2.5%	0.7%	0.0%	0.0%	0.8%
Grade 8	1.1%	1.0%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	18.8
Grade 1	-	20.3	18.8
Grade 2	-	20.1	18.9
Grade 3	-	20.2	19.0
Grade 4	-	21.6	19.0
Grade 5	-	23.0	20.9
Grade 6	23.8	19.8	20.4
Secondary:			
English/Language Arts	22.1	17.6	16.8
Foreign Languages	20.7	18.8	18.7
Mathematics	21.3	17.6	18.0
Science	22.1	18.8	19.0
Social Studies	23.0	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	60.1	100.0%	100.0%	100.0%
Professional Staff:	52.1	86.7%	60.3%	64.0%
Teachers	45.3	75.4%	46.0%	50.0%
Professional Support	3.8	6.2%	10.4%	10.0%
Campus Administration (School Leadership)	3.0	5.0%	3.0%	2.9%
Educational Aides:	8.0	13.3%	10.6%	9.6%
Total Minority Staff:	12.7	21.1%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.2	7.0%	2.7%	10.2%
Hispanic	4.0	8.8%	11.7%	26.6%
White	37.2	82.0%	84.9%	59.8%
American Indian	1.0	2.2%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	10.8	23.9%	19.1%	23.7%
Females	34.5	76.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	35.2	77.6%	80.4%	74.5%
Masters	10.2	22.4%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.6%	6.9%	7.8%
1-5 Years Experience	14.8	32.7%	26.9%	28.0%
6-10 Years Experience	8.2	18.1%	18.7%	20.9%
11-20 Years Experience	11.1	24.5%	30.4%	27.8%
Over 20 Years Experience	8.2	18.0%	17.0%	15.5%
Number of Students per Teacher	18.4	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	9.0	20.2	19.5
Average Years Experience of Principals with District	0.0	8.7	12.2
Average Years Experience of Assistant Principals	12.0	16.6	15.7
Average Years Experience of Assistant Principals with District	5.5	6.2	10.1
Average Years Experience of Teachers:	11.6	11.6	10.9
Average Years Experience of Teachers with District:	6.1	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,193	$47,421	$46,199
1-5 Years Experience	$48,613	$47,710	$48,779
6-10 Years Experience	$50,849	$51,124	$51,184
11-20 Years Experience	$51,676	$54,412	$54,396
Over 20 Years Experience	$61,143	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$51,866	$52,880	$52,525
Professional Support	$60,583	$62,216	$61,728
Campus Administration (School Leadership)	$77,306	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	84	10.1%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	67	8.0%	4.6%	7.8%
Special Education	41	4.9%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	0.0	0.0%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	33.1	73.0%	75.2%	72.8%
Special Education	4.4	9.6%	10.3%	8.6%
Other	7.9	17.4%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **EDWARD B CANNAN EL**

Campus Number: **170904106**

2017 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 676
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	68%	**58%**	*	56%	61%	-	*	-	*	*	56%	50%
	2016	73%	72%	**60%**	*	57%	65%	-	-	-	*	*	59%	39%
Mathematics	2017	78%	77%	**63%**	*	64%	63%	-	*	-	*	*	56%	61%
	2016	75%	78%	**68%**	*	72%	68%	-	-	-	*	*	67%	61%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	68%	**64%**	*	69%	60%	-	-	-	*	*	63%	56%
	2016	75%	74%	**80%**	*	77%	82%	-	-	-	*	*	74%	75%
Mathematics	2017	76%	78%	**75%**	*	87%	63%	-	-	-	*	*	74%	93%
	2016	73%	79%	**82%**	*	82%	79%	-	-	-	*	*	80%	83%
Writing	2017	65%	61%	**57%**	*	62%	51%	-	-	-	*	*	56%	50%
	2016	69%	69%	**66%**	*	64%	68%	-	-	-	*	*	64%	51%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	78%	**76%**	*	73%	82%	-	-	-	*	*	72%	65%
	2016	81%	82%	**87%**	*	84%	89%	-	*	-	-	*	84%	70%
Mathematics	2017	87%	91%	**93%**	*	95%	91%	-	-	-	*	50%	92%	97%
	2016	86%	89%	**98%**	*	100%	94%	-	*	-	-	*	97%	100%
Science	2017	74%	72%	**78%**	*	78%	77%	-	-	-	*	42%	73%	77%
	2016	74%	74%	**78%**	*	80%	78%	-	*	-	-	*	78%	60%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	73%	**71%**	75%	73%	69%	-	*	-	43%	32%	69%	68%
	2016	75%	72%	**77%**	69%	76%	78%	-	*	-	88%	19%	75%	67%
Reading	2017	72%	69%	**66%**	78%	66%	68%	-	*	-	*	27%	64%	56%
	2016	73%	70%	**76%**	*	72%	79%	-	*	-	*	*	72%	62%

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 676
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	79%	**77%**	78%	82%	73%	-	*	-	*	38%	75%	81%
	2016	76%	75%	**82%**	*	84%	81%	-	*	-	*	*	81%	80%
Writing	2017	67%	62%	**57%**	*	62%	51%	-	-	-	*	*	56%	50%
	2016	69%	66%	**66%**	*	64%	68%	-	-	-	*	*	64%	51%
Science	2017	79%	77%	**78%**	*	78%	77%	-	-	-	*	42%	73%	77%
	2016	79%	75%	**78%**	*	80%	78%	-	*	-	-	*	78%	60%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**31%**	*	33%	32%	-	*	-	*	21%	28%	17%
	2016	45%	37%	**37%**	*	39%	36%	-	*	-	*	*	34%	24%
Reading	2017	48%	41%	**34%**	*	33%	37%	-	*	-	*	21%	29%	14%
	2016	46%	39%	**44%**	*	42%	48%	-	*	-	*	*	40%	28%
Mathematics	2017	48%	46%	**50%**	*	63%	42%	-	*	-	*	25%	49%	63%
	2016	43%	38%	**42%**	*	47%	39%	-	*	-	*	*	42%	40%
Writing	2017	38%	28%	**21%**	*	23%	20%	-	-	-	*	*	17%	*
	2016	41%	32%	**31%**	*	29%	35%	-	-	-	*	*	22%	*
Science	2017	52%	45%	**37%**	*	30%	45%	-	-	-	*	*	31%	*
	2016	47%	39%	**39%**	*	39%	42%	-	*	-	-	*	43%	25%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**19%**	*	21%	18%	-	*	-	*	*	19%	15%
	2016	18%	13%	**15%**	*	14%	18%	-	*	-	*	*	14%	9%
Reading	2017	19%	14%	**19%**	*	18%	22%	-	*	-	*	*	16%	8%
	2016	17%	11%	**17%**	*	12%	25%	-	*	-	*	*	12%	*
Mathematics	2017	23%	20%	**25%**	*	32%	18%	-	*	-	*	*	27%	30%
	2016	19%	16%	**19%**	*	23%	17%	-	*	-	*	*	21%	17%

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 676
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 Masters Grade Level														
All Grades														
Writing	2017	12%	7%	**8%**	*	*	*	-	-	-	*	*	9%	*
	2016	15%	10%	**6%**	*	*	*	-	-	-	*	*	*	*
Science	2017	19%	13%	**13%**	*	13%	14%	-	-	-	*	*	13%	*
	2016	16%	11%	**7%**	*	*	*	-	*	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**68%**	*	68%	69%	-	-	-	*	50%	70%	69%
	2016	62%	56%	**70%**	*	67%	74%	-	*	-	*	*	69%	66%
Reading	2017	59%	55%	**58%**	*	55%	64%	-	-	-	*	*	60%	56%
	2016	60%	55%	**64%**	*	63%	65%	-	*	-	*	*	65%	64%
Mathematics	2017	64%	60%	**79%**	*	80%	75%	-	-	-	*	*	80%	81%
	2016	63%	57%	**75%**	*	70%	82%	-	*	-	*	*	74%	69%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	15%	**26%**	*	29%	21%	-	-	-	*	12%	28%	32%
	2016	17%	13%	**22%**	*	16%	30%	-	*	-	*	*	20%	16%
Reading	2017	17%	14%	**17%**	*	19%	14%	-	-	-	*	*	19%	20%
	2016	16%	13%	**20%**	*	15%	29%	-	*	-	*	*	20%	14%
Mathematics	2017	20%	17%	**35%**	*	39%	29%	-	-	-	*	*	37%	43%
	2016	17%	12%	**23%**	*	18%	31%	-	*	-	*	*	21%	17%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**28%**	*	31%	21%	-	-	-	*	*	30%	32%
	2016	35%	30%	**47%**	-	46%	44%	-	-	-	*	*	42%	45%
Mathematics	2017	43%	41%	**55%**	*	73%	36%	-	-	-	*	*	60%	88%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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 Approaches Grade Level on First STAAR Administration														
	2017	72%	67%	**64%**	*	60%	71%	-	-	-	*	*	59%	48%
Students Requiring Accelerated Instruction														
	2017	28%	33%	**36%**	*	40%	29%	-	-	-	*	73%	41%	52%
STAAR Cumulative Met Standard														
	2017	81%	78%	**76%**	*	73%	81%	-	-	-	*	*	72%	65%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	85%	**90%**	*	93%	86%	-	-	-	*	45%	88%	97%
Students Requiring Accelerated Instruction														
	2017	19%	15%	**10%**	*	*	14%	-	-	-	*	55%	12%	*
STAAR Cumulative Met Standard														
	2017	87%	91%	**93%**	*	95%	91%	-	-	-	*	45%	92%	97%

District Name: WILLIS ISD
Campus Name: EDWARD B CANNAN EL
Campus Number: 170904106

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 676
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**71%**	71%	-	-	-	71%	46%	46%	-	*	68%	68%
	2016	75%	72%	**77%**	69%	-	-	-	69%	55%	55%	-	*	67%	67%
Reading	2017	72%	69%	**66%**	58%	-	-	-	58%	*	*	-	*	57%	56%
	2016	73%	70%	**76%**	64%	-	-	-	64%	*	*	-	*	62%	62%
Mathematics	2017	79%	79%	**77%**	85%	-	-	-	85%	*	*	-	*	81%	81%
	2016	76%	75%	**82%**	81%	-	-	-	81%	67%	67%	-	*	79%	80%
Writing	2017	67%	62%	**57%**	55%	-	-	-	55%	*	*	-	*	52%	50%
	2016	69%	66%	**66%**	48%	-	-	-	48%	*	*	-	-	51%	51%
Science	2017	79%	77%	**78%**	79%	-	-	-	79%	*	*	-	*	79%	77%
	2016	79%	75%	**78%**	75%	-	-	-	75%	*	*	-	*	67%	60%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**31%**	18%	-	-	-	18%	*	*	-	*	17%	17%
	2016	45%	37%	**37%**	27%	-	-	-	27%	*	*	-	*	25%	24%
Reading	2017	48%	41%	**34%**	14%	-	-	-	14%	*	*	-	*	13%	14%
	2016	46%	39%	**44%**	31%	-	-	-	31%	*	*	-	*	29%	28%
Mathematics	2017	48%	46%	**50%**	68%	-	-	-	68%	*	*	-	*	65%	63%
	2016	43%	38%	**42%**	46%	-	-	-	46%	*	*	-	*	42%	40%
Writing	2017	38%	28%	**21%**	*	-	-	-	*	*	*	-	*	*	*
	2016	41%	32%	**31%**	*	-	-	-	*	*	*	-	-	*	*
Science	2017	52%	45%	**37%**	*	-	-	-	*	*	*	-	*	*	*
	2016	47%	39%	**39%**	31%	-	-	-	31%	*	*	-	*	28%	25%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**19%**	16%	-	-	-	16%	*	*	-	*	15%	15%
	2016	18%	13%	**15%**	9%	-	-	-	9%	*	*	-	*	9%	9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**19%**	8%	-	-	-	8%	*	*	-	*	8%	8%
	2016	17%	11%	**17%**	*	-	-	-	*	*	*	-	*	*	*
Mathematics	2017	23%	20%	**25%**	33%	-	-	-	33%	*	*	-	*	30%	30%
	2016	19%	16%	**19%**	19%	-	-	-	19%	*	*	-	*	17%	17%
Writing	2017	12%	7%	**8%**	*	-	-	-	*	*	*	-	*	*	*
	2016	15%	10%	**6%**	*	-	-	-	*	*	*	-	-	*	*
Science	2017	19%	13%	**13%**	*	-	-	-	*	*	*	-	*	*	*
	2016	16%	11%	**7%**	*	-	-	-	*	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**68%**	71%	-	-	-	71%	*	*	-	*	66%	67%
	2016	62%	56%	**70%**	64%	-	-	-	64%	63%	63%	-	*	64%	65%
Reading	2017	59%	55%	**58%**	51%	-	-	-	51%	*	*	-	*	49%	50%
	2016	60%	55%	**64%**	62%	-	-	-	62%	*	*	-	*	62%	63%
Mathematics	2017	64%	60%	**79%**	91%	-	-	-	91%	*	*	-	*	83%	84%
	2016	63%	57%	**75%**	66%	-	-	-	66%	*	*	-	*	65%	66%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**26%**	34%	-	-	-	34%	*	*	-	*	31%	31%
	2016	17%	13%	**22%**	17%	-	-	-	17%	31%	31%	-	*	18%	19%
Reading	2017	17%	14%	**17%**	19%	-	-	-	19%	*	*	-	*	18%	18%
	2016	16%	13%	**20%**	13%	-	-	-	13%	*	*	-	*	14%	16%
Mathematics	2017	20%	17%	**35%**	47%	-	-	-	47%	*	*	-	*	43%	44%
	2016	17%	12%	**23%**	20%	-	-	-	20%	*	*	-	*	22%	22%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**28%**	37%	-	-	-	37%	*	*	-	*	35%	32%
	2016	35%	30%	**47%**	40%	-	-	-	40%	*	*	-	*	44%	45%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	41%	**55%**	92%	-	-	-	92%	*	*	-	*	86%	88%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Participation

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	99%	-	*	-	100%	98%	100%	100%
Included in Accountability	94%	93%	**92%**	83%	93%	93%	-	*	-	78%	90%	91%	89%
Not Included in Accountability													
Mobile	4%	6%	**7%**	17%	6%	6%	-	*	-	22%	8%	8%	8%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	-	*	-	0%	0%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	*	-	0%	3%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	81%	94%	91%	-	*	-	53%	74%	92%	96%
Not Included in Accountability													
Mobile	4%	5%	**8%**	19%	5%	9%	-	*	-	47%	26%	8%	3%
Other Exclusions	1%	0%	**1%**	0%	1%	0%	-	*	-	0%	0%	1%	2%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**96.3%**	96.2%	97.5%	94.9%	-	*	-	96.7%	94.3%	96.7%	97.6%
2014-15	95.7%	95.4%	**96.2%**	96.2%	97.7%	94.5%	*	*	-	94.6%	94.3%	96.6%	97.9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	676	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	25	3.7%	2.7%	4.2%
Kindergarten	87	12.9%	7.4%	7.0%
Grade 1	122	18.0%	8.2%	7.4%
Grade 2	124	18.3%	8.1%	7.6%
Grade 3	108	16.0%	7.6%	7.7%
Grade 4	102	15.1%	7.6%	7.7%
Grade 5	108	16.0%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	16	2.4%	7.7%	12.6%
Hispanic	357	52.8%	35.4%	52.4%
White	281	41.6%	52.4%	28.1%
American Indian	0	0.0%	0.4%	0.4%
Asian	1	0.1%	0.7%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	21	3.1%	3.4%	2.2%
Economically Disadvantaged	477	70.6%	58.6%	59.0%
Non-Educationally Disadvantaged	199	29.4%	41.4%	41.0%
English Language Learners (ELL)	262	38.8%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	2	0.3%	2.3%	1.4%
At-Risk	442	65.4%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	38.8%	43.6%	44.5%
Students with Physical Disabilities	14	28.6%	15.5%	21.9%
Students with Autism	10	20.4%	16.6%	12.5%
Students with Behavioral Disabilities	6	12.2%	21.6%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	79	14.0%	16.2%	16.2%
By Ethnicity:				
African American	5	0.9%		
Hispanic	26	4.6%		
White	44	7.8%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.7%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.9%	2.5%	1.8%	0.0%	6.1%	7.7%
Grade 1	3.8%	7.7%	3.8%	0.0%	3.7%	6.8%
Grade 2	6.1%	3.8%	2.4%	0.0%	4.7%	3.1%
Grade 3	0.0%	1.4%	1.6%	0.0%	2.3%	1.2%
Grade 4	0.0%	1.7%	0.8%	0.0%	3.6%	0.7%
Grade 5	0.0%	0.8%	0.4%	0.0%	2.3%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	2.5%	0.7%	-	0.0%	0.8%
Grade 8	-	1.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.0	20.7	18.8
Grade 1	20.3	20.3	18.8
Grade 2	24.2	20.1	18.9
Grade 3	17.7	20.2	19.0
Grade 4	20.2	21.6	19.0
Grade 5	26.5	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	-	17.6	18.0
Science	-	18.8	19.0
Social Studies	-	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	57.1	100.0%	100.0%	100.0%
Professional Staff:	46.4	81.3%	60.3%	64.0%
Teachers	37.6	65.8%	46.0%	50.0%
Professional Support	6.8	12.0%	10.4%	10.0%
Campus Administration (School Leadership)	2.0	3.5%	3.0%	2.9%
Educational Aides:	10.7	18.7%	10.6%	9.6%
Total Minority Staff:	16.7	29.2%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.7%	10.2%
Hispanic	11.0	29.3%	11.7%	26.6%
White	26.6	70.7%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	3.0	8.1%	19.1%	23.7%
Females	34.5	91.9%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	33.6	89.4%	80.4%	74.5%
Masters	4.0	10.6%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	8.0%	6.9%	7.8%
1-5 Years Experience	15.0	39.9%	26.9%	28.0%
6-10 Years Experience	6.0	16.1%	18.7%	20.9%
11-20 Years Experience	9.5	25.4%	30.4%	27.8%
Over 20 Years Experience	4.0	10.6%	17.0%	15.5%
Number of Students per Teacher	18.0	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	20.2	19.5
Average Years Experience of Principals with District	0.0	8.7	12.2
Average Years Experience of Assistant Principals	21.0	16.6	15.7
Average Years Experience of Assistant Principals with District	6.0	6.2	10.1
Average Years Experience of Teachers:	8.5	11.6	10.9
Average Years Experience of Teachers with District:	5.4	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,000	$47,421	$46,199
1-5 Years Experience	$47,317	$47,710	$48,779
6-10 Years Experience	$51,025	$51,124	$51,184
11-20 Years Experience	$50,163	$54,412	$54,396
Over 20 Years Experience	$61,840	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$50,077	$52,880	$52,525
Professional Support	$58,778	$62,216	$61,728
Campus Administration (School Leadership)	$78,305	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	261	38.6%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	25	3.7%	4.6%	7.8%
Special Education	49	7.2%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	2.1	5.6%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	0.0	0.0%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	33.2	88.2%	75.2%	72.8%
Special Education	2.3	6.2%	10.3%	8.6%
Other	0.0	0.0%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **C C HARDY EL**

Campus Number: **170904103**

2017 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 677
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 Approaches Grade Level or Above														
Grade 3														
Reading	2017	73%	68%	**59%**	*	61%	71%	-	-	-	*	*	54%	56%
	2016	73%	72%	**69%**	69%	65%	76%	*	-	-	*	*	67%	52%
Mathematics	2017	78%	77%	**75%**	64%	71%	82%	-	-	-	*	*	73%	68%
	2016	75%	78%	**66%**	62%	62%	76%	*	-	-	*	*	64%	56%
STAAR Percent at Approaches Grade Level or Above														
Grade 4														
Reading	2017	70%	68%	**63%**	57%	58%	74%	*	-	-	*	*	62%	52%
	2016	75%	74%	**58%**	45%	56%	67%	*	-	-	*	*	55%	43%
Mathematics	2017	76%	78%	**71%**	64%	75%	72%	*	-	-	*	*	74%	72%
	2016	73%	79%	**65%**	73%	60%	67%	*	-	-	*	*	64%	50%
Writing	2017	65%	61%	**46%**	57%	38%	56%	*	-	-	*	*	45%	40%
	2016	69%	69%	**52%**	55%	46%	62%	*	-	-	*	*	50%	29%
STAAR Percent at Approaches Grade Level or Above														
Grade 5 ***														
Reading	2017	82%	78%	**69%**	45%	70%	74%	-	-	-	*	*	68%	62%
	2016	81%	82%	**71%**	56%	72%	81%	-	-	-	*	67%	68%	60%
Mathematics	2017	87%	91%	**86%**	73%	88%	87%	-	-	-	*	*	84%	83%
	2016	86%	89%	**84%**	75%	79%	97%	-	-	-	*	78%	85%	80%
Science	2017	74%	72%	**59%**	45%	65%	48%	-	-	-	*	*	61%	55%
	2016	74%	74%	**70%**	44%	67%	89%	-	-	-	*	78%	68%	65%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	**66%**	54%	66%	70%	*	-	-	73%	43%	65%	61%
	2016	75%	72%	**67%**	60%	62%	78%	*	-	-	50%	63%	65%	53%
Reading	2017	72%	69%	**63%**	42%	63%	73%	*	-	-	70%	54%	61%	57%
	2016	73%	70%	**66%**	58%	63%	75%	*	-	-	*	53%	63%	51%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 677
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	79%	**77%**	67%	78%	80%	*	-	-	90%	46%	77%	74%
	2016	76%	75%	**72%**	70%	66%	81%	*	-	-	*	65%	71%	60%
Writing	2017	67%	62%	**46%**	57%	38%	56%	*	-	-	*	*	45%	40%
	2016	69%	66%	**52%**	55%	46%	62%	*	-	-	*	*	50%	29%
Science	2017	79%	77%	**59%**	45%	65%	48%	-	-	-	*	*	61%	55%
	2016	79%	75%	**70%**	44%	67%	89%	-	-	-	*	78%	68%	65%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**28%**	19%	26%	37%	*	-	-	*	*	26%	15%
	2016	45%	37%	**27%**	18%	23%	38%	*	-	-	*	*	25%	17%
Reading	2017	48%	41%	**31%**	19%	30%	41%	*	-	-	*	*	29%	22%
	2016	46%	39%	**32%**	26%	27%	41%	*	-	-	*	*	28%	20%
Mathematics	2017	48%	46%	**44%**	31%	44%	52%	*	-	-	*	*	44%	37%
	2016	43%	38%	**38%**	33%	37%	43%	*	-	-	*	*	36%	37%
Writing	2017	38%	28%	**19%**	*	16%	28%	*	-	-	*	*	17%	*
	2016	41%	32%	**12%**	*	*	20%	*	-	-	*	*	11%	*
Science	2017	52%	45%	**22%**	*	21%	26%	-	-	-	*	*	20%	*
	2016	47%	39%	**23%**	*	24%	30%	-	-	-	*	*	20%	25%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**13%**	6%	13%	19%	*	-	-	*	*	11%	11%
	2016	18%	13%	**11%**	8%	9%	15%	*	-	-	*	11%	11%	7%
Reading	2017	19%	14%	**12%**	*	11%	21%	*	-	-	*	*	10%	8%
	2016	17%	11%	**11%**	*	7%	16%	*	-	-	*	*	11%	*
Mathematics	2017	23%	20%	**20%**	*	20%	25%	*	-	-	*	*	18%	22%
	2016	19%	16%	**13%**	*	13%	15%	*	-	-	*	*	13%	14%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 677
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 Masters Grade Level														
All Grades														
Writing	2017	12%	7%	*	*	*	*	*	-	-	*	*	*	*
	2016	15%	10%	**5%**	*	*	*	*	-	-	*	*	*	*
Science	2017	19%	13%	**6%**	*	*	*	-	-	-	*	*	*	*
	2016	16%	11%	**8%**	*	*	14%	-	-	-	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**61%**	48%	61%	69%	*	-	-	*	*	60%	61%
	2016	62%	56%	**60%**	67%	60%	59%	*	-	-	*	*	58%	53%
Reading	2017	59%	55%	**50%**	*	50%	58%	*	-	-	*	*	49%	51%
	2016	60%	55%	**58%**	73%	59%	53%	*	-	-	*	*	57%	52%
Mathematics	2017	64%	60%	**72%**	67%	71%	79%	*	-	-	*	*	71%	71%
	2016	63%	57%	**61%**	*	61%	65%	*	-	-	*	*	59%	54%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	15%	**21%**	19%	21%	24%	*	-	-	*	*	21%	23%
	2016	17%	13%	**15%**	13%	15%	16%	*	-	-	*	*	14%	13%
Reading	2017	17%	14%	**16%**	*	18%	13%	*	-	-	*	*	15%	19%
	2016	16%	13%	**14%**	19%	13%	15%	*	-	-	*	*	13%	10%
Mathematics	2017	20%	17%	**26%**	29%	24%	34%	*	-	-	*	*	26%	28%
	2016	17%	12%	**16%**	*	16%	18%	*	-	-	*	*	15%	15%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**32%**	*	36%	33%	-	-	-	*	*	35%	46%
	2016	35%	30%	**20%**	*	*	39%	-	-	-	*	*	11%	*
Mathematics	2017	43%	41%	**45%**	*	55%	44%	*	-	-	*	*	43%	54%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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 Approaches Grade Level on First STAAR Administration														
	2017	72%	67%	**56%**	45%	58%	48%	-	-	-	*	*	56%	43%
Students Requiring Accelerated Instruction														
	2017	28%	33%	**44%**	55%	42%	52%	-	-	-	*	*	44%	57%
STAAR Cumulative Met Standard														
	2017	81%	78%	**69%**	45%	70%	74%	-	-	-	*	*	68%	63%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	85%	**75%**	64%	78%	70%	-	-	-	*	*	75%	77%
Students Requiring Accelerated Instruction														
	2017	19%	15%	**25%**	*	22%	30%	-	-	-	*	*	25%	23%
STAAR Cumulative Met Standard														
	2017	87%	91%	**86%**	73%	88%	87%	-	-	-	*	*	84%	83%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**66%**	59%	-	-	-	59%	66%	66%	-	80%	60%	61%
	2016	75%	72%	**67%**	52%	-	-	-	52%	55%	55%	-	50%	53%	53%
Reading	2017	72%	69%	**63%**	54%	-	-	-	54%	60%	60%	-	75%	55%	57%
	2016	73%	70%	**66%**	51%	-	-	-	51%	45%	45%	-	*	50%	51%
Mathematics	2017	79%	79%	**77%**	71%	-	-	-	71%	80%	80%	-	88%	73%	74%
	2016	76%	75%	**72%**	61%	-	-	-	61%	55%	55%	-	*	60%	60%
Writing	2017	67%	62%	**46%**	36%	-	-	-	36%	*	*	-	-	40%	40%
	2016	69%	66%	**52%**	*	-	-	-	*	*	*	-	*	29%	29%
Science	2017	79%	77%	**59%**	53%	-	-	-	53%	*	*	-	*	52%	55%
	2016	79%	75%	**70%**	65%	-	-	-	65%	*	*	-	-	65%	65%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**28%**	16%	-	-	-	16%	*	*	-	*	17%	15%
	2016	45%	37%	**27%**	21%	-	-	-	21%	*	*	-	*	20%	17%
Reading	2017	48%	41%	**31%**	21%	-	-	-	21%	*	*	-	*	24%	22%
	2016	46%	39%	**32%**	18%	-	-	-	18%	*	*	-	*	17%	20%
Mathematics	2017	48%	46%	**44%**	36%	-	-	-	36%	*	*	-	*	36%	37%
	2016	43%	38%	**38%**	39%	-	-	-	39%	*	*	-	*	39%	37%
Writing	2017	38%	28%	**19%**	*	-	-	-	*	*	*	-	-	*	*
	2016	41%	32%	**12%**	*	-	-	-	*	*	*	-	*	*	*
Science	2017	52%	45%	**22%**	*	-	-	-	*	*	*	-	*	*	*
	2016	47%	39%	**23%**	29%	-	-	-	29%	*	*	-	-	25%	25%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**13%**	12%	-	-	-	12%	*	*	-	*	12%	11%
	2016	18%	13%	**11%**	7%	-	-	-	7%	*	*	-	*	7%	7%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 677
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 Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**12%**	7%	-	-	-	7%	*	*	-	*	9%	8%
	2016	17%	11%	**11%**	*	-	-	-	*	*	*	-	*	*	*
Mathematics	2017	23%	20%	**20%**	24%	-	-	-	24%	*	*	-	*	24%	22%
	2016	19%	16%	**13%**	14%	-	-	-	14%	*	*	-	*	15%	14%
Writing	2017	12%	7%	*	*	-	-	-	*	*	*	-	-	*	*
	2016	15%	10%	**5%**	*	-	-	-	*	*	*	-	*	*	*
Science	2017	19%	13%	**6%**	*	-	-	-	*	*	*	-	*	*	*
	2016	16%	11%	**8%**	*	-	-	-	*	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**61%**	57%	-	-	-	57%	65%	65%	-	*	58%	60%
	2016	62%	56%	**60%**	55%	-	-	-	55%	*	*	-	*	53%	54%
Reading	2017	59%	55%	**50%**	47%	-	-	-	47%	*	*	-	*	47%	50%
	2016	60%	55%	**58%**	*	-	-	-	*	*	*	-	*	51%	52%
Mathematics	2017	64%	60%	**72%**	68%	-	-	-	68%	*	*	-	*	69%	70%
	2016	63%	57%	**61%**	58%	-	-	-	58%	*	*	-	*	56%	56%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**21%**	21%	-	-	-	21%	25%	25%	-	*	21%	22%
	2016	17%	13%	**15%**	11%	-	-	-	11%	*	*	-	*	12%	13%
Reading	2017	17%	14%	**16%**	16%	-	-	-	16%	*	*	-	*	18%	18%
	2016	16%	13%	**14%**	*	-	-	-	*	*	*	-	*	10%	10%
Mathematics	2017	20%	17%	**26%**	26%	-	-	-	26%	*	*	-	*	25%	27%
	2016	17%	12%	**16%**	15%	-	-	-	15%	*	*	-	*	15%	16%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**32%**	47%	-	-	-	47%	*	*	-	*	45%	46%
	2016	35%	30%	**20%**	*	-	-	-	*	*	*	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	41%	**45%**	53%	-	-	-	53%	*	*	-	*	50%	54%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 677
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**99%**	100%	100%	100%	*	-	-	94%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	93%	91%	95%	*	-	-	74%	92%	92%	91%
Not Included in Accountability													
Mobile	4%	6%	**7%**	7%	7%	5%	*	-	-	20%	8%	6%	5%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	-	-	0%	0%	1%	4%
Not Tested	1%	0%	**1%**	0%	0%	0%	*	-	-	6%	0%	0%	0%
Absent	1%	0%	**1%**	0%	0%	0%	*	-	-	6%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	-	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	95%	97%	89%	100%	-	-	100%	78%	94%	97%
Not Included in Accountability													
Mobile	4%	5%	**6%**	5%	3%	11%	0%	-	-	0%	22%	6%	3%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	**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%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**96.5%**	96.5%	97.0%	96.1%	*	-	-	94.5%	95.0%	96.5%	97.4%
2014-15	95.7%	95.4%	**96.4%**	96.4%	97.1%	95.6%	*	-	-	95.6%	95.2%	96.3%	97.3%

District Name: WILLIS ISD
Campus Name: C C HARDY EL
Campus Number: 170904103

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 677
Grade Span: PK - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students:	677	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	50	7.4%	2.7%	4.2%
Kindergarten	118	17.4%	7.4%	7.0%
Grade 1	114	16.8%	8.2%	7.4%
Grade 2	97	14.3%	8.1%	7.6%
Grade 3	102	15.1%	7.6%	7.7%
Grade 4	96	14.2%	7.6%	7.7%
Grade 5	100	14.8%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	73	10.8%	7.7%	12.6%
Hispanic	339	50.1%	35.4%	52.4%
White	229	33.8%	52.4%	28.1%
American Indian	1	0.1%	0.4%	0.4%
Asian	0	0.0%	0.7%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	35	5.2%	3.4%	2.2%
Economically Disadvantaged	561	82.9%	58.6%	59.0%
Non-Educationally Disadvantaged	116	17.1%	41.4%	41.0%
English Language Learners (ELL)	233	34.4%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	3	0.4%	2.3%	1.4%
At-Risk	457	67.5%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	41			
By Type of Primary Disability				
Students with Intellectual Disabilities	8	19.5%	43.6%	44.5%
Students with Physical Disabilities	17	41.5%	15.5%	21.9%
Students with Autism	**	**	16.6%	12.5%
Students with Behavioral Disabilities	7	17.1%	21.6%	19.9%
Students with Non-Categorical Early Childhood	*	*	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	105	18.7%	16.2%	16.2%
By Ethnicity:				
African American	17	3.0%		
Hispanic	19	3.4%		
White	63	11.2%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.9%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates --------- Campus	District	State	---------- Special Education Rates ---------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.7%	2.5%	1.8%	0.0%	6.1%	7.7%
Grade 1	12.5%	7.7%	3.8%	0.0%	3.7%	6.8%
Grade 2	3.1%	3.8%	2.4%	0.0%	4.7%	3.1%
Grade 3	0.0%	1.4%	1.6%	0.0%	2.3%	1.2%
Grade 4	0.0%	1.7%	0.8%	16.7%	3.6%	0.7%
Grade 5	0.0%	0.8%	0.4%	0.0%	2.3%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	2.5%	0.7%	-	0.0%	0.8%
Grade 8	-	1.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	24.0	20.7	18.8
Grade 1	18.7	20.3	18.8
Grade 2	19.4	20.1	18.9
Grade 3	20.4	20.2	19.0
Grade 4	23.5	21.6	19.0
Grade 5	19.8	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	-	17.6	18.0
Science	-	18.8	19.0
Social Studies	-	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	55.8	100.0%	100.0%	100.0%
Professional Staff:	45.9	82.1%	60.3%	64.0%
Teachers	37.5	67.2%	46.0%	50.0%
Professional Support	6.3	11.3%	10.4%	10.0%
Campus Administration (School Leadership)	2.0	3.6%	3.0%	2.9%
Educational Aides:	10.0	17.9%	10.6%	9.6%
Total Minority Staff:	17.0	30.4%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.7%	2.7%	10.2%
Hispanic	9.0	24.0%	11.7%	26.6%
White	26.5	70.7%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.7%	0.5%	1.1%
Males	1.1	2.8%	19.1%	23.7%
Females	36.5	97.2%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	29.5	78.7%	80.4%	74.5%
Masters	8.0	21.3%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	5.0	13.3%	6.9%	7.8%
1-5 Years Experience	8.0	21.3%	26.9%	28.0%
6-10 Years Experience	5.1	13.5%	18.7%	20.9%
11-20 Years Experience	15.0	39.9%	30.4%	27.8%
Over 20 Years Experience	4.5	12.0%	17.0%	15.5%
Number of Students per Teacher	18.0	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	20.2	19.5
Average Years Experience of Principals with District	0.0	8.7	12.2
Average Years Experience of Assistant Principals	9.0	16.6	15.7
Average Years Experience of Assistant Principals with District	2.0	6.2	10.1
Average Years Experience of Teachers:	10.9	11.6	10.9
Average Years Experience of Teachers with District:	5.4	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,812	$47,421	$46,199
1-5 Years Experience	$48,372	$47,710	$48,779
6-10 Years Experience	$50,662	$51,124	$51,184
11-20 Years Experience	$52,384	$54,412	$54,396
Over 20 Years Experience	$62,289	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$51,740	$52,880	$52,525
Professional Support	$60,349	$62,216	$61,728
Campus Administration (School Leadership)	$77,639	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	226	33.4%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	9	1.3%	4.6%	7.8%
Special Education	41	6.1%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	3.1	8.2%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	1.0	2.7%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	30.4	81.0%	75.2%	72.8%
Special Education	3.0	8.1%	10.3%	8.6%
Other	0.0	0.0%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **JJAEP**

Campus Number: **170904004**

2017 Accountability Rating: **Not Rated**

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TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

There is no assessment data for this campus.

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

Total Students: 3
Grade Span: 08 - 11
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													
2015-16	95.8%	95.5%	*	*	*	*	-	-	*	-	*	*	*
2014-15	95.7%	95.4%	*	*	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	*	*	*	-	-	-	-	-	*	*	*
2014-15	0.3%	0.2%	*	-	*	*	-	-	-	-	-	*	-
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.5%	**0.0%**	*	-	*	-	-	*	-	*	*	-
2014-15	2.1%	1.2%	**0.0%**	*	*	0.0%	-	-	-	-	-	0.0%	-
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	19.0%	*	-	-	*	-	-	-	-	-	-	-
2014-15	34.6%	20.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2015-16	16.2%	14.4%	*	-	-	*	-	-	-	-	-	-	-
2014-15	15.7%	16.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2015-16	19.3%	12.4%	*	-	-	*	-	-	-	-	-	-	-
2014-15	19.4%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2015-16	5.1%	2.6%	*	-	-	*	-	-	-	-	-	-	-
2014-15	5.2%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2015-16	20.8%	13.0%	*	-	-	*	-	-	-	-	-	-	-
2014-15	19.5%	13.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: WILLIS ISD
Campus Name: JJAEP
Campus Number: 170904004

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 3
Grade Span: 08 - 11
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	3	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.7%	4.2%
Kindergarten	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	8.2%	7.4%
Grade 2	0	0.0%	8.1%	7.6%
Grade 3	0	0.0%	7.6%	7.7%
Grade 4	0	0.0%	7.6%	7.7%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	1	33.3%	7.0%	7.3%
Grade 9	1	33.3%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	1	33.3%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	0	0.0%	7.7%	12.6%
Hispanic	3	100.0%	35.4%	52.4%
White	0	0.0%	52.4%	28.1%
American Indian	0	0.0%	0.4%	0.4%
Asian	0	0.0%	0.7%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	0	0.0%	3.4%	2.2%
Economically Disadvantaged	2	66.7%	58.6%	59.0%
Non-Educationally Disadvantaged	1	33.3%	41.4%	41.0%
English Language Learners (ELL)	1	33.3%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	0	0.0%	2.3%	1.4%
At-Risk	3	100.0%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	*			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	43.6%	44.5%
Students with Physical Disabilities	0	0.0%	15.5%	21.9%
Students with Autism	0	0.0%	16.6%	12.5%
Students with Behavioral Disabilities	0	0.0%	21.6%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	10	100.0%	16.2%	16.2%
By Ethnicity:				
African American	4	40.0%		
Hispanic	2	20.0%		
White	3	30.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	1	10.0%		
Two or More Races	0	0.0%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	18.8
Grade 1	-	20.3	18.8
Grade 2	-	20.1	18.9
Grade 3	-	20.2	19.0
Grade 4	-	21.6	19.0
Grade 5	-	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	-	17.6	18.0
Science	-	18.8	19.0
Social Studies	-	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	60.3%	64.0%
Teachers	-	-	46.0%	50.0%
Professional Support	-	-	10.4%	10.0%
Campus Administration (School Leadership)	-	-	3.0%	2.9%
Educational Aides:	-	-	10.6%	9.6%
Total Minority Staff:	-	-	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	-	-	2.7%	10.2%
Hispanic	-	-	11.7%	26.6%
White	-	-	84.9%	59.8%
American Indian	-	-	0.2%	0.4%
Asian	-	-	0.0%	1.5%
Pacific Islander	-	-	0.0%	0.4%
Two or More Races	-	-	0.5%	1.1%
Males	-	-	19.1%	23.7%
Females	-	-	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	-	-	0.2%	1.2%
Bachelors	-	-	80.4%	74.5%
Masters	-	-	19.3%	23.6%
Doctorate	-	-	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	-	-	6.9%	7.8%
1-5 Years Experience	-	-	26.9%	28.0%
6-10 Years Experience	-	-	18.7%	20.9%
11-20 Years Experience	-	-	30.4%	27.8%
Over 20 Years Experience	-	-	17.0%	15.5%
Number of Students per Teacher	-	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	20.2	19.5
Average Years Experience of Principals with District	-	8.7	12.2
Average Years Experience of Assistant Principals	-	16.6	15.7
Average Years Experience of Assistant Principals with District	-	6.2	10.1
Average Years Experience of Teachers:	-	11.6	10.9
Average Years Experience of Teachers with District:	-	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$47,421	$46,199
1-5 Years Experience	-	$47,710	$48,779
6-10 Years Experience	-	$51,124	$51,184
11-20 Years Experience	-	$54,412	$54,396
Over 20 Years Experience	-	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	-	$52,880	$52,525
Professional Support	-	$62,216	$61,728
Campus Administration (School Leadership)	-	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	-	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	1	33.3%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	0	0.0%	4.6%	7.8%
Special Education	1	33.3%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	1.6%	6.0%
Career & Technical Education	-	-	4.4%	4.5%
Compensatory Education	-	-	1.1%	2.8%
Gifted & Talented Education	-	-	0.0%	1.9%
Regular Education	-	-	75.2%	72.8%
Special Education	-	-	10.3%	8.6%
Other	-	-	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
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'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **LYNN LUCAS MIDDLE**

Campus Number: **170904042**

2017 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 796
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 Approaches Grade Level or Above Grade 6														
Reading	2017	69%	65%	**56%**	46%	55%	58%	*	*	-	62%	25%	50%	41%
	2016	69%	63%	**53%**	30%	48%	59%	*	*	-	71%	*	46%	15%
Mathematics	2017	76%	77%	**68%**	57%	74%	71%	*	*	-	38%	30%	65%	73%
	2016	72%	73%	**65%**	43%	65%	67%	*	*	-	71%	*	62%	50%
STAAR Percent at Approaches Grade Level or Above Grade 7														
Reading	2017	73%	66%	**54%**	36%	51%	58%	*	-	-	64%	16%	50%	24%
	2016	71%	60%	**51%**	34%	48%	58%	*	-	*	55%	*	46%	19%
Mathematics	2017	70%	69%	**54%**	41%	54%	56%	*	-	-	60%	*	54%	38%
	2016	69%	63%	**55%**	38%	49%	63%	*	-	*	73%	*	49%	16%
Writing	2017	70%	63%	**52%**	45%	51%	53%	*	-	-	64%	*	48%	24%
	2016	69%	62%	**51%**	39%	46%	58%	*	-	*	45%	*	46%	*
STAAR Percent at Approaches Grade Level or Above Grade 8 ***														
Reading	2017	86%	83%	**76%**	57%	70%	84%	*	-	*	93%	19%	71%	47%
	2016	87%	82%	**77%**	57%	76%	80%	-	*	-	92%	32%	72%	42%
Mathematics	2017	85%	79%	**68%**	53%	64%	74%	*	-	-	90%	*	62%	52%
	2016	82%	68%	**57%**	42%	46%	64%	-	-	-	80%	*	52%	26%
Science	2017	76%	68%	**61%**	37%	51%	78%	*	-	*	50%	*	55%	16%
	2016	75%	62%	**56%**	39%	56%	60%	-	*	-	58%	26%	51%	22%
Social Studies	2017	63%	56%	**49%**	23%	41%	63%	*	-	*	57%	*	43%	*
	2016	63%	58%	**55%**	39%	52%	62%	-	*	-	50%	26%	49%	*
STAAR Percent at Approaches Grade Level or Above End of Course														
Algebra I	2017	83%	83%	**93%**	91%	93%	95%	-	-	*	*	-	93%	*
	2016	78%	73%	**94%**	*	93%	94%	-	*	-	*	-	95%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	**61%**	46%	58%	66%	50%	*	*	64%	17%	56%	37%
	2016	75%	72%	**59%**	41%	56%	64%	*	83%	*	66%	17%	53%	24%
Reading	2017	72%	69%	**62%**	48%	59%	66%	*	*	*	74%	19%	57%	37%
	2016	73%	70%	**60%**	40%	57%	65%	*	*	*	73%	14%	54%	23%
Mathematics	2017	79%	79%	**66%**	56%	67%	68%	*	*	*	63%	18%	64%	56%
	2016	76%	75%	**62%**	44%	59%	68%	*	*	*	77%	17%	58%	32%
Writing	2017	67%	62%	**52%**	45%	51%	53%	*	-	-	64%	*	48%	24%
	2016	69%	66%	**51%**	39%	46%	58%	*	-	*	45%	*	46%	*
Science	2017	79%	77%	**61%**	37%	51%	78%	*	-	*	50%	*	55%	16%
	2016	79%	75%	**56%**	39%	56%	60%	-	*	-	58%	26%	51%	22%
Social Studies	2017	77%	74%	**49%**	23%	41%	63%	*	-	*	57%	*	43%	*
	2016	77%	74%	**55%**	39%	52%	62%	-	*	-	50%	26%	49%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**23%**	8%	18%	30%	*	*	*	26%	9%	18%	*
	2016	45%	37%	**20%**	12%	19%	23%	*	*	*	17%	*	17%	*
Reading	2017	48%	41%	**28%**	13%	23%	35%	*	*	*	32%	13%	23%	5%
	2016	46%	39%	**25%**	14%	26%	28%	*	*	*	17%	*	21%	*
Mathematics	2017	48%	46%	**28%**	20%	24%	33%	*	*	*	29%	9%	23%	9%
	2016	43%	38%	**24%**	12%	23%	29%	*	*	*	17%	*	20%	*
Writing	2017	38%	28%	**18%**	*	16%	22%	*	-	-	*	*	16%	*
	2016	41%	32%	**18%**	*	13%	22%	*	-	*	*	*	14%	*
Science	2017	52%	45%	**29%**	*	27%	39%	*	-	*	*	*	26%	*
	2016	47%	39%	**23%**	*	21%	24%	-	*	-	42%	*	16%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Meets Grade Level														
All Grades														
Social Studies	2017	51%	44%	**19%**	*	16%	24%	*	-	*	*	*	17%	*
	2016	47%	38%	**22%**	*	26%	21%	-	*	-	*	*	20%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**8%**	*	7%	10%	*	*	*	8%	2%	6%	2%
	2016	18%	13%	**7%**	4%	5%	8%	*	*	*	7%	4%	5%	*
Reading	2017	19%	14%	**10%**	*	7%	15%	*	*	*	*	*	7%	*
	2016	17%	11%	**8%**	*	6%	10%	*	*	*	*	*	6%	*
Mathematics	2017	23%	20%	**7%**	*	7%	9%	*	*	*	*	*	6%	*
	2016	19%	16%	**6%**	*	6%	7%	*	*	*	*	*	5%	*
Writing	2017	12%	7%	**3%**	*	*	*	*	-	-	*	*	3%	*
	2016	15%	10%	**3%**	*	*	*	*	-	*	*	*	*	*
Science	2017	19%	13%	**6%**	*	6%	9%	*	-	*	*	*	3%	*
	2016	16%	11%	**7%**	*	*	10%	-	*	-	*	*	5%	*
Social Studies	2017	27%	20%	**11%**	*	11%	12%	*	-	*	*	*	9%	*
	2016	22%	14%	**7%**	*	*	12%	-	*	-	*	*	5%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**50%**	56%	48%	49%	*	*	*	53%	48%	48%	43%
	2016	62%	56%	**43%**	41%	45%	41%	*	*	*	55%	43%	43%	44%
Reading	2017	59%	55%	**52%**	57%	48%	53%	*	*	*	52%	49%	49%	45%
	2016	60%	55%	**44%**	41%	51%	39%	*	*	*	52%	37%	46%	51%
Mathematics	2017	64%	60%	**48%**	54%	47%	45%	*	*	*	*	*	46%	40%
	2016	63%	57%	**41%**	*	*	42%	*	*	*	*	*	40%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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	2017	19%	15%	**11%**	12%	12%	10%	*	*	*	11%	9%	11%	12%
	2016	17%	13%	**8%**	6%	8%	7%	*	*	*	14%	6%	7%	9%
Reading	2017	17%	14%	**16%**	18%	15%	16%	*	*	*	15%	13%	15%	17%
	2016	16%	13%	**12%**	8%	15%	10%	*	*	*	21%	8%	12%	17%
Mathematics	2017	20%	17%	**6%**	6%	8%	5%	*	*	*	*	*	6%	8%
	2016	17%	12%	**3%**	*	*	4%	*	*	*	*	*	2%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**31%**	27%	30%	32%	*	-	-	42%	8%	29%	23%
	2016	35%	30%	**20%**	17%	23%	16%	*	-	-	*	*	18%	21%
Mathematics	2017	43%	41%	**30%**	28%	35%	27%	*	-	-	*	*	28%	38%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

	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 Approaches Grade Level on First STAAR Administration													
2017	76%	71%	**65%**	47%	55%	76%	*	-	*	79%	*	58%	27%
Students Requiring Accelerated Instruction													
2017	24%	29%	**35%**	53%	45%	24%	*	-	*	*	85%	42%	73%
STAAR Cumulative Met Standard													
2017	85%	82%	**76%**	57%	70%	84%	*	-	*	93%	*	71%	47%
Grade 8 Mathematics													
Students Meeting Approaches Grade Level on First STAAR Administration													
2017	75%	62%	**46%**	37%	35%	55%	*	-	-	80%	*	39%	*
Students Requiring Accelerated Instruction													
2017	25%	38%	**54%**	63%	65%	45%	*	-	-	*	92%	61%	93%
STAAR Cumulative Met Standard													
2017	85%	79%	**68%**	53%	64%	73%	*	-	-	90%	*	62%	52%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**61%**	-	-	-	-	-	37%	37%	-	*	37%	37%
	2016	75%	72%	**59%**	-	-	-	-	-	24%	24%	-	*	24%	24%
Reading	2017	72%	69%	**62%**	-	-	-	-	-	37%	37%	-	*	37%	37%
	2016	73%	70%	**60%**	-	-	-	-	-	22%	22%	-	*	22%	23%
Mathematics	2017	79%	79%	**66%**	-	-	-	-	-	55%	55%	-	*	55%	56%
	2016	76%	75%	**62%**	-	-	-	-	-	31%	31%	-	*	31%	32%
Writing	2017	67%	62%	**52%**	-	-	-	-	-	24%	24%	-	-	24%	24%
	2016	69%	66%	**51%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	79%	77%	**61%**	-	-	-	-	-	16%	16%	-	-	16%	16%
	2016	79%	75%	**56%**	-	-	-	-	-	23%	23%	-	*	23%	22%
Social Studies	2017	77%	74%	**49%**	-	-	-	-	-	*	*	-	-	*	*
	2016	77%	74%	**55%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**23%**	-	-	-	-	-	*	*	-	*	*	*
	2016	45%	37%	**20%**	-	-	-	-	-	*	*	-	*	*	*
Reading	2017	48%	41%	**28%**	-	-	-	-	-	*	*	-	*	*	5%
	2016	46%	39%	**25%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	46%	**28%**	-	-	-	-	-	9%	9%	-	*	9%	9%
	2016	43%	38%	**24%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	38%	28%	**18%**	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	32%	**18%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	45%	**29%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	39%	**23%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	51%	44%	**19%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	38%	**22%**	-	-	-	-	-	*	*	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**8%**	-	-	-	-	-	2%	2%	-	*	2%	2%
	2016	18%	13%	**7%**	-	-	-	-	-	*	*	-	*	*	*
Reading	2017	19%	14%	**10%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	11%	**8%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	20%	**7%**	-	-	-	-	-	*	*	-	*	*	*
	2016	19%	16%	**6%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	12%	7%	**3%**	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	10%	**3%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	13%	**6%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	11%	**7%**	-	-	-	-	-	*	*	-	*	*	*
Social Studies	2017	27%	20%	**11%**	-	-	-	-	-	*	*	-	-	*	*
	2016	22%	14%	**7%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**50%**	-	-	-	-	-	47%	47%	-	*	47%	47%
	2016	62%	56%	**43%**	-	-	-	-	-	41%	41%	-	*	41%	42%
Reading	2017	59%	55%	**52%**	-	-	-	-	-	48%	48%	-	*	48%	49%
	2016	60%	55%	**44%**	-	-	-	-	-	49%	49%	-	*	49%	49%
Mathematics	2017	64%	60%	**48%**	-	-	-	-	-	45%	45%	-	*	45%	45%
	2016	63%	57%	**41%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**11%**	-	-	-	-	-	15%	15%	-	*	15%	14%
	2016	17%	13%	**8%**	-	-	-	-	-	9%	9%	-	*	9%	10%
Reading	2017	17%	14%	**16%**	-	-	-	-	-	19%	19%	-	*	19%	19%
	2016	16%	13%	**12%**	-	-	-	-	-	19%	19%	-	*	19%	20%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Exceeded Progress															
All Grades															
Mathematics	2017	20%	17%	**6%**	-	-	-	-	-	10%	10%	-	*	10%	10%
	2016	17%	12%	**3%**	-	-	-	-	-	*	*	-	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**31%**	-	-	-	-	-	23%	23%	-	*	23%	23%
	2016	35%	30%	**20%**	-	-	-	-	-	19%	19%	-	*	19%	21%
Mathematics	2017	43%	41%	**30%**	-	-	-	-	-	38%	38%	-	-	38%	38%

District Name: WILLIS ISD
Campus Name: LYNN LUCAS MIDDLE
Campus Number: 170904042

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 796
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	*	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	86%	94%	91%	100%	*	*	96%	87%	93%	93%
Not Included in Accountability													
Mobile	4%	6%	**7%**	14%	6%	8%	0%	*	*	4%	13%	7%	5%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	*	*	0%	0%	0%	2%
Not Tested	1%	0%	**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%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	99%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	95%	94%	91%	100%	100%	*	92%	87%	93%	94%
Not Included in Accountability													
Mobile	4%	5%	**7%**	5%	5%	8%	0%	0%	*	8%	13%	7%	6%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	1%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**95.4%**	96.3%	96.4%	94.7%	*	*	*	94.5%	93.9%	95.3%	97.1%
2014-15	95.7%	95.4%	**95.1%**	96.1%	96.4%	94.0%	*	*	*	94.1%	92.6%	95.0%	97.1%
Annual Dropout Rate (Gr 7-8)													
2015-16	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2014-15	0.3%	0.2%	**0.3%**	0.0%	1.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.2%	1.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	796	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.7%	4.2%
Kindergarten	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	8.2%	7.4%
Grade 2	0	0.0%	8.1%	7.6%
Grade 3	0	0.0%	7.6%	7.7%
Grade 4	0	0.0%	7.6%	7.7%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	265	33.3%	7.4%	7.4%
Grade 7	282	35.4%	7.9%	7.4%
Grade 8	249	31.3%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	88	11.1%	7.7%	12.6%
Hispanic	289	36.3%	35.4%	52.4%
White	371	46.6%	52.4%	28.1%
American Indian	4	0.5%	0.4%	0.4%
Asian	2	0.3%	0.7%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	41	5.2%	3.4%	2.2%
Economically Disadvantaged	576	72.4%	58.6%	59.0%
Non-Educationally Disadvantaged	220	27.6%	41.4%	41.0%
English Language Learners (ELL)	106	13.3%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	30	3.4%	2.3%	1.4%
At-Risk	503	63.2%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	87			
By Type of Primary Disability				
Students with Intellectual Disabilities	43	49.4%	43.6%	44.5%
Students with Physical Disabilities	*	*	15.5%	21.9%
Students with Autism	**	**	16.6%	12.5%
Students with Behavioral Disabilities	32	36.8%	21.6%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	152	17.4%	16.2%	16.2%
By Ethnicity:				
African American	13	1.5%		
Hispanic	36	4.1%		
White	92	10.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	11	1.3%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.5%	1.8%	-	6.1%	7.7%
Grade 1	-	7.7%	3.8%	-	3.7%	6.8%
Grade 2	-	3.8%	2.4%	-	4.7%	3.1%
Grade 3	-	1.4%	1.6%	-	2.3%	1.2%
Grade 4	-	1.7%	0.8%	-	3.6%	0.7%
Grade 5	-	0.8%	0.4%	-	2.3%	0.7%
Grade 6	0.0%	0.6%	0.6%	0.0%	0.0%	0.7%
Grade 7	1.7%	2.5%	0.7%	0.0%	0.0%	0.8%
Grade 8	0.9%	1.0%	0.5%	0.0%	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	18.8
Grade 1	-	20.3	18.8
Grade 2	-	20.1	18.9
Grade 3	-	20.2	19.0
Grade 4	-	21.6	19.0
Grade 5	-	23.0	20.9
Grade 6	15.9	19.8	20.4
Secondary:			
English/Language Arts	17.0	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	14.2	17.6	18.0
Science	15.1	18.8	19.0
Social Studies	15.1	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	62.2	100.0%	100.0%	100.0%
Professional Staff:	55.6	89.4%	60.3%	64.0%
Teachers	48.7	78.2%	46.0%	50.0%
Professional Support	3.9	6.3%	10.4%	10.0%
Campus Administration (School Leadership)	3.0	4.8%	3.0%	2.9%
Educational Aides:	6.6	10.6%	10.6%	9.6%
Total Minority Staff:	13.5	21.7%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.0	6.2%	2.7%	10.2%
Hispanic	7.0	14.4%	11.7%	26.6%
White	38.7	79.4%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	11.4	23.5%	19.1%	23.7%
Females	37.2	76.5%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	40.0	82.2%	80.4%	74.5%
Masters	8.6	17.8%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	6.8	13.9%	6.9%	7.8%
1-5 Years Experience	16.7	34.4%	26.9%	28.0%
6-10 Years Experience	7.0	14.4%	18.7%	20.9%
11-20 Years Experience	11.6	23.9%	30.4%	27.8%
Over 20 Years Experience	6.5	13.4%	17.0%	15.5%
Number of Students per Teacher	16.4	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	20.0	20.2	19.5
Average Years Experience of Principals with District	11.0	8.7	12.2
Average Years Experience of Assistant Principals	17.5	16.6	15.7
Average Years Experience of Assistant Principals with District	6.5	6.2	10.1
Average Years Experience of Teachers:	10.1	11.6	10.9
Average Years Experience of Teachers with District:	6.6	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$47,270	$47,421	$46,199
1-5 Years Experience	$48,191	$47,710	$48,779
6-10 Years Experience	$50,683	$51,124	$51,184
11-20 Years Experience	$56,791	$54,412	$54,396
Over 20 Years Experience	$59,601	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$52,003	$52,880	$52,525
Professional Support	$60,541	$62,216	$61,728
Campus Administration (School Leadership)	$80,299	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	104	13.1%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	45	5.7%	4.6%	7.8%
Special Education	87	10.9%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	0.0	0.0%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	36.7	75.4%	75.2%	72.8%
Special Education	6.4	13.2%	10.3%	8.6%
Other	5.5	11.4%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **W LLOYD MEADOR EL**

Campus Number: **170904107**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

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District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 765
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	68%	**68%**	*	62%	71%	-	-	-	*	50%	59%	48%
	2016	73%	72%	**79%**	75%	73%	82%	*	*	-	*	*	76%	80%
Mathematics	2017	78%	77%	**83%**	*	77%	87%	-	-	-	*	58%	79%	71%
	2016	75%	78%	**83%**	67%	83%	85%	*	*	-	*	*	81%	80%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	68%	**74%**	70%	64%	81%	*	*	-	*	*	65%	52%
	2016	75%	74%	**78%**	*	74%	82%	*	*	-	*	*	75%	73%
Mathematics	2017	76%	78%	**86%**	90%	84%	87%	*	*	-	*	*	84%	71%
	2016	73%	79%	**82%**	*	88%	80%	*	*	-	*	*	81%	87%
Writing	2017	65%	61%	**74%**	80%	78%	69%	*	*	-	*	*	72%	67%
	2016	69%	69%	**75%**	*	83%	73%	*	*	-	*	*	73%	93%
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	78%	**86%**	100%	79%	88%	*	*	-	*	56%	81%	75%
	2016	81%	82%	**91%**	*	93%	93%	-	-	-	-	56%	90%	95%
Mathematics	2017	87%	91%	**93%**	*	95%	93%	*	*	-	*	89%	92%	83%
	2016	86%	89%	**94%**	*	96%	94%	-	-	-	-	67%	94%	95%
Science	2017	74%	72%	**83%**	*	76%	85%	*	*	-	*	56%	76%	67%
	2016	74%	74%	**82%**	*	83%	81%	-	-	-	-	*	82%	71%
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	73%	**81%**	82%	77%	83%	67%	100%	-	89%	44%	76%	65%
	2016	75%	72%	**83%**	68%	84%	84%	80%	100%	-	75%	48%	81%	84%
Reading	2017	72%	69%	**76%**	80%	68%	80%	*	*	-	86%	41%	68%	56%
	2016	73%	70%	**83%**	65%	80%	86%	*	*	-	*	46%	80%	84%

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 765
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	79%	**87%**	85%	85%	89%	*	*	-	88%	56%	85%	74%
	2016	76%	75%	**86%**	70%	89%	87%	*	*	-	*	58%	85%	87%
Writing	2017	67%	62%	**74%**	80%	78%	69%	*	*	-	*	*	72%	67%
	2016	69%	66%	**75%**	*	83%	73%	*	*	-	*	*	73%	93%
Science	2017	79%	77%	**83%**	*	76%	85%	*	*	-	*	56%	76%	67%
	2016	79%	75%	**82%**	*	83%	81%	-	-	-	-	*	82%	71%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**44%**	35%	43%	45%	*	*	-	*	23%	41%	30%
	2016	45%	37%	**46%**	24%	45%	50%	*	*	-	*	*	42%	42%
Reading	2017	48%	41%	**47%**	45%	46%	48%	*	*	-	*	27%	42%	33%
	2016	46%	39%	**46%**	33%	37%	53%	*	*	-	*	*	38%	33%
Mathematics	2017	48%	46%	**56%**	50%	54%	58%	*	*	-	*	23%	53%	44%
	2016	43%	38%	**57%**	24%	54%	63%	*	*	-	*	*	50%	53%
Writing	2017	38%	28%	**41%**	*	42%	45%	*	-	-	*	*	38%	*
	2016	41%	32%	**47%**	*	46%	47%	*	*	-	*	*	38%	56%
Science	2017	52%	45%	**38%**	*	32%	38%	*	*	-	*	*	30%	*
	2016	47%	39%	**38%**	*	43%	36%	-	-	-	-	*	40%	30%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**23%**	18%	22%	24%	*	*	-	26%	12%	21%	17%
	2016	18%	13%	**25%**	18%	23%	28%	*	*	-	*	11%	23%	25%
Reading	2017	19%	14%	**23%**	30%	17%	27%	*	*	-	*	16%	19%	*
	2016	17%	11%	**26%**	*	21%	31%	*	*	-	*	*	21%	18%
Mathematics	2017	23%	20%	**32%**	*	37%	31%	*	*	-	*	16%	31%	37%
	2016	19%	16%	**32%**	22%	31%	34%	*	*	-	*	*	32%	39%

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 765
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 Masters Grade Level														
All Grades														
Writing	2017	12%	7%	**9%**	*	*	15%	*	*	-	*	*	10%	*
	2016	15%	10%	**23%**	*	18%	26%	*	*	-	*	*	17%	*
Science	2017	19%	13%	**10%**	*	*	9%	*	*	-	*	*	*	*
	2016	16%	11%	**7%**	*	*	7%	-	-	-	-	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**59%**	57%	60%	59%	*	*	-	*	50%	58%	55%
	2016	62%	56%	**71%**	*	70%	71%	*	*	-	*	68%	70%	74%
Reading	2017	59%	55%	**52%**	*	49%	55%	*	*	-	*	*	48%	47%
	2016	60%	55%	**69%**	*	69%	71%	*	*	-	*	*	67%	72%
Mathematics	2017	64%	60%	**66%**	*	70%	64%	*	*	-	*	*	67%	63%
	2016	63%	57%	**72%**	*	71%	71%	*	*	-	*	*	72%	75%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	15%	**22%**	20%	25%	20%	*	*	-	*	13%	23%	26%
	2016	17%	13%	**22%**	*	27%	19%	*	*	-	*	24%	23%	30%
Reading	2017	17%	14%	**15%**	*	15%	14%	*	*	-	*	*	14%	13%
	2016	16%	13%	**23%**	*	28%	19%	*	*	-	*	*	22%	26%
Mathematics	2017	20%	17%	**30%**	*	35%	27%	*	*	-	*	*	31%	38%
	2016	17%	12%	**22%**	*	27%	19%	*	*	-	*	*	23%	34%
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**36%**	*	30%	39%	-	-	-	*	*	27%	*
	2016	35%	30%	**45%**	*	52%	42%	-	-	-	-	*	49%	50%
Mathematics	2017	43%	41%	**54%**	*	45%	59%	-	-	-	-	*	54%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

		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 Approaches Grade Level on First STAAR Administration														
	2017	72%	67%	**73%**	*	70%	75%	*	*	-	*	*	69%	73%
Students Requiring Accelerated Instruction														
	2017	28%	33%	**27%**	*	30%	25%	*	*	-	*	63%	31%	*
STAAR Cumulative Met Standard														
	2017	81%	78%	**87%**	*	81%	88%	*	*	-	*	*	82%	82%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	85%	**87%**	*	86%	88%	*	*	-	*	75%	89%	91%
Students Requiring Accelerated Instruction														
	2017	19%	15%	**13%**	*	14%	12%	*	*	-	*	*	11%	*
STAAR Cumulative Met Standard														
	2017	87%	91%	**93%**	*	95%	93%	*	*	-	*	88%	92%	83%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**81%**	65%	-	-	-	65%	68%	68%	-	*	65%	65%
	2016	75%	72%	**83%**	87%	-	-	-	87%	75%	75%	-	100%	83%	84%
Reading	2017	72%	69%	**76%**	53%	-	-	-	53%	64%	64%	-	*	56%	56%
	2016	73%	70%	**83%**	87%	-	-	-	87%	74%	74%	-	*	82%	84%
Mathematics	2017	79%	79%	**87%**	76%	-	-	-	76%	71%	71%	-	*	75%	74%
	2016	76%	75%	**86%**	89%	-	-	-	89%	79%	79%	-	*	86%	87%
Writing	2017	67%	62%	**74%**	54%	-	-	-	54%	86%	86%	-	*	65%	67%
	2016	69%	66%	**75%**	100%	-	-	-	100%	*	*	-	-	93%	93%
Science	2017	79%	77%	**83%**	80%	-	-	-	80%	*	*	-	-	67%	67%
	2016	79%	75%	**82%**	67%	-	-	-	67%	75%	75%	-	*	70%	71%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**44%**	29%	-	-	-	29%	*	*	-	*	28%	30%
	2016	45%	37%	**46%**	52%	-	-	-	52%	*	*	-	*	41%	42%
Reading	2017	48%	41%	**47%**	35%	-	-	-	35%	*	*	-	*	32%	33%
	2016	46%	39%	**46%**	39%	-	-	-	39%	*	*	-	*	32%	33%
Mathematics	2017	48%	46%	**56%**	41%	-	-	-	41%	*	*	-	*	44%	44%
	2016	43%	38%	**57%**	61%	-	-	-	61%	*	*	-	*	50%	53%
Writing	2017	38%	28%	**41%**	*	-	-	-	*	*	*	-	*	*	*
	2016	41%	32%	**47%**	*	-	-	-	*	*	*	-	-	56%	56%
Science	2017	52%	45%	**38%**	*	-	-	-	*	*	*	-	-	*	*
	2016	47%	39%	**38%**	*	-	-	-	*	*	*	-	*	26%	30%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**23%**	15%	-	-	-	15%	22%	22%	-	*	17%	17%
	2016	18%	13%	**25%**	28%	-	-	-	28%	13%	13%	-	56%	23%	25%

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 765
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 Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**23%**	*	-	-	-	*	*	*	-	*	*	*
	2016	17%	11%	**26%**	24%	-	-	-	24%	*	*	-	*	18%	18%
Mathematics	2017	23%	20%	**32%**	32%	-	-	-	32%	50%	50%	-	*	37%	37%
	2016	19%	16%	**32%**	39%	-	-	-	39%	26%	26%	-	*	35%	39%
Writing	2017	12%	7%	**9%**	*	-	-	-	*	*	*	-	*	*	*
	2016	15%	10%	**23%**	*	-	-	-	*	*	*	-	-	*	*
Science	2017	19%	13%	**10%**	*	-	-	-	*	*	*	-	-	*	*
	2016	16%	11%	**7%**	*	-	-	-	*	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**59%**	46%	-	-	-	46%	73%	73%	-	*	53%	54%
	2016	62%	56%	**71%**	84%	-	-	-	84%	56%	56%	-	*	74%	75%
Reading	2017	59%	55%	**52%**	39%	-	-	-	39%	*	*	-	*	47%	48%
	2016	60%	55%	**69%**	79%	-	-	-	79%	*	*	-	*	75%	76%
Mathematics	2017	64%	60%	**66%**	53%	-	-	-	53%	77%	77%	-	*	59%	60%
	2016	63%	57%	**72%**	88%	-	-	-	88%	*	*	-	*	73%	75%
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**22%**	24%	-	-	-	24%	38%	38%	-	*	27%	27%
	2016	17%	13%	**22%**	38%	-	-	-	38%	19%	19%	-	*	32%	33%
Reading	2017	17%	14%	**15%**	16%	-	-	-	16%	*	*	-	*	16%	15%
	2016	16%	13%	**23%**	35%	-	-	-	35%	*	*	-	*	29%	29%
Mathematics	2017	20%	17%	**30%**	32%	-	-	-	32%	62%	62%	-	*	39%	38%
	2016	17%	12%	**22%**	41%	-	-	-	41%	*	*	-	*	35%	36%
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**36%**	*	-	-	-	*	*	*	-	-	*	*
	2016	35%	30%	**45%**	*	-	-	-	*	*	*	-	-	50%	50%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	41%	**54%**	*	-	-	-	*	*	*	-	-	*	*

District Name: WILLIS ISD
Campus Name: W LLOYD MEADOR EL
Campus Number: 170904107

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 765
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	85%	95%	95%	100%	100%	-	61%	88%	90%	96%
Not Included in Accountability													
Mobile	4%	6%	**7%**	15%	5%	5%	0%	0%	-	39%	12%	10%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**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%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**93%**	79%	95%	93%	100%	100%	-	100%	75%	92%	96%
Not Included in Accountability													
Mobile	4%	5%	**6%**	17%	4%	7%	0%	0%	-	0%	18%	6%	2%
Other Exclusions	1%	0%	**1%**	4%	1%	1%	0%	0%	-	0%	7%	2%	2%
Not Tested	1%	0%	**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%

Texas Academic Performance Report
2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**96.0%**	95.6%	96.8%	95.5%	*	*	-	96.5%	94.3%	95.9%	97.5%
2014-15	95.7%	95.4%	**95.7%**	94.3%	96.2%	95.4%	*	*	-	95.1%	94.9%	95.4%	97.2%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	765	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	20	2.6%	2.7%	4.2%
Kindergarten	119	15.6%	7.4%	7.0%
Grade 1	127	16.6%	8.2%	7.4%
Grade 2	121	15.8%	8.1%	7.6%
Grade 3	124	16.2%	7.6%	7.7%
Grade 4	128	16.7%	7.6%	7.7%
Grade 5	126	16.5%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	42	5.5%	7.7%	12.6%
Hispanic	287	37.5%	35.4%	52.4%
White	409	53.5%	52.4%	28.1%
American Indian	7	0.9%	0.4%	0.4%
Asian	2	0.3%	0.7%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	18	2.4%	3.4%	2.2%
Economically Disadvantaged	444	58.0%	58.6%	59.0%
Non-Educationally Disadvantaged	321	42.0%	41.4%	41.0%
English Language Learners (ELL)	143	18.7%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	2	0.2%	2.3%	1.4%
At-Risk	369	48.2%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	65			
By Type of Primary Disability				
Students with Intellectual Disabilities	19	29.2%	43.6%	44.5%
Students with Physical Disabilities	17	26.2%	15.5%	21.9%
Students with Autism	17	26.2%	16.6%	12.5%
Students with Behavioral Disabilities	**	**	21.6%	19.9%
Students with Non-Categorical Early Childhood	*	*	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	93	13.6%	16.2%	16.2%
By Ethnicity:				
African American	10	1.5%		
Hispanic	24	3.5%		
White	56	8.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.4%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	2.5%	1.8%	18.2%	6.1%	7.7%
Grade 1	7.7%	7.7%	3.8%	0.0%	3.7%	6.8%
Grade 2	1.0%	3.8%	2.4%	7.1%	4.7%	3.1%
Grade 3	0.9%	1.4%	1.6%	9.1%	2.3%	1.2%
Grade 4	0.9%	1.7%	0.8%	6.7%	3.6%	0.7%
Grade 5	0.9%	0.8%	0.4%	0.0%	2.3%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	2.5%	0.7%	-	0.0%	0.8%
Grade 8	-	1.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.8	20.7	18.8
Grade 1	21.2	20.3	18.8
Grade 2	17.1	20.1	18.9
Grade 3	20.0	20.2	19.0
Grade 4	21.0	21.6	19.0
Grade 5	21.0	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	-	17.6	18.0
Science	-	18.8	19.0
Social Studies	-	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	69.2	100.0%	100.0%	100.0%
Professional Staff:	57.4	82.9%	60.3%	64.0%
Teachers	46.3	66.9%	46.0%	50.0%
Professional Support	8.1	11.7%	10.4%	10.0%
Campus Administration (School Leadership)	3.0	4.3%	3.0%	2.9%
Educational Aides:	11.8	17.1%	10.6%	9.6%
Total Minority Staff:	14.3	20.7%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.7%	10.2%
Hispanic	8.0	17.3%	11.7%	26.6%
White	37.3	80.6%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	1.0	2.2%	0.5%	1.1%
Males	2.2	4.8%	19.1%	23.7%
Females	44.1	95.2%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	40.3	87.0%	80.4%	74.5%
Masters	6.0	13.0%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.3%	6.9%	7.8%
1-5 Years Experience	14.5	31.3%	26.9%	28.0%
6-10 Years Experience	10.2	22.0%	18.7%	20.9%
11-20 Years Experience	9.1	19.6%	30.4%	27.8%
Over 20 Years Experience	10.5	22.7%	17.0%	15.5%
Number of Students per Teacher	16.5	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	30.0	20.2	19.5
Average Years Experience of Principals with District	3.0	8.7	12.2
Average Years Experience of Assistant Principals	14.0	16.6	15.7
Average Years Experience of Assistant Principals with District	7.5	6.2	10.1
Average Years Experience of Teachers:	11.2	11.6	10.9
Average Years Experience of Teachers with District:	6.6	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,290	$47,421	$46,199
1-5 Years Experience	$48,414	$47,710	$48,779
6-10 Years Experience	$51,438	$51,124	$51,184
11-20 Years Experience	$54,837	$54,412	$54,396
Over 20 Years Experience	$61,119	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,131	$52,880	$52,525
Professional Support	$58,337	$62,216	$61,728
Campus Administration (School Leadership)	$72,111	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	129	16.9%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	48	6.3%	4.6%	7.8%
Special Education	65	8.5%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	1.1	2.3%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	0.5	1.1%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	39.4	85.2%	75.2%	72.8%
Special Education	5.3	11.4%	10.3%	8.6%
Other	0.0	0.0%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **PARMLEY EL**

Campus Number: **170904101**

2017 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 748
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	68%	**70%**	67%	79%	67%	*	*	-	*	50%	67%	78%
	2016	73%	72%	**69%**	42%	69%	71%	*	-	*	*	50%	66%	*
Mathematics	2017	78%	77%	**77%**	*	79%	80%	*	*	-	*	50%	73%	67%
	2016	75%	78%	**76%**	42%	69%	81%	*	-	*	*	*	67%	*
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	68%	**59%**	*	53%	65%	*	-	*	*	50%	51%	*
	2016	75%	74%	**76%**	67%	71%	79%	*	-	-	*	50%	70%	*
Mathematics	2017	76%	78%	**66%**	43%	67%	68%	*	-	*	*	44%	60%	*
	2016	73%	79%	**80%**	67%	82%	80%	*	-	-	*	50%	77%	*
Writing	2017	65%	61%	**52%**	*	47%	54%	*	-	*	*	*	44%	*
	2016	69%	69%	**71%**	75%	69%	70%	*	-	-	*	42%	60%	*
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	78%	**69%**	57%	70%	71%	*	-	-	*	53%	62%	*
	2016	81%	82%	**77%**	56%	85%	79%	*	-	-	*	*	76%	*
Mathematics	2017	87%	91%	**87%**	79%	80%	91%	*	-	-	*	53%	83%	*
	2016	86%	89%	**78%**	63%	81%	79%	*	-	-	83%	45%	77%	*
Science	2017	74%	72%	**64%**	57%	55%	67%	*	-	-	*	33%	55%	*
	2016	74%	74%	**65%**	38%	78%	69%	*	-	-	*	*	65%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	73%	**68%**	50%	68%	70%	82%	*	*	79%	44%	62%	50%
	2016	75%	72%	**74%**	56%	77%	76%	100%	-	*	69%	40%	70%	44%
Reading	2017	72%	69%	**66%**	49%	70%	67%	*	*	*	64%	51%	60%	53%
	2016	73%	70%	**74%**	55%	77%	76%	*	-	*	70%	38%	71%	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 748
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	79%	**76%**	57%	76%	79%	*	*	*	91%	49%	71%	60%
	2016	76%	75%	**78%**	58%	78%	80%	*	-	*	91%	45%	74%	50%
Writing	2017	67%	62%	**52%**	*	47%	54%	*	-	*	*	*	44%	*
	2016	69%	66%	**71%**	75%	69%	70%	*	-	-	*	42%	60%	*
Science	2017	79%	77%	**64%**	57%	55%	67%	*	-	-	*	33%	55%	*
	2016	79%	75%	**65%**	38%	78%	69%	*	-	-	*	*	65%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**33%**	14%	31%	36%	*	-	*	*	32%	24%	*
	2016	45%	37%	**31%**	25%	25%	34%	*	-	*	*	*	24%	*
Reading	2017	48%	41%	**36%**	16%	39%	38%	*	-	*	*	32%	28%	*
	2016	46%	39%	**39%**	25%	38%	41%	*	-	*	*	*	33%	*
Mathematics	2017	48%	46%	**46%**	24%	48%	47%	*	-	*	73%	39%	38%	*
	2016	43%	38%	**41%**	28%	33%	45%	*	-	*	45%	*	34%	*
Writing	2017	38%	28%	**18%**	*	33%	15%	*	-	*	*	*	15%	*
	2016	41%	32%	**38%**	42%	*	38%	*	-	-	*	*	30%	*
Science	2017	52%	45%	**38%**	*	30%	47%	*	-	-	*	33%	28%	*
	2016	47%	39%	**28%**	*	26%	34%	*	-	-	*	*	20%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**16%**	6%	12%	18%	45%	*	*	21%	4%	11%	*
	2016	18%	13%	**18%**	10%	13%	20%	60%	-	*	17%	*	13%	*
Reading	2017	19%	14%	**19%**	*	14%	21%	*	*	*	*	*	12%	*
	2016	17%	11%	**22%**	15%	13%	25%	*	-	*	*	*	15%	*
Mathematics	2017	23%	20%	**18%**	*	14%	20%	*	*	*	*	*	13%	*
	2016	19%	16%	**18%**	*	17%	20%	*	-	*	*	*	13%	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 748
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 Masters Grade Level														
All Grades														
Writing	2017	12%	7%	**5%**	*	*	*	*	-	*	*	*	*	*
	2016	15%	10%	**14%**	*	*	13%	*	-	-	*	*	13%	*
Science	2017	19%	13%	**13%**	*	*	18%	*	-	-	*	*	9%	*
	2016	16%	11%	**9%**	*	*	12%	*	-	-	*	*	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**58%**	58%	66%	55%	*	*	*	*	63%	54%	*
	2016	62%	56%	**64%**	62%	59%	65%	*	-	-	76%	62%	63%	*
Reading	2017	59%	55%	**59%**	*	66%	57%	*	*	*	*	68%	56%	*
	2016	60%	55%	**64%**	*	57%	68%	*	-	-	*	*	64%	*
Mathematics	2017	64%	60%	**57%**	*	66%	53%	*	*	*	*	58%	52%	*
	2016	63%	57%	**63%**	65%	61%	62%	*	-	-	*	70%	62%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	15%	**16%**	12%	19%	16%	*	*	*	*	21%	15%	*
	2016	17%	13%	**19%**	17%	15%	21%	*	-	-	29%	22%	18%	*
Reading	2017	17%	14%	**18%**	*	20%	18%	*	*	*	*	19%	14%	*
	2016	16%	13%	**24%**	*	20%	28%	*	-	-	*	*	22%	*
Mathematics	2017	20%	17%	**15%**	*	17%	14%	*	*	*	*	23%	15%	*
	2016	17%	12%	**14%**	23%	11%	13%	*	-	-	*	26%	15%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**27%**	*	*	26%	-	-	-	*	*	26%	*
	2016	35%	30%	**31%**	*	45%	33%	-	-	-	*	*	32%	*
Mathematics	2017	43%	41%	**28%**	*	*	37%	-	-	-	-	*	27%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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 Approaches Grade Level on First STAAR Administration														
	2017	72%	67%	**57%**	50%	50%	61%	*	-	-	*	38%	49%	*
Students Requiring Accelerated Instruction														
	2017	28%	33%	**43%**	50%	50%	39%	*	-	-	*	62%	51%	*
STAAR Cumulative Met Standard														
	2017	81%	78%	**68%**	57%	67%	71%	*	-	-	*	46%	61%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	85%	**77%**	71%	78%	79%	*	-	-	*	*	72%	*
Students Requiring Accelerated Instruction														
	2017	19%	15%	**23%**	*	*	21%	*	-	-	*	69%	28%	*
STAAR Cumulative Met Standard														
	2017	87%	91%	**87%**	79%	78%	91%	*	-	-	*	46%	82%	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 748
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**68%**	-	-	-	-	-	50%	50%	-	*	50%	50%
	2016	75%	72%	**74%**	-	-	-	-	-	48%	48%	-	*	48%	44%
Reading	2017	72%	69%	**66%**	-	-	-	-	-	50%	50%	-	*	50%	53%
	2016	73%	70%	**74%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	79%	79%	**76%**	-	-	-	-	-	67%	67%	-	*	67%	60%
	2016	76%	75%	**78%**	-	-	-	-	-	56%	56%	-	*	56%	50%
Writing	2017	67%	62%	**52%**	-	-	-	-	-	*	*	-	-	*	*
	2016	69%	66%	**71%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	79%	77%	**64%**	-	-	-	-	-	*	*	-	-	*	*
	2016	79%	75%	**65%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**33%**	-	-	-	-	-	*	*	-	*	*	*
	2016	45%	37%	**31%**	-	-	-	-	-	*	*	-	*	*	*
Reading	2017	48%	41%	**36%**	-	-	-	-	-	*	*	-	*	*	*
	2016	46%	39%	**39%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	46%	**46%**	-	-	-	-	-	*	*	-	*	*	*
	2016	43%	38%	**41%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	38%	28%	**18%**	-	-	-	-	-	*	*	-	-	*	*
	2016	41%	32%	**38%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	52%	45%	**38%**	-	-	-	-	-	*	*	-	-	*	*
	2016	47%	39%	**28%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**16%**	-	-	-	-	-	*	*	-	*	*	*
	2016	18%	13%	**18%**	-	-	-	-	-	*	*	-	*	*	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 748
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 Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**19%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	11%	**22%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	20%	**18%**	-	-	-	-	-	*	*	-	*	*	*
	2016	19%	16%	**18%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	12%	7%	**5%**	-	-	-	-	-	*	*	-	-	*	*
	2016	15%	10%	**14%**	-	-	-	-	-	*	*	-	-	*	*
Science	2017	19%	13%	**13%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	11%	**9%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**58%**	-	-	-	-	-	*	*	-	-	*	*
	2016	62%	56%	**64%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	59%	55%	**59%**	-	-	-	-	-	*	*	-	-	*	*
	2016	60%	55%	**64%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	64%	60%	**57%**	-	-	-	-	-	*	*	-	-	*	*
	2016	63%	57%	**63%**	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**16%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	13%	**19%**	-	-	-	-	-	*	*	-	-	*	*
Reading	2017	17%	14%	**18%**	-	-	-	-	-	*	*	-	-	*	*
	2016	16%	13%	**24%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2017	20%	17%	**15%**	-	-	-	-	-	*	*	-	-	*	*
	2016	17%	12%	**14%**	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**27%**	-	-	-	-	-	*	*	-	-	*	*
	2016	35%	30%	**31%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	41%	**28%**	-	-	-	-	-	*	*	-	-	*	*

District Name: WILLIS ISD
Campus Name: PARMLEY EL
Campus Number: 170904101

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 748
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	99%	100%	*	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**89%**	94%	79%	91%	100%	*	*	100%	78%	87%	72%
Not Included in Accountability													
Mobile	4%	6%	**10%**	6%	21%	8%	0%	*	*	0%	19%	12%	28%
Other Exclusions	1%	1%	**0%**	0%	0%	1%	0%	*	*	0%	2%	1%	0%
Not Tested	1%	0%	**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%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	99%	100%	100%	-	*	100%	100%	100%	97%
Included in Accountability	94%	94%	**92%**	96%	95%	90%	100%	-	*	100%	84%	90%	86%
Not Included in Accountability													
Mobile	4%	5%	**7%**	4%	5%	9%	0%	-	*	0%	14%	9%	10%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	0%	-	*	0%	2%	0%	0%
Not Tested	1%	0%	**0%**	0%	1%	0%	0%	-	*	0%	0%	0%	3%
Absent	1%	0%	**0%**	0%	1%	0%	0%	-	*	0%	0%	0%	3%
Other	0%	0%	**0%**	0%	0%	0%	0%	-	*	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**96.4%**	97.0%	96.4%	96.1%	*	*	*	97.1%	95.3%	96.3%	96.5%
2014-15	95.7%	95.4%	**96.1%**	97.3%	95.7%	96.0%	96.5%	*	*	96.3%	94.7%	95.9%	95.9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	748	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	16	2.1%	0.2%	0.3%
Pre-Kindergarten	78	10.4%	2.7%	4.2%
Kindergarten	109	14.6%	7.4%	7.0%
Grade 1	104	13.9%	8.2%	7.4%
Grade 2	118	15.8%	8.1%	7.6%
Grade 3	105	14.0%	7.6%	7.7%
Grade 4	118	15.8%	7.6%	7.7%
Grade 5	100	13.4%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	88	11.8%	7.7%	12.6%
Hispanic	176	23.5%	35.4%	52.4%
White	449	60.0%	52.4%	28.1%
American Indian	6	0.8%	0.4%	0.4%
Asian	1	0.1%	0.7%	4.2%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	27	3.6%	3.4%	2.2%
Economically Disadvantaged	503	67.2%	58.6%	59.0%
Non-Educationally Disadvantaged	245	32.8%	41.4%	41.0%
English Language Learners (ELL)	37	4.9%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	1	0.1%	2.3%	1.4%
At-Risk	340	45.5%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	92			
By Type of Primary Disability				
Students with Intellectual Disabilities	29	31.5%	43.6%	44.5%
Students with Physical Disabilities	**	**	15.5%	21.9%
Students with Autism	23	25.0%	16.6%	12.5%
Students with Behavioral Disabilities	24	26.1%	21.6%	19.9%
Students with Non-Categorical Early Childhood	*	*	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	112	17.2%	16.2%	16.2%
By Ethnicity:				
African American	20	3.1%		
Hispanic	12	1.8%		
White	75	11.5%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.8%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.7%	2.5%	1.8%	7.7%	6.1%	7.7%
Grade 1	9.5%	7.7%	3.8%	7.1%	3.7%	6.8%
Grade 2	5.8%	3.8%	2.4%	0.0%	4.7%	3.1%
Grade 3	3.7%	1.4%	1.6%	0.0%	2.3%	1.2%
Grade 4	5.6%	1.7%	0.8%	0.0%	3.6%	0.7%
Grade 5	2.8%	0.8%	0.4%	0.0%	2.3%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	2.5%	0.7%	-	0.0%	0.8%
Grade 8	-	1.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.8	20.7	18.8
Grade 1	20.6	20.3	18.8
Grade 2	19.0	20.1	18.9
Grade 3	20.2	20.2	19.0
Grade 4	22.4	21.6	19.0
Grade 5	24.5	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	-	17.6	18.0
Science	-	18.8	19.0
Social Studies	-	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	73.3	100.0%	100.0%	100.0%
Professional Staff:	56.6	77.2%	60.3%	64.0%
Teachers	43.1	58.8%	46.0%	50.0%
Professional Support	10.5	14.3%	10.4%	10.0%
Campus Administration (School Leadership)	3.0	4.1%	3.0%	2.9%
Educational Aides:	16.7	22.8%	10.6%	9.6%
Total Minority Staff:	11.0	15.0%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.7%	10.2%
Hispanic	3.0	7.0%	11.7%	26.6%
White	40.1	93.0%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	1.3	2.9%	19.1%	23.7%
Females	41.8	97.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	39.1	90.7%	80.4%	74.5%
Masters	4.0	9.3%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.6%	6.9%	7.8%
1-5 Years Experience	6.0	13.9%	26.9%	28.0%
6-10 Years Experience	13.3	30.8%	18.7%	20.9%
11-20 Years Experience	14.3	33.2%	30.4%	27.8%
Over 20 Years Experience	7.5	17.4%	17.0%	15.5%
Number of Students per Teacher	17.4	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	26.0	20.2	19.5
Average Years Experience of Principals with District	12.0	8.7	12.2
Average Years Experience of Assistant Principals	17.0	16.6	15.7
Average Years Experience of Assistant Principals with District	1.5	6.2	10.1
Average Years Experience of Teachers:	12.6	11.6	10.9
Average Years Experience of Teachers with District:	6.7	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$46,000	$47,421	$46,199
1-5 Years Experience	$49,003	$47,710	$48,779
6-10 Years Experience	$50,895	$51,124	$51,184
11-20 Years Experience	$54,392	$54,412	$54,396
Over 20 Years Experience	$61,882	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$53,480	$52,880	$52,525
Professional Support	$58,152	$62,216	$61,728
Campus Administration (School Leadership)	$72,942	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	33	4.4%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	26	3.5%	4.6%	7.8%
Special Education	92	12.3%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	2.3	5.4%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	32.5	75.5%	75.2%	72.8%
Special Education	8.2	19.1%	10.3%	8.6%
Other	0.0	0.0%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **TURNER EL**

Campus Number: **170904104**

2017 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Student Progress

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District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 741
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 Approaches Grade Level or Above Grade 3														
Reading	2017	73%	68%	**84%**	*	75%	88%	-	*	-	*	63%	72%	*
	2016	73%	72%	**82%**	*	68%	89%	-	*	-	*	*	73%	70%
Mathematics	2017	78%	77%	**89%**	*	69%	94%	-	*	-	*	*	76%	*
	2016	75%	78%	**92%**	*	86%	95%	-	*	-	*	100%	95%	70%
STAAR Percent at Approaches Grade Level or Above Grade 4														
Reading	2017	70%	68%	**79%**	*	75%	80%	-	*	-	*	*	76%	67%
	2016	75%	74%	**77%**	*	70%	82%	-	*	-	*	*	63%	*
Mathematics	2017	76%	78%	**92%**	*	82%	95%	-	*	-	*	*	83%	89%
	2016	73%	79%	**87%**	*	95%	87%	-	*	-	*	*	89%	*
Writing	2017	65%	61%	**71%**	*	68%	70%	-	*	-	*	*	60%	78%
	2016	69%	69%	**81%**	*	75%	86%	-	*	-	*	*	69%	*
STAAR Percent at Approaches Grade Level or Above Grade 5 ***														
Reading	2017	82%	78%	**87%**	*	85%	89%	-	*	-	83%	60%	79%	*
	2016	81%	82%	**85%**	*	83%	86%	-	100%	-	*	*	81%	*
Mathematics	2017	87%	91%	**93%**	*	96%	93%	-	*	-	83%	60%	89%	100%
	2016	86%	89%	**92%**	*	96%	91%	-	100%	-	*	63%	92%	100%
Science	2017	74%	72%	**75%**	*	63%	79%	-	*	-	*	50%	61%	*
	2016	74%	74%	**75%**	*	63%	78%	-	100%	-	*	*	61%	*
STAAR Percent at Approaches Grade Level or Above All Grades														
All Subjects	2017	75%	73%	**84%**	70%	77%	86%	-	89%	-	85%	50%	74%	68%
	2016	75%	72%	**84%**	58%	80%	87%	-	92%	-	79%	46%	78%	68%
Reading	2017	72%	69%	**84%**	64%	79%	86%	-	86%	-	83%	50%	76%	59%
	2016	73%	70%	**81%**	50%	74%	86%	-	89%	-	73%	45%	73%	63%

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 741
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 Approaches Grade Level or Above														
All Grades														
Mathematics	2017	79%	79%	**91%**	82%	85%	94%	-	100%	-	92%	58%	83%	77%
	2016	76%	75%	**90%**	70%	92%	91%	-	100%	-	82%	55%	92%	84%
Writing	2017	67%	62%	**71%**	*	68%	70%	-	*	-	*	*	60%	78%
	2016	69%	66%	**81%**	*	75%	86%	-	*	-	*	*	69%	*
Science	2017	79%	77%	**75%**	*	63%	79%	-	*	-	*	50%	61%	*
	2016	79%	75%	**75%**	*	63%	78%	-	100%	-	*	*	61%	*
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**53%**	*	34%	59%	-	71%	-	58%	*	31%	*
	2016	45%	37%	**46%**	*	26%	52%	-	67%	-	50%	*	32%	*
Reading	2017	48%	41%	**56%**	*	37%	63%	-	71%	-	67%	29%	39%	*
	2016	46%	39%	**50%**	*	34%	56%	-	67%	-	*	*	40%	*
Mathematics	2017	48%	46%	**66%**	*	54%	71%	-	86%	-	50%	25%	50%	41%
	2016	43%	38%	**57%**	*	47%	60%	-	89%	-	50%	*	46%	60%
Writing	2017	38%	28%	**30%**	*	*	38%	-	*	-	*	*	20%	*
	2016	41%	32%	**41%**	*	28%	46%	-	*	-	*	*	21%	*
Science	2017	52%	45%	**39%**	*	22%	45%	-	*	-	*	*	16%	*
	2016	47%	39%	**33%**	*	*	38%	-	*	-	*	*	31%	*
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**29%**	*	14%	35%	-	44%	-	24%	19%	13%	*
	2016	18%	13%	**23%**	*	11%	28%	-	29%	-	18%	*	15%	*
Reading	2017	19%	14%	**29%**	*	11%	36%	-	*	-	*	29%	12%	*
	2016	17%	11%	**23%**	*	11%	28%	-	*	-	*	*	16%	*
Mathematics	2017	23%	20%	**39%**	*	24%	44%	-	71%	-	*	*	21%	*
	2016	19%	16%	**31%**	*	17%	37%	-	56%	-	*	*	20%	*

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 741
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 Masters Grade Level														
All Grades														
Writing	2017	12%	7%	**10%**	*	*	11%	-	*	-	*	*	*	*
	2016	15%	10%	**14%**	*	*	17%	-	*	-	*	*	*	*
Science	2017	19%	13%	**16%**	*	*	21%	-	*	-	*	*	*	*
	2016	16%	11%	**8%**	*	*	11%	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**67%**	*	70%	66%	-	*	-	*	87%	63%	68%
	2016	62%	56%	**70%**	*	65%	72%	-	*	-	*	62%	71%	67%
Reading	2017	59%	55%	**62%**	*	63%	61%	-	*	-	*	93%	59%	*
	2016	60%	55%	**64%**	*	58%	66%	-	*	-	*	*	66%	*
Mathematics	2017	64%	60%	**72%**	*	77%	71%	-	*	-	*	80%	67%	*
	2016	63%	57%	**77%**	*	72%	79%	-	*	-	*	*	76%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	15%	**26%**	*	23%	28%	-	*	-	*	47%	22%	13%
	2016	17%	13%	**17%**	*	14%	18%	-	*	-	*	19%	19%	17%
Reading	2017	17%	14%	**22%**	*	18%	24%	-	*	-	*	60%	18%	*
	2016	16%	13%	**17%**	*	14%	19%	-	*	-	*	*	21%	*
Mathematics	2017	20%	17%	**30%**	*	29%	32%	-	*	-	*	33%	26%	*
	2016	17%	12%	**18%**	*	14%	18%	-	*	-	*	*	18%	*
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2017	35%	35%	**38%**	*	53%	26%	-	*	-	*	*	44%	*
	2016	35%	30%	**24%**	*	*	27%	-	-	-	-	*	*	*
Mathematics	2017	43%	41%	**52%**	*	*	54%	-	-	-	*	*	38%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		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 Approaches Grade Level on First STAAR Administration														
	2017	72%	67%	**79%**	*	65%	84%	-	*	-	83%	*	66%	*
Students Requiring Accelerated Instruction														
	2017	28%	33%	**21%**	*	35%	16%	-	*	-	*	56%	34%	*
STAAR Cumulative Met Standard														
	2017	81%	78%	**87%**	*	85%	89%	-	*	-	83%	56%	79%	*
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2017	81%	85%	**92%**	*	88%	93%	-	*	-	83%	*	87%	100%
Students Requiring Accelerated Instruction														
	2017	19%	15%	**8%**	*	*	7%	-	*	-	*	56%	13%	*
STAAR Cumulative Met Standard														
	2017	87%	91%	**93%**	*	96%	93%	-	*	-	83%	56%	89%	100%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**84%**	-	-	-	-	-	67%	67%	-	69%	67%	68%
	2016	75%	72%	**84%**	-	-	-	-	-	69%	69%	-	63%	69%	68%
Reading	2017	72%	69%	**84%**	-	-	-	-	-	59%	59%	-	*	59%	59%
	2016	73%	70%	**81%**	-	-	-	-	-	69%	69%	-	*	69%	63%
Mathematics	2017	79%	79%	**91%**	-	-	-	-	-	76%	76%	-	*	76%	77%
	2016	76%	75%	**90%**	-	-	-	-	-	81%	81%	-	*	81%	84%
Writing	2017	67%	62%	**71%**	-	-	-	-	-	75%	75%	-	*	75%	78%
	2016	69%	66%	**81%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	79%	77%	**75%**	-	-	-	-	-	*	*	-	*	*	*
	2016	79%	75%	**75%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**53%**	-	-	-	-	-	*	*	-	*	*	*
	2016	45%	37%	**46%**	-	-	-	-	-	*	*	-	*	*	*
Reading	2017	48%	41%	**56%**	-	-	-	-	-	*	*	-	*	*	*
	2016	46%	39%	**50%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	48%	46%	**66%**	-	-	-	-	-	*	*	-	*	*	41%
	2016	43%	38%	**57%**	-	-	-	-	-	*	*	-	*	*	60%
Writing	2017	38%	28%	**30%**	-	-	-	-	-	*	*	-	*	*	*
	2016	41%	32%	**41%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	52%	45%	**39%**	-	-	-	-	-	*	*	-	*	*	*
	2016	47%	39%	**33%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**29%**	-	-	-	-	-	*	*	-	*	*	*
	2016	18%	13%	**23%**	-	-	-	-	-	*	*	-	*	*	*

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance
Bilingual Education/English as a Second Language

Total Students: 741
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 Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**29%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	11%	**23%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	23%	20%	**39%**	-	-	-	-	-	*	*	-	*	*	*
	2016	19%	16%	**31%**	-	-	-	-	-	*	*	-	*	*	*
Writing	2017	12%	7%	**10%**	-	-	-	-	-	*	*	-	*	*	*
	2016	15%	10%	**14%**	-	-	-	-	-	*	*	-	*	*	*
Science	2017	19%	13%	**16%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	11%	**8%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**67%**	-	-	-	-	-	*	*	-	*	*	*
	2016	62%	56%	**70%**	-	-	-	-	-	64%	64%	-	*	64%	66%
Reading	2017	59%	55%	**62%**	-	-	-	-	-	*	*	-	*	*	*
	2016	60%	55%	**64%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	64%	60%	**72%**	-	-	-	-	-	*	*	-	*	*	*
	2016	63%	57%	**77%**	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**26%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	13%	**17%**	-	-	-	-	-	18%	18%	-	*	18%	19%
Reading	2017	17%	14%	**22%**	-	-	-	-	-	*	*	-	*	*	*
	2016	16%	13%	**17%**	-	-	-	-	-	*	*	-	*	*	*
Mathematics	2017	20%	17%	**30%**	-	-	-	-	-	*	*	-	*	*	*
	2016	17%	12%	**18%**	-	-	-	-	-	*	*	-	*	*	*
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Reading	2017	35%	35%	**38%**	-	-	-	-	-	*	*	-	*	*	*
	2016	35%	30%	**24%**	-	-	-	-	-	*	*	-	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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
Progress of Prior-Year Non-Proficient Students															
Sum of Grades 4-8															
Mathematics	2017	43%	41%	**52%**	-	-	-	-	-	*	*	-	-	*	*

District Name: WILLIS ISD
Campus Name: TURNER EL
Campus Number: 170904104

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Participation

Total Students: 741
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	93%	**94%**	87%	88%	96%	*	100%	-	100%	100%	90%	88%
Not Included in Accountability													
Mobile	4%	6%	**5%**	13%	10%	3%	*	0%	-	0%	0%	8%	4%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	0%	-	0%	0%	2%	7%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	**93%**	100%	91%	94%	-	100%	-	90%	91%	91%	89%
Not Included in Accountability													
Mobile	4%	5%	**6%**	0%	9%	5%	-	0%	-	10%	9%	8%	11%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**96.6%**	97.2%	96.9%	96.5%	-	97.4%	-	96.8%	95.5%	96.3%	97.2%
2014-15	95.7%	95.4%	**96.5%**	96.6%	97.2%	96.2%	*	97.9%	-	96.3%	96.3%	96.6%	97.1%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Total Students:	741	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	21	2.8%	2.7%	4.2%
Kindergarten	110	14.8%	7.4%	7.0%
Grade 1	128	17.3%	8.2%	7.4%
Grade 2	133	17.9%	8.1%	7.6%
Grade 3	117	15.8%	7.6%	7.7%
Grade 4	107	14.4%	7.6%	7.7%
Grade 5	125	16.9%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	6.5%	6.8%
Grade 12	0	0.0%	6.0%	6.2%
Ethnic Distribution:				
African American	30	4.0%	7.7%	12.6%
Hispanic	170	22.9%	35.4%	52.4%
White	499	67.3%	52.4%	28.1%
American Indian	2	0.3%	0.4%	0.4%
Asian	12	1.6%	0.7%	4.2%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	28	3.8%	3.4%	2.2%
Economically Disadvantaged	236	31.8%	58.6%	59.0%
Non-Educationally Disadvantaged	505	68.2%	41.4%	41.0%
English Language Learners (ELL)	50	6.7%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	2	0.3%	2.3%	1.4%
At-Risk	284	38.3%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	49			
By Type of Primary Disability				
Students with Intellectual Disabilities	14	28.6%	43.6%	44.5%
Students with Physical Disabilities	18	36.7%	15.5%	21.9%
Students with Autism	10	20.4%	16.6%	12.5%
Students with Behavioral Disabilities	*	*	21.6%	19.9%
Students with Non-Categorical Early Childhood	*	*	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	82	13.9%	16.2%	16.2%
By Ethnicity:				
African American	3	0.5%		
Hispanic	21	3.6%		
White	53	9.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.8%		

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	--------- Non-Special Education Rates ---------			---------- Special Education Rates ----------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.2%	2.5%	1.8%	0.0%	6.1%	7.7%
Grade 1	6.0%	7.7%	3.8%	11.1%	3.7%	6.8%
Grade 2	2.9%	3.8%	2.4%	11.1%	4.7%	3.1%
Grade 3	2.2%	1.4%	1.6%	0.0%	2.3%	1.2%
Grade 4	2.3%	1.7%	0.8%	0.0%	3.6%	0.7%
Grade 5	0.0%	0.8%	0.4%	10.0%	2.3%	0.7%
Grade 6	-	0.6%	0.6%	-	0.0%	0.7%
Grade 7	-	2.5%	0.7%	-	0.0%	0.8%
Grade 8	-	1.0%	0.5%	-	0.0%	0.9%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.6	20.7	18.8
Grade 1	20.9	20.3	18.8
Grade 2	21.8	20.1	18.9
Grade 3	23.4	20.2	19.0
Grade 4	21.2	21.6	19.0
Grade 5	24.8	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	-	17.6	16.8
Foreign Languages	-	18.8	18.7
Mathematics	-	17.6	18.0
Science	-	18.8	19.0
Social Studies	-	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	56.6	100.0%	100.0%	100.0%
Professional Staff:	46.8	82.7%	60.3%	64.0%
Teachers	37.6	66.5%	46.0%	50.0%
Professional Support	7.2	12.7%	10.4%	10.0%
Campus Administration (School Leadership)	2.0	3.5%	3.0%	2.9%
Educational Aides:	9.8	17.3%	10.6%	9.6%
Total Minority Staff:	4.3	7.6%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.7%	10.2%
Hispanic	1.9	5.1%	11.7%	26.6%
White	35.7	94.9%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	1.9	4.9%	19.1%	23.7%
Females	35.7	95.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.2%
Bachelors	31.6	84.0%	80.4%	74.5%
Masters	6.0	16.0%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.7	7.1%	6.9%	7.8%
1-5 Years Experience	5.5	14.6%	26.9%	28.0%
6-10 Years Experience	6.1	16.1%	18.7%	20.9%
11-20 Years Experience	13.6	36.1%	30.4%	27.8%
Over 20 Years Experience	9.8	26.1%	17.0%	15.5%
Number of Students per Teacher	19.7	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	20.2	19.5
Average Years Experience of Principals with District	17.0	8.7	12.2
Average Years Experience of Assistant Principals	18.0	16.6	15.7
Average Years Experience of Assistant Principals with District	3.0	6.2	10.1
Average Years Experience of Teachers:	13.0	11.6	10.9
Average Years Experience of Teachers with District:	8.9	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,694	$47,421	$46,199
1-5 Years Experience	$48,109	$47,710	$48,779
6-10 Years Experience	$50,348	$51,124	$51,184
11-20 Years Experience	$54,940	$54,412	$54,396
Over 20 Years Experience	$60,823	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,577	$52,880	$52,525
Professional Support	$60,979	$62,216	$61,728
Campus Administration (School Leadership)	$71,805	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	36	4.9%	14.2%	18.8%
Career & Technical Education	0	0.0%	20.4%	25.0%
Gifted & Talented Education	42	5.7%	4.6%	7.8%
Special Education	49	6.6%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.6%	6.0%
Career & Technical Education	0.0	0.0%	4.4%	4.5%
Compensatory Education	0.5	1.3%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	34.0	90.4%	75.2%	72.8%
Special Education	3.1	8.3%	10.3%	8.6%
Other	0.0	0.0%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

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2016-17 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **WILLIS H S**

Campus Number: **170904002**

2017 Accountability Rating: **Met Standard**

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District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,055
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 Approaches Grade Level or Above														
End of Course														
English I	2017	64%	62%	**62%**	48%	56%	70%	*	100%	*	50%	29%	57%	32%
	2016	65%	60%	**60%**	57%	57%	63%	*	*	*	68%	22%	54%	39%
English II	2017	66%	63%	**63%**	63%	55%	70%	*	75%	-	55%	19%	55%	26%
	2016	67%	68%	**68%**	59%	61%	74%	*	*	*	88%	25%	61%	44%
Algebra I	2017	83%	83%	**79%**	80%	73%	82%	*	*	-	100%	53%	76%	71%
	2016	78%	73%	**67%**	59%	65%	68%	*	*	*	80%	30%	65%	56%
Biology	2017	86%	87%	**87%**	90%	83%	90%	*	*	*	94%	63%	84%	72%
	2016	87%	87%	**87%**	71%	86%	89%	*	83%	-	87%	30%	82%	75%
U.S. History	2017	91%	93%	**93%**	93%	88%	95%	*	*	*	100%	66%	89%	81%
	2016	91%	90%	**90%**	80%	89%	93%	-	83%	-	94%	50%	86%	72%
STAAR Percent at Approaches Grade Level or Above														
All Grades														
All Subjects	2017	75%	73%	**75%**	73%	69%	80%	78%	90%	*	74%	46%	70%	52%
	2016	75%	72%	**73%**	64%	70%	77%	55%	74%	100%	82%	30%	68%	54%
Reading	2017	72%	69%	**63%**	55%	55%	70%	*	85%	*	52%	24%	56%	30%
	2016	73%	70%	**64%**	58%	59%	68%	*	67%	100%	76%	23%	57%	41%
Mathematics	2017	79%	79%	**79%**	80%	73%	82%	*	*	-	100%	53%	76%	71%
	2016	76%	75%	**67%**	59%	65%	68%	*	*	*	80%	30%	65%	56%
Science	2017	79%	77%	**87%**	90%	83%	90%	*	*	*	94%	63%	84%	72%
	2016	79%	75%	**87%**	71%	86%	89%	*	83%	-	87%	30%	82%	75%
Social Studies	2017	77%	74%	**93%**	93%	88%	95%	*	*	*	100%	66%	89%	81%
	2016	77%	74%	**90%**	80%	89%	93%	-	83%	-	94%	50%	86%	72%
STAAR Percent at Meets Grade Level														
All Grades														
Two or More Subjects	2017	48%	42%	**55%**	43%	47%	63%	*	62%	*	51%	24%	47%	17%
	2016	45%	37%	**47%**	36%	38%	52%	*	64%	*	58%	6%	36%	14%

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Performance

Total Students: 2,055
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 Meets Grade Level														
All Grades														
Reading	2017	48%	41%	**50%**	36%	43%	57%	*	64%	*	47%	22%	42%	13%
	2016	46%	39%	**44%**	33%	36%	49%	*	63%	*	48%	*	34%	16%
Mathematics	2017	48%	46%	**34%**	24%	28%	41%	*	*	-	*	29%	31%	19%
	2016	43%	38%	**24%**	*	20%	27%	*	*	*	56%	*	20%	15%
Science	2017	52%	45%	**65%**	57%	58%	71%	*	*	*	67%	32%	59%	28%
	2016	47%	39%	**53%**	40%	44%	60%	*	*	-	62%	*	45%	9%
Social Studies	2017	51%	44%	**66%**	68%	57%	71%	*	*	*	*	32%	60%	30%
	2016	47%	38%	**55%**	45%	48%	60%	-	*	-	56%	*	44%	20%
STAAR Percent at Masters Grade Level														
All Grades														
All Subjects	2017	20%	15%	**11%**	7%	8%	14%	*	*	*	8%	7%	8%	2%
	2016	18%	13%	**8%**	3%	5%	11%	*	26%	*	8%	2%	5%	2%
Reading	2017	19%	14%	**4%**	*	2%	5%	*	*	*	*	5%	2%	*
	2016	17%	11%	**2%**	*	*	3%	*	*	*	*	*	*	*
Mathematics	2017	23%	20%	**5%**	*	4%	7%	*	*	-	*	*	5%	*
	2016	19%	16%	**5%**	*	6%	5%	*	*	*	*	*	4%	*
Science	2017	19%	13%	**18%**	12%	13%	24%	*	*	*	*	*	13%	*
	2016	16%	11%	**15%**	*	8%	21%	*	*	-	*	*	10%	*
Social Studies	2017	27%	20%	**28%**	14%	25%	33%	*	*	*	*	19%	23%	*
	2016	22%	14%	**20%**	14%	13%	27%	-	*	-	*	*	16%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2017	61%	57%	**47%**	*	42%	54%	*	*	-	*	*	44%	37%
	2016	62%	56%	**44%**	*	40%	48%	*	*	*	*	*	40%	32%
Reading	2017	59%	55%	**52%**	*	*	*	*	*	-	*	*	*	*
	2016	60%	55%	*	*	*	*	*	*	*	*	*	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Met or Exceeded Progress														
All Grades														
Mathematics	2017	64%	60%	**40%**	*	38%	44%	-	*	-	*	*	37%	41%
	2016	63%	57%	**31%**	*	29%	33%	*	*	-	*	*	27%	26%
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2017	19%	15%	**4%**	*	3%	5%	*	*	-	*	*	3%	3%
	2016	17%	13%	**3%**	*	3%	2%	*	*	*	*	*	3%	4%
Reading	2017	17%	14%	**1%**	*	*	*	*	*	-	*	*	*	*
	2016	16%	13%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2017	20%	17%	**8%**	*	6%	10%	-	*	-	*	*	7%	7%
	2016	17%	12%	**6%**	*	6%	6%	*	*	-	*	*	5%	7%

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

Total Students: 2,055
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 Approaches Grade Level or Above															
All Grades															
All Subjects	2017	75%	73%	**75%**	-	-	-	-	-	51%	57%	46%	55%	51%	52%
	2016	75%	72%	**73%**	-	-	-	-	-	54%	*	54%	59%	54%	54%
Reading	2017	72%	69%	**63%**	-	-	-	-	-	28%	27%	29%	40%	28%	30%
	2016	73%	70%	**64%**	-	-	-	-	-	40%	*	40%	56%	40%	41%
Mathematics	2017	79%	79%	**79%**	-	-	-	-	-	71%	74%	67%	70%	71%	71%
	2016	76%	75%	**67%**	-	-	-	-	-	57%	*	55%	*	57%	56%
Science	2017	79%	77%	**87%**	-	-	-	-	-	73%	74%	72%	60%	73%	72%
	2016	79%	75%	**87%**	-	-	-	-	-	75%	*	78%	*	75%	75%
Social Studies	2017	77%	74%	**93%**	-	-	-	-	-	80%	*	83%	83%	80%	81%
	2016	77%	74%	**90%**	-	-	-	-	-	72%	-	72%	-	72%	72%
STAAR Percent at Meets Grade Level															
All Grades															
Two or More Subjects	2017	48%	42%	**55%**	-	-	-	-	-	14%	*	18%	32%	14%	17%
	2016	45%	37%	**47%**	-	-	-	-	-	13%	*	13%	*	13%	14%
Reading	2017	48%	41%	**50%**	-	-	-	-	-	10%	*	13%	*	10%	13%
	2016	46%	39%	**44%**	-	-	-	-	-	14%	*	13%	*	14%	16%
Mathematics	2017	48%	46%	**34%**	-	-	-	-	-	19%	20%	*	*	19%	19%
	2016	43%	38%	**24%**	-	-	-	-	-	16%	*	17%	*	16%	15%
Science	2017	52%	45%	**65%**	-	-	-	-	-	27%	28%	*	*	27%	28%
	2016	47%	39%	**53%**	-	-	-	-	-	10%	*	10%	*	10%	9%
Social Studies	2017	51%	44%	**66%**	-	-	-	-	-	29%	-	29%	*	29%	30%
	2016	47%	38%	**55%**	-	-	-	-	-	20%	-	20%	-	20%	20%
STAAR Percent at Masters Grade Level															
All Grades															
All Subjects	2017	20%	15%	**11%**	-	-	-	-	-	2%	*	*	*	2%	2%
	2016	18%	13%	**8%**	-	-	-	-	-	3%	*	3%	*	3%	2%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Performance

Bilingual Education/English as a Second Language

		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 Masters Grade Level															
All Grades															
Reading	2017	19%	14%	**4%**	-	-	-	-	-	*	*	*	*	*	*
	2016	17%	11%	**2%**	-	-	-	-	-	*	*	*	*	*	*
Mathematics	2017	23%	20%	**5%**	-	-	-	-	-	*	*	*	*	*	*
	2016	19%	16%	**5%**	-	-	-	-	-	*	*	*	*	*	*
Science	2017	19%	13%	**18%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	11%	**15%**	-	-	-	-	-	*	*	*	*	*	*
Social Studies	2017	27%	20%	**28%**	-	-	-	-	-	*	-	*	*	*	*
	2016	22%	14%	**20%**	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2017	61%	57%	**47%**	-	-	-	-	-	33%	*	*	*	33%	33%
	2016	62%	56%	**44%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	59%	55%	**52%**	-	-	-	-	-	*	*	*	*	*	*
	2016	60%	55%	*	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	64%	60%	**40%**	-	-	-	-	-	41%	*	*	*	41%	38%
	2016	63%	57%	**31%**	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2017	19%	15%	**4%**	-	-	-	-	-	4%	*	*	*	4%	3%
	2016	17%	13%	**3%**	-	-	-	-	-	*	*	*	*	*	*
Reading	2017	17%	14%	**1%**	-	-	-	-	-	*	*	*	*	*	*
	2016	16%	13%	*	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2017	20%	17%	**8%**	-	-	-	-	-	8%	*	*	*	8%	8%
	2016	17%	12%	**6%**	-	-	-	-	-	*	*	*	*	*	*

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Participation

Total Students: 2,055
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
2017 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**99%**	100%	99%	99%	100%	100%	100%	97%	98%	99%	99%
Included in Accountability	94%	93%	**93%**	90%	92%	95%	82%	88%	50%	88%	88%	92%	89%
Not Included in Accountability													
Mobile	4%	6%	**5%**	9%	4%	4%	18%	13%	50%	9%	9%	5%	1%
Other Exclusions	1%	1%	**1%**	0%	4%	0%	0%	0%	0%	0%	1%	2%	10%
Not Tested	1%	0%	**1%**	0%	1%	1%	0%	0%	0%	3%	2%	1%	1%
Absent	1%	0%	**1%**	0%	1%	1%	0%	0%	0%	3%	2%	1%	1%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2016 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	**99%**	100%	99%	99%	92%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	**93%**	89%	93%	94%	92%	92%	100%	92%	90%	92%	93%
Not Included in Accountability													
Mobile	4%	5%	**5%**	10%	4%	5%	0%	8%	0%	8%	6%	6%	0%
Other Exclusions	1%	0%	**1%**	0%	2%	0%	0%	0%	0%	0%	2%	1%	6%
Not Tested	1%	0%	**1%**	0%	1%	1%	8%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	**1%**	0%	1%	1%	8%	0%	0%	0%	1%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2015-16	95.8%	95.5%	**93.9%**	93.9%	93.5%	94.1%	92.6%	97.3%	*	94.9%	91.4%	93.2%	93.8%
2014-15	95.7%	95.4%	**94.0%**	94.4%	94.1%	93.9%	95.5%	97.2%	*	92.7%	90.4%	93.2%	94.7%
Annual Dropout Rate (Gr 9-12)													
2015-16	2.0%	1.5%	**1.5%**	1.5%	1.8%	1.5%	10.0%	0.0%	*	0.0%	2.3%	2.1%	2.6%
2014-15	2.1%	1.2%	**1.2%**	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.9%	2.2%	1.6%	1.3%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	89.1%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Received GED	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	4.2%	5.2%	**5.2%**	8.6%	5.4%	4.5%	*	*	*	12.5%	0.0%	6.1%	0.0%
Dropped Out	6.2%	4.3%	**4.3%**	5.7%	5.4%	3.8%	*	*	*	0.0%	3.4%	8.0%	18.5%
Graduates and GED	89.6%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	96.6%	85.8%	81.5%
Grads, GED, & Cont	93.8%	95.7%	**95.7%**	94.3%	94.6%	96.2%	*	*	*	100.0%	96.6%	92.0%	81.5%
Class of 2015													
Graduated	89.0%	91.4%	**91.4%**	93.9%	90.8%	91.6%	*	71.4%	*	100.0%	76.9%	87.8%	87.1%
Received GED	0.6%	1.0%	**1.0%**	0.0%	0.0%	1.3%	*	14.3%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	4.1%	2.6%	**2.6%**	3.0%	2.3%	2.5%	*	14.3%	*	0.0%	0.0%	3.0%	3.2%
Dropped Out	6.3%	5.0%	**5.0%**	3.0%	6.9%	4.6%	*	0.0%	*	0.0%	23.1%	8.1%	9.7%
Graduates and GED	89.6%	92.4%	**92.4%**	93.9%	90.8%	92.9%	*	85.7%	*	100.0%	76.9%	88.8%	87.1%
Grads, GED, & Cont	93.7%	95.0%	**95.0%**	97.0%	93.1%	95.4%	*	100.0%	*	100.0%	76.9%	91.9%	90.3%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2015													
Graduated	91.3%	93.1%	**93.1%**	96.9%	92.4%	92.9%	*	83.3%	*	100.0%	76.0%	89.8%	93.8%
Received GED	0.8%	1.4%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	1.2%	0.2%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	6.7%	5.3%	**5.3%**	3.1%	6.1%	5.5%	*	0.0%	*	0.0%	24.0%	8.6%	6.3%
Graduates and GED	92.1%	94.5%	**94.5%**	96.9%	93.2%	94.5%	*	100.0%	*	100.0%	76.0%	90.9%	93.8%
Grads, GED, & Cont	93.3%	94.7%	**94.7%**	96.9%	93.9%	94.5%	*	100.0%	*	100.0%	76.0%	91.4%	93.8%
Class of 2014													
Graduated	90.4%	94.4%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	92.6%	92.7%	100.0%
Received GED	1.0%	0.3%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.3%	0.5%	**0.5%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	1.0%	0.0%
Dropped Out	7.2%	4.8%	**4.8%**	8.8%	3.2%	4.7%	*	*	*	20.0%	7.4%	5.9%	0.0%
Graduates and GED	91.5%	94.6%	**94.6%**	91.2%	96.8%	94.9%	*	*	*	80.0%	92.6%	93.2%	100.0%
Grads, GED, & Cont	92.8%	95.2%	**95.2%**	91.2%	96.8%	95.3%	*	*	*	80.0%	92.6%	94.1%	100.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	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 2014													
Graduated	90.9%	94.4%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	89.3%	92.7%	100.0%
Received GED	1.2%	0.5%	**0.5%**	0.0%	0.0%	0.9%	*	*	*	0.0%	3.6%	1.0%	0.0%
Continued HS	0.6%	0.3%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Dropped Out	7.2%	4.8%	**4.8%**	8.8%	3.2%	4.3%	*	*	*	20.0%	7.1%	5.9%	0.0%
Graduates and GED	92.2%	94.9%	**94.9%**	91.2%	96.8%	95.3%	*	*	*	80.0%	92.9%	93.7%	100.0%
Grads, GED, & Cont	92.8%	95.2%	**95.2%**	91.2%	96.8%	95.7%	*	*	*	80.0%	92.9%	94.1%	100.0%
Class of 2013													
Graduated	90.9%	95.0%	**95.0%**	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.4%	0.6%	**0.6%**	0.0%	1.1%	0.4%	*	*	-	*	0.0%	1.1%	0.0%
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	4.4%	**4.4%**	0.0%	4.3%	4.8%	*	*	-	*	12.9%	7.1%	14.3%
Graduates and GED	92.3%	95.6%	**95.6%**	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
Grads, GED, & Cont	92.8%	95.6%	**95.6%**	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2016	89.1%	90.0%	**90.0%**	83.3%	88.5%	91.4%	*	*	*	87.5%	96.6%	85.0%	81.5%
Class of 2015	89.0%	90.6%	**90.6%**	91.2%	90.1%	91.3%	*	71.4%	*	100.0%	74.1%	86.1%	87.1%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2015	91.3%	92.9%	**92.9%**	93.9%	92.5%	92.9%	*	83.3%	*	100.0%	77.8%	89.5%	93.8%
Class of 2014	90.4%	93.9%	**93.9%**	91.2%	95.8%	94.0%	*	*	*	80.0%	92.6%	92.3%	100.0%
6-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	90.9%	93.9%	**93.9%**	91.2%	95.8%	94.0%	*	*	*	80.0%	89.3%	92.3%	100.0%
Class of 2013	90.9%	94.1%	**94.1%**	100.0%	93.9%	93.6%	*	*	-	*	81.8%	91.0%	86.7%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2016	87.4%	91.0%	**91.0%**	93.3%	88.7%	92.2%	*	*	*	85.7%	25.0%	86.7%	86.4%
Class of 2015	86.1%	93.0%	**93.0%**	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2016	5.5%	*	*	-	*	*	-	-	-	-	-	*	-
Class of 2015	3.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	54.0%	*	*	-	*	*	-	-	-	-	-	*	-
Class of 2015	38.7%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2016	85.1%	90.8%	**90.8%**	93.3%	87.9%	92.2%	*	*	*	85.7%	25.0%	86.3%	86.4%
Class of 2015	84.1%	93.0%	**93.0%**	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
RHSP/DAP Graduates (Annual Rate)													
2015-16	85.6%	90.0%	**90.0%**	93.3%	86.8%	91.4%	*	*	*	85.7%	24.1%	84.7%	82.6%
2014-15	84.3%	91.4%	**91.4%**	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
FHSP-E Graduates (Annual Rate)													
2015-16	5.6%	*	*	-	*	*	-	-	-	-	-	*	-
2014-15	3.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2015-16	51.9%	*	*	-	*	*	-	-	-	-	-	*	-
2014-15	37.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2015-16	83.3%	89.8%	**89.8%**	93.3%	86.1%	91.5%	*	*	*	85.7%	24.1%	84.2%	82.6%
2014-15	82.2%	91.4%	**91.4%**	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
Advanced Course/Dual-Credit Course Completion (Grades 11-12)													
Any Subject													
2015-16	55.0%	41.2%	**41.2%**	31.4%	36.7%	45.0%	33.3%	71.4%	*	40.7%	1.5%	31.4%	12.5%
2014-15	54.5%	40.3%	**40.3%**	24.3%	37.2%	44.5%	40.0%	37.5%	*	33.3%	0.0%	30.3%	13.8%
English Language Arts													
2015-16	30.1%	31.6%	**31.6%**	21.7%	24.7%	36.5%	20.0%	71.4%	*	30.8%	1.6%	20.2%	1.9%
2014-15	29.0%	31.7%	**31.7%**	18.5%	26.1%	36.8%	20.0%	14.3%	*	29.4%	0.0%	20.7%	3.6%
Mathematics													
2015-16	43.1%	28.2%	**28.2%**	19.7%	23.3%	32.0%	*	50.0%	*	26.9%	0.0%	18.7%	5.8%
2014-15	43.8%	25.2%	**25.2%**	14.5%	21.1%	28.8%	40.0%	42.9%	*	18.8%	0.0%	18.2%	7.7%
Science													
2015-16	12.2%	6.5%	**6.5%**	7.1%	4.7%	6.6%	20.0%	33.3%	*	9.1%	0.0%	5.1%	0.0%
2014-15	12.7%	8.4%	**8.4%**	2.1%	7.3%	9.8%	*	*	*	0.0%	0.0%	4.9%	0.0%
Social Studies													
2015-16	29.0%	27.9%	**27.9%**	11.8%	21.5%	33.7%	20.0%	71.4%	*	22.2%	0.0%	16.7%	1.8%
2014-15	28.4%	30.2%	**30.2%**	17.9%	22.0%	36.9%	*	37.5%	*	6.7%	0.0%	18.9%	3.4%
Advanced Course/Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2015-16	35.9%	19.0%	**19.0%**	15.2%	16.0%	21.1%	20.0%	31.3%	*	19.6%	0.7%	14.0%	4.9%
2014-15	34.6%	20.1%	**20.1%**	12.6%	19.7%	21.6%	25.0%	18.8%	20.0%	17.0%	2.8%	16.6%	15.8%
English Language Arts													
2015-16	16.2%	14.4%	**14.4%**	10.3%	10.7%	16.9%	11.1%	31.3%	*	14.5%	0.8%	8.9%	0.7%
2014-15	15.7%	16.3%	**16.3%**	10.1%	14.9%	18.1%	12.5%	6.7%	20.0%	16.3%	2.9%	12.7%	11.1%
Mathematics													
2015-16	19.3%	12.4%	**12.4%**	9.0%	9.8%	14.3%	14.3%	20.0%	*	12.7%	0.0%	7.9%	2.2%
2014-15	19.4%	10.8%	**10.8%**	5.8%	9.4%	12.1%	28.6%	21.4%	*	7.7%	0.0%	7.6%	3.4%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	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 9-12)													
Science													
2015-16	5.1%	2.6%	**2.6%**	3.1%	1.8%	2.7%	11.1%	13.3%	*	3.9%	0.0%	2.1%	0.0%
2014-15	5.2%	3.1%	**3.1%**	0.8%	2.7%	3.7%	0.0%	8.3%	20.0%	0.0%	0.0%	1.8%	0.0%
Social Studies													
2015-16	20.8%	13.0%	**13.0%**	5.7%	9.5%	16.0%	11.1%	31.3%	*	10.7%	0.0%	7.5%	0.7%
2014-15	19.5%	13.5%	**13.5%**	7.6%	9.8%	16.8%	16.7%	18.8%	20.0%	2.3%	0.0%	7.9%	1.5%
College-Ready Graduates													
English Language Arts													
2015-16	50.6%	38.3%	**38.3%**	23.8%	29.0%	43.8%	*	*	-	*	0.0%	28.6%	0.0%
2014-15	42.0%	26.0%	**26.0%**	22.0%	21.0%	29.0%	*	*	*	*	*	18.0%	0.0%
Mathematics													
2015-16	44.6%	34.9%	**34.9%**	19.0%	27.8%	40.2%	*	*	-	*	11.1%	26.2%	11.1%
2014-15	38.0%	25.0%	**25.0%**	17.0%	16.0%	32.0%	*	*	*	*	*	17.0%	0.0%
Both Subjects													
2015-16	38.7%	28.2%	**28.2%**	14.3%	17.4%	34.9%	*	*	-	*	0.0%	19.0%	0.0%
2014-15	35.0%	23.0%	**23.0%**	17.0%	15.0%	28.0%	*	*	*	*	*	15.0%	0.0%
Either Subject													
2015-16	56.4%	45.0%	**45.0%**	28.6%	38.9%	49.1%	*	*	-	*	11.1%	35.5%	11.1%
2014-15	45.0%	29.0%	**29.0%**	22.0%	22.0%	33.0%	*	*	*	*	*	20.0%	0.0%
College and Career Ready Graduates													
2015-16	75.9%	65.0%	**65.0%**	50.0%	51.6%	72.8%	*	*	*	71.4%	44.8%	49.7%	39.1%
2014-15	74.5%	57.4%	**57.4%**	45.5%	51.7%	62.7%	*	60.0%	*	37.5%	29.2%	48.3%	37.0%
Texas Success Initiative Assessment (TSIA)													
English Language Arts													
2015-16	22.6%	13.4%	**13.4%**	10.0%	11.5%	15.0%	*	*	*	0.0%	0.0%	11.9%	0.0%
2014-15	10.6%	2.8%	**2.8%**	3.0%	2.5%	2.6%	*	0.0%	*	12.5%	0.0%	1.1%	0.0%
Mathematics													
2015-16	18.1%	11.4%	**11.4%**	6.7%	10.7%	12.6%	*	*	*	14.3%	3.4%	10.7%	4.3%
2014-15	7.1%	2.3%	**2.3%**	0.0%	0.8%	3.5%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
Completion of Two or More Advanced/Dual-Credit Courses in Current and/or Prior Year (Annual Graduates)													
2015-16	48.7%	41.4%	**41.4%**	30.0%	30.3%	48.0%	*	*	*	42.9%	0.0%	27.7%	0.0%
2014-15	48.1%	37.5%	**37.5%**	24.2%	30.0%	43.0%	*	60.0%	*	25.0%	0.0%	25.0%	11.1%
Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)													
Any Subject													
2015-16	12.2%	20.2%	**20.2%**	6.7%	13.1%	26.0%	*	*	*	0.0%	0.0%	8.5%	0.0%
2014-15	10.6%	18.6%	**18.6%**	9.1%	7.5%	25.9%	*	20.0%	*	12.5%	0.0%	7.4%	0.0%
AP/IB Course Completion (Annual Graduates)													
2015-16	44.8%	39.7%	**39.7%**	36.7%	32.0%	44.3%	*	*	*	28.6%	0.0%	28.8%	0.0%
2014-15	43.4%	39.8%	**39.8%**	27.3%	32.5%	45.6%	*	40.0%	*	25.0%	0.0%	29.5%	25.9%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
CTE Coherent Sequence (Annual Graduates)													
2015-16	47.8%	37.5%	**37.5%**	36.7%	30.3%	40.7%	*	*	*	42.9%	44.8%	30.5%	39.1%
2014-15	46.6%	27.0%	**27.0%**	27.3%	27.5%	27.6%	*	20.0%	*	12.5%	29.2%	28.4%	29.6%
AP/IB Results (Participation)													
All Subjects													
2016	25.5%	7.3%	**7.3%**	7.3%	4.4%	8.0%	20.0%	37.5%	*	11.5%	n/a	4.1%	n/a
2015	24.9%	14.5%	**14.5%**	13.2%	11.4%	16.6%	0.0%	25.0%	*	0.0%	n/a	10.2%	n/a
English Language Arts													
2016	15.5%	4.7%	**4.7%**	3.7%	2.9%	5.2%	20.0%	12.5%	*	11.5%	n/a	2.4%	n/a
2015	15.1%	6.4%	**6.4%**	8.8%	5.9%	6.7%	0.0%	0.0%	*	0.0%	n/a	5.3%	n/a
Mathematics													
2016	6.8%	0.4%	**0.4%**	0.0%	0.0%	0.6%	0.0%	12.5%	*	0.0%	n/a	0.2%	n/a
2015	6.8%	0.7%	**0.7%**	4.4%	0.8%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.7%	n/a
Science													
2016	10.4%	0.4%	**0.4%**	2.4%	0.4%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.4%	n/a
2015	10.2%	6.8%	**6.8%**	2.9%	4.3%	8.5%	0.0%	25.0%	*	0.0%	n/a	2.9%	n/a
Social Studies													
2016	14.8%	5.9%	**5.9%**	3.7%	3.3%	7.3%	20.0%	25.0%	*	3.8%	n/a	3.1%	n/a
2015	14.4%	11.4%	**11.4%**	10.3%	7.9%	14.0%	0.0%	12.5%	*	0.0%	n/a	7.7%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2016	49.5%	31.3%	**31.3%**	16.7%	25.0%	35.7%	*	*	-	*	n/a	10.5%	n/a
2015	49.1%	23.6%	**23.6%**	11.1%	27.6%	24.4%	-	*	*	-	n/a	21.4%	n/a
English Language Arts													
2016	43.3%	25.6%	**25.6%**	*	37.5%	29.6%	*	*	-	*	n/a	9.1%	n/a
2015	43.7%	25.9%	**25.9%**	16.7%	13.3%	33.3%	-	-	-	-	n/a	4.5%	n/a
Mathematics													
2016	54.0%	*	*	-	-	*	-	*	-	-	n/a	*	n/a
2015	51.7%	16.7%	**16.7%**	*	*	*	-	-	-	-	n/a	*	n/a
Science													
2016	35.1%	*	*	*	*	*	-	-	-	-	n/a	*	n/a
2015	35.4%	6.9%	**6.9%**	*	0.0%	7.1%	-	*	*	-	n/a	8.3%	n/a
Social Studies													
2016	41.6%	25.9%	**25.9%**	*	22.2%	28.9%	*	*	-	*	n/a	0.0%	n/a
2015	40.1%	16.5%	**16.5%**	0.0%	5.0%	21.7%	-	*	-	-	n/a	9.4%	n/a
SAT/ACT Results													
Tested													
Class of 2016	71.6%	56.2%	**56.2%**	63.3%	42.6%	63.0%	*	*	*	28.6%	n/a	49.7%	n/a
Class of 2015	68.3%	58.7%	**58.7%**	66.7%	55.8%	59.2%	*	60.0%	*	37.5%	n/a	53.3%	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2016-17 Campus Attendance and Postsecondary Readiness

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
SAT/ACT Results													
At/Above Criterion													
Class of 2016	22.5%	17.7%	**17.7%**	10.5%	11.5%	20.6%	*	*	-	*	n/a	9.9%	n/a
Class of 2015	24.3%	16.3%	**16.3%**	18.2%	11.9%	18.5%	*	*	*	*	n/a	11.2%	n/a
Average SAT Score													
All Subjects													
Class of 2016	1375	1382	**1382**	1219	1315	1425	*	*	-	*	n/a	1281	n/a
Class of 2015	1394	1384	**1384**	1265	1326	1433	*	*	*	*	n/a	1315	n/a
English Language Arts and Writing													
Class of 2016	903	912	**912**	801	873	940	*	*	-	*	n/a	848	n/a
Class of 2015	912	904	**904**	828	861	940	*	*	*	*	n/a	853	n/a
Mathematics													
Class of 2016	472	471	**471**	418	446	486	*	*	-	*	n/a	435	n/a
Class of 2015	482	480	**480**	438	465	494	*	*	*	*	n/a	462	n/a
Average ACT Score													
All Subjects													
Class of 2016	20.3	19.6	**19.6**	17.9	18.0	20.6	*	*	-	*	n/a	17.5	n/a
Class of 2015	20.6	19.3	**19.3**	17.4	18.0	20.3	-	*	-	-	n/a	18.0	n/a
English Language Arts													
Class of 2016	19.8	19.1	**19.1**	17.4	17.2	20.3	*	*	-	*	n/a	16.6	n/a
Class of 2015	20.1	18.6	**18.6**	16.0	17.1	19.8	-	*	-	-	n/a	17.0	n/a
Mathematics													
Class of 2016	20.5	19.8	**19.8**	17.8	18.7	20.5	*	*	-	*	n/a	18.2	n/a
Class of 2015	20.9	20.0	**20.0**	18.1	19.0	20.9	-	*	-	-	n/a	18.9	n/a
Science													
Class of 2016	20.5	19.9	**19.9**	18.7	18.8	20.6	*	*	-	*	n/a	17.9	n/a
Class of 2015	20.7	19.5	**19.5**	19.2	18.2	20.1	-	*	-	-	n/a	18.9	n/a
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2014-15	56.1%	50.1%	**50.1%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	57.5%	50.1%	**50.1%**	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													
2014-15	55.6%	56.5%	**56.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2013-14	70.5%	69.5%	**69.5%**	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

District Name: WILLIS ISD
Campus Name: WILLIS H S
Campus Number: 170904002

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2016-17 Campus Profile

Total Students: 2,055
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students:	2,055	100.0%	7,295	5,343,834
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	2.7%	4.2%
Kindergarten	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	8.2%	7.4%
Grade 2	0	0.0%	8.1%	7.6%
Grade 3	0	0.0%	7.6%	7.7%
Grade 4	0	0.0%	7.6%	7.7%
Grade 5	0	0.0%	7.7%	7.5%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.9%	7.4%
Grade 8	0	0.0%	7.0%	7.3%
Grade 9	598	29.1%	8.2%	8.1%
Grade 10	546	26.6%	7.5%	7.4%
Grade 11	473	23.0%	6.5%	6.8%
Grade 12	438	21.3%	6.0%	6.2%
Ethnic Distribution:				
African American	175	8.5%	7.7%	12.6%
Hispanic	683	33.2%	35.4%	52.4%
White	1,105	53.8%	52.4%	28.1%
American Indian	5	0.2%	0.4%	0.4%
Asian	20	1.0%	0.7%	4.2%
Pacific Islander	3	0.1%	0.1%	0.1%
Two or More Races	64	3.1%	3.4%	2.2%
Economically Disadvantaged	1,077	52.4%	58.6%	59.0%
Non-Educationally Disadvantaged	978	47.6%	41.4%	41.0%
English Language Learners (ELL)	184	9.0%	15.1%	18.9%
Students w/ Disciplinary Placements (2015-2016)	107	4.8%	2.3%	1.4%
At-Risk	1,136	55.3%	53.7%	50.3%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	135			
By Type of Primary Disability				
Students with Intellectual Disabilities	91	67.4%	43.6%	44.5%
Students with Physical Disabilities	*	*	15.5%	21.9%
Students with Autism	**	**	16.6%	12.5%
Students with Behavioral Disabilities	33	24.4%	21.6%	19.9%
Students with Non-Categorical Early Childhood	0	0.0%	2.7%	1.3%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Student Information	Campus Count	Campus Percent	District	State
Mobility (2015-2016):				
Total Mobile Students	375	16.9%	16.2%	16.2%
By Ethnicity:				
African American	49	2.2%		
Hispanic	108	4.9%		
White	198	8.9%		
American Indian	2	0.1%		
Asian	4	0.2%		
Pacific Islander	1	0.0%		
Two or More Races	13	0.6%		
Graduates (Class of 2016):				
Total Graduates	411	100.0%	411	324,311
By Ethnicity (incl. Special Ed.):				
African American	30	7.3%	30	41,084
Hispanic	122	29.7%	122	157,633
White	246	59.9%	246	104,551
American Indian	4	1.0%	4	1,280
Asian	1	0.2%	1	13,481
Pacific Islander	1	0.2%	1	449
Two or More Races	7	1.7%	7	5,833
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	41	10.0%	41	42,804
Recommended H.S. Program/DAP	368	89.5%	368	254,625
Foundation High School Plan (No Endorsement)	1	0.2%	1	11,477
Foundation High School Plan (Endorsement)	1	0.2%	1	1,501
Foundation High School Plan (DLA)	0	0.0%	0	13,904
Special Education Graduates	29	7.1%	29	23,325

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.7	18.8
Grade 1	-	20.3	18.8
Grade 2	-	20.1	18.9
Grade 3	-	20.2	19.0
Grade 4	-	21.6	19.0
Grade 5	-	23.0	20.9
Grade 6	-	19.8	20.4
Secondary:			
English/Language Arts	16.9	17.6	16.8
Foreign Languages	18.6	18.8	18.7
Mathematics	17.8	17.6	18.0
Science	19.2	18.8	19.0
Social Studies	22.0	20.6	19.4

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	145.1	100.0%	100.0%	100.0%
Professional Staff:	134.1	92.4%	60.3%	64.0%
Teachers	114.3	78.8%	46.0%	50.0%
Professional Support	12.4	8.5%	10.4%	10.0%
Campus Administration (School Leadership)	7.4	5.1%	3.0%	2.9%
Educational Aides:	11.0	7.6%	10.6%	9.6%
Total Minority Staff:	15.8	10.9%	23.1%	49.1%
Teachers by Ethnicity and Sex:				
African American	3.8	3.4%	2.7%	10.2%
Hispanic	4.0	3.5%	11.7%	26.6%
White	106.5	93.1%	84.9%	59.8%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.4%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	46.7	40.9%	19.1%	23.7%
Females	67.6	59.1%	80.9%	76.3%
Teachers by Highest Degree Held:				
No Degree	1.0	0.9%	0.2%	1.2%
Bachelors	80.8	70.7%	80.4%	74.5%
Masters	32.5	28.4%	19.3%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	3.5%	6.9%	7.8%
1-5 Years Experience	30.0	26.2%	26.9%	28.0%
6-10 Years Experience	21.1	18.4%	18.7%	20.9%
11-20 Years Experience	40.7	35.6%	30.4%	27.8%
Over 20 Years Experience	18.6	16.3%	17.0%	15.5%
Number of Students per Teacher	18.0	n/a	17.8	15.1

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	17.0	20.2	19.5
Average Years Experience of Principals with District	17.0	8.7	12.2
Average Years Experience of Assistant Principals	19.4	16.6	15.7
Average Years Experience of Assistant Principals with District	9.2	6.2	10.1
Average Years Experience of Teachers:	12.8	11.6	10.9
Average Years Experience of Teachers with District:	7.4	6.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,193	$47,421	$46,199
1-5 Years Experience	$46,342	$47,710	$48,779
6-10 Years Experience	$51,732	$51,124	$51,184
11-20 Years Experience	$55,958	$54,412	$54,396
Over 20 Years Experience	$66,279	$62,517	$60,913
Average Actual Salaries (regular duties only):			
Teachers	$54,064	$52,880	$52,525
Professional Support	$63,896	$62,216	$61,728
Campus Administration (School Leadership)	$74,918	$75,730	$76,471
Instructional Staff Percent:	n/a	61.2%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,110.5

TEXAS EDUCATION AGENCY

Texas Academic Performance Report
2016-17 Campus Profile

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	162	7.9%	14.2%	18.8%
Career & Technical Education	1,486	72.3%	20.4%	25.0%
Gifted & Talented Education	77	3.7%	4.6%	7.8%
Special Education	135	6.6%	7.7%	8.8%
Teachers by Program (population served):				
Bilingual/ESL Education	0.4	0.4%	1.6%	6.0%
Career & Technical Education	18.0	15.7%	4.4%	4.5%
Compensatory Education	0.0	0.0%	1.1%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	69.3	60.6%	75.2%	72.8%
Special Education	9.5	8.3%	10.3%	8.6%
Other	17.1	15.0%	7.4%	3.4%

Link to:
PEIMS Financial Standard Reports/
2015-2016 Financial Actual Report

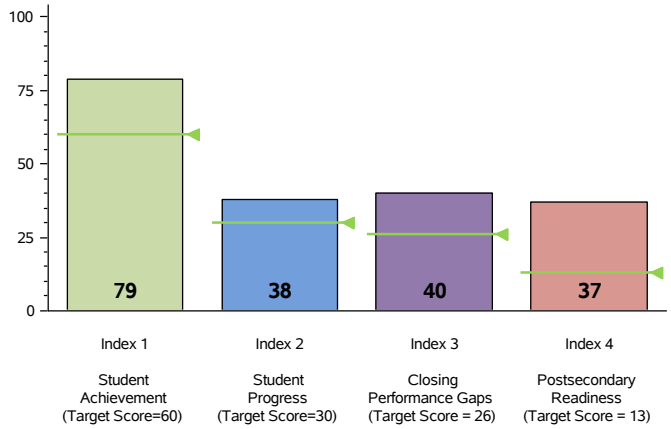
'^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one group is masked, then the second smallest group is masked (regardless of size).
'-' 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.

Texas Education Agency
2016-17 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)

District Name: **WILLIS ISD**
Campus Type: **Middle School**
Total Students: **834**
Grade Span: **06 - 08**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.2%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	5.6%	7.7%	12.6%
Hispanic	33.5%	35.4%	52.4%
White	57.6%	52.4%	28.1%
American Indian	0.2%	0.4%	0.4%
Asian	1.2%	0.7%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.9%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	48.2%	58.6%	59.0%
English Language Learners	10.6%	15.1%	18.9%
Special Education	4.9%	7.7%	8.8%
Mobility Rate (2015-16)	14.8%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	23.8	19.8	20.4
Secondary			
English/Language Arts	22.1	17.6	16.8
Foreign Languages	20.7	18.8	18.7
Mathematics	21.3	17.6	18.0
Science	22.1	18.8	19.0
Social Studies	23.0	20.6	19.4

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$5,747	$8,217	$9,373
Instruction	$3,647	$4,504	$5,317
Instructional Leadership	$18	$29	$143
School Leadership	$524	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**79%**	64%	76%	82%	100%	100%	-	90%	73%
	2016	75%	72%	**75%**	64%	67%	81%	35%	100%	-	79%	67%
Reading	2017	72%	69%	**80%**	59%	78%	83%	*	100%	-	93%	74%
	2016	73%	70%	**77%**	63%	70%	82%	*	100%	-	73%	70%
Mathematics	2017	79%	79%	**86%**	73%	85%	88%	*	100%	-	93%	82%
	2016	76%	75%	**80%**	67%	74%	85%	*	100%	-	87%	72%
Writing	2017	67%	62%	**74%**	47%	73%	77%	-	100%	-	*	68%
	2016	69%	66%	**74%**	69%	66%	79%	*	-	-	100%	67%
Science	2017	79%	77%	**74%**	77%	63%	79%	*	-	-	89%	63%
	2016	79%	75%	**68%**	57%	61%	73%	*	*	-	*	60%
Social Studies	2017	77%	74%	**62%**	57%	54%	65%	*	-	-	89%	50%
	2016	77%	74%	**61%**	64%	44%	72%	*	*	-	*	48%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**44%**	20%	36%	49%	*	70%	-	53%	31%
	2016	45%	37%	**35%**	20%	26%	42%	*	*	-	40%	22%
Reading	2017	48%	41%	**42%**	24%	34%	48%	*	70%	-	47%	31%
	2016	46%	39%	**38%**	29%	29%	44%	*	*	-	40%	25%
Mathematics	2017	48%	46%	**57%**	38%	50%	62%	*	90%	-	47%	46%
	2016	43%	38%	**43%**	20%	34%	50%	*	71%	-	47%	31%
Writing	2017	38%	28%	**42%**	*	36%	49%	-	*	-	*	29%
	2016	41%	32%	**38%**	*	31%	42%	*	-	-	56%	26%
Science	2017	52%	45%	**39%**	38%	31%	43%	*	-	-	67%	27%
	2016	47%	39%	**36%**	*	25%	42%	*	*	-	*	21%
Social Studies	2017	51%	44%	**27%**	36%	21%	29%	*	-	-	*	16%
	2016	47%	38%	**24%**	*	22%	25%	*	*	-	*	13%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**19%**	16%	13%	22%	*	40%	-	27%	12%
	2016	18%	13%	**14%**	15%	8%	17%	*	44%	-	19%	6%
Reading	2017	19%	14%	**20%**	17%	13%	23%	*	*	-	*	12%
	2016	17%	11%	**14%**	21%	7%	18%	*	*	-	*	7%
Mathematics	2017	23%	20%	**26%**	18%	19%	30%	*	70%	-	40%	17%
	2016	19%	16%	**18%**	10%	13%	21%	*	71%	-	33%	9%
Writing	2017	12%	7%	**10%**	*	9%	12%	-	*	-	*	7%
	2016	15%	10%	**9%**	*	*	11%	*	-	-	*	5%
Science	2017	19%	13%	**10%**	*	6%	11%	*	-	-	*	5%
	2016	16%	11%	**10%**	*	*	14%	*	*	-	*	*
Social Studies	2017	27%	20%	**14%**	*	8%	16%	*	-	-	*	7%
	2016	22%	14%	**8%**	*	*	10%	*	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**63%**	64%	61%	65%	*	65%	-	64%	61%
	2016	62%	56%	**60%**	53%	60%	60%	*	*	-	60%	55%
Reading	2017	59%	55%	**57%**	57%	54%	59%	*	*	-	*	55%
	2016	60%	55%	**53%**	48%	55%	52%	*	*	-	*	51%
Mathematics	2017	64%	60%	**70%**	71%	68%	71%	*	*	-	*	68%
	2016	63%	57%	**66%**	59%	64%	68%	*	*	-	60%	60%

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'*' 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.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**16%**	16%	15%	17%	*	30%	-	21%	13%
	2016	17%	13%	**13%**	14%	13%	13%	*	*	-	23%	11%
Reading	2017	17%	14%	**17%**	17%	17%	18%	*	*	-	*	15%
	2016	16%	13%	**14%**	13%	16%	14%	*	*	-	*	13%
Mathematics	2017	20%	17%	**15%**	16%	13%	16%	*	*	-	*	11%
	2016	17%	12%	**12%**	15%	11%	12%	*	*	-	33%	8%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**47%**	35%	53%	45%	*	-	-	*	45%
	2016	35%	30%	**39%**	*	40%	40%	*	*	-	*	36%
Mathematics	2017	43%	41%	**54%**	53%	64%	47%	-	-	-	*	54%
Students Success Initiative												
Grade 8												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	76%	71%	**78%**	67%	70%	83%	*	-	-	89%	67%
Mathematics	2017	75%	62%	**76%**	56%	78%	76%	*	-	-	*	74%
Students Requiring Accelerated Instruction												
Reading	2017	24%	29%	**22%**	*	30%	17%	*	-	-	*	33%
Mathematics	2017	25%	38%	**24%**	*	22%	24%	*	-	-	*	26%
STAAR Cumulative Met Standard												
Reading	2017	85%	82%	**88%**	83%	84%	91%	*	-	-	100%	81%
Mathematics	2017	85%	79%	**89%**	78%	89%	90%	*	-	-	*	88%

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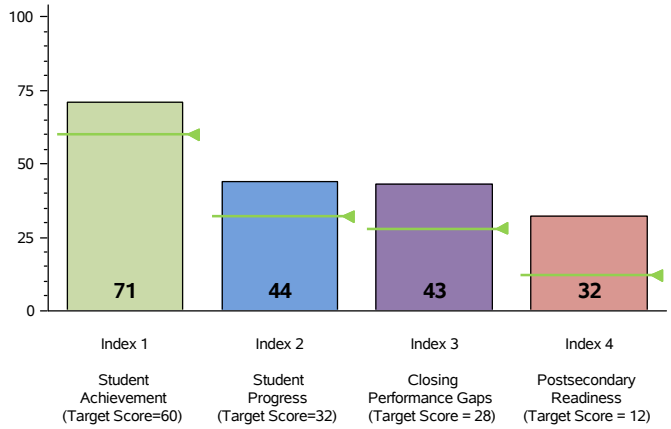
Texas Education Agency
2016-17 School Report Card
EDWARD B CANNAN EL (170904106)

District Name: **WILLIS ISD**
Campus Type: **Elementary**

Total Students: **676**
Grade Span: **PK - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.3%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	2.4%	7.7%	12.6%
Hispanic	52.8%	35.4%	52.4%
White	41.6%	52.4%	28.1%
American Indian	0.0%	0.4%	0.4%
Asian	0.1%	0.7%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	3.1%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	70.6%	58.6%	59.0%
English Language Learners	38.8%	15.1%	18.9%
Special Education	7.2%	7.7%	8.8%
Mobility Rate (2015-16)	14.0%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	17.0	20.7	18.8
Grade 1	20.3	20.3	18.8
Grade 2	24.2	20.1	18.9
Grade 3	17.7	20.2	19.0
Grade 4	20.2	21.6	19.0
Grade 5	26.5	23.0	20.9

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,074	$8,217	$9,373
Instruction	$4,255	$4,504	$5,317
Instructional Leadership	$17	$29	$143
School Leadership	$417	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**71%**	75%	73%	69%	-	*	-	43%	69%
	2016	75%	72%	**77%**	69%	76%	78%	-	*	-	88%	75%
Reading	2017	72%	69%	**66%**	78%	66%	68%	-	*	-	*	64%
	2016	73%	70%	**76%**	*	72%	79%	-	*	-	*	72%
Mathematics	2017	79%	79%	**77%**	78%	82%	73%	-	*	-	*	75%
	2016	76%	75%	**82%**	*	84%	81%	-	*	-	*	81%
Writing	2017	67%	62%	**57%**	*	62%	51%	-	-	-	*	56%
	2016	69%	66%	**66%**	*	64%	68%	-	-	-	*	64%
Science	2017	79%	77%	**78%**	*	78%	77%	-	-	-	*	73%
	2016	79%	75%	**78%**	*	80%	78%	-	*	-	-	78%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**31%**	*	33%	32%	-	*	-	*	28%
	2016	45%	37%	**37%**	*	39%	36%	-	*	-	*	34%
Reading	2017	48%	41%	**34%**	*	33%	37%	-	*	-	*	29%
	2016	46%	39%	**44%**	*	42%	48%	-	*	-	*	40%
Mathematics	2017	48%	46%	**50%**	*	63%	42%	-	*	-	*	49%
	2016	43%	38%	**42%**	*	47%	39%	-	*	-	*	42%
Writing	2017	38%	28%	**21%**	*	23%	20%	-	-	-	*	17%
	2016	41%	32%	**31%**	*	29%	35%	-	-	-	*	22%
Science	2017	52%	45%	**37%**	*	30%	45%	-	-	-	*	31%
	2016	47%	39%	**39%**	*	39%	42%	-	*	-	-	43%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**19%**	*	21%	18%	-	*	-	*	19%
	2016	18%	13%	**15%**	*	14%	18%	-	*	-	*	14%
Reading	2017	19%	14%	**19%**	*	18%	22%	-	*	-	*	16%
	2016	17%	11%	**17%**	*	12%	25%	-	*	-	*	12%
Mathematics	2017	23%	20%	**25%**	*	32%	18%	-	*	-	*	27%
	2016	19%	16%	**19%**	*	23%	17%	-	*	-	*	21%
Writing	2017	12%	7%	**8%**	*	*	*	-	-	-	*	9%
	2016	15%	10%	**6%**	*	*	*	-	-	-	*	*
Science	2017	19%	13%	**13%**	*	13%	14%	-	-	-	*	13%
	2016	16%	11%	**7%**	*	*	*	-	*	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**68%**	*	68%	69%	-	-	-	*	70%
	2016	62%	56%	**70%**	*	67%	74%	-	*	-	*	69%
Reading	2017	59%	55%	**58%**	*	55%	64%	-	-	-	*	60%
	2016	60%	55%	**64%**	*	63%	65%	-	*	-	*	65%
Mathematics	2017	64%	60%	**79%**	*	80%	75%	-	-	-	*	80%
	2016	63%	57%	**75%**	*	70%	82%	-	*	-	*	74%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**26%**	*	29%	21%	-	-	-	*	28%
	2016	17%	13%	**22%**	*	16%	30%	-	*	-	*	20%
Reading	2017	17%	14%	**17%**	*	19%	14%	-	-	-	*	19%
	2016	16%	13%	**20%**	*	15%	29%	-	*	-	*	20%
Mathematics	2017	20%	17%	**35%**	*	39%	29%	-	-	-	*	37%
	2016	17%	12%	**23%**	*	18%	31%	-	*	-	*	21%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**28%**	*	31%	21%	-	-	-	*	30%
	2016	35%	30%	**47%**	-	46%	44%	-	-	-	*	42%
Mathematics	2017	43%	41%	**55%**	*	73%	36%	-	-	-	*	60%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	67%	**64%**	*	60%	71%	-	-	-	*	59%
Mathematics	2017	81%	85%	**90%**	*	93%	86%	-	-	-	*	88%
Students Requiring Accelerated Instruction												
Reading	2017	28%	33%	**36%**	*	40%	29%	-	-	-	*	41%
Mathematics	2017	19%	15%	**10%**	*	*	14%	-	-	-	*	12%
STAAR Cumulative Met Standard												
Reading	2017	81%	78%	**76%**	*	73%	81%	-	-	-	*	72%
Mathematics	2017	87%	91%	**93%**	*	95%	91%	-	-	-	*	92%

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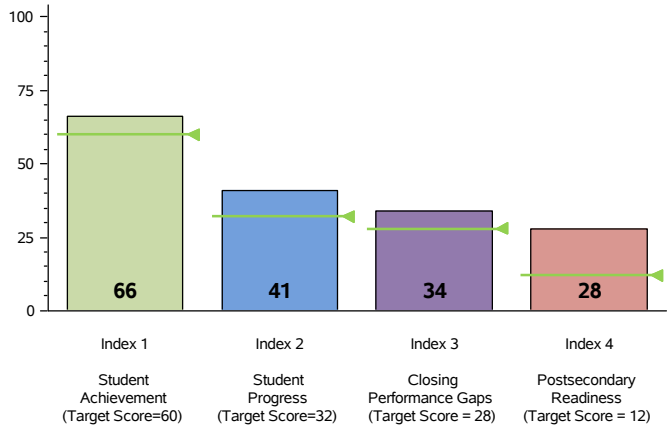
Texas Education Agency
2016-17 School Report Card
C C HARDY EL (170904103)

District Name: **WILLIS ISD**
Campus Type: **Elementary**

Total Students: **677**
Grade Span: **PK - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.5%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	10.8%	7.7%	12.6%
Hispanic	50.1%	35.4%	52.4%
White	33.8%	52.4%	28.1%
American Indian	0.1%	0.4%	0.4%
Asian	0.0%	0.7%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	5.2%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	82.9%	58.6%	59.0%
English Language Learners	34.4%	15.1%	18.9%
Special Education	6.1%	7.7%	8.8%
Mobility Rate (2015-16)	18.7%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	24.0	20.7	18.8
Grade 1	18.7	20.3	18.8
Grade 2	19.4	20.1	18.9
Grade 3	20.4	20.2	19.0
Grade 4	23.5	21.6	19.0
Grade 5	19.8	23.0	20.9

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,693	$8,217	$9,373
Instruction	$4,779	$4,504	$5,317
Instructional Leadership	$23	$29	$143
School Leadership	$469	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**66%**	54%	66%	70%	*	-	-	73%	65%
	2016	75%	72%	**67%**	60%	62%	78%	*	-	-	50%	65%
Reading	2017	72%	69%	**63%**	42%	63%	73%	*	-	-	70%	61%
	2016	73%	70%	**66%**	58%	63%	75%	*	-	-	*	63%
Mathematics	2017	79%	79%	**77%**	67%	78%	80%	*	-	-	90%	77%
	2016	76%	75%	**72%**	70%	66%	81%	*	-	-	*	71%
Writing	2017	67%	62%	**46%**	57%	38%	56%	*	-	-	*	45%
	2016	69%	66%	**52%**	55%	46%	62%	*	-	-	*	50%
Science	2017	79%	77%	**59%**	45%	65%	48%	-	-	-	*	61%
	2016	79%	75%	**70%**	44%	67%	89%	-	-	-	*	68%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**28%**	19%	26%	37%	*	-	-	*	26%
	2016	45%	37%	**27%**	18%	23%	38%	*	-	-	*	25%
Reading	2017	48%	41%	**31%**	19%	30%	41%	*	-	-	*	29%
	2016	46%	39%	**32%**	26%	27%	41%	*	-	-	*	28%
Mathematics	2017	48%	46%	**44%**	31%	44%	52%	*	-	-	*	44%
	2016	43%	38%	**38%**	33%	37%	43%	*	-	-	*	36%
Writing	2017	38%	28%	**19%**	*	16%	28%	*	-	-	*	17%
	2016	41%	32%	**12%**	*	*	20%	*	-	-	*	11%
Science	2017	52%	45%	**22%**	*	21%	26%	-	-	-	*	20%
	2016	47%	39%	**23%**	*	24%	30%	-	-	-	*	20%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**13%**	6%	13%	19%	*	-	-	*	11%
	2016	18%	13%	**11%**	8%	9%	15%	*	-	-	*	11%
Reading	2017	19%	14%	**12%**	*	11%	21%	*	-	-	*	10%
	2016	17%	11%	**11%**	*	7%	16%	*	-	-	*	11%
Mathematics	2017	23%	20%	**20%**	*	20%	25%	*	-	-	*	18%
	2016	19%	16%	**13%**	*	13%	15%	*	-	-	*	13%
Writing	2017	12%	7%	*	*	*	*	*	-	-	*	*
	2016	15%	10%	**5%**	*	*	*	*	-	-	*	*
Science	2017	19%	13%	**6%**	*	*	*	-	-	-	*	*
	2016	16%	11%	**8%**	*	*	14%	-	-	-	*	7%
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**61%**	48%	61%	69%	*	-	-	*	60%
	2016	62%	56%	**60%**	67%	60%	59%	*	-	-	*	58%
Reading	2017	59%	55%	**50%**	*	50%	58%	*	-	-	*	49%
	2016	60%	55%	**58%**	73%	59%	53%	*	-	-	*	57%
Mathematics	2017	64%	60%	**72%**	67%	71%	79%	*	-	-	*	71%
	2016	63%	57%	**61%**	*	61%	65%	*	-	-	*	59%

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'n/a' Indicates data reporting is not applicable for this group.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**21%**	19%	21%	24%	*	-	-	*	21%
	2016	17%	13%	**15%**	13%	15%	16%	*	-	-	*	14%
Reading	2017	17%	14%	**16%**	*	18%	13%	*	-	-	*	15%
	2016	16%	13%	**14%**	19%	13%	15%	*	-	-	*	13%
Mathematics	2017	20%	17%	**26%**	29%	24%	34%	*	-	-	*	26%
	2016	17%	12%	**16%**	*	16%	18%	*	-	-	*	15%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**32%**	*	36%	33%	-	-	-	*	35%
	2016	35%	30%	**20%**	*	*	39%	-	-	-	*	11%
Mathematics	2017	43%	41%	**45%**	*	55%	44%	*	-	-	*	43%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	67%	**56%**	45%	58%	48%	-	-	-	*	56%
Mathematics	2017	81%	85%	**75%**	64%	78%	70%	-	-	-	*	75%
Students Requiring Accelerated Instruction												
Reading	2017	28%	33%	**44%**	55%	42%	52%	-	-	-	*	44%
Mathematics	2017	19%	15%	**25%**	*	22%	30%	-	-	-	*	25%
STAAR Cumulative Met Standard												
Reading	2017	81%	78%	**69%**	45%	70%	74%	-	-	-	*	68%
Mathematics	2017	87%	91%	**86%**	73%	88%	87%	-	-	-	*	84%

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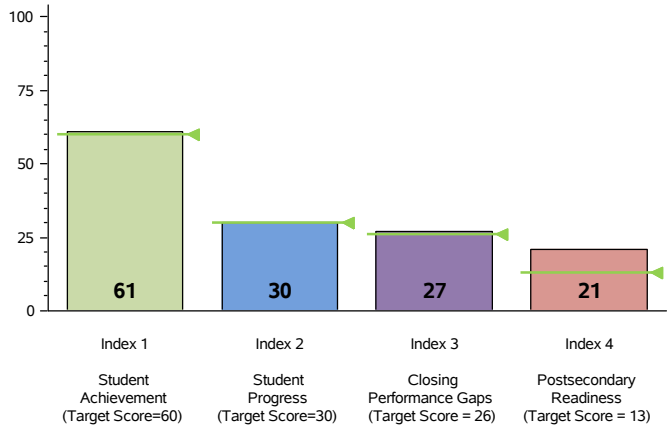
Texas Education Agency
2016-17 School Report Card
LYNN LUCAS MIDDLE (170904042)

District Name: **WILLIS ISD**
Campus Type: **Middle School**

Total Students: **796**
Grade Span: **06 - 08**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	95.4%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	11.1%	7.7%	12.6%
Hispanic	36.3%	35.4%	52.4%
White	46.6%	52.4%	28.1%
American Indian	0.5%	0.4%	0.4%
Asian	0.3%	0.7%	4.2%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	5.2%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	72.4%	58.6%	59.0%
English Language Learners	13.3%	15.1%	18.9%
Special Education	10.9%	7.7%	8.8%
Mobility Rate (2015-16)	17.4%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	15.9	19.8	20.4
Secondary			
English/Language Arts	17.0	17.6	16.8
Mathematics	14.2	17.6	18.0
Science	15.1	18.8	19.0
Social Studies	15.1	20.6	19.4

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,429	$8,217	$9,373
Instruction	$4,075	$4,504	$5,317
Instructional Leadership	$22	$29	$143
School Leadership	$549	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**61%**	46%	58%	66%	50%	*	*	64%	56%
	2016	75%	72%	**59%**	41%	56%	64%	*	83%	*	66%	53%
Reading	2017	72%	69%	**62%**	48%	59%	66%	*	*	*	74%	57%
	2016	73%	70%	**60%**	40%	57%	65%	*	*	*	73%	54%
Mathematics	2017	79%	79%	**66%**	56%	67%	68%	*	*	*	63%	64%
	2016	76%	75%	**62%**	44%	59%	68%	*	*	*	77%	58%
Writing	2017	67%	62%	**52%**	45%	51%	53%	*	-	-	64%	48%
	2016	69%	66%	**51%**	39%	46%	58%	*	-	*	45%	46%
Science	2017	79%	77%	**61%**	37%	51%	78%	*	-	*	50%	55%
	2016	79%	75%	**56%**	39%	56%	60%	-	*	-	58%	51%
Social Studies	2017	77%	74%	**49%**	23%	41%	63%	*	-	*	57%	43%
	2016	77%	74%	**55%**	39%	52%	62%	-	*	-	50%	49%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**23%**	8%	18%	30%	*	*	*	26%	18%
	2016	45%	37%	**20%**	12%	19%	23%	*	*	*	17%	17%
Reading	2017	48%	41%	**28%**	13%	23%	35%	*	*	*	32%	23%
	2016	46%	39%	**25%**	14%	26%	28%	*	*	*	17%	21%
Mathematics	2017	48%	46%	**28%**	20%	24%	33%	*	*	*	29%	23%
	2016	43%	38%	**24%**	12%	23%	29%	*	*	*	17%	20%
Writing	2017	38%	28%	**18%**	*	16%	22%	*	-	-	*	16%
	2016	41%	32%	**18%**	*	13%	22%	*	-	*	*	14%
Science	2017	52%	45%	**29%**	*	27%	39%	*	-	*	*	26%
	2016	47%	39%	**23%**	*	21%	24%	-	*	-	42%	16%
Social Studies	2017	51%	44%	**19%**	*	16%	24%	*	-	*	*	17%
	2016	47%	38%	**22%**	*	26%	21%	-	*	-	*	20%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**8%**	*	7%	10%	*	*	*	8%	6%
	2016	18%	13%	**7%**	4%	5%	8%	*	*	*	7%	5%
Reading	2017	19%	14%	**10%**	*	7%	15%	*	*	*	*	7%
	2016	17%	11%	**8%**	*	6%	10%	*	*	*	*	6%
Mathematics	2017	23%	20%	**7%**	*	7%	9%	*	*	*	*	6%
	2016	19%	16%	**6%**	*	6%	7%	*	*	*	*	5%
Writing	2017	12%	7%	**3%**	*	*	*	*	-	-	*	3%
	2016	15%	10%	**3%**	*	*	*	*	-	*	*	*
Science	2017	19%	13%	**6%**	*	6%	9%	*	-	*	*	3%
	2016	16%	11%	**7%**	*	*	10%	-	*	-	*	5%
Social Studies	2017	27%	20%	**11%**	*	11%	12%	*	-	*	*	9%
	2016	22%	14%	**7%**	*	*	12%	-	*	-	*	5%
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**50%**	56%	48%	49%	*	*	*	53%	48%
	2016	62%	56%	**43%**	41%	45%	41%	*	*	*	55%	43%
Reading	2017	59%	55%	**52%**	57%	48%	53%	*	*	*	52%	49%
	2016	60%	55%	**44%**	41%	51%	39%	*	*	*	52%	46%
Mathematics	2017	64%	60%	**48%**	54%	47%	45%	*	*	*	*	46%
	2016	63%	57%	**41%**	*	*	42%	*	*	*	*	40%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**11%**	12%	12%	10%	*	*	*	11%	11%
	2016	17%	13%	**8%**	6%	8%	7%	*	*	*	14%	7%
Reading	2017	17%	14%	**16%**	18%	15%	16%	*	*	*	15%	15%
	2016	16%	13%	**12%**	8%	15%	10%	*	*	*	21%	12%
Mathematics	2017	20%	17%	**6%**	6%	8%	5%	*	*	*	*	6%
	2016	17%	12%	**3%**	*	*	4%	*	*	*	*	2%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**31%**	27%	30%	32%	*	-	-	42%	29%
	2016	35%	30%	**20%**	17%	23%	16%	*	-	-	*	18%
Mathematics	2017	43%	41%	**30%**	28%	35%	27%	*	-	-	*	28%
Students Success Initiative												
Grade 8												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	76%	71%	**65%**	47%	55%	76%	*	-	*	79%	58%
Mathematics	2017	75%	62%	**46%**	37%	35%	55%	*	-	-	80%	39%
Students Requiring Accelerated Instruction												
Reading	2017	24%	29%	**35%**	53%	45%	24%	*	-	*	*	42%
Mathematics	2017	25%	38%	**54%**	63%	65%	45%	*	-	-	*	61%
STAAR Cumulative Met Standard												
Reading	2017	85%	82%	**76%**	57%	70%	84%	*	-	*	93%	71%
Mathematics	2017	85%	79%	**68%**	53%	64%	73%	*	-	-	90%	62%

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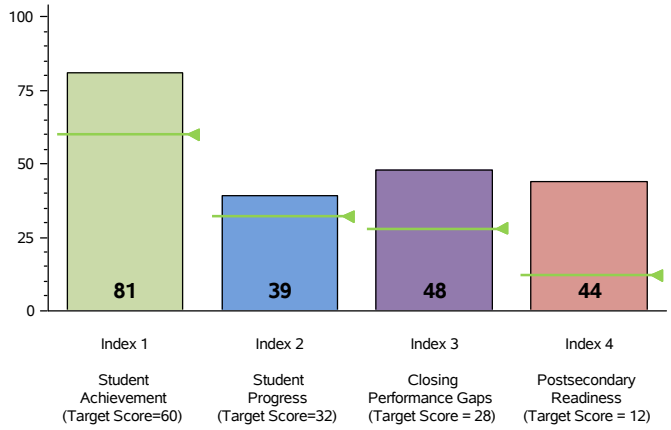
Texas Education Agency
2016-17 School Report Card
W LLOYD MEADOR EL (170904107)

District Name: **WILLIS ISD**
Campus Type: **Elementary**

Total Students: **765**
Grade Span: **PK - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Closing Perform Gaps

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.0%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	5.5%	7.7%	12.6%
Hispanic	37.5%	35.4%	52.4%
White	53.5%	52.4%	28.1%
American Indian	0.9%	0.4%	0.4%
Asian	0.3%	0.7%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.4%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	58.0%	58.6%	59.0%
English Language Learners	18.7%	15.1%	18.9%
Special Education	8.5%	7.7%	8.8%
Mobility Rate (2015-16)	13.6%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	19.8	20.7	18.8
Grade 1	21.2	20.3	18.8
Grade 2	17.1	20.1	18.9
Grade 3	20.0	20.2	19.0
Grade 4	21.0	21.6	19.0
Grade 5	21.0	23.0	20.9

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,417	$8,217	$9,373
Instruction	$4,745	$4,504	$5,317
Instructional Leadership	$21	$29	$143
School Leadership	$367	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**81%**	82%	77%	83%	67%	100%	-	89%	76%
	2016	75%	72%	**83%**	68%	84%	84%	80%	100%	-	75%	81%
Reading	2017	72%	69%	**76%**	80%	68%	80%	*	*	-	86%	68%
	2016	73%	70%	**83%**	65%	80%	86%	*	*	-	*	80%
Mathematics	2017	79%	79%	**87%**	85%	85%	89%	*	*	-	88%	85%
	2016	76%	75%	**86%**	70%	89%	87%	*	*	-	*	85%
Writing	2017	67%	62%	**74%**	80%	78%	69%	*	*	-	*	72%
	2016	69%	66%	**75%**	*	83%	73%	*	*	-	*	73%
Science	2017	79%	77%	**83%**	*	76%	85%	*	*	-	*	76%
	2016	79%	75%	**82%**	*	83%	81%	-	-	-	-	82%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**44%**	35%	43%	45%	*	*	-	*	41%
	2016	45%	37%	**46%**	24%	45%	50%	*	*	-	*	42%
Reading	2017	48%	41%	**47%**	45%	46%	48%	*	*	-	*	42%
	2016	46%	39%	**46%**	33%	37%	53%	*	*	-	*	38%
Mathematics	2017	48%	46%	**56%**	50%	54%	58%	*	*	-	*	53%
	2016	43%	38%	**57%**	24%	54%	63%	*	*	-	*	50%
Writing	2017	38%	28%	**41%**	*	42%	45%	*	-	-	*	38%
	2016	41%	32%	**47%**	*	46%	47%	*	*	-	*	38%
Science	2017	52%	45%	**38%**	*	32%	38%	*	*	-	*	30%
	2016	47%	39%	**38%**	*	43%	36%	-	-	-	-	40%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**23%**	18%	22%	24%	*	*	-	26%	21%
	2016	18%	13%	**25%**	18%	23%	28%	*	*	-	*	23%
Reading	2017	19%	14%	**23%**	30%	17%	27%	*	*	-	*	19%
	2016	17%	11%	**26%**	*	21%	31%	*	*	-	*	21%
Mathematics	2017	23%	20%	**32%**	*	37%	31%	*	*	-	*	31%
	2016	19%	16%	**32%**	22%	31%	34%	*	*	-	*	32%
Writing	2017	12%	7%	**9%**	*	*	15%	*	*	-	*	10%
	2016	15%	10%	**23%**	*	18%	26%	*	*	-	*	17%
Science	2017	19%	13%	**10%**	*	*	9%	*	*	-	*	*
	2016	16%	11%	**7%**	*	*	7%	-	-	-	-	7%
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**59%**	57%	60%	59%	*	*	-	*	58%
	2016	62%	56%	**71%**	*	70%	71%	*	*	-	*	70%
Reading	2017	59%	55%	**52%**	*	49%	55%	*	*	-	*	48%
	2016	60%	55%	**69%**	*	69%	71%	*	*	-	*	67%
Mathematics	2017	64%	60%	**66%**	*	70%	64%	*	*	-	*	67%
	2016	63%	57%	**72%**	*	71%	71%	*	*	-	*	72%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**22%**	20%	25%	20%	*	*	-	*	23%
	2016	17%	13%	**22%**	*	27%	19%	*	*	-	*	23%
Reading	2017	17%	14%	**15%**	*	15%	14%	*	*	-	*	14%
	2016	16%	13%	**23%**	*	28%	19%	*	*	-	*	22%
Mathematics	2017	20%	17%	**30%**	*	35%	27%	*	*	-	*	31%
	2016	17%	12%	**22%**	*	27%	19%	*	*	-	*	23%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**36%**	*	30%	39%	-	-	-	*	27%
	2016	35%	30%	**45%**	*	52%	42%	-	-	-	-	49%
Mathematics	2017	43%	41%	**54%**	*	45%	59%	-	-	-	-	54%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	67%	**73%**	*	70%	75%	*	*	-	*	69%
Mathematics	2017	81%	85%	**87%**	*	86%	88%	*	*	-	*	89%
Students Requiring Accelerated Instruction												
Reading	2017	28%	33%	**27%**	*	30%	25%	*	*	-	*	31%
Mathematics	2017	19%	15%	**13%**	*	14%	12%	*	*	-	*	11%
STAAR Cumulative Met Standard												
Reading	2017	81%	78%	**87%**	*	81%	88%	*	*	-	*	82%
Mathematics	2017	87%	91%	**93%**	*	95%	93%	*	*	-	*	92%

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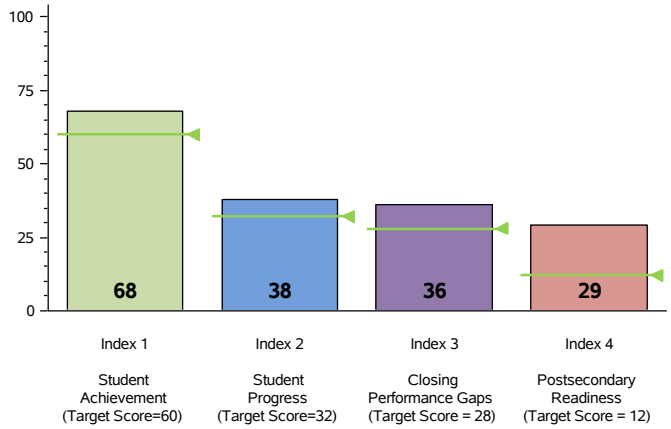
Texas Education Agency
2016-17 School Report Card
PARMLEY EL (170904101)

District Name: **WILLIS ISD**
Campus Type: **Elementary**

Total Students: **748**
Grade Span: **EE - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.4%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	11.8%	7.7%	12.6%
Hispanic	23.5%	35.4%	52.4%
White	60.0%	52.4%	28.1%
American Indian	0.8%	0.4%	0.4%
Asian	0.1%	0.7%	4.2%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	3.6%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	67.2%	58.6%	59.0%
English Language Learners	4.9%	15.1%	18.9%
Special Education	12.3%	7.7%	8.8%
Mobility Rate (2015-16)	17.2%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.8	20.7	18.8
Grade 1	20.6	20.3	18.8
Grade 2	19.0	20.1	18.9
Grade 3	20.2	20.2	19.0
Grade 4	22.4	21.6	19.0
Grade 5	24.5	23.0	20.9

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,451	$8,217	$9,373
Instruction	$4,716	$4,504	$5,317
Instructional Leadership	$34	$29	$143
School Leadership	$384	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**68%**	50%	68%	70%	82%	*	*	79%	62%
	2016	75%	72%	**74%**	56%	77%	76%	100%	-	*	69%	70%
Reading	2017	72%	69%	**66%**	49%	70%	67%	*	*	*	64%	60%
	2016	73%	70%	**74%**	55%	77%	76%	*	-	*	70%	71%
Mathematics	2017	79%	79%	**76%**	57%	76%	79%	*	*	*	91%	71%
	2016	76%	75%	**78%**	58%	78%	80%	*	-	*	91%	74%
Writing	2017	67%	62%	**52%**	*	47%	54%	*	-	*	*	44%
	2016	69%	66%	**71%**	75%	69%	70%	*	-	-	*	60%
Science	2017	79%	77%	**64%**	57%	55%	67%	*	-	-	*	55%
	2016	79%	75%	**65%**	38%	78%	69%	*	-	-	*	65%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**33%**	14%	31%	36%	*	-	*	*	24%
	2016	45%	37%	**31%**	25%	25%	34%	*	-	*	*	24%
Reading	2017	48%	41%	**36%**	16%	39%	38%	*	-	*	*	28%
	2016	46%	39%	**39%**	25%	38%	41%	*	-	*	*	33%
Mathematics	2017	48%	46%	**46%**	24%	48%	47%	*	-	*	73%	38%
	2016	43%	38%	**41%**	28%	33%	45%	*	-	*	45%	34%
Writing	2017	38%	28%	**18%**	*	33%	15%	*	-	*	*	15%
	2016	41%	32%	**38%**	42%	*	38%	*	-	-	*	30%
Science	2017	52%	45%	**38%**	*	30%	47%	*	-	-	*	28%
	2016	47%	39%	**28%**	*	26%	34%	*	-	-	*	20%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**16%**	6%	12%	18%	45%	*	*	21%	11%
	2016	18%	13%	**18%**	10%	13%	20%	60%	-	*	17%	13%
Reading	2017	19%	14%	**19%**	*	14%	21%	*	*	*	*	12%
	2016	17%	11%	**22%**	15%	13%	25%	*	-	*	*	15%
Mathematics	2017	23%	20%	**18%**	*	14%	20%	*	*	*	*	13%
	2016	19%	16%	**18%**	*	17%	20%	*	-	*	*	13%
Writing	2017	12%	7%	**5%**	*	*	*	*	-	*	*	*
	2016	15%	10%	**14%**	*	*	13%	*	-	-	*	13%
Science	2017	19%	13%	**13%**	*	*	18%	*	-	-	*	9%
	2016	16%	11%	**9%**	*	*	12%	*	-	-	*	7%
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**58%**	58%	66%	55%	*	*	*	*	54%
	2016	62%	56%	**64%**	62%	59%	65%	*	-	-	76%	63%
Reading	2017	59%	55%	**59%**	*	66%	57%	*	*	*	*	56%
	2016	60%	55%	**64%**	*	57%	68%	*	-	-	*	64%
Mathematics	2017	64%	60%	**57%**	*	66%	53%	*	*	*	*	52%
	2016	63%	57%	**63%**	65%	61%	62%	*	-	-	*	62%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**16%**	12%	19%	16%	*	*	*	*	15%
	2016	17%	13%	**19%**	17%	15%	21%	*	-	-	29%	18%
Reading	2017	17%	14%	**18%**	*	20%	18%	*	*	*	*	14%
	2016	16%	13%	**24%**	*	20%	28%	*	-	-	*	22%
Mathematics	2017	20%	17%	**15%**	*	17%	14%	*	*	*	*	15%
	2016	17%	12%	**14%**	23%	11%	13%	*	-	-	*	15%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**27%**	*	*	26%	-	-	-	*	26%
	2016	35%	30%	**31%**	*	45%	33%	-	-	-	*	32%
Mathematics	2017	43%	41%	**28%**	*	*	37%	-	-	-	-	27%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	67%	**57%**	50%	50%	61%	*	-	-	*	49%
Mathematics	2017	81%	85%	**77%**	71%	78%	79%	*	-	-	*	72%
Students Requiring Accelerated Instruction												
Reading	2017	28%	33%	**43%**	50%	50%	39%	*	-	-	*	51%
Mathematics	2017	19%	15%	**23%**	*	*	21%	*	-	-	*	28%
STAAR Cumulative Met Standard												
Reading	2017	81%	78%	**68%**	57%	67%	71%	*	-	-	*	61%
Mathematics	2017	87%	91%	**87%**	79%	78%	91%	*	-	-	*	82%

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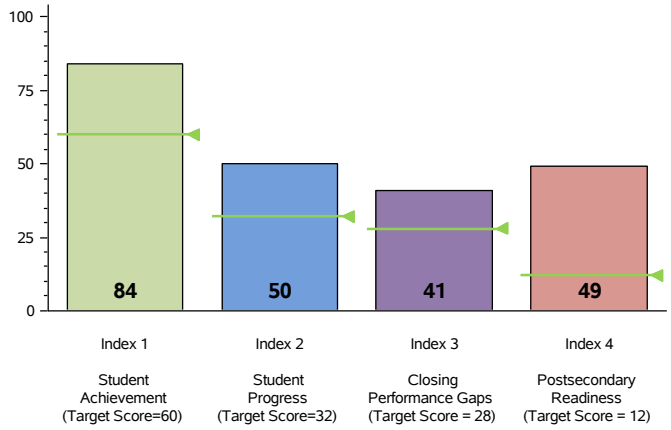
Texas Education Agency
2016-17 School Report Card
TURNER EL (170904104)

District Name: **WILLIS ISD**
Campus Type: **Elementary**

Total Students: **741**
Grade Span: **PK - 05**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Student Progress

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25%: Student Progress, Top 25%: Closing Performance Gaps,** and **Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	96.6%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	4.0%	7.7%	12.6%
Hispanic	22.9%	35.4%	52.4%
White	67.3%	52.4%	28.1%
American Indian	0.3%	0.4%	0.4%
Asian	1.6%	0.7%	4.2%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	3.8%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	31.8%	58.6%	59.0%
English Language Learners	6.7%	15.1%	18.9%
Special Education	6.6%	7.7%	8.8%
Mobility Rate (2015-16)	13.9%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.6	20.7	18.8
Grade 1	20.9	20.3	18.8
Grade 2	21.8	20.1	18.9
Grade 3	23.4	20.2	19.0
Grade 4	21.2	21.6	19.0
Grade 5	24.8	23.0	20.9

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,462	$8,217	$9,373
Instruction	$4,664	$4,504	$5,317
Instructional Leadership	$24	$29	$143
School Leadership	$436	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**84%**	70%	77%	86%	-	89%	-	85%	74%
	2016	75%	72%	**84%**	58%	80%	87%	-	92%	-	79%	78%
Reading	2017	72%	69%	**84%**	64%	79%	86%	-	86%	-	83%	76%
	2016	73%	70%	**81%**	50%	74%	86%	-	89%	-	73%	73%
Mathematics	2017	79%	79%	**91%**	82%	85%	94%	-	100%	-	92%	83%
	2016	76%	75%	**90%**	70%	92%	91%	-	100%	-	82%	92%
Writing	2017	67%	62%	**71%**	*	68%	70%	-	*	-	*	60%
	2016	69%	66%	**81%**	*	75%	86%	-	*	-	*	69%
Science	2017	79%	77%	**75%**	*	63%	79%	-	*	-	*	61%
	2016	79%	75%	**75%**	*	63%	78%	-	100%	-	*	61%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**53%**	*	34%	59%	-	71%	-	58%	31%
	2016	45%	37%	**46%**	*	26%	52%	-	67%	-	50%	32%
Reading	2017	48%	41%	**56%**	*	37%	63%	-	71%	-	67%	39%
	2016	46%	39%	**50%**	*	34%	56%	-	67%	-	*	40%
Mathematics	2017	48%	46%	**66%**	*	54%	71%	-	86%	-	50%	50%
	2016	43%	38%	**57%**	*	47%	60%	-	89%	-	50%	46%
Writing	2017	38%	28%	**30%**	*	*	38%	-	*	-	*	20%
	2016	41%	32%	**41%**	*	28%	46%	-	*	-	*	21%
Science	2017	52%	45%	**39%**	*	22%	45%	-	*	-	*	16%
	2016	47%	39%	**33%**	*	*	38%	-	*	-	*	31%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**29%**	*	14%	35%	-	44%	-	24%	13%
	2016	18%	13%	**23%**	*	11%	28%	-	29%	-	18%	15%
Reading	2017	19%	14%	**29%**	*	11%	36%	-	*	-	*	12%
	2016	17%	11%	**23%**	*	11%	28%	-	*	-	*	16%
Mathematics	2017	23%	20%	**39%**	*	24%	44%	-	71%	-	*	21%
	2016	19%	16%	**31%**	*	17%	37%	-	56%	-	*	20%
Writing	2017	12%	7%	**10%**	*	*	11%	-	*	-	*	*
	2016	15%	10%	**14%**	*	*	17%	-	*	-	*	*
Science	2017	19%	13%	**16%**	*	*	21%	-	*	-	*	*
	2016	16%	11%	**8%**	*	*	11%	-	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**67%**	*	70%	66%	-	*	-	*	63%
	2016	62%	56%	**70%**	*	65%	72%	-	*	-	*	71%
Reading	2017	59%	55%	**62%**	*	63%	61%	-	*	-	*	59%
	2016	60%	55%	**64%**	*	58%	66%	-	*	-	*	66%
Mathematics	2017	64%	60%	**72%**	*	77%	71%	-	*	-	*	67%
	2016	63%	57%	**77%**	*	72%	79%	-	*	-	*	76%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**26%**	*	23%	28%	-	*	-	*	22%
	2016	17%	13%	**17%**	*	14%	18%	-	*	-	*	19%
Reading	2017	17%	14%	**22%**	*	18%	24%	-	*	-	*	18%
	2016	16%	13%	**17%**	*	14%	19%	-	*	-	*	21%
Mathematics	2017	20%	17%	**30%**	*	29%	32%	-	*	-	*	26%
	2016	17%	12%	**18%**	*	14%	18%	-	*	-	*	18%
Progress of Prior-Year Non-Proficient Students (Sum of Grades 4-8)												
Reading	2017	35%	35%	**38%**	*	53%	26%	-	*	-	*	44%
	2016	35%	30%	**24%**	*	*	27%	-	-	-	-	*
Mathematics	2017	43%	41%	**52%**	*	*	54%	-	-	-	*	38%
Students Success Initiative												
Grade 5												
Students Approaching Grade Level on First STAAR Administration												
Reading	2017	72%	67%	**79%**	*	65%	84%	-	*	-	83%	66%
Mathematics	2017	81%	85%	**92%**	*	88%	93%	-	*	-	83%	87%
Students Requiring Accelerated Instruction												
Reading	2017	28%	33%	**21%**	*	35%	16%	-	*	-	*	34%
Mathematics	2017	19%	15%	**8%**	*	*	7%	-	*	-	*	13%
STAAR Cumulative Met Standard												
Reading	2017	81%	78%	**87%**	*	85%	89%	-	*	-	83%	79%
Mathematics	2017	87%	91%	**93%**	*	96%	93%	-	*	-	83%	89%

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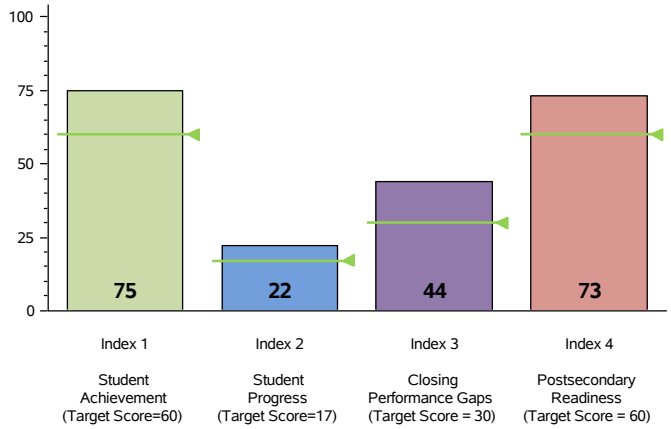
Texas Education Agency
2016-17 School Report Card
WILLIS H S (170904002)

District Name: **WILLIS ISD**
Campus Type: **High School**

Total Students: **2,055**
Grade Span: **09 - 12**

2017 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2017, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2017 Accountability Rating

Met Standard

For 2017 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2015-16)	93.9%	95.5%	95.8%
Enrollment by Race/Ethnicity			
African American	8.5%	7.7%	12.6%
Hispanic	33.2%	35.4%	52.4%
White	53.8%	52.4%	28.1%
American Indian	0.2%	0.4%	0.4%
Asian	1.0%	0.7%	4.2%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	3.1%	3.4%	2.2%
Enrollment by Student Group			
Economically Disadvantaged	52.4%	58.6%	59.0%
English Language Learners	9.0%	15.1%	18.9%
Special Education	6.6%	7.7%	8.8%
Mobility Rate (2015-16)	16.9%	16.2%	16.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	16.9	17.6	16.8
Foreign Languages	18.6	18.8	18.7
Mathematics	17.8	17.6	18.0
Science	19.2	18.8	19.0
Social Studies	22.0	20.6	19.4

School Financial Information (2015-16)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see http://tea.texas.gov/financialstandardreports/.

	Campus	District	State
Instructional Staff Percent	n/a	61.2%	64.6%
Instructional Expenditure Ratio	n/a	61.1%	63.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,442	$8,217	$9,373
Instruction	$4,097	$4,504	$5,317
Instructional Leadership	$15	$29	$143
School Leadership	$502	$486	$544

For more information about this campus, please see the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/index.html.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Approaches Grade Level or Above (Sum of All Grades Tested)												
All Subjects	2017	75%	73%	**75%**	73%	69%	80%	78%	90%	*	74%	70%
	2016	75%	72%	**73%**	64%	70%	77%	55%	74%	100%	82%	68%
Reading	2017	72%	69%	**63%**	55%	55%	70%	*	85%	*	52%	56%
	2016	73%	70%	**64%**	58%	59%	68%	*	67%	100%	76%	57%
Mathematics	2017	79%	79%	**79%**	80%	73%	82%	*	*	-	100%	76%
	2016	76%	75%	**67%**	59%	65%	68%	*	*	*	80%	65%
Science	2017	79%	77%	**87%**	90%	83%	90%	*	*	*	94%	84%
	2016	79%	75%	**87%**	71%	86%	89%	*	83%	-	87%	82%
Social Studies	2017	77%	74%	**93%**	93%	88%	95%	*	*	*	100%	89%
	2016	77%	74%	**90%**	80%	89%	93%	-	83%	-	94%	86%
STAAR Percent at Meets Grade Level (Sum of All Grades Tested)												
Two or More Subjects	2017	48%	42%	**55%**	43%	47%	63%	*	62%	*	51%	47%
	2016	45%	37%	**47%**	36%	38%	52%	*	64%	*	58%	36%
Reading	2017	48%	41%	**50%**	36%	43%	57%	*	64%	*	47%	42%
	2016	46%	39%	**44%**	33%	36%	49%	*	63%	*	48%	34%
Mathematics	2017	48%	46%	**34%**	24%	28%	41%	*	*	-	*	31%
	2016	43%	38%	**24%**	*	20%	27%	*	*	*	56%	20%
Science	2017	52%	45%	**65%**	57%	58%	71%	*	*	*	67%	59%
	2016	47%	39%	**53%**	40%	44%	60%	*	*	-	62%	45%
Social Studies	2017	51%	44%	**66%**	68%	57%	71%	*	*	*	*	60%
	2016	47%	38%	**55%**	45%	48%	60%	-	*	-	56%	44%
STAAR Percent at Masters Grade Level (Sum of All Grades Tested)												
All Subjects	2017	20%	15%	**11%**	7%	8%	14%	*	*	*	8%	8%
	2016	18%	13%	**8%**	3%	5%	11%	*	26%	*	8%	5%
Reading	2017	19%	14%	**4%**	*	2%	5%	*	*	*	*	2%
	2016	17%	11%	**2%**	*	*	3%	*	*	*	*	*
Mathematics	2017	23%	20%	**5%**	*	4%	7%	*	*	-	*	5%
	2016	19%	16%	**5%**	*	6%	5%	*	*	*	*	4%
Science	2017	19%	13%	**18%**	12%	13%	24%	*	*	*	*	13%
	2016	16%	11%	**15%**	*	8%	21%	*	*	-	*	10%
Social Studies	2017	27%	20%	**28%**	14%	25%	33%	*	*	*	*	23%
	2016	22%	14%	**20%**	14%	13%	27%	-	*	-	*	16%
STAAR Percent Met or Exceeded Progress												
All Subjects	2017	61%	57%	**47%**	*	42%	54%	*	*	-	*	44%
	2016	62%	56%	**44%**	*	40%	48%	*	*	*	*	40%
Reading	2017	59%	55%	**52%**	*	*	*	*	*	-	*	*
	2016	60%	55%	*	*	*	*	*	*	*	*	*
Mathematics	2017	64%	60%	**40%**	*	38%	44%	-	*	-	*	37%
	2016	63%	57%	**31%**	*	29%	33%	*	*	-	*	27%

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent Exceeded Progress												
All Subjects	2017	19%	15%	**4%**	*	3%	5%	*	*	-	*	3%
	2016	17%	13%	**3%**	*	3%	2%	*	*	*	*	3%
Reading	2017	17%	14%	**1%**	*	*	*	*	*	-	*	*
	2016	16%	13%	*	*	*	*	*	*	*	*	*
Mathematics	2017	20%	17%	**8%**	*	6%	10%	-	*	-	*	7%
	2016	17%	12%	**6%**	*	6%	6%	*	*	-	*	5%

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2015-16	2.0%	1.5%	**1.5%**	1.5%	1.8%	1.5%	10.0%	0.0%	*	0.0%	2.1%
2014-15	2.1%	1.2%	**1.2%**	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.9%	1.6%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	89.1%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	85.8%
Received GED	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%
Continued HS	4.2%	5.2%	**5.2%**	8.6%	5.4%	4.5%	*	*	*	12.5%	6.1%
Dropped Out	6.2%	4.3%	**4.3%**	5.7%	5.4%	3.8%	*	*	*	0.0%	8.0%
Graduates and GED	89.6%	90.6%	**90.6%**	85.7%	89.2%	91.7%	*	*	*	87.5%	85.8%
Grads, GED, & Cont	93.8%	95.7%	**95.7%**	94.3%	94.6%	96.2%	*	*	*	100.0%	92.0%
Class of 2015											
Graduated	89.0%	91.4%	**91.4%**	93.9%	90.8%	91.6%	*	71.4%	*	100.0%	87.8%
Received GED	0.6%	1.0%	**1.0%**	0.0%	0.0%	1.3%	*	14.3%	*	0.0%	1.0%
Continued HS	4.1%	2.6%	**2.6%**	3.0%	2.3%	2.5%	*	14.3%	*	0.0%	3.0%
Dropped Out	6.3%	5.0%	**5.0%**	3.0%	6.9%	4.6%	*	0.0%	*	0.0%	8.1%
Graduates and GED	89.6%	92.4%	**92.4%**	93.9%	90.8%	92.9%	*	85.7%	*	100.0%	88.8%
Grads, GED, & Cont	93.7%	95.0%	**95.0%**	97.0%	93.1%	95.4%	*	100.0%	*	100.0%	91.9%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.3%	93.1%	**93.1%**	96.9%	92.4%	92.9%	*	83.3%	*	100.0%	89.8%
Received GED	0.8%	1.4%	**1.4%**	0.0%	0.8%	1.7%	*	16.7%	*	0.0%	1.0%
Continued HS	1.2%	0.2%	**0.2%**	0.0%	0.8%	0.0%	*	0.0%	*	0.0%	0.5%
Dropped Out	6.7%	5.3%	**5.3%**	3.1%	6.1%	5.5%	*	0.0%	*	0.0%	8.6%
Graduates and GED	92.1%	94.5%	**94.5%**	96.9%	93.2%	94.5%	*	100.0%	*	100.0%	90.9%
Grads, GED, & Cont	93.3%	94.7%	**94.7%**	96.9%	93.9%	94.5%	*	100.0%	*	100.0%	91.4%
Class of 2014											
Graduated	90.4%	94.4%	**94.4%**	91.2%	96.8%	94.4%	*	*	*	80.0%	92.7%
Received GED	1.0%	0.3%	**0.3%**	0.0%	0.0%	0.4%	*	*	*	0.0%	0.5%
Continued HS	1.3%	0.5%	**0.5%**	0.0%	0.0%	0.4%	*	*	*	0.0%	1.0%
Dropped Out	7.2%	4.8%	**4.8%**	8.8%	3.2%	4.7%	*	*	*	20.0%	5.9%
Graduates and GED	91.5%	94.6%	**94.6%**	91.2%	96.8%	94.9%	*	*	*	80.0%	93.2%
Grads, GED, & Cont	92.8%	95.2%	**95.2%**	91.2%	96.8%	95.3%	*	*	*	80.0%	94.1%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2016	87.4%	91.0%	**91.0%**	93.3%	88.7%	92.2%	*	*	*	85.7%	86.7%
Class of 2015	86.1%	93.0%	**93.0%**	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	90.8%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2016	85.1%	90.8%	**90.8%**	93.3%	87.9%	92.2%	*	*	*	85.7%	86.3%
Class of 2015	84.1%	93.0%	**93.0%**	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	90.8%
SAT/ACT Results											
Tested											
Class of 2016	71.6%	56.2%	**56.2%**	63.3%	42.6%	63.0%	*	*	*	28.6%	49.7%
Class of 2015	68.3%	58.7%	**58.7%**	66.7%	55.8%	59.2%	*	60.0%	*	37.5%	53.3%
Average SAT Score											
Class of 2016	1375	1382	**1382**	1219	1315	1425	*	*	-	*	1281
Class of 2015	1394	1384	**1384**	1265	1326	1433	*	*	*	*	1315
Average ACT Score											
Class of 2016	20.3	19.6	**19.6**	17.9	18.0	20.6	*	*	-	*	17.5
Class of 2015	20.6	19.3	**19.3**	17.4	18.0	20.3	-	*	-	-	18.0

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2016-2017 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 2016-2017 are listed below:

CDN	Name	ESC	2016 FIRST Rating	2016 Accountability Rating	2016-2017 Accreditation Status
170904	WILLIS ISD	6	A - Superior	Met Standard	ACCREDITED

Texas High School Graduates from FY2015
Enrolled in Texas Public or Independent Higher Education in FY 2016

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas <2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	WILLIS ISD								
	170904002	WILLIS H S							
		Four-Year Public University	77	13	14	16	23	11	0
		Two-Year Public Colleges	109	23	15	17	30	19	5
		Independent Colleges & Universities	13						
		Not Trackable	17						
		Not Found	181						
		Total High School Graduates	397						

Source: Texas Higher Education Coordinating Board and Texas Education Agency
"Not found" graduates have standard ID numbers that were not found in the specified year at Texas higher education institutions.
"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.
Includes high schools with more than 25 graduates. If enrolllment in public higher education less than 5, the GPA data is omitted.

WISD Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2016-17 School Year

Reason Code	Description	Cannan ES	Hardy ES	Meador ES	Parmley ES	Turner ES	Brabham MS	Lucas MS	Willis HS
		#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	1
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	1	0	0
36	Felony controlled substance violation	0	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 (TI)	0	0	0	0	0	1	0	1
	Cumulative Student Enrollment (CSE)	762	790	854	910	801	911	910	2,255
	Incident Rate (TI/CSE x 100)	0.00%	0.00%	0.00%	0.00%	0.00%	0.11%	0.00%	0.04%

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 (available at www.willisisd.org)

Foundation School Program FSP Funding Texas Schools

2015-2016 Summary of Finances

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

Funding Elements			
Students		**LPE**	**Final**
1.	Refined Average Daily Attendance (ADA)	6,699.000	6,669.274
2.	Regular Program ADA (Ref ADA - Spec Ed FTEs - CT FTEs)	6,088.087	6,109.441
3.	Special Education FTEs	130.913	84.454
4.	Career & Technology FTEs	480.000	475.379
5.	Advanced Career & Technical Education FTEs	0.000	52.712
6.	High School ADA	1,900.000	1,871.621
7.	Weighted ADA (WADA)	8,739.137	8,655.540
8.	Prior Year Refined ADA	6,440.641	6,440.641
9.	Texas School for the Blind and Visually Impaired ADA	0.000	1.000
10.	Texas School for the Deaf ADA	0.000	0.000
Staff		**LPE**	**Final**
11.	Full-Time Staff (not MSS)	373.67	381.75
12.	Part-Time Staff (not MSS)	0.00	0.00
Property Values		**LPE**	**Final**
13.	2015 (current tax year) Locally Certified Property Value	$2,715,069,900	$2,715,069,900
14.	2014 (prior tax year) Adjusted State Certified Property Value	$2,458,439,472	$2,458,439,472
Tax Rates and Collections		**LPE**	**Final**
15.	2005 Adopted M&O Tax Rate	1.4800	1.4800
16.	2015 (current tax year) Compressed M&O Tax Rate	0.9867	0.9867
17.	Average Tax Collection Rate	100.0%	100.0%
18.	2015 (current tax year) M&O Tax Rate	1.0400	1.0400
19.	2015-2016 (current school year) M&O Tax Collections (2015 DPE collections * 1.0571)	$26,503,150	$28,095,654
20.	2015-2016 (current school year) I&S Tax Collections	$8,892,553	$9,452,440

21.	2015-2016 (current school year) Total Tax Collections	$35,395,703	$37,548,094
22.	2015-2016 (current school year) Total Tax Levy	$35,292,391	$37,657,960
Funding Components		**LPE**	**Final**
23.	Adjusted Allotment	$5,540	$5,540
24.	Revenue at Compressed Rate (RACR) per WADA	$5,552	$5,728
25.	Cost of Education (CEI) Index	1.130	1.130
26.	Adjusted CEI	1.130	1.130
27.	Per Capita Rate	$180.320	$180.320
Tier I Allotments		**LPE**	**Final**
Program Intent Codes - Allotments			
28.	11-Regular Program Allotment	$33,728,002	$33,846,303
29.	23-Special Education Adjusted Allotment (spend 52% of amount)	$3,556,656	$3,065,933
30.	22-Career and Technology Allotment (spend 58% of amount)	$3,589,920	$3,557,995
31.	21-Gifted & Talented Adjusted Allotment (spend 55% of amount)	$198,428	$202,416
32.	24-Compensatory Education Allotment (spend 52% of amount)	$4,637,617	$4,630,381
33.	25-Bilingual Education Allotment (spend 52% of amount)	$540,150	$505,017
34.	11-Public Education Grant	$0	$0
35.	99-New Instructional Facility Allotment	$0	$0
36.	99-Transportation Allotment	$855,773	$855,773
37.	31-High School Allotment (spend 100% of amount)	$522,500	$514,696
38.	Total Cost of Tier I	$47,629,046	$47,178,514
39.	Less Local Fund Assignment	($24,257,422)	($24,257,422)
40.	State Share of Tier I	$23,371,624	$22,921,092
41.	Per Capita Distribution from Available School Fund (ASF)	$1,161,376	$1,161,376

Foundation School Program (FSP) State Funding		LPE	Final
42.	Greater of State Share of Tier I or (ASF+NIFA+HS)	$23,371,624	$22,921,092
43.	Tier II	$2,226,211	$2,326,944
44.	Other Programs	$216,716	$266,126
45.	Less Total Available School Fund ($180.320 * Prior Yr ADA)	($1,161,376)	($1,161,376)
46.	Total FSP Operations Funding	$24,653,175	$24,352,786
State Aid by Funding Source		**LPE**	**Final**
Fund Code / Object Code - Funding Source			
47.	199/5812 - Foundation School Fund	$24,653,175	$24,352,786
48.	199/5811 - Available School Fund	$1,161,376	$1,161,376
49.	599/5829 - EDA	$0	$0
50.	599/5829 - Instructional Facilities Allotment (Bond)	$0	$0
51.	199/5829 - Instructional Facilities Allotment (Lease Purchase)	$0	$0
52.	Additional State Aid for Homestead Exemption (ASAHE) for Facilities	$276,057	$276,057
53.	**TOTAL FSP/ASF STATE AID**	$26,090,608	$25,790,219

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

Adjusted ADA		LPE	Final
1.	PEIMS ADA	0.000	6,669.274
2.	Less PEIMS Pre-K ADA	0.000	78.705
3.	Plus 1/2 Day Pre-K ADA	0.000	78.705
4.	Adjusted ADA (line 1 - line 2 + line 3)	6,699.000	6,669.274
5.	2014-2015 Final ADA (No Adjustment for Decline)	6,440.641	6,440.641

The Line 4 Adjusted ADA values will not reconcile based on formula (line1 - line 2 + line 3), if the Adjusted ADA values have audit adjustments.

Foundation School Program FSP Funding Texas Schools

2015-2016 Special Education FTE Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

	Instructional Arrangement	Weight	LPE Payment FTE	LPE EYS FTE	Final Payment FTE	Final EYS FTE
1.	Homebound	5.0	0.000	0.000	0.331	0.000
2.	Hospital Class	3.0	0.000	0.000	0.000	0.000
3.	Speech Therapy	5.0	4.975	0.000	4.739	0.000
4.	Resource Room	3.0	89.908	0.000	33.164	0.007
5.	Self Contained Severe / Self Contained M/M Reg. Camp	3.0	34.000	0.000	36.330	0.076
6.	Off Home Campus	2.7	0.000	0.000	0.492	0.000
7.	Vocational Adjustment Class	2.3	0.000	0.000	0.621	0.000
8.	State Schools	2.8	0.000	0.000	0.000	0.000
9.	Residential Care and Treatment	4.0	2.030	0.000	8.777	0.000
10.	**Total FTE***	N/A	130.913	N/A	84.454	N/A
11.	Total Weighted FTE	N/A	396.599	N/A	236.589	N/A
12.	Non-Public Contracts	1.7	0.000	N/A	0.700	N/A
13.	Mainstream ADA	1.1	220.000	N/A	259.159	N/A

** Non-Public Contracts and Mainstream ADA are not included in total*

Foundation School Program FSP Funding Texas Schools

2015-2016 WADA Calculation Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

WADA Calculation Detail		LPE	Final
1.	Total Cost of Tier I	$47,629,046	$47,178,514
2.	Transportation Allotment	$855,773	$855,773
3.	New Instructional Facility Allotment (NIFA)	$0	$0
4.	High School Allotment	$522,500	$514,696
5.	Early Childhood Intervention Set-Aside	$26,167	$26,209
6.	Total Adjusted Tier I (line 1 - line 2 - line 3 - line 4 + line 5)	$46,276,940	$45,834,254
7.	Basic Allotment	$5,072	$5,072
8.	Adjusted Basic Allotment (ABA)	$5,540	$5,540
9.	Adjustment to the ABA (1 - ((line 8 - line 7) / 2) / line 8)	0.9578	0.9578
10.	Weighted Students in Average Daily Attendance (WADA) ((line 6 * line 9) / line 7)	8,739.137	8,655.540

Foundation School Program FSP Funding Texas Schools

2015-2016 M&O Collections Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

M&O Detail		LPE	Final
1.	2015-2016 Local M&O Collections	$26,503,150	$28,095,654
2.	2015-2016 Local Share for IFA Lease Purchase	($0)	($0)
3.	2015-2016 Payment to Tax Increment Fund (TIF)	($0)	($0)
4.	2015-2016 Total M&O Collections (line 1 - line 2 - line 3)	$26,503,150	$28,095,654
5.	2015 M&O Tax Rate	1.0400	1.0400
6.	Yield per Penny (total collections / M&O tax rate / 100)	$254,838	$270,151
7.	2005 Adopted M&O Tax Rate	1.4800	1.4800
8.	M&O Collections @ Compressed Rate (compressed rate * 100 * yield per penny)	$25,144,864	$26,655,752
9.	M&O Rate for Level 1 (adopted rate - compressed rate, limited to 0.06)	0.0500	0.0500
10.	M&O Collections for Level 1 (level 1 rate * 100 * yield per penny)	$1,358,286	$1,439,902
11.	M&O Collections for Level 2 (total collections - compressed rate + level 1)	$0	$0

Foundation School Program FSP Funding Texas Schools

2015-2016 Adjusted Allotment Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

Highest Grade Taught: 12

Greater Than 300 Square Miles? No

Greater Than 30 Miles? No

Adjusted Allotment Detail		LPE	Final
1.	District Basic Allotment (DBA)	Lesser of ($5,140 * 0.9900) or $5,140 = $5,072	Lesser of ($5,140 * 0.9900) or $5,140 = $5,072
2.	Adjusted Basic Allotment (ABA) (Adjusted for Cost of Education Index)	$5,072 * (1 + (0.130 * 0.710)) = $5,540	$5,072 * (1 + (0.130 * 0.710)) = $5,540
3.	Small District Adjustment (SDA) For Districts < 1,600 ADA	(1 + ((1,600 - 6,088.087) * 0.0002500)) * $5,540 = $0	(1 + ((1,600 - 6,109.441) * 0.0002500)) * $5,540 = $0
4.	Mid-Sized Adjustment (MDA) For Districts < 5,000 ADA	(1 + ((5,000 - 6,088.087) * 0.0000250)) * $5,540 = $0	(1 + ((5,000 - 6,109.441) * 0.0000250)) * $5,540 = $0
5.	Adjusted Allotment (greater of ABA, SDA, MDA)	Greater of $5,540 (ABA) or $0 (SDA) or $0 (MDA) = $5,540	Greater of $5,540 (ABA) or $0 (SDA) or $0 (MDA) = $5,540

Foundation School Program FSP Funding Texas Schools

2015-2016 State Compensatory Education Enrollment Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Claim Date	Free Lunch Claims	Reduced Price Lunch Claims	CEP Claims	Alternative BMC	Contract SCE Claims	RC&T SCE Claims	Total
10/2014	3,745	550	0	0	0	0	4,295
11/2014	3,522	499	0	0	0	0	4,021
12/2014	3,541	506	0	0	0	0	4,047
01/2015	3,556	515	0	0	0	0	4,071
02/2015	3,550	515	0	0	0	0	4,065
03/2015	3,562	523	0	0	0	0	4,085
04/2015	3,600	511	0	0	0	0	4,111
05/2015	3,590	506	0	0	0	0	4,096
06/2015	3,577	499	0	0	0	0	4,076
07/2015	0	0	0	0	0	0	0
08/2015	3,575	518	0	0	0	0	4,093
09/2015	3,711	614	0	0	0	0	4,325

SCE Enrollment	Description
4,167.500	The SCE Enrollment is the highest six months average of the months reported.

Provision 2 SCE	Description
0.000	Provision 2 is an alternative to standard methods of counting and claiming meals for reimbursement used in the National School Lunch Program and the School Breakfast Program. In the first year or Base Year of Provision 2, applications are distributed to all enrolled students and collected by the School Nutrition Program department in the contracting entity. Calculation = Base Year SCE / Base Year ADA * Prior Year ADA

SOF SCE	Description
4,167.500	SOF SCE is the greater of SCE Enrollment or Provision 2 SCE.

*If the school district or charter school is not Provision 2, the calculation is the SCE Enrollment.

Foundation School Program FSP Funding Texas Schools

2015-2016 Transportation Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

Transportation Detail		LPE	Final
1.	Regular	$668,893	$668,893
2.	Private	$0	$0
3.	Special Education	$178,171	$178,171
4.	Career & Technology Education	$8,709	$8,709
5.	Total Transportation	$855,773	$855,773

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Adjusted Allotment: LPE - $5,540 DPE - $5,540

Program Name	Weight	LPE ADA	LPE Allotment	Final ADA	Final Allotment
1. Regular Program					
Allotment	1.0000	6,088.087	$33,728,002	6,109.441	$33,846,303
2. Special Education					
Regular Special Education	N/A	396.599	$2,197,158	236.589	$1,310,701
Mainstream	1.1	220.000	$1,340,680	259.159	$1,579,315
Residential Care and Treatment	4.0	2.030	$44,985	8.777	$194,498
State Schools	2.8	0.000	$0	0.000	$0
Non-Public Contracts	1.7	0.000	$0	0.700	$6,593
Extended Year Special Education	N/A	0.000	$0	0.249	$1,035
(Less Early Child Intervention Set-Aside)	N/A	N/A	($26,167)	N/A	($26,209)
Special Education Allotment	N/A	N/A	$3,556,656	N/A	$3,065,933
3. Career & Technology					
Regular Career & Technology (CTE) Allotment	1.35	480.000	$3,589,920	475.379	$3,555,359
Advanced CTE Allotment	$50	0.000	$0	52.712	$2,636
CTE Allotment	N/A	480.000	$3,589,920	528.091	$3,557,995

4. Gifted & Talented Program					
Allotment	0.12	300.000	$199,440	306.000	$203,429
(Less Advanced Placement Tests)	N/A	N/A	($1,012)	N/A	($1,013)
Adjusted Allotment	N/A	N/A	$198,428	N/A	$202,416
5. State Compensatory Education					
State Compensatory Allotment	0.2	4,167.500	$4,617,590	4,167.500	$4,617,590
Pregnancy Related	2.41	1.500	$20,027	0.958	$12,791
Military Allotment	N/A	N/A	$0	N/A	$0
Total Compensatory Allotment	N/A	N/A	$4,637,617	N/A	$4,630,381
6. High School					
Allotment	$275	1,900.000	$522,500	1,871.621	$514,696
7. Bilingual Program					
Allotment	0.1	975.000	$540,150	911.583	$505,017
8. Public Education Grant (PEG)					
Allotment	0.1	0.000	$0	0.000	$0
9. New Instructional Facility Allotment (NIFA)					
Allotment	$0	0.000	$0	0.000	$0

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

Tier II Detail		LPE	Final
1.	WADA (Weighted Students in Average Daily Attendance)	8,739.137	8,655.540
Level 1			
2.	M&O Collections for Level 1	$1,358,286	$1,439,902
3.	District Tax Rate Level 1 (DTR1) ((M&O collections for level 1 * 100) / 2014 state certified district property value (DPV))	0.0552	0.0586
4.	Level 1 Entitlement @ $74.28	$3,583,270	$3,767,590
5.	Less Local Share (LR) ((2014 DPV / 100) * DTR1)	($1,357,059)	($1,440,646)
6.	Guaranteed Yield Allotment (($74.28 * WADA * DTR1 * 100) - LR)	$2,226,211	$2,326,944
Level 2			
7.	M&O Collections for Level 2	$0	$0
8.	District Tax Rate Level 2 (DTR2) ((M&O collections for level 2 * 100) / 2014 DPV)	0.0000	0.0000
9.	Level 2 Entitlement @ $31.95	$0	$0
10.	Less Local Share (LR) ((2014 DPV / 100) * DTR2)	($0)	($0)
11.	Guaranteed Yield Allotment (($31.95 * WADA * DTR2 * 100) - LR)	$0	$0

Foundation School Program FSP Funding Texas Schools

2015-2016 Other Programs Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

	Other Programs Detail	LPE	Final
1.	State Aid Reduction for WADA Sold	($0)	($0)
2.	Additional State Aid for Homestead Exemption (ASAHE)	$29,882	$81,098
3.	Additional Aid for ESCs and Educational Districts (Ins. Code 1579.251(b))	$0	$0
4.	Additional State Aid Tax Reduction (ASATR)	$0	$0
5.	Supplemental Tax Increment Fund (TIF) Payment, Chapter 311 Tax Increment Reinvestment Zone (TIRZ)	$0	$0
6.	Tax Credit for Tax Code, Chapter 313 Value Limitations	($0)	($0)
7.	Chapter 42 Funding Credit Against Recapture	($0)	($0)
8.	Staff Allotment	$186,834	$190,875
9.	Windham Schools	$0	$0
10.	Tuition Allotment (42.106)	$0	$0
11.	Texas School for the Blind and Visually Impaired	($0)	($5,847)
12.	Texas School for the Deaf	($0)	($0)
13.	Adjustment for HB1 Tax Compression for Texas School for the Blind and Visually Impaired	($0)	($0)
14.	Adjustment for HB1 Tax Compression for Texas School for the Deaf	($0)	($0)
15.	Total Other Programs	$216,716	$266,126

Foundation School Program FSP Funding Texas Schools

2015-2016 State Aid Reduction for WADA Sold
Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

State Aid Reduction for WADA Sold		LPE	Final
1.	Tier I State Aid & Tier II State Aid	$25,597,835	$25,248,036
2.	2015-2016 M&O Tax Collections	$26,503,150	$28,095,654
3.	Total Revenue	$52,100,985	$53,343,690
4.	Total WADA	8,739.137	8,655.540
5.	Total Revenue Per WADA	$5,962	$6,163
6.	Total WADA Sold	0.000	0.000
7.	Reduction in State Aid	($0)	($0)

Foundation School Program FSP Funding Texas Schools

2015-2016 Additional State Aid for Homestead Exemption (ASAHE) Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Calculation of Additional State Aid for Homestead Exemption (ASAHE)		**LPE**			**DPE**		
Data Elements		$25,000 Homestead Exemption @2014 Tax Rates & Current Law Funding Elements	$15,000 Homestead Exemption @2014 Tax Rates and 2016 Funding Elements	Difference	$25,000 Homestead Exemption @2014 Tax Rates & Current Law Funding Elements	$15,000 Homestead Exemption @2014 Tax Rates and 2016 Funding Elements	Difference
1.	2014 (prior tax year) State Certified Property Value	$2,458,439,472	$2,541,818,647	($83,379,175)	$2,458,439,472	$2,541,818,647	($83,379,175)
2.	Current Year Adopted M&O Tax Rate	1.0400	1.0400	0.0000	1.0400	1.0400	0.0000
3.	2014 (tax year) Adopted Tax Rate	1.0400	1.0400	0.0000	1.0400	1.0400	0.0000
4.	Current Year Total M&O Collections (includes local share of IFA lease purchase and TIF payment)	$26,503,150	$27,402,018	($898,868)	$28,095,654	$29,048,532	($952,878)
5.	Current Year Total M&O Collections (includes local share of IFA lease purchase and TIF payment) @2014 Tax Rate	$26,503,150	$27,402,018	($898,868)	$28,095,654	$29,048,532	($952,878)
6.	Tier I Entitlement	$47,629,046	$47,628,788	$258	$47,178,514	$47,178,297	$217
7.	Local Fund Assignment	$24,257,422	$25,080,125	($822,703)	$24,257,422	$25,080,125	($822,703)
8.	ASF + High School Allotment + NIFA	$1,683,876	$1,683,876	$0	$1,676,072	$1,676,072	$0
State Funding Calculations							
9.	Greater of State Share of Tier I or (ASF+NIFA+HS)	$23,371,624	$22,548,663	$822,961	$22,921,092	$22,098,172	$822,920
10.	Tier II Level I Allotment	$2,226,211	$2,180,186	$46,025	$2,326,944	$2,278,084	$48,860
11.	Tier II Level II Allotment	$0	$0	$0	$0	$0	$0
12.	State Share of IFA Lease Purchase	$0	$0	$0	$0	$0	$0

13.	Final Cost of Recapture	$0	$0	$0	$0	$0	$0
14.	Additional State Aid for Tax Reduction	$0	$0	$0	$0	$0	$0
Additional State Aid for Homestead Exemption (ASAHE)							
15.	Local Revenue Net of Recapture (line 5 + line 13)	$26,503,150	$27,402,018	($898,868)	$28,095,654	$29,048,532	($952,878)
16.	State Aid (line 9 + line 10 + line 11 + line 12 + line 14)	$25,597,835	$24,728,849	$868,986	$25,248,036	$24,376,256	$871,780
17.	State and Local Revenue Net of Recapture for Calculation for ASAHE	$52,100,985	$52,130,867	$29,882	$53,343,690	$53,424,788	$81,098

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

Calculation of ASATR

	Based on 2009-2010 State and Local Funding up to the Compressed Rate	LPE	Final
1.	2009-2010 Adjusted HB1 Revenue per WADA (adjusted by .9263 as per SB1 83rd Leg.)	$4,846.796	$4,846.796
2.	2015-2016 WADA	8,739.137	8,655.540
3.	2015-2016 Base Target Revenue (line 1 * line 2)	$42,356,814	$41,951,637
4.	2015-2016 HB3646 Minimum Increase (line 2 * $120 * .9263)	$971,408	$962,115
5.	Tuition Adjustment (2015-2016 vs. 2009-2010)	$0	$0
6.	2015-2016 Minimum Revenue (line 3 + line 4 + line 5)	$43,328,222	$42,913,752
	Current Year Adjustments	**LPE**	**Final**
7.	New Instructional Facility Allotment (NIFA) Adjustment (2015-2016 vs. 2009-2010)	($11,494)	($11,494)
8.	Transportation Adjustment (2015-2016 vs. 2009-2010)	$113,586	$113,586
9.	2008-2009 Educator Salary Increase ($23.63 * 2008-2009 WADA * .9263)	$156,849	$156,849
10.	2015-2016 Adjusted Minimum Revenue (line 6 + line 7 + line 8 + line 9)	$43,587,163	$43,172,693
	Local Share of Revenue Target	**LPE**	**Final**
11.	2015-2016 Tier I State Aid	$23,371,624	$22,921,092
12.	2015-2016 M&O Collections @ Compressed Tax Rate	$25,144,864	$26,655,752
13.	2015-2016 Recapture @ Compressed Tax Rate	($0)	($0)
14.	2015-2016 State & Local Revenue (line 11 + line 12 + line 13)	$48,516,488	$49,576,844
	ASATR Calculation	**LPE**	**Final**
15.	Additional State Aid for Tax Reduction (if line 14 < line 10, then line 10 - line 14) (else $0)	$0	$0
	Revenue at Compressed Rate	**LPE**	**Final**
16.	2015-2016 Revenue @ Compressed Tax Rate (RACR) (line 14 + line 15)	$48,516,488	$49,576,844
17.	2015-2016 Revenue per WADA @ Compressed Tax Rate (RACR/WADA) (line 16/line 2)	$5,551.634	$5,727.759

WILLIS ISD (170904)

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EDA State Aid Report			
Data Elements		**LPE**	**Final**
1.	2014-2015 I&S Tax Collection	$8,906,690	$8,906,690
2.	2014-2015 Local Share of EDA	$5,141,600	$5,141,600
3.	2014-2015 Local Share of IFA Awarded for Bonded Debt	$2,629,269	$2,629,269
4.	2014-2015 Excess I&S Tax Collection (line 1 - line 2 - line 3)	$1,135,821	$1,135,821
5.	2015-2016 Actual Eligible Debt Service Payment	$8,415,618	$8,303,182
6.	2015-2016 IFA State/Local Share of IFA Awarded for Bonded Debt	$2,522,087	$2,522,087
7.	Estimated 2015-2016 Total Refined ADA	6,699.000	6,669.274
8.	2014 State Certified District Property Value (DPV) Adjusted Property Value	$2,458,439,472	$2,458,439,472
9.	2013 State Certified District Property Value (DPV) Adjusted Property Value	$2,373,605,330	$2,368,676,907
Calculations		**LPE**	**Final**
10.	2014-2015 Rate to Determine Maximum EDA Limit (line 2 + line 4) / (line 9 / 100). if line 1 < line 2, then rate = (line 1 * 100) / line 9	0.2645	0.2650
11.	2015-2016 Rate Needed for All Eligible Debt ((line 5 - line 6) / $35 / line 7 / 100)	0.2514	0.2477
12.	2015-2016 Allowed Rate (lesser of line 10 or line 11 or $.29)	0.2514	0.2477
13.	State/Local Share of EDA ($35 * line 7 * line 12 * 100)	$5,893,531	$5,781,095
14.	Local Share of EDA (line 12 * (line 8 / 100))	$5,893,531	$5,781,095
15.	State Share of EDA (line 13 - line 14)	$0	$0
16.	EDA Entitlement (line 15, unless I&S taxes are less than EDA local share)	$0	$0

2015-2016 EDA Eligible Debt Service Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Reg #	Eligibility Code	Bond	LPE Amount Sold	LPE 2015-2016 Debt Service	LPE 2015-2016 Eligible Debt Service	LPE 2016-2017 Debt Service	LPE 2016-2017 Eligible Debt Service	Final Amount Sold	Final 2015-2016 Debt Service	Final 2015-2016 Eligible Debt Service	Final 2016-2017 Debt Service	Final 2016-2017 Eligible Debt Service
57865	1	U/L Tax Ref Bds Ser 95	$0	$0	$0	$0	$0	$0	$0	$0	$0	$0
60189	1	U/L Tax Schhse & Ref Bds Ser 98	$16,275,076	$617,944	$617,944	$2,791,175	$2,791,175	$16,275,076	$617,944	$617,944	$2,791,175	$2,791,175
64434	1	U/L Tax Schhse Bds Ser 2001	$14,995,750	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$14,995,750	$1,000,000	$1,000,000	$1,000,000	$1,000,000
65029	1	U/L Tax Ref Bds Ser 2001A	$4,250,000	$86,955	$86,955	$0	$0	$4,250,000	$86,955	$86,955	$0	$0
66411	1	U/L Tax Schhse & Ref Bds Ser 2002	$10,312,824	$0	$0	$0	$0	$10,312,824	$0	$0	$0	$0
70757	1	U/L Tax Ref Bds Ser 2005	$26,245,000	$0	$0	$0	$0	$26,245,000	$0	$0	$0	$0
72701	1	U/L Tax Sch Bldg Bds Ser 2007	$19,300,000	$733,750	$733,750	$734,400	$734,400	$19,300,000	$733,750	$733,750	$734,400	$734,400
73899	1	U/L Tax Sch Bldg & Ref Bds Ser 2008	$15,830,000	$720,188	$720,188	$718,750	$718,750	$15,830,000	$720,188	$720,188	$718,750	$718,750
74756	1	U/L Tax Sch Bldg Bds Ser 2008A	$6,775,000	$530,756	$530,756	$530,756	$530,756	$6,775,000	$397,878	$397,878	$265,000	$265,000
77422	1	U/L Tax Ref Bds Ser 2010	$13,365,000	$1,225,125	$1,225,125	$924,150	$924,150	$13,365,000	$1,225,125	$1,225,125	$924,150	$924,150
80450	1	U/L Tax Ref Bds Ser 2012	$6,160,000	$215,800	$215,800	$215,000	$215,000	$6,160,000	$215,800	$215,800	$215,000	$215,000
85127	1	U/L Tax Ref Bds Ser 2015	$27,220,000	$3,285,100	$3,285,100	$1,278,200	$1,278,200	$27,220,000	$3,285,100	$3,285,100	$1,278,200	$1,278,200

86724	3	U/L Tax Sch Bldg & Ref Bds Ser 2016	$71,090,000	$1,333,229	$0	$2,926,600	$0	$71,090,000	$1,333,229	$20,442	$2,926,600	$44,873
District Debt Service Totals:			**$231,818,650**	**$9,748,847**	**$8,415,618**	**$11,119,031**	**$8,192,431**	**$231,818,650**	**$9,615,969**	**$8,303,182**	**$10,853,275**	**$7,971,548**

** Indicates that an alternative debt service amount was used*

Key:

1=eligibility based on payment prior to 09-01-2015

2=Not applicable for the current biennium

3=Not eligible in current biennium unless full or partial funding of eligible debt

Foundation School Program FSP Funding Texas Schools

2015-2016 IFA Allotment Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Data Elements to Calculate State Aid Percentage	LPE		Final	
	Actual	Applied	Actual	Applied
2016 ADA (Min 400)	6,699.000	**6,699.000**	6,699.000	**6,699.000**
2014 State Certified District Property Value (DPV)	$2,543,429,537	**$2,543,429,537**	$2,543,429,537	**$2,543,429,537**
2016 Local Revenue (LR) per 0.01 (DPV / ADA / 10,000)	$37.9673	**$37.9673**	$37.9673	**$37.9673**
2016 State Share ($35 - LR per 0.01)	$0.0000	**$0.0000**	$0.0000	**$0.0000**
2016 Local Percentage (LR / $35)	100.000%	**100.000%**	100.000%	**100.000%**
2016 State Percentage (State Share / $35)	0.000%	**0.000%**	0.000%	**0.000%**

Note: "Applied" values are used to calculate the district's IFA allotment.

Estimates (based on LPE values)

Series Name	Round	Type	1 Reg #	Allotment Limit	Eligible Debt Service	% of Total Debt	2 Limitation	3 Estimated State Share	4 Estimated Local Share
U/L Tax Schhse & Ref Bds Ser 98	2	599	60189	$890,114	$436,962	51.69%	$436,962	$0	$436,962
U/L Tax Ref Bds Ser 2005		599	70757	$890,114	$0	0.00%	$0	$0	$0

U/L Tax Sch Bldg & Ref Bds Ser 2008		599	73899	$890,114	$73,510	8.70%	$73,510	$0	$73,510
U/L Tax Ref Bds Ser 2015		599	85127	$890,114	$334,890	39.61%	$334,890	$0	$334,890
U/L Tax Schhse & Ref Bds Ser 2002	6	599	66411	$700,706	$0	0.00%	$0	$0	$0
U/L Tax Ref Bds Ser 2010		599	77422	$700,706	$571,047	92.15%	$571,047	$0	$571,047
U/L Tax Ref Bds Ser 2015		599	85127	$700,706	$48,668	7.85%	$48,668	$0	$48,668
U/L Tax Sch Bldg Bds Ser 2007	9	599	72701	$798,894	$689,409	36.26%	$289,641	$0	$289,641
U/L Tax Ref Bds Ser 2012		599	80450	$798,894	$167,211	8.79%	$70,250	$0	$70,250
U/L Tax Ref Bds Ser 2015		599	85127	$798,894	$1,044,925	54.95%	$439,003	$0	$439,003
U/L Tax Sch Bldg Bds Ser 2008A	10	599	74756	$258,116	$454,375	100.00%	$258,116	$0	$258,116
Total								**$0**	**$2,522,087**

Final (based on DPE values)

Series Name	Round	Type 1	Reg #	Allotment Limit	Eligible Debt Service	% of Total Debt	Limitation 2	Estimated State Share 3	Estimated Local Share 4
U/L Tax Schhse & Ref Bds Ser 98	2	599	60189	$890,114	$436,962	51.69%	$436,962	$0	$436,962
U/L Tax Ref Bds Ser 2005		599	70757	$890,114	$0	0.00%	$0	$0	$0
U/L Tax Sch Bldg & Ref Bds Ser 2008		599	73899	$890,114	$73,510	8.70%	$73,510	$0	$73,510
U/L Tax Ref Bds Ser 2015		599	85127	$890,114	$334,890	39.61%	$334,890	$0	$334,890
U/L Tax Schhse & Ref Bds Ser 2002	6	599	66411	$700,706	$0	0.00%	$0	$0	$0
U/L Tax Ref Bds Ser 2010		599	77422	$700,706	$571,047	92.15%	$571,047	$0	$571,047
U/L Tax Ref Bds Ser 2015		599	85127	$700,706	$48,668	7.85%	$48,668	$0	$48,668
U/L Tax Sch Bldg Bds Ser 2007	9	599	72701	$798,894	$689,409	36.26%	$289,641	$0	$289,641
U/L Tax Ref Bds Ser 2012		599	80450	$798,894	$167,211	8.79%	$70,250	$0	$70,250
U/L Tax Ref Bds Ser 2015		599	85127	$798,894	$1,044,925	54.95%	$439,003	$0	$439,003

U/L Tax Sch Bldg Bds Ser 2008A	10	599	74756	$258,116	$454,375	100.00%	$258,116	$0	$258,116
Total								**$0**	**$2,522,087**

To see prior-year adjustments and actual payments made, refer to the IFA payment ledger.

Key:

[1] 599 designates general obligation bonds, and 199 designates lease purchases.

[2] The district's limitation uses the lesser of the allotment or the debt service for the current fiscal year. If the allotment is lower, the limitation is the allotment times the % of total debt.

[3] To calculate the estimated and final state share, multiply the state percentage by the limitation amount. Use the LPE state percentage for the estimated state share and the DPE percentage for the final state share.

[4] To calculate the estimated and final local share, multiply the local percentage by the limitation amount. Use the LPE state percentage for the estimated local share and the DPE percentage for the final local share.

[*] State aid may be withheld on refunds and conversions if there is no approved amendment.

Foundation School Program FSP Funding Texas Schools

2015-2016 Additional State Aid for Homestead Exemption (ASAHE) for Facilities Detail Report

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Data Elements		LPE	DPE
1.	2014 Property Value with $25,000 Homestead Exemption	$2,458,439,472	$2,458,439,472
2.	2014 Property Value with $15,000 Homestead Exemption	$2,541,818,647	$2,541,818,647
3.	Debt Service on Eligible Bonds	$8,415,618	$8,415,618
Local Revenue Loss Caused by Homestead Exemption			
4.	IFA State Aid @ $25,000	$0	$0
5.	EDA State Aid @ $25,000	$0	$0
6.	Local Revenue Requirement Net of IFA and EDA (line 3 - line 4 - line 5)	$8,415,618	$8,415,618
7.	Tax Lost Due to Homestead Exemption (line 6 * (1 - (line 1/line 2))	$276,057	$276,057
State Aid Gain from Homestead Exemption			
8.	IFA State Aid @ $15,000	$0	$0
9.	EDA State Aid @ $15,000	$0	$0
10.	Gain in State Aid ((line 4 + line 5) - (line 8 + line 9))	$0	$0
Hold Harmless Amount			
11.	ASAHE (line 7 - line 10 or zero if less than zero)	$276,057	$276,057
12.	I & S Tax Collections	$8,892,553	$9,452,440
13.	Net Local Revenue Requirement (line 6 - line 11)	$8,139,561	$8,139,561
14.	Final ASAHE with Reduction for Reduced I&S Collections if Line 12 less than Line 13 (line 11 * (line 12/line 13))	$276,057	$276,057

Foundation School Program
FSP
Funding Texas Schools

2015-2016 Eligible Debt Services for Bonds Eligible for ASAHE under TEC 46.071

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Bonds Outstanding as of 08/31/2015				Eligible Bonds Currently Outstanding (LPE)			
Bond		**Amount Sold**	**Original 2016 Debt Service**	**Refunded Bond**		**New Bond**	**2016 Debt Service**
60189	U/L Tax Schhse & Ref Bds Ser 98	$16,275,076	$617,944	60189	60189	U/L Tax Schhse & Ref Bds Ser 98	$617,944
64434	U/L Tax Schhse Bds Ser 2001	$14,995,750	$1,000,000	64434	64434	U/L Tax Schhse Bds Ser 2001	$1,000,000
65029	U/L Tax Ref Bds Ser 2001A	$4,250,000	$86,955	65029	65029	U/L Tax Ref Bds Ser 2001A	$86,955
72701	U/L Tax Sch Bldg Bds Ser 2007	$19,300,000	$733,750	72701	72701	U/L Tax Sch Bldg Bds Ser 2007	$733,750
73899	U/L Tax Sch Bldg & Ref Bds Ser 2008	$15,830,000	$720,188	73899	73899	U/L Tax Sch Bldg & Ref Bds Ser 2008	$720,188
74756	U/L Tax Sch Bldg Bds Ser 2008A	$6,775,000	$530,756	74756	74756	U/L Tax Sch Bldg Bds Ser 2008A	$397,878
77422	U/L Tax Ref Bds Ser 2010	$13,365,000	$1,225,125	74756	86724	U/L Tax Sch Bldg & Ref Bds Ser 2016	$1,333,229
80450	U/L Tax Ref Bds Ser 2012	$6,160,000	$215,800	77422	77422	U/L Tax Ref Bds Ser 2010	$1,225,125
85127	U/L Tax Ref Bds Ser 2015	$27,220,000	$3,285,100	80450	80450	U/L Tax Ref Bds Ser 2012	$215,800
			$8,415,618	85127	85127	U/L Tax Ref Bds Ser 2015	$3,285,100
							$8,415,618
					Lesser of Original debt or New debt=>		**$8,415,618**

Bonds Outstanding as of 08/31/2015				Eligible Bonds Currently Outstanding (DPE)			
Bond		**Amount Sold**	**Original 2016 Debt Service**	**Refunded Bond**		**New Bond**	**2016 Debt Service**
60189	U/L Tax Schhse & Ref Bds Ser 98	$16,275,076	$617,944	60189	60189	U/L Tax Schhse & Ref Bds Ser 98	$617,944
64434	U/L Tax Schhse Bds Ser 2001	$14,995,750	$1,000,000	64434	64434	U/L Tax Schhse Bds Ser 2001	$1,000,000
65029	U/L Tax Ref Bds Ser 2001A	$4,250,000	$86,955	65029	65029	U/L Tax Ref Bds Ser 2001A	$86,955
72701	U/L Tax Sch Bldg Bds Ser 2007	$19,300,000	$733,750	72701	72701	U/L Tax Sch Bldg Bds Ser 2007	$733,750
73899	U/L Tax Sch Bldg & Ref Bds Ser 2008	$15,830,000	$720,188	73899	73899	U/L Tax Sch Bldg & Ref Bds Ser 2008	$720,188
74756	U/L Tax Sch Bldg Bds Ser 2008A	$6,775,000	$530,756	74756	74756	U/L Tax Sch Bldg Bds Ser 2008A	$397,878
77422	U/L Tax Ref Bds Ser 2010	$13,365,000	$1,225,125	74756	86724	U/L Tax Sch Bldg & Ref Bds Ser 2016	$1,333,229
80450	U/L Tax Ref Bds Ser 2012	$6,160,000	$215,800	77422	77422	U/L Tax Ref Bds Ser 2010	$1,225,125
85127	U/L Tax Ref Bds Ser 2015	$27,220,000	$3,285,100	80450	80450	U/L Tax Ref Bds Ser 2012	$215,800
			$8,415,618	85127	85127	U/L Tax Ref Bds Ser 2015	$3,285,100
							$9,615,969
					Lesser of Original debt or New debt=>		**$8,415,618**

Foundation School Program FSP Funding Texas Schools

2015-2016 IFA Allotment Detail Report Using Property Value Calculated with $25K Homestead Exemption

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

Data Elements to Calculate State Aid Percentage	LPE		Final	
	Actual	Applied	Actual	Applied
2016 ADA (Min 400)	6,699.000	**6,699.000**	6,699.000	**6,699.000**
2014 State Certified District Property Value (DPV)	$2,543,429,537	**$2,543,429,537**	$2,543,429,537	**$2,543,429,537**
2016 Local Revenue (LR) per 0.01 (DPV / ADA / 10,000)	$37.9673	**$37.9673**	$37.9673	**$37.9673**
2016 State Share ($35 - LR per 0.01)	$0.0000	**$0.0000**	$0.0000	**$0.0000**
2016 Local Percentage (LR / $35)	100.000%	**100.000%**	100.000%	**100.000%**
2016 State Percentage (State Share / $35)	0.000%	**0.000%**	0.000%	**0.000%**

Note: "Applied" values are used to calculate the district's IFA allotment.

Estimates (based on LPE values)

Series Name	Round	Type [1]	Reg #	Allotment Limit	Eligible Debt Service	% of Total Debt	Limitation [2]	Estimated State Share [3]	Estimated Local Share [4]
U/L Tax Schhse & Ref Bds Ser 98	2	599	60189	$890,114	$436,962	51.69%	$436,962	$0	$436,962
U/L Tax Ref Bds Ser 2005		599	70757	$890,114	$0	0.00%	$0	$0	$0
U/L Tax Sch Bldg & Ref Bds Ser 2008		599	73899	$890,114	$73,510	8.70%	$73,510	$0	$73,510
U/L Tax Ref Bds Ser 2015		599	85127	$890,114	$334,890	39.61%	$334,890	$0	$334,890
U/L Tax Schhse & Ref Bds Ser 2002	6	599	66411	$700,706	$0	0.00%	$0	$0	$0
U/L Tax Ref Bds Ser 2010		599	77422	$700,706	$571,047	92.15%	$571,047	$0	$571,047
U/L Tax Ref Bds Ser 2015		599	85127	$700,706	$48,668	7.85%	$48,668	$0	$48,668
U/L Tax Sch Bldg Bds Ser 2007	9	599	72701	$798,894	$689,409	36.26%	$289,641	$0	$289,641
U/L Tax Ref Bds Ser 2012		599	80450	$798,894	$167,211	8.79%	$70,250	$0	$70,250
U/L Tax Ref Bds Ser 2015		599	85127	$798,894	$1,044,925	54.95%	$439,003	$0	$439,003
U/L Tax Sch Bldg Bds Ser 2008A	10	599	74756	$258,116	$454,375	100.00%	$258,116	$0	$258,116
Total								**$0**	**$2,522,087**

Final (based on DPE values)

Series Name	Round	Type [1]	Reg #	Allotment Limit	Eligible Debt Service	% of Total Debt	Limitation [2]	Estimated State Share [3]	Estimated Local Share [4]
U/L Tax Schhse & Ref Bds Ser 98	2	599	60189	$890,114	$436,962	51.69%	$436,962	$0	$436,962
U/L Tax Ref Bds Ser 2005		599	70757	$890,114	$0	0.00%	$0	$0	$0
U/L Tax Sch Bldg & Ref Bds Ser 2008		599	73899	$890,114	$73,510	8.70%	$73,510	$0	$73,510
U/L Tax Ref Bds Ser 2015		599	85127	$890,114	$334,890	39.61%	$334,890	$0	$334,890
U/L Tax Schhse & Ref Bds Ser 2002	6	599	66411	$700,706	$0	0.00%	$0	$0	$0
U/L Tax Ref Bds Ser 2010		599	77422	$700,706	$571,047	92.15%	$571,047	$0	$571,047
U/L Tax Ref Bds Ser 2015		599	85127	$700,706	$48,668	7.85%	$48,668	$0	$48,668
U/L Tax Sch Bldg Bds Ser 2007	9	599	72701	$798,894	$689,409	36.26%	$289,641	$0	$289,641
U/L Tax Ref Bds Ser 2012		599	80450	$798,894	$167,211	8.79%	$70,250	$0	$70,250
U/L Tax Ref Bds Ser 2015		599	85127	$798,894	$1,044,925	54.95%	$439,003	$0	$439,003
U/L Tax Sch Bldg Bds Ser 2008A	10	599	74756	$258,116	$454,375	100.00%	$258,116	$0	$258,116
Total								**$0**	**$2,522,087**

To see prior-year adjustments and actual payments made, refer to the IFA payment ledger.

Eligibility Based on Payment prior to 9/1/2015

Key:

[1] 599 designates general obligation bonds, and 199 designates lease purchases.

[2] The district's limitation uses the lesser of the allotment or the debt service for the current fiscal year. If the allotment is lower, the limitation is the allotment times the % of total debt.

[3] To calculate the estimated and final state share, multiply the state percentage by the limitation amount. Use the LPE state percentage for the estimated state share and the DPE percentage for the final state share.

[4] To calculate the estimated and final local share, multiply the local percentage by the limitation amount. Use the LPE state percentage for the estimated local share and the DPE percentage for the final local share.

* State aid may be withheld on refunds and conversions if there is no approved amendment.

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

EDA State Aid Report Using Property Value Calculated with $25,000 Homestead Exemption

	Data Elements	LPE	Final
1.	2014-2015 I&S Tax Collection	$8,906,690	$8,906,690
2.	2014-2015 Local Share of EDA	$5,141,600	$5,141,600
3.	2014-2015 Local Share of IFA Awarded for Bonded Debt	$2,629,269	$2,629,269
4.	2014-2015 Excess I&S Tax Collection (line 1 - line 2 - line 3)	$1,135,821	$1,135,821
5.	2015-2016 Actual Eligible Debt Service Payment	$8,415,618	$8,303,182
6.	2015-2016 IFA State/Local Share of IFA Awarded for Bonded Debt	$2,522,087	$2,522,087
7.	Estimated 2015-2016 Total Refined ADA	6,699.000	6,669.274
8.	2014 State Certified District Property Value (DPV) Adjusted Property Value	$2,458,439,472	$2,458,439,472
9.	2013 State Certified District Property Value (DPV) Adjusted Property Value	$2,373,605,330	$2,368,676,907
	Calculations	**LPE**	**Final**
10.	2014-2015 Rate to Determine Maximum EDA Limit (line 2 + line 4) / (line 9 / 100). if line 1 < line 2, then rate = (line 1 * 100) / line 9	0.2645	0.2650
11.	2015-2016 Rate Needed for All Eligible Debt ((line 5 - line 6) / $35 / line 7 / 100)	0.2514	0.2477
12.	2015-2016 Allowed Rate (lesser of line 10 or line 11 or $.29)	0.2514	0.2477
13.	State/Local Share of EDA ($35 * line 7 * line 12 * 100)	$5,893,531	$5,781,095
14.	Local Share of EDA (line 12 * (line 8 / 100))	$5,893,531	$5,781,095
15.	State Share of EDA (line 13 - line 14)	$0	$0
16.	EDA Entitlement (line 15, unless I&S taxes are less than EDA local share)	$0	$0

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run ID: 20023

There is no data available at this time.

Estimates (based on LPE values)

Series Name	Round	Type [1]	Reg #	Allotment Limit	Eligible Debt Service	% of Total Debt	Limitation [2]	Estimated State Share [3]	Estimated Local Share [4]
Total									

(based on DPE values)

Series Name	Round	Type [1]	Reg #	Allotment Limit	Eligible Debt Service	% of Total Debt	Limitation [2]	Estimated State Share [3]	Estimated Local Share [4]
Total									

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

EDA State Aid Report Using Property Value Calculated with $15,000 Homestead Exemption

	Data Elements	LPE	Final
1.	2014-2015 I&S Tax Collection	$8,906,690	$8,906,690
2.	2014-2015 Local Share of EDA	$5,141,600	$5,141,600
3.	2014-2015 Local Share of IFA Awarded for Bonded Debt	$2,629,269	$2,629,269
4.	2014-2015 Excess I&S Tax Collection (line 1 - line 2 - line 3)	$1,135,821	$1,135,821
5.	2015-2016 Actual Eligible Debt Service Payment	$8,415,618	$8,303,182
6.	2015-2016 IFA State/Local Share of IFA Awarded for Bonded Debt	$2,522,087	$2,522,087
7.	Estimated 2015-2016 Total Refined ADA	6,699.000	6,669.274
8.	2014 State Certified District Property Value (DPV) Adjusted Property Value	$2,541,818,647	$2,541,818,647
9.	2013 State Certified District Property Value (DPV) Adjusted Property Value	$2,373,605,330	$2,368,676,907
	Calculations	**LPE**	**Final**
10.	2014-2015 Rate to Determine Maximum EDA Limit (line 2 + line 4) / (line 9 / 100). if line 1 < line 2, then rate = (line 1 * 100) / line 9	0.2645	0.2650
11.	2015-2016 Rate Needed for All Eligible Debt ((line 5 - line 6) / $35 / line 7 / 100)	0.2514	0.2477
12.	2015-2016 Allowed Rate (lesser of line 10 or line 11 or $.29)	0.2514	0.2477
13.	State/Local Share of EDA ($35 * line 7 * line 12 * 100)	$5,893,531	$5,781,095
14.	Local Share of EDA (line 12 * (line 8 / 100))	$5,893,531	$5,781,095
15.	State Share of EDA (line 13 - line 14)	$0	$0
16.	EDA Entitlement (line 15, unless I&S taxes are less than EDA local share)	$0	$0

WILLIS ISD (170904)

Last Update: APR 26, 2017

Payment Cycle: Final | Payment Class: 2 | Run Id: 20023

FSP Allocations and Adjustments		LPE	Final
Foundation School Fund			
1.	Current Allocation	$24,625,128	$24,352,786
2.	Adjustments to date	($343,737)	($70,577)
3.	Adjusted Allocation	$24,281,391	$24,282,209
4.	Total Paid to date	$20,595,757	$24,282,209
5.	Remaining Balance	$3,685,634	$0
6.	Total Projected Payments	$24,281,391	$24,282,209
7.	Projected Balance	$0	$0
Available School Fund			
8.	Current Allocation	$1,161,376	$1,161,376
9.	Adjustments to date	$0	$0
10.	Adjusted Allocation	$1,161,376	$1,161,376
11.	Total Paid to date	$964,491	$1,161,376
12.	Remaining Balance	$196,885	$0
13.	Total Projected Payments	$1,161,376	$1,161,376
14.	Projected Balance	$0	$0

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Robert P Brabham Middle District:WILLIS ISD County:Montgomery County
Campus Number:170904043 Total Membership: 852

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,320,746	100.00	5,071	4,898,346	100.00	5,749
Operating-Payroll	4,069,046	94.17	4,776	4,257,588	86.92	4,997
Other Operating	250,020	5.79	293	639,078	13.05	750
Non-Operating(Equipt/Supplies)	1,680	0.04	2	1,680	0.03	2
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,319,066	100.00	5,069	4,896,666	100.00	5,747
Instruction (11,95) *	3,059,743	70.84	3,591	3,107,410	63.46	3,647
Instructional Res/Media (12) *	33,534	0.78	39	33,534	0.68	39
Curriculum/Staff Develop (13) *	88,857	2.06	104	88,857	1.81	104
Instructional Leadership (21) *	15,570	0.36	18	15,570	0.32	18
School Leadership (23) *	446,647	10.34	524	446,647	9.12	524
Guidance/Counseling Svcs (31) *	229,031	5.30	269	240,848	4.92	283
Social Work Services (32) *	6,439	0.15	8	6,439	0.13	8
Health Services (33) *	73,722	1.71	87	73,722	1.51	87
Food (35) **	0	0.00	0	355,052	7.25	417
Extracurricular (36) *	132,162	3.06	155	295,226	6.03	347
Plant Maint/Operation (51) * **	230,811	5.34	271	230,811	4.71	271
Security/Monitoring (52) * **	2,550	0.06	3	2,550	0.05	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,953,543	100.00	4,640	4,013,027	100.00	4,710
Regular	3,169,773	80.18	3,720	3,169,773	78.99	3,720
Gifted & Talented	72,476	1.83	85	72,476	1.81	85
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	512,498	12.96	602	571,982	14.25	671
Accelerated Education	196,507	4.97	231	196,507	4.90	231
Bilingual	2,289	0.06	3	2,289	0.06	3
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Robert P Brabham Middle District:WILLIS ISD County:Montgomery County
Campus Number:170904043 Total Membership: 852

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Edward B Cannan El District:WILLIS ISD County:Montgomery County
Campus Number:170904106 Total Membership: 644

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,180,329	100.00	4,938	3,915,090	100.00	6,079
Operating-Payroll	3,055,768	96.08	4,745	3,446,426	88.03	5,352
Other Operating	120,837	3.80	188	464,940	11.88	722
Non-Operating(Equipt/Supplies)	3,724	0.12	6	3,724	0.10	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,176,605	100.00	4,933	3,911,366	100.00	6,074
Instruction (11,95) *	2,483,411	78.18	3,856	2,740,495	70.06	4,255
Instructional Res/Media (12) *	28,456	0.90	44	62,417	1.60	97
Curriculum/Staff Develop (13) *	98,784	3.11	153	99,234	2.54	154
Instructional Leadership (21) *	10,913	0.34	17	10,913	0.28	17
School Leadership (23) *	268,824	8.46	417	268,824	6.87	417
Guidance/Counseling Svcs (31) *	114,191	3.59	177	145,674	3.72	226
Social Work Services (32) *	13,199	0.42	20	13,199	0.34	20
Health Services (33) *	48,010	1.51	75	48,010	1.23	75
Food (35) **	0	0.00	0	343,299	8.78	533
Extracurricular (36) *	0	0.00	0	68,484	1.75	106
Plant Maint/Operation (51) * **	110,817	3.49	172	110,817	2.83	172
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,065,788	100.00	4,761	3,388,766	100.00	5,262
Regular	2,303,512	75.14	3,577	2,303,512	67.97	3,577
Gifted & Talented	4,957	0.16	8	4,957	0.15	8
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	247,925	8.09	385	301,149	8.89	468
Accelerated Education	312,958	10.21	486	582,712	17.20	905
Bilingual	107,041	3.49	166	107,041	3.16	166
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Edward B Cannan El District:WILLIS ISD County:Montgomery County
Campus Number:170904106 Total Membership: 644

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	89,395	2.92	139	89,395	2.64	139

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:C C Hardy El District:WILLIS ISD County:Montgomery County
Campus Number:170904103 Total Membership: 655

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,607,245	100.00	5,507	4,388,047	100.00	6,699
Operating-Payroll	3,457,143	95.84	5,278	3,881,884	88.46	5,927
Other Operating	145,956	4.05	223	502,017	11.44	766
Non-Operating(Equipt/Supplies)	4,146	0.11	6	4,146	0.09	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,603,099	100.00	5,501	4,383,901	100.00	6,693
Instruction (11,95) *	2,817,794	78.20	4,302	3,130,301	71.40	4,779
Instructional Res/Media (12) *	5,713	0.16	9	39,673	0.90	61
Curriculum/Staff Develop (13) *	111,609	3.10	170	113,922	2.60	174
Instructional Leadership (21) *	14,873	0.41	23	14,873	0.34	23
School Leadership (23) *	306,761	8.51	468	307,086	7.00	469
Guidance/Counseling Svcs (31) *	125,204	3.47	191	134,755	3.07	206
Social Work Services (32) *	14,743	0.41	23	14,743	0.34	23
Health Services (33) *	72,792	2.02	111	72,792	1.66	111
Food (35) **	0	0.00	0	369,503	8.43	564
Extracurricular (36) *	0	0.00	0	52,643	1.20	80
Plant Maint/Operation (51) * **	133,610	3.71	204	133,610	3.05	204
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,469,489	100.00	5,297	3,828,145	100.00	5,844
Regular	2,596,210	74.83	3,964	2,596,210	67.82	3,964
Gifted & Talented	9	0.00	0	9	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	426,218	12.28	651	457,973	11.96	699
Accelerated Education	230,141	6.63	351	557,042	14.55	850
Bilingual	175,842	5.07	268	175,842	4.59	268
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:C C Hardy El District:WILLIS ISD County:Montgomery County
Campus Number:170904103 Total Membership: 655

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	41,069	1.18	63	41,069	1.07	63

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
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(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Jjaep District:WILLIS ISD County:Montgomery County
Campus Number:170904004 Total Membership: 2

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	7,310	100.00	3,655	7,310	100.00	3,655
Operating-Payroll	0	0.00	0	0	0.00	0
Other Operating	7,310	100.00	3,655	7,310	100.00	3,655
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	7,310	100.00	3,655	7,310	100.00	3,655
Instruction (11,95) *	7,310	100.00	3,655	7,310	100.00	3,655
Instructional Res/Media (12) *	0	0.00	0	0	0.00	0
Curriculum/Staff Develop (13) *	0	0.00	0	0	0.00	0
Instructional Leadership (21) *	0	0.00	0	0	0.00	0
School Leadership (23) *	0	0.00	0	0	0.00	0
Guidance/Counseling Svcs (31) *	0	0.00	0	0	0.00	0
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	0	0.00	0	0	0.00	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	7,310	100.00	3,655	7,310	100.00	3,655
Regular	0	0.00	0	0	0.00	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	0	0.00	0	0	0.00	0
Accelerated Education	7,310	100.00	3,655	7,310	100.00	3,655
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Jjaep District:WILLIS ISD County:Montgomery County
Campus Number:170904004 Total Membership: 2

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
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(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Lynn Lucas Middle District:WILLIS ISD County:Montgomery County
Campus Number:170904042 Total Membership: 780

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,459,524	100.00	5,717	5,023,588	100.00	6,440
Operating-Payroll	4,230,666	94.87	5,424	4,462,900	88.84	5,722
Other Operating	220,116	4.94	282	551,946	10.99	708
Non-Operating(Equipt/Supplies)	8,742	0.20	11	8,742	0.17	11
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,450,782	100.00	5,706	5,014,846	100.00	6,429
Instruction (11,95) *	3,150,021	70.77	4,038	3,178,351	63.38	4,075
Instructional Res/Media (12) *	28,285	0.64	36	28,285	0.56	36
Curriculum/Staff Develop (13) *	86,552	1.94	111	86,552	1.73	111
Instructional Leadership (21) *	17,507	0.39	22	17,507	0.35	22
School Leadership (23) *	428,294	9.62	549	428,294	8.54	549
Guidance/Counseling Svcs (31) *	253,135	5.69	325	290,548	5.79	372
Social Work Services (32) *	35,847	0.81	46	35,847	0.71	46
Health Services (33) *	66,938	1.50	86	66,938	1.33	86
Food (35) **	0	0.00	0	391,566	7.81	502
Extracurricular (36) *	128,130	2.88	164	234,885	4.68	301
Plant Maint/Operation (51) * **	253,685	5.70	325	253,685	5.06	325
Security/Monitoring (52) * **	2,388	0.05	3	2,388	0.05	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,066,579	100.00	5,214	4,132,322	100.00	5,298
Regular	3,232,713	79.49	4,145	3,232,713	78.23	4,145
Gifted & Talented	22,177	0.55	28	22,177	0.54	28
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	623,047	15.32	799	688,790	16.67	883
Accelerated Education	184,145	4.53	236	184,145	4.46	236
Bilingual	4,497	0.11	6	4,497	0.11	6
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Lynn Lucas Middle District:WILLIS ISD County:Montgomery County
Campus Number:170904042 Total Membership: 780

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:W Lloyd Meador El District:WILLIS ISD County:Montgomery County
Campus Number:170904107 Total Membership: 754

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,943,117	100.00	5,230	4,841,425	100.00	6,421
Operating-Payroll	3,793,127	96.20	5,031	4,354,054	89.93	5,775
Other Operating	147,093	3.73	195	484,474	10.01	643
Non-Operating(Equipt/Supplies)	2,897	0.07	4	2,897	0.06	4
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,940,220	100.00	5,226	4,838,528	100.00	6,417
Instruction (11,95) *	3,195,206	81.09	4,238	3,577,462	73.94	4,745
Instructional Res/Media (12) *	7,459	0.19	10	81,466	1.68	108
Curriculum/Staff Develop (13) *	104,555	2.65	139	104,555	2.16	139
Instructional Leadership (21) *	15,680	0.40	21	15,680	0.32	21
School Leadership (23) *	276,916	7.03	367	276,916	5.72	367
Guidance/Counseling Svcs (31) *	75,903	1.93	101	82,462	1.70	109
Social Work Services (32) *	10,585	0.27	14	10,585	0.22	14
Health Services (33) *	118,641	3.01	157	118,641	2.45	157
Food (35) **	0	0.00	0	358,583	7.41	476
Extracurricular (36) *	0	0.00	0	76,903	1.59	102
Plant Maint/Operation (51) * **	135,275	3.43	179	135,275	2.80	179
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,804,945	100.00	5,046	4,267,767	100.00	5,660
Regular	3,033,156	79.72	4,023	3,033,156	71.07	4,023
Gifted & Talented	10,522	0.28	14	10,522	0.25	14
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	429,239	11.28	569	634,164	14.86	841
Accelerated Education	232,064	6.10	308	489,961	11.48	650
Bilingual	65,907	1.73	87	65,907	1.54	87
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
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Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:W Lloyd Meador El District:WILLIS ISD County:Montgomery County
Campus Number:170904107 Total Membership: 754

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	34,057	0.90	45	34,057	0.80	45

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
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(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Parmley El District:WILLIS ISD County:Montgomery County
Campus Number:170904101 Total Membership: 771

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,099,104	100.00	5,317	4,977,486	100.00	6,456
Operating-Payroll	3,919,603	95.62	5,084	4,463,280	89.67	5,789
Other Operating	175,553	4.28	228	510,258	10.25	662
Non-Operating(Equipt/Supplies)	3,948	0.10	5	3,948	0.08	5
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,095,156	100.00	5,311	4,973,538	100.00	6,451
Instruction (11,95) *	3,216,598	78.55	4,172	3,636,102	73.11	4,716
Instructional Res/Media (12) *	6,135	0.15	8	40,430	0.81	52
Curriculum/Staff Develop (13) *	123,743	3.02	160	123,743	2.49	160
Instructional Leadership (21) *	25,920	0.63	34	25,920	0.52	34
School Leadership (23) *	296,105	7.23	384	296,105	5.95	384
Guidance/Counseling Svcs (31) *	147,471	3.60	191	149,479	3.01	194
Social Work Services (32) *	14,170	0.35	18	14,170	0.28	18
Health Services (33) *	88,703	2.17	115	88,703	1.78	115
Food (35) **	0	0.00	0	369,419	7.43	479
Extracurricular (36) *	0	0.00	0	53,156	1.07	69
Plant Maint/Operation (51) * **	176,311	4.31	229	176,311	3.54	229
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,918,845	100.00	5,083	4,374,652	100.00	5,674
Regular	2,461,754	62.82	3,193	2,461,754	56.27	3,193
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	969,040	24.73	1,257	1,091,061	24.94	1,415
Accelerated Education	264,024	6.74	342	536,970	12.27	696
Bilingual	36,792	0.94	48	36,792	0.84	48
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Parmley El District:WILLIS ISD County:Montgomery County
Campus Number:170904101 Total Membership: 771

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	187,235	4.78	243	248,075	5.67	322

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Stubblefield Alternative Academy District:WILLIS ISD County:Montgomery County
Campus Number:170904003 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	839,776	100.00	0	875,602	100.00	0
Operating-Payroll	777,532	92.59	0	813,358	92.89	0
Other Operating	56,365	6.71	0	56,365	6.44	0
Non-Operating(Equipt/Supplies)	5,879	0.70	0	5,879	0.67	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	833,897	100.00	0	869,723	100.00	0
Instruction (11,95) *	507,105	60.81	0	542,931	62.43	0
Instructional Res/Media (12) *	1,795	0.22	0	1,795	0.21	0
Curriculum/Staff Develop (13) *	75,299	9.03	0	75,299	8.66	0
Instructional Leadership (21) *	1,959	0.23	0	1,959	0.23	0
School Leadership (23) *	119,164	14.29	0	119,164	13.70	0
Guidance/Counseling Svcs (31) *	79,811	9.57	0	79,811	9.18	0
Social Work Services (32) *	19,789	2.37	0	19,789	2.28	0
Health Services (33) *	717	0.09	0	717	0.08	0
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	28,258	3.39	0	28,258	3.25	0
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	805,639	100.00	0	841,465	100.00	0
Regular	929	0.12	0	929	0.11	0
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	45,712	5.67	0	81,538	9.69	0
Accelerated Education	758,998	94.21	0	758,998	90.20	0
Bilingual	0	0.00	0	0	0.00	0
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Stubblefield Alternative Academy District:WILLIS ISD County:Montgomery County
Campus Number:170904003 Total Membership: 0

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Turner El District:WILLIS ISD County:Montgomery County
Campus Number:170904104 Total Membership: 637

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,526,867	100.00	5,537	4,120,211	100.00	6,468
Operating-Payroll	3,395,705	96.28	5,331	3,690,232	89.56	5,793
Other Operating	127,431	3.61	200	426,248	10.35	669
Non-Operating(Equipt/Supplies)	3,731	0.11	6	3,731	0.09	6
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,523,136	100.00	5,531	4,116,480	100.00	6,462
Instruction (11,95) *	2,804,441	79.60	4,403	2,971,154	72.18	4,664
Instructional Res/Media (12) *	7,704	0.22	12	42,072	1.02	66
Curriculum/Staff Develop (13) *	102,142	2.90	160	102,142	2.48	160
Instructional Leadership (21) *	15,459	0.44	24	15,459	0.38	24
School Leadership (23) *	277,984	7.89	436	277,984	6.75	436
Guidance/Counseling Svcs (31) *	137,279	3.90	216	146,422	3.56	230
Social Work Services (32) *	13,240	0.38	21	13,240	0.32	21
Health Services (33) *	67,929	1.93	107	67,929	1.65	107
Food (35) **	0	0.00	0	286,587	6.96	450
Extracurricular (36) *	0	0.00	0	96,533	2.35	152
Plant Maint/Operation (51) * **	96,958	2.75	152	96,958	2.36	152
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,426,178	100.00	5,379	3,636,402	100.00	5,709
Regular	2,338,479	68.25	3,671	2,338,479	64.31	3,671
Gifted & Talented	16,182	0.47	25	16,182	0.45	25
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	511,161	14.92	802	603,394	16.59	947
Accelerated Education	445,268	13.00	699	543,042	14.93	852
Bilingual	0	0.00	0	20,217	0.56	32
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Turner El District:WILLIS ISD County:Montgomery County
Campus Number:170904104 Total Membership: 637

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	115,088	3.36	181	115,088	3.16	181

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Willis H S District:WILLIS ISD County:Montgomery County
Campus Number:170904002 Total Membership: 2,008

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	11,532,069	100.00	5,743	12,964,762	100.00	6,457
Operating-Payroll	10,532,849	91.34	5,245	11,067,971	85.37	5,512
Other Operating	969,125	8.40	483	1,866,696	14.40	930
Non-Operating(Equipt/Supplies)	30,095	0.26	15	30,095	0.23	15
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	11,501,974	100.00	5,728	12,934,667	100.00	6,442
Instruction (11,95) *	7,979,886	69.38	3,974	8,226,691	63.60	4,097
Instructional Res/Media (12) *	126,063	1.10	63	126,063	0.97	63
Curriculum/Staff Develop (13) *	229,182	1.99	114	229,182	1.77	114
Instructional Leadership (21) *	31,074	0.27	15	31,074	0.24	15
School Leadership (23) *	1,007,881	8.76	502	1,007,881	7.79	502
Guidance/Counseling Svcs (31) *	617,566	5.37	308	617,566	4.77	308
Social Work Services (32) *	7,649	0.07	4	7,649	0.06	4
Health Services (33) *	68,352	0.59	34	68,352	0.53	34
Food (35) **	0	0.00	0	794,906	6.15	396
Extracurricular (36) *	1,008,441	8.77	502	1,374,482	10.63	685
Plant Maint/Operation (51) * **	405,811	3.53	202	430,752	3.33	215
Security/Monitoring (52) * **	20,069	0.17	10	20,069	0.16	10
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	10,067,653	100.00	5,014	10,314,458	100.00	5,137
Regular	5,670,448	56.32	2,824	5,670,448	54.98	2,824
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	2,191,139	21.76	1,091	2,191,139	21.24	1,091
Students with Disabilities	987,726	9.81	492	1,218,985	11.82	607
Accelerated Education	356,399	3.54	177	356,399	3.46	177
Bilingual	2,245	0.02	1	17,791	0.17	9
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2015-2016 PEIMS Actual Financial Data, Organized by Campus

School Campus:Willis H S District:WILLIS ISD County:Montgomery County
Campus Number:170904002 Total Membership: 2,008

	General Fund	%	Per Student	All Funds	%	Per Student
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	859,696	8.54	428	859,696	8.33	428
Prekindergarten	0	0.00	0	0	0.00	0

*Please refer to Sections 1.4.13-1.4.13.2 in the Financial Accountability System Resource Guide for information concerning requirements for accounting for expenditures by campus.
**Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data
(http://tea.texas.gov/financialstandardreports/) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

Glossary

October 2017

2016–17 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 *2017 Accountability Manual*, available at http://tea.texas.gov/2017accountabilitymanual.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 28, 2016* 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 28, 2016* 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 district performance results to vary from the aggregate of its campuses' results.

*In the case of STAAR End-of-Course exams administered in July 2016, the accountability subset date is for the prior year, October 30, 2015.

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

Appendix B lists all courses identified as advanced courses. 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows:

Any Subject

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course}}{\textbf{number of students in grades 11–12 who received credit for least one course in 2015–16}}$$

English Language Arts

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in ELA}}{\textbf{number of students in grades 11–12 who received credit for least one course in ELA in 2015–16}}$$

Mathematics

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in mathematics}}{\textbf{number of students in grades 11–12 who received credit for least one course in mathematics in 2015–16}}$$

Science

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in science}}{\textbf{number of students in grades 11–12 who received credit for least one course in science in 2015–16}}$$

Social Studies

$$\frac{\textbf{number of students in grades 11 and 12 in 2015–16 who received credit for at least one advanced/dual-credit course in social studies}}{\textbf{number of students in grades 11–12 who received credit for least one course in social studies in 2015–16}}$$

This indicator was used in awarding distinction designations to high schools in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 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
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district
- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services

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

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2015–16 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2015–16 school year}}$$

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

$$\frac{\textbf{number of dropouts in grades 9 through 12 during the 2015–16 school year}}{\textbf{number of students in grades 9–12 in attendance at any time during the 2015–16 school year}}$$

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 calculations.

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, 2015–16* 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 2017 Accountability Manual. See also *Dropout and Leaver Record. (Source of data: PEIMS; 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 International Baccalaureate (IB) course in the 2012–13 to 2015–16 school years.

$$\frac{\textbf{number of 2015–16 annual graduates who completed at least one AP or IB course in the 2012–13 to 2015–16 school years}}{\textbf{Number of 2015–16 annual graduates}}$$

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.

All Subjects

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination}}{\textbf{total students enrolled in 11th and 12th grades}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in ELA}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in mathematics}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in science}}{\textbf{total students enrolled in 11th and 12th grades}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders in the 2015–16 school year taking at least one AP or IB examination in social studies}}{\textbf{total students enrolled in 11th and 12th grades}}$$

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.

All Subjects

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination}}$$

English Language Arts

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in ELA}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in ELA}}$$

Mathematics

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in mathematics}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in mathematics}}$$

Science

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in science}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in science}}$$

Social Studies

$$\frac{\textbf{number of 11th and 12th graders with at least one AP or IB score at or above criterion in social studies}}{\textbf{number of 11th and 12th graders with at least one AP or IB examination in social studies}}$$

This indicator was used in determining the 2017 postsecondary readiness distinction designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 Accountability Manual*. *(Sources of data: The College Board, Nov. 2015, Nov. 2016; The International Baccalaureate Organization, Feb. 2016, Feb. 2017; 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).

$$\frac{\textbf{number of students in the 2015–16 school year considered as at risk}}{\textbf{total number of students}}$$

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

Attendance Rate: The percentage of days that students were present in 2015–16 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:

$$\frac{\textbf{total number of days that students in grade 1–12 were present in 2015–16}}{\textbf{total number of days that students in grade 1–12 were in membership in 2015–16}}$$

This indicator was used in awarding distinction designations in 2017. For a detailed explanation of distinction designations, see Chapter 5 of the *2017 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 TSDS PEIMS employment and payroll records who are not reported in the TSDS 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 percentage 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 TSDS PEIMS role IDs included in each category.

- *Teachers*. Teachers, special duty teachers, and substitute teachers. Substitute teachers 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 *Texas Education Data Standards,* available at http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

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, 04Xfor 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 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 number 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 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 as 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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2016. 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 annual 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
Mathematics	at least 350 on Mathematics	OR	at least 500 on Mathematics AND at least 1070 Total	OR	at least 19 on Mathematics AND at least 23 Composite

* For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

Performance is shown for school years 2014-15 and 2015-16. The percentages are calculated as follows:

English Language Arts.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for ELA in 2015–16}}{\textbf{number of 2015–16 annual graduates with ELA results to evaluate}}$$

Mathematics.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criterion for mathematics in 2015–16}}{\textbf{number of 2015–16 annual graduates with mathematics results to evaluate}}$$

Both Subjects.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{both}} \textbf{ ELA \& mathematics in 2015–16}}{\textbf{number of 2015–16 annual graduates with results in both subjects to evaluate}}$$

Either Subject.

$$\frac{\textbf{number of graduates who scored at or above the } \textbf{\textit{college-ready}} \textbf{ criteria on } \textbf{\textit{either}} \textbf{ ELA or mathematics in 2015–16}}{\textbf{number of 2015–16 annual graduates with results in either subject to evaluate}}$$

(Sources of data: The Texas Higher Education Coordinating Board (THECB), The College Board, Aug. 2015, Aug. 2016, ACT, Inc. Oct. 2015, Oct. 2016)

College and Career Ready Graduates: The number of 2015–16 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 2014–15 or 2015–16 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 during the 2015–16 school year (This includes the CTE Tech Prep Program)

(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.

$$\frac{\textbf{number of 2015–16 annual graduates who completed 2 or more advanced/dual-credit courses in the current and/or prior school year}}{\textbf{Number of 2015–16 annual graduates}}$$

(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 2012–13 to 2015–16 school years.

$$\frac{\textbf{number of 2015–16 annual graduates who completed 12 or more hours of postsecondary credit in the 2012–13 to 2015–16 school years}}{\textbf{Number of 2015–16 annual graduates}}$$

(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.

$$\frac{\textbf{number of 2015–16 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits *}}{\textbf{number of 2015–16 annual graduates}}$$

* This includes the CTE Tech Prep Program.

(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 the TSDS PEIMS Student Leaver Data.

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 2015–16, the end of the school-start window was September 30, 2016.) (For a more complete definition of leavers, see *Leaver Records*.)

$$\frac{\textbf{number of underreported students}}{\textbf{number of students in grades 7–12 who were served in the district in the 2015–16 school year}}$$

(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)

The 2016–17 TAPR provides the Distinction Designations for eligible districts and campuses on the cover page of the report. 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 of the *2017 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 TSDS 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.

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

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 TSDS 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 *2017 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/.

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

- *Average Years as Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each principal's FTE coefficient (1 for a full-time principal, .75 for a three-quarter-time principal, and .5 for a half-time principal, for example) by his or her years of experience. These amounts are added together and divided by the sum of all principals' FTE coefficients.

- *Average Years as Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each principal'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 principal's coefficients.
- *Average Years as Assistant Principal:* The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each assistant principal's FTE coefficient by his or her years of experience. These amounts are added together and divided by the sum of all assistant principals' FTE coefficients.
- *Average Years as Assistant Principal with District:* The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each assistant principal'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 assistant principal's coefficients.

(Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Submission 1)

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 TSDS 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 2015–16 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 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year FHSP-DLA}}{\textbf{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year FHSP-E}}{\textbf{number of graduates in the Class of 2016 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in the Class of 2016 who complete a 4-year RHSP or DAP}}{\textbf{number of graduates in the Class of 2016 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016) 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.

$$\frac{\textbf{number of graduates from the Class of 2016 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in the Class of 2016 with reported graduation plans}}$$

- FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\textbf{number of graduates in SY 2015–16 who earn an FHSP-DLA}}{\textbf{number of graduates in school year (SY) 2015-16 with reported FHSP graduation plans}}$$

- FHSP-E Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\textbf{number of graduates in SY 2015–16 who earn an FHSP-E}}{\textbf{number of graduates in SY 2015–16 with reported FHSP graduation plans}}$$

- RHSP/DAP Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\textbf{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP}}{\textbf{number of graduates in SY 2015–16 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16) The percentage of graduates in 2016 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.

$$\frac{\textbf{number of graduates in SY 2015–16 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\textbf{number of graduates in SY 2015–16 with reported graduation plans}}$$

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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2015 and the Class of 2016. 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.

$$\frac{\textbf{number of graduates during the 2014–15 school year who attended a public or independent college or university in Texas in the 2015–16 academic year}}{\textbf{number of graduates during the 2014–15 school year}}$$

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.

$$\frac{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated } \textit{and} \text{ met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)}}{\text{number of graduates during the 2014–15 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

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 2017)*

Graduation Rate: Please see *Longitudinal Rates.*

Instructional Expenditure Ratio (2015–16): 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 2015–16 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 TSDS 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, 2015–16, 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 2012–13. They are followed through their expected graduation with the class of 2016.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2011–12. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2015.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2010–11. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2014.

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 2012–13 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2012–13 but takes 5 years to graduate (i.e., graduates in May 2017) is still part of the 2016 cohort; he or she is not switched to the 2017 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the class of 2016. 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, 2016 for the 2016 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(2) *Received GED:* For the 2016 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(3) *Continued High School:* The percentage of the 2016 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

(5) *Graduates & GED:* The percentage of graduates and GED recipients in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2016 cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2016 cohort*}}$$

(6) *Graduates, GED & Cont:* The percentage of graduates, GED recipients, and continuers in the 2016 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2016 cohort*}}$$

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2015 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(2) *Received GED:* For the 2015 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

(3) *Continued High School:* The percentage of the 2015 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2015 cohort who dropped out and did not return by the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2015 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2015 cohort*}}$$

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2016, for the 2014 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(2) *Received GED:* For the 2014 cohort, the percentage who received a GED certificate by August 31, 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

(3) *Continued High School:* The percentage of the 2014 cohort still enrolled as students in the fall of the 2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2014 cohort who dropped out and did not return by the fall of the2016–17 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016}}{\textbf{number of students in the 2014 cohort*}}$$

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

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016 plus number of students from the cohort who received a GED by August 31, 2016 plus number of students from the cohort who were enrolled in the fall of the 2016–17 school year}}{\textbf{number of students in the 2014 cohort*}}$$

* 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 2012–13. They are followed through their expected graduation with the class of 2016. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2016 cohort **}}$$

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2011–12. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2015. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2015 cohort**}}$$

(3) 6-*Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2010–11. They are followed for six years to see if they graduated within two years after their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2016}}{\textbf{number of students in the 2014 cohort**}}$$

** 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, 2015–16. (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).

$$\frac{\textbf{number of mobile students in 2015–16}}{\textbf{number of students who were in membership at any time during the 2015–16 school year}}$$

This rate is calculated at the campus level and disaggregated by race/ethnicity. 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 *2017 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 TSDS 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 *(Percentage 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 Alternate 2 and STAAR A) in the prior year but passed the corresponding assessment in the current year. For 2017, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\textbf{number of matched students who did not reach the satisfactory standard in 2016 but passed in 2017}}{\textbf{number of matched students who did not reach the satisfactory standard in 2016}}$$

For 2017, students in grades 4–8 included in these measures are those who

- took the spring 2017 STAAR (with or without accommodations) or STAAR Alternate 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 2017 accountability subset;
- can be matched to the spring 2016 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 2016 STAAR administration of ELA/reading and/or mathematics.

Note this item does not apply to mathematics in 2016, because grade 3–8 mathematics was not included in 2015 accountability.

(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 2016 in the same grade in which they were reported for the last six-week period of the prior school year (2015–16).

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

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, 2015–16,* 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.

Nine values are calculated for this indicator:

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

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

(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):

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

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

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

(4) *Average SAT Score (English Language Arts):* The average score for the SAT critical reading and writing combined. The maximum score is 1600. It is calculated as follows:

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

(5) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800. It is calculated as follows:

$$\frac{\textbf{sum of total scores (mathematics) of all students who took the SAT}}{\textbf{number of students who took the SAT}}$$

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

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

(7) *Average ACT Score (English Language Arts):* The average score for the ELA ACT. The maximum score is 36. It is calculated as follows:

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

(8) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36. It is calculated as follows:

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

(9) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36. It is calculated as follows:

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

Note: For the small percentage of students who took the redesigned SAT examination, their scores were converted to the equivalent scores on the previous SAT using College Board concordance tables.

See also *Criterion Score. (Sources: The College Board, Aug. 2015, Sep. 2016; ACT, Inc. (ACT) Jul. 2015, Jul. 2016; and PEIMS; Record 203, Student – School Leaver and Graduation Program, Submission 1)*

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 TSDS PEIMS enrollment snapshot. For more information about school types and how they are used in accountability, see Chapter 2 of the *2017 Accountability Manual*.

Snapshot Date: The first submission of data to TSDS PEIMS of a new school year. Enrollment information submitted for this date is used for accountability. It is the last Friday of October. October 28, 2016, is the TSDS PEIMS snapshot date for the 2016–17 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 2016–17 school year, a student in special education may have been administered the STAAR (with or without accommodations) or STAAR Alternate 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 the *Profile* section of the report has student counts and percentages disaggregated by primary disability type. Also, in the *Profile* section 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 2016–17 TAPR provides the 2016–17 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 2016–17 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded progress and exceeded progress include current and monitored students.
- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '**' Indicates that when only one group is masked, then the second smallest group is masked (regardless of size).
- '-' 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.

For more information, see the *Explanation of Masking* at https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/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 Approaches Grade Level 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 Meets Grade Level Standard.* The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Meets Grade Level 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 Meets Grade Level Standard or better and 2) students who scored at the Meets Grade Level Standard or better on two or more assessments. A student who took more than one assessment and scored at the Meets Grade Level Standard 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 Masters Grade Level Standard.* The percentage of tests that met the Masters Grade Level 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 *2017 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 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 *2017 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 (with and without accommodations) and STAAR Alternate 2 results are included in all indices.
- *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/2017/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 (with and without accommodations), STAAR Alternate 2, and TELPAS. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents [STAAR (with and without accommodations), STAAR Alternate 2, TELPAS] with a score code of "S", 2) STAAR Alternate 2 testers with a score code of "N", 3) STAAR (with and without accommodations), 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 TSDS PEIMS submission dates (October 28, 2016, or October 30, 2015 for summer 2016 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 is 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 Alternate 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 TSDS 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 2017, the TAPR shows the following for each SSI grade:

(1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration*: The percentage of students who met Approaches Grade Level during the first administration. It is calculated as follows:

$$\frac{\textbf{number of students who met Approaches Grade Level in the first administration}}{\textbf{number of students tested in the first administration}}$$

(2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\textbf{number of students who did not meet the standard in the first administration}}{\textbf{number of students in the first administration}}$$

(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:

$$\frac{\textbf{number of students who passed the test in either of the first two administrations}}{\textbf{cumulative number of students who took the test in either of the first two administrations}}$$

The SSI grade-advancement requirement was suspended for the 2015–16 school year, and the June administrations of STARR for grade 5 and grade 8 were cancelled. As a result, Information on prior-year non-proficient students is unavailable.

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 Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR uses five categories of primary disability: Students with Intellectual Disabilities (TSDS PEIMS disability codes 06, 08, 12, 13), Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09), Students with Autism (TSDS PEIMS disability code 10), Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07), and Students with Non-Categorical Early Childhood (TSDS PEIMS disability code 14). *(Source of data: PEIMS; Record 163, Student – Special Education Program)*

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:

$$\frac{\textbf{number of students with one or more disciplinary placements}}{\textbf{number of students who were in attendance at any time during the school year}}$$

For 2016–17, 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 percentage 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.

$$\frac{\textbf{number of 2015–16 annual graduates who met the TSI criteria on the TSIA}}{\textbf{number of 2015–16 annual graduates}}$$

(Source of data: THECB [applicable scores from June 2011 through October 2016] 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 percentage 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 28, 2016, 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 2015–16 who were not employed in the district in the fall of 2016–17. 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 2016–17, divided by the total teacher FTE count for the fall of 2015–16. 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	Special Populations	(512) 463-9414
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 Populations	(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
TAIS	Texas Accountability Intervention System	(512) 463-9414
TELPAS	Student Assessment	(512) 463-9536

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
2016–17 Texas Academic Performance Reports

- All courses shown were for the 2015–16 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
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
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
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
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL

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 IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
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 Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

Glosario

Octubre del 2017

Reporte del Desempeño Académico de Texas 2016–17

Accountability Rating - Clasificación escolar: Las clasificaciones (ratings) asignadas a los distritos y escuelas por el sistema de responsabilidad educativa (accountability system) del estado las cuales determinan el desempeño aceptable y no aceptable, o si un distrito o escuela no ha sido clasificado. Las posibles clasificaciones son las que siguen:

- *Met Standard* - Cumplió con el estándar
- *Met Alternative Standard* - Cumplió con estándar alternativo
- *Improvement Required* - Se requiere aumento
- *Not rated* - No clasificada
- *Not Rated: Data Integrity Issues* - No clasificada: Cuestiones con la integridad de los datos

Para una explicación más detallada del sistema de responsabilidad educativa de este año, vea el Manual del Sistema de Responsabilidad Educativa del 2017 (*2017 Accountability Manua)*, que se encuentra en: http://tea.texas.gov/2017accountabilitymanual.aspx.

Accountability Subset - Subgrupo del sistema de responsabilidad: La colección de los resultados de las pruebas STAAR que se usan para determinar la clasificación en el sistema de responsabilidad de una escuela y distrito.

Campus-level accountability subset - Subgrupo del sistema de responsabilidad a nivel de escuela: Las escuelas son responsables por el desempeño de solamente aquellos estudiantes reportados como inscritos en la escuela tanto en la fecha estipulada (el último viernes de octubre) como en la fecha de la prueba. Por ejemplo, si un estudiante estaba inscrito en una escuela el 28 de octubre del 2016*, pero se cambió a otra escuela antes del día de la prueba, el desempeño de ese estudiante no se incluye en los resultados de la responsabilidad de ninguna de las dos escuelas.

District-level accountability subset - Subgrupo del sistema de responsabilidad a nivel de distrito: Un distrito es responsable por el desempeño de solamente aquellos estudiantes reportados como inscritos en el distrito tanto en la fecha estipulada (el último viernes de octubre) como en la fecha de la prueba. Por ejemplo, si un estudiante estaba inscrito en un distrito el 28 de octubre del 2016*, pero se cambia a otro distrito antes del día de la prueba, el desempeño de ese estudiante no se incluye en los resultados de la responsabilidad de ninguno de los dos distritos. Sin embargo, si ese estudiante se cambia de una escuela a otra dentro de un distrito, su desempeño se incluiría en los resultados del distrito, a pesar de que no cuentan para ninguna de las dos escuelas. Esto puede resultar en que los resultados del desempeño del distrito varíen y no sean iguales a la suma de los resultados agregados de las escuelas.

*En el caso de las pruebas STAAR de fin de curso (STAAR End-of-Course) administradas en julio del 2016, la fecha de la responsabilidad educativa es para el año previo, 30 de octubre de 2015.

Advanced/Dual-Credit Completion - Finalización de cursos avanzados/de registro dual: El porcentaje de estudiantes quienes completan y reciben crédito para por lo menos un curso académico avanzado o de crédito dual. El TAPR incluye por separado los porcentajes para los grados de 9° al 12°, y del 11° al 12°. La descripción de cómo se decide quién recibe crédito de preparatoria por cursos universitarios se encuentra bajo el Código Administrativo de Texas §74.25.

El *apéndice B* provee una lista de todos los cursos identificados como cursos avanzados, con excepción de los cursos que son exclusivamente de registro dual ya que estos cursos son distintos de escuela a escuela.

Cuando los estudiantes finalizan estos cursos, esta información se reporta al Sistema Informático de la Educación Pública (TSDS PEIMS - *Public Education Information Management System)* luego del cierre del año escolar. Por ejemplo, los valores, expresados en porcentajes para los grados 11° y el 12°, se calculan de la siguiente manera:

Cualquier materia

$$\frac{\textbf{número de estudiantes de 11° y 12° grado en el 2015–16 con créditos en por lo menos un curso avanzado o curso de registro dual}}{\textbf{número de estudiantes del 11° al 12° grado quienes recibieron crédito por lo menos en un curso en 2015–16}}$$

Artes del lenguaje en inglés (ELA)

$$\frac{\textbf{número de estudiantes de 11° y 12° grado en el 2015–16 con créditos en por lo menos un curso avanzado o curso de registro dual en ELA}}{\textbf{número de estudiantes del 11° al 12° grado quienes recibieron crédito por lo menos en un curso ELA en 2015–16}}$$

Matemáticas

$$\frac{\textbf{número de estudiantes de 11° y 12° grado en el 2015–16 con créditos en por lo menos un curso avanzado o curso de registro dual en matemáticas}}{\textbf{número de estudiantes del 11° al 12° grado quienes recibieron crédito por lo menos en un curso de matemáticas en 2015–16}}$$

Ciencias

$$\frac{\textbf{número de estudiantes de 11° y 12° grado en el 2015–16 con créditos en por lo menos un curso avanzado o curso de registro dual en ciencias}}{\textbf{número de estudiantes del 11° al 12° grado quienes recibieron crédito por lo menos en un curso de ciencias en 2015–16}}$$

Estudios Sociales

$$\frac{\textbf{número de estudiantes de 11° y 12° grado en el 2015–16 con créditos en por lo menos un curso avanzado o curso de registro dual en estudios sociales}}{\textbf{número de estudiantes del 11° al 12° grado quienes recibieron crédito por lo menos en un curso de estudios sociales en 2015–16}}$$

Este índice se usó para otorgar nombramientos de distinción a las escuelas preparatorias en el 2017. Para una explicación detallada de los nombramientos de distinción, vea el Capítulo 5 del Manual de responsabilidad del 2017 *(2017 Accountability Manual). (Fuente: PEIMS, Registro 415, Información sobre Cursos – Estudiantes; Entrega 3).*

Advanced Placement Examinations – Exámenes de colocación avanzada: Vea *AP/IB Results* (Resultados del AP/IB).

Annual Dropout Rate – Tasa anual de deserción escolar: El porcentaje de estudiantes que se dan de baja de la escuela durante un año escolar. Las tasas anuales de deserción escolar se muestran para escuelas y distritos con grados 7–8 y/o 9–12. La ley estatal prohíbe incluir en los cálculos de la tasa anual de deserción de las escuelas o los distritos, a los estudiantes que cumplan con alguno de los siguientes criterios:

- Tiene una orden de la corte para entrar a un programa para obtener un certificado de equivalencia de preparatoria, pero no lo ha obtenido
- Fue reportado previamente a TEA como desertor
- Asistió a la escuela, pero no se considera en membresía para propósitos de asistencia diaria promedio (por ej., estudiantes por quienes los distritos escolares no reciben fondos estatales *Foundation School Program* [FSP])
- Se inscribió inicialmente en una escuela en Estados Unidos en cualquier grado del 7 al 12 como un refugiado o asilado según se define bajo TEC §39.027(a-1)
- Está asistiendo en un distrito exclusivamente porque fue detenido en instalaciones de detención del condado, pero de otra manera no sería un estudiante del distrito en el cual está ubicada la institución
- Está encarcelado como adulto en una cárcel federal o estatal o es certificado para ser enjuiciado como un adulto
- Es un estudiante en una instalación del Departamento de Justicia Juvenil de Texas (*Texas Juvenile Justice Department)* o institución residencial, recibiendo tratamiento, a la cual sirve un distrito de educación pública en Texas.
- Cumplió por lo menos 18 años de edad al 1° de septiembre y ha cumplido satisfactoriamente los créditos requeridos para graduarse de escuela preparatoria; no ha completado su plan de enseñanza individualizado (PEI) (*individualized education program IEP);* y está matriculado y recibiendo los servicios del PEI.

Annual Dropout Rate (Gr 7–8). - Tasa anual de deserción (grados 7º a 8º). Esto incluye solamente 7º y 8º grado. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes en 7º y 8º grado quienes desertaron durante el año escolar 2015–16}}{\textbf{número de estudiantes en 7º y 8º grado que asistieron a la escuela durante cualquier periodo del año escolar 2015–16}}$$

Annual Dropout Rate (Gr 9–12)- Tasa anual de deserción (grados 9º al 12º). Esto incluye del 9º a 12º grado. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes en 9º a 12º grado que desertaron durante el año escolar 2015–16}}{\textbf{número de estudiantes en 9º a 12º grado que asistieron a la escuela durante cualquier periodo del año escolar 2015–16}}$$

Ambas tasas anuales aparecen en los TAPR de la escuela, del distrito, la región y al nivel del estado. Las tasas anuales del estado y de la región que se reportan en los TAPR de la escuela y del distrito se calculan, sin embargo, sin las exclusiones requeridas en las calculaciones de la escuela y del distrito.

Note que en todos los cálculos de las dos tasas anuales de deserción anual se utiliza una participación acumulativa en el denominador. Este método de cálculo del índice de deserción escolar neutraliza los efectos de la movilidad estudiantil al incluir en el denominador a cada estudiante que estuvo presente en algún momento en la escuela o distrito durante el año escolar, sin importar cuánto tiempo estuvo inscrito. Para una descripción más detallada de las tasas de deserción escolar y las exclusiones, vea el reporte de Finalización y Deserción Escolar en las Escuelas Públicas Secundarias (Preparatorias) de Texas 2015–16 (*Secondary School Completion and Dropouts in Texas Public Schools, 2015–16 reports*) disponible en la página web de TEA http://tea.texas.gov/acctres/dropcomp_index.html.

Para información más detallada en las fuentes de información, vea el *apéndice K (Appendix K)* en el Manual de Responsabilidad del 2017. Vea también *Dropouts* (Deserción Escolar) y *Leaver Record* (Registro de Provisión). *(Fuente: PEIMS; Registro 203, Estudiante – Registro de Provisión; Registro 400, Estudiante- Asistencia Básica; Registro 500, Estudiante – Información de Asistencia Flexible, Entregas 1, 3 y 4).*

Annual Graduates - Graduados anuales: El conteo de estudiantes quienes se gradúan de un distrito o escuela durante un dado año escolar sin importar la cohorte. Esto es aparte de, y puede incluir diferentes estudiantes que, las tasas de graduación longitudinales. *(Fuente: PEIMS, Registro 203, Estudiante – Egresados de la escuela; Entregas 1 y 3).*

AP/IB Course Completion – AP/IB Completar el curso: El porcentaje de los graduados anuales que completaron por lo menos un curso de Colocación avanzada (AP) y/o un curso de Bachillerato Internacional (BI) en los años escolares del 2012–13 a 2015–16.

$$\frac{\textbf{el número de graduados anuales del 2015–16 que completaron por lo menos un curso AP o BI en los años escolares 2012–13 y 2015–16}}{\textbf{número de graduados en el 2015–16}}$$

AP/IB Results (Participation) – Resultados del AP/IB (Participación): El porcentaje de estudiantes en grados 11 y 12 quienes tomaron los Exámenes de Colocación Avanzada (AP) de La Mesa Directiva Universitaria (College Board Advanced Placement (AP) examinations) y/o el Examen del Programa para alcanzar un diploma del Bachillerato Internacional (IB).

All Subjects - Todas las materias

$$\frac{\textbf{el número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB en el año escolar 2015–16}}{\textbf{número total de estudiantes matriculados en grados 11 y 12}}$$

English Language Arts - Artes del lenguaje en inglés (ELA)

$$\frac{\textbf{el número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB en el año escolar 2015–16 en ELA}}{\textbf{número total de estudiantes matriculados en grados 11 y 12}}$$

Mathematics - Matemáticas

$$\frac{\textbf{el número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB en el año escolar 2015–16 en matemáticas}}{\textbf{número total de estudiantes matriculados en grados 11 y 12}}$$

Science - Ciencias

$$\frac{\textbf{el número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB en el año escolar 2015–16 en ciencias}}{\textbf{número total de estudiantes matriculados en grados 11 y 12}}$$

Social Studies - Estudios Sociales

$$\frac{\textbf{el número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB en el año escolar 2015–16 en estudios sociales}}{\textbf{número total de estudiantes matriculados en grados 11 y 12}}$$

AP/IB Results (Examinees >= Criterion) - Resultados del AP/IB (Estudiantes que tomaron examen >= Calificación criterio): El porcentaje de estudiantes en grados 11 y 12 con por lo menos un puntaje igual o mayor que la calificación criterio. Los estudiantes de preparatoria pueden tomar uno o más de estos exámenes, idealmente al finalizar los cursos AP o IB y pueden ser elegibles para recibir cursos avanzados o créditos universitarios *(college)* o ambos cuando los estudiantes sean aceptados en un colegio o universidad.

Generalmente, colegios y universidades darán crédito o les brindarán cursos avanzados a los estudiantes que sacaron 3, 4 o 5 en exámenes de AP y a los que sacaron 4, 5, 6 o 7 en los exámenes del IB. Los requisitos varían por universidad y por materia en la que fueron examinados.

All Subjects - Todas las materias

$$\frac{\textbf{número de examinados en grados 11 y 12 con al menos un puntaje mínimo requerido o más alto en AP o IB}}{\textbf{número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB}}$$

English Language Arts - Artes del lenguaje en inglés (ELA)

$$\frac{\textbf{número de examinados en grados 11 y 12 con al menos un puntaje mínimo requerido o más alto en AP o IB en ELA}}{\textbf{número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB en ELA}}$$

Mathematics - Matemáticas

$$\frac{\textbf{número de examinados en grados 11 y 12 con al menos un puntaje mínimo requerido o más alto en AP o IB en matemáticas}}{\textbf{número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB en matemáticas}}$$

Science - Ciencias

$$\frac{\textbf{número de examinados en grados 11 y 12 con al menos un puntaje mínimo requerido o más alto en AP o IB en ciencias}}{\textbf{número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB en ciencias}}$$

Social Studies - Estudios Sociales

$$\frac{\textbf{número de examinados en grados 11 y 12 con al menos un puntaje mínimo requerido o más alto en AP o IB en estudios sociales}}{\textbf{número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB en estudios sociales}}$$

Este índice se usó para determinar la designación de distinción en la preparación para colegios y universidades post secundarias del 2017 a las escuelas preparatorias y los distritos. Para una explicación detallada de los nombramientos de distinción, vea el Capítulo 5 del Manual de responsabilidad del 2017 (2017 Accountability Manual). *(Fuente: College Board – La Mesa Directiva Universitaria, noviembre 2015, noviembre 2016; La organización del Bachillerato Internacional febrero 2016, febrero 2017; y PEIMS, Registro 101, Estudiante – Estadísticas demográficas, Entrega 1)*

At-Risk – A riesgo de desertar sus estudios: El conteo y porcentaje de los estudiantes identificados de estar en riesgo de dejar la escuela (at risk of dropping out of school) según lo define TEC §29.081(d) y (d-1).

$$\frac{\text{número de estudiantes en el año escolar 2015–16 considerados a riesgo (at-risk)}}{\text{número total de estudiantes}}$$

(Fuente de la información: PEIMS; Registro 110, Estudiante – Matrícula, Entrega 1)

Attendance Rate – Tasa de asistencia: El porcentaje de días en que los estudiantes estuvieron presentes en 2015–16 basado en la asistencia estudiantil del año escolar entero. Solamente se incluyen en estos cálculos los estudiantes en los grados del 1 al 12. La asistencia se calcula de la siguiente manera:

$$\frac{\text{número total de días en que los estudiantes en los grados 1–12 estuvieron presentes en 2015–16}}{\text{número total de días en que los estudiantes en los grados 1–12 con membresía en el programa en 2015–16}}$$

Este índice se usó para otorgar nombramientos de distinción en el 2017. Para una explicación detallada de los nombramientos de distinción, vea el Capítulo 5 del Manual de responsabilidad del 2017 *(2017 Accountability Manual). (Fuente: PEIMS; Registro 400, Estudiante – Asistencia Básica, Entrega 1)*

Auxiliary Staff - Personal auxiliar (no en el perfil del distrito) El número de personal que trabaja el equivalente a tiempo completo (FTE) de quienes TSDS PEIMS contiene récord de empleo y nómina, que no están reportados en el personal TSDS PEIMS 090 - Registro de responsabilidades. El número del personal auxiliar (asistencia educativa quienes desempeñan rutinariamente tareas en el salón de clases bajo la supervisión general de un maestro certificado o de un equipo educativo) se refiere al porcentaje del personal total. Para el personal auxiliar, el FTE es el porcentaje del día de trabajo. *(Fuente: PEIMS; Registro 060, Información del personal – Contabilidad nómina del personal, Registro 090, Personal – Responsabilidades, Entrega 1)*

Average Actual Salaries (regular duties only) - Promedio de salarios reales (deberes regulares solamente): Para cada categoría, se divide el salario total entre el número total de personal FTE que forma parte de esa categoría. El salario real total se refiere únicamente al percibido por los deberes regulares y no incluye pagos suplementarios por deberes adicionales (por ej., ser entrenador, director de banda u orquesta o líder de algún club). Vea *apéndice A* para la lista de las clasificaciones y sus códigos que el TSDS PEIMS incluye en cada una de las categorías.

- *Teachers* - Maestros. Maestros, maestros con deberes especiales y maestros substitutos. Los maestros substitutos son personas quienes son ya sea temporales que se contratan para remplazar a un maestro o personas contratadas permanentemente según la necesidad.
- *Campus Administration* - Administración de la escuela. Directores, asistentes de director y otros administradores reportados con un ID específico de la escuela.

- *Central Administration – (not on campus profile)* - Administración a nivel central (no en el perfil de la escuela). Superintendentes, presidentes, oficiales ejecutivos, oficiales administrativos, gerentes, directores atléticos y otros administradores que se reportan con un ID de la oficina central y no un ID específico de una escuela.
- *Professional Support* - Profesionales de apoyo. Terapistas, enfermeras, bibliotecarias, consejeros y otro personal profesional de la escuela.

Average Teacher Salary by Years of Experience (regular duties only) – Salario promedio de maestros según sus años de experiencia (deberes regulares solamente): El salario total de todos los maestros en cada categoría se divide entre el número total de FTE del maestro dentro de esa categoría**.** Con el propósito de estos cálculos, el salario real total (salario base) se refiere al pago por las tareas regulares y no incluye pagos suplementarios. A los maestros que también tienen otros roles además de los de enseñar, solamente se le incluye en los cálculos del salario promedio de maestro la porción de tiempo y pago dedicado a las responsabilidades del salón de clases. *(Fuente: PEIMS; Registro 060, Información del personal – Contabilidad nómina del personal, Entrega 1)*

Average Years Experience of Teachers - Promedio de años de experiencia de los maestros: El promedio de años completos de experiencia profesional, sin importar el distrito. Estos promedios (weighted averages) se calculan multiplicando el coeficiente del FTE de cada maestro (por ejemplo: 1 para un maestro a tiempo completo, .75 para un maestro por tres cuartas partes del tiempo y .5 por un maestro a medio tiempo) por sus años de experiencia. La suma de dichas cantidades se divide entre la suma de los coeficientes FTE de todos los maestros. *(Fuente: PEIMS, Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de la nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Average Years Experience of Teachers with District - Promedio de años de experiencia de los maestros en el distrito: El número promedio de años que lleva empleado en el distrito en cuestión, sin importar alguna interrupción en el servicio. Estos promedios (weighted averages) se calculan multiplicando el coeficiente FTE correspondiente a cada maestro por el número de años de experiencia en el distrito. Estas cantidades se suman todas y se dividen entre la suma de los coeficientes de todos los maestros. *(Fuente: PEIMS; Registro 050, Personal – Empleo – Resumen de la nómina, Entrega 1)*

Bilingual Education (BE) – Educación bilingüe: Programas de doble sendero que permiten a los estudiantes que están aprendiendo inglés a dominar las destrezas de comunicación auditiva, hablada, escrita y leída en inglés a través del desarrollo de la alfabetización y de las destrezas académicas en ambos idiomas; tanto el primer idioma como el inglés. Esta categoría incluye los modelos tales como el bilingüismo de transición/salida temprana, el doble sendero de inmersión/de un solo idioma, y el doble sendero de inmersión/instrucción en dos idiomas.

Bilingual Education/English as a Second Language Reports – Reportes de la educación bilingüe/Inglés como segundo idioma: El desempeño en algunos indicadores seleccionados desegregados de acuerdo con los modelos de instrucción bilingüe y de inglés como segundo idioma (ESL). El TAPR muestra los indicadores de este desempeño requerido según estatuto desegregado en once columnas para los estudiantes identificados como limitaciones lingüísticas en inglés (LEP) en el año escolar actual.

Para las definiciones de los tipos de los programas de instrucción BE y de ESL, vea *Texas Education Data Standards,* disponible en http://www.texasstudentdatasystem.org/TSDS/TEDS/TEDS_Latest_Release/.

Campus Number – Número del plantel escolar: Un número único de nueve dígitos asignado a cada escuela pública del estado de Texas. Es compuesto por un número del condado de tres dígitos (asignado alfabéticamente empezando con el 001 hasta el 254), seguido por el número del distrito de tres dígitos (9XX se usa para distritos tradicionales, 8XX para los operadores charter) y la secuencia termina con el número del plantel de tres dígitos (generalmente 00X para preparatorias, 04X para secundarias *(middle schools)* y 1XX para escuelas primarias).

Class Size Averages by Grade and Subject – Tamaños promedio de la clase por grado y materia: El tamaño promedio para las clases por grado (escuela primaria) o para algunas materias (escuela preparatoria).

Para las clases de secundaria, los promedios se determinan al sumar el número total de estudiantes (en una materia en la escuela) y se divide ese total entre el conteo de las clases para esa materia.

Para las clases de primaria, cómo el promedio se determina depende del modelo de instrucción. Si un maestro de primaria enseña todas las materias al mismo grupo de estudiantes en el cuarto grado todo el día, el promedio del tamaño de la clase es simplemente el número de estudiantes de cuarto grado que ese maestro sirve. Sin embargo, si un maestro de primaria enseña una sola materia a cinco secciones diferentes de cuarto grado cada día, el promedio se calcula de la misma manera como para las materias de preparatoria. Por ejemplo, un maestro de ciencias de cuarto grado enseña cinco clases de ciencias cada día con 18, 20, 19, 21 y 22 estudiantes en cada una de esas clases. El total de 100 estudiantes dividido entre las cinco clases resulta que ese maestro tiene una clase promedio de 20 estudiantes.

Las siguientes reglas corresponden al promedio de los tamaños de las clases:

- Las clases identificadas como que reciben servicio regular, compensatorio/de recuperación, dotados y talentosos, educación vocacional y tecnológica y estudiantes de honor están incluidas en los cálculos.
- Las materias en las áreas de artes del lenguaje de inglés (ELA), matemáticas, ciencias, estudios sociales, idiomas, ciencias de computación, educación comercial, educación vocacional y tecnológica están incluidas en los cálculos, así como también las ofrecidas en clases de salón contenido (self- contained).

- Clases donde el número de estudiantes que reciben los servicios aparece reportado como cero no están incluidas.
- Códigos de servicios con el prefijo "SR" no están incluidos.
- Roles de maestros codificados como "maestro" y/o "maestro substituto" están incluidos.
- Solamente las clases codificadas como "clase regular" están incluidas en los cálculos.
- Conteos parciales FTE que faltan no están incluidos.
- Clases de primaria donde el número de estudiantes excede 100 no están incluidas.
- Los promedios de clases de grados mixtos no están incluidos.

(Fuente: PEIMS, Registro 090, Personal – Responsabilidades, Entrega 1)

Cohort - Cohorte: un grupo o generación de estudiantes que comenzaron el 9° grado por primera vez en la misma escuela en el mismo año escolar en adición a cualesquiera estudiantes quienes, en los próximos tres años escolares, entren al sistema de educación pública de Texas en el grado esperado para el cohorte/generación.

La cohorte se forma cuando un grupo de estudiantes comienza el noveno grado, sin importar si la escuela a la que asiste tiene otros grados.

- Un estudiante se transfiere a la cohorte de una escuela, distrito o estado cuando él o ella llega a la cohorte viniendo de otra escuela preparatoria de Texas, de otro distrito de Texas o de otro estado.
- Un estudiante sale de la cohorte de una escuela o distrito si se transfiere a otra escuela pública de Texas o se transfiere a otro distrito de Texas. Fíjese que estos estudiantes se transfirieron a la cohorte de la preparatoria o distrito al cual se mudaron. También hay estudiantes que se mudan del estado o del país y estudiantes que se transfieren a escuelas privadas o son educados en casa. A estos estudiantes con estos tipos de transferencia no se les puede dar seguimiento y no se incluyen en los cálculos de la tasa longitudinal.
- Un estudiante no cambia de cohorte si él o ella repite o adelanta un grado. Un estudiante que comienza con la cohorte de noveno grado del 2012–13 permanece con esa cohorte. Un estudiante que comienza el noveno grado en el 2012–13, pero tarda 5 años en graduarse (por ejemplo, en mayo 2017) todavía es parte de la cohorte del 2016; no cambia a la cohorte del 2017. Este estudiante se consideraría un estudiante de continuación y contaría como parte del número de Continúa Preparatoria (*Continued HS)* para la clase del 2016. Esto también es cierto pata las cohortes longitudinales extendidas para cinco y seis años.

College Admissions Tests – Pruebas de admisión a universidades: Vea *SAT/ACT Results* (Resultados del SAT/ACT).

College-Ready Graduates - Graduados preparados para la universidad: El porcentaje de graduados anuales que cumplen o exceden los criterios de preparación en la Evaluación de la iniciativa para el éxito de Texas (TSIA), el examen SAT o el ACT. Los criterios para cada uno son como sigue:

Materia	TSIA		SAT		ACT
Artes del lenguaje en inglés	por lo menos 351 en lectura	O	por lo menos 500 en la sección de lectura crítica Y por lo menos un total de 1070	O	por lo menos 19 en inglés Y por lo menos 23 compuesta
Matemáticas	por lo menos 350 en matemáticas	O	por lo menos 500 en la matemáticas Y por lo menos un total de 1070	O	por lo menos 19 en matemáticas Y por lo menos 23 compuesta

* Los resultados del pequeño porcentaje de estudiantes que tomaron la prueba SAT rediseñada se convirtieron a un puntaje equivalente usando las tablas de concordancia del *College Board* para el SAT anterior.

Se muestra el desempeño para los años escolares 2014–15 y 2015–16. Los porcentajes se calculan como sigue:

English Language Arts - Artes del lenguaje en inglés

$$\frac{\textbf{número de graduados en 2015–16 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para inglés (ELA)}}{\textbf{número de graduados anual en 2015–2016 con resultados en inglés (ELA) para evaluar}}$$

Mathematics – Matemáticas

$$\frac{\textbf{número de graduados en 2015–16 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para matemáticas}}{\textbf{número de graduados anual en 2015–16 con resultados en matemáticas para evaluar}}$$

Both subjects – Ambas materias

$$\frac{\textbf{número de graduados en 2015–16 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria tanto en artes del lenguaje en inglés (ELA) como en matemáticas}}{\textbf{número de graduados en 2015–16 con resultados en ambas materias a evaluar}}$$

Either Subject – Cualesquiera de las materias

$$\frac{\textbf{número de graduados en 2015–16 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para ya sea en artes del lenguaje en inglés (ELA) o matemáticas}}{\textbf{número de graduados en 2015–16 con resultados para ser evaluados en cualesquiera de las materias a evaluar}}$$

(Fuente: The Texas Higher Education Coordinating Board (THECB)- *Mesa Directiva Coordinadora de la Educación Superior en Texas, College Board – La Mesa Directiva Universitaria, agosto 2015, agosto 2016, ACT, Inc. octubre 2015, octubre 2016)*

College and Career Ready Graduates - Graduados preparados para la universidad y para escuelas vocacionales: El número de graduados anuales 2015–16 demuestran preparación para el éxito en los estudios post secundarios en una de tres maneras:

- Cumplir con el criterio TSI tanto en artes del lenguaje en inglés (ELA) como en matemáticas, como se indica arriba para los Graduados preparados para la universidad
- Completar y obtener crédito por al menos dos cursos avanzados/de crédito dual en el año escolar 2014–15 o en el 2015–16
- Inscribirse en una secuencia coherente de cursos de carrera y educación técnica CTE como parte de un plan de estudios de cuatro años para tomar dos o más cursos CTE y obtener tres o más créditos durante el año escolar 2015-16 (Esto incluye el Programa de Preparación Técnica CTE (*CTE Tech Prep Program)*

(Fuente: consolidated accountability file CAF- archivo de consolidación de responsabilidad pública, THECB - la Mesa Directiva Universitaria (College Board) y ACT)

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year – Finalización de dos o más cursos avanzados o de crédito dual en el año actual o anterior: El porcentaje de graduados anuales quienes completaron dos o más cursos avanzados o de crédito dual.

$$\frac{\textbf{número de graduados anuales de 2015–16 quienes completaron 2 o más cursos avanzados o de créditos dual en el año actual o previo}}{\textbf{número de graduados anuales de 2015–16}}$$

(Fuente: PEIMS; Registro 415, Información de finalización de curso – Estudiante; Entrega 3 y Registro 203, Estudiante – Egresados de la escuela, Entrega 1 y 3)

Completion of Twelve or More Hours of Postsecondary Credit – Finalización de doce o más horas de créditos postsecundarios: El porcentaje de graduados anuales quienes obtuvieron al menos 12 horas de créditos postsecundarios en los años escolares 2012–13 al 2015–16.

$$\frac{\text{número de graduados anuales de 2015–16 quienes completaron 12 o más horas de créditos postsecundarios en los años escolares 2012–13 al 2015–16}}{\text{número de graduados anuales de 2015–16}}$$

(Fuente: PEIMS; Registro 415, Información sobre finalización de cursos – Estudiante; Entrega 3 y Registro 203, Estudiante – Egresados de la escuela, Entrega 1 y 3)

Completion Rate - Tasa de finalización: Por favor, vea Tasas longitudinales (*Longitudinal Rates).*

County District Number (CDN) – Número del distrito en el condado: Por favor vea el número del distrito.

County District Campus Number (CDCN) - Número de la escuela del distrito en el condado: Por favor vea el número de la escuela.

CTE Coherent Sequence Graduate - Graduado de una secuencia coherente de cursos CTE: El porcentaje de estudiantes graduados anuales inscritos en una secuencia coherente de cursos de planeación profesional y tecnológica (CTE) como parte de un plan de estudios de cuatro años.

$$\frac{\text{número de estudiantes graduados en 2015–16 que fueron inscritos en una secuencia coherente de cursos CTE como parte de un plan de estudios de cuatro años para tomar dos o más cursos CTE y obtener tres o más créditos}}{\text{número de 2015–16 graduados anuales}}$$

* Esto incluye el Programa de Preparación Técnica CTE (*CTE Tech Prep Program*)

(Fuente: PEIMS, Registro 101, Estudiante – Estadísticas demográficas, Entrega 1; Registro 203, Estudiante – Egresados de la escuela, Entregas 1 y 3; Registro 400, Estudiante – Asistencia básica, Entrega 1)

Data Quality *(not on campus profile)* **- Control de calidad de datos** *(no en el perfil de la escuela)*: El porcentaje de errores que un distrito escolar comete en el reportaje en los datos estudiantiles del TSDS PEIMS.

Percent of Underreported Students - Porcentaje de estudiantes sub-reportados. El sub-reportaje de estudiantes: entre 7° – 12° grado quienes fueron inscritos durante el año previo, los cuales no se toman en cuenta por el distrito o TEA durante el presente año y para los cuales el distrito no sometió un récord de egreso. A los distritos se les requiere someter un récord de egresado para cualquier estudiante que recibió servicios en los grados del 7 al 12 durante el año anterior, a menos que este recibió un certificado de GED en o antes del 31 de agosto, se graduó anteriormente de una escuela pública en Texas, se transfirió a otro distrito escolar en Texas o regresó al

distrito en o antes de la fecha límite de la ventana para el comienzo de clases. (Para el 2015–16 el último día para la ventana que establece el comienzo del año escolar fue el 30 de septiembre de 2016). (Si desea una definición más completa de éstos, vea Leaver Records (Registro o Récord de egreso de estudios).

$$\frac{\textbf{número de estudiantes sub-reportados}}{\textbf{número de estudiantes en los grados del 7 al 12 que recibieron servicios en el distrito durante el año escolar de 2015–16}}$$

(Fuente: Archivo de la información del desarrollo educativo general; PEIMS; Registro 101, Estudiante – Estadísticas demográficas, Entrega 1; Registro 110, Estudiante – Matrícula, Entrega 1; Registro 400, Estudiante – Asistencia básica, Entrega 3; Registro 500; Estudiante - Información de asistencia flexible, Entrega 3)

Distinction Designations - Nombramientos de distinción: Reconocimientos por un desempeño sobresaliente en las siguientes áreas académicas:

- Logro académico en Lectura/Artes del lenguaje en inglés (ELA) (a nivel de escuela solamente)
- Logro académico en matemáticas (a nivel de escuela solamente)
- Logro académico en ciencias (a nivel de escuela solamente)
- Logro académico en estudios sociales (a nivel de escuela solamente)
- 25% con puntuación más altas: Progreso de los estudiantes (a nivel de escuela solamente)
- 25% con puntuación más altas: Disminuyendo la diferencia entre los niveles de desempeño (a nivel de escuela solamente)
- Preparación post secundaria (a nivel de escuela y distrito)

El TAPR 2016–17 provee los Nombramientos de distinción para los distritos y las escuelas elegibles en la portada del reporte. Solo aquellos distritos y escuelas que han recibido una clasificación de "Logró el estándar" son elegibles para un nombramiento de distinción. Los distritos charter y las escuelas de educación alternativa que son evaluadas bajo las provisiones alternativas del sistema de responsabilidad (AEA) no son elegibles para estas distinciones. Para más información, vea el Capítulo 5 del Manual de responsabilidad del 2017 *(2017 Accountability Manual).*

Distinguished Achievement Program – Programa de logros distinguidos: Por favor vea RHSP/DAP Graduates (Programa de preparatoria recomendado /Graduados del programa de logros distinguidos).

District Number – Número del distrito: Un número único de seis dígitos que se asigna a cada distrito de educación pública. Está compuesto de un número del condado de tres dígitos (se asigna alfabéticamente del 001 al 254) seguido de un número del distrito de tres dígitos (9XX para distritos tradicionales, 8XX para operadores de escuelas charter).

Dropout - Desertor escolar: Un desertor escolar es un estudiante que estaba matriculado en cualquier grado del 7 al 12 el año anterior, pero que no regresa el otoño durante el año corriente, que no fue expulsado y que no: se graduó, recibió un certificado de equivalencia de secundaria, continuó su educación fuera del sistema público o que no comenzó estudios universitarios o murió. Las tasas de deserción escolar se obtienen de los registros del TSDS PEIMS. Para más información, vea el *Annual Dropout Rate* (Índice anual de deserción escolar). *(Fuente: PEIMS, Registro 203, Estudiante – Egresados de la escuela, Entregas 1 y 3)*

Dropout Rate – Tasa de deserción escolar: Por favor vea *Annual Dropout Rate* (Tasa anual de deserción escolar).

Economically Disadvantaged - Estudiantes con desventaja económica: El número y porcentaje de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido, o elegibles para recibir otra asistencia pública.

$$\frac{\textbf{número de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otra asistencia pública}}{\textbf{número total de estudiantes}}$$

Vea también *Total Students* (Número total de estudiantes). *(Fuente: PEIMS, Registro 101, Estudiante – Estadísticas demográficas, Entrega 1; y la División de Evaluación Estudiantil de la Agencia de Educación de Texas (TEA Student Assessment Division))*

Educational Aides – Ayudantes educativos. El número y porcentaje de para profesionales que se reportan con una función que se describe mediante el código 33 (Ayudante educativo) (Educational Aide) o 36 (Intérprete certificado). La cifra de FTE del personal de ayudantes educativos está reportada como un porcentaje del total de empleados de tiempo completo (FTE). Vea *apéndice A* para la lista de las clasificaciones y códigos de TSDS PEIMS. *(Fuente: PEIMS, Registro 090, Información del personal – Responsabilidades, Entrega1)*

English as a Second Language (ESL) – Inglés como segundo idioma (ESL): Un programa intensivo diseñado para desarrollar dominio en la comunicación auditiva, hablada, escrita, leída en el idioma inglés. Esta categoría incluye ambos modelos instruccionales; el del contenido en inglés como segundo idioma como el sacarlos del salón para darles apoyo en ESL.

English Language Learners (ELLs) - Estudiantes aprendiendo inglés (ELLs): El número y porcentaje de estudiantes cuyo primer idioma no es el inglés y quienes están en el proceso de aprender inglés. Los términos "English Language Learner", English Learner" y "Limited English Proficient (LEP)" se usan indistintamente.

La inclusión o exclusión del desempeño de los ELL varía por indicador:

- El desempeño de los estudiantes ELL quienes están en su primer año en las escuelas de EE UU se excluye de todos los indicadores de STAAR. La exclusión del desempeño de los otros ELL varía dependiendo en el indicador. Para información detallada sobre la inclusión y exclusión del desempeño de los ELL, vea el apéndice I en el Manual de responsabilidad del 2017 *(2017 Accountability Manual)*.

- El desempeño de los ELL se incluye en todos los otros indicadores que no son de STAAR, sin importar los años que llevan en las escuelas de EE UU.

En la sección Perfil (*Profile)* de los reportes, el porcentaje de ELLs se calcula dividiendo el número de ELLs entre el número total de estudiantes en el distrito o escuela. No todos los estudiantes identificados como ELL reciben instrucción bilingüe o inglés como segundo idioma. *(Fuente: PEIMS, Registro 110, Estudiante - Matrícula, Entrega 1)*

Inscripción: Por favor, vea Total de estudiantes (*Total Students).*

Ethnic Distribution - Distribución étnica: El número y porcentaje de estudiantes quienes se identifican que forman parte de alguno de los siguientes grupos: afro-americano, hispano, anglo-europeo, indio nativo norteamericano, asiático o de las islas del Pacífico y dos o más razas. *(Fuente: PEIMS, Registro 101, Estudiante – Estadísticas demográficas, Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega; La Mesa Directiva Universitaria (The College Board); ACT Inc.; La Organización Internacional del Bachillerato (The International Baccalaureate Organization Educational); y la División de Evaluación Estudiantes (TEA Student Assessment Division))*

Expenditure Information - Información de los gastos: Esta información está disponible en los reportes de Estándar Financiero PEIMS (*PEIMS Financial Standard Reports)* en http://tea.texas.gov/financialstandardreports/.

Experience of Campus Leadership – Experiencia en el liderato de la escuela: El promedio de los años de experiencia de directores y asistentes de director.

- *Average Years as Principal* – Promedio de años como director: El promedio de años completos de experiencia profesional, independiente del distrito. Los promedios son calculados multiplicando cada coeficiente del equivalente del tiempo completo (FTE) del director (por ejemplo, 1 para director a tiempo completo, .75 para tres cuarto del tiempo como director, .5 para medio tiempo como director) por sus años de experiencia. Estas cantidades se suman todas y se dividen entre la suma de todos los coeficientes FTE del director.

- *Average Years as Principal with District*– Promedio de años como director en el distrito: El promedio de años empleado en el distrito independiente de cualquier interrupción del servicio. Los promedios son calculados multiplicando cada coeficiente del equivalente del tiempo completo (FTE) del director por sus años de experiencia. Estas cantidades se suman todas y se dividen entre la suma de todos los coeficientes FTE del director.

- *Average Years as Assistant Principal*– Promedio de años como asistente del director: El promedio de años completos de experiencia profesional, independiente del distrito. Los promedios son calculados multiplicando cada coeficiente del equivalente del tiempo completo (FTE) del asistente director por sus años de experiencia. Estas cantidades se suman todas y se dividen entre la suma de todos los coeficientes FTE del asistente del director.

- *Average Years as Assistant Principal with District*– Promedio de años como asistente del director en el distrito: El promedio de años empleado en el distrito independiente de cualquier interrupción del servicio. Los promedios son calculados multiplicando cada coeficiente del equivalente del tiempo completo (FTE) del asistente del director por sus años de experiencia. Estas cantidades se suman todas y se dividen entre la suma de todos los coeficientes FTE del asistente del director.

(Fuente de los datos: PEIMS; Registro 050, Personal – Empleo – Resumen de nómina, Entrega 1)

Foundation High School Program (FHSP) – Programa de preparación para la escuela preparatoria: Por favor vea el *Plan de graduación*.

Full Time Equivalent (FTE) Equivalente a tiempo completo: Una medida de la extensión a la cual una persona (o responsabilidad) ocupa una posición de tiempo completo. Se calcula para cada miembro del personal reportado en TSDS PEIMS. Los valores del FTE se usan en varios reportes del personal así como en la retroalimentación para el Presupuesto y el proceso actual de asignar fondos.

Un empleado que trabaja a medio tiempo y reporta un salario actual de $30,000 tiene un salario a tiempo completo equivalente a $60,000. Todos los promedios de los salarios se expresan en forma del equivalente del tiempo completo dividiendo la suma de los salarios reales recibidos entre el total del conteo. *(Fuente: PEIMS; Registro 050, Personal – Empleo – Resumen de nómina, Registro 060, Información del personal – Nómina de empleados, Contabilidad, Registro 090, Personal – Responsabilidades, Entrega 1)*

Fund Balance Information - Información sobre el balance de fondos: Esta información está ahora disponible en los reportes de Estándar Financiero PEIMS (PEIMS Financial Standard Reports) en http://tea.texas.gov/financialstandardreports/.

Graduados: El número y porcentaje de estudiantes que se graduaron en algún momento durante el año escolar. Incluye los estudiantes que se graduaron durante el verano y es reportado por los distritos en el otoño del año siguiente. Incluye todos los estudiantes quienes se graduaron del 12° grado, así como graduados de otros grados. Los estudiantes que reciben clases de Educación Especial se incluyen bajo este total. También se incluye a los graduados bajo los siguientes tipos de graduación en 2015–16:

- Programa mínimo de preparatoria *(Minimum High School Program-MHSP)*
- Programa de preparatoria recomendado *(Recommended High School Program-RHSP)*
- Programa de Logros Distinguidos *(Distinguished Achievement Program-DAP)*

- Plan de preparación para preparatoria (Foundation High School Plan-FHSP)

Vea graduados preparados para universidad *(College-Ready Graduates),* Tasa longitudinal *(Longitudinal Rate)* y *RHSP/DAP Graduates* (Graduados del Programa RHSP/DAP). *(Fuente: PEIMS, Registro 203, Estudiante – Egresados de la escuela; Entregas 1 y 3)*

Graduation Plan – Plan de graduación: El porcentaje de estudiantes que se graduaron bajo uno de los siguientes: *

- *FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)* – Graduados FHSP-DLA (Tasa longitudinal) (Clase del 2016): El porcentaje de graduados quienes, después de cuatro 4 años, completaron satisfactoriamente los requisitos del curso para el Programa de preparación para la preparatoria a un nivel de logro distintivo.

$$\frac{\textbf{número de graduados en la clase del 2016 quienes completaron 4 años de FHSP-DLA}}{\textbf{números de graduados en la clase del 2016 con planes de graduación reportados en FHSP}}$$

- *FHSP-E Graduates (Longitudinal Rate) (Class of 2016)* - Graduados FHSP-E (Tasa longitudinal) (Clase del 2016): El porcentaje de graduados quienes, después de cuatro años, completaron satisfactoriamente los requisitos del curso para el Programa de preparación para la preparatoria con una aprobación.

$$\frac{\textbf{número de graduados en la clase del 2016 quienes completaron 4 años de FHSP-E}}{\textbf{números de graduados en la clase del 2016 con planes de graduación reportados en FHSP}}$$

- *RHSP/DAP Graduates (Longitudinal Rate) (Class of 2016)* - Graduados RHSP/DAP (Tasa longitudinal) (Clase del 2016): El porcentaje de graduados quienes, después de cuatro años, completaron satisfactoriamente los requisitos del curso para el Programa de preparatoria recomendado o Programa de logros distinguidos.

$$\frac{\textbf{número de graduados en la clase del 2016 quienes completaron 4 años de RHSP o DAP}}{\textbf{números de graduados en la clase del 2016 con planes de graduación reportados (excluir graduados con planes de graduación FHSP)}}$$

- *RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2016)* **-** Graduados RHSP/DAP/FHSP-E/FHSP-DLA (Tasa longitudinal) (Clase del 2016): El porcentaje de graduados quienes, después de cuatro años, completaron satisfactoriamente los requisitos del programa de preparatoria recomendado, programa de logros distinguidos o programa de preparación para la preparatoria con aprobación o un nivel de logro distinguido.

$$\frac{\textbf{número de graduados en la clase del 2016 quienes completaron 4 años de RHSP o DAP o FHSP-E o FHSP-DLA}}{\textbf{números de graduados en la clase del 2016 con planes de graduación reportados}}$$

- *FHSP-DLA Graduates (Annual Rate) (2015–16)* - Graduados FHSP-DLA (Tasa anual) (2015–16): El porcentaje de graduados en el 2016 quienes completaron satisfactoriamente los requisitos del programa de preparación para la preparatoria a nivel de logro distinguido.

número de graduados en SY 2015–16 que obtuvieron un FHSP–DLA

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números de graduados en año escolar (SY) 2015–16 con planes de graduación FHSP reportados

- *FHSP-E Graduates (Annual Rate) (2015–16)* - Graduados FHSP- E (Tasa anual) (2015–16): El porcentaje de graduados en el 2016 quienes completaron satisfactoriamente los requisitos del programa de preparación para la preparatoria con una aprobación.

número de graduados en SY 2015–16 que obtuvieron un FHSP-E

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números de graduados en SY 2015–16 con planes de graduación FHSP reportados

- *RHSP/DAP Graduates (Annual Rate) (2015–16*) - Graduados RHSP/DAP (Tasa anual) (2015–16): El porcentaje de graduados en el 2016 quienes completaron satisfactoriamente los requisitos del programa de preparación recomendado o el programa de logros distinguidos.

número de graduados en SY 2015–16 reportados con códigos de graduación para RHSP o DAP

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números de graduados en SY 2015–16 con planes de graduación reportados (excluir graduados con planes de obtener un grado FHSP)

- *RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2015–16)* - Graduados RHSP/DAP/FHSP-E/FHSP (Tasa anual) (2015–16): El porcentaje de graduados en el 2016 quienes completaron satisfactoriamente los requisitos del programa de preparación recomendado, el programa de logros distinguidos o el programa de preparación para la preparatoria con aprobación o nivel de logro distinguido.

número de graduados en SY 2015–16 reportados con códigos de graduación para RHSP o DAP o FHSP-E o FHSP-DLA

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números de graduados en SY 2015–16 con planes de graduación reportados

Los graduados RHSP tienen códigos del tipo de graduación 19, 22, 25, 28, o 31; los graduados DAP tienen códigos del tipo de graduación 20, 23, 26, 29, o 32; FHSP son estudiantes con códigos del tipo de graduación 34, 54, 55, 56 o 57. Los graduados FHSP con códigos de tipo 35 no son elegibles para auspiciadores y son excluidos. Para más información vea los estándares de información de educación de Texas. Los resultados se muestran para la clase del 2015 y la clase del 2016. También vea Graduados. *(Fuente: PEIMS; Registro 203, Estudiante – Egresados de la escuela y Programa de graduación, Entregas 1 y 3)*

Para información adicional acerca de los programas de graduación por favor vaya a http://tea.texas.gov/graduation.aspx.

Graduates Enrolled in Texas Institution of Higher Education (TX IHE)- Graduados inscritos en una institución de educación superior en Texas (TX IHE): El porcentaje de estudiantes inscritos y que comenzaron estudios en una institución de educación superior en Texas en el año escolar que le sigue a su graduación de preparatoria.

$$\frac{\text{número de graduados durante el año escolar 2014–15 quienes asistieron a un colegio o universidad pública o independiente en Texas en el año académico 2015–16}}{\text{números de graduados durante el año escolar 2014–15}}$$

No se incluyeron estudiantes que se inscribieron en algún colegio o universidad fuera del estado o alguna escuela vocacional no pública. Se incluyeron estudiantes que asisten a colegios comunitarios públicos en Texas. *(Fuente: Texas Higher Education Coordinating Board* – Mesa Directiva Coordinadora de la Educación Superior en Texas*)*

Graduates in TX IHE Completing One Year Without Remediation - Graduados en una IHE de Texas completando un año sin cursos remediativos: El porcentaje de estudiantes que se inscribieron y comenzaron estudios en una institución superior en Texas en el año escolar que le sigue a su graduación de preparatoria y que no requieren un curso remediativo.

$$\frac{\text{número de graduados durante el 2014–15 que se inscribieron en un colegio o universidad pública en Texas el año escolar que le sigue a su graduación } \underline{\text{y}} \text{ cumplen con el requisito de la Iniciativa de éxito de Texas en todas las materias (lectura, escritura y matemáticas)}}{\text{número de graduados durante el 2014–15 que se inscribieron en un colegio o universidad pública en Texas el año escolar que le sigue a su graduación}}$$

Se incluyeron estudiantes quienes asistieron a instituciones públicas de educación superior en Texas de dos o cuatro años.

No se incluyeron estudiantes inscritos en colegios o universidades independientes en Texas, o en colegios o universidades fuera del estado, o cualquier escuela vocacional privada.

Reportes adicionales que muestran estudiantes inscritos en colegios y universidades independientes, colegios o universidades fuera del estado o cualquier carrera de Texas están disponibles en la página de Texas Higher Education Coordinating Board (THECB) en http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col.

Para más información sobre los datos usados en este índice, comuníquese con el Consejo Coordinador de Educación Superior de Texas (Texas Higher Education Coordinating Board) al (512) 427-6153. *(Fuente: Texas Higher Education Coordinating Board, otoño 2017)*

Graduation Rate - Tasa de graduación: Por favor, vea Tasas longitudinales (*Longitudinal Rates).*

Instructional Expenditure Ratio (2015–16) - Proporción de los gastos instruccionales (2015–16): Esta información está ahora disponible en los reportes de Estándar Financiero PEIMS (*PEIMS Financial Standard Reports)* en http://tea.texas.gov/financialstandardreports/.

Instructional Staff Percent *(district profile only)* **- Tasa de gastos en el personal de instrucción** (solamente perfil del distrito): El porcentaje del total actual de los gastos del distrito FTE cuya descripción de sus funciones de trabajo fue la de proveer instrucción en el salón de clases directamente a estudiantes durante el año escolar 2015–16. El porcentaje de gastos en el personal de instrucción es una medida a nivel de distrito y se calcula de la siguiente manera:

$$\frac{\textbf{número total de horas del personal del distrito quienes fueron reportados como gastos bajo códigos de objetos 6112, 6119 y 6129 y códigos de funciones 11, 12, 13 y 31}}{\textbf{número total de horas trabajadas reportadas por todos los empleados del distrito}}$$

Si quiere más detalles sobre esta medida llame a la División de Cumplimiento Financiero (Division of Financial Compliance) al (512) 463-9095. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

International Baccalaureate (IB) Results- Bachillerato Internacional (IB) Resultados: *Vea Ap/IB Results (Resultados del AP/IB).*

Leaver Record - Récord o registro de egreso de estudios: El PEIMS récord que reporta el estatus de los estudiantes de 7° al 12° grado del año anterior quienes ya no están inscritos en alguna escuela pública de Texas. Los distritos están obligados a someter un registro de egreso por cada estudiante que se graduó, se inscribió en una escuela en otro estado, regresó a su país de origen, murió o es desertor escolar.

Vea *Data Quality (Control de la calidad de datos). (Fuente: PEIM; Registro 203, Estudiante – Egresados de la escuela; Entregas 1 y 3); Secondary School Completion and Dropouts in Texas Public Schools, (Finalización y Desertores de Escuela Preparatoria en Escuelas Públicas de Texas) del 2015–16, Agencia de Educación de Texas (Texas Education Agency)*

LEP (Limited English Proficient) - Dominio limitado del inglés: Por favor, vea *English Language Learner.*

Longitudinal Rates - Tasas longitudinales: El estatus de un grupo (generación/cohorte) de estudiantes después de cuatro años en la preparatoria (tasa longitudinal de 4 años), después de cinco años en la escuela preparatoria (tasa longitudinal extendida de 5 años), o después de seis años en la preparatoria (tasa longitudinal extendida de 6 años).

For the *4-Year Longitudinal Rate - Para la Tasa longitudinal de 4 años*, la generación consiste de estudiantes que estuvieron en noveno grado en el 2012–13. Se les da seguimiento hasta su esperada graduación con la clase del 2016.

For the *5-Year Extended Longitudinal Rate - Para la Tasa longitudinal extendida de 5 años*, la generación consiste de estudiantes que estuvieron por primera vez en noveno grado en el 2011–12. Se les dio seguimiento durante cinco años, para ver si se graduaban dentro de un año luego de cuando se suponía se graduaran o sea con la clase del 2015.

For the *6-Year Extended Longitudinal Rate - Para la Tasa longitudinal extendida de 6 años*, la generación consiste de estudiantes que estuvieron por primera vez en noveno grado en el 2010–11. Se les dio seguimiento durante seis años, para ver si se graduaban dentro de dos años luego de cuando se suponía se graduaran o sea con la clase del 2014.

Información adicional sobre generaciones (cohorts-cohortes):

- Un estudiante *se transfiere a una generación de una escuela, distrito o estado* cuando se integra a una generación de otra escuela preparatoria en Texas, de otro distrito en Texas, o de fuera del estado.
- Un estudiante se transfiere de una generación de una escuela o distrito cuando se cambia a otra escuela preparatoria pública o se cambia a otro distrito en Texas. Note que estos estudiantes son transferidos a las generaciones de la preparatoria o distrito al cual se mudan. También hay estudiantes quienes se mudan fueran del estado o del país, y estudiantes que se transfieren a escuelas privadas o que reciben instrucción en el hogar (home-schooled). A estos tipos de estudiantes que se transfieren no se les puede dar seguimiento y no se incluyen en los cálculos de las tasas longitudinales.
- Un estudiante no cambia de generación si repite un grado o si lo brincan de grado. Un estudiante quien comienza con la generación de noveno grado del 2012–13, se mantiene con esa generación. Un estudiante que comenzó en noveno en 2012–13, pero que le toma 5 años graduarse (por ejemplo, se gradúa en mayo 2017) es todavía parte de la generación del 2016; no se cambian a la generación del 2017. Este estudiante se consideraría un estudiante continuo y cuenta como parte del número continuo de la preparatoria (Continued HS) para la clase del 2016. Esto aplica también para las generaciones longitudinales extendidas de cinco y seis años.

Hay cuatro resultados de estudiantes que se usan en los cálculos de cada tasa longitudinal:

4-Year Longitudinal Rate - Tasa longitudinal de 4 años

(1) *Graduated* - Graduados: El porcentaje de quienes recibieron su diploma de graduación en cuatro años o menos para el 31 de agosto de 2016 para la generación (cohorte) del 2016.

$$\frac{\textbf{número de estudiantes de la generación que recibieron su diploma de preparatoria al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2016*}}$$

(2) *Received GED* - Recibió GED: Para la generación del 2016, el porcentaje que recibió un certificado de Educación General (General Educational Development – GED) al 31 de agosto de 2016. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2016*}}$$

(3) *Continued High School* - Continúa en la preparatoria: El porcentaje de la generación del 2016 que todavía está inscrito como estudiante en otoño del año escolar 2016–17. Se calcula de la siguiente manera:

número de estudiantes de la generación que estaban matriculados el otoño del año escolar 2016–17

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número de estudiantes en la generación del 2016*

(4) *Dropped Out* - Desertores: El porcentaje de la generación del 2016 que dejó la escuela y no regresó para el otoño del año escolar 2016–17. Se calcula de la siguiente manera:

número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2016–17

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número de estudiantes en la generación del 2016*

(5) *Graduates & GED* - Graduados & GED: El porcentaje de graduados y que recibieron el GED en la generación del 2016. Se calcula de la siguiente manera:

número de estudiantes de la generación del 2016 que recibieron su diploma de preparatoria al 31 de agosto de 2016
más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016

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número de estudiantes en la generación del 2016*

(6) *Graduates, GED & Cont* - Graduados, GED y Continuando: El porcentaje de graduados, los que recibieron su GED y los que continúan en la escuela en la generación del 2016. Se calcula de la siguiente manera:

número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016
más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016
más el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2016–17

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número de estudiantes en la generación del 2016*

5-Year Extended Longitudinal Rate - Tasa longitudinal de 5 años

(1) *Graduated* - Graduados: El porcentaje de quienes recibieron su diploma de graduación al 31 de agosto de 2016 para la generación del 2015. Se calcula de la siguiente manera:

número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016

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número de estudiantes en la generación del 2015*

(2) *Received GED* - Recibió GED: Para la generación del 2015, el porcentaje que recibió un certificado de Educación General (GED) al 31 de agosto de 2016. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2015*}}$$

(3) *Continued High School* - Continúa en la preparatoria: El porcentaje de la generación del 2015 que todavía está inscrito como estudiante en otoño del año escolar 2016–17 Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que estaban matriculados el otoño del año escolar 2016–17}}{\textbf{número de estudiantes en la generación del 2015*}}$$

(4) *Dropped Out* - Desertores: El porcentaje de la generación del 2015 que dejó la escuela y no regresó para el otoño del año escolar 2016–17. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2016–17}}{\textbf{número de estudiantes en la generación del 2015*}}$$

(5) *Graduates & GED* - Graduados & GED: El porcentaje de estudiantes graduados y que recibieron un GED en la generación del 2015. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016 más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2015*}}$$

(6) *Graduates, GED & Cont* - Graduados, GED y Continuando: El porcentaje de graduados, los que recibieron su GED y los que continúan en la escuela en la generación del 2015. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016 más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016 más el número de estudiantes de la generación que se inscribieron en el otoño del año escolar 2016–17}}{\textbf{número de estudiantes en la generación del 2015*}}$$

6-year Extended Longitudinal Rate - Tasa longitudinal de 6 años

(1) *Graduated* - Graduados: El porcentaje de quienes recibieron su diploma de graduación al 31 de agosto de 2016 para la generación del 2014. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2014*}}$$

(2) *Received GED* - Recibió GED: Para la generación del 2014, el porcentaje que recibió un certificado de Educación General (GED) al 31 de agosto de 2016. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2014*}}$$

(3) *Continued High School* - Continúa en la preparatoria: El porcentaje de la generación del 2014 que todavía está inscrito como estudiante en otoño del año escolar 2016–17. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2016–17}}{\textbf{número de estudiantes en la generación del 2014*}}$$

(4) *Dropped Out* - Desertores: El porcentaje de la generación del 2014 que dejó la escuela y no regresó para el otoño del año escolar 2016–17. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2016–17}}{\textbf{número de estudiantes en la generación del 2014*}}$$

(5) *Graduates & GED* - Graduados & GED: El porcentaje de estudiantes graduados y que recibieron un GED en la generación del 2014. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016 más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2014*}}$$

(6) *Graduates, GED & Cont* - Graduados, GED y Continuando: El porcentaje de graduados, los que recibieron su GED y los que continúan en la escuela en la generación del 2014. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016 más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2016 más el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2016–17}}{\textbf{número de estudiantes en la generación del 2014*}}$$

** La generación en el denominador arriba incluye aquellos estudiantes quienes se graduaron, continuaron en la escuela, recibieron un GED o dejaron la escuela. No incluye errores en la data o egresados con las razones de haber egresado con los códigos 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 o 90. Vea la Tasa anual de deserción (*Annual Dropout Rate)* para la lista de todas las exclusiones dictadas por el estado para los distritos y escuelas.

Las tasas de graduación, continuación, recipientes de GED y de desertores escolares suman 100% (algunos totales no equivalen al 100% debido al redondeo). Los estudiantes que recibieron servicios de educación especial que se gradúan con un Plan Educativo Individualizado (Individualized Education Program -IEP) están incluidos como graduados.

Información adicional sobre las tasas federales de graduación (Federal Graduation Rates).

En adición al desglose detallado de las tasas longitudinales de cuatro, cinco y seis años, los TAPR de los distritos y las escuelas muestran tasas federales de graduación para lo siguiente:

(1) *4-Year Federal Graduation Rate* - Tasa federal de graduación de 4 años. Generación de estudiantes que asistieron por primera vez al noveno grado en 2012–13. Se les da seguimiento hasta su esperada graduación con la clase del 2016. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2016 **}}$$

(2) *5-Year Extended Federal Graduation Rate* - Tasa federal de graduación de 5 años. Generación de estudiantes que asistieron por primera vez al noveno grado en 2010–11. Se les da seguimiento por cinco años, para ver si se graduaron dentro de un año después de que se suponía se graduaran con la clase del 2015. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2015 ***}}$$

(3) *6-Year Extended Federal Graduation Rate* - Tasa federal de graduación de 6 años. Generación de estudiantes que asistieron por primera vez al noveno grado en 2010–11. Se les da seguimiento por seis años, para ver si se graduaron dentro de dos años después de que se suponía se graduaran con la clase del 2014. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2016}}{\textbf{número de estudiantes en la generación del 2014 **}}$$

** La generación en el denominador arriba incluye aquellos estudiantes quienes se graduaron, continuaron en la escuela, recibieron un GED o dejaron la escuela. No incluye errores en la data o egresados con las razones de haber egresado con los códigos 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87 o 90. Estudiantes con códigos de egresar 88 y 89 son incluidos en las tasas federales.

Un estudiante en una institución del Departamento de Justicia de Menores (Juvenile Justice Department) de Texas o una institución residencial de tratamiento servida por un distrito escolar público de Texas está excluido de las tasas de graduación del distrito o de la escuela que se calculan para propósito del sistema de responsabilidad federal. Los estudiantes que recibieron servicios de educación especial que se gradúan con un Plan Educativo Individualizado (Individualized Education Program -IEP) son incluidos como graduados.

Para más información en estas tasas, vea el reporte *Secondary School Completion and Dropouts in Texas Public Schools, 2015–16*. Escuela Preparatoria Completada y Desertores en las Escuelas Públicas de Texas (Fuente: *PEIMS; Registro 203, Estudiante – Egresados de la escuela; Entregas 1 y 3 y el General Educational Development Information File, (Registro general del desarrollo educativo)*

Masking - Enmascarando: Ocultando los resultados del logro de grupos pequeños de estudiantes para cumplir con la ley federal de privacidad, *Federal Educational Rights and Privacy Act (FERPA).*

Para más información por favor vea *Símbolos especiales*.

Membership - Membresía: El conteo de los estudiantes inscritos sin incluir aquellos estudiantes que se sirven menos de dos horas al día. Por ejemplo, el conteo del total de estudiantes excluye aquellos estudiantes que asisten a escuelas no públicas, pero que reciben algunos servicios, tales como terapia del habla – por menos de dos horas al día – de un distrito escolar público local. (Fuente: *PEIMS; Registro 110, Información del estudiante – Estadística demográfica, Entrega 1)*

Mobility *(campus profile only)* - **Movilidad** (solamente en el perfil de la escuela): El número y porcentaje de estudiantes que han estado en membresía en una escuela menos del 83% del año escolar (es decir, ausente al menos seis semanas).

$$\frac{\textbf{número de estudiantes móviles en 2015–16}}{\textbf{número de estudiantes que estuvieron en membresía en la escuela durante cualquier periodo del año escolar 2015–16}}$$

Esta tasa se calcula a nivel de escuela y se desagrega por raza/etnicidad. La tasa de movilidad reportada en la columna "distrito" se ha calculado con el número de estudiantes móviles al nivel del plantel escolar. Es decir, la tasa refleja la movilidad de escuela a escuela dentro del mismo distrito escolar o afuera de éste. *(Fuente: PEIMS; Registro 400, Estudiante – Asistencia básica, Entrega 1)*

Non-Educationally Disadvantaged - Estudiantes sin desventaja educativas: Aquellos estudiantes no elegibles para participar en el programa de almuerzos gratuitos o a precio reducido o para recibir cualquier otra ayuda pública. Este es el conteo y porcentaje complementario de la categoría de los estudiantes con desventaja económica.

Number of Students per Teacher - Número de estudiantes por maestro: El número total de estudiantes dividido entre el número total de maestros que trabajan tiempo completo (FTE). *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadística demográfica, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Paired Schools - Pareja de escuelas: Dos escuelas se parean virtualmente con el propósito de determinar clasificaciones de responsabilidad educativa. Todas las escuelas que cubren los de pre kindergarten (PK) hasta el 12° grado deben recibir una clasificación de responsabilidad educativa. Una escuela que no cubre los grados en los que se administran las pruebas STAAR se parea con otra escuela en el mismo distrito para propósito de responsabilidad educativa. Por ejemplo, la Primaria Travis (K–2°) "alimenta" a sus estudiantes a la Primaria Navarro (3° a 5° grado). El distrito "pareará" estas dos escuelas para propósito de responsabilidad. Esto quiere decir que el resultado del índice de desempeño en la prueba de la primaria Navarro también se usa como la clasificación de la Primaria Travis. Para más información acerca del pareo de escuelas por favor vea el Capítulo 6 del Manual de responsabilidad del 2017 *(2017 Accountability Manual).*

Professional Staff - Personal profesional: La suma total de maestros, personal profesional suplementario, administradores de escuela y en el perfil del distrito, también se incluyen los administradores de la oficina central que trabajan el equivalente a tiempo completo (FTE). El personal se agrupa según las categorías de tipo de personal asignadas por el TSDS PEIMS. Cada tipo de personal profesional aparece como porcentaje del personal total (profesional y para-profesional) que trabaja el equivalente a tiempo completo. Vea el apéndice A. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadística demográfica, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Progress of Prior Year Non-Proficient Students *(Percentage of students who did not reach the satisfactory standard on at least one STAAR Assessment in the previous year)* – **Progreso académico de los estudiantes que no fueron proficientes el año anterior** (Porcentaje de estudiantes que no lograron el estándar de satisfactorio al menos en una de las pruebas STAAR el año anterior): El porcentaje de estudiantes en los grados del 4 al 8 quienes no lograron el estándar de satisfactorio en la prueba STARR (incluyendo STAAR Alternativa 2 y STAAR A), del año previo, pero que pasaron esa prueba este año. Para el 2017, los valores reportados para ELA/lectura y matemáticas se calculan así:

$$\frac{\textbf{número de estudiantes correspondientes (matched) que no lograron el estándar de satisfactorio en 2016, pero aprobaron en el 2017}}{\textbf{número de estudiantes correspondientes (matched) que no lograron el estándar de satisfactorio en 2016}}$$

Para el 2017, los estudiantes en los grados 4° al 8° incluidos en estas medidas son aquéllos quienes

- tomaron en la primavera 2017 la prueba STAAR (con o sin acomodos), STAAR Alternativa 2 *(Alternate)* en ELA/lectura y/o matemáticas. Este indicador no incluye los que tomaron la prueba en grado 3 ya que fue la primera vez que tomaron la prueba STAAR.
- son parte del subgrupo de responsabilidad educativa del 2017 (accountability subset);
- se puede establecer una correspondencia con los registros de la prueba STAAR primavera 2016—en cualquier parte del estado—y encontrar su previa calificación para ELA/lectura y/o matemáticas; y

- no lograron el estándar de satisfactorio en la prueba STAAR 2016 de ELA/lectura y/o matemáticas.

Note que esta medida no aplica a matemáticas en el 2016, porque las matemáticas del 3° al 8° no se incluyeron en el sistema de responsabilidad del 2015.

(Fuente: TEA Student Assessment Division (División de evaluación estudiantil de la Agencia de Educación de Texas)

Recommended High School Program - Programa de Preparatoria Recomendado Por favor, vea el plan de graduación.

Retention Rates by Grade (not on campus profile) **- Índice de retención por grado** (no en el perfil de la escuela)**:** El porcentaje de estudiantes en las escuelas públicas de Texas que se inscribieron en el otoño de 2016 en el mismo grado en el que fueron reportados durante el periodo de las últimas seis semanas del año anterior (2015–16).

$$\frac{\textbf{número total de estudiantes inscritos en el mismo grado que el del año escolar anterior}}{\textbf{número total de estudiantes inscritos en un año escolar quienes regresaron al siguiente año escolar o se graduaron}}$$

Los índices de retención para estudiantes beneficiarios de servicios de educación especial se calculan y se reportan aparte debido a que la manera en que se lleva a cabo dicha retención varía para los estudiantes en educación especial.

El reporte TAPR muestra estos índices solamente para los grados de K al 8°. Puede hallar las tasas de retención para todos los grados en el reporte de Retención por grado en las Escuelas Públicas del Estado de Texas, 2015–16 *(Grade-Level Retention in Texas Public Schools, 2013–14)*, de la Agencia TEA. *(Fuente: PEIMS; Registro 110, Información del estudiante – Matrícula, Entrega 1)*

Revenue Information - Información sobre impuestos: Por favor, vea los Reportes del Estándar Financiero del PEIMS (PEIMS Financial Standard Reports) en http://tea.texas.gov/financialstandardreports/.

SAT/ACT Results – Resultados del SAT/ACT: Participación y desempeño de los estudiantes recientemente graduados de todas las escuelas públicas de Texas en el examen SAT de la Mesa Directiva Universitaria (College Board) y ACT, Inc. del programa de evaluación ACT (ACT Inc.'s and ACT assessment). Solamente se obtiene un récord por cada estudiante. Si algún estudiante tomó más de una vez cualquiera de estos exámenes ya sea el ACT y/o el SAT, la agencia recibe solamente el récord del examen más reciente.

Para crear este índice se calcularon nueve tasas:

(1) *Tested* - Examinados: El porcentaje de graduados que tomaron cualquiera de los dos exámenes para ser admitidos en la universidad:

$$\frac{\textbf{número de los graduados que tomaron el SAT o el ACT}}{\textbf{número total de estudiantes graduados reportados}}$$

(2) *At/Above Criterion* - A nivel o más alto del criterio: El porcentaje de graduados examinados que aprobaron al nivel o mejoraron la calificación criterio (1110 en el SAT combinando las secciones de la lectura crítica y matemáticas o 24 en el ACT compuesto):

$$\frac{\textbf{número de estudiantes que obtuvieron la calificación criterio o más ya sea en SAT o en ACT}}{\textbf{número de estudiantes que tomaron el SAT o el ACT que se gradúan}}$$

(3) *Average SAT Score (All Subjects)*- Calificación promedio en el SAT (En todas las materias): La calificación promedio en SAT, combinando lectura crítica, escritura y matemáticas. La calificación máxima es 2400. Se calcula de la siguiente manera:

$$\frac{\textbf{suma total de las calificaciones totales de todos los estudiantes que tomaron el SAT (en lectura crítica + escritura + matemáticas)}}{\textbf{número de estudiantes que tomaron el SAT}}$$

(4) *Average SAT Score (English Language Arts)*- Calificación promedio en SAT (Artes del lenguaje en inglés): La calificación promedio combinada para el SAT lectura crítica y escritura. La calificación máxima es 1600. Se calcula de la siguiente manera:

$$\frac{\textbf{suma de calificación total (lectura crítica y escritura) de todos los estudiantes que tomaron el SAT}}{\textbf{número de estudiantes que tomaron el SAT}}$$

(5) *Average SAT Score (Mathematics)*- Calificación promedio en SAT (Matemáticas): La calificación promedio para el SAT matemáticas. La calificación máxima es 800. Se calcula de la siguiente manera:

$$\frac{\textbf{suma de calificación total (matemáticas) de todos los estudiantes que tomaron el SAT}}{\textbf{número de estudiantes que tomaron el SAT}}$$

(6) *Average ACT Score (All Subjects)*- Calificación promedio compuesta en ACT (Todas las materias): La calificación máxima es 36. Se calcula de la siguiente manera:

$$\frac{\textbf{suma total compuesta de todos los estudiantes que tomaron el ACT}}{\textbf{número de estudiantes que tomaron el ACT}}$$

(7) *Average ACT Score (English Language Arts)*- Calificación promedio en ACT ELA (Artes del lenguaje en inglés): La calificación máxima es 36. Se calcula de la siguiente manera:

$$\frac{\textbf{suma de calificación total compuesta en ELA de todos los estudiantes que tomaron el ACT}}{\textbf{número de estudiantes que tomaron el ACT}}$$

(8) *Average ACT Score (Mathematics)*- Calificación promedio en ACT (Matemáticas): La calificación promedio en el ACT matemáticas. La calificación máxima es 36. Se calcula de la siguiente manera:

$$\frac{\textbf{suma de calificación total compuesta en matemáticas de todos los estudiantes que tomaron el ACT}}{\textbf{número de estudiantes que tomaron el ACT}}$$

(9) *Average ACT Score (Science)*- Calificación promedio en ACT (Ciencias): La calificación promedio en el ACT. La calificación máxima es 36. Se calcula de la siguiente manera:

$$\frac{\textbf{suma total compuesta de las calificaciones en ciencias de todos los estudiantes que tomaron el ACT}}{\textbf{número de estudiantes que tomaron el ACT}}$$

Nota: Para el pequeño porcentaje de estudiantes quienes tomaron la prueba SAT, las calificaciones se convirtieron a calificaciones equivalentes en las SAT anteriores usando las tablas de concordancia de la Mesa Directiva Universitaria (College Board).

Vea también la calificación criterio (Criterion Score). *(Fuentes: La Mesa Directiva Universitaria (The College Board), agosto 2015, septiembre 2016; ACT, Inc. (ACT) julio 2015, julio 2016; y PEIMS; Registro 203, Estudiante – Egresados de la escuela y Programa de graduación, Entregas 1)*

School Type - Tipo de escuela: Una categoría específica dada a una escuela determinada con el propósito de determinar sus índices. La manera en que se clasifica, ya sea primaria, intermedia, primaria/secundaria, o preparatoria, se determina según los grados que tiene la escuela como está reportado en el reporte de inscripción TSDS PEIMS del otoño. Para más información sobre los tipos de escuela y su responsabilidad educativa, vea el Capítulo 2 del Manual de responsabilidad del 2017 *(2017 Accountability Manual).*

Snapshot Date – Fecha de la primera imagen: Primera entrega de información para el TSDS PEIMS durante un nuevo año escolar. La información de la matrícula que se somete en esta fecha se usa para la responsabilidad institucional. Es el primer viernes de octubre. Para el año escolar 2016–17, la primera entrega del TSDS PEIMS es 28 de octubre de 2016.

Special Education – Educación Especial: La población de estudiantes beneficiarios de servicios de educación especial. Las decisiones sobre los métodos de evaluación y otros asuntos para estos estudiantes se hacen por medio del Comité ARD (Admisión, Evaluación y Despedida—Admission, Review, and Dismissal -ARD). En el año escolar 2016–17, a un estudiante de educación especial se le podía administrar STAAR (con o sin acomodos) o STAAR Alternativa (Alternate) 2.

Otros índices incluidos en los cálculos de progreso académico de los estudiantes beneficiarios de servicios de educación especial son finalización de cursos avanzados/ crédito dual (advanced course/dual-credit), tasa de asistencia (attendance rate), tasa de deserción escolar anual (dropout rate), graduados preparados para la universidad *(college-ready)*, tasa longitudinal (longitudinal rate), y tasa de programas recomendados de preparatoria RHSP/DAP *(recommended high school program rates)*. En este reporte no hay información que presenta por separado el desempeño de alumnos de educación especial que tomaron

exámenes para admisión y colocación avanzada (AP) en una universidad, ni para los que tomaron el de Bachillerato Internacional (IB). Note que la sección Perfil del reporte, contiene el conteo de estudiantes y porcentajes desagregados para el tipo principal de discapacidad. Además, en la sección Perfil los índices de retención (solo en el perfil del distrito) se presentan por separado para estudiantes beneficiarios de servicios de educación especial. Vea también Pruebas STAAR de educación especial *(STAAR Special Education Assessments) y Participación en STAAR (STAAR Participation) (Fuente: PEIMS; Registro 163, estudiante – Programa de Educación Especial, Entrega 1)*

Special Education Determination Status (district TAPR only) **– Estatus de determinación de educación especial** (solo en el TAPR del distrito)**:** El TAPR de 2016–17 proporciona el estatus de etapa/determinación de la intervención integrada de educación especial 2016–17 para cada uno de los distritos que aparecen en la portada del reporte. Esta clasificación representa un estatus de determinación integrado con base en una evaluación para cada distrito de los indicadores del Análisis de la monitoria basada en el desempeño (PBMAS) en el área del programa de educación especial así como los indicadores de cumplimiento 9, 10, 11, 12, y 13 del Plan de desempeño del estado (SPP); integridad de datos; incumplimientos sin corregir; y resultados de auditorías. Los distritos reciben uno de los cuatros estatus de determinación de educación especial:

- Cumple con los requisitos
- Necesita ayuda
- Necesita intervención
- Necesita bastante intervención

Para más información, vea la guía de intervención de educación especial y materiales de referencia en:

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

Recursos adicionales incluyen el Manual PBMAS y el Plan de desempeño del estado en:

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 - Símbolos especiales: Símbolos que se utilizan para indicar ciertas circunstancias específicas. El TAPR de 2016–17 utiliza símbolos especiales en las siguientes circunstancias:

- Un '^' indica que las tasas de los estudiantes ELL lograron o excedieron los estándares y el estándar los que excedieron el estándar incluyen estudiantes actuales y los que se les ha dado seguimiento.

- Se usa un asterisco (*) para encubrir números pequeños y así cumplir con las leyes federales de protección de derechos y privacidad de la familia en cuestiones educativas (Family Educational Rights and Privacy Act (FERPA)).
- Un '**' indica que cuando solo un grupo es encubierto, entonces el segundo grupo más pequeño es encubierto (independiente de su tamaño).
- Un '-' indica que no se reportaron observaciones para este grupo.
- n/a indica que la data no está disponible o no aplica.
- Estos asteriscos '***' indican que las tasas para lectura y matemáticas se basan en los resultados acumulativos de la primera y segunda administración de STAAR.
- Un signo de interrogación (?) indica data que es improbable estadísticamente o se reportó fuera de un rango razonable.

Para más información, vea Explicación del proceso de enmascarar (Explanation of Masking) en: https://rptsvr1.tea.texas.gov/perfreport/tapr/2017/masking.html

STAAR (State of Assessments of Academic Readiness) - Las pruebas STAAR (pruebas estatales de preparación académica): Son un programa de evaluación comprensivo para los estudiantes del sistema público en los grados 3 al 8 o cursos de preparatoria con pruebas para el final del curso (EOC). Las pruebas STAAR están diseñadas para medir hasta dónde ha aprendido un estudiante, ha entendido y es capaz de aplicar los conceptos y destrezas que se espera se evalúen en cada grado o después de haber finalizado cada curso para el que existe una prueba de final del curso (EOC). Cada prueba STAAR está ligada directamente a las Destrezas y conocimientos esenciales de Texas (Texas Essential Knowledge and Skills-TEKS). Los TEKS son los estándares de contenido mandatorios en Texas los cuales describen lo que un estudiante debe saber y sea capaz de hacer al completar un curso. Para más información sobre los TEKS, vaya al sitio de internet de Texas Essential Knowledge and Skills en http://tea.texas.gov/curriculum/teks/.

Para la responsabilidad académica estatal 2015, no se incluyen los resultados de las pruebas de matemáticas grados 3 al 8, así como los de las pruebas STAAR A y STAAR Alternativa 2. Debido a que no se puede hacer una comparación directa entre la data de 2015 y de 2014, a causa de estas exclusiones, solamente se muestra la data de STAAR 2015.

La sección de desempeño en el TAPR muestra el desempeño en STAAR de diferentes maneras:

- Por grado y materia:
  - Grado 3 – lectura y matemáticas
  - Grado 4 – lectura, matemáticas y escritura
  - Grado 5 – lectura, matemáticas (1ª y 2ª administración acumulativa) y ciencias
  - Grado 6 – lectura y matemáticas
  - Grado 7 – lectura, matemáticas y escritura
  - Grado 8 – lectura, matemáticas (1ª y 2ª administración acumulativa), ciencias y estudios sociales

- Fin del curso (EOC):
  - Inglés I
  - Inglés II
  - Álgebra I
  - Historia de EE UU (U.S. History)
  - Biología

- Todos los grados:
  - *STAAR Percentage at Approaches Grade Level Standard or Above (All Grades) - Porcentaje STAAR en Cerca del nivel del grado o más (todos los grados).* El indicador usado para determinar las puntuaciones para los índices 1 y 3. La primera medida bajo este indicador, *Todos los grados*, combina todas las materias y todos los grados.
  - *STAAR Percentage at Meets Grade Level Standard - Porcentaje STAAR en el estándar de cumple con el nivel del grado*. El porcentaje de estudiantes quienes se determina que están suficientemente preparados para el éxito en los estudios post secundarios ya que alcanzaron el estándar de desempeño cumple con el nivel del grado en dos o más pruebas. La medida, *Dos o más materias*, incluye el desempeño de 1) estudiantes que tomaron solamente una prueba y obtuvieron una calificación del estándar de cumple con el nivel del grado o mejor y 2) estudiantes que obtuvieron una calificación del estándar de cumple con el nivel del grado o mejor en dos o más pruebas. No se incluye en el conteo de los estudiantes preparados para los estudios post secundarios a un estudiante que tomó más de una prueba pero solo obtuvo una calificación del estándar de cumple con el nivel del grado en una sola prueba. Esta medida es parte de lo que usó para determinar la puntuación para el índice 4.
  - *STAAR Percentage at Masters Grade Level Standard - Porcentaje STAAR en el estándar de domina el nivel del grado.* El porcentaje de pruebas que cumple con el estándar de desempeño de domina el nivel del grado. Este indicador fue parte de lo que usó para determinar la puntuación para el índice 3.
  - *STAAR Percentage Met or Exceeded Progress - Porcentaje STAAR en el estándar de cumplió o excedió el estándar*. El porcentaje de pruebas que cumple o excede las expectativas de medición del progreso STAAR o ELL. Para más información, vea el Capítulo 4 del Manual de responsabilidad del 2017 *(2017 Accountability Manual).* Este indicador se usó para determinar la puntuación para el índice 2.
  - *STAAR Percentage Exceeded Progress - Porcentaje STAAR en el estándar de excedió las expectativas de medición del progreso*. El porcentaje de pruebas que excede las expectativas de medición del progreso. Este indicador se usó para determinar la puntuación para el índice 2.

Otra información importante

- *The Texas English Language Learner Progress Measure - La medida del progreso del estudiante de Texas que está aprendiendo inglés*. Con frecuencia se refiere simplemente como la medida del progreso ELL, proporciona las expectativas de desempeño de un año a otro, de las pruebas STAAR (State of Texas Assessments of Academic Readiness (STAAR®)) de preparación académica para los estudiantes ELL. La medida

del progreso está basada en el nivel de dominio del idioma inglés del estudiante y el tiempo que el estudiante ha asistido a una escuela en Estados Unidos. Las expectativas de desempeño de año tras año para las pruebas de las áreas de contenido STAAR identifican el progreso ELL como que alcanza o excede la expectativa en su plan anual individualizado. El plan de un estudiante ELL se determina a base del número de años que el estudiante ha estado inscrito en las escuelas en EE UU y el nivel de dominio combinado logrado en el Sistema de Texas para Evaluar el Dominio del Idioma Inglés (Texas English Language Proficiency Assessment System -TELPAS). Para información más detallada en relación a qué se incluye o excluye del desempeño ELL, vea el apéndice I en el Manual del Sistema de Responsabilidad Educativa del 2017 (*2017 Accountability Manual).*

- *Substitute Assessments - Evaluaciones sustitutas*. Ciertas evaluaciones específicas que los estudiantes pueden tomar en lugar de una prueba de fin de curso (EOC). El desempeño en las pruebas sustitutas se usa al calcular el índice 1 y el índice 4. Para más información, vea el Código Administrativo de Texas (Texas Administrative Code) §101.4002 en http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.
- *Special Education – Educación Especial.* Los resultados de STAAR (con y sin acomodos) y STAAR Alternativa 2 están incluidos en todos los índices.
- *Spanish STAAR - STAAR en español*. Todas las pruebas STAAR en los grados 3, 4 y 5 están disponible ya sea en inglés o en español. El desempeño TAPR incluye el desempeño en las pruebas STAAR en español.
- *Rounding of STAAR results - Redondeando los resultados de STAAR*. El desempeño de STAAR que se muestra en el TAPR se redondea a números enteros. Por ejemplo, 49.877% se redondea a 50%; 49.4999% se redondea a 49%; y 59.5% se redondea a 60%.
- Masking - Enmascarar. Las tasas de desempeño STAAR se pueden enmascarar cuando sea necesario para cumplir con FERPA. Para más información, vea Explicación del proceso de enmascarar (Explanation of Masking) en: https://rptsvr1.tea.texas.gov/perfreport/account/2017/masking.html

Vea participación en STAAR (*STAAR Participation)* e iniciativa para el éxito estudiantil *(Student Success Initiative). (Fuente: TEA Student Assessment Division)*

STAAR Participation - Participación en STAAR: El porcentaje de estudiantes a quienes se les administró una prueba STAAR. Incluye STAAR (con y sin acomodos), STAAR Alternativa 2 y TELPAS. Los detalles en las categorías de participación son como sigue:

- *Test Participant – Participantes en la evaluación*: 1) documentos de respuestas [STAAR (con y sin acomodos), STAAR Alternativa 2, TELPAS] con un código de calificación "S", 2) estudiantes que tomaron la prueba de STAAR Alternativa 2 con un código de calificación "N, 3) estudiantes que tomaron la prueba de lectura STAAR (con o sin acomodos), STAAR Alternativa 2 con un código de calificación "A" o "O" quienes también tienen calificación en la prueba TELPAS y 4) asilados/refugiados en año 1 al 5 y los que tomaron matemáticas SIFE y prueba TELPAS.

- *Included in Accountability - Incluidos en la responsabilidad*: documentos de respuestas calificados usados para determinar la calificación del distrito o la escuela en el sistema de responsabilidad, incluyendo pruebas sustitutas con un código de calificación O.
- *Not included in Accountability - No en responsabilidad*: documentos de respuestas contados como participantes, pero no usados al determinar la calificación del distrito o la escuela en el sistema de responsabilidad:
  - *Mobile - Móvil*: estos documentos de respuestas se excluyeron porque los estudiantes se inscribieron en el distrito o escuela después de las fechas de someter reporte en otoño según TSDS PEIMS (28 de octubre de 2016 o 30 de octubre de 2015 para los EOC del verano del 2016).
- *Other Exclusions - Otras exclusiones*: Los siguientes documentos de respuestas fueron excluidos de la determinación de la clasificación:
  - Documentos de respuestas para estudiantes quienes fueron evaluados solamente en el TELPAS o TELPAS más pruebas STAAR con códigos de calificación de A o O.
  - Documentos de respuestas para estudiantes quienes son ELL o que han estado en una escuela en EE UU por menos de dos años, o un refugiado, o estudiante SIFE que ha estado en una escuela en EE UU por menos de seis años.
  - Documentos de respuestas para estudiantes que han estado en escuelas en EE UU de dos a cuatro años, tomaron la prueba STAAR en inglés y para quienes no se calculó una medida del progreso ELL por razones aparte de que los padres rechazaron el servicio o el estudiante excedió el plan de medición del progreso ELL.
  - Documentos de respuestas de los que tomaron la prueba STAAR Alternativa 2 con una calificación de N.

- *Not Tested - No evaluados*: documentos de respuestas con códigos de calificación A u O
  - *Absent - Ausente*: documentos de respuestas con un código de clasificación A
  - *Other - Otros*: documentos de respuestas con códigos de clasificación O, con excepción de las pruebas sustitutas.

El denominador de participación es la suma de estas cinco categorías: Incluidos en Responsabilidad, Móvil, Otras exclusiones, y no tomaron las pruebas (Ausente y Otros) (Included in Acct, Mobile, Other Exclusions, and No Tested (Absent, and Other). Note que la Tasa de Participación de STAAR se redondea a números enteros. Por ejemplo, 94.49% se redondea a 94%. Los valores pequeños pueden mostrarse como cero: 0.4% se redondea a 0% y 0.6% se redondea a 1%. *(Fuente: División de evaluación estudiantil de la Agencia de Educación de Texas [TEA Student Assessment Division])*

Staff Exclusions *(not on campus profile)* **- Exclusiones para el personal** (no en el perfil de la escuela)**:** El número de individuos que sirven a estudiantes de las escuelas públicas, pero no están incluidos en los totales de tiempo completo (FTE totals) u otra estadística del personal. Hay dos tipos de estos registros: individuos que participan de un acuerdo de servicios compartidos *(shared services arrangement)* e individuos bajo contrato con el distrito para proveer servicios de instrucción. El personal bajo un acuerdo de servicios compartidos *(Shared Services Arrangement (SSA Staff)* es el personal que trabaja en las escuelas localizadas en distritos aparte del distrito que los emplea, o la organización (en TSDS PEIMS) asignada bajo el código 751, el cual indica que están empleados por un agente fiscal de SSA. Solo la porción del total del tiempo completo de una persona asociada con la escuela en otro distrito (o con una organización bajo el código 751) es contada como SSA. Personal SSA se agrupa en tres categorías: Personal profesional (incluyendo maestros, administradores y apoyo profesional); asistentes educativos (Educational Aides) y personal auxiliar. Observe que el personal auxiliar SSA está categorizado por el tipo de fondos con los que son pagados. Personal de enseñanza bajo contrato (Perfiles a nivel del distrito y de escuelas) (*Contracted Instructional Staff (District and Campus Profiles)* se refiere a los registros de instructores para los cuales el distrito ha iniciado el acuerdo contractual con entidades u organizaciones externas. Por medio de tal contrato, la organización externa está obligada a suplir personal de instrucción para el distrito. Estos nunca son empleados que se reportan al distrito escolar. *(Fuente: PEIMS; Registro 055, Información financiera del distrito – Personal de instrucción contratado, Registro 060 – Información del personal – Contabilidad de la nómina, Entrega 1)*

Student Enrollment by Program – Inscripción de estudiantes por programa: El número y porcentaje de los estudiantes beneficiarios de programas y/o cursos de educación especial, educación profesional y tecnológica (career and technology education), bilingüe/ESL (bilingual/ESL education) o programas para alumnos dotados y talentosos (Gifted and Talented Education). Puede ser que estos porcentajes no sumen a 100% ya que es posible que un estudiante esté inscrito en varios programas a la vez. *(Fuente: PEIMS; Registro 110 – Estudiante – Matrícula, Registro 163 – Estudiante – Programa de educación especial, Registro 169 – Estudiante – Programa de educación para la preparación universitaria y vocacional, Entrega 1)*

Student Success Initiative (SSI) -Iniciativa para el Éxito Estudiantil: Los requisitos de avance de grado promulgados por la Legislatura 76ª en 1999 que requiere que los estudiantes deben demostrar dominio en las pruebas de matemáticas y lectura en los grados 5° al 8°.

Para el 2017, el TAPR muestra lo siguiente para cada grado de SSI:

(1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration - Estudiantes que cumplen el estándar de Cerca del nivel del grado en la primera administración de STAAR*: El porcentaje de estudiantes que cumplieron con el estándar Cerca del nivel del grado durante la primera administración. Se calcula de la siguiente manera:

$$\frac{\textbf{el número de estudiantes que cumplieron con el estándar de cerca del nivel del grado en la primera administración}}{\textbf{número de estudiantes evaluados en la primera administración}}$$

(2) *Students Requiring Accelerated Instruction - Estudiantes que requieren instrucción acelerada*: El porcentaje de estudiantes que reprobaron en la primera administración de STAAR. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes elegibles que no cumplieron con el estándar en la primera administración}}{\textbf{número de estudiantes elegibles en la primera administración}}$$

(3) *STAAR Cumulative Met Standard – Cumplió con el estándar de STAAR - Cumulativo*: El porcentaje cumulativo (sin duplicar) de estudiantes que tomaron y aprobaron las pruebas en la primera y segunda administración combinadas. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes que aprobaron la prueba en cualquiera de las primeras dos administraciones}}{\textbf{número cumulativo de estudiantes que tomaron la prueba en cualquiera de las primeras dos administraciones}}$$

El requisito de avance de grado de la Iniciativa para el éxito del estudiante (SSI) fue suspendido para el año escolar 2015–16 y las administraciones en junio del STAAR para los grados 5 y 8 fueron canceladas. Por consecuente, no hay disponible información del año anterior de los estudiantes no proficientes.

Para más información, vea la página de internet de SSI en la División de Evaluación Estudiantil de TEA (TEA's Student Assessment Division SSI) http://tea.texas.gov/student.assessment/ssi/

(Fuente: División de Evaluación Estudiantil de TEA *(TEA Student Assessment Division)*

Students by Grade - Estudiantes por grado escolar: El número de estudiantes en cada grado dividido por el número total de estudiantes. *(Fuente: PEIMS; Registro 110 – Información del estudiante – Matrícula, Entrega 1)*

Students with Disabilities by Type of Primary Disability - Estudiantes con discapacidades por el tipo de la discapacidad principal: El conteo de los estudiantes desagregados de acuerdo con su principal discapacidad. El TAPR usa cinco categorías para la discapacidad principal: Estudiantes con discapacidades intelectuales (TSDS PEIMS códigos de discapacidad 06, 08, 12, 13), estudiantes con discapacidades físicas (TSDS PEIMS códigos de discapacidad 01, 03, 04, 05, 09), estudiantes con autismo (TSDS PEIMS códigos de discapacidad 10), estudiantes con discapacidades del comportamiento (TSDS PEIMS códigos de discapacidad 02 and 07) y estudiantes con niñez temprana no categorizada (TSDS PEIMS disability code 14). *(Fuete: PEIMS; Registro 163, Estudiante – Programa de Educación Especial)*

Students with Disciplinary Placements - Estudiantes con colocación disciplinaria: El número y porcentaje de estudiantes colocados en programas de educación alternativa bajo el Capítulo 37 del Código de Educación de Texas (Ley, Disciplina y Orden) *(Texas Education Code (Discipline Law and Order))*. Los distritos reportan las acciones disciplinarias tomadas contra estudiantes quienes han sido excluidos del salón de clases por lo menos un día. Aun cuando es posible que un estudiante haya sido excluido varias veces en el transcurso del año escolar, esta medida se cuenta solamente una vez e incluye solamente aquellos incidentes

que resultaron en la colocación del estudiante en un programa de educación disciplinaria alternativa o en un programa de educación alternativa de justicia de menores *(juvenile justice alternative education program)*. Se calcula de la siguiente manera:

$$\frac{\textbf{número de estudiantes con una o más colocaciones disciplinarias}}{\textbf{número de estudiantes que asistieron en cualquier momento durante el año escolar}}$$

Para 2016–17, los siguientes 19 códigos de acciones en el PEIMS 425 récords están incluidos como colocaciones por disciplina: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60 y 61. *(Fuente: PEIMS; Registro 425, Información de acciones disciplinarias, Entrega 3)*

TAKS (Texas Assessment of Knowledge and Skills) – Pruebas TAKS (Texas Assessment of Knowledge and Skills): Las pruebas diseñadas para medir hasta dónde ha aprendido un estudiante, ha entendido y es capaz de aplicar los conceptos y destrezas definidos en cada grado que se evalúa. El desempeño de los estudiantes en la clase del 2015 en la prueba TAKS de egreso (e*xit-level TAKS)* se usó para determinar el desempeño en los indicadores de los graduados preparados para la universidad (*College-Ready Graduates)* y los graduados preparados para la universidad y escuelas vocacionales (*College and Career Ready Graduates*).

Superintendent - Superintendente: El líder educativo y gerente administrativo del distrito u operador *charter*. Incluye otros títulos que pueden corresponder a operadores *charters*, así como director ejecutivo, presidente y director administrativo.

Tax Information – Información sobre impuestos: Esta información, incluyendo las tasas de impuesto y valores de propiedad tasados está disponible en los reportes de Estándar Financiero PEIMS (PEIMS Financial Standard Reports) en http://tea.texas.gov/financialstandardreports/.

Teachers by Ethnicity and Sex– Clasificación de maestros por origen étnico y género: El número de maestros que trabajan tiempo completo (FTE) clasificados de acuerdo con sus correspondientes grupos étnicos y su género. Este número también se expresa en como el porcentaje del total de maestros quienes trabajan tiempo completo. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Teachers by Highest Degree Held - Clasificación de maestros por su diploma académico más alto: La distribución de los diplomas/grados académicos de los maestros. El número de maestros que trabajan tiempo completo (FTE) indica tanto a los que no tienen título universitario, así como a los que han obtenido una licenciatura, maestría o doctorado y se expresa como porcentaje del total de maestros que trabajan tiempo completo. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Teachers by Program *(population served) (district profile only)* – **Clasificación de maestros por programa** (población a la que proveen servicios) (solo en perfil del distrito)**:** El número de los maestros que trabajan tiempo completo categorizados por el tipo de población estudiantil a la cual prestan sus servicios: regulares, especiales, compensatorios, de planeación profesional y tecnológica, bilingües/ESL, alumnos dotados y talentosos, así como varias otras poblaciones. Para aquellos maestros que prestan sus servicios a poblaciones compuestas de varios tipos, los valores por maestro/a FTE son asignados para cada tipo de población. Los porcentajes se expresan como un porcentaje del total de maestros que trabajan tiempo completo. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Teachers by Years of Experience – Clasificación de maestros por años de experiencia: El número de maestros FTE tiempo completo por años de experiencia profesional. La experiencia considerada en estas categorías es la experiencia total del maestro y no su experiencia en el distrito o escuela en cuestión. El número de maestros dentro de cada margen de años de experiencia se expresa como porcentaje del número total de maestros que trabajan el equivalente a tiempo completo. Un maestro que apenas empieza se considera que tiene cero años de experiencia. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Texas Success Initiative Assessment (TSIA) - Evaluación de la iniciativa para el éxito de Texas (TSIA): El porcentaje de graduados anuales que cumplen con los requisitos de la Iniciativa del éxito de Texas (TSI) en la TSIA.

Los porcentajes se calculan y se muestran por separado tanto para inglés como para matemáticas.

$$\frac{\textbf{número de graduados anuales del 2015–16 que cumplieron con los requisitos de la TSI en la TSIA}}{\textbf{número de los graduados anuales del 2015–16}}$$

(Fuente: THECB [calificaciones correspondientes a junio 2011 hasta octubre 2016] y Registro 203, Estudiante – Egresados de la escuela, Entregas 1 y 3)

Total Staff - Número total de personal escolar: El número de total de personal que incluye personal profesional, (maestro/as, personal profesional suplementario, administradores), personal de asistencia educativa, y (en el reporte del distrito) el personal auxiliar del distrito. El total bajo 'minorías étnicas' *(minority staff)* se calcula sumando todos los grupos del personal empleado tiempo completo FTE que no son de origen anglo-europeo (afro-americano, hispano, indio nativo norteamericano, asiático o de las islas del Pacífico y dos o más razas). El conteo del personal FTE de minoría se expresa como un porcentaje del número total de personal FTE. *(Fuente: PEIMS; Registro 040, Personal – Identificación/Estadísticas demográficas, Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

Total Students - Número total de estudiantes: El número total de estudiantes inscritos en escuelas públicas desde el 28 de octubre de 2016 en cualquier grado (pre-primaria al 12° grado). Membresía (Membership) es una cifra diferente al de inscripciones, porque no incluye a aquellos estudiantes los cuales obtienen servicios del distrito por menos de dos horas al día. Por ejemplo, el total de estudiantes *(Total Students)* excluye estudiantes quienes asisten a escuelas que no son públicas *(nonpublic school)* pero reciben ciertos servicios del distrito escolar local como terapia del habla *(speech therapy)* por menos de dos horas al día de su distrito escolar local público. *(Fuente: PEIMS; Registro 110, Información del estudiante – Estadísticas demográficas, Entrega 1)*

Turnover Rate for Teachers *(not on campus profile)* **- Índice de pérdida o rotación de maestros** *(no en el perfil de la escuela):* El porcentaje de maestros del otoño de 2015–2016 que no estaban empleados por el distrito en el otoño de 2016–17. Se calcula como el número de maestros FTE del otoño de 2015–16 que no estaban empleados por el distrito en el otoño de 2016–17, dividido por el número total de maestros FTE en el otoño de 2015–16. El personal que continúa empleado por el distrito aunque no está empleado como maestro se incluye en esta tasa de pérdida de maestros. *(Fuente: PEIMS; Registro 050, Personal – Empleo – Resumen de nómina, Registro 090, Personal – Responsabilidades, Entrega 1)*

A quién llamar

En este *Glosario* se le provee información acerca de los cálculos que se hacen para llegar a todos los datos del Reporte del Desempeño Académico de Texas (TAPR). Si después de leer el *Glosario*, todavía usted tiene alguna pregunta acerca de los cálculos de los índices en el TAPR, por favor comuníquese **a Reporte del Desempeño al (512) 463-9704**.

Cualquier pregunta relacionada con los programas o las normas concernientes a cada asunto o tema presentado a continuación debe dirigirse a las oficinas que aparecen en la siguiente lista.

Asunto	Contacto	Número
Administración de la escuela	Administración de la escuela…….	(512) 463-9623
Asuntos o estatutos legales	Servicios Legales…….……...	(512) 463-9720
Clasificación del sistema de responsabilidad (metodología)	Reportes de Desempeño (Performance Reporting)…….. ……...	(512) 463-9704
Copias de los reportes del TAPR	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
Cursos avanzados	Currículo…….....	(512) 463-9581
DAEP (Programa Disciplinario de Educación Alternativa)	Disciplina, Ley y Orden……..	(512) 463-9286
Desertores	Investigación de responsabilidad (Accountability Research)……...	(512) 475-3523
Educación Especial		
Evaluaciones	Evaluación del estudiante……..	(512) 463-9536
Otros asuntos	Educación Especial…….	(512) 463-9414
Escuelas Charter	Escuelas Charter…….. …….	(512) 463-9575
Estudiantes con dominio limitado en inglés		
Asuntos con las evaluaciones	Evaluación del Estudiante (Student Assessment)……...	(512) 463-9536
Otros asuntos	Poblaciones especiales (Special Populations)…….…...	(512) 463-9414
Exámenes de admisión universitaria		
SAT	Mesa Directiva Universitaria (College Board)……...	(512) 721-1800
ACT	Oficina Regional del ACT…….. ……...	(512) 320-1850
Graduados	Investigación de responsabilidad (Accountability Research)……. .	(512) 475-3523
Graduados inscritos en Texas IHE	Consejo Coordinador de Educación Superior de Texas (Texas Higher Education Coordinating Board)…….. ……..	(512) 427-6101
JJAEP (Programa de Educación Alternativa de Justicia de Menores)	Disciplina, Ley y Orden……..	(512) 463-9286
Nombramientos de distinción	Reportes de Desempeño (Performance Reporting)…… …….	(512) 463-9704
PBM Estatus de los resultados de la monitoria de Educación Especial	Mejoramiento de la escuela. …….	(512) 463-5226
PEIMS (TSDS PEIMS)	Línea de Ayuda PEIMS……...	(512) 463-9229
Política de retención	Currículo……...	(512) 463-9581
Preguntas en general	Preguntas generales……...	(512) 463-9290
Programa de Logros Distinguidos	Currículo……...	(512) 463-9581
Programa de Preparatoria Recomendado	Currículo……...	(512) 463-9581
Reporte escolar de calificaciones	Reporte del desempeño……	(512) 463-9704

Reportes de estándares financieros	Fondos del estado (State Funding)……	(512) 463-9238
Reportes financieros de la escuela	Fondos del estado (State Funding)……	(512) 463-9238
Responsabilidad educativa federal	Política educativa federal y estatal…….	(512) 463-9414
STAAR - Contratista para la evaluación	ETS…….	(855) 333-7770
	Pearson……...	(800) 328-5999
	Centro de Operaciones en Austin……	(512) 989-5300
STAAR (todas las pruebas)	Evaluación del estudiante……...	(512) 463-9536
TAIS	Sistema de Intervención de Responsabilidad Educativa de Texas (TAIS)……	(512) 463-9414
TELPAS	Evaluación del estudiante……...	(512) 463-9536

Información en el internet: http://tea.texas.gov/accountability/

Identificación de funciones del PEIMS
(en orden alfabético por categoría)

ADMINISTRADORES CENTRALES

027 ..... Superintendente/CAO/CEO/Presidente

ADMINISTRADORES ESCOLARES

003 ..... Asistente del Director

ADMINISTRADORES CENTRALES O DEL PLANTEL ESCOLAR*

004 ..... Asistente del Superintendente
012 ..... Funcionario educativo (instrucción)
020 ..... Director
028 ..... Supervisor de maestros
040 ..... Director de atletismo
043 ..... Administrador/contador
044 ..... Recaudador de impuestos
045 ..... Director de personal
055 ..... Director de Inscripciones (oficina central)
060 ..... Director Ejecutivo
061 ..... Asistente/Asociado del Director o Director Ejecutivo
062 ..... Director del Departamento/Componente
063 ..... Coordinador/Administrador/Supervisor

PERSONAL PROFESIONAL DE APOYO

002 ..... Terapeuta artístico
005 ..... Psicólogo asociado
006 ..... Audiólogo
007 ..... Terapeuta correctivo
008 ..... Consejero
011 ..... Evaluador educativo (diagnosis)
013 ..... Bibliotecario
015 ..... Músico-terapeuta
016 ..... Terapeuta ocupacional
017 ..... Especialista certificado en orientación y movilidad
018 ..... Fisioterapeuta
019 ..... Médico
021 ..... Terapeuta recreativo
022 ..... Enfermera de escuela
023 ..... Psicólogo de escuela (LSSP-licenciado)
024 ..... Trabajador Social
026 ..... Terapista/patólogo del habla
030 ..... Profesor Invitado/Oficial de estudiantes que se escapan de escuela
032 ..... Coordinador/centro de aprendizaje relacionado al trabajo
041 ..... Facilitador para el maestro
042 ..... Evaluador de maestro
054 ..... Jefe de departamento
056 ..... Entrenador de atletismo
058 ..... Otros profesionales de la escuela
064 ..... Especialista/Asesor
065 ..... Agente de servicios fuera de la escuela
079 ..... Otros profesionales de los ESC
080 ..... Otros profesionales que no son de la escuela

MAESTROS

087 ..... Maestro
047 ..... Maestro sustituto

PERSONAL DE ASISTENCIA EDUCATIVA

033 ..... Asistente educativo
036 ..... Intérprete certificado

PERSONAL AUXILIAR

Tiene historial de empleo pero no tiene para responsabilidades específicas.

* Las posiciones de los administradores reportados están categorizadas como oficinas centrales o del plantel escolar, dependiendo de la identificación (ID) de la organización con la cual han sido reportados.

Cursos Académicos Avanzados
Reportes del Desempeño Académico de Texas
2016-17

- Todos los cursos que se muestran se refieren al año escolar 2015-16.
- El prefijo "A" indica que es un curso del *College Board* para colocación avanzada (AP).
- El prefijo "I" indica que es un curso para el bachillerato internacional (IB).
- Esta lista no muestra los cursos que son específicamente de registro dual.

Artes del lenguaje en inglés

03221100	Investigación/ Redacción Técnica
03221200	Redacción Creativa
03221500	Géneros Literarios
03221600	Humanidades (1ª vez que se toma)
03221800	Estudio Independiente en Inglés (1ª vez que se toma)
03231000	Estudio Independiente en Periodismo (1ª vez que se toma)
03231902	Periodismo, Difusión/Transmisión Avanzada III
03240400	Interpretación Oral III
03240800	Debate III
03241100	Oratoria III
03241200	Estudio Independiente en Oratoria (1ª vez que se toma)
A3220100	AP Artes del lenguaje en inglés y composición
A3220200	AP Literatura en inglés y composición
I3220300	IB Inglés III
I3220400	IB Inglés IV

Matemáticas

03101100	Pre-Cálculo
03102500	Estudio Independiente en Matemáticas (1ª vez que se toma)
03102501	Estudio Independiente en Matemáticas (2ª vez que se toma)
A3100101	AP Cálculo AB
A3100102	AP Cálculo BC
A3100200	AP Estadísticas
I3100100	IB Matemáticas – Nivel de Estudios Regulares
I3100200	IB Matemáticas – Nivel Regular
I3100300	IB Matemáticas - Nivel Avanzado
I3100400	IB Matemáticas Avanzadas Nivel Subsidiario

Aplicaciones de tecnología

03580200	Computación I
03580300	Computación II
A3580100	AP Computación A
I3580200	IB Computación I – Nivel Regular
I3580300	IB Computación II – Nivel Avanzado
I3580400	IB Tecnología Informatica en una Sociedad Global SL

Bellas Artes

03150400	Música IV Banda
03150800	Música IV Orquesta
03151200	Música IV Coro
03151600	Música IV Banda de Jazz
03152000	Música IV Conjunto Instrumental
03152400	Música IV Conjunto Vocal
03250400	Arte Dramático—Teatro IV
03251000	Producción Teatral IV
03251200	Artes Técnicas Teatrales IV
03502300	Arte IV Dibujo
03502400	Arte IV Pintura
03502500	Arte IV Imprenta
03502600	Arte IV Fibras
03502700	Arte IV Cerámica
03502800	Arte IV Escultura
03502900	Arte IV Joyería
03503100	Arte IV Fotografía
03830400	Danza IV

Bellas Artes (continuación)

A3150200	AP Teoría Musical
A3500100	AP Historia del Arte
A3500300	AP Taller de Arte — Dibujo
A3500400	AP Bellas Artes/Portafolio de Diseño Bidimensional
A3500500	AP Bellas Artes/Portafolio de Diseño Tridimensional
I3250200	IB Música SL
I3250300	IB Música HL
I3600100	IB Arte/Diseño HL
I3600200	IB Arte/Diseño SL-A
I3750200	IB Teatro SL
I3750300	IB Teatro HL
I3830200	IB Danza - HL

Ciencias

A3010200	AP Biología
A3020000	AP Ciencias Ambientales
A3040000	AP Química
A3050002	AP Física C
I3020000	IB Sistemas Ambientales y Sociedades
I3030001	IB Tecnología del diseño SL
I3030002	IB Tecnología del diseño HL

Ciencias Sociales/Historia

03310301	Economía, Estudios Avanzados (1ª vez que se toma)
03380001	Ciencias Sociales, Estudios Avanzados (1ª vez que se toma)
A3310100	AP Microeconomía
A3310200	AP Macroeconomía
A3330100	AP Gobierno y Política de Estados Unidos
A3330200	AP Gobierno y Política Comparativa
A3340100	AP Historia de los Estados Unidos
A3340200	AP Historia Europea
A3350100	AP Psicología
A3360100	AP Geografía Humana
A3370100	AP Historia Universal
I3301100	IB Historia
I3301200	IB Historia: África

13301300	IB Historia: Las Américas
13301400	IB Historia: Este y Sudeste de Asia

Ciencias Sociales/Historia (continuación)

13301500	IB Historia: Europa
13302100	IB Geografía, Nivel Regular
13302200	IB Geografía – Nivel Avanzado
13303100	IB Economía – Nivel Regular
13303200	IB Economía – Nivel Avanzado
13303300	IB Administración de Empresas I
13303400	IB Administración de Empresas II
13304100	IB Psicología – Nivel Regular
13304200	IB Psicología, Nivel Avanzado
13366010	IB Filosofía

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas)

03110400	Árabe IV
03110500	Árabe V
03110600	Árabe VI
03110700	Árabe VII
03120400	Japonés IV
03120500	Japonés V
03120600	Japonés VI
03120700	Japonés VII
03400400	Italiano IV
03400500	Italiano V
03400600	Italiano VI
03400700	Italiano VII
03410400	Francés IV
03410500	Francés V
03410600	Francés VI
03410700	Francés VII
03420400	Alemán IV
03420500	Alemán V
03420600	Alemán VI
03420700	Alemán VII
03430400	Latín IV
03430500	Latín V
03430600	Latín VI

03430700	Latín VII
03440400	Español IV

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (continuación)

03440440	Español IV para hispano parlantes
03440500	Español V
03440550	Español V para hispano parlantes
03440600	Español VI
03440660	Español VI para hispano parlantes
03440700	Español VII
03440770	Español VII para hispano parlantes
03450400	Ruso IV
03450500	Ruso V
03450600	Ruso VI
03450700	Ruso VII
03460400	Checo IV
03460500	Checo V
03460600	Checo VI
03460700	Checo VII
03470400	Portugués IV
03470500	Portugués V
03470600	Portugués VI
03470700	Portugués VII
03480400	Hebreo IV
03480500	Hebreo V
03480600	Hebreo VI
03480700	Hebreo VII
03490400	Chino IV
03490500	Chino V
03490600	Chino VI
03490700	Chino VII
03510400	Vietnamita IV
03510500	Vietnamita V
03510600	Vietnamita VI
03510700	Vietnamita VII
03520400	Hindú IV
03520500	Hindú V
03520600	Hindú VI
03520700	Hindú VII

03980400	Lenguaje de Señas (Americano) IV
03980500	Lenguaje de Señas (Americano) V
03980600	Lenguaje de Señas (Americano) VI

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (continuación)

03980700	Lenguaje de Señas (Americano) VII
03996000	Otro Idioma Extranjero IV
03996100	Otro Idioma Extranjero V
03996200	Otro Idioma Extranjero VI
03996300	Otro Idioma Extranjero VII
A3120400	AP Japonés IV
A3410100	AP Francés IV
A3420100	AP Alemán IV
A3430100	AP Latín IV
A3440100	AP Español IV
A3440200	AP Español V
A3490400	AP Chino IV
I3110400	IB Árabe IV
I3110500	IB Árabe V
I3120400	IB Japonés IV
I3120500	IB Japonés V
I3410400	IB Francés IV
I3410500	IB Francés V
I3420400	IB Alemán IV
I3420500	IB Alemán V
I3430400	IB Latín IV
I3430500	IB Latín V
I3440400	IB Español IV
I3440500	IB Español V
I3440600	IB Español VI
I3440700	IB Español VII
I3450400	IB Ruso IV
I3450500	IB Ruso V
I3480400	IB Hebreo IV
I3480500	IB Hebreo V
I3490400	IB Chino IV
I3490500	IB Chino V
I3490600	IB Chino VI
I3490700	IB Chino VII
I3520400	IB Hindú IV
I3520500	IB Hindú V

I3663600	IB Idiomas diferentes al inglés Nivel VI- Otro
I3663700	IB Idiomas diferentes al inglés Nivel VII- Otro

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (continuación)

I3996000	IB Idiomas diferentes al inglés Nivel IV- Otro
I3996100	IB Idiomas diferentes al inglés Nivel V- Otro

Otros

I3000100	IB Teoría del conocimiento
I3305100	IB Religiones del mundo A
I3366100	IB Religiones del mundo B
N1290317	GT Asesoría de Estudios Independientes para Estudiantes III
N1290318	GT Asesoría de Estudios Independientes para Estudiantes IV