



Willis Independent School District  
Academic Accountability Report  
2015-2016



## Table of Contents

Report Page

**WISD Mission & Core Belief**.....3

### **2015-2016 Performance Objectives**

Willis ISD .....	5
Brabham MS.....	7
Cannan ES .....	9
Hardy ES .....	13
Lucas MS .....	15
Medor ES.....	19
Parmley ES .....	25
Stubblefield DAEP.....	27
Turner.....	29
Willis HS .....	31

### **2015-2016 Texas Academic Performance Reports**

Willis ISD.....	33
Brabham MS.....	55
Cannan ES .....	71
Hardy ES .....	85
Lucas MS .....	99

## Table of Contents

Meador ES .....	115
Parmley ES .....	129
Turner ES .....	143
Willis HS .....	157
<b><u>2015-16 School Report Cards</u></b>	
Brabham MS.....	177
Cannan ES .....	181
Hardy ES .....	183
Lucas MS .....	185
Meador ES .....	189
Parmley ES .....	191
Turner ES .....	193
Willis HS .....	195
<b><u>2015-2016 Accreditation Status</u></b>	
Willis ISD.....	199
<b><u>2013-2014 Postsecondary Report</u></b>	
Willis HS.....	201

## Table of Contents

### 2015-2016 Violent and Criminal Incidents Report

All Campuses .....	203
--------------------	-----

### 2014-2015 Actual Financial Data

Willis ISD .....	205
------------------	-----

Brabham MS .....	209
------------------	-----

Cannan ES.....	211
----------------	-----

Hardy ES .....	213
----------------	-----

Lucas MS .....	215
----------------	-----

Meador ES.....	217
----------------	-----

Parmley ES.....	219
-----------------	-----

Turner ES .....	221
-----------------	-----

Willis HS.....	223
----------------	-----

### Appendices

2015-2016 Texas Academic Performance Report Glossary (English).....	225
---	-----

2015-2016 Texas Academic Performance Report Glossary (Spanish) .....	265
--	-----



**Willis Independent School District**

**District Improvement Plan**

**2015-2016 Improvement Plan**

**Accountability Rating: Met Standard**



# Mission Statement

The mission of Willis Independent School District is to develop in each student the knowledge, skills, and behaviors essential for life-long learning and for productive, responsible citizenship.

## Core Commitments and 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 and work environments are safe and nurturing so that each student and staff member will achieve high levels of performance.*

## Table of Contents

District Improvement Plan Performance Objectives .....	4
Brabham Middle School Performance Objectives 2015-2016 .....	6
Cannan Elementary Performance Objectives 2015-2016 .....	8
Hardy Elementary Performance Objectives 2015-2016 .....	12
Lucas Middle School Performance Objectives 2015-2016 .....	14
Meador Elementary Performance Objectives 2015-2016 .....	17
Parmley Elementary Performance Objectives 2015-2016 .....	22
Stubblefield Daep Performance Objectives 2015-2016 .....	24
Turner Elementary Performance Objectives 2015-2016 .....	26
Willis High School Performance Objectives 2015-2016 .....	28

# **District Improvement Plan Performance Objectives**

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

**Performance Objective 1:** Willis ISD students will achieve 90% mastery on grade level assessments and meet or exceed the state average on STAAR.

**Summative Evaluation 1:** 2016 STAAR results.

OBJECTIVE PROGRESS: Objective not met. Of 22 target areas, only US History reached the target goal of 90% mastery. However, 9 of the 22 target areas met or exceeded the state scores.

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

**Performance Objective 1:** WISD Campuses will facilitate communication between home, school, and community and provide opportunities for involvement to educate and inform parents and the community.

**Summative Evaluation 1:** Reports generated for all communication avenues and school/parent activities.

OBJECTIVE PROGRESS: All Title I campuses generated records of sign-in sheets for all parent activities throughout the 15-16 school year. Reports were generated for district call-out system, the district and campus websites, and the district Facebook page. Reports indicate objective met.

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

**Performance Objective 1:** WISD will maintain high expectations for each employee and provide training and support for professional growth and student achievement.

**Summative Evaluation 1:** Student growth measures will be updated to include screeners, formative assessments, and end of year diagnostic test results.

OBJECTIVE PROGRESS: Objective met. The Teaching and Learning department completed an evaluation of all diagnostic screeners throughout the 15-16 school year. Adjustments were made to the Stanford 2nd grade assessment, to the developmental reading assessment (DRA) and screeners were added to assess secondary students' reading skills. These diagnostic assessments were utilized to plan professional development for individual teachers and teacher groups as well as to determine student interventions.

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

**Performance Objective 1:** Ensure the budgeting process supports integrity and efficient management of resources district-wide.

**Summative Evaluation 1:** Monitoring through district approval process and annual financial audit.

OBJECTIVE PROGRESS: Internal approval processes and annual financial audit indicate this objective has been met.

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

**Performance Objective 1:** WISD will maintain high expectations toward a safe and structured environment to include positive student behavior, student and staff attendance, and positive school culture.

**Summative Evaluation 1:** Reports generated for discipline, attendance, safety, transportation, and climate.

OBJECTIVE PROGRESS: Objective met. Six week reports were utilized to address district and campus issues throughout the school year.

# **Brabham Middle School Performance Objectives 2015-2016**

**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 25% of all students achieving level 3 on 2016 STAAR.

**Summative Evaluation 1:** This objective will be evaluated by dividing the total number of 2016 level 3 scores by the total number of 2016 tests taken.

OBJECTIVE PROGRESS: Not met; 6th grade Math 22%, 7th Grade Reading 16%, 8th Grade Reading 13%.

**Performance Objective 2:** Improve and maintain level 2 STAAR performance for At-Risk, Economically Disadvantaged, and English Language Learners student groups to 75% in both Reading and Math.

**Summative Evaluation 2:** Success will be evaluated by determining the percentage of students who achieve level 2 for each student group separately.

OBJECTIVE PROGRESS: Not met; 72% of the Economically Disadvantaged student group met Level 2 in Math.

**Performance Objective 3:** Student Attendance rate will increase from 96.06% to 97%.

**Summative Evaluation 3:** An overall attendance rate of 97% will be achieved and maintained.

OBJECTIVE PROGRESS: Not met; 96.19% was the attendance rate achieved.

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

**Performance Objective 1:** Increase use of resources at their disposal to insure timely dissemination of information to parents, students, and the community 100% of the time.

**Summative Evaluation 1:** An increase will be seen on the parent climate/culture surveys when analyzing the questions asking about home/school communication.

OBJECTIVE PROGRESS: Met; the majority of parents surveyed felt communication was adequate.

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

**Performance Objective 1:** Improve and maintain level 2 STAAR performance for At-Risk, Economically Disadvantaged, and English Language Learners student groups to 75% in both Reading and Math.

**Summative Evaluation 1:** Success will be evaluated by determining the percentage of students who achieve level 2 for each student group

separately.

OBJECTIVE PROGRESS: Not met; 72% of the Economically Disadvantaged student group met Level 2 in Math.

**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 administration will be prioritized by campus improvement initiatives.

**Summative Evaluation 1:** The campus budget audit evaluating line by line alignment between budget spending and campus improvement plans.

OBJECTIVE PROGRESS: Met progress.

**Goal 5: 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.

**Summative Evaluation 1:** Monthly reports will indicate a decrease in referrals from previous year or month-to-month.

OBJECTIVE PROGRESS: Not met; there was a 27% increase in referrals.

**Performance Objective 2:** Campus will reduce bullying-type incidents by 5%.

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

OBJECTIVE PROGRESS: Not met; a 20% increase occurred.

# Cannan Elementary Performance Objectives 2015-2016

**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.

**Summative Evaluation 1:** Teachers will implement a balanced literacy program in their classrooms.

**OBJECTIVE PROGRESS:**

Through daily walkthroughs, teachers implemented our district's balanced literacy program in their classrooms. Comprehension ToolKit program was implemented every Monday in all classrooms to ensure all students were receiving instruction using this aspect of the balanced literacy program. This activity was monitored by the Reading Instructional Coach and campus administrators. Teachers received training and implemented guided reading intervention on a daily basis. LLI and SLI Reading intervention programs were used to close students' gaps in reading fluency and comprehension.

This goal was also met as indicated by STAAR 2016 results. :

3rd Grade Reading- 66%

4th Grade Reading- 83%

4th Grade Writing- 69%

5th Grade Reading- 80%

**Performance Objective 2:** Each grade level will meet the Superintendent's targeted percentage in Math.

**Summative Evaluation 2:** Teachers will implement a balanced math program in their classroom.

**OBJECTIVE PROGRESS:**

Daily walkthroughs indicate that all teachers are following the balanced math program- Daily Math Review/Kim Sutton Math/Problem Solving Math/Concept Lesson. Reteach/remediation is also conducted in small group instruction.

This goal was also met as indicated by STAAR 2016 results. :

3rd Grade Math- 72%

4th Grade Math- 85%

5th Grade Math- 86%

**Performance Objective 3:** Each grade level will meet the Superintendent's targeted percentage in Science.

**Summative Evaluation 3:** Teachers will utilize STEMSCOPES and various other research based instruction in their classrooms.

**OBJECTIVE PROGRESS:**

All teachers grades 3-5 implemented Stemsopes as part of their Science curriculum. Students were provided frequent opportunities to conduct experiments in the Science lab for hands-on experiences.

This goal was also met as indicated by STAAR Science 2016 results. :  
5th Grade Science- 82%

**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%.

**Summative Evaluation 1:** Cannan will hold parent involvement meetings and activity nights.

OBJECTIVE PROGRESS: Parent involvement meetings and grade level meetings were conducted over the year.

**Performance Objective 2:** Communicate weekly to all parents.

**Summative Evaluation 2:** Weekly and daily information is sent home with students.

OBJECTIVE PROGRESS: Progress met through weekly communication of upcoming events and activities in the Monday folder.

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

**Summative Evaluation 3:** Weekly and daily updates are made by all staff to ensure parents are receiving updated information as events happen.

OBJECTIVE PROGRESS: Weekly updating of website to communicate with parents events at Cannan.

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

**Summative Evaluation 4:** Immediate communication is established if the need exists to use this form of communication.

OBJECTIVE PROGRESS: Not met

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

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

**Summative Evaluation 1:** Weekly grade level Professional Learning Communities (PLCs).

OBJECTIVE PROGRESS: Performance objective met. SEE WEEKLY PLC MEETINGS SIGN IN SHEETS AND AGENDA

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

**Summative Evaluation 2:** Continued training is provided as needed by Reading Coach, District Specialists and Principal to ensure proper

implementation of balanced literacy.

**OBJECTIVE PROGRESS:** All staff was provided the opportunities to attend district professional development courses involving Reading objectives. Staff was also provided campus Math and Reading Coaches to support instruction in the classroom as well as provide feedback to instructional practices.

**Performance Objective 3:** All staff will be highly qualified.

**Summative Evaluation 3:** All applicants will be screened to ensure highly qualified status prior to becoming part of the Cannan staff.

**OBJECTIVE PROGRESS:** Met.

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

**OBJECTIVE PROGRESS:** All district funds were allocated to programs to ensure student success. New resources for Reading were purchased to assist in the LLI and SLI programs to help close gaps in student learning.

**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.

**Summative Evaluation 1:** Monthly meetings will address key concerns for building safety, cleanliness and personal safety of students and staff.

**OBJECTIVE PROGRESS:** Met. Teachers were trained at the beginning of the year on safety procedures. They also receive monthly safety trainings during faculty meetings and weekly safety reminders via email.

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

**Summative Evaluation 2:** Physically walking the interior and exterior of the building.

**OBJECTIVE PROGRESS:** All classrooms have doors that lock and are kept locked during the school day to ensure student safety. Willis Police conduct frequent walkthroughs of the building to ensure doors are locked.

A new fence has been built around our campus to better facilitate a safe campus. A new drive through for bus and car pick up/drop off was constructed over the summer to better facilitate arrival/dismissal and to expedite the process.

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

**Summative Evaluation 3:** CHAMPS implementation on a campus level as well as in every classroom.

**OBJECTIVE PROGRESS:** Met. All staff have CHAMPS expectations posted in classrooms, cafeteria, and hallways. Teachers reviewed

CHAMPS expectations with students throughout the year.

# **Hardy Elementary Performance Objectives 2015-2016**

**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 will maintain rigorous standards of achievement to prepare students to graduate from high school, college, and beyond.

**Summative Evaluation 1:** Master rigorous academic standards of 70% in Reading , Writing , Math and Science.

PERFORMANCE OBJECTIVE MET IN: Math (72%), Science (70%)

PERFORMANCE OBJECTIVE NOT MET: Reading (66%), Writing (52%)

**Performance Objective 2:** CC Hardy students will increase student performance by 10% on grade level assessments and meet or exceed the state average on STAAR.

**Summative Evaluation 2:** Impact will be determined by the percentage of increase in students' scores on State Assessments.

CCH did not meet or exceed any state state average on STAAR; however, the campus was within two percentage points in both reading and math.

**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 jointly with parents and the community to maximize learning for all students through two-way communication, collaborative partnerships and unity of purpose.

**Summative Evaluation 1:** Agendas, Sign in sheets, Flyers, Call-outs

CCH Parent involvement for 15-16 year returned the following percentages:

Grandparents Day-21%

Meet the Teacher Night-76%

Open House-37%

Reading Night-11%

**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.

**Summative Evaluation 1:** Recruitment, Development, and Retention of Staff

CCH 15-16 had 58% of the staff meet campus professional development requirements and 50% of the staff meet professional learning requirements.

**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.

**Summative Evaluation 1:** Summative Evaluation 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 2015-2016 Campus Improvement Plan.

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

**Performance Objective 1:** CC Hardy Elementary will strive to ensure a safe and orderly environment conducive to learning including positive student behavior, high attendance percentages, and elevate morale for all students and staff.

**Summative Evaluation 1:** Impact will be evaluated by the percentage of annual decreases in referrals and increase in attendance percentage.

OBJECTIVE PROGRESS: MET for attendance. CCH showed an increase in attendance from 95.7% in 2015 to 96.4% in 2016. An increase of .7%

NOT MET for Discipline. The percentage of discipline referrals did not decrease for the 2015-16 school year.

# **Lucas Middle School Performance Objectives 2015-2016**

**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.

**Summative Evaluation 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%.

OBJECTIVE PERFORMANCE: Students of 2 or more races are the only student population that met the performance objective in all subjects.

**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.

**Summative Evaluation 2:** 100% participation by core curriculum teachers.

OBJECTIVE PERFORMANCE: All core area teachers utilized the TEKS Resource System to guide the curriculum and lessons

**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.

**Summative Evaluation 1:** Increased parental participation in campus activities by 10%.

OBJECTIVE PERFORMANCE: Although no year-to-year comparative data is available, sign-in sheets indicate parents were in attendance for open house, field trips and extra curricular activities.

**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.

**Summative Evaluation 2:** Increased parent volunteer participation by 5%.

OBJECTIVE PERFORMANCE: Although no year-to-year comparative data is available, sign-in sheets indicate parents attended evening activities.

**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 school's focus areas, school improvement processes, and curriculum priorities.

**Summative Evaluation 1:** Increased academic performance on state assessments by 10% on the academic areas targeted for staff development.

**OBJECTIVE PERFORMANCE:** Science scores increased across student ethnic groups by 4% to 9%, and 2 or more races increased by 11% in all subjects based on PLC and lesson development.

**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.

**Summative Evaluation 1:** 100% of campus funds will be allocated to improve all campus programs.

**OBJECTIVE PERFORMANCE:** 100% of campus funds were allocated to improve campus programs.

**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.

**Summative Evaluation 1:** Trend data charts will reflect a 10% decline of discipline incidents by all student groups.

**OBJECTIVE PERFORMANCE:** There was a decrease in discipline referrals by 5% from the previous year.

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

**Summative Evaluation 2:** Trend data charts of student placement in OSS, ISS and DAEP indicates a decrease in total placements.

**OBJECTIVE PERFORMANCE:** There was a decrease in the placements in OSS, ISS and DAEP from the previous year.

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

**Summative Evaluation 3:** 100% of students and teachers attend safety awareness training as evidenced by sign-in sheets and training certificates.

**OBJECTIVE PERFORMANCE:** 100% of safety awareness training was achieved.

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

**Summative Evaluation 4:** Reduce the number of bullying incidents by 5%

OBJECTIVE PERFORMANCE: Although no year-to-year comparative data is available, evidence indicates policies and practices were put in place by counselors, administrators and teachers to reduce bullying from the previous year.

**Performance Objective 5:** Increase opportunities for students to participate in activities that will positively impact school safety and student learning.

**Summative Evaluation 5:** Improved school climate and culture as evidenced by 10% decrease in discipline reports resulting from the implementation of a Positive Behavior Intervention plan.

OBJECTIVE PERFORMANCE: Discipline reports were decreased by 10% from the previous year.



# Meador Elementary Performance Objectives 2015-2016

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

**Performance Objective 1:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will demonstrate mastery of grade level objectives by meeting standard on the state STAAR Mathematics assessment and on district level Common Assessments for Kindergarten through 2nd grade.

SUB-OBJECTIVE 1A: 90% of all kindergarten students will be able to count to 50 and identify numbers one through 10 at midyear.

**Summative Evaluation 1:** MES did meet this Performance Sub-Objective as evidenced by data collected from report cards.

**Performance Objective 2:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will demonstrate mastery of grade level objectives by meeting standard on the state STAAR Mathematics assessment and on district level Common Assessments for Kindergarten through 2nd grade.

SUB-OBJECTIVE 1B: 70% of 1st grade students will pass the math common assessment by the end of the first semester.

**Summative Evaluation 2:** MES did meet this Performance Sub-Objective as evidenced by the data collected from Eduphoria.

**Performance Objective 3:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will demonstrate mastery of grade level objectives by meeting standard on the state STAAR Mathematics assessment and on district level Common Assessments for Kindergarten through 2nd grade

SUB-OBJECTIVE 1C: 80% of 2nd grade students will master the common assessments by the end of the first semester.

**Summative Evaluation 3:** MES did NOT meet this Performance Sub-Objective as evidenced by the data collected from Eduphoria.

**Performance Objective 4:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will demonstrate mastery of grade level objectives by meeting standard on the state STAAR Mathematics assessment.

SUB-OBJECTIVE 1D: 75% of all 3rd grade students will demonstrate mastery of district 9 weeks math common assessments by the end of the first semester.

**Summative Evaluation 4:** MES did NOT meet this Performance Sub-Objective, but made some progress toward it. This is evidenced by the data collected from Eduphoria.

**Performance Objective 5:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will demonstrate mastery of grade level objectives by meeting standard on the state STAAR Mathematics assessment.

**SUB-OBJECTIVE 1E:** All students in 4th grade will long multiply and divide with 80% accuracy in problem solving including area/perimeter by the end of December, 2015.

**Summative Evaluation 5:** MES did meet this Performance Sub-Objective as evidenced by local assessments given by the classroom teachers.

**Performance Objective 6:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will demonstrate mastery of grade level objectives by meeting standard on the state STAAR Mathematics assessment.

**SUB-OBJECTIVE 1F:** The overall student achievement scores for the 5th grade in Math will be at least 85% passing on the 9 week Common Assessments.

**Summative Evaluation 6:** MES did NOT meet this Performance Sub-Objective as evidenced by the data collected from Eduphoria.

**Performance Objective 7:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

**SUB-OBJECTIVE 2A:** Kindergarten - 85% of all kindergarten students will identify capital and lower case alphabet letters and produce the correct phonemic sound for each of those letters by the end of the first semester.

**Summative Evaluation 7:** MES did meet this Performance Sub-Objective as evidenced by data collected from report cards and teacher assessments.

**Performance Objective 8:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

**SUB-OBJECTIVE 2B:** 1st Grade - 100% of 1st grade students will move up at least 2 DRA levels by the end of the first semester.

**Summative Evaluation 8:** MES did NOT meet this Performance Sub-Objective, but made significant progress toward it. This is evidenced by the data collected from DRA tracking sheets.

**Performance Objective 9:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

**SUB-OBJECTIVE 2C:** 2nd Grade - 90% of the students will master 20 high frequency words per month.

**Summative Evaluation 9:** MES did NOT meet this Performance Sub-Objective, but made some progress toward it. This is evidenced by

data collected through classroom assessments.

**Performance Objective 10:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

SUB-OBJECTIVE 2D: 80% of all 2nd grade students will demonstrate growth on their DRA level by MOY assessments.

**Summative Evaluation 10:** MES did meet this Performance Sub-Objective as evidenced by data collected from DRA tracking sheets.

**Performance Objective 11:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

SUB-OBJECTIVE 2E: By January 2016, 80% of all 3rd grade students will improve their comprehension as measured by an increase in two levels on DRA.

**Summative Evaluation 11:** MES did NOT meet this Performance Sub-Objective, but made significant progress toward it. This is evidenced by data collected from DRA tracking sheets.

**Performance Objective 12:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

SUB-OBJECTIVE 2G: 85% of 4th grade students will pass the MOY benchmark.

**Summative Evaluation 12:** MES did NOT meet this Performance Sub-Objective as evidenced by the data collected from Eduphoria.

**Performance Objective 13:** In the 2015-2016 school year, 80% of students at William Lloyd Meador Elementary will be reading on grade level as demonstrated by meeting standard on the state STAAR Reading assessment and by being "Developed" on the End of the Year TPRI/Tejas LEE.

SUB-OBJECTIVE 2H: 100% of 5th grade students will improve 1 or 2 levels above their BOY DRA level by MOY.

**Summative Evaluation 13:** MES did NOT meet this Performance Sub-Objective, but made significant progress toward it. This is evidenced by data collected from the DRA tracking sheets.

**Performance Objective 14:** Obj 3: Data from the first Science benchmark will show that 80% of our English Language Learners will have earned 80% or better.

SUB-OBJECTIVE 3: 75% of 5th grade students will master the 6 weeks common assessments.

**Summative Evaluation 14:** MES did NOT meet this Performance Sub-Objective, but made some progress toward it. This is evidenced by the data collected from Eduphoria.

**Performance Objective 15:** Data from the TELPAS assessment will show an increase in levels for 80% of the ELL students.

**Summative Evaluation 15:** MES did NOT meet this Performance Sub-Objective, but made significant progress toward it. This is evidenced by the data collected from Eduphoria.

**Performance Objective 16:** 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.

**Summative Evaluation 16:** MES did meet this Performance Objective as evidenced by classroom walk-through data.

**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.

**Summative Evaluation 1:** MES did meet this Performance Objective as evidenced by the data collected through meeting minutes, volunteer sign-in forms, and district parent survey.

**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.

**Summative Evaluation 2:** MES did NOT meet this Performance Objective, but made progress toward it as evidenced by the increase in attendance percentage from the previous year.

**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.

**Summative Evaluation 1:** MES did meet this Performance Objective as evidenced by artifacts collected at PLC meetings, faculty meetings and professional development sessions.

**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.

**Summative Evaluation 2:** MES did meet this Performance Objective as evidenced by percentage of staff retention from year to year and the artifacts collected during professional development sessions.

**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.

**Summative Evaluation 1:** MES did meet this Performance Objective as evidenced by the records kept in the Finance Department of WISD.

**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.

**Summative Evaluation 1:** MES did meet this Performance Objective as evidenced by the artifacts collected at CEIC meetings, team leader meetings, PLC meetings, PTO meetings and parent volunteer nights.



# Parmley Elementary Performance Objectives 2015-2016

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

**Performance Objective 1:** By May 2016, increase student performance on STAAR Reading objectives by 10%.

**Summative Evaluation 1:** STAAR Reading-PES DID NOT meet performance objective to increase STAAR Reading objectives by 10%. We decreased from 79% to 71%.

**Performance Objective 2:** By May 2016, increase student performance on STAAR Math objectives by 10%.

**Summative Evaluation 2:** STAAR Math-PES DID NOT meet performance objective to increase STAAR Math objectives by 10%. We decreased from 78% to 72% satisfactory.

**Performance Objective 3:** By May 2016, increase student performance on STAAR Science objectives by 10%.

**Summative Evaluation 3:** STAAR Science-PES DID NOT meet the performance objective to increase student performance on STAAR Science objectives by 10%. We decreased from 72% to 64%.

**Performance Objective 4:** By May 2016, increase student performance on STAAR Writing test by 10%.

**Summative Evaluation 4:** STAAR Writing- PES DID NOT meet the performance objective to increase student performance on STAAR Writing by 10%. We decreased from 67% to 65%.

**Performance Objective 5:** By May 2016, increase performance of each student group on all STAAR content areas by the amounts noted on the comparison chart.

**Summative Evaluation 5:** All PES student groups MET the increase in student performance EXCEPT:

Hispanics-4th Writing

African Americans- 3rd Math, 3rd Reading, 5th Science and 5th Reading

**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.

**Summative Evaluation 1:** Parent participation numbers and parent surveys- Objective MET. Parent participation and engagement increased tremendously. Parmley PTO was very instrumental in making this happen. We also implemented the PAWS (Parents Assisting With Students) program, which increased parent involvement. Communication of events was not regular enough or communicated in all ways.

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

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

**Summative Evaluation 1:** All PES is MEETS the goal of having highly qualified teachers. They continue their professional growth through campus and professional staff development hours.

**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.

**Summative Evaluation 2:** PES MET the goal of providing staff development opportunities available for teachers throughout the year on guided reading, writing strategies, comprehension, math strategies and data-driven opportunities.

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

**Performance Objective 1:** PES will use general and Title I funds to support student achievement and success.

**Summative Evaluation 1:** PES MET the goal of using general and Title I funds to support the success of every student. We bought instructional materials to enhance comprehension and other reading skills, math manipulatives to enhance instruction and more computer tablets to increase use of technology.

**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.

**Summative Evaluation 1:** PES MET the goal of providing a safe and positive learning environment. We held monthly staff safety meetings, conducted fire/safety drills, implemented a safe sign-in/out system, required visitors to have ID before entering our building, etc. Our counselor promoted student safety through bullying guidance lessons and activities through anti-bully month. Students were awarded for their academic and behavior goals every nine weeks with medals, ribbons and certificates. The Healthy Me program was implemented through encouraging students to eat healthy and PE activities.

# **Stubblefield Daep Performance Objectives 2015-2016**

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

**Performance Objective 1:** Provide reading and writing enriched classroom for every core subject area.

**Summative Evaluation 1:** In grades 7-12 100% of students received enriched reading and writing activities twice per week.

OBJECTIVE PERFORMANCE: Objective met.

**Performance Objective 2:** Improve curriculum vertical alignment between sending campuses and SAS per grade level.

**Summative Evaluation 2:** All teachers, at Stubblefield, have access and use the teachers' lesson plans to guide them in creating their lesson plans. Through Eduphoria, the teachers make sure they are on pace with the campus and class the student came from.

OBJECTIVE PERFORMANCE: Objective met

**Performance Objective 3:** Identify areas of weakness and monitor academic progress.

**Summative Evaluation 3:** Teachers have access to current grades, tests, EOC exams, benchmark and common assessments for all students to help them identify and monitor areas of weakness and progress.

OBJECTIVE PERFORMANCE: Objective met.

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

**Performance Objective 1:** 100% parent involvement/communication while child attends DAEP.

**Summative Evaluation 1:** Evaluated by 2014-2015 parent survey, documented communication with parent.

OBJECTIVE PERFORMANCE: Objective met.

**Performance Objective 2:** 93% attendance rate at the Stubblefield Academy.

**Summative Evaluation 2:** Contact students/parents of absent students regarding absences.

OBJECTIVE PERFORMANCE: Objective met.

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

**Performance Objective 1:** Achieve 5% growth in professional development effectiveness.

**Summative Evaluation 1:** Impact will evaluated by 5% growth in each of four areas (classroom management, instructional tasks, student engagement, and instructional strategies) report on the campus "PD Self-Assessment".

OBJECTIVE PERFORMANCE: Objective met.

**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 improvement initiatives.

**Summative Evaluation 1:** Impact will be evaluated by campus budget audit to evaluated line by line alignment between budget spending and campus improvement plans.

OBJECTIVE PERFORMANCE: Objective met.

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

**Performance Objective 1:** Intakes of students coming to DAEP from Home Campus are kept below the number of intake totals for 2014-2015. Students attending DAEP multiple times during a school year are kept below the number for 2014-2015.

**Summative Evaluation 1:** The number of intakes went down by 5 students from 174 intakes in 2014-15 to 169 intakes in 2015-16.

OBJECTIVE PERFORMANCE: Objective met.

# **Turner Elementary Performance Objectives 2015-2016**

**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% or mastery on their grade level assessments and meet or exceed the state average on STAAR.

**Summative Evaluation 1:** Impact will be determined by the percentage of increase in students' scores on the STAAR.

**OBJECTIVE PROGRESS:** STAAR scores indicate 85% of students met standard in all areas except 3rd grade reading and 5th grade science. 83% of students met standard in 3rd grade reading which is a 3% drop from previous year. 78% of students met standard on 5th grade science which is a 4% decrease from previous year.

**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 5% growth in communication between home, school, and community, foster an active Parent Teacher Organization and provide opportunities for involvement that educate and inform students, teachers and parents.

**Summative Evaluation 1:** Impact will be evaluated by 5% parental involvement in activities. 5% growth on parental sign-in sheets used for involvement in school activities.

**OBJECTIVE PROGRESS:** It was difficult to determine increase in parent involvement; however, nearly 100% of parents came to music programs scheduled throughout the year.

**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).

**Summative Evaluation 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.

**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.

**Summative Evaluation 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 2015-2016 Campus Improvement Plan.

**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. Reduce student referrals by 5%. Maintain 97% attendance rate of A.R. Turner Elementary Student Population.

**Summative Evaluation 1:** Impact will be evaluated by the percentage of annual decreases in referrals and increase in attendance percentage.

**OBJECTIVE PROGRESS:** Student referrals decreased more than 5%; however, attendance maintained 97% in the 1st and 4th nine weeks only.

# **Willis High School Performance Objectives 2015-2016**

**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% and the drop-out rate to 0%.

**Summative Evaluation 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.

**OBJECTIVE PROGRESS:** We have not received final numbers from the state on attendance, but our estimate is 93.9%, so this goal was not met.

**Performance Objective 2:** 80% passing rate on the English 1 and English 2 EOCs, 92% passing rate on Biology, 95% passing rate on US History along with a 90% passing rate on the Algebra 1 EOC.

**Summative Evaluation 2:** Impact will be determined by reports received from the state and formative assessments taken throughout the school year.

**OBJECTIVE PROGRESS:** This objective was not met. The English 1 score was 58%, English 2 was 67%, 91% on Biology, 92% on US History, and 75% on Algebra.

**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

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

**OBJECTIVE PROGRESS:** This was a baseline year for WHS for the new communication system. At the end of the 2015-2016 school year there 3,241 followers of WHS on the app and only 4% of all email and phone numbers are bad. Based off this information it was determined that this goal was met.

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

**Summative Evaluation 2:** Impact will be determined by the number of volunteers who participate.

**OBJECTIVE PROGRESS:** This was the first year that the RISE mentor program was implemented at WHS. Approximately 10 volunteers met regularly with students to discuss academics in addition to other topics. Based off this information, this goal was met.

**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.

**Summative Evaluation 1:** Impact will be determined by an increase in state EOC scores.

OBJECTIVE PROGRESS: Several teachers did attend many different professional development programs that were relevant to their teaching assignments. But, overall, this did not achieve significant gains in EOC scores. This objective was not met.

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

**Summative Evaluation 2:** Impact will be determined by student achievement.

OBJECTIVE PROGRESS: This objective was not met as determined by scores from the state.

**Performance Objective 3:** Math teachers will receive training on the new math TEKS.

**Summative Evaluation 3:** Impact will be determined by student achievement.

OBJECTIVE PROGRESS: This goal was not met as all math teachers did not receive training on the new math TEKS.

**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

**Summative Evaluation 1:** Decrease the number of referrals by 25% from the previous year.

OBJECTIVE PROGRESS: This objective was not met.

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

**Summative Evaluation 2:** Impact determined by number of observations showing students using technology.

OBJECTIVE PROGRESS: WHS administrators logged 1265 incidents where students were using technology. This was the first year that the information was housed so it will serve as a baseline.

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

District Number: **170904**

2016 Accountability Rating: **Met Standard**

*2016 Special Education Determination Status:*

***Needs Assistance***

This page intentionally left blank.

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2016	73%	75%	72%	61%	65%	78%	*	*	*	80%	42%	68%	55%
Mathematics	2016	75%	77%	78%	57%	74%	83%	*	*	*	70%	48%	73%	64%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2016	75%	77%	74%	59%	69%	80%	*	*	-	64%	41%	68%	61%
Mathematics	2016	73%	76%	79%	68%	79%	80%	*	*	-	93%	44%	76%	73%
Writing	2016	69%	70%	69%	65%	64%	73%	*	*	-	71%	32%	62%	49%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2016	81%	82%	82%	56%	84%	86%	*	100%	-	67%	44%	79%	76%
Mathematics	2016	86%	86%	89%	72%	91%	90%	*	100%	-	78%	59%	88%	91%
Science	2016	74%	76%	74%	49%	75%	78%	*	83%	-	*	49%	72%	64%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 6</b>														
Reading	2016	69%	71%	63%	32%	57%	71%	*	100%	-	67%	22%	55%	28%
Mathematics	2016	72%	74%	73%	50%	72%	77%	*	100%	-	67%	29%	67%	55%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 7</b>														
Reading	2016	71%	73%	60%	44%	56%	65%	*	-	*	65%	*	52%	35%
Mathematics	2016	69%	69%	63%	44%	54%	70%	*	-	*	85%	19%	54%	29%
Writing	2016	69%	71%	62%	48%	56%	70%	*	-	*	70%	24%	55%	30%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Reading	2016	87%	88%	82%	72%	77%	87%	*	*	-	88%	34%	75%	51%

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

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

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Mathematics	2016	82%	83%	<b>68%</b>	56%	65%	73%	*	*	-	75%	20%	64%	56%
Science	2016	75%	76%	<b>62%</b>	46%	59%	67%	*	*	-	56%	26%	55%	31%
Social Studies	2016	63%	64%	<b>58%</b>	49%	47%	67%	*	*	-	50%	21%	48%	15%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>End of Course</b>														
English I	2016	65%	65%	<b>60%</b>	57%	57%	63%	*	*	*	68%	22%	54%	39%
English II	2016	67%	69%	<b>68%</b>	59%	61%	74%	*	*	*	88%	25%	61%	44%
Algebra I	2016	78%	77%	<b>73%</b>	64%	70%	76%	*	*	*	83%	30%	70%	57%
Biology	2016	87%	88%	<b>87%</b>	71%	86%	89%	*	83%	-	87%	30%	82%	75%
U.S. History	2016	91%	90%	<b>90%</b>	80%	89%	93%	-	83%	-	94%	50%	86%	72%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	76%	<b>72%</b>	57%	68%	77%	58%	87%	100%	74%	32%	66%	53%
Reading	2016	73%	74%	<b>70%</b>	55%	65%	75%	54%	87%	100%	73%	29%	63%	49%
Mathematics	2016	76%	77%	<b>75%</b>	59%	72%	79%	71%	96%	*	81%	35%	70%	62%
Writing	2016	69%	70%	<b>66%</b>	55%	60%	71%	*	*	*	71%	27%	58%	41%
Science	2016	79%	80%	<b>75%</b>	57%	74%	79%	*	87%	-	69%	35%	70%	59%
Social Studies	2016	77%	77%	<b>74%</b>	67%	66%	80%	*	78%	-	72%	36%	66%	39%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	47%	<b>37%</b>	24%	31%	43%	*	59%	*	39%	4%	28%	14%
Reading	2016	46%	48%	<b>39%</b>	25%	33%	44%	*	57%	*	32%	4%	30%	15%

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^	
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Mathematics	2016	43%	45%	<b>38%</b>	19%	34%	44%	25%	68%	*	37%	5%	31%	24%
Writing	2016	41%	42%	<b>32%</b>	24%	24%	37%	*	*	*	41%	*	22%	11%
Science	2016	47%	50%	<b>39%</b>	25%	33%	44%	*	53%	-	47%	*	32%	15%
Social Studies	2016	47%	50%	<b>38%</b>	33%	35%	41%	*	56%	-	34%	*	29%	9%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	20%	<b>13%</b>	7%	9%	16%	12%	29%	*	11%	4%	9%	6%
Reading	2016	17%	19%	<b>11%</b>	7%	7%	15%	*	20%	*	10%	3%	7%	4%
Mathematics	2016	19%	21%	<b>16%</b>	8%	14%	18%	*	52%	*	14%	5%	12%	12%
Writing	2016	15%	15%	<b>10%</b>	13%	6%	12%	*	*	*	*	*	7%	*
Science	2016	16%	19%	<b>11%</b>	*	6%	15%	*	*	-	*	5%	7%	3%
Social Studies	2016	22%	25%	<b>14%</b>	10%	8%	19%	*	*	-	*	*	9%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	61%	<b>56%</b>	51%	55%	57%	*	66%	*	60%	51%	54%	55%
Reading	2016	60%	60%	<b>55%</b>	53%	56%	55%	*	*	*	56%	50%	54%	56%
Mathematics	2016	63%	62%	<b>57%</b>	48%	55%	59%	*	*	*	64%	52%	53%	53%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	16%	<b>13%</b>	10%	13%	13%	*	13%	*	18%	11%	12%	13%
Reading	2016	16%	15%	<b>13%</b>	10%	14%	13%	*	*	*	17%	12%	13%	15%
Mathematics	2016	17%	16%	<b>12%</b>	9%	11%	12%	*	*	*	20%	10%	10%	11%

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^	
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	35%	30%	18%	33%	31%	*	*	-	39%	8%	27%	31%

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 5 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016	73%	75%	75%	52%	74%	81%	*	100%	-	*	26%	71%	58%
<b>Students Requiring Accelerated Instruction</b>													
2016	27%	25%	25%	48%	26%	19%	*	*	-	*	74%	29%	42%
<b>STAAR Cumulative Met Standard</b>													
2016	80%	82%	82%	55%	84%	86%	*	100%	-	63%	29%	79%	76%
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>													
2015	95%	94%	100%	100%	100%	100%	-	-	-	*	100%	100%	100%
<b>STAAR Met Standard (Non-Proficient in Previous Year)</b>													
<b>Promoted to Grade 6</b>													
2016	11%	9%	*	*	*	*	-	-	-	*	*	*	*
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016	77%	77%	81%	62%	85%	82%	*	100%	-	*	35%	80%	82%
<b>Students Requiring Accelerated Instruction</b>													
2016	23%	23%	19%	38%	15%	18%	*	*	-	*	65%	20%	18%
<b>STAAR Cumulative Met Standard</b>													
2016	85%	86%	89%	71%	91%	90%	*	100%	-	75%	48%	88%	92%

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

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

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Student Success Initiative</b>													
<b>Grade 8 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016	80%	82%	75%	62%	69%	82%	*	*	-	69%	17%	67%	35%
<b>Students Requiring Accelerated Instruction</b>													
2016	20%	18%	25%	38%	31%	18%	*	*	-	31%	83%	33%	65%
<b>STAAR Cumulative Met Standard</b>													
2016	86%	88%	81%	70%	76%	86%	*	*	-	88%	21%	74%	48%
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>													
2015	97%	97%	100%	*	100%	100%	-	-	-	*	*	100%	100%
<b>STAAR Met Standard (Non-Proficient in Previous Year)</b>													
<b>Promoted to Grade 9</b>													
2016	12%	9%	*	*	*	*	-	-	-	*	*	*	*
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016	71%	73%	51%	43%	46%	56%	*	*	-	67%	*	45%	38%
<b>Students Requiring Accelerated Instruction</b>													
2016	29%	27%	49%	57%	54%	44%	*	*	-	*	93%	55%	62%
<b>STAAR Cumulative Met Standard</b>													
2016	81%	83%	67%	53%	63%	73%	*	*	-	75%	*	62%	51%

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

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

(Current Year ELL Students)

	State	Region 06	Region 06	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
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	76%	72%	67%	-	-	-	67%	47%	39%	52%	57%	53%
Reading	2016	73%	74%	70%	65%	-	-	-	65%	42%	38%	45%	58%	49%
Mathematics	2016	76%	77%	75%	76%	-	-	-	76%	53%	48%	58%	71%	61%
Writing	2016	69%	70%	66%	49%	-	-	-	49%	34%	24%	48%	*	41%
Science	2016	79%	80%	75%	69%	-	-	-	69%	56%	40%	65%	*	60%
Social Studies	2016	77%	77%	74%	-	-	-	-	40%	*	49%	*	40%	39%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	47%	37%	31%	-	-	-	31%	8%	4%	11%	*	14%
Reading	2016	46%	48%	39%	29%	-	-	-	29%	9%	5%	12%	26%	15%
Mathematics	2016	43%	45%	38%	47%	-	-	-	47%	14%	13%	15%	28%	24%
Writing	2016	41%	42%	32%	15%	-	-	-	15%	10%	*	19%	*	12%
Science	2016	47%	50%	39%	32%	-	-	-	32%	9%	*	8%	*	15%
Social Studies	2016	47%	50%	38%	-	-	-	-	9%	*	11%	*	9%	9%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	20%	13%	13%	-	-	-	13%	3%	3%	2%	10%	6%
Reading	2016	17%	19%	11%	8%	-	-	-	8%	2%	*	*	*	3%
Mathematics	2016	19%	21%	16%	22%	-	-	-	22%	6%	7%	4%	*	12%
Writing	2016	15%	15%	10%	*	-	-	-	*	*	*	*	*	*
Science	2016	16%	19%	11%	*	-	-	-	*	*	*	*	*	3%

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

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

(Current Year ELL Students)

		State	Region 06	Bilingual District	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
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
Social Studies	2016	22%	25%	<b>14%</b>	-	-	-	-	*	*	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	61%	<b>56%</b>	65%	-	-	-	65%	47%	48%	46%	70%	53% 54%
Reading	2016	60%	60%	<b>55%</b>	62%	-	-	-	62%	51%	54%	49%	68%	55% 56%
Mathematics	2016	63%	62%	<b>57%</b>	68%	-	-	-	68%	43%	42%	43%	*	52% 52%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	16%	<b>13%</b>	20%	-	-	-	20%	11%	13%	9%	30%	14% 15%
Reading	2016	16%	15%	<b>13%</b>	16%	-	-	-	16%	16%	19%	13%	32%	16% 17%
Mathematics	2016	17%	16%	<b>12%</b>	23%	-	-	-	23%	6%	8%	5%	*	12% 13%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	35%	<b>30%</b>	32%	-	-	-	32%	31%	26%	38%	*	31% 31%

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

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

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

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2015-16 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
<b>Attendance Rate</b>													
2014-15	95.7%	95.9%	<b>95.4%</b>	95.6%	96.1%	94.9%	96.3%	97.7%	93.5%	94.4%	93.2%	95.2%	97.0%
2013-14	95.9%	96.0%	<b>95.1%</b>	95.4%	95.8%	94.6%	96.0%	97.1%	91.3%	94.7%	92.7%	94.8%	96.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2014-15	0.3%	0.2%	<b>0.2%</b>	0.0%	0.5%	0.0%	*	0.0%	-	0.0%	0.0%	0.1%	0.8%
2013-14	0.5%	0.2%	<b>0.4%</b>	0.0%	0.3%	0.3%	*	0.0%	*	3.0%	2.3%	0.6%	0.0%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2014-15	2.1%	1.5%	<b>1.2%</b>	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.9%	2.2%	1.6%	1.3%
2013-14	2.2%	1.6%	<b>1.1%</b>	1.1%	1.2%	1.1%	0.0%	0.0%	*	0.0%	2.5%	1.4%	2.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2015</b>													
Graduated	89.0%	90.6%	<b>91.4%</b>	93.9%	90.8%	91.6%	*	71.4%	*	100.0%	76.9%	87.8%	87.1%
Received GED	0.6%	1.2%	<b>1.0%</b>	0.0%	0.0%	1.3%	*	14.3%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	4.1%	3.3%	<b>2.6%</b>	3.0%	2.3%	2.5%	*	14.3%	*	0.0%	0.0%	3.0%	3.2%
Dropped Out	6.3%	4.9%	<b>5.0%</b>	3.0%	6.9%	4.6%	*	0.0%	*	0.0%	23.1%	8.1%	9.7%
Graduates and GED	89.6%	91.8%	<b>92.4%</b>	93.9%	90.8%	92.9%	*	85.7%	*	100.0%	76.9%	88.8%	87.1%
Grads, GED, & Cont	93.7%	95.1%	<b>95.0%</b>	97.0%	93.1%	95.4%	*	100.0%	*	100.0%	76.9%	91.9%	90.3%
<b>Class of 2014</b>													
Graduated	88.3%	89.6%	<b>91.2%</b>	85.3%	93.6%	91.2%	*	*	*	80.0%	81.5%	88.3%	100.0%
Received GED	0.8%	1.7%	<b>0.3%</b>	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	4.3%	3.4%	<b>4.0%</b>	5.9%	4.3%	3.8%	*	*	*	0.0%	7.4%	5.8%	0.0%
Dropped Out	6.6%	5.3%	<b>4.5%</b>	8.8%	2.1%	4.6%	*	*	*	20.0%	11.1%	5.3%	0.0%
Graduates and GED	89.1%	91.3%	<b>91.5%</b>	85.3%	93.6%	91.6%	*	*	*	80.0%	81.5%	88.8%	100.0%
Grads, GED, & Cont	93.4%	94.7%	<b>95.5%</b>	91.2%	97.9%	95.4%	*	*	*	80.0%	88.9%	94.7%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	90.4%	91.3%	<b>94.4%</b>	91.2%	96.8%	94.4%	*	*	*	80.0%	92.6%	92.7%	100.0%
Received GED	1.0%	2.1%	<b>0.3%</b>	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.3%	1.0%	<b>0.5%</b>	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	1.0%	0.0%
Dropped Out	7.2%	5.7%	<b>4.8%</b>	8.8%	3.2%	4.7%	*	*	*	20.0%	7.4%	5.9%	0.0%
Graduates and GED	91.5%	93.3%	<b>94.6%</b>	91.2%	96.8%	94.9%	*	*	*	80.0%	92.6%	93.2%	100.0%
Grads, GED, & Cont	92.8%	94.3%	<b>95.2%</b>	91.2%	96.8%	95.3%	*	*	*	80.0%	92.6%	94.1%	100.0%
<b>Class of 2013</b>													
Graduated	90.4%	91.3%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.1%	1.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.1%	<b>5.0%</b>	0.0%	5.4%	5.2%	*	*	-	*	12.9%	8.2%	14.3%
Graduates and GED	91.5%	93.1%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Grads, GED, & Cont	92.8%	93.9%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2015-16 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
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2013</b>													
Graduated	90.9%	91.6%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.4%	2.1%	<b>0.6%</b>	0.0%	1.1%	0.4%	*	*	-	*	0.0%	1.1%	0.0%
Continued HS	0.6%	0.3%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.0%	<b>4.4%</b>	0.0%	4.3%	4.8%	*	*	-	*	12.9%	7.1%	14.3%
Graduates and GED	92.3%	93.7%	<b>95.6%</b>	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
Grads, GED, & Cont	92.8%	94.0%	<b>95.6%</b>	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
<b>Class of 2012</b>													
Graduated	90.9%	92.6%	<b>97.2%</b>	97.6%	98.8%	96.4%	*	*	*	100.0%	96.6%	96.0%	100.0%
Received GED	1.5%	2.3%	<b>0.5%</b>	2.4%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.0%	4.8%	<b>2.3%</b>	0.0%	1.2%	3.2%	*	*	*	0.0%	3.4%	3.5%	0.0%
Graduates and GED	92.4%	94.9%	<b>97.7%</b>	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
Grads, GED, & Cont	93.0%	95.2%	<b>97.7%</b>	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2015	89.0%	90.6%	<b>90.6%</b>	91.2%	90.1%	91.3%	*	71.4%	*	100.0%	74.1%	86.1%	87.1%
Class of 2014	88.3%	89.6%	<b>91.0%</b>	85.3%	92.7%	91.2%	*	*	*	80.0%	81.5%	88.0%	100.0%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	90.4%	91.3%	<b>93.9%</b>	91.2%	95.8%	94.0%	*	*	*	80.0%	92.6%	92.3%	100.0%
Class of 2013	90.4%	91.3%	<b>93.8%</b>	100.0%	93.9%	93.2%	*	*	-	*	81.8%	91.0%	86.7%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2015	86.1%	84.2%	<b>93.0%</b>	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%
Class of 2014	85.5%	84.6%	<b>91.5%</b>	75.9%	92.0%	93.1%	*	*	*	*	13.6%	88.5%	81.3%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2015	84.1%	84.0%	<b>93.0%</b>	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2014-15	84.3%	82.4%	<b>91.4%</b>	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
2013-14	83.8%	83.4%	<b>89.7%</b>	75.9%	89.9%	91.0%	*	*	*	*	9.5%	87.2%	82.4%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2014-15	82.2%	82.2%	<b>91.4%</b>	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
<b>Advanced Course/Dual Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2014-15	54.5%	51.3%	<b>40.3%</b>	24.3%	37.2%	44.5%	40.0%	37.5%	*	33.3%	0.0%	30.3%	13.8%
2013-14	53.2%	52.1%	<b>35.8%</b>	19.7%	30.8%	40.2%	*	33.3%	*	38.5%	6.0%	25.3%	17.3%
<b>English Language Arts</b>													
2014-15	29.0%	25.2%	<b>31.7%</b>	18.5%	26.1%	36.8%	20.0%	14.3%	*	29.4%	0.0%	20.7%	3.6%
2013-14	28.9%	23.8%	<b>27.3%</b>	16.4%	22.5%	30.5%	*	37.5%	*	30.8%	0.0%	17.8%	8.2%
<b>Mathematics</b>													
2014-15	43.8%	41.8%	<b>25.2%</b>	14.5%	21.1%	28.8%	40.0%	42.9%	*	18.8%	0.0%	18.2%	7.7%
2013-14	42.4%	44.0%	<b>18.5%</b>	11.1%	12.3%	23.1%	*	12.5%	*	16.7%	0.0%	10.4%	0.0%

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2015-16 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
<b>Advanced Course/Dual Credit Course Completion (Grades 11-12)</b>													
<b>Science</b>													
2014-15	12.7%	13.5%	<b>8.4%</b>	2.1%	7.3%	9.8%	*	*	*	0.0%	0.0%	4.9%	0.0%
2013-14	13.4%	13.8%	<b>5.4%</b>	0.0%	2.9%	7.6%	*	0.0%	*	0.0%	0.0%	4.1%	0.0%
<b>Social Studies</b>													
2014-15	28.4%	26.9%	<b>30.2%</b>	17.9%	22.0%	36.9%	*	37.5%	*	6.7%	0.0%	18.9%	3.4%
2013-14	27.8%	26.7%	<b>27.8%</b>	11.5%	21.5%	32.3%	*	33.3%	*	38.5%	0.0%	17.4%	3.8%
<b>Advanced Course/Dual Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2014-15	34.6%	31.2%	<b>20.1%</b>	12.6%	19.7%	21.6%	25.0%	18.8%	20.0%	17.0%	2.8%	16.6%	15.8%
2013-14	33.1%	30.6%	<b>15.9%</b>	8.2%	13.5%	18.2%	22.2%	15.0%	*	12.8%	2.2%	10.8%	6.7%
<b>English Language Arts</b>													
2014-15	15.7%	12.3%	<b>16.3%</b>	10.1%	14.9%	18.1%	12.5%	6.7%	20.0%	*	16.3%	2.9%	12.7%
2013-14	15.4%	11.4%	<b>12.0%</b>	6.8%	9.8%	13.6%	22.2%	15.8%	*	10.3%	0.0%	7.6%	3.0%
<b>Mathematics</b>													
2014-15	19.4%	18.5%	<b>10.8%</b>	5.8%	9.4%	12.1%	28.6%	21.4%	*	7.7%	0.0%	7.6%	3.4%
2013-14	18.8%	19.6%	<b>8.1%</b>	4.8%	5.4%	10.0%	0.0%	5.3%	*	5.7%	0.0%	4.5%	0.0%
<b>Science</b>													
2014-15	5.2%	5.1%	<b>3.1%</b>	0.8%	2.7%	3.7%	0.0%	8.3%	20.0%	0.0%	0.0%	1.8%	0.0%
2013-14	5.6%	5.3%	<b>1.9%</b>	0.0%	1.1%	2.8%	0.0%	0.0%	*	0.0%	0.0%	1.4%	0.0%
<b>Social Studies</b>													
2014-15	19.5%	18.4%	<b>13.5%</b>	7.6%	9.8%	16.8%	16.7%	18.8%	20.0%	2.3%	0.0%	7.9%	1.5%
2013-14	18.3%	17.2%	<b>12.4%</b>	4.8%	9.5%	14.7%	22.2%	15.0%	*	12.8%	0.0%	7.5%	1.5%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2014-15	42.0%	50.0%	<b>26.0%</b>	22.0%	21.0%	29.0%	*	*	*	*	*	18.0%	0.0%
<b>Mathematics</b>													
2014-15	38.0%	46.0%	<b>25.0%</b>	17.0%	16.0%	32.0%	*	*	*	*	*	17.0%	0.0%
<b>Both Subjects</b>													
2014-15	35.0%	44.0%	<b>23.0%</b>	17.0%	15.0%	28.0%	*	*	*	*	*	15.0%	0.0%
<b>Either Subject</b>													
2014-15	45.0%	53.0%	<b>29.0%</b>	22.0%	22.0%	33.0%	*	*	*	*	*	20.0%	0.0%
<b>College and Career Ready Graduates</b>													
2014-15	74.5%	73.3%	<b>57.4%</b>	45.5%	51.7%	62.7%	*	60.0%	*	37.5%	29.2%	48.3%	37.0%
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2014-15	10.6%	8.2%	<b>2.8%</b>	3.0%	2.5%	2.6%	*	0.0%	*	12.5%	0.0%	1.1%	0.0%
<b>Mathematics</b>													
2014-15	7.1%	5.8%	<b>2.3%</b>	0.0%	0.8%	3.5%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
<b>Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2014-15	48.1%	44.8%	<b>37.5%</b>	24.2%	30.0%	43.0%	*	60.0%	*	25.0%	0.0%	25.0%	11.1%

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2015-16 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
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
<b>Any Subject</b>													
2014-15	10.6%	9.7%	<b>18.6%</b>	9.1%	7.5%	25.9%	*	20.0%	*	12.5%	0.0%	7.4%	0.0%
<b>AP/IB Course Completion (Annual Graduates)</b>													
2014-15	43.4%	39.3%	<b>39.8%</b>	27.3%	32.5%	45.6%	*	40.0%	*	25.0%	0.0%	29.5%	25.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2014-15	46.6%	44.1%	<b>27.0%</b>	27.3%	27.5%	27.6%	*	20.0%	*	12.5%	29.2%	28.4%	29.6%
2013-14	46.4%	43.0%	<b>37.9%</b>	2.8%	11.1%	23.7%	*	*	*	*	1.9%	20.3%	1.1%
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2015	24.9%	22.9%	<b>14.5%</b>	13.2%	11.4%	16.6%	0.0%	25.0%	*	0.0%	n/a	10.2%	n/a
2014	23.5%	21.6%	<b>9.7%</b>	3.3%	9.1%	10.7%	*	11.1%	*	7.1%	n/a	5.3%	n/a
<b>English Language Arts</b>													
2015	15.1%	11.4%	<b>6.4%</b>	8.8%	5.9%	6.7%	0.0%	0.0%	*	0.0%	n/a	5.3%	n/a
2014	15.0%	11.4%	<b>7.4%</b>	3.3%	7.0%	8.0%	*	11.1%	*	7.1%	n/a	4.6%	n/a
<b>Mathematics</b>													
2015	6.8%	7.8%	<b>0.7%</b>	4.4%	0.8%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.7%	n/a
2014	6.5%	7.2%	<b>0.4%</b>	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	n/a	0.0%	n/a
<b>Science</b>													
2015	10.2%	9.6%	<b>6.8%</b>	2.9%	4.3%	8.5%	0.0%	25.0%	*	0.0%	n/a	2.9%	n/a
2014	6.9%	6.9%	<b>0.4%</b>	0.0%	0.4%	0.4%	*	0.0%	*	0.0%	n/a	0.2%	n/a
<b>Social Studies</b>													
2015	14.4%	14.3%	<b>11.4%</b>	10.3%	7.9%	14.0%	0.0%	12.5%	*	0.0%	n/a	7.7%	n/a
2014	13.8%	13.9%	<b>7.6%</b>	3.3%	6.2%	8.6%	*	11.1%	*	7.1%	n/a	3.6%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2015	49.1%	58.1%	<b>23.6%</b>	11.1%	27.6%	24.4%	-	*	*	-	n/a	21.4%	n/a
2014	51.3%	60.7%	<b>38.5%</b>	*	50.0%	29.4%	*	*	-	*	n/a	54.5%	n/a
<b>English Language Arts</b>													
2015	43.7%	55.2%	<b>25.9%</b>	16.7%	13.3%	33.3%	-	-	-	-	n/a	4.5%	n/a
2014	44.7%	56.9%	<b>31.7%</b>	*	23.5%	31.6%	*	*	-	*	n/a	31.6%	n/a
<b>Mathematics</b>													
2015	51.7%	61.2%	<b>16.7%</b>	*	*	*	-	-	-	-	n/a	*	n/a
2014	53.6%	57.8%	*	-	-	*	-	-	-	-	n/a	-	n/a
<b>Science</b>													
2015	35.4%	48.2%	<b>6.9%</b>	*	0.0%	7.1%	-	*	*	-	n/a	8.3%	n/a
2014	45.7%	59.3%	*	-	*	*	-	-	-	-	n/a	*	n/a
<b>Social Studies</b>													
2015	40.1%	51.5%	<b>16.5%</b>	0.0%	5.0%	21.7%	-	*	-	-	n/a	9.4%	n/a
2014	41.6%	52.9%	<b>31.1%</b>	*	40.0%	26.8%	*	*	-	*	n/a	46.7%	n/a

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

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2015-16 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
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2015	68.3%	59.6%	<b>58.7%</b>	66.7%	55.8%	59.2%	*	60.0%	*	37.5%	n/a	53.3%	n/a
Class of 2014	66.3%	59.1%	<b>57.9%</b>	58.6%	46.5%	61.9%	*	*	*	*	n/a	49.7%	n/a
<b>At/Above Criterion</b>													
Class of 2015	24.3%	33.8%	<b>16.3%</b>	18.2%	11.9%	18.5%	*	*	*	*	n/a	11.2%	n/a
Class of 2014	25.1%	32.2%	<b>17.8%</b>	0.0%	8.7%	23.2%	*	*	*	*	n/a	12.8%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2015	1394	1487	<b>1384</b>	1265	1326	1433	*	*	*	*	n/a	1315	n/a
Class of 2014	1417	1492	<b>1391</b>	1189	1324	1435	*	*	*	*	n/a	1338	n/a
<b>English Language Arts and Writing</b>													
Class of 2015	912	973	<b>904</b>	828	861	940	*	*	*	*	n/a	853	n/a
Class of 2014	925	975	<b>906</b>	762	864	935	*	*	*	*	n/a	870	n/a
<b>Mathematics</b>													
Class of 2015	482	513	<b>480</b>	438	465	494	*	*	*	*	n/a	462	n/a
Class of 2014	491	517	<b>485</b>	427	460	499	*	*	*	*	n/a	467	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2015	20.6	22.1	<b>19.3</b>	17.4	18.0	20.3	-	*	-	-	n/a	18.0	n/a
Class of 2014	20.6	21.7	<b>20.0</b>	*	20.1	20.7	*	-	-	-	n/a	18.8	n/a
<b>English Language Arts</b>													
Class of 2015	20.1	21.7	<b>18.6</b>	16.0	17.1	19.8	-	*	-	-	n/a	17.0	n/a
Class of 2014	20.0	21.2	<b>19.3</b>	*	20.1	19.9	*	-	-	-	n/a	17.9	n/a
<b>Mathematics</b>													
Class of 2015	20.9	22.4	<b>20.0</b>	18.1	19.0	20.9	-	*	-	-	n/a	18.9	n/a
Class of 2014	21.2	22.3	<b>20.6</b>	*	20.2	21.4	*	-	-	-	n/a	19.9	n/a
<b>Science</b>													
Class of 2015	20.7	22.1	<b>19.5</b>	19.2	18.2	20.1	-	*	-	-	n/a	18.9	n/a
Class of 2014	20.7	21.7	<b>20.4</b>	*	20.0	21.0	*	-	-	-	n/a	19.1	n/a
<b>Graduates Enrolled in TX Institution of Higher Education (IHE)</b>													
2013-14	57.5%	53.7%	<b>50.1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	53.7%	<b>51.9%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2013-14	70.5%	74.9%	<b>69.5%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	74.0%	<b>71.0%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

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

<b>Student Information</b>	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Students:	7,103	100.0%	5,284,252	100.0%
Students by Grade:				
Early Childhood Education	21	0.3%	13,009	0.2%
Pre-Kindergarten	198	2.8%	220,390	4.2%
Kindergarten	511	7.2%	376,505	7.1%
Grade 1	581	8.2%	409,767	7.8%
Grade 2	568	8.0%	411,080	7.8%
Grade 3	524	7.4%	409,157	7.7%
Grade 4	530	7.5%	396,895	7.5%
Grade 5	528	7.4%	393,941	7.5%
Grade 6	573	8.1%	390,379	7.4%
Grade 7	519	7.3%	389,411	7.4%
Grade 8	540	7.6%	386,455	7.3%
Grade 9	595	8.4%	428,470	8.1%
Grade 10	520	7.3%	386,290	7.3%
Grade 11	481	6.8%	351,888	6.7%
Grade 12	414	5.8%	320,615	6.1%
Ethnic Distribution:				
African American	570	8.0%	666,933	12.6%
Hispanic	2,438	34.3%	2,760,302	52.2%
White	3,809	53.6%	1,507,225	28.5%
American Indian	30	0.4%	20,855	0.4%
Asian	45	0.6%	212,973	4.0%
Pacific Islander	5	0.1%	7,392	0.1%
Two or More Races	206	2.9%	108,572	2.1%
Economically Disadvantaged	4,083	57.5%	3,118,758	59.0%
Non-Educationally Disadvantaged	3,020	42.5%	2,165,494	41.0%
English Language Learners (ELL)	1,036	14.6%	979,868	18.5%
Students w/ Disciplinary Placements (2014-2015)	176	2.3%	76,611	1.4%
At-Risk	3,440	48.4%	2,645,402	50.1%
Graduates (Class of 2015):				
Total Graduates	397	100.0%	313,397	100.0%
By Ethnicity (incl. Special Ed.):				
African American	33	8.3%	39,692	12.7%
Hispanic	120	30.2%	148,966	47.5%
White	228	57.4%	104,377	33.3%
American Indian	1	0.3%	1,335	0.4%
Asian	5	1.3%	13,090	4.2%
Pacific Islander	2	0.5%	486	0.2%
Two or More Races	8	2.0%	5,451	1.7%

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

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

<b>Student Information</b>	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	34	8.6%	46,723	14.9%
Recommended H.S. Program/DAP	363	91.4%	251,524	80.3%
Foundation High School Plan (No Endorsement)	0	0.0%	8,982	2.9%
Foundation High School Plan (Endorsement)	0	0.0%	523	0.2%
Foundation High School Plan (DLA)	0	0.0%	5,645	1.8%
Special Education Graduates	24	6.0%	23,541	7.5%

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

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

<b><u>Student Information</u></b>	<b>- Non-Special Education Rates -</b>		<b>- Special Education Rates -</b>	
	<b>District</b>	<b>State</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:				
Kindergarten	1.5%	1.9%	5.6%	8.2%
Grade 1	4.6%	4.1%	12.8%	7.4%
Grade 2	3.0%	2.7%	2.6%	3.4%
Grade 3	2.0%	2.0%	2.3%	1.6%
Grade 4	1.5%	1.0%	0.0%	0.8%
Grade 5	0.0%	0.9%	0.0%	1.0%
Grade 6	0.9%	0.6%	2.9%	0.8%
Grade 7	1.2%	0.8%	2.6%	0.9%
Grade 8	0.0%	0.8%	0.0%	1.3%

	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students) #	-	-	-	-
Underreported Students	10	0.3%	7,834	0.3%

<b><u>Class Size Information</u></b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.3	18.9
Grade 1	20.8	19.1
Grade 2	19.5	19.1
Grade 3	19.5	19.1
Grade 4	18.4	19.0
Grade 5	20.4	20.8
Grade 6	21.5	20.4
Secondary:		
English/Language Arts	18.9	17.1
Foreign Languages	21.6	19.1
Mathematics	17.7	18.1
Science	20.8	19.1
Social Studies	22.2	19.5

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

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

<b>Staff Information</b>	<b>District</b>		<b>State</b>	
	<b>Count</b>	<b>Percent</b>	<b>Count</b>	<b>Percent</b>
Total Staff	861.0	100.0%	688,142.2	100.0%
Professional Staff:	517.6	60.1%	442,538.0	64.3%
Teachers	404.5	47.0%	347,272.1	50.5%
Professional Support	83.1	9.6%	67,755.2	9.8%
Campus Administration (School Leadership)	22.8	2.7%	20,170.5	2.9%
Central Administration	7.2	0.8%	7,340.2	1.1%
Educational Aides:	82.1	9.5%	65,803.2	9.6%
Auxiliary Staff:	261.3	30.4%	179,800.9	26.1%
Total Minority Staff:	205.3	23.8%	331,599.3	48.2%
Teachers by Ethnicity and Sex:				
African American	14.0	3.5%	34,949.8	10.1%
Hispanic	44.9	11.1%	90,214.9	26.0%
White	338.8	83.8%	211,190.4	60.8%
American Indian	2.0	0.5%	1,242.9	0.4%
Asian	0.0	0.0%	5,134.3	1.5%
Pacific Islander	0.0	0.0%	819.3	0.2%
Two or More Races	4.8	1.2%	3,720.6	1.1%
Males	83.4	20.6%	81,756.8	23.5%
Females	321.1	79.4%	265,515.3	76.5%
Teachers by Highest Degree Held:				
No Degree	1.0	0.2%	3,524.0	1.0%
Bachelors	319.1	78.9%	259,559.7	74.7%
Masters	84.4	20.9%	82,029.5	23.6%
Doctorate	0.0	0.0%	2,158.9	0.6%
Teachers by Years of Experience:				
Beginning Teachers	16.7	4.1%	27,995.4	8.1%
1-5 Years Experience	104.2	25.8%	94,786.9	27.3%
6-10 Years Experience	103.7	25.6%	75,285.1	21.7%
11-20 Years Experience	118.7	29.3%	94,649.7	27.3%
Over 20 Years Experience	61.2	15.1%	54,555.0	15.7%
Number of Students per Teacher	17.6	n/a	15.2	n/a

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

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

<b>Staff Information</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	11.7	10.9
Average Years Experience of Teachers with District:	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,906	\$45,507
1-5 Years Experience	\$46,044	\$47,996
6-10 Years Experience	\$49,510	\$50,459
11-20 Years Experience	\$53,868	\$53,794
Over 20 Years Experience	\$61,800	\$60,613
Average Actual Salaries (regular duties only):		
Teachers	\$51,646	\$51,891
Professional Support	\$62,496	\$61,145
Campus Administration (School Leadership)	\$72,522	\$75,654
Central Administration	\$119,632	\$99,111
Instructional Staff Percent:	60.9	64.5
Turnover Rate for Teachers:	20.5	16.5
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,116.6
Educational Aides	0.0	230.6
Auxiliary Staff	0.0	493.6
Contracted Instructional Staff:	0.0	1,914.4

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

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

Program Information	District		State	
	Count	Percent	Count	Percent
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	990	13.9%	968,569	18.3%
Career & Technical Education	1,765	24.8%	1,284,748	24.3%
Gifted & Talented Education	293	4.1%	404,540	7.7%
Special Education	516	7.3%	453,955	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	6.9	1.7%	20,650.0	5.9%
Career & Technical Education	20.2	5.0%	15,311.2	4.4%
Compensatory Education	5.8	1.4%	10,066.4	2.9%
Gifted & Talented Education	0.0	0.0%	6,656.1	1.9%
Regular Education	323.0	79.9%	252,100.4	72.6%
Special Education	17.5	4.3%	30,567.0	8.8%
Other	31.0	7.7%	11,921.0	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **ROBERT P BRABHAM MIDDLE**

Campus Number: **170904043**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

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

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

Total Students: 852  
 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^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 6</b>													
Reading	2016	69%	63%	73%	33%	66%	81%	-	100%	-	*	33%	66%
Mathematics	2016	72%	73%	82%	57%	79%	87%	-	100%	-	*	53%	73%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 7</b>													
Reading	2016	71%	60%	70%	69%	65%	72%	*	-	-	78%	*	62%
Mathematics	2016	69%	63%	71%	62%	59%	77%	*	-	-	100%	*	62%
Writing	2016	69%	62%	74%	69%	66%	79%	*	-	-	100%	42%	67%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 8 **</b>													
Reading	2016	87%	82%	87%	100%	80%	92%	*	*	-	*	38%	82%
Mathematics	2016	82%	68%	80%	83%	78%	83%	*	*	-	*	*	77%
Science	2016	75%	62%	68%	57%	61%	73%	*	*	-	*	*	60%
Social Studies	2016	63%	58%	61%	64%	44%	72%	*	*	-	*	*	48%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>End of Course</b>													
Algebra I	2016	78%	73%	100%	*	100%	100%	-	*	-	*	-	100%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>All Grades</b>													
All Subjects	2016	75%	72%	75%	64%	67%	81%	35%	100%	-	79%	32%	67%
Reading	2016	73%	70%	77%	63%	70%	82%	*	100%	-	73%	34%	70%
Mathematics	2016	76%	75%	80%	67%	74%	85%	*	100%	-	87%	34%	72%
Writing	2016	69%	66%	74%	69%	66%	79%	*	-	-	100%	42%	67%
Science	2016	79%	75%	68%	57%	61%	73%	*	*	-	*	*	60%

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

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

Total Students: 852  
 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^	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
Social Studies	2016	77%	74%	61%	64%	44%	72%	*	*	-	*	*	48%	17%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	35%	20%	26%	42%	*	*	-	40%	*	22%	9%
Reading	2016	46%	39%	38%	29%	29%	44%	*	*	-	40%	*	25%	11%
Mathematics	2016	43%	38%	43%	20%	34%	50%	*	71%	-	47%	*	31%	14%
Writing	2016	41%	32%	38%	*	31%	42%	*	-	-	56%	*	26%	19%
Science	2016	47%	39%	36%	*	25%	42%	*	*	-	*	*	21%	*
Social Studies	2016	47%	38%	24%	*	22%	25%	*	*	-	*	*	13%	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	14%	15%	8%	17%	*	44%	-	19%	5%	6%	*
Reading	2016	17%	11%	14%	21%	7%	18%	*	*	-	*	*	7%	*
Mathematics	2016	19%	16%	18%	10%	13%	21%	*	71%	-	33%	*	9%	*
Writing	2016	15%	10%	9%	*	*	11%	*	-	-	*	*	5%	*
Science	2016	16%	11%	10%	*	*	14%	*	*	-	*	*	*	*
Social Studies	2016	22%	14%	8%	*	*	10%	*	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	60%	53%	60%	60%	*	*	-	60%	50%	55%	55%
Reading	2016	60%	55%	53%	48%	55%	52%	*	*	-	*	49%	51%	55%
Mathematics	2016	63%	57%	66%	59%	64%	68%	*	*	-	60%	*	60%	56%

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

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

Total Students: 852  
 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^	
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	13%	14%	13%	13%	*	*	-	23%	9%	11%	12%
Reading	2016	16%	13%	14%	13%	16%	14%	*	*	-	*	14%	13%	19%
Mathematics	2016	17%	12%	12%	15%	11%	12%	*	*	-	33%	*	8%	6%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	39%	*	40%	40%	*	*	-	*	16%	36%	37%

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

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

Total Students: 852  
Grade Span: 06 - 08  
School Type: Middle

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b> <b>STAAR Met Standard (Non-Proficient in Previous Year)</b> <b>Promoted to Grade 6</b>	2016			*	*	*	*	-	-	-	-	*	*

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 School Type: Middle

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 8 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      80%      75%      80%      92%      68%      88%      *      *      -      *      *      71%      37%													
<b>Students Requiring Accelerated Instruction</b>													
2016      20%      25%      20%      *      32%      12%      *      *      -      *      73%      29%      63%													
<b>STAAR Cumulative Met Standard</b>													
2016      86%      81%      86%      100%      78%      92%      *      *      -      *      33%      80%      53%													
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>													
2015      97%      100%      100%      *      *      100%      -      -      -      -      *      100%      *													
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      71%      51%      65%      82%      56%      71%      *      *      -      *      *      62%      57%													
<b>Students Requiring Accelerated Instruction</b>													
2016      29%      49%      35%      *      44%      29%      *      *      -      *      87%      38%      43%													
<b>STAAR Cumulative Met Standard</b>													
2016      81%      67%      78%      82%      74%      83%      *      *      -      *      *      75%      70%													

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 (Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	<b>75%</b>	-	-	-	-	49%	-	49%	*	49%	49%
Reading	2016	73%	70%	<b>77%</b>	-	-	-	-	52%	-	52%	*	52%	52%
Mathematics	2016	76%	75%	<b>80%</b>	-	-	-	-	60%	-	60%	*	60%	60%
Writing	2016	69%	66%	<b>74%</b>	-	-	-	-	48%	-	48%	*	48%	47%
Science	2016	79%	75%	<b>68%</b>	-	-	-	-	38%	-	38%	-	38%	38%
Social Studies	2016	77%	74%	<b>61%</b>	-	-	-	-	17%	-	17%	-	17%	17%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	<b>35%</b>	-	-	-	-	9%	-	9%	*	9%	9%
Reading	2016	46%	39%	<b>38%</b>	-	-	-	-	11%	-	11%	*	11%	11%
Mathematics	2016	43%	38%	<b>43%</b>	-	-	-	-	14%	-	14%	*	14%	14%
Writing	2016	41%	32%	<b>38%</b>	-	-	-	-	19%	-	19%	*	19%	19%
Science	2016	47%	39%	<b>36%</b>	-	-	-	-	*	-	*	-	*	*
Social Studies	2016	47%	38%	<b>24%</b>	-	-	-	-	*	-	*	-	*	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	<b>14%</b>	-	-	-	-	*	-	*	*	*	*
Reading	2016	17%	11%	<b>14%</b>	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	19%	16%	<b>18%</b>	-	-	-	-	*	-	*	*	*	*
Writing	2016	15%	10%	<b>9%</b>	-	-	-	-	*	-	*	*	*	*
Science	2016	16%	11%	<b>10%</b>	-	-	-	-	*	-	*	-	*	*

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 (Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
Social Studies	2016	22%	14%	<b>8%</b>	-	-	-	-	*	-	*	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	<b>60%</b>	-	-	-	-	55%	-	55%	*	55%	55%
Reading	2016	60%	55%	<b>53%</b>	-	-	-	-	57%	-	57%	*	57%	58%
Mathematics	2016	63%	57%	<b>66%</b>	-	-	-	-	*	-	*	*	*	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>13%</b>	-	-	-	-	11%	-	11%	*	11%	12%
Reading	2016	16%	13%	<b>14%</b>	-	-	-	-	20%	-	20%	*	20%	20%
Mathematics	2016	17%	12%	<b>12%</b>	-	-	-	-	*	-	*	*	*	*
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	<b>39%</b>	-	-	-	-	38%	-	38%	*	38%	37%

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 School Type: Middle

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	100%	99%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	<b>94%</b>	94%	96%	93%	100%	100%	-	96%	92%	94%	97%
Not Included in Accountability													
Mobile	4%	5%	<b>5%</b>	6%	3%	6%	0%	0%	-	4%	6%	5%	0%
Other Exclusions	1%	0%	<b>0%</b>	0%	1%	0%	0%	0%	-	0%	0%	1%	3%
Not Tested	1%	0%	<b>0%</b>	0%	0%	1%	0%	0%	-	0%	1%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	1%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	1%	0%	0%

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

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

Total Students: 852  
 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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	<b>96.1%</b>	95.4%	96.9%	95.8%	*	*	-	94.3%	94.0%	96.2%	97.9%
2013-14	95.9%	95.1%	<b>95.8%</b>	95.3%	96.3%	95.7%	*	*	*	94.7%	92.0%	95.5%	97.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2014-15	0.3%	0.2%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2013-14	0.5%	0.4%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Student Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	852	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.8%	4.2%
Kindergarten	0	0.0%	7.2%	7.1%
Grade 1	0	0.0%	8.2%	7.8%
Grade 2	0	0.0%	8.0%	7.8%
Grade 3	0	0.0%	7.4%	7.7%
Grade 4	0	0.0%	7.5%	7.5%
Grade 5	0	0.0%	7.4%	7.5%
Grade 6	300	35.2%	8.1%	7.4%
Grade 7	264	31.0%	7.3%	7.4%
Grade 8	288	33.8%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	55	6.5%	8.0%	12.6%
Hispanic	281	33.0%	34.3%	52.2%
White	488	57.3%	53.6%	28.5%
American Indian	5	0.6%	0.4%	0.4%
Asian	7	0.8%	0.6%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	16	1.9%	2.9%	2.1%
Economically Disadvantaged	406	47.7%	57.5%	59.0%
Non-Educationally Disadvantaged	446	52.3%	42.5%	41.0%
English Language Learners (ELL)	94	11.0%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	18	2.1%	2.3%	1.4%
At-Risk	385	45.2%	48.4%	50.1%
Mobility (2014-2015)	137	15.7%	17.8%	16.5%

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	1.5%	1.9%	-	5.6%	8.2%
Grade 1	-	4.6%	4.1%	-	12.8%	7.4%
Grade 2	-	3.0%	2.7%	-	2.6%	3.4%
Grade 3	-	2.0%	2.0%	-	2.3%	1.6%
Grade 4	-	1.5%	1.0%	-	0.0%	0.8%
Grade 5	-	0.0%	0.9%	-	0.0%	1.0%
Grade 6	1.7%	0.9%	0.6%	0.0%	2.9%	0.8%
Grade 7	0.8%	1.2%	0.8%	0.0%	2.6%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.3	18.9
Grade 1	-	20.8	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.5	19.1
Grade 4	-	18.4	19.0
Grade 5	-	20.4	20.8
Grade 6	23.8	21.5	20.4
Secondary:			
English/Language Arts	22.7	18.9	17.1
Foreign Languages	26.8	21.6	19.1
Mathematics	20.4	17.7	18.1
Science	23.7	20.8	19.1
Social Studies	22.7	22.2	19.5

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	57.9	100.0%	100.0%	100.0%
Professional Staff:	51.9	89.6%	60.1%	64.3%
Teachers	45.6	78.7%	47.0%	50.5%
Professional Support	4.3	7.3%	9.6%	9.8%
Campus Administration (School Leadership)	2.1	3.6%	2.7%	2.9%
Educational Aides:	6.0	10.4%	9.5%	9.6%
Total Minority Staff:	9.9	17.0%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.1	4.6%	3.5%	10.1%
Hispanic	3.0	6.6%	11.1%	26.0%
White	38.5	84.4%	83.8%	60.8%
American Indian	1.0	2.2%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.2%	1.2%	1.1%
Males	13.6	29.8%	20.6%	23.5%
Females	32.0	70.2%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	34.3	75.2%	78.9%	74.7%
Masters	11.3	24.8%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.3	2.9%	4.1%	8.1%
1-5 Years Experience	16.0	35.1%	25.8%	27.3%
6-10 Years Experience	11.3	24.8%	25.6%	21.7%
11-20 Years Experience	9.6	21.0%	29.3%	27.3%
Over 20 Years Experience	7.4	16.2%	15.1%	15.7%
Number of Students per Teacher	18.7	n/a	17.6	15.2

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

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

Total Students: 852  
Grade Span: 06 - 08  
School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	11.5	11.7	10.9
Average Years Experience of Teachers with District:	6.9	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,296	\$46,906	\$45,507
1-5 Years Experience	\$46,157	\$46,044	\$47,996
6-10 Years Experience	\$48,677	\$49,510	\$50,459
11-20 Years Experience	\$54,701	\$53,868	\$53,794
Over 20 Years Experience	\$63,727	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$51,374	\$51,646	\$51,891
Professional Support	\$59,314	\$62,496	\$61,145
Campus Administration (School Leadership)	\$66,274	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 852  
 Grade Span: 06 - 08  
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	93	10.9%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	53	6.2%	4.1%	7.7%
Special Education	55	6.5%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	0.0	0.0%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	37.1	81.3%	79.9%	72.6%
Special Education	1.9	4.2%	4.3%	8.8%
Other	6.6	14.5%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **EDWARD B CANNAN EL**

Campus Number: **170904106**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

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

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

Total Students: 644  
 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^	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 3</b>														
Reading	2016	73%	72%	60%	*	57%	65%	-	-	-	*	*	59%	39%
Mathematics	2016	75%	78%	68%	*	72%	68%	-	-	-	*	*	67%	61%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 4</b>														
Reading	2016	75%	74%	80%	*	77%	82%	-	-	-	*	*	74%	75%
Mathematics	2016	73%	79%	82%	*	82%	79%	-	-	-	*	*	80%	83%
Writing	2016	69%	69%	66%	*	64%	68%	-	-	-	*	*	64%	51%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 5 **</b>														
Reading	2016	81%	82%	87%	*	84%	89%	-	*	-	-	*	84%	70%
Mathematics	2016	86%	89%	98%	*	100%	94%	-	*	-	-	*	97%	100%
Science	2016	74%	74%	78%	*	80%	78%	-	*	-	-	*	78%	60%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	77%	69%	76%	78%	-	*	-	88%	19%	75%	67%
Reading	2016	73%	70%	76%	*	72%	79%	-	*	-	*	*	72%	62%
Mathematics	2016	76%	75%	82%	*	84%	81%	-	*	-	*	*	81%	80%
Writing	2016	69%	66%	66%	*	64%	68%	-	-	-	*	*	64%	51%
Science	2016	79%	75%	78%	*	80%	78%	-	*	-	-	*	78%	60%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	37%	*	39%	36%	-	*	-	*	*	34%	24%
Reading	2016	46%	39%	44%	*	42%	48%	-	*	-	*	*	40%	28%

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

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

Total Students: 644  
 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^
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Mathematics	2016	43%	38%	42%	*	47%	39%	-	*	-	*	*	42%
Writing	2016	41%	32%	31%	*	29%	35%	-	-	-	*	*	22%
Science	2016	47%	39%	39%	*	39%	42%	-	*	-	-	*	43%
<b>STAAR Percent at Advanced Standard</b>													
<b>All Grades</b>													
All Subjects	2016	18%	13%	15%	*	14%	18%	-	*	-	*	*	14%
Reading	2016	17%	11%	17%	*	12%	25%	-	*	-	*	*	12%
Mathematics	2016	19%	16%	19%	*	23%	17%	-	*	-	*	*	21%
Writing	2016	15%	10%	6%	*	*	*	-	-	-	*	*	*
Science	2016	16%	11%	7%	*	*	*	-	*	-	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	62%	56%	70%	*	67%	74%	-	*	-	*	*	69%
Reading	2016	60%	55%	64%	*	63%	65%	-	*	-	*	*	65%
Mathematics	2016	63%	57%	75%	*	70%	82%	-	*	-	*	*	74%
<b>STAAR Percent Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	17%	13%	22%	*	16%	30%	-	*	-	*	*	20%
Reading	2016	16%	13%	20%	*	15%	29%	-	*	-	*	*	20%
Mathematics	2016	17%	12%	23%	*	18%	31%	-	*	-	*	*	21%
<b>Progress of Prior-Year Non-Proficient Students</b>													
<b>Sum of Grades 4-8</b>													
Reading	2016	35%	30%	47%	-	46%	44%	-	-	-	*	*	42%
													45%

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

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

Total Students: 644  
 Grade Span: PK - 05  
 School Type: Elementary

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      73%      75%      79%      *      73%      86%      -      *      -      -      *      74%      45%													
<b>Students Requiring Accelerated Instruction</b>													
2016      27%      25%      21%      *      27%      14%      -      *      -      -      *      26%      55%													
<b>STAAR Cumulative Met Standard</b>													
2016      80%      82%      87%      *      84%      89%      -      *      -      -      *      84%      70%													
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>													
2015      95%      100%      100%      -      *      *      -      -      -      *      *      100%      *													
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      77%      81%      84%      *      91%      78%      -      *      -      -      *      86%      80%													
<b>Students Requiring Accelerated Instruction</b>													
2016      23%      19%      16%      *      *      22%      -      *      -      -      *      14%      *													
<b>STAAR Cumulative Met Standard</b>													
2016      85%      89%      98%      *      100%      94%      -      *      -      -      *      97%      100%													

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

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

Total Students: 644  
 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	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2016	75%	72%	77%	69%	-	-	-	69%	55%	55%	-	*	67%	67%
Reading	2016	73%	70%	76%	64%	-	-	-	64%	*	*	-	*	62%	62%
Mathematics	2016	76%	75%	82%	81%	-	-	-	81%	67%	67%	-	*	79%	80%
Writing	2016	69%	66%	66%	48%	-	-	-	48%	*	*	-	-	51%	51%
Science	2016	79%	75%	78%	75%	-	-	-	75%	*	*	-	*	67%	60%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2016	45%	37%	37%	27%	-	-	-	27%	*	*	-	*	25%	24%
Reading	2016	46%	39%	44%	31%	-	-	-	31%	*	*	-	*	29%	28%
Mathematics	2016	43%	38%	42%	46%	-	-	-	46%	*	*	-	*	42%	40%
Writing	2016	41%	32%	31%	*	-	-	-	*	*	*	-	-	*	*
Science	2016	47%	39%	39%	31%	-	-	-	31%	*	*	-	*	28%	25%
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2016	18%	13%	15%	9%	-	-	-	9%	*	*	-	*	9%	9%
Reading	2016	17%	11%	17%	*	-	-	-	*	*	*	-	*	*	*
Mathematics	2016	19%	16%	19%	19%	-	-	-	19%	*	*	-	*	17%	17%
Writing	2016	15%	10%	6%	*	-	-	-	*	*	*	-	-	*	*
Science	2016	16%	11%	7%	*	-	-	-	*	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2016	62%	56%	70%	64%	-	-	-	64%	63%	63%	-	*	64%	65%

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

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

Total Students: 644  
 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
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2016	60%	55%	<b>64%</b>	62%	-	-	-	62%	*	*	-	*	62%
Mathematics	2016	63%	57%	<b>75%</b>	66%	-	-	-	66%	*	*	-	*	65%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>22%</b>	17%	-	-	-	17%	31%	31%	-	*	18%
Reading	2016	16%	13%	<b>20%</b>	13%	-	-	-	13%	*	*	-	*	14%
Mathematics	2016	17%	12%	<b>23%</b>	20%	-	-	-	20%	*	*	-	*	22%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	<b>47%</b>	40%	-	-	-	40%	*	*	-	*	44%
														45%

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

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

Total Students: 644  
 Grade Span: PK - 05  
 School Type: Elementary

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

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

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

Total Students: 644  
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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	96.2%	96.2%	97.7%	94.5%	*	*	-	94.6%	94.3%	96.6%	97.9%
2013-14	95.9%	95.1%	96.0%	95.2%	97.5%	94.4%	*	*	-	96.3%	93.7%	96.1%	97.7%

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

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

Total Students: 644  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Student Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	644	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	30	4.7%	2.8%	4.2%
Kindergarten	114	17.7%	7.2%	7.1%
Grade 1	113	17.5%	8.2%	7.8%
Grade 2	111	17.2%	8.0%	7.8%
Grade 3	92	14.3%	7.4%	7.7%
Grade 4	100	15.5%	7.5%	7.5%
Grade 5	84	13.0%	7.4%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	14	2.2%	8.0%	12.6%
Hispanic	361	56.1%	34.3%	52.2%
White	254	39.4%	53.6%	28.5%
American Indian	0	0.0%	0.4%	0.4%
Asian	2	0.3%	0.6%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	13	2.0%	2.9%	2.1%
Economically Disadvantaged	466	72.4%	57.5%	59.0%
Non-Educationally Disadvantaged	178	27.6%	42.5%	41.0%
English Language Learners (ELL)	255	39.6%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	3	0.4%	2.3%	1.4%
At-Risk	444	68.9%	48.4%	50.1%
Mobility (2014-2015)	72	13.9%	17.8%	16.5%

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

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

Total Students: 644  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	0.0%	1.5%	1.9%	0.0%	5.6%	8.2%
Grade 1	0.9%	4.6%	4.1%	0.0%	12.8%	7.4%
Grade 2	1.2%	3.0%	2.7%	0.0%	2.6%	3.4%
Grade 3	1.0%	2.0%	2.0%	0.0%	2.3%	1.6%
Grade 4	3.4%	1.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.9%	0.6%	-	2.9%	0.8%
Grade 7	-	1.2%	0.8%	-	2.6%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.7	20.3	18.9
Grade 1	22.6	20.8	19.1
Grade 2	22.2	19.5	19.1
Grade 3	23.0	19.5	19.1
Grade 4	20.0	18.4	19.0
Grade 5	21.0	20.4	20.8
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	18.9	17.1
Foreign Languages	-	21.6	19.1
Mathematics	-	17.7	18.1
Science	-	20.8	19.1
Social Studies	-	22.2	19.5

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

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

Total Students: 644  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	52.1	100.0%	100.0%	100.0%
Professional Staff:	44.2	84.9%	60.1%	64.3%
Teachers	34.4	66.0%	47.0%	50.5%
Professional Support	7.8	15.0%	9.6%	9.8%
Campus Administration (School Leadership)	2.0	3.8%	2.7%	2.9%
Educational Aides:	7.9	15.1%	9.5%	9.6%
Total Minority Staff:	13.9	26.6%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	1.0	2.9%	3.5%	10.1%
Hispanic	11.0	32.0%	11.1%	26.0%
White	22.4	65.1%	83.8%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.2%	1.1%
Males	2.9	8.6%	20.6%	23.5%
Females	31.5	91.4%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	27.4	79.7%	78.9%	74.7%
Masters	7.0	20.3%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.7	10.8%	4.1%	8.1%
1-5 Years Experience	8.0	23.2%	25.8%	27.3%
6-10 Years Experience	10.7	31.0%	25.6%	21.7%
11-20 Years Experience	7.0	20.3%	29.3%	27.3%
Over 20 Years Experience	5.0	14.5%	15.1%	15.7%
Number of Students per Teacher	18.7	n/a	17.6	15.2

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

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

Total Students: 644  
Grade Span: PK - 05  
School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	9.6	11.7	10.9
Average Years Experience of Teachers with District:	6.2	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$47,474	\$46,906	\$45,507
1-5 Years Experience	\$46,019	\$46,044	\$47,996
6-10 Years Experience	\$49,586	\$49,510	\$50,459
11-20 Years Experience	\$53,807	\$53,868	\$53,794
Over 20 Years Experience	\$58,760	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$50,719	\$51,646	\$51,891
Professional Support	\$56,844	\$62,496	\$61,145
Campus Administration (School Leadership)	\$71,123	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 644  
Grade Span: PK - 05  
School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	253	39.3%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	25	3.9%	4.1%	7.7%
Special Education	25	3.9%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	2.1	6.1%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	0.0	0.0%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	32.1	93.4%	79.9%	72.6%
Special Education	0.2	0.5%	4.3%	8.8%
Other	0.0	0.0%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **C C HARDY EL**

Campus Number: **170904103**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

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

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

Total Students: 655  
 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^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 3</b>													
Reading	2016	73%	72%	69%	69%	65%	76%	*	-	-	*	*	67% 52%
Mathematics	2016	75%	78%	66%	62%	62%	76%	*	-	-	*	*	64% 56%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 4</b>													
Reading	2016	75%	74%	58%	45%	56%	67%	*	-	-	*	*	55% 43%
Mathematics	2016	73%	79%	65%	73%	60%	67%	*	-	-	*	*	64% 50%
Writing	2016	69%	69%	52%	55%	46%	62%	*	-	-	*	*	50% 29%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 5 **</b>													
Reading	2016	81%	82%	71%	56%	72%	81%	-	-	-	*	67%	68% 60%
Mathematics	2016	86%	89%	84%	75%	79%	97%	-	-	-	*	78%	85% 80%
Science	2016	74%	74%	70%	44%	67%	89%	-	-	-	*	78%	68% 65%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>All Grades</b>													
All Subjects	2016	75%	72%	67%	60%	62%	78%	*	-	-	50%	63%	65% 53%
Reading	2016	73%	70%	66%	58%	63%	75%	*	-	-	*	53%	63% 51%
Mathematics	2016	76%	75%	72%	70%	66%	81%	*	-	-	*	65%	71% 60%
Writing	2016	69%	66%	52%	55%	46%	62%	*	-	-	*	*	50% 29%
Science	2016	79%	75%	70%	44%	67%	89%	-	-	-	*	78%	68% 65%
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Two or More Subjects	2016	45%	37%	27%	18%	23%	38%	*	-	-	*	*	25% 17%
Reading	2016	46%	39%	32%	26%	27%	41%	*	-	-	*	*	28% 20%

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

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

Total Students: 655  
 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^
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Mathematics	2016	43%	38%	38%	33%	37%	43%	*	-	-	*	*	36%
Writing	2016	41%	32%	12%	*	*	20%	*	-	-	*	*	11%
Science	2016	47%	39%	23%	*	24%	30%	-	-	-	*	*	20%
<b>STAAR Percent at Advanced Standard</b>													
<b>All Grades</b>													
All Subjects	2016	18%	13%	11%	8%	9%	15%	*	-	-	*	11%	11%
Reading	2016	17%	11%	11%	*	7%	16%	*	-	-	*	*	11%
Mathematics	2016	19%	16%	13%	*	13%	15%	*	-	-	*	*	13%
Writing	2016	15%	10%	5%	*	*	*	*	-	-	*	*	*
Science	2016	16%	11%	8%	*	*	14%	-	-	-	*	*	7%
<b>STAAR Percent Met or Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	62%	56%	60%	67%	60%	59%	*	-	-	*	*	58%
Reading	2016	60%	55%	58%	73%	59%	53%	*	-	-	*	*	57%
Mathematics	2016	63%	57%	61%	*	61%	65%	*	-	-	*	*	59%
<b>STAAR Percent Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	17%	13%	15%	13%	15%	16%	*	-	-	*	*	14%
Reading	2016	16%	13%	14%	19%	13%	15%	*	-	-	*	*	13%
Mathematics	2016	17%	12%	16%	*	16%	18%	*	-	-	*	*	15%
<b>Progress of Prior-Year Non-Proficient Students</b>													
<b>Sum of Grades 4-8</b>													
Reading	2016	35%	30%	20%	*	*	39%	-	-	-	*	*	11%

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

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

Total Students: 655  
 Grade Span: PK - 05  
 School Type: Elementary

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      73%      75%      58%      47%      63%      62%      -      -      -      *      *      60%      55%													
<b>Students Requiring Accelerated Instruction</b>													
2016      27%      25%      42%      53%      37%      38%      -      -      -      *      *      40%      45%													
<b>STAAR Cumulative Met Standard</b>													
2016      80%      82%      70%      53%      71%      79%      -      -      -      *      *      66%      60%													
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>													
2015      95%      100%      100%      *      100%      *      -      -      -      -      -      100%      100%													
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      77%      81%      74%      60%      68%      91%      -      -      -      *      *      74%      70%													
<b>Students Requiring Accelerated Instruction</b>													
2016      23%      19%      26%      40%      32%      *      -      -      -      *      *      26%      30%													
<b>STAAR Cumulative Met Standard</b>													
2016      85%      89%      83%      73%      79%      97%      -      -      -      *      *      84%      80%													

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

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

Total Students: 655  
 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
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	<b>67%</b>	52%	-	-	-	52%	55%	55%	-	50%	53%
Reading	2016	73%	70%	<b>66%</b>	51%	-	-	-	51%	45%	45%	-	*	50%
Mathematics	2016	76%	75%	<b>72%</b>	61%	-	-	-	61%	55%	55%	-	*	60%
Writing	2016	69%	66%	<b>52%</b>	*	-	-	-	*	*	*	-	*	29%
Science	2016	79%	75%	<b>70%</b>	65%	-	-	-	65%	*	*	-	-	65%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	<b>27%</b>	21%	-	-	-	21%	*	*	-	*	20%
Reading	2016	46%	39%	<b>32%</b>	18%	-	-	-	18%	*	*	-	*	17%
Mathematics	2016	43%	38%	<b>38%</b>	39%	-	-	-	39%	*	*	-	*	39%
Writing	2016	41%	32%	<b>12%</b>	*	-	-	-	*	*	*	-	*	*
Science	2016	47%	39%	<b>23%</b>	29%	-	-	-	29%	*	*	-	-	25%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	<b>11%</b>	7%	-	-	-	7%	*	*	-	*	7%
Reading	2016	17%	11%	<b>11%</b>	*	-	-	-	*	*	*	-	*	*
Mathematics	2016	19%	16%	<b>13%</b>	14%	-	-	-	14%	*	*	-	*	15%
Writing	2016	15%	10%	<b>5%</b>	*	-	-	-	*	*	*	-	*	*
Science	2016	16%	11%	<b>8%</b>	*	-	-	-	*	*	*	-	-	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	<b>60%</b>	55%	-	-	-	55%	*	*	-	*	53%
														54%

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

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

Total Students: 655  
 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
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2016	60%	55%	<b>58%</b>	*	-	-	-	*	*	*	-	*	51%
Mathematics	2016	63%	57%	<b>61%</b>	58%	-	-	-	58%	*	*	-	*	56%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>15%</b>	11%	-	-	-	11%	*	*	-	*	12%
Reading	2016	16%	13%	<b>14%</b>	*	-	-	-	*	*	*	-	*	10%
Mathematics	2016	17%	12%	<b>16%</b>	15%	-	-	-	15%	*	*	-	*	15%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	<b>20%</b>	*	-	-	-	*	*	*	-	*	*

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

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

Total Students: 655  
 Grade Span: PK - 05  
 School Type: Elementary

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	<b>African American</b>	<b>Hispanic</b>	<b>White</b>	<b>American Indian</b>	<b>Asian</b>	<b>Pacific Islander</b>	<b>Two or More Races</b>	<b>Special Ed</b>	<b>Econ Disadv</b>	<b>ELL</b>
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	-	-	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>94%</b>	95%	97%	89%	100%	-	-	100%	78%	94%	97%
Not Included in Accountability													
Mobile	4%	5%	<b>6%</b>	5%	3%	11%	0%	-	-	0%	22%	6%	3%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	-	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	-	-	0%	0%	0%	0%

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

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

Total Students: 655  
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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	96.4%	96.4%	97.1%	95.6%	*	-	-	95.6%	95.2%	96.3%	97.3%
2013-14	95.9%	95.1%	95.7%	95.5%	96.7%	94.9%	*	-	*	94.4%	93.9%	95.6%	97.0%

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

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

Total Students: 655  
Grade Span: PK - 05  
School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students:	655	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	63	9.6%	2.8%	4.2%
Kindergarten	93	14.2%	7.2%	7.1%
Grade 1	99	15.1%	8.2%	7.8%
Grade 2	106	16.2%	8.0%	7.8%
Grade 3	96	14.7%	7.4%	7.7%
Grade 4	101	15.4%	7.5%	7.5%
Grade 5	97	14.8%	7.4%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	74	11.3%	8.0%	12.6%
Hispanic	325	49.6%	34.3%	52.2%
White	232	35.4%	53.6%	28.5%
American Indian	2	0.3%	0.4%	0.4%
Asian	0	0.0%	0.6%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	22	3.4%	2.9%	2.1%
Economically Disadvantaged	545	83.2%	57.5%	59.0%
Non-Educationally Disadvantaged	110	16.8%	42.5%	41.0%
English Language Learners (ELL)	224	34.2%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	1	0.1%	2.3%	1.4%
At-Risk	449	68.5%	48.4%	50.1%
Mobility (2014-2015)	141	22.6%	17.8%	16.5%

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

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

Total Students: 655  
Grade Span: PK - 05  
School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	4.2%	1.5%	1.9%	0.0%	5.6%	8.2%
Grade 1	9.6%	4.6%	4.1%	33.3%	12.8%	7.4%
Grade 2	3.0%	3.0%	2.7%	0.0%	2.6%	3.4%
Grade 3	4.9%	2.0%	2.0%	0.0%	2.3%	1.6%
Grade 4	0.0%	1.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.9%	0.6%	-	2.9%	0.8%
Grade 7	-	1.2%	0.8%	-	2.6%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.5	20.3	18.9
Grade 1	18.3	20.8	19.1
Grade 2	16.7	19.5	19.1
Grade 3	18.1	19.5	19.1
Grade 4	18.9	18.4	19.0
Grade 5	17.6	20.4	20.8
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	18.9	17.1
Foreign Languages	-	21.6	19.1
Mathematics	-	17.7	18.1
Science	-	20.8	19.1
Social Studies	-	22.2	19.5

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

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

Total Students: 655  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	56.1	100.0%	100.0%	100.0%
Professional Staff:	45.3	80.8%	60.1%	64.3%
Teachers	39.0	69.5%	47.0%	50.5%
Professional Support	4.3	7.7%	9.6%	9.8%
Campus Administration (School Leadership)	2.0	3.6%	2.7%	2.9%
Educational Aides:	10.8	19.2%	9.5%	9.6%
Total Minority Staff:	19.8	35.2%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.0	5.1%	3.5%	10.1%
Hispanic	10.0	25.6%	11.1%	26.0%
White	27.0	69.2%	83.8%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.2%	1.1%
Males	1.1	2.7%	20.6%	23.5%
Females	38.0	97.3%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	29.0	74.4%	78.9%	74.7%
Masters	10.0	25.6%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.6%	4.1%	8.1%
1-5 Years Experience	12.0	30.8%	25.8%	27.3%
6-10 Years Experience	7.1	18.2%	25.6%	21.7%
11-20 Years Experience	14.9	38.2%	29.3%	27.3%
Over 20 Years Experience	4.0	10.3%	15.1%	15.7%
Number of Students per Teacher	16.8	n/a	17.6	15.2

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

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

Total Students: 655  
Grade Span: PK - 05  
School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	10.3	11.7	10.9
Average Years Experience of Teachers with District:	5.1	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,000	\$46,906	\$45,507
1-5 Years Experience	\$46,577	\$46,044	\$47,996
6-10 Years Experience	\$48,815	\$49,510	\$50,459
11-20 Years Experience	\$53,198	\$53,868	\$53,794
Over 20 Years Experience	\$59,140	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$50,736	\$51,646	\$51,891
Professional Support	\$62,827	\$62,496	\$61,145
Campus Administration (School Leadership)	\$70,743	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 655  
Grade Span: PK - 05  
School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	214	32.7%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	18	2.7%	4.1%	7.7%
Special Education	37	5.6%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	3.1	7.9%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	0.5	1.3%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	33.9	87.0%	79.9%	72.6%
Special Education	1.5	3.9%	4.3%	8.8%
Other	0.0	0.0%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **LYNN LUCAS MIDDLE**

Campus Number: **170904042**

2016 Accountability Rating: **Improvement Required**

This page intentionally left blank.

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

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

Total Students: 780  
 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^	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 6</b>														
Reading	2016	69%	63%	53%	30%	48%	59%	*	*	-	71%	*	46%	15%
Mathematics	2016	72%	73%	65%	43%	65%	67%	*	*	-	71%	*	62%	50%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 7</b>														
Reading	2016	71%	60%	51%	34%	48%	58%	*	-	*	55%	*	46%	19%
Mathematics	2016	69%	63%	55%	38%	49%	63%	*	-	*	73%	*	49%	16%
Writing	2016	69%	62%	51%	39%	46%	58%	*	-	*	45%	*	46%	*
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>Grade 8 **</b>														
Reading	2016	87%	82%	77%	57%	76%	80%	-	*	-	92%	32%	72%	42%
Mathematics	2016	82%	68%	57%	42%	46%	64%	-	-	-	80%	*	52%	26%
Science	2016	75%	62%	56%	39%	56%	60%	-	*	-	58%	26%	51%	22%
Social Studies	2016	63%	58%	55%	39%	52%	62%	-	*	-	50%	26%	49%	*
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>End of Course</b>														
Algebra I	2016	78%	73%	94%	*	93%	94%	-	*	-	*	-	95%	*
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	59%	41%	56%	64%	*	83%	*	66%	17%	53%	24%
Reading	2016	73%	70%	60%	40%	57%	65%	*	*	*	73%	14%	54%	23%
Mathematics	2016	76%	75%	62%	44%	59%	68%	*	*	*	77%	17%	58%	32%
Writing	2016	69%	66%	51%	39%	46%	58%	*	-	*	45%	*	46%	*
Science	2016	79%	75%	56%	39%	56%	60%	-	*	-	58%	26%	51%	22%

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

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

Total Students: 780  
 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^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>All Grades</b>													
Social Studies	2016	77%	74%	55%	39%	52%	62%	-	*	-	50%	26%	49%
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Two or More Subjects	2016	45%	37%	20%	12%	19%	23%	*	*	*	17%	*	17%
Reading	2016	46%	39%	25%	14%	26%	28%	*	*	*	17%	*	21%
Mathematics	2016	43%	38%	24%	12%	23%	29%	*	*	*	17%	*	20%
Writing	2016	41%	32%	18%	*	13%	22%	*	-	*	*	*	14%
Science	2016	47%	39%	23%	*	21%	24%	-	*	-	42%	*	16%
Social Studies	2016	47%	38%	22%	*	26%	21%	-	*	-	*	*	20%
<b>STAAR Percent at Advanced Standard</b>													
<b>All Grades</b>													
All Subjects	2016	18%	13%	7%	4%	5%	8%	*	*	*	7%	4%	5%
Reading	2016	17%	11%	8%	*	6%	10%	*	*	*	*	*	6%
Mathematics	2016	19%	16%	6%	*	6%	7%	*	*	*	*	*	5%
Writing	2016	15%	10%	3%	*	*	*	*	-	*	*	*	*
Science	2016	16%	11%	7%	*	*	10%	-	*	-	*	*	5%
Social Studies	2016	22%	14%	7%	*	*	12%	-	*	-	*	*	5%
<b>STAAR Percent Met or Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	62%	56%	43%	41%	45%	41%	*	*	*	55%	43%	43%
Reading	2016	60%	55%	44%	41%	51%	39%	*	*	*	52%	37%	46%
Mathematics	2016	63%	57%	41%	*	*	42%	*	*	*	*	*	40%

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

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

Total Students: 780  
 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^	
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	8%	6%	8%	7%	*	*	*	14%	6%	7%	9%
Reading	2016	16%	13%	12%	8%	15%	10%	*	*	*	21%	8%	12%	17%
Mathematics	2016	17%	12%	3%	*	*	4%	*	*	*	*	*	2%	*
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	20%	17%	23%	16%	*	-	-	*	*	18%	21%

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

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

Total Students: 780  
Grade Span: 06 - 08  
School Type: Middle

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b> <b>STAAR Met Standard (Non-Proficient in Previous Year)</b> <b>Promoted to Grade 6</b>	2016		11%	*	*	*	*	*	-	-	*	*	*

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 School Type: Middle

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 8 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      80%      75%      71%      45%      73%      75%      -      *      -      67%      *      66%      32%													
<b>Students Requiring Accelerated Instruction</b>													
2016      20%      25%      29%      55%      27%      25%      -      *      -      *      93%      34%      68%													
<b>STAAR Cumulative Met Standard</b>													
2016      86%      81%      77%      55%      76%      80%      -      *      -      92%      *      71%      42%													
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>													
2015      97%      100%      100%      *      100%      100%      -      -      -      *      -      100%      100%													
<b>Grade 8 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
2016      71%      51%      36%      *      32%      38%      -      -      -      70%      *      30%      *													
<b>Students Requiring Accelerated Instruction</b>													
2016      29%      49%      64%      78%      68%      62%      -      -      -      *      100%      70%      86%													
<b>STAAR Cumulative Met Standard</b>													
2016      81%      67%      56%      39%      46%      64%      -      -      -      80%      *      51%      26%													

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 (Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	<b>59%</b>	-	-	-	-	24%	24%	-	*	24%	24%
Reading	2016	73%	70%	<b>60%</b>	-	-	-	-	22%	22%	-	*	22%	23%
Mathematics	2016	76%	75%	<b>62%</b>	-	-	-	-	31%	31%	-	*	31%	32%
Writing	2016	69%	66%	<b>51%</b>	-	-	-	-	*	*	-	-	*	*
Science	2016	79%	75%	<b>56%</b>	-	-	-	-	23%	23%	-	*	23%	22%
Social Studies	2016	77%	74%	<b>55%</b>	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	<b>20%</b>	-	-	-	-	*	*	-	*	*	*
Reading	2016	46%	39%	<b>25%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	38%	<b>24%</b>	-	-	-	-	*	*	-	*	*	*
Writing	2016	41%	32%	<b>18%</b>	-	-	-	-	*	*	-	-	*	*
Science	2016	47%	39%	<b>23%</b>	-	-	-	-	*	*	-	*	*	*
Social Studies	2016	47%	38%	<b>22%</b>	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	<b>7%</b>	-	-	-	-	*	*	-	*	*	*
Reading	2016	17%	11%	<b>8%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	19%	16%	<b>6%</b>	-	-	-	-	*	*	-	*	*	*
Writing	2016	15%	10%	<b>3%</b>	-	-	-	-	*	*	-	-	*	*
Science	2016	16%	11%	<b>7%</b>	-	-	-	-	*	*	-	*	*	*

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 (Current Year ELL Students)

	State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
Social Studies	2016	22%	14%	7%	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	43%	-	-	-	-	41%	41%	-	*	41%	42%
Reading	2016	60%	55%	44%	-	-	-	-	49%	49%	-	*	49%	49%
Mathematics	2016	63%	57%	41%	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	8%	-	-	-	-	9%	9%	-	*	9%	10%
Reading	2016	16%	13%	12%	-	-	-	-	19%	19%	-	*	19%	20%
Mathematics	2016	17%	12%	3%	-	-	-	-	*	*	-	*	*	*
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	20%	-	-	-	-	19%	19%	-	*	19%	21%

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 School Type: Middle

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	99%	100%	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>93%</b>	95%	94%	91%	100%	100%	*	92%	87%	93%	94%
Not Included in Accountability													
Mobile	4%	5%	<b>7%</b>	5%	5%	8%	0%	0%	*	8%	13%	7%	6%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	1%	0%	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	*	0%	0%	0%	0%

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

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

Total Students: 780  
 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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	<b>95.1%</b>	96.1%	96.4%	94.0%	*	*	*	94.1%	92.6%	95.0%	97.1%
2013-14	95.9%	95.1%	<b>95.3%</b>	97.1%	96.3%	94.4%	*	98.9%	*	95.1%	93.3%	95.1%	96.8%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2014-15	0.3%	0.2%	<b>0.3%</b>	0.0%	1.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.2%	1.4%
2013-14	0.5%	0.4%	<b>0.7%</b>	0.0%	0.6%	0.6%	*	0.0%	*	7.1%	3.9%	0.9%	0.0%

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Student Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	780	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.8%	4.2%
Kindergarten	0	0.0%	7.2%	7.1%
Grade 1	0	0.0%	8.2%	7.8%
Grade 2	0	0.0%	8.0%	7.8%
Grade 3	0	0.0%	7.4%	7.7%
Grade 4	0	0.0%	7.5%	7.5%
Grade 5	0	0.0%	7.4%	7.5%
Grade 6	273	35.0%	8.1%	7.4%
Grade 7	255	32.7%	7.3%	7.4%
Grade 8	252	32.3%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	85	10.9%	8.0%	12.6%
Hispanic	269	34.5%	34.3%	52.2%
White	389	49.9%	53.6%	28.5%
American Indian	3	0.4%	0.4%	0.4%
Asian	2	0.3%	0.6%	4.0%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	31	4.0%	2.9%	2.1%
Economically Disadvantaged	525	67.3%	57.5%	59.0%
Non-Educationally Disadvantaged	255	32.7%	42.5%	41.0%
English Language Learners (ELL)	93	11.9%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	30	3.5%	2.3%	1.4%
At-Risk	407	52.2%	48.4%	50.1%
Mobility (2014-2015)	150	17.6%	17.8%	16.5%

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	-	1.5%	1.9%	-	5.6%	8.2%
Grade 1	-	4.6%	4.1%	-	12.8%	7.4%
Grade 2	-	3.0%	2.7%	-	2.6%	3.4%
Grade 3	-	2.0%	2.0%	-	2.3%	1.6%
Grade 4	-	1.5%	1.0%	-	0.0%	0.8%
Grade 5	-	0.0%	0.9%	-	0.0%	1.0%
Grade 6	0.0%	0.9%	0.6%	5.3%	2.9%	0.8%
Grade 7	1.8%	1.2%	0.8%	4.2%	2.6%	0.9%
Grade 8	0.0%	0.0%	0.8%	0.0%	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.3	18.9
Grade 1	-	20.8	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.5	19.1
Grade 4	-	18.4	19.0
Grade 5	-	20.4	20.8
Grade 6	19.3	21.5	20.4
Secondary:			
English/Language Arts	16.6	18.9	17.1
Foreign Languages	35.0	21.6	19.1
Mathematics	16.2	17.7	18.1
Science	18.5	20.8	19.1
Social Studies	19.2	22.2	19.5

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

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

Total Students: 780  
 Grade Span: 06 - 08  
 School Type: Middle

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	59.5	100.0%	100.0%	100.0%
Professional Staff:	52.7	88.7%	60.1%	64.3%
Teachers	46.3	77.9%	47.0%	50.5%
Professional Support	3.4	5.7%	9.6%	9.8%
Campus Administration (School Leadership)	3.0	5.0%	2.7%	2.9%
Educational Aides:	6.7	11.3%	9.5%	9.6%
Total Minority Staff:	15.3	25.8%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	2.1	4.6%	3.5%	10.1%
Hispanic	6.0	13.0%	11.1%	26.0%
White	37.4	80.7%	83.8%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.8	1.8%	1.2%	1.1%
Males	9.3	20.0%	20.6%	23.5%
Females	37.1	80.0%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	38.3	82.7%	78.9%	74.7%
Masters	8.0	17.3%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.8	10.4%	4.1%	8.1%
1-5 Years Experience	16.2	35.1%	25.8%	27.3%
6-10 Years Experience	9.3	20.1%	25.6%	21.7%
11-20 Years Experience	11.7	25.2%	29.3%	27.3%
Over 20 Years Experience	4.3	9.3%	15.1%	15.7%
Number of Students per Teacher	16.8	n/a	17.6	15.2

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

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

Total Students: 780  
Grade Span: 06 - 08  
School Type: Middle

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	10.1	11.7	10.9
Average Years Experience of Teachers with District:	6.6	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,462	\$46,906	\$45,507
1-5 Years Experience	\$46,244	\$46,044	\$47,996
6-10 Years Experience	\$48,457	\$49,510	\$50,459
11-20 Years Experience	\$53,864	\$53,868	\$53,794
Over 20 Years Experience	\$58,367	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$49,756	\$51,646	\$51,891
Professional Support	\$59,847	\$62,496	\$61,145
Campus Administration (School Leadership)	\$75,833	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 780  
Grade Span: 06 - 08  
School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	92	11.8%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	43	5.5%	4.1%	7.7%
Special Education	70	9.0%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	0.0	0.0%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	37.3	80.6%	79.9%	72.6%
Special Education	3.1	6.8%	4.3%	8.8%
Other	5.9	12.6%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **W LLOYD MEADOR EL**

Campus Number: **170904107**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in Mathematics**

**Top 25 Percent: Student Progress**

**Top 25 Percent: Closing Performance Gaps**

This page intentionally left blank.

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

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

Total Students: 754  
 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^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 3</b>													
Reading	2016	73%	72%	79%	75%	73%	82%	*	*	-	*	*	76% 80%
Mathematics	2016	75%	78%	83%	67%	83%	85%	*	*	-	*	*	81% 80%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 4</b>													
Reading	2016	75%	74%	78%	*	74%	82%	*	*	-	*	*	75% 73%
Mathematics	2016	73%	79%	82%	*	88%	80%	*	*	-	*	*	81% 87%
Writing	2016	69%	69%	75%	*	83%	73%	*	*	-	*	*	73% 93%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 5 **</b>													
Reading	2016	81%	82%	91%	*	93%	93%	-	-	-	-	56%	90% 95%
Mathematics	2016	86%	89%	94%	*	96%	94%	-	-	-	-	67%	94% 95%
Science	2016	74%	74%	82%	*	83%	81%	-	-	-	-	*	82% 71%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>All Grades</b>													
All Subjects	2016	75%	72%	83%	68%	84%	84%	80%	100%	-	75%	48%	81% 84%
Reading	2016	73%	70%	83%	65%	80%	86%	*	*	-	*	46%	80% 84%
Mathematics	2016	76%	75%	86%	70%	89%	87%	*	*	-	*	58%	85% 87%
Writing	2016	69%	66%	75%	*	83%	73%	*	*	-	*	*	73% 93%
Science	2016	79%	75%	82%	*	83%	81%	-	-	-	-	*	82% 71%
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Two or More Subjects	2016	45%	37%	46%	24%	45%	50%	*	*	-	*	*	42% 42%
Reading	2016	46%	39%	46%	33%	37%	53%	*	*	-	*	*	38% 33%

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

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

Total Students: 754  
 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^	
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Mathematics	2016	43%	38%	57%	24%	54%	63%	*	*	-	*	*	50%	53%
Writing	2016	41%	32%	47%	*	46%	47%	*	*	-	*	*	38%	56%
Science	2016	47%	39%	38%	*	43%	36%	-	-	-	-	*	40%	30%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	25%	18%	23%	28%	*	*	-	*	11%	23%	25%
Reading	2016	17%	11%	26%	*	21%	31%	*	*	-	*	*	21%	18%
Mathematics	2016	19%	16%	32%	22%	31%	34%	*	*	-	*	*	32%	39%
Writing	2016	15%	10%	23%	*	18%	26%	*	*	-	*	*	17%	*
Science	2016	16%	11%	7%	*	*	7%	-	-	-	-	*	7%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	71%	*	70%	71%	*	*	-	*	68%	70%	74%
Reading	2016	60%	55%	69%	*	69%	71%	*	*	-	*	*	67%	72%
Mathematics	2016	63%	57%	72%	*	71%	71%	*	*	-	*	*	72%	75%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	22%	*	27%	19%	*	*	-	*	24%	23%	30%
Reading	2016	16%	13%	23%	*	28%	19%	*	*	-	*	*	22%	26%
Mathematics	2016	17%	12%	22%	*	27%	19%	*	*	-	*	*	23%	34%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	45%	*	52%	42%	-	-	-	-	*	49%	50%

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

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

Total Students: 754  
 Grade Span: PK - 05  
 School Type: Elementary

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
	2016	73%	75%	82%	*	78%	88%	-	-	-	*	75%	68%
<b>Students Requiring Accelerated Instruction</b>													
	2016	27%	25%	18%	*	22%	12%	-	-	-	*	25%	32%
<b>STAAR Cumulative Met Standard</b>													
	2016	80%	82%	91%	*	93%	92%	-	-	-	*	89%	95%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
	2016	77%	81%	89%	*	89%	89%	-	-	-	*	89%	91%
<b>Students Requiring Accelerated Instruction</b>													
	2016	23%	19%	11%	*	11%	11%	-	-	-	83%	11%	*
<b>STAAR Cumulative Met Standard</b>													
	2016	85%	89%	94%	*	96%	94%	-	-	-	*	94%	95%

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

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

Total Students: 754  
 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	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>															
<b>All Grades</b>															
All Subjects	2016	75%	72%	<b>83%</b>	87%	-	-	-	87%	75%	75%	-	100%	83%	84%
Reading	2016	73%	70%	<b>83%</b>	87%	-	-	-	87%	74%	74%	-	*	82%	84%
Mathematics	2016	76%	75%	<b>86%</b>	89%	-	-	-	89%	79%	79%	-	*	86%	87%
Writing	2016	69%	66%	<b>75%</b>	100%	-	-	-	100%	*	*	-	-	93%	93%
Science	2016	79%	75%	<b>82%</b>	67%	-	-	-	67%	75%	75%	-	*	70%	71%
<b>STAAR Percent at Postsecondary Readiness Standard</b>															
<b>All Grades</b>															
Two or More Subjects	2016	45%	37%	<b>46%</b>	52%	-	-	-	52%	*	*	-	*	41%	42%
Reading	2016	46%	39%	<b>46%</b>	39%	-	-	-	39%	*	*	-	*	32%	33%
Mathematics	2016	43%	38%	<b>57%</b>	61%	-	-	-	61%	*	*	-	*	50%	53%
Writing	2016	41%	32%	<b>47%</b>	*	-	-	-	*	*	*	-	-	56%	56%
Science	2016	47%	39%	<b>38%</b>	*	-	-	-	*	*	*	-	*	26%	30%
<b>STAAR Percent at Advanced Standard</b>															
<b>All Grades</b>															
All Subjects	2016	18%	13%	<b>25%</b>	28%	-	-	-	28%	13%	13%	-	56%	23%	25%
Reading	2016	17%	11%	<b>26%</b>	24%	-	-	-	24%	*	*	-	*	18%	18%
Mathematics	2016	19%	16%	<b>32%</b>	39%	-	-	-	39%	26%	26%	-	*	35%	39%
Writing	2016	15%	10%	<b>23%</b>	*	-	-	-	*	*	*	-	-	*	*
Science	2016	16%	11%	<b>7%</b>	*	-	-	-	*	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>															
<b>All Grades</b>															
All Subjects	2016	62%	56%	<b>71%</b>	84%	-	-	-	84%	56%	56%	-	*	74%	75%

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

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

Total Students: 754  
 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
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2016	60%	55%	<b>69%</b>	79%	-	-	-	79%	*	*	-	*	75% 76%
Mathematics	2016	63%	57%	<b>72%</b>	88%	-	-	-	88%	*	*	-	*	73% 75%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>22%</b>	38%	-	-	-	38%	19%	19%	-	*	32% 33%
Reading	2016	16%	13%	<b>23%</b>	35%	-	-	-	35%	*	*	-	*	29% 29%
Mathematics	2016	17%	12%	<b>22%</b>	41%	-	-	-	41%	*	*	-	*	35% 36%
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	<b>45%</b>	*	-	-	-	*	*	*	-	-	50% 50%

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

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

Total Students: 754  
 Grade Span: PK - 05  
 School Type: Elementary

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	<b>93%</b>	79%	95%	93%	100%	100%	-	100%	75%	92%	96%
Not Included in Accountability													
Mobile	4%	5%	<b>6%</b>	17%	4%	7%	0%	0%	-	0%	18%	6%	2%
Other Exclusions	1%	0%	<b>1%</b>	4%	1%	1%	0%	0%	-	0%	7%	2%	2%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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

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

Total Students: 754  
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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	95.7%	94.3%	96.2%	95.4%	*	*	-	95.1%	94.9%	95.4%	97.2%
2013-14	95.9%	95.1%	96.0%	95.7%	96.7%	95.6%	*	*	-	95.8%	94.1%	95.9%	97.4%

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

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

Total Students: 754  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Student Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	754	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	17	2.3%	2.8%	4.2%
Kindergarten	113	15.0%	7.2%	7.1%
Grade 1	122	16.2%	8.2%	7.8%
Grade 2	125	16.6%	8.0%	7.8%
Grade 3	125	16.6%	7.4%	7.7%
Grade 4	128	17.0%	7.5%	7.5%
Grade 5	124	16.4%	7.4%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	45	6.0%	8.0%	12.6%
Hispanic	274	36.3%	34.3%	52.2%
White	413	54.8%	53.6%	28.5%
American Indian	5	0.7%	0.4%	0.4%
Asian	2	0.3%	0.6%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	15	2.0%	2.9%	2.1%
Economically Disadvantaged	422	56.0%	57.5%	59.0%
Non-Educationally Disadvantaged	332	44.0%	42.5%	41.0%
English Language Learners (ELL)	149	19.8%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	5	0.6%	2.3%	1.4%
At-Risk	381	50.5%	48.4%	50.1%
Mobility (2014-2015)	99	14.2%	17.8%	16.5%

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

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

Total Students: 754  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	0.0%	1.5%	1.9%	0.0%	5.6%	8.2%
Grade 1	2.8%	4.6%	4.1%	14.3%	12.8%	7.4%
Grade 2	3.2%	3.0%	2.7%	0.0%	2.6%	3.4%
Grade 3	0.8%	2.0%	2.0%	0.0%	2.3%	1.6%
Grade 4	0.8%	1.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.9%	0.6%	-	2.9%	0.8%
Grade 7	-	1.2%	0.8%	-	2.6%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.3	20.3	18.9
Grade 1	20.2	20.8	19.1
Grade 2	19.3	19.5	19.1
Grade 3	18.2	19.5	19.1
Grade 4	16.1	18.4	19.0
Grade 5	17.9	20.4	20.8
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	18.9	17.1
Foreign Languages	-	21.6	19.1
Mathematics	-	17.7	18.1
Science	-	20.8	19.1
Social Studies	-	22.2	19.5

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

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

Total Students: 754  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	63.3	100.0%	100.0%	100.0%
Professional Staff:	54.5	86.0%	60.1%	64.3%
Teachers	44.4	70.1%	47.0%	50.5%
Professional Support	7.1	11.2%	9.6%	9.8%
Campus Administration (School Leadership)	3.0	4.7%	2.7%	2.9%
Educational Aides:	8.9	14.0%	9.5%	9.6%
Total Minority Staff:	10.7	17.0%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.5%	10.1%
Hispanic	7.0	15.8%	11.1%	26.0%
White	36.4	82.0%	83.8%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	1.2%	1.1%
Males	3.2	7.2%	20.6%	23.5%
Females	41.2	92.8%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	39.4	88.7%	78.9%	74.7%
Masters	5.0	11.3%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.4	3.2%	4.1%	8.1%
1-5 Years Experience	11.0	24.8%	25.8%	27.3%
6-10 Years Experience	14.4	32.6%	25.6%	21.7%
11-20 Years Experience	8.0	18.0%	29.3%	27.3%
Over 20 Years Experience	9.5	21.4%	15.1%	15.7%
Number of Students per Teacher	17.0	n/a	17.6	15.2

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

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

Total Students: 754  
Grade Span: PK - 05  
School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	11.9	11.7	10.9
Average Years Experience of Teachers with District:	6.5	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$52,409	\$46,906	\$45,507
1-5 Years Experience	\$46,078	\$46,044	\$47,996
6-10 Years Experience	\$49,692	\$49,510	\$50,459
11-20 Years Experience	\$53,587	\$53,868	\$53,794
Over 20 Years Experience	\$60,371	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$51,872	\$51,646	\$51,891
Professional Support	\$58,300	\$62,496	\$61,145
Campus Administration (School Leadership)	\$65,972	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 754  
Grade Span: PK - 05  
School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	135	17.9%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	53	7.0%	4.1%	7.7%
Special Education	51	6.8%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.3	2.8%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	0.4	0.9%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	39.4	88.8%	79.9%	72.6%
Special Education	3.3	7.4%	4.3%	8.8%
Other	0.0	0.0%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **PARMLEY EL**

Campus Number: **170904101**

2016 Accountability Rating: **Met Standard**

Distinction Designations:

**Academic Achievement in English Language Arts/Reading**

This page intentionally left blank.

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

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

Total Students: 771  
 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^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 3</b>													
Reading	2016	73%	72%	69%	42%	69%	71%	*	-	*	*	50%	66%
Mathematics	2016	75%	78%	76%	42%	69%	81%	*	-	*	*	*	67%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 4</b>													
Reading	2016	75%	74%	76%	67%	71%	79%	*	-	-	*	50%	70%
Mathematics	2016	73%	79%	80%	67%	82%	80%	*	-	-	*	50%	77%
Writing	2016	69%	69%	71%	75%	69%	70%	*	-	-	*	42%	60%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 5 **</b>													
Reading	2016	81%	82%	77%	56%	85%	79%	*	-	-	*	*	76%
Mathematics	2016	86%	89%	78%	63%	81%	79%	*	-	-	83%	45%	77%
Science	2016	74%	74%	65%	38%	78%	69%	*	-	-	*	*	65%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>All Grades</b>													
All Subjects	2016	75%	72%	74%	56%	77%	76%	100%	-	*	69%	40%	70%
Reading	2016	73%	70%	74%	55%	77%	76%	*	-	*	70%	38%	71%
Mathematics	2016	76%	75%	78%	58%	78%	80%	*	-	*	91%	45%	74%
Writing	2016	69%	66%	71%	75%	69%	70%	*	-	-	*	42%	60%
Science	2016	79%	75%	65%	38%	78%	69%	*	-	-	*	*	65%
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Two or More Subjects	2016	45%	37%	31%	25%	25%	34%	*	-	*	*	*	24%
Reading	2016	46%	39%	39%	25%	38%	41%	*	-	*	*	*	33%

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

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

Total Students: 771  
 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^
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Mathematics	2016	43%	38%	41%	28%	33%	45%	*	-	*	45%	*	34%
Writing	2016	41%	32%	38%	42%	*	38%	*	-	-	*	*	30%
Science	2016	47%	39%	28%	*	26%	34%	*	-	-	*	*	20%
<b>STAAR Percent at Advanced Standard</b>													
<b>All Grades</b>													
All Subjects	2016	18%	13%	18%	10%	13%	20%	60%	-	*	17%	*	13%
Reading	2016	17%	11%	22%	15%	13%	25%	*	-	*	*	*	15%
Mathematics	2016	19%	16%	18%	*	17%	20%	*	-	*	*	*	13%
Writing	2016	15%	10%	14%	*	*	13%	*	-	-	*	*	13%
Science	2016	16%	11%	9%	*	*	12%	*	-	-	*	*	7%
<b>STAAR Percent Met or Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	62%	56%	64%	62%	59%	65%	*	-	-	76%	62%	63%
Reading	2016	60%	55%	64%	*	57%	68%	*	-	-	*	*	64%
Mathematics	2016	63%	57%	63%	65%	61%	62%	*	-	-	*	70%	62%
<b>STAAR Percent Exceeded Progress</b>													
<b>All Grades</b>													
All Subjects	2016	17%	13%	19%	17%	15%	21%	*	-	-	29%	22%	18%
Reading	2016	16%	13%	24%	*	20%	28%	*	-	-	*	*	22%
Mathematics	2016	17%	12%	14%	23%	11%	13%	*	-	-	*	26%	15%
<b>Progress of Prior-Year Non-Proficient Students</b>													
<b>Sum of Grades 4-8</b>													
Reading	2016	35%	30%	31%	*	45%	33%	-	-	-	*	*	32%

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

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

Total Students: 771  
 Grade Span: EE - 05  
 School Type: Elementary

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
Students Requiring Accelerated Instruction	2016	73%	75%	73%	56%	78%	76%	*	-	-	*	*	73%
STAAR Cumulative Met Standard	2016	27%	25%	27%	44%	22%	24%	*	-	-	*	91%	27%
STAAR Non-Proficient Students Promoted by Grade Placement Committee	2015	80%	82%	77%	56%	85%	79%	*	-	-	*	*	76%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
Students Requiring Accelerated Instruction	2016	77%	81%	71%	63%	81%	70%	*	-	-	*	*	70%
STAAR Cumulative Met Standard	2016	23%	19%	29%	38%	19%	30%	*	-	-	*	73%	30%
	2016	85%	89%	78%	63%	81%	79%	*	-	-	83%	45%	77%

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

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

Total Students: 771  
 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
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	<b>74%</b>	-	-	-	-	48%	48%	-	*	48%	44%
Reading	2016	73%	70%	<b>74%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	76%	75%	<b>78%</b>	-	-	-	-	56%	56%	-	*	56%	50%
Writing	2016	69%	66%	<b>71%</b>	-	-	-	-	*	*	-	-	*	*
Science	2016	79%	75%	<b>65%</b>	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	<b>31%</b>	-	-	-	-	*	*	-	*	*	*
Reading	2016	46%	39%	<b>39%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	38%	<b>41%</b>	-	-	-	-	*	*	-	*	*	*
Writing	2016	41%	32%	<b>38%</b>	-	-	-	-	*	*	-	-	*	*
Science	2016	47%	39%	<b>28%</b>	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	<b>18%</b>	-	-	-	-	*	*	-	*	*	*
Reading	2016	17%	11%	<b>22%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	19%	16%	<b>18%</b>	-	-	-	-	*	*	-	*	*	*
Writing	2016	15%	10%	<b>14%</b>	-	-	-	-	*	*	-	-	*	*
Science	2016	16%	11%	<b>9%</b>	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	<b>64%</b>	-	-	-	-	*	*	-	-	*	*

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

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

Total Students: 771  
 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
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2016	60%	55%	<b>64%</b>	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	63%	57%	<b>63%</b>	-	-	-	-	*	*	-	-	*	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>19%</b>	-	-	-	-	*	*	-	-	*	*
Reading	2016	16%	13%	<b>24%</b>	-	-	-	-	*	*	-	-	*	*
Mathematics	2016	17%	12%	<b>14%</b>	-	-	-	-	*	*	-	-	*	*
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	<b>31%</b>	-	-	-	-	*	*	-	-	*	*

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

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

Total Students: 771  
 Grade Span: EE - 05  
 School Type: Elementary

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	99%	100%	100%	-	*	100%	100%	100%	97%
Included in Accountability	94%	94%	<b>92%</b>	96%	95%	90%	100%	-	*	100%	84%	90%	86%
Not Included in Accountability													
Mobile	4%	5%	<b>7%</b>	4%	5%	9%	0%	-	*	0%	14%	9%	10%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	0%	-	*	0%	2%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	1%	0%	0%	-	*	0%	0%	0%	3%
Absent	1%	0%	<b>0%</b>	0%	1%	0%	0%	-	*	0%	0%	0%	3%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	-	*	0%	0%	0%	0%

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

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

Total Students: 771  
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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	96.1%	97.3%	95.7%	96.0%	96.5%	*	*	96.3%	94.7%	95.9%	95.9%
2013-14	95.9%	95.1%	96.0%	96.6%	96.4%	95.8%	94.4%	-	*	96.3%	93.6%	95.7%	96.6%

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

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

Total Students: 771  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Student Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	771	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	21	2.7%	0.3%	0.2%
Pre-Kindergarten	74	9.6%	2.8%	4.2%
Kindergarten	99	12.8%	7.2%	7.1%
Grade 1	123	16.0%	8.2%	7.8%
Grade 2	119	15.4%	8.0%	7.8%
Grade 3	114	14.8%	7.4%	7.7%
Grade 4	100	13.0%	7.5%	7.5%
Grade 5	121	15.7%	7.4%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	94	12.2%	8.0%	12.6%
Hispanic	174	22.6%	34.3%	52.2%
White	468	60.7%	53.6%	28.5%
American Indian	6	0.8%	0.4%	0.4%
Asian	1	0.1%	0.6%	4.0%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	27	3.5%	2.9%	2.1%
Economically Disadvantaged	488	63.3%	57.5%	59.0%
Non-Educationally Disadvantaged	283	36.7%	42.5%	41.0%
English Language Learners (ELL)	30	3.9%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	3	0.3%	2.3%	1.4%
At-Risk	186	24.1%	48.4%	50.1%
Mobility (2014-2015)	155	24.3%	17.8%	16.5%

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

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

Total Students: 771  
Grade Span: EE - 05  
School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	3.1%	1.5%	1.9%	12.5%	5.6%	8.2%
Grade 1	6.0%	4.6%	4.1%	0.0%	12.8%	7.4%
Grade 2	4.9%	3.0%	2.7%	7.7%	2.6%	3.4%
Grade 3	2.4%	2.0%	2.0%	0.0%	2.3%	1.6%
Grade 4	3.1%	1.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.9%	0.6%	-	2.9%	0.8%
Grade 7	-	1.2%	0.8%	-	2.6%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.4	20.3	18.9
Grade 1	24.3	20.8	19.1
Grade 2	20.9	19.5	19.1
Grade 3	22.0	19.5	19.1
Grade 4	17.6	18.4	19.0
Grade 5	21.6	20.4	20.8
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	18.9	17.1
Foreign Languages	-	21.6	19.1
Mathematics	-	17.7	18.1
Science	-	20.8	19.1
Social Studies	-	22.2	19.5

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

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

Total Students: 771  
 Grade Span: EE - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	70.4	100.0%	100.0%	100.0%
Professional Staff:	53.8	76.3%	60.1%	64.3%
Teachers	42.3	60.0%	47.0%	50.5%
Professional Support	9.5	13.5%	9.6%	9.8%
Campus Administration (School Leadership)	2.0	2.8%	2.7%	2.9%
Educational Aides:	16.7	23.7%	9.5%	9.6%
Total Minority Staff:	9.7	13.7%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.5%	10.1%
Hispanic	1.0	2.4%	11.1%	26.0%
White	40.3	95.3%	83.8%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.4%	1.2%	1.1%
Males	1.2	3.0%	20.6%	23.5%
Females	41.0	97.0%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	39.3	92.9%	78.9%	74.7%
Masters	3.0	7.1%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.4%	4.1%	8.1%
1-5 Years Experience	10.0	23.7%	25.8%	27.3%
6-10 Years Experience	15.3	36.1%	25.6%	21.7%
11-20 Years Experience	11.5	27.2%	29.3%	27.3%
Over 20 Years Experience	4.5	10.6%	15.1%	15.7%
Number of Students per Teacher	18.2	n/a	17.6	15.2

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

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

Total Students: 771  
Grade Span: EE - 05  
School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	11.0	11.7	10.9
Average Years Experience of Teachers with District:	6.0	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,680	\$46,906	\$45,507
1-5 Years Experience	\$45,682	\$46,044	\$47,996
6-10 Years Experience	\$49,038	\$49,510	\$50,459
11-20 Years Experience	\$52,603	\$53,868	\$53,794
Over 20 Years Experience	\$60,472	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$50,423	\$51,646	\$51,891
Professional Support	\$58,430	\$62,496	\$61,145
Campus Administration (School Leadership)	\$69,879	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 771  
Grade Span: EE - 05  
School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	27	3.5%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	20	2.6%	4.1%	7.7%
Special Education	86	11.2%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.0%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	4.5	10.6%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	35.2	83.3%	79.9%	72.6%
Special Education	2.6	6.1%	4.3%	8.8%
Other	0.0	0.0%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **TURNER EL**

Campus Number: **170904104**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

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

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

Total Students: 637  
 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^
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 3</b>													
Reading	2016	73%	72%	82%	*	68%	89%	-	*	-	*	*	73% 70%
Mathematics	2016	75%	78%	92%	*	86%	95%	-	*	-	*	100%	95% 70%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 4</b>													
Reading	2016	75%	74%	77%	*	70%	82%	-	*	-	*	*	63% *
Mathematics	2016	73%	79%	87%	*	95%	87%	-	*	-	*	*	89% *
Writing	2016	69%	69%	81%	*	75%	86%	-	*	-	*	*	69% *
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>Grade 5 **</b>													
Reading	2016	81%	82%	85%	*	83%	86%	-	100%	-	*	*	81% *
Mathematics	2016	86%	89%	92%	*	96%	91%	-	100%	-	*	63%	92% 100%
Science	2016	74%	74%	75%	*	63%	78%	-	100%	-	*	*	61% *
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>													
<b>All Grades</b>													
All Subjects	2016	75%	72%	84%	58%	80%	87%	-	92%	-	79%	46%	78% 68%
Reading	2016	73%	70%	81%	50%	74%	86%	-	89%	-	73%	45%	73% 63%
Mathematics	2016	76%	75%	90%	70%	92%	91%	-	100%	-	82%	55%	92% 84%
Writing	2016	69%	66%	81%	*	75%	86%	-	*	-	*	*	69% *
Science	2016	79%	75%	75%	*	63%	78%	-	100%	-	*	*	61% *
<b>STAAR Percent at Postsecondary Readiness Standard</b>													
<b>All Grades</b>													
Two or More Subjects	2016	45%	37%	46%	*	26%	52%	-	67%	-	50%	*	32% *
Reading	2016	46%	39%	50%	*	34%	56%	-	67%	-	*	*	40% *

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

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

Total Students: 637  
 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^	
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Mathematics	2016	43%	38%	57%	*	47%	60%	-	89%	-	50%	*	46%	60%
Writing	2016	41%	32%	41%	*	28%	46%	-	*	-	*	*	21%	*
Science	2016	47%	39%	33%	*	*	38%	-	*	-	*	*	31%	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	23%	*	11%	28%	-	29%	-	18%	*	15%	*
Reading	2016	17%	11%	23%	*	11%	28%	-	*	-	*	*	16%	*
Mathematics	2016	19%	16%	31%	*	17%	37%	-	56%	-	*	*	20%	*
Writing	2016	15%	10%	14%	*	*	17%	-	*	-	*	*	*	*
Science	2016	16%	11%	8%	*	*	11%	-	*	-	*	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	70%	*	65%	72%	-	*	-	*	62%	71%	67%
Reading	2016	60%	55%	64%	*	58%	66%	-	*	-	*	*	66%	*
Mathematics	2016	63%	57%	77%	*	72%	79%	-	*	-	*	*	76%	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	17%	*	14%	18%	-	*	-	*	19%	19%	17%
Reading	2016	16%	13%	17%	*	14%	19%	-	*	-	*	*	21%	*
Mathematics	2016	17%	12%	18%	*	14%	18%	-	*	-	*	*	18%	*
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	24%	*	*	27%	-	-	-	-	*	*	*

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

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

Total Students: 637  
 Grade Span: PK - 05  
 School Type: Elementary

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 5 Reading</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
	2016	73%	75%	83%	*	79%	84%	-	100%	-	*	*	77%
<b>Students Requiring Accelerated Instruction</b>													
	2016	27%	25%	17%	*	21%	16%	-	*	-	*	*	23%
<b>STAAR Cumulative Met Standard</b>													
	2016	80%	82%	85%	*	83%	86%	-	100%	-	*	*	81%
<b>Grade 5 Mathematics</b>													
<b>Students Meeting Level II Standard on First STAAR Administration</b>													
	2016	77%	81%	88%	*	96%	86%	-	100%	-	*	63%	89%
<b>Students Requiring Accelerated Instruction</b>													
	2016	23%	19%	12%	*	*	14%	-	*	-	*	*	*
<b>STAAR Cumulative Met Standard</b>													
	2016	85%	89%	92%	*	96%	91%	-	100%	-	*	63%	92%

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

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

Total Students: 637  
 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
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	<b>84%</b>	-	-	-	-	69%	69%	-	63%	69%	68%
Reading	2016	73%	70%	<b>81%</b>	-	-	-	-	69%	69%	-	*	69%	63%
Mathematics	2016	76%	75%	<b>90%</b>	-	-	-	-	81%	81%	-	*	81%	84%
Writing	2016	69%	66%	<b>81%</b>	-	-	-	-	*	*	-	*	*	*
Science	2016	79%	75%	<b>75%</b>	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	<b>46%</b>	-	-	-	-	*	*	-	*	*	*
Reading	2016	46%	39%	<b>50%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	43%	38%	<b>57%</b>	-	-	-	-	*	*	-	*	*	60%
Writing	2016	41%	32%	<b>41%</b>	-	-	-	-	*	*	-	*	*	*
Science	2016	47%	39%	<b>33%</b>	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	<b>23%</b>	-	-	-	-	*	*	-	*	*	*
Reading	2016	17%	11%	<b>23%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	19%	16%	<b>31%</b>	-	-	-	-	*	*	-	*	*	*
Writing	2016	15%	10%	<b>14%</b>	-	-	-	-	*	*	-	*	*	*
Science	2016	16%	11%	<b>8%</b>	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	<b>70%</b>	-	-	-	-	64%	64%	-	*	64%	66%

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

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

Total Students: 637  
 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
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2016	60%	55%	<b>64%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	63%	57%	<b>77%</b>	-	-	-	-	*	*	-	*	*	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	<b>17%</b>	-	-	-	-	18%	18%	-	*	18%	19%
Reading	2016	16%	13%	<b>17%</b>	-	-	-	-	*	*	-	*	*	*
Mathematics	2016	17%	12%	<b>18%</b>	-	-	-	-	*	*	-	*	*	*
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2016	35%	30%	<b>24%</b>	-	-	-	-	*	*	-	*	*	*

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

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

Total Students: 637  
 Grade Span: PK - 05  
 School Type: Elementary

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>All Tests</b>													
Test Participant	99%	100%	<b>100%</b>	100%	100%	100%	-	100%	-	100%	100%	99%	100%
Included in Accountability	94%	94%	<b>93%</b>	100%	91%	94%	-	100%	-	90%	91%	91%	89%
Not Included in Accountability													
Mobile	4%	5%	<b>6%</b>	0%	9%	5%	-	0%	-	10%	9%	8%	11%
Other Exclusions	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	1%	0%
Absent	1%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

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

Total Students: 637  
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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	96.5%	96.6%	97.2%	96.2%	*	97.9%	-	96.3%	96.3%	96.6%	97.1%
2013-14	95.9%	95.1%	96.3%	97.3%	96.9%	95.9%	*	98.1%	-	96.5%	96.1%	96.3%	98.1%

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

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

Total Students: 637  
Grade Span: PK - 05  
School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students:	637	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	14	2.2%	2.8%	4.2%
Kindergarten	92	14.4%	7.2%	7.1%
Grade 1	124	19.5%	8.2%	7.8%
Grade 2	107	16.8%	8.0%	7.8%
Grade 3	97	15.2%	7.4%	7.7%
Grade 4	101	15.9%	7.5%	7.5%
Grade 5	102	16.0%	7.4%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.6%	7.3%
Grade 9	0	0.0%	8.4%	8.1%
Grade 10	0	0.0%	7.3%	7.3%
Grade 11	0	0.0%	6.8%	6.7%
Grade 12	0	0.0%	5.8%	6.1%
Ethnic Distribution:				
African American	28	4.4%	8.0%	12.6%
Hispanic	129	20.3%	34.3%	52.2%
White	438	68.8%	53.6%	28.5%
American Indian	0	0.0%	0.4%	0.4%
Asian	15	2.4%	0.6%	4.0%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	27	4.2%	2.9%	2.1%
Economically Disadvantaged	220	34.5%	57.5%	59.0%
Non-Educationally Disadvantaged	417	65.5%	42.5%	41.0%
English Language Learners (ELL)	37	5.8%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	1	0.2%	2.3%	1.4%
At-Risk	257	40.3%	48.4%	50.1%
Mobility (2014-2015)	72	13.4%	17.8%	16.5%

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

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

Total Students: 637  
Grade Span: PK - 05  
School Type: Elementary

<b>Student Information</b>	<b>----- Non-Special Education Rates -----</b>			<b>----- Special Education Rates -----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	0.0%	1.5%	1.9%	0.0%	5.6%	8.2%
Grade 1	3.3%	4.6%	4.1%	20.0%	12.8%	7.4%
Grade 2	2.3%	3.0%	2.7%	0.0%	2.6%	3.4%
Grade 3	1.1%	2.0%	2.0%	7.7%	2.3%	1.6%
Grade 4	0.0%	1.5%	1.0%	0.0%	0.0%	0.8%
Grade 5	0.0%	0.0%	0.9%	0.0%	0.0%	1.0%
Grade 6	-	0.9%	0.6%	-	2.9%	0.8%
Grade 7	-	1.2%	0.8%	-	2.6%	0.9%
Grade 8	-	0.0%	0.8%	-	0.0%	1.3%

<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.8	20.3	18.9
Grade 1	19.1	20.8	19.1
Grade 2	19.3	19.5	19.1
Grade 3	17.3	19.5	19.1
Grade 4	20.2	18.4	19.0
Grade 5	25.5	20.4	20.8
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	-	18.9	17.1
Foreign Languages	-	21.6	19.1
Mathematics	-	17.7	18.1
Science	-	20.8	19.1
Social Studies	-	22.2	19.5

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

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

Total Students: 637  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	53.9	100.0%	100.0%	100.0%
Professional Staff:	44.1	81.8%	60.1%	64.3%
Teachers	34.9	64.8%	47.0%	50.5%
Professional Support	7.2	13.3%	9.6%	9.8%
Campus Administration (School Leadership)	2.0	3.7%	2.7%	2.9%
Educational Aides:	9.8	18.2%	9.5%	9.6%
Total Minority Staff:	3.5	6.6%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	3.5%	10.1%
Hispanic	1.0	2.9%	11.1%	26.0%
White	33.9	97.1%	83.8%	60.8%
American Indian	0.0	0.0%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.2%	1.1%
Males	1.9	5.4%	20.6%	23.5%
Females	33.0	94.6%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.0%
Bachelors	27.9	80.0%	78.9%	74.7%
Masters	7.0	20.0%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.4	4.1%	4.1%	8.1%
1-5 Years Experience	7.0	20.0%	25.8%	27.3%
6-10 Years Experience	3.7	10.5%	25.6%	21.7%
11-20 Years Experience	16.0	45.8%	29.3%	27.3%
Over 20 Years Experience	6.8	19.6%	15.1%	15.7%
Number of Students per Teacher	18.2	n/a	17.6	15.2

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

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

Total Students: 637  
Grade Span: PK - 05  
School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	13.6	11.7	10.9
Average Years Experience of Teachers with District:	8.9	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,733	\$46,906	\$45,507
1-5 Years Experience	\$46,071	\$46,044	\$47,996
6-10 Years Experience	\$49,271	\$49,510	\$50,459
11-20 Years Experience	\$53,438	\$53,868	\$53,794
Over 20 Years Experience	\$60,226	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$52,662	\$51,646	\$51,891
Professional Support	\$58,612	\$62,496	\$61,145
Campus Administration (School Leadership)	\$73,416	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 637  
Grade Span: PK - 05  
School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	28	4.4%	13.9%	18.3%
Career & Technical Education	0	0.0%	24.8%	24.3%
Gifted & Talented Education	22	3.5%	4.1%	7.7%
Special Education	44	6.9%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.0	0.1%	1.7%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.4%
Compensatory Education	0.4	1.2%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	32.2	92.1%	79.9%	72.6%
Special Education	2.3	6.6%	4.3%	8.8%
Other	0.0	0.0%	7.7%	3.4%

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

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

# **2015-16 Texas Academic Performance Report**

District Name: **WILLIS ISD**

Campus Name: **WILLIS H S**

Campus Number: **170904002**

2016 Accountability Rating: **Met Standard**

This page intentionally left blank.

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

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

Total Students: 2,008  
 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^	
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>End of Course</b>														
English I	2016	65%	60%	60%	57%	57%	63%	*	*	*	68%	22%	54%	39%
English II	2016	67%	68%	68%	59%	61%	74%	*	*	*	88%	25%	61%	44%
Algebra I	2016	78%	73%	67%	59%	65%	68%	*	*	*	80%	30%	65%	56%
Biology	2016	87%	87%	87%	71%	86%	89%	*	83%	-	87%	30%	82%	75%
U.S. History	2016	91%	90%	90%	80%	89%	93%	-	83%	-	94%	50%	86%	72%
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	73%	64%	70%	77%	55%	74%	100%	82%	30%	68%	54%
Reading	2016	73%	70%	64%	58%	59%	68%	*	67%	100%	76%	23%	57%	41%
Mathematics	2016	76%	75%	67%	59%	65%	68%	*	*	*	80%	30%	65%	56%
Science	2016	79%	75%	87%	71%	86%	89%	*	83%	-	87%	30%	82%	75%
Social Studies	2016	77%	74%	90%	80%	89%	93%	-	83%	-	94%	50%	86%	72%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	47%	36%	38%	52%	*	64%	*	58%	6%	36%	14%
Reading	2016	46%	39%	44%	33%	36%	49%	*	63%	*	48%	*	34%	16%
Mathematics	2016	43%	38%	24%	*	20%	27%	*	*	*	56%	*	20%	15%
Science	2016	47%	39%	53%	40%	44%	60%	*	*	-	62%	*	45%	9%
Social Studies	2016	47%	38%	55%	45%	48%	60%	-	*	-	56%	*	44%	20%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	8%	3%	5%	11%	*	26%	*	8%	2%	5%	2%

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

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

Total Students: 2,008  
 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^
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
Reading	2016	17%	11%	2%	*	*	3%	*	*	*	*	*	*	*
Mathematics	2016	19%	16%	5%	*	6%	5%	*	*	*	*	*	4%	*
Science	2016	16%	11%	15%	*	8%	21%	*	*	-	*	*	10%	*
Social Studies	2016	22%	14%	20%	14%	13%	27%	-	*	-	*	*	16%	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	44%	*	40%	48%	*	*	*	*	*	40%	32%
Reading	2016	60%	55%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	2016	63%	57%	31%	*	29%	33%	*	*	-	*	*	27%	26%
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	3%	*	3%	2%	*	*	*	*	*	3%	4%
Reading	2016	16%	13%	*	*	*	*	*	*	*	*	*	*	*
Mathematics	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  
2015-16 Campus Performance

Total Students: 2,008  
Grade Span: 09 - 12  
School Type: High School

Student Success Initiative	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>Grade 8 Reading</b>													
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>	2015	97%	100%	*	-	*	*	-	-	-	-	*	*
<b>STAAR Met Standard (Non-Proficient in Previous Year)</b>													
<b>Promoted to Grade 9</b>	2016	12%	*	*	*	*	*	-	-	*	*	*	*

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

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

Total Students: 2,008  
 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
<b>STAAR Percent at Level II Satisfactory Standard or Above</b>														
<b>All Grades</b>														
All Subjects	2016	75%	72%	<b>73%</b>	-	-	-	-	54%	*	54%	59%	54%	54%
Reading	2016	73%	70%	<b>64%</b>	-	-	-	-	40%	*	40%	56%	40%	41%
Mathematics	2016	76%	75%	<b>67%</b>	-	-	-	-	57%	*	55%	*	57%	56%
Science	2016	79%	75%	<b>87%</b>	-	-	-	-	75%	*	78%	*	75%	75%
Social Studies	2016	77%	74%	<b>90%</b>	-	-	-	-	72%	-	72%	-	72%	72%
<b>STAAR Percent at Postsecondary Readiness Standard</b>														
<b>All Grades</b>														
Two or More Subjects	2016	45%	37%	<b>47%</b>	-	-	-	-	13%	*	13%	*	13%	14%
Reading	2016	46%	39%	<b>44%</b>	-	-	-	-	14%	*	13%	*	14%	16%
Mathematics	2016	43%	38%	<b>24%</b>	-	-	-	-	16%	*	17%	*	16%	15%
Science	2016	47%	39%	<b>53%</b>	-	-	-	-	10%	*	10%	*	10%	9%
Social Studies	2016	47%	38%	<b>55%</b>	-	-	-	-	20%	-	20%	-	20%	20%
<b>STAAR Percent at Advanced Standard</b>														
<b>All Grades</b>														
All Subjects	2016	18%	13%	<b>8%</b>	-	-	-	-	3%	*	3%	*	3%	2%
Reading	2016	17%	11%	<b>2%</b>	-	-	-	-	*	*	*	*	*	*
Mathematics	2016	19%	16%	<b>5%</b>	-	-	-	-	*	*	*	*	*	*
Science	2016	16%	11%	<b>15%</b>	-	-	-	-	*	*	*	*	*	*
Social Studies	2016	22%	14%	<b>20%</b>	-	-	-	-	*	-	*	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	62%	56%	<b>44%</b>	-	-	-	-	*	*	*	*	*	*

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

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

Total Students: 2,008  
 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
<b>STAAR Percent Met or Exceeded Progress</b>														
<b>All Grades</b>														
Reading	2016	60%	55%	*	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	63%	57%	31%	-	-	-	-	*	*	*	*	*	*
<b>STAAR Percent Exceeded Progress</b>														
<b>All Grades</b>														
All Subjects	2016	17%	13%	3%	-	-	-	-	*	*	*	*	*	*
Reading	2016	16%	13%	*	-	-	-	-	*	-	*	*	*	*
Mathematics	2016	17%	12%	6%	-	-	-	-	*	*	*	*	*	*

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

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

Total Students: 2,008  
 Grade Span: 09 - 12  
 School Type: High School

<b>2016 STAAR Participation      (All Grades)</b>	<b>State</b>	<b>District</b>	<b>Campus</b>	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
<b>All Tests</b>													
Test Participant	99%	100%	<b>99%</b>	100%	99%	99%	92%	100%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	<b>93%</b>	89%	93%	94%	92%	92%	100%	92%	90%	92%	93%
Not Included in Accountability													
Mobile	4%	5%	<b>5%</b>	10%	4%	5%	0%	8%	0%	8%	6%	6%	0%
Other Exclusions	1%	0%	<b>1%</b>	0%	2%	0%	0%	0%	0%	0%	2%	1%	6%
Not Tested	1%	0%	<b>1%</b>	0%	1%	1%	8%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	<b>1%</b>	0%	1%	1%	8%	0%	0%	0%	1%	1%	0%
Other	0%	0%	<b>0%</b>	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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

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

Total Students: 2,008  
 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
<b>Attendance Rate</b>													
2014-15	95.7%	95.4%	<b>94.0%</b>	94.4%	94.1%	93.9%	95.5%	97.2%	*	92.7%	90.4%	93.2%	94.7%
2013-14	95.9%	95.1%	<b>93.3%</b>	93.9%	93.4%	93.1%	95.5%	96.2%	*	93.0%	90.3%	92.4%	93.9%
<b>Annual Dropout Rate (Gr 9-12)</b>													
2014-15	2.1%	1.2%	<b>1.2%</b>	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.9%	2.2%	1.6%	1.3%
2013-14	2.2%	1.1%	<b>1.1%</b>	1.1%	1.2%	1.1%	0.0%	0.0%	*	0.0%	2.5%	1.4%	2.1%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2015</b>													
Graduated	89.0%	91.4%	<b>91.4%</b>	93.9%	90.8%	91.6%	*	71.4%	*	100.0%	76.9%	87.8%	87.1%
Received GED	0.6%	1.0%	<b>1.0%</b>	0.0%	0.0%	1.3%	*	14.3%	*	0.0%	0.0%	1.0%	0.0%
Continued HS	4.1%	2.6%	<b>2.6%</b>	3.0%	2.3%	2.5%	*	14.3%	*	0.0%	0.0%	3.0%	3.2%
Dropped Out	6.3%	5.0%	<b>5.0%</b>	3.0%	6.9%	4.6%	*	0.0%	*	0.0%	23.1%	8.1%	9.7%
Graduates and GED	89.6%	92.4%	<b>92.4%</b>	93.9%	90.8%	92.9%	*	85.7%	*	100.0%	76.9%	88.8%	87.1%
Grads, GED, & Cont	93.7%	95.0%	<b>95.0%</b>	97.0%	93.1%	95.4%	*	100.0%	*	100.0%	76.9%	91.9%	90.3%
<b>Class of 2014</b>													
Graduated	88.3%	91.2%	<b>91.2%</b>	85.3%	93.6%	91.2%	*	*	*	80.0%	81.5%	88.3%	100.0%
Received GED	0.8%	0.3%	<b>0.3%</b>	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	4.3%	4.0%	<b>4.0%</b>	5.9%	4.3%	3.8%	*	*	*	0.0%	7.4%	5.8%	0.0%
Dropped Out	6.6%	4.5%	<b>4.5%</b>	8.8%	2.1%	4.6%	*	*	*	20.0%	11.1%	5.3%	0.0%
Graduates and GED	89.1%	91.5%	<b>91.5%</b>	85.3%	93.6%	91.6%	*	*	*	80.0%	81.5%	88.8%	100.0%
Grads, GED, & Cont	93.4%	95.5%	<b>95.5%</b>	91.2%	97.9%	95.4%	*	*	*	80.0%	88.9%	94.7%	100.0%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2014</b>													
Graduated	90.4%	94.4%	<b>94.4%</b>	91.2%	96.8%	94.4%	*	*	*	80.0%	92.6%	92.7%	100.0%
Received GED	1.0%	0.3%	<b>0.3%</b>	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	1.3%	0.5%	<b>0.5%</b>	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	1.0%	0.0%
Dropped Out	7.2%	4.8%	<b>4.8%</b>	8.8%	3.2%	4.7%	*	*	*	20.0%	7.4%	5.9%	0.0%
Graduates and GED	91.5%	94.6%	<b>94.6%</b>	91.2%	96.8%	94.9%	*	*	*	80.0%	92.6%	93.2%	100.0%
Grads, GED, & Cont	92.8%	95.2%	<b>95.2%</b>	91.2%	96.8%	95.3%	*	*	*	80.0%	92.6%	94.1%	100.0%
<b>Class of 2013</b>													
Graduated	90.4%	95.0%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.1%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	5.0%	<b>5.0%</b>	0.0%	5.4%	5.2%	*	*	-	*	12.9%	8.2%	14.3%
Graduates and GED	91.5%	95.0%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Grads, GED, & Cont	92.8%	95.0%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2013</b>													
Graduated	90.9%	95.0%	<b>95.0%</b>	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.4%	0.6%	<b>0.6%</b>	0.0%	1.1%	0.4%	*	*	-	*	0.0%	1.1%	0.0%
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	4.4%	<b>4.4%</b>	0.0%	4.3%	4.8%	*	*	-	*	12.9%	7.1%	14.3%
Graduates and GED	92.3%	95.6%	<b>95.6%</b>	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%
Grads, GED, & Cont	92.8%	95.6%	<b>95.6%</b>	100.0%	95.7%	95.2%	*	*	-	*	87.1%	92.9%	85.7%

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

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

Total Students: 2,008  
 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
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2012</b>													
Graduated	90.9%	97.2%	<b>97.2%</b>	97.6%	98.8%	96.4%	*	*	*	100.0%	96.6%	96.0%	100.0%
Received GED	1.5%	0.5%	<b>0.5%</b>	2.4%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.0%	<b>0.0%</b>	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.0%	2.3%	<b>2.3%</b>	0.0%	1.2%	3.2%	*	*	*	0.0%	3.4%	3.5%	0.0%
Graduates and GED	92.4%	97.7%	<b>97.7%</b>	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
Grads, GED, & Cont	93.0%	97.7%	<b>97.7%</b>	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2015	89.0%	90.6%	<b>90.6%</b>	91.2%	90.1%	91.3%	*	71.4%	*	100.0%	74.1%	86.1%	87.1%
Class of 2014	88.3%	91.0%	<b>91.0%</b>	85.3%	92.7%	91.2%	*	*	*	80.0%	81.5%	88.0%	100.0%
<b>5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2014	90.4%	93.9%	<b>93.9%</b>	91.2%	95.8%	94.0%	*	*	*	80.0%	92.6%	92.3%	100.0%
Class of 2013	90.4%	93.8%	<b>93.8%</b>	100.0%	93.9%	93.2%	*	*	-	*	81.8%	91.0%	86.7%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2015	86.1%	93.0%	<b>93.0%</b>	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%
Class of 2014	85.5%	91.5%	<b>91.5%</b>	75.9%	92.0%	93.1%	*	*	*	*	13.6%	88.5%	81.3%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2015	84.1%	93.0%	<b>93.0%</b>	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	15.0%	90.8%	92.6%
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2014-15	84.3%	91.4%	<b>91.4%</b>	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
2013-14	83.8%	89.7%	<b>89.7%</b>	75.9%	89.9%	91.0%	*	*	*	*	9.5%	87.2%	82.4%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2014-15	82.2%	91.4%	<b>91.4%</b>	81.8%	92.5%	91.7%	*	100.0%	*	100.0%	12.5%	87.5%	92.6%
<b>Advanced Course/Dual Credit Course Completion (Grades 11-12)</b>													
<b>Any Subject</b>													
2014-15	54.5%	40.3%	<b>40.3%</b>	24.3%	37.2%	44.5%	40.0%	37.5%	*	33.3%	0.0%	30.3%	13.8%
2013-14	53.2%	35.8%	<b>35.8%</b>	19.7%	30.8%	40.2%	*	33.3%	*	38.5%	6.0%	25.3%	17.3%
<b>English Language Arts</b>													
2014-15	29.0%	31.7%	<b>31.7%</b>	18.5%	26.1%	36.8%	20.0%	14.3%	*	29.4%	0.0%	20.7%	3.6%
2013-14	28.9%	27.3%	<b>27.3%</b>	16.4%	22.5%	30.5%	*	37.5%	*	30.8%	0.0%	17.8%	8.2%
<b>Mathematics</b>													
2014-15	43.8%	25.2%	<b>25.2%</b>	14.5%	21.1%	28.8%	40.0%	42.9%	*	18.8%	0.0%	18.2%	7.7%
2013-14	42.4%	18.5%	<b>18.5%</b>	11.1%	12.3%	23.1%	*	12.5%	*	16.7%	0.0%	10.4%	0.0%
<b>Science</b>													
2014-15	12.7%	8.4%	<b>8.4%</b>	2.1%	7.3%	9.8%	*	*	*	0.0%	0.0%	4.9%	0.0%
2013-14	13.4%	5.4%	<b>5.4%</b>	0.0%	2.9%	7.6%	*	0.0%	*	0.0%	0.0%	4.1%	0.0%

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

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

Total Students: 2,008  
 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
<b>Advanced Course/Dual Credit Course Completion (Grades 11-12)</b>													
<b>Social Studies</b>													
2014-15	28.4%	30.2%	<b>30.2%</b>	17.9%	22.0%	36.9%	*	37.5%	*	6.7%	0.0%	18.9%	3.4%
2013-14	27.8%	27.8%	<b>27.8%</b>	11.5%	21.5%	32.3%	*	33.3%	*	38.5%	0.0%	17.4%	3.8%
<b>Advanced Course/Dual Credit Course Completion (Grades 9-12)</b>													
<b>Any Subject</b>													
2014-15	34.6%	20.1%	<b>20.1%</b>	12.6%	19.7%	21.6%	25.0%	18.8%	20.0%	17.0%	2.8%	16.6%	15.8%
2013-14	33.1%	15.9%	<b>15.9%</b>	8.2%	13.5%	18.2%	22.2%	15.0%	*	12.8%	2.2%	10.8%	6.7%
<b>English Language Arts</b>													
2014-15	15.7%	16.3%	<b>16.3%</b>	10.1%	14.9%	18.1%	12.5%	6.7%	20.0%	16.3%	2.9%	12.7%	11.1%
2013-14	15.4%	12.0%	<b>12.0%</b>	6.8%	9.8%	13.6%	22.2%	15.8%	*	10.3%	0.0%	7.6%	3.0%
<b>Mathematics</b>													
2014-15	19.4%	10.8%	<b>10.8%</b>	5.8%	9.4%	12.1%	28.6%	21.4%	*	7.7%	0.0%	7.6%	3.4%
2013-14	18.8%	8.1%	<b>8.1%</b>	4.8%	5.4%	10.0%	0.0%	5.3%	*	5.7%	0.0%	4.5%	0.0%
<b>Science</b>													
2014-15	5.2%	3.1%	<b>3.1%</b>	0.8%	2.7%	3.7%	0.0%	8.3%	20.0%	0.0%	0.0%	1.8%	0.0%
2013-14	5.6%	1.9%	<b>1.9%</b>	0.0%	1.1%	2.8%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
<b>Social Studies</b>													
2014-15	19.5%	13.5%	<b>13.5%</b>	7.6%	9.8%	16.8%	16.7%	18.8%	20.0%	2.3%	0.0%	7.9%	1.5%
2013-14	18.3%	12.4%	<b>12.4%</b>	4.8%	9.5%	14.7%	22.2%	15.0%	*	12.8%	0.0%	7.5%	1.5%
<b>College-Ready Graduates</b>													
<b>English Language Arts</b>													
2014-15	42.0%	26.0%	<b>26.0%</b>	22.0%	21.0%	29.0%	*	*	*	*	*	18.0%	0.0%
<b>Mathematics</b>													
2014-15	38.0%	25.0%	<b>25.0%</b>	17.0%	16.0%	32.0%	*	*	*	*	*	17.0%	0.0%
<b>Both Subjects</b>													
2014-15	35.0%	23.0%	<b>23.0%</b>	17.0%	15.0%	28.0%	*	*	*	*	*	15.0%	0.0%
<b>Either Subject</b>													
2014-15	45.0%	29.0%	<b>29.0%</b>	22.0%	22.0%	33.0%	*	*	*	*	*	20.0%	0.0%
<b>College and Career Ready Graduates</b>													
2014-15	74.5%	57.4%	<b>57.4%</b>	45.5%	51.7%	62.7%	*	60.0%	*	37.5%	29.2%	48.3%	37.0%
<b>Texas Success Initiative Assessment (TSIA)</b>													
<b>English Language Arts</b>													
2014-15	10.6%	2.8%	<b>2.8%</b>	3.0%	2.5%	2.6%	*	0.0%	*	12.5%	0.0%	1.1%	0.0%
<b>Mathematics</b>													
2014-15	7.1%	2.3%	<b>2.3%</b>	0.0%	0.8%	3.5%	*	0.0%	*	0.0%	0.0%	1.1%	0.0%
<b>Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates)</b>													
2014-15	48.1%	37.5%	<b>37.5%</b>	24.2%	30.0%	43.0%	*	60.0%	*	25.0%	0.0%	25.0%	11.1%
<b>Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates)</b>													
<b>Any Subject</b>													
2014-15	10.6%	18.6%	<b>18.6%</b>	9.1%	7.5%	25.9%	*	20.0%	*	12.5%	0.0%	7.4%	0.0%

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

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

Total Students: 2,008  
 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
<b>AP/IB Course Completion (Annual Graduates)</b>													
2014-15	43.4%	39.8%	<b>39.8%</b>	27.3%	32.5%	45.6%	*	40.0%	*	25.0%	0.0%	29.5%	25.9%
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2014-15	46.6%	27.0%	<b>27.0%</b>	27.3%	27.5%	27.6%	*	20.0%	*	12.5%	29.2%	28.4%	29.6%
2013-14	46.4%	37.9%	<b>37.9%</b>	2.8%	11.1%	23.7%	*	*	*	*	1.9%	20.3%	1.1%
<b>AP/IB Results (Participation)</b>													
<b>All Subjects</b>													
2015	24.9%	14.5%	<b>14.5%</b>	13.2%	11.4%	16.6%	0.0%	25.0%	*	0.0%	n/a	10.2%	n/a
2014	23.5%	9.7%	<b>9.7%</b>	3.3%	9.1%	10.7%	*	11.1%	*	7.1%	n/a	5.3%	n/a
<b>English Language Arts</b>													
2015	15.1%	6.4%	<b>6.4%</b>	8.8%	5.9%	6.7%	0.0%	0.0%	*	0.0%	n/a	5.3%	n/a
2014	15.0%	7.4%	<b>7.4%</b>	3.3%	7.0%	8.0%	*	11.1%	*	7.1%	n/a	4.6%	n/a
<b>Mathematics</b>													
2015	6.8%	0.7%	<b>0.7%</b>	4.4%	0.8%	0.2%	0.0%	0.0%	*	0.0%	n/a	0.7%	n/a
2014	6.5%	0.4%	<b>0.4%</b>	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	n/a	0.0%	n/a
<b>Science</b>													
2015	10.2%	6.8%	<b>6.8%</b>	2.9%	4.3%	8.5%	0.0%	25.0%	*	0.0%	n/a	2.9%	n/a
2014	6.9%	0.4%	<b>0.4%</b>	0.0%	0.4%	0.4%	*	0.0%	*	0.0%	n/a	0.2%	n/a
<b>Social Studies</b>													
2015	14.4%	11.4%	<b>11.4%</b>	10.3%	7.9%	14.0%	0.0%	12.5%	*	0.0%	n/a	7.7%	n/a
2014	13.8%	7.6%	<b>7.6%</b>	3.3%	6.2%	8.6%	*	11.1%	*	7.1%	n/a	3.6%	n/a
<b>AP/IB Results (Examinees &gt;= Criterion)</b>													
<b>All Subjects</b>													
2015	49.1%	23.6%	<b>23.6%</b>	11.1%	27.6%	24.4%	-	*	*	-	n/a	21.4%	n/a
2014	51.3%	38.5%	<b>38.5%</b>	*	50.0%	29.4%	*	*	-	*	n/a	54.5%	n/a
<b>English Language Arts</b>													
2015	43.7%	25.9%	<b>25.9%</b>	16.7%	13.3%	33.3%	-	-	-	-	n/a	4.5%	n/a
2014	44.7%	31.7%	<b>31.7%</b>	*	23.5%	31.6%	*	*	-	*	n/a	31.6%	n/a
<b>Mathematics</b>													
2015	51.7%	16.7%	<b>16.7%</b>	*	*	*	-	-	-	-	n/a	*	n/a
2014	53.6%	*	*	-	-	*	-	-	-	-	n/a	-	n/a
<b>Science</b>													
2015	35.4%	6.9%	<b>6.9%</b>	*	0.0%	7.1%	-	*	*	-	n/a	8.3%	n/a
2014	45.7%	*	*	-	*	*	-	-	-	-	n/a	*	n/a
<b>Social Studies</b>													
2015	40.1%	16.5%	<b>16.5%</b>	0.0%	5.0%	21.7%	-	*	-	-	n/a	9.4%	n/a
2014	41.6%	31.1%	<b>31.1%</b>	*	40.0%	26.8%	*	*	-	*	n/a	46.7%	n/a

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

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

Total Students: 2,008  
 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
<b>SAT/ACT Results</b>													
<b>Tested</b>													
Class of 2015	68.3%	58.7%	<b>58.7%</b>	66.7%	55.8%	59.2%	*	60.0%	*	37.5%	n/a	53.3%	n/a
Class of 2014	66.3%	57.9%	<b>57.9%</b>	58.6%	46.5%	61.9%	*	*	*	*	n/a	49.7%	n/a
<b>At/Above Criterion</b>													
Class of 2015	24.3%	16.3%	<b>16.3%</b>	18.2%	11.9%	18.5%	*	*	*	*	n/a	11.2%	n/a
Class of 2014	25.1%	17.8%	<b>17.8%</b>	0.0%	8.7%	23.2%	*	*	*	*	n/a	12.8%	n/a
<b>Average SAT Score</b>													
<b>All Subjects</b>													
Class of 2015	1394	1384	<b>1384</b>	1265	1326	1433	*	*	*	*	n/a	1315	n/a
Class of 2014	1417	1391	<b>1391</b>	1189	1324	1435	*	*	*	*	n/a	1338	n/a
<b>English Language Arts and Writing</b>													
Class of 2015	912	904	<b>904</b>	828	861	940	*	*	*	*	n/a	853	n/a
Class of 2014	925	906	<b>906</b>	762	864	935	*	*	*	*	n/a	870	n/a
<b>Mathematics</b>													
Class of 2015	482	480	<b>480</b>	438	465	494	*	*	*	*	n/a	462	n/a
Class of 2014	491	485	<b>485</b>	427	460	499	*	*	*	*	n/a	467	n/a
<b>Average ACT Score</b>													
<b>All Subjects</b>													
Class of 2015	20.6	19.3	<b>19.3</b>	17.4	18.0	20.3	-	*	-	-	n/a	18.0	n/a
Class of 2014	20.6	20.0	<b>20.0</b>	*	20.1	20.7	*	-	-	-	n/a	18.8	n/a
<b>English Language Arts</b>													
Class of 2015	20.1	18.6	<b>18.6</b>	16.0	17.1	19.8	-	*	-	-	n/a	17.0	n/a
Class of 2014	20.0	19.3	<b>19.3</b>	*	20.1	19.9	*	-	-	-	n/a	17.9	n/a
<b>Mathematics</b>													
Class of 2015	20.9	20.0	<b>20.0</b>	18.1	19.0	20.9	-	*	-	-	n/a	18.9	n/a
Class of 2014	21.2	20.6	<b>20.6</b>	*	20.2	21.4	*	-	-	-	n/a	19.9	n/a
<b>Science</b>													
Class of 2015	20.7	19.5	<b>19.5</b>	19.2	18.2	20.1	-	*	-	-	n/a	18.9	n/a
Class of 2014	20.7	20.4	<b>20.4</b>	*	20.0	21.0	*	-	-	-	n/a	19.1	n/a
<b>Graduates Enrolled in TX Institution of Higher Education (IHE)</b>													
2013-14	57.5%	50.1%	<b>50.1%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	56.9%	51.9%	<b>51.9%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
<b>Graduates in TX IHE Completing One Year Without Remediation</b>													
2013-14	70.5%	69.5%	<b>69.5%</b>	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2012-13	70.8%	71.0%	<b>71.0%</b>	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  
 2015-16 Campus Profile**

Total Students: 2,008  
 Grade Span: 09 - 12  
 School Type: High School

<b>Student Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>		
Total Students:	2,008	100.0%	7,103	5,284,252
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.8%	4.2%
Kindergarten	0	0.0%	7.2%	7.1%
Grade 1	0	0.0%	8.2%	7.8%
Grade 2	0	0.0%	8.0%	7.8%
Grade 3	0	0.0%	7.4%	7.7%
Grade 4	0	0.0%	7.5%	7.5%
Grade 5	0	0.0%	7.4%	7.5%
Grade 6	0	0.0%	8.1%	7.4%
Grade 7	0	0.0%	7.3%	7.4%
Grade 8	0	0.0%	7.6%	7.3%
Grade 9	594	29.6%	8.4%	8.1%
Grade 10	520	25.9%	7.3%	7.3%
Grade 11	480	23.9%	6.8%	6.7%
Grade 12	414	20.6%	5.8%	6.1%
Ethnic Distribution:				
African American	173	8.6%	8.0%	12.6%
Hispanic	625	31.1%	34.3%	52.2%
White	1,127	56.1%	53.6%	28.5%
American Indian	9	0.4%	0.4%	0.4%
Asian	16	0.8%	0.6%	4.0%
Pacific Islander	3	0.1%	0.1%	0.1%
Two or More Races	55	2.7%	2.9%	2.1%
Economically Disadvantaged	1,009	50.2%	57.5%	59.0%
Non-Educationally Disadvantaged	999	49.8%	42.5%	41.0%
English Language Learners (ELL)	154	7.7%	14.6%	18.5%
Students w/ Disciplinary Placements (2014-2015)	114	5.3%	2.3%	1.4%
At-Risk	929	46.3%	48.4%	50.1%
Mobility (2014-2015)	393	18.3%	17.8%	16.5%
Graduates (Class of 2015):				
Total Graduates	397	100.0%	397	313,397
By Ethnicity (incl. Special Ed.):				
African American	33	8.3%	33	39,692
Hispanic	120	30.2%	120	148,966
White	228	57.4%	228	104,377
American Indian	1	0.3%	1	1,335
Asian	5	1.3%	5	13,090
Pacific Islander	2	0.5%	2	486
Two or More Races	8	2.0%	8	5,451

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

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

Total Students: 2,008  
Grade Span: 09 - 12  
School Type: High School

<u>Student Information</u>	<u>Campus</u>		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	34	8.6%	34	46,723
Recommended H.S. Program/DAP	363	91.4%	363	251,524
Foundation High School Plan (No Endorsement)	0	0.0%	0	8,982
Foundation High School Plan (Endorsement)	0	0.0%	0	523
Foundation High School Plan (DLA)	0	0.0%	0	5,645
Special Education Graduates	24	6.0%	24	23,541

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

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

Total Students: 2,008  
Grade Span: 09 - 12  
School Type: High School

<b><u>Class Size Information</u></b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.3	18.9
Grade 1	-	20.8	19.1
Grade 2	-	19.5	19.1
Grade 3	-	19.5	19.1
Grade 4	-	18.4	19.0
Grade 5	-	20.4	20.8
Grade 6	-	21.5	20.4
Secondary:			
English/Language Arts	18.7	18.9	17.1
Foreign Languages	20.7	21.6	19.1
Mathematics	17.6	17.7	18.1
Science	20.8	20.8	19.1
Social Studies	22.9	22.2	19.5

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

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

Total Students: 2,008  
 Grade Span: 09 - 12  
 School Type: High School

<b>Staff Information</b>	<b>Campus</b>		<b>District</b>	<b>State</b>
	<b>Count/Average</b>	<b>Percent</b>		
Total Staff	143.6	100.0%	100.0%	100.0%
Professional Staff:	135.8	94.6%	60.1%	64.3%
Teachers	117.6	81.9%	47.0%	50.5%
Professional Support	12.5	8.7%	9.6%	9.8%
Campus Administration (School Leadership)	5.7	4.0%	2.7%	2.9%
Educational Aides:	7.8	5.4%	9.5%	9.6%
Total Minority Staff:	19.8	13.8%	23.8%	48.2%
Teachers by Ethnicity and Sex:				
African American	6.8	5.8%	3.5%	10.1%
Hispanic	5.9	5.0%	11.1%	26.0%
White	102.9	87.5%	83.8%	60.8%
American Indian	1.0	0.9%	0.5%	0.4%
Asian	0.0	0.0%	0.0%	1.5%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	0.9%	1.2%	1.1%
Males	50.2	42.7%	20.6%	23.5%
Females	67.4	57.3%	79.4%	76.5%
Teachers by Highest Degree Held:				
No Degree	1.0	0.9%	0.2%	1.0%
Bachelors	83.5	71.1%	78.9%	74.7%
Masters	33.0	28.1%	20.9%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	1.7%	4.1%	8.1%
1-5 Years Experience	24.0	20.4%	25.8%	27.3%
6-10 Years Experience	31.9	27.2%	25.6%	21.7%
11-20 Years Experience	40.0	34.0%	29.3%	27.3%
Over 20 Years Experience	19.6	16.7%	15.1%	15.7%
Number of Students per Teacher	17.1	n/a	17.6	15.2

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

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

Total Students: 2,008  
Grade Span: 09 - 12  
School Type: High School

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Average Years Experience of Teachers:	13.0	11.7	10.9
Average Years Experience of Teachers with District:	7.4	6.8	7.3
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,000	\$46,906	\$45,507
1-5 Years Experience	\$45,702	\$46,044	\$47,996
6-10 Years Experience	\$50,412	\$49,510	\$50,459
11-20 Years Experience	\$54,523	\$53,868	\$53,794
Over 20 Years Experience	\$64,682	\$61,800	\$60,613
Average Actual Salaries (regular duties only):			
Teachers	\$53,124	\$51,646	\$51,891
Professional Support	\$61,200	\$62,496	\$61,145
Campus Administration (School Leadership)	\$77,931	\$72,522	\$75,654
Instructional Staff Percent:	n/a	60.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	1,914.4

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

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

Total Students: 2,008  
Grade Span: 09 - 12  
School Type: High School

Program Information	Campus		District	State
	Count	Percent		
<b>Student Enrollment by Program:</b>				
Bilingual/ESL Education	148	7.4%	13.9%	18.3%
Career & Technical Education	1,765	87.9%	24.8%	24.3%
Gifted & Talented Education	59	2.9%	4.1%	7.7%
Special Education	147	7.3%	7.3%	8.6%
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	0.4	0.3%	1.7%	5.9%
Career & Technical Education	20.2	17.2%	5.0%	4.4%
Compensatory Education	0.0	0.0%	1.4%	2.9%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	75.8	64.5%	79.9%	72.6%
Special Education	2.6	2.2%	4.3%	8.8%
Other	18.5	15.8%	7.7%	3.4%

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

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

This page intentionally left blank.

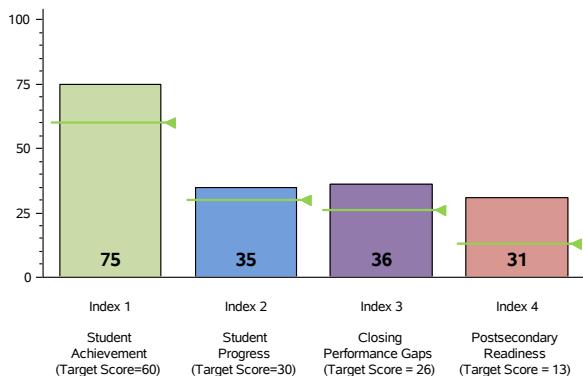
**Texas Education Agency  
2015-16 School Report Card  
ROBERT P BRABHAM MIDDLE (170904043)**

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

Total Students: **852**  
Grade Span: **06 - 08**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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
<b>Attendance Rate (2014-15)</b>	96.1%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	6.5%	8.0%	12.6%
Hispanic	33.0%	34.3%	52.2%
White	57.3%	53.6%	28.5%
American Indian	0.6%	0.4%	0.4%
Asian	0.8%	0.6%	4.0%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	1.9%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	47.7%	57.5%	59.0%
English Language Learners	11.0%	14.6%	18.5%
Special Education	6.5%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

##### Elementary

Grade 6	23.8	21.5	20.4
---------	------	------	------

##### Secondary

English/Language Arts	22.7	18.9	17.1
Foreign Languages	26.8	21.6	19.1
Mathematics	20.4	17.7	18.1
Science	23.7	20.8	19.1
Social Studies	22.7	22.2	19.5

### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$5,772	\$8,221	\$9,065
Instruction	\$3,723	\$4,488	\$5,158
Instructional Leadership	\$18	\$31	\$138
School Leadership	\$523	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page**  
**1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2016	75%	72%	<b>75%</b>	64%	67%	81%	35%	100%	-	79%	67%
Reading	2016	73%	70%	<b>77%</b>	63%	70%	82%	*	100%	-	73%	70%
Mathematics	2016	76%	75%	<b>80%</b>	67%	74%	85%	*	100%	-	87%	72%
Writing	2016	69%	66%	<b>74%</b>	69%	66%	79%	*	-	-	100%	67%
Science	2016	79%	75%	<b>68%</b>	57%	61%	73%	*	*	-	*	60%
Social Studies	2016	77%	74%	<b>61%</b>	64%	44%	72%	*	*	-	*	48%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2016	45%	37%	<b>35%</b>	20%	26%	42%	*	*	-	40%	22%
Reading	2016	46%	39%	<b>38%</b>	29%	29%	44%	*	*	-	40%	25%
Mathematics	2016	43%	38%	<b>43%</b>	20%	34%	50%	*	71%	-	47%	31%
Writing	2016	41%	32%	<b>38%</b>	*	31%	42%	*	-	-	56%	26%
Science	2016	47%	39%	<b>36%</b>	*	25%	42%	*	*	-	*	21%
Social Studies	2016	47%	38%	<b>24%</b>	*	22%	25%	*	*	-	*	13%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2016	18%	13%	<b>14%</b>	15%	8%	17%	*	44%	-	19%	6%
Reading	2016	17%	11%	<b>14%</b>	21%	7%	18%	*	*	-	*	7%
Mathematics	2016	19%	16%	<b>18%</b>	10%	13%	21%	*	71%	-	33%	9%
Writing	2016	15%	10%	<b>9%</b>	*	*	11%	*	-	-	*	5%
Science	2016	16%	11%	<b>10%</b>	*	*	14%	*	*	-	*	*
Social Studies	2016	22%	14%	<b>8%</b>	*	*	10%	*	*	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2016	62%	56%	<b>60%</b>	53%	60%	60%	*	*	-	60%	55%
Reading	2016	60%	55%	<b>53%</b>	48%	55%	52%	*	*	-	*	51%
Mathematics	2016	63%	57%	<b>66%</b>	59%	64%	68%	*	*	-	60%	60%
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2016	17%	13%	<b>13%</b>	14%	13%	13%	*	*	-	23%	11%
Reading	2016	16%	13%	<b>14%</b>	13%	16%	14%	*	*	-	*	13%
Mathematics	2016	17%	12%	<b>12%</b>	15%	11%	12%	*	*	-	33%	8%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2016	35%	30%	<b>39%</b>	*	40%	40%	*	*	-	*	36%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

\*\* 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	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Students Success Initiative</b>											
Grade 5											
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6											
Reading	2016	11%	*	*	*	*	-	-	-	-	*
Grade 8											
Students Meeting Level II Standard on First STAAR Administration											
Reading	2016	80%	75%	<b>80%</b>	92%	68%	88%	*	*	-	*
Mathematics	2016	71%	51%	<b>65%</b>	82%	56%	71%	*	*	-	*
Students Requiring Accelerated Instruction											
Reading	2016	20%	25%	<b>20%</b>	*	32%	12%	*	*	-	*
Mathematics	2016	29%	49%	<b>35%</b>	*	44%	29%	*	*	-	*
STAAR Cumulative Met Standard											
Reading	2016	86%	81%	<b>86%</b>	100%	78%	92%	*	*	-	*
Mathematics	2016	81%	67%	<b>78%</b>	82%	74%	83%	*	*	-	*
STAAR Non-Proficient Students Promoted by Grade Placement Committee											
Reading	2015	97%	100%	<b>100%</b>	*	*	100%	-	-	-	100%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
3

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

'-' Indicates zero observations reported for this group.

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

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

This page left intentionally blank.

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page  
4**

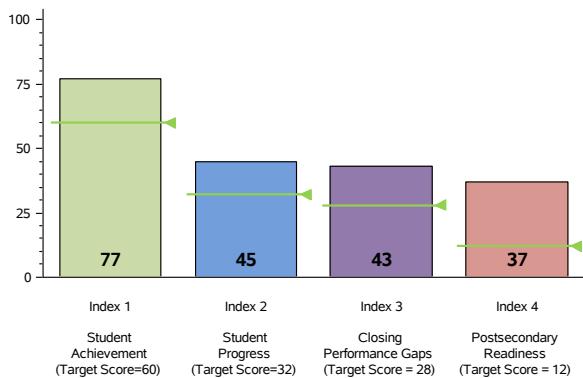
**Texas Education Agency  
2015-16 School Report Card  
EDWARD B CANNAN EL (170904106)**

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

Total Students: **644**  
Grade Span: **PK - 05**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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
<b>Attendance Rate (2014-15)</b>	96.2%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	2.2%	8.0%	12.6%
Hispanic	56.1%	34.3%	52.2%
White	39.4%	53.6%	28.5%
American Indian	0.0%	0.4%	0.4%
Asian	0.3%	0.6%	4.0%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.0%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	72.4%	57.5%	59.0%
English Language Learners	39.6%	14.6%	18.5%
Special Education	3.9%	7.3%	8.6%

#### Mobility Rate (2014-15)

#### Class Size Averages by Grade or Subject

Elementary	Campus	District	State
Kindergarten	18.7	20.3	18.9
Grade 1	22.6	20.8	19.1
Grade 2	22.2	19.5	19.1
Grade 3	23.0	19.5	19.1
Grade 4	20.0	18.4	19.0
Grade 5	21.0	20.4	20.8

### School Financial Information (2014-15)

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	60.9%
Instructional Expenditure Ratio	n/a	63.8%

Campus	District	State
<b>Expenditures per Student</b>		
Total Operating Expenditures	\$6,321	\$8,221
Instruction	\$4,435	\$4,488
Instructional Leadership	\$17	\$31
School Leadership	\$401	\$469

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
1

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>											
All Subjects	2016	75%	72%	77%	69%	76%	78%	-	*	-	88% 75%
Reading	2016	73%	70%	76%	*	72%	79%	-	*	-	* 72%
Mathematics	2016	76%	75%	82%	*	84%	81%	-	*	-	* 81%
Writing	2016	69%	66%	66%	*	64%	68%	-	-	-	* 64%
Science	2016	79%	75%	78%	*	80%	78%	-	*	-	- 78%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>											
Two or More Subjects	2016	45%	37%	37%	*	39%	36%	-	*	-	* 34%
Reading	2016	46%	39%	44%	*	42%	48%	-	*	-	* 40%
Mathematics	2016	43%	38%	42%	*	47%	39%	-	*	-	* 42%
Writing	2016	41%	32%	31%	*	29%	35%	-	-	-	* 22%
Science	2016	47%	39%	39%	*	39%	42%	-	*	-	- 43%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>											
All Subjects	2016	18%	13%	15%	*	14%	18%	-	*	-	* 14%
Reading	2016	17%	11%	17%	*	12%	25%	-	*	-	* 12%
Mathematics	2016	19%	16%	19%	*	23%	17%	-	*	-	* 21%
Writing	2016	15%	10%	6%	*	*	*	-	-	-	* *
Science	2016	16%	11%	7%	*	*	*	-	*	-	- *
<b>STAAR Percent Met or Exceeded Progress</b>											
All Subjects	2016	62%	56%	70%	*	67%	74%	-	*	-	* 69%
Reading	2016	60%	55%	64%	*	63%	65%	-	*	-	* 65%
Mathematics	2016	63%	57%	75%	*	70%	82%	-	*	-	* 74%
<b>STAAR Percent Exceeded Progress</b>											
All Subjects	2016	17%	13%	22%	*	16%	30%	-	*	-	* 20%
Reading	2016	16%	13%	20%	*	15%	29%	-	*	-	* 20%
Mathematics	2016	17%	12%	23%	*	18%	31%	-	*	-	* 21%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>											
Reading	2016	35%	30%	47%	-	46%	44%	-	-	-	* 42%
<b>Students Success Initiative</b>											
Grade 5											
Students Meeting Level II Standard on First STAAR Administration											
Reading	2016	73%	75%	79%	*	73%	86%	-	*	-	- 74%
Mathematics	2016	77%	81%	84%	*	91%	78%	-	*	-	- 86%
Students Requiring Accelerated Instruction											
Reading	2016	27%	25%	21%	*	27%	14%	-	*	-	- 26%
Mathematics	2016	23%	19%	16%	*	*	22%	-	*	-	- 14%
<b>STAAR Cumulative Met Standard</b>											
Reading	2016	80%	82%	87%	*	84%	89%	-	*	-	- 84%
Mathematics	2016	85%	89%	98%	*	100%	94%	-	*	-	- 97%
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>											
Reading	2015	95%	100%	100%	-	*	*	-	-	-	* 100%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

'-' Indicates zero observations reported for this group.

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

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

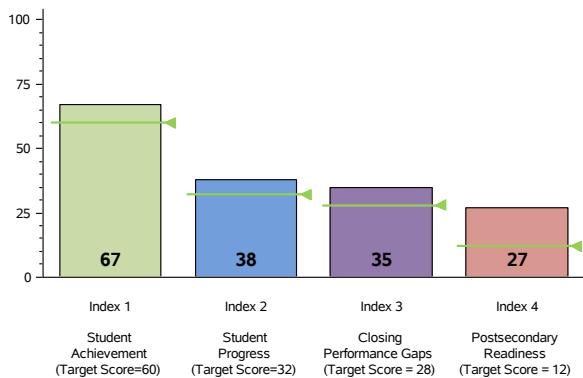
**Texas Education Agency  
2015-16 School Report Card  
C C HARDY EL (170904103)**

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

Total Students: **655**  
Grade Span: **PK - 05**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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
<b>Attendance Rate (2014-15)</b>	96.4%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	11.3%	8.0%	12.6%
Hispanic	49.6%	34.3%	52.2%
White	35.4%	53.6%	28.5%
American Indian	0.3%	0.4%	0.4%
Asian	0.0%	0.6%	4.0%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	3.4%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	83.2%	57.5%	59.0%
English Language Learners	34.2%	14.6%	18.5%
Special Education	5.6%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

#### Elementary

Kindergarten	17.5	20.3	18.9
Grade 1	18.3	20.8	19.1
Grade 2	16.7	19.5	19.1
Grade 3	18.1	19.5	19.1
Grade 4	18.9	18.4	19.0
Grade 5	17.6	20.4	20.8

#### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,439	\$8,221	\$9,065
Instruction	\$4,657	\$4,488	\$5,158
Instructional Leadership	\$22	\$31	\$138
School Leadership	\$381	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
1

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>											
All Subjects	2016	75%	72%	67%	60%	62%	78%	*	-	-	50% 65%
Reading	2016	73%	70%	66%	58%	63%	75%	*	-	-	* 63%
Mathematics	2016	76%	75%	72%	70%	66%	81%	*	-	-	* 71%
Writing	2016	69%	66%	52%	55%	46%	62%	*	-	-	* 50%
Science	2016	79%	75%	70%	44%	67%	89%	-	-	-	* 68%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>											
Two or More Subjects	2016	45%	37%	27%	18%	23%	38%	*	-	-	* 25%
Reading	2016	46%	39%	32%	26%	27%	41%	*	-	-	* 28%
Mathematics	2016	43%	38%	38%	33%	37%	43%	*	-	-	* 36%
Writing	2016	41%	32%	12%	*	*	20%	*	-	-	* 11%
Science	2016	47%	39%	23%	*	24%	30%	-	-	-	* 20%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>											
All Subjects	2016	18%	13%	11%	8%	9%	15%	*	-	-	* 11%
Reading	2016	17%	11%	11%	*	7%	16%	*	-	-	* 11%
Mathematics	2016	19%	16%	13%	*	13%	15%	*	-	-	* 13%
Writing	2016	15%	10%	5%	*	*	*	*	-	-	*
Science	2016	16%	11%	8%	*	*	14%	-	-	-	* 7%
<b>STAAR Percent Met or Exceeded Progress</b>											
All Subjects	2016	62%	56%	60%	67%	60%	59%	*	-	-	* 58%
Reading	2016	60%	55%	58%	73%	59%	53%	*	-	-	* 57%
Mathematics	2016	63%	57%	61%	*	61%	65%	*	-	-	* 59%
<b>STAAR Percent Exceeded Progress</b>											
All Subjects	2016	17%	13%	15%	13%	15%	16%	*	-	-	* 14%
Reading	2016	16%	13%	14%	19%	13%	15%	*	-	-	* 13%
Mathematics	2016	17%	12%	16%	*	16%	18%	*	-	-	* 15%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>											
Reading	2016	35%	30%	20%	*	*	39%	-	-	-	* 11%
<b>Students Success Initiative</b>											
Grade 5											
Students Meeting Level II Standard on First STAAR Administration											
Reading	2016	73%	75%	58%	47%	63%	62%	-	-	-	* 60%
Mathematics	2016	77%	81%	74%	60%	68%	91%	-	-	-	* 74%
Students Requiring Accelerated Instruction											
Reading	2016	27%	25%	42%	53%	37%	38%	-	-	-	* 40%
Mathematics	2016	23%	19%	26%	40%	32%	*	-	-	-	* 26%
<b>STAAR Cumulative Met Standard</b>											
Reading	2016	80%	82%	70%	53%	71%	79%	-	-	-	* 66%
Mathematics	2016	85%	89%	83%	73%	79%	97%	-	-	-	* 84%
<b>STAAR Non-Proficient Students Promoted by Grade Placement Committee</b>											
Reading	2015	95%	100%	100%	*	100%	*	-	-	-	- 100%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

\*\* 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.

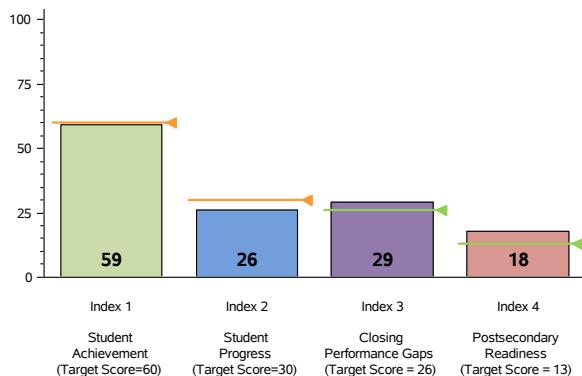
**Texas Education Agency  
2015-16 School Report Card  
LYNN LUCAS MIDDLE (170904042)**

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

Total Students: **780**  
Grade Span: **06 - 08**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Improvement Required

For 2016 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
<b>Attendance Rate (2014-15)</b>	95.1%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	10.9%	8.0%	12.6%
Hispanic	34.5%	34.3%	52.2%
White	49.9%	53.6%	28.5%
American Indian	0.4%	0.4%	0.4%
Asian	0.3%	0.6%	4.0%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	4.0%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	67.3%	57.5%	59.0%
English Language Learners	11.9%	14.6%	18.5%
Special Education	9.0%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

##### Elementary

Grade 6	19.3	21.5	20.4
---------	------	------	------

##### Secondary

English/Language Arts	16.6	18.9	17.1
Foreign Languages	35.0	21.6	19.1
Mathematics	16.2	17.7	18.1
Science	18.5	20.8	19.1
Social Studies	19.2	22.2	19.5

### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,184	\$8,221	\$9,065
Instruction	\$4,033	\$4,488	\$5,158
Instructional Leadership	\$23	\$31	\$138
School Leadership	\$521	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page**  
**1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2016	75%	72%	<b>59%</b>	41%	56%	64%	*	83%	*	66%	53%
Reading	2016	73%	70%	<b>60%</b>	40%	57%	65%	*	*	*	73%	54%
Mathematics	2016	76%	75%	<b>62%</b>	44%	59%	68%	*	*	*	77%	58%
Writing	2016	69%	66%	<b>51%</b>	39%	46%	58%	*	-	*	45%	46%
Science	2016	79%	75%	<b>56%</b>	39%	56%	60%	-	*	-	58%	51%
Social Studies	2016	77%	74%	<b>55%</b>	39%	52%	62%	-	*	-	50%	49%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2016	45%	37%	<b>20%</b>	12%	19%	23%	*	*	*	17%	17%
Reading	2016	46%	39%	<b>25%</b>	14%	26%	28%	*	*	*	17%	21%
Mathematics	2016	43%	38%	<b>24%</b>	12%	23%	29%	*	*	*	17%	20%
Writing	2016	41%	32%	<b>18%</b>	*	13%	22%	*	-	*	*	14%
Science	2016	47%	39%	<b>23%</b>	*	21%	24%	-	*	-	42%	16%
Social Studies	2016	47%	38%	<b>22%</b>	*	26%	21%	-	*	-	*	20%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2016	18%	13%	<b>7%</b>	4%	5%	8%	*	*	*	7%	5%
Reading	2016	17%	11%	<b>8%</b>	*	6%	10%	*	*	*	*	6%
Mathematics	2016	19%	16%	<b>6%</b>	*	6%	7%	*	*	*	*	5%
Writing	2016	15%	10%	<b>3%</b>	*	*	*	*	-	*	*	*
Science	2016	16%	11%	<b>7%</b>	*	*	10%	-	*	-	*	5%
Social Studies	2016	22%	14%	<b>7%</b>	*	*	12%	-	*	-	*	5%
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2016	62%	56%	<b>43%</b>	41%	45%	41%	*	*	*	55%	43%
Reading	2016	60%	55%	<b>44%</b>	41%	51%	39%	*	*	*	52%	46%
Mathematics	2016	63%	57%	<b>41%</b>	*	*	42%	*	*	*	*	40%
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2016	17%	13%	<b>8%</b>	6%	8%	7%	*	*	*	14%	7%
Reading	2016	16%	13%	<b>12%</b>	8%	15%	10%	*	*	*	21%	12%
Mathematics	2016	17%	12%	<b>3%</b>	*	*	4%	*	*	*	*	2%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2016	35%	30%	<b>20%</b>	17%	23%	16%	*	-	-	*	18%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

'-' Indicates zero observations reported for this group.

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

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

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	
<b>Students Success Initiative</b>												
Grade 5												
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6												
Reading	2016	11%	*	*	*	*	*	-	-	*	*	
Grade 8												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	80%	75%	71%	45%	73%	75%	-	*	-	67% 66%	
Mathematics	2016	71%	51%	36%	*	32%	38%	-	-	-	70% 30%	
Students Requiring Accelerated Instruction												
Reading	2016	20%	25%	29%	55%	27%	25%	-	*	-	*	34%
Mathematics	2016	29%	49%	64%	78%	68%	62%	-	-	-	*	70%
STAAR Cumulative Met Standard												
Reading	2016	86%	81%	77%	55%	76%	80%	-	*	-	92% 71%	
Mathematics	2016	81%	67%	56%	39%	46%	64%	-	-	-	80% 51%	
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	97%	100%	100%	*	100%	100%	-	-	-	*	100%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
3

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

\*\* 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.

This page left intentionally blank.

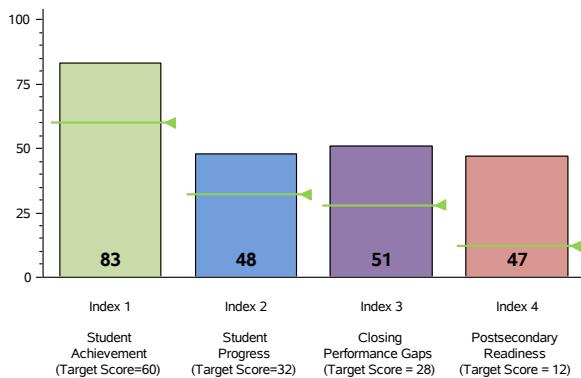
**Texas Education Agency  
2015-16 School Report Card  
W LLOYD MEADOR EL (170904107)**

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

Total Students: **754**  
Grade Span: **PK - 05**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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

Mathematics	Top 25% Student Progress
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
<b>Attendance Rate (2014-15)</b>	95.7%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	6.0%	8.0%	12.6%
Hispanic	36.3%	34.3%	52.2%
White	54.8%	53.6%	28.5%
American Indian	0.7%	0.4%	0.4%
Asian	0.3%	0.6%	4.0%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.0%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	56.0%	57.5%	59.0%
English Language Learners	19.8%	14.6%	18.5%
Special Education	6.8%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

#### Elementary

Kindergarten	23.3	20.3	18.9
Grade 1	20.2	20.8	19.1
Grade 2	19.3	19.5	19.1
Grade 3	18.2	19.5	19.1
Grade 4	16.1	18.4	19.0
Grade 5	17.9	20.4	20.8

### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,194	\$8,221	\$9,065
Instruction	\$4,626	\$4,488	\$5,158
Instructional Leadership	\$19	\$31	\$138
School Leadership	\$326	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page**  
**1**

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>											
All Subjects	2016	75%	72%	83%	68%	84%	84%	80%	100%	-	75%
Reading	2016	73%	70%	83%	65%	80%	86%	*	*	-	*
Mathematics	2016	76%	75%	86%	70%	89%	87%	*	*	-	*
Writing	2016	69%	66%	75%	*	83%	73%	*	*	-	*
Science	2016	79%	75%	82%	*	83%	81%	-	-	-	82%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>											
Two or More Subjects	2016	45%	37%	46%	24%	45%	50%	*	*	-	*
Reading	2016	46%	39%	46%	33%	37%	53%	*	*	-	*
Mathematics	2016	43%	38%	57%	24%	54%	63%	*	*	-	*
Writing	2016	41%	32%	47%	*	46%	47%	*	*	-	*
Science	2016	47%	39%	38%	*	43%	36%	-	-	-	40%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>											
All Subjects	2016	18%	13%	25%	18%	23%	28%	*	*	-	*
Reading	2016	17%	11%	26%	*	21%	31%	*	*	-	*
Mathematics	2016	19%	16%	32%	22%	31%	34%	*	*	-	*
Writing	2016	15%	10%	23%	*	18%	26%	*	*	-	*
Science	2016	16%	11%	7%	*	*	7%	-	-	-	7%
<b>STAAR Percent Met or Exceeded Progress</b>											
All Subjects	2016	62%	56%	71%	*	70%	71%	*	*	-	*
Reading	2016	60%	55%	69%	*	69%	71%	*	*	-	*
Mathematics	2016	63%	57%	72%	*	71%	71%	*	*	-	*
<b>STAAR Percent Exceeded Progress</b>											
All Subjects	2016	17%	13%	22%	*	27%	19%	*	*	-	*
Reading	2016	16%	13%	23%	*	28%	19%	*	*	-	*
Mathematics	2016	17%	12%	22%	*	27%	19%	*	*	-	*
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>											
Reading	2016	35%	30%	45%	*	52%	42%	-	-	-	49%
<b>Students Success Initiative</b>											
Grade 5											
Students Meeting Level II Standard on First STAAR Administration											
Reading	2016	73%	75%	82%	*	78%	88%	-	-	-	75%
Mathematics	2016	77%	81%	89%	*	89%	89%	-	-	-	89%
Students Requiring Accelerated Instruction											
Reading	2016	27%	25%	18%	*	22%	12%	-	-	-	25%
Mathematics	2016	23%	19%	11%	*	11%	11%	-	-	-	11%
<b>STAAR Cumulative Met Standard</b>											
Reading	2016	80%	82%	91%	*	93%	92%	-	-	-	89%
Mathematics	2016	85%	89%	94%	*	96%	94%	-	-	-	94%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

\*\* 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.

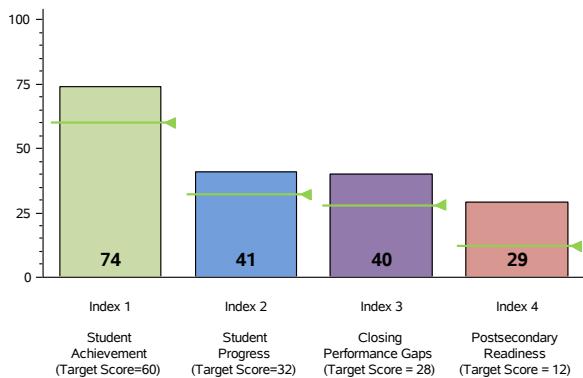
**Texas Education Agency  
2015-16 School Report Card  
PARMLEY EL (170904101)**

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

Total Students: **771**  
Grade Span: **EE - 05**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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

#### ELA/Reading

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
<b>Attendance Rate (2014-15)</b>	96.1%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	12.2%	8.0%	12.6%
Hispanic	22.6%	34.3%	52.2%
White	60.7%	53.6%	28.5%
American Indian	0.8%	0.4%	0.4%
Asian	0.1%	0.6%	4.0%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	3.5%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	63.3%	57.5%	59.0%
English Language Learners	3.9%	14.6%	18.5%
Special Education	11.2%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

#### Elementary

Kindergarten	19.4	20.3	18.9
Grade 1	24.3	20.8	19.1
Grade 2	20.9	19.5	19.1
Grade 3	22.0	19.5	19.1
Grade 4	17.6	18.4	19.0
Grade 5	21.6	20.4	20.8

### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,686	\$8,221	\$9,065
Instruction	\$4,947	\$4,488	\$5,158
Instructional Leadership	\$32	\$31	\$138
School Leadership	\$382	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page**  
**1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2016	75%	72%	<b>74%</b>	56%	77%	76%	100%	-	*	69%	70%
Reading	2016	73%	70%	<b>74%</b>	55%	77%	76%	*	-	*	70%	71%
Mathematics	2016	76%	75%	<b>78%</b>	58%	78%	80%	*	-	*	91%	74%
Writing	2016	69%	66%	<b>71%</b>	75%	69%	70%	*	-	-	*	60%
Science	2016	79%	75%	<b>65%</b>	38%	78%	69%	*	-	-	*	65%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2016	45%	37%	<b>31%</b>	25%	25%	34%	*	-	*	*	24%
Reading	2016	46%	39%	<b>39%</b>	25%	38%	41%	*	-	*	*	33%
Mathematics	2016	43%	38%	<b>41%</b>	28%	33%	45%	*	-	*	45%	34%
Writing	2016	41%	32%	<b>38%</b>	42%	*	38%	*	-	-	*	30%
Science	2016	47%	39%	<b>28%</b>	*	26%	34%	*	-	-	*	20%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2016	18%	13%	<b>18%</b>	10%	13%	20%	60%	-	*	17%	13%
Reading	2016	17%	11%	<b>22%</b>	15%	13%	25%	*	-	*	*	15%
Mathematics	2016	19%	16%	<b>18%</b>	*	17%	20%	*	-	*	*	13%
Writing	2016	15%	10%	<b>14%</b>	*	*	13%	*	-	-	*	13%
Science	2016	16%	11%	<b>9%</b>	*	*	12%	*	-	-	*	7%
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2016	62%	56%	<b>64%</b>	62%	59%	65%	*	-	-	76%	63%
Reading	2016	60%	55%	<b>64%</b>	*	57%	68%	*	-	-	*	64%
Mathematics	2016	63%	57%	<b>63%</b>	65%	61%	62%	*	-	-	*	62%
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2016	17%	13%	<b>19%</b>	17%	15%	21%	*	-	-	29%	18%
Reading	2016	16%	13%	<b>24%</b>	*	20%	28%	*	-	-	*	22%
Mathematics	2016	17%	12%	<b>14%</b>	23%	11%	13%	*	-	-	*	15%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2016	35%	30%	<b>31%</b>	*	45%	33%	-	-	-	*	32%
<b>Students Success Initiative</b>												
Grade 5												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	73%	75%	<b>73%</b>	56%	78%	76%	*	-	-	*	73%
Mathematics	2016	77%	81%	<b>71%</b>	63%	81%	70%	*	-	-	*	70%
Students Requiring Accelerated Instruction												
Reading	2016	27%	25%	<b>27%</b>	44%	22%	24%	*	-	-	*	27%
Mathematics	2016	23%	19%	<b>29%</b>	38%	19%	30%	*	-	-	*	30%
STAAR Cumulative Met Standard												
Reading	2016	80%	82%	<b>77%</b>	56%	85%	79%	*	-	-	*	76%
Mathematics	2016	85%	89%	<b>78%</b>	63%	81%	79%	*	-	-	83%	77%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	95%	100%	<b>100%</b>	100%	*	100%	-	-	-	*	100%

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

\*- Indicates zero observations reported for this group.

\*\* Indicates results are masked due to small numbers to protect student confidentiality.

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

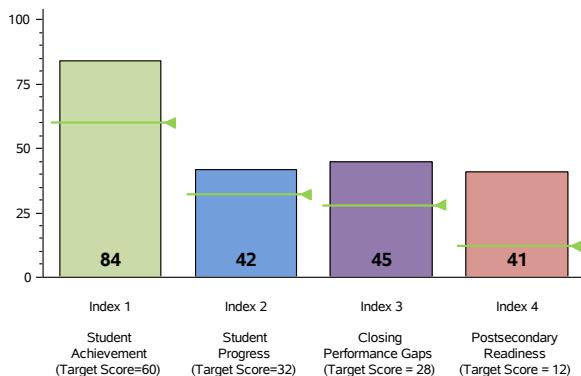
**Texas Education Agency  
2015-16 School Report Card  
TURNER EL (170904104)**

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

Total Students: **637**  
Grade Span: **PK - 05**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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
<b>Attendance Rate (2014-15)</b>	96.5%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	4.4%	8.0%	12.6%
Hispanic	20.3%	34.3%	52.2%
White	68.8%	53.6%	28.5%
American Indian	0.0%	0.4%	0.4%
Asian	2.4%	0.6%	4.0%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	4.2%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	34.5%	57.5%	59.0%
English Language Learners	5.8%	14.6%	18.5%
Special Education	6.9%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

#### Elementary

Kindergarten	22.8	20.3	18.9
Grade 1	19.1	20.8	19.1
Grade 2	19.3	19.5	19.1
Grade 3	17.3	19.5	19.1
Grade 4	20.2	18.4	19.0
Grade 5	25.5	20.4	20.8

#### Mobility Rate (2014-15)

### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,444	\$8,221	\$9,065
Instruction	\$4,517	\$4,488	\$5,158
Instructional Leadership	\$15	\$31	\$138
School Leadership	\$445	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page**  
**1**

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>											
All Subjects	2016	75%	72%	84%	58%	80%	87%	-	92%	-	79%
Reading	2016	73%	70%	81%	50%	74%	86%	-	89%	-	73%
Mathematics	2016	76%	75%	90%	70%	92%	91%	-	100%	-	82%
Writing	2016	69%	66%	81%	*	75%	86%	-	*	-	*
Science	2016	79%	75%	75%	*	63%	78%	-	100%	-	*
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>											
Two or More Subjects	2016	45%	37%	46%	*	26%	52%	-	67%	-	50%
Reading	2016	46%	39%	50%	*	34%	56%	-	67%	-	*
Mathematics	2016	43%	38%	57%	*	47%	60%	-	89%	-	50%
Writing	2016	41%	32%	41%	*	28%	46%	-	*	-	*
Science	2016	47%	39%	33%	*	*	38%	-	*	-	*
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>											
All Subjects	2016	18%	13%	23%	*	11%	28%	-	29%	-	18%
Reading	2016	17%	11%	23%	*	11%	28%	-	*	-	*
Mathematics	2016	19%	16%	31%	*	17%	37%	-	56%	-	*
Writing	2016	15%	10%	14%	*	*	17%	-	*	-	*
Science	2016	16%	11%	8%	*	*	11%	-	*	-	*
<b>STAAR Percent Met or Exceeded Progress</b>											
All Subjects	2016	62%	56%	70%	*	65%	72%	-	*	-	*
Reading	2016	60%	55%	64%	*	58%	66%	-	*	-	*
Mathematics	2016	63%	57%	77%	*	72%	79%	-	*	-	*
<b>STAAR Percent Exceeded Progress</b>											
All Subjects	2016	17%	13%	17%	*	14%	18%	-	*	-	*
Reading	2016	16%	13%	17%	*	14%	19%	-	*	-	*
Mathematics	2016	17%	12%	18%	*	14%	18%	-	*	-	*
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>											
Reading	2016	35%	30%	24%	*	*	27%	-	-	-	*
<b>Students Success Initiative</b>											
Grade 5											
Students Meeting Level II Standard on First STAAR Administration											
Reading	2016	73%	75%	83%	*	79%	84%	-	100%	-	*
Mathematics	2016	77%	81%	88%	*	96%	86%	-	100%	-	*
Students Requiring Accelerated Instruction											
Reading	2016	27%	25%	17%	*	21%	16%	-	*	-	*
Mathematics	2016	23%	19%	12%	*	*	14%	-	*	-	*
<b>STAAR Cumulative Met Standard</b>											
Reading	2016	80%	82%	85%	*	83%	86%	-	100%	-	*
Mathematics	2016	85%	89%	92%	*	96%	91%	-	100%	-	*
81% 92%											

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

\*\* 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.

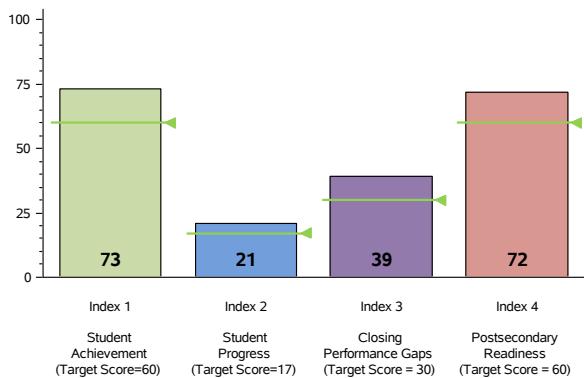
**Texas Education Agency  
2015-16 School Report Card  
WILLIS H S (170904002)**

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

Total Students: **2,008**  
Grade Span: **09 - 12**

### 2016 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 2016, 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.



### 2016 Accountability Rating

#### Met Standard

For 2016 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
<b>Attendance Rate (2014-15)</b>	94.0%	95.4%	95.7%

#### Enrollment by Race/Ethnicity

African American	8.6%	8.0%	12.6%
Hispanic	31.1%	34.3%	52.2%
White	56.1%	53.6%	28.5%
American Indian	0.4%	0.4%	0.4%
Asian	0.8%	0.6%	4.0%
Pacific Islander	0.1%	0.1%	0.1%
Two or More Races	2.7%	2.9%	2.1%

#### Enrollment by Student Group

Economically Disadvantaged	50.2%	57.5%	59.0%
English Language Learners	7.7%	14.6%	18.5%
Special Education	7.3%	7.3%	8.6%

#### Mobility Rate (2014-15)

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			

#### Secondary

English/Language Arts	18.7	18.9	17.1
Foreign Languages	20.7	21.6	19.1
Mathematics	17.6	17.7	18.1
Science	20.8	20.8	19.1
Social Studies	22.9	22.2	19.5

<b>Attendance Rate (2014-15)</b>	18.3%	17.8%	16.5%
----------------------------------	-------	-------	-------

### School Financial Information (2014-15)

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
<b>Instructional Staff Percent</b>	n/a	60.9%	64.5%
<b>Instructional Expenditure Ratio</b>	n/a	60.9%	63.8%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$6,538	\$8,221	\$9,065
Instruction	\$4,177	\$4,488	\$5,158
Instructional Leadership	\$16	\$31	\$138
School Leadership	\$491	\$469	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page**  
**1**

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>											
All Subjects	2016	75%	72%	73%	64%	70%	77%	55%	74%	100%	82%
Reading	2016	73%	70%	64%	58%	59%	68%	*	67%	100%	76%
Mathematics	2016	76%	75%	67%	59%	65%	68%	*	*	*	65%
Science	2016	79%	75%	87%	71%	86%	89%	*	83%	-	87%
Social Studies	2016	77%	74%	90%	80%	89%	93%	-	83%	-	94%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>											
Two or More Subjects	2016	45%	37%	47%	36%	38%	52%	*	64%	*	58%
Reading	2016	46%	39%	44%	33%	36%	49%	*	63%	*	48%
Mathematics	2016	43%	38%	24%	*	20%	27%	*	*	*	56%
Science	2016	47%	39%	53%	40%	44%	60%	*	*	-	62%
Social Studies	2016	47%	38%	55%	45%	48%	60%	-	*	-	56%
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>											
All Subjects	2016	18%	13%	8%	3%	5%	11%	*	26%	*	8%
Reading	2016	17%	11%	2%	*	*	3%	*	*	*	*
Mathematics	2016	19%	16%	5%	*	6%	5%	*	*	*	*
Science	2016	16%	11%	15%	*	8%	21%	*	*	-	10%
Social Studies	2016	22%	14%	20%	14%	13%	27%	-	*	-	*
<b>STAAR Percent Met or Exceeded Progress</b>											
All Subjects	2016	62%	56%	44%	*	40%	48%	*	*	*	*
Reading	2016	60%	55%	*	*	*	*	*	*	*	*
Mathematics	2016	63%	57%	31%	*	29%	33%	*	*	-	*
<b>STAAR Percent Exceeded Progress</b>											
All Subjects	2016	17%	13%	3%	*	3%	2%	*	*	*	*
Reading	2016	16%	13%	*	*	*	*	*	*	*	*
Mathematics	2016	17%	12%	6%	*	6%	6%	*	*	-	*
<b>Students Success Initiative</b>											
Grade 8											
STAAR Non-Proficient Students Promoted by Grade Placement Committee											
Reading	2015	97%	100%	*	-	*	*	-	-	-	*
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9											
Reading	2016	12%	*	*	*	*	*	-	-	-	*

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

Page  
2

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

Texas Education Agency 2015-16 School Report Card		WILLIS H S (170904002) WILLIS ISD										
		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>Annual Dropout Rate (Gr 9-12)</b>												
2014-15		2.1%	1.2%	1.2%	0.0%	1.1%	1.4%	0.0%	0.0%	0.0%	1.9%	1.6%
2013-14		2.2%	1.1%	1.1%	1.1%	1.2%	1.1%	0.0%	0.0%	*	0.0%	1.4%
<b>4-Year Longitudinal Rate (Gr 9-12)</b>												
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%
Class of 2014												
Graduated		88.3%	91.2%	91.2%	85.3%	93.6%	91.2%	*	*	*	80.0%	88.3%
Received GED		0.8%	0.3%	0.3%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.5%
Continued HS		4.3%	4.0%	4.0%	5.9%	4.3%	3.8%	*	*	*	0.0%	5.8%
Dropped Out		6.6%	4.5%	4.5%	8.8%	2.1%	4.6%	*	*	*	20.0%	5.3%
Graduates and GED		89.1%	91.5%	91.5%	85.3%	93.6%	91.6%	*	*	*	80.0%	88.8%
Grads, GED, & Cont		93.4%	95.5%	95.5%	91.2%	97.9%	95.4%	*	*	*	80.0%	94.7%
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>												
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%
Class of 2013												
Graduated		90.4%	95.0%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	91.8%
Received GED		1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%
Continued HS		1.3%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%
Dropped Out		7.2%	5.0%	5.0%	0.0%	5.4%	5.2%	*	*	-	*	8.2%
Graduates and GED		91.5%	95.0%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	91.8%
Grads, GED, & Cont		92.8%	95.0%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	91.8%
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>												
Class of 2015		86.1%	93.0%	93.0%	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	90.8%
Class of 2014		85.5%	91.5%	91.5%	75.9%	92.0%	93.1%	*	*	*	*	88.5%
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>												
Class of 2015		84.1%	93.0%	93.0%	87.1%	94.1%	92.7%	*	100.0%	*	100.0%	90.8%
<b>SAT/ACT Results</b>												
Tested												
Class of 2015		68.3%	58.7%	58.7%	66.7%	55.8%	59.2%	*	60.0%	*	37.5%	53.3%
Class of 2014		66.3%	57.9%	57.9%	58.6%	46.5%	61.9%	*	*	*	*	49.7%
Average SAT Score												
Class of 2015		1394	1384	1384	1265	1326	1433	*	*	*	*	1315
Class of 2014		1417	1391	1391	1189	1324	1435	*	*	*	*	1338
Average ACT Score												
Class of 2015		20.6	19.3	19.3	17.4	18.0	20.3	-	*	-	-	18.0
Class of 2014		20.6	20.0	20.0	*	20.1	20.7	*	-	-	-	18.8
For more information about this campus, please see the Texas Academic Performance Report at <a href="https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html">https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html</a>											<b>Page</b>	<b>3</b>

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

\*\* 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.

This page left intentionally blank.

For more information about this campus, please see the Texas Academic Performance Report at  
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

**Page  
4**



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

## 2015-2016 Accreditation Statuses

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

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

**Show/Hide columns:**

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

Show 10 entries

Search:

CDN	Name	ESC	2015 FIRST Rating	2015 Accountability Rating	2015-2016 Accreditation Status	Reason For Status	Notes
170904	WILLIS ISD	6	Pass	Met Standard	ACCREDITED		

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

Previous 1 Next



## **Report of 2013-2014 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2015**

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2013-2014 high school graduates who attended public four-year and two-year higher education in FY 2015.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2014, spring 2015, and summer 2015 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2015, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2015 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at <http://www.txhigheredata.org/Interactive/HSCollLink>. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

**Please note:** In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education were updated to reflect a minor correction in how the GPA data are distributed across ranges.

**Texas High School Graduates from FY2014  
Enrolled in Texas Public or Independent Higher Education in FY 2015**

---

County	District		GPA for 1st Year in Public Higher Education in Texas					
			Total Graduates	<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5
<b>WILLIS ISD</b>								
170904002	WILLIS H S							
	Four-Year Public University		58	9	9	13	16	11
	Two-Year Public Colleges		109	31	22	16	21	18
	Independent Colleges & Universities			13				
	Not Trackable				17			
	Not Found				162			
	Total High School Graduates				359			

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 enrollment 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**  
**2015-16 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	2	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	1	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	1
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	3
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
<b>Total Incidents (TI)</b>		0	0	0	0	0	2	0	4
<b>Cumulative Student Enrollment (CSE)</b>		755	783	863	939	760	1220	1,136	2,786
<b>Incident Rate (TI/CSE x 100)</b>		0.00%	0.00%	0.00%	0.00%	0.00%	0.16%	0.00%	0.14%
<i>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 <a href="http://www.willisisd.org">www.willisisd.org</a>)</i>									



# 2014-2015 Actual Financial data

## Totals for Willis ISD (170904)

Total Membership: 6,905

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
<b>Receipts</b>									
<b>Total Revenue</b>	53,480,068	100.00%	7,745	71,554,826	100.00%	10,363	56,133,489,714	100.00%	10,774
Local Tax	26,972,798	50.44%	3,906	35,881,670	50.15%	5,196	25,280,136,712	45.04%	4,852
Other Local and Intermediate	591,631	1.11%	86	2,842,592	3.97%	412	2,184,020,956	3.89%	419
State	25,852,238	48.34%	3,744	25,959,869	36.28%	3,760	22,814,894,859	40.64%	4,379
Federal	63,401	0.12%	9	6,870,695	9.60%	995	5,854,437,187	10.43%	1,124
<b>Total Receipts</b>	53,480,068	100.00%	7,745	102,035,882	100.00%	14,777	78,601,559,619	100.00%	15,086
Total Revenue	53,480,068	100.00%	7,745	71,554,826	70.13%	10,363	56,133,489,714	100.00%	10,774
Equity Transfers	0	0.00%	0	0	0.00%	0	1,496,609,416	1.90%	287
Total Other Resources	0	0.00%	0	30,481,056	29.87%	4,414	20,971,460,489	26.68%	4,025
<b>Fund Balances (for ISDs)</b>									
<b>Total Fund Balance**</b>	19,285,823	36.06%	2,793	24,519,010	34.27%	3,551	29,561,641,503	54.77%	5,927
Nonspendable Fund Balance	29,693	0.06%	4	29,693	0.04%	4	308,398,318	0.57%	62
Restricted Fund Balance	0	0.00%	0	5,233,187	7.31%	758	13,254,233,291	24.56%	2,657
Committed Fund Balance	9,500,000	17.76%	1,376	9,500,000	13.28%	1,376	3,257,809,183	6.04%	653
Assigned Fund Balance	0	0.00%	0	0	0.00%	0	2,102,056,286	3.89%	421
Unassigned Fund Balance	9,756,130	18.24%	1,413	9,756,130	13.63%	1,413	10,639,144,425	19.71%	2,133
<b>Disbursements</b>									
<b>Total Expenditures</b>									
BY OBJECT	54,966,174	100.00%	7,960	85,094,306	100.00%	12,324	60,977,192,546	100.00%	11,704
Payroll (Objects 6100)	41,249,929	75.05%	5,974	45,538,044	53.51%	6,595	37,049,271,624	60.76%	7,111
Other Operating (Objects 6200-6400)	6,898,319	12.55%	999	11,229,054	13.20%	1,626	10,508,649,793	17.23%	2,017
Debt Service (Objects 6500)	0	0.00%	0	21,473,142	25.23%	3,110	7,236,507,503	11.87%	1,389
Capital Outlay (Objects 6600)	6,817,926	12.40%	987	6,854,066	8.05%	993	6,182,763,626	10.14%	1,187

BY FUNCTION (Objects 6100-6400  
only)

Debt Service (71)	0	0	0	0	494,213	0
Facilities Acquisition & Construction (81)	0	0	0	0	329,486,348	63
<b>Total Operating Expenditures</b>	<b>48,148,248</b>	<b>100.00%</b>	<b>6,973</b>	<b>56,767,098</b>	<b>100.00%</b>	<b>8,221</b>
Instruction (11,95)	28,519,866	59.23%	4,130	30,992,155	54.60%	4,488
Instructional Res Media (12)	373,225	0.78%	54	525,519	0.93%	76
Curriculum/Staff Develop (13)	804,033	1.67%	116	1,202,327	2.12%	174
Instructional Leadership (21)	143,428	0.30%	21	211,036	0.37%	31
School Leadership (23)	3,206,717	6.66%	464	3,236,511	5.70%	469
Guidance Counseling Svcs (31)	1,701,565	3.53%	246	1,887,290	3.32%	273
Social Work Services (32)	117,071	0.24%	17	117,071	0.21%	17
Health Services (33)	550,701	1.14%	80	671,245	1.18%	97
Transportation (34)	2,781,631	5.78%	403	2,814,874	4.96%	408
Food (35)	0	0.00%	0	4,014,726	7.07%	581
Extracurricular (36)	1,354,863	2.81%	196	2,324,464	4.09%	337
General Administration (41,92)	1,378,739	2.86%	200	1,378,739	2.43%	200
Plant Maint/Operation (51)	6,427,881	13.35%	931	6,547,881	11.53%	948
Security/Monitoring (52)	425,892	0.88%	62	425,892	0.75%	62
Data Processing Services (53)	362,636	0.75%	53	362,636	0.64%	53
Community Services (61)	0	0.00%	0	54,732	0.10%	8
<b>Total Disbursements</b>	<b>55,272,653</b>	<b>100.00%</b>	<b>8,005</b>	<b>102,855,908</b>	<b>100.00%</b>	<b>14,896</b>
Total Expenditures	54,966,174	99.45%	7,960	85,094,306	82.73%	12,324
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Uses	0	0.00%	0	17,450,000	16.97%	2,527
Intergovernmental Charge	306,479	0.55%	44	311,602	0.30%	45
<b>Program Expenditures</b>						
<b>Operating Expenditures - Program</b>	<b>36,607,546</b>	<b>100.00%</b>	<b>5,302</b>	<b>40,205,082</b>	<b>100.00%</b>	<b>5,823</b>
Regular	24,150,839	65.97%	3,498	24,150,839	60.07%	3,498
Gifted and Talented	169,811	0.46%	25	169,811	0.42%	25
Career and Technical	1,908,935	5.21%	276	1,990,141	4.95%	288
Students with Disabilities	4,595,323	12.55%	666	6,036,266	15.01%	874
Accelerated Education	2,783,604	7.60%	403	4,413,818	10.98%	639
Bilingual	340,480	0.93%	49	457,404	1.14%	66
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0

Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	214,449,433	0.61%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	24,917,911	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,857,002,479	5.27%	356
Athletics/Related Activities	1,186,327	3.24%	172	1,455,555	3.62%	211	919,076,645	2.61%	176
High School Allotment	1,014,980	2.77%	147	1,014,980	2.52%	147	406,767,398	1.15%	78
Prekindergarten	457,247	1.25%	66	516,268	1.28%	75	831,669,835	2.36%	160

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	60.9%	63.8%

#### Tax Rates

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

Maintenance and Operations	1.0400	1.0741
Interest and Sinking Funds	0.3500	0.1897
Total Tax Rate	1.3900	1.2638

#### 2013 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	2,373,605,330	N/A	1,871,511,130,244	N/A
Property Value per pupil	343,752	N/A	375,792	N/A
Property Value by category:				
Business	558,746,151	21.26%	734,946,454,778	35.98%
Residential	1,906,117,977	72.52%	1,104,324,234,295	54.06%
Land	147,614,098	5.62%	58,742,939,046	2.88%
Oil and Gas	0	0.00%	133,469,263,469	6.53%
Other	15,974,151	0.61%	11,225,667,994	0.55%

#### Unassigned Fund Balance percentage of total budgeted expenditures

2014-2015 School Districts' General Fund Unassigned Fund Balance***	9,756,130	10,667,062,944
2014-2015 School Districts' General Fund Total Budgeted Expenditures	50,662,695	40,721,513,562
2014-2015 School Districts' Percent of Total Budgeted Expenditures	19.3%	26.2%

\*\* Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

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



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: Robert P Brabham Middle      District: WILLIS ISD**

Campus Number: 170904043

Total Membership: 791

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	4,023,088	100.00	5,086	4,585,608	100.00	5,797
Operating-Payroll	3,775,448	93.84	4,773	3,981,973	86.84	5,034
Other Operating	247,640	6.16	313	583,846	12.73	738
Non-Operating(Equip/Supplies)	0	0.00	0	19,789	0.43	25
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	4,023,088	100.00	5,086	4,565,819	100.00	5,772
Instruction (11,95) *	2,881,847	71.63	3,643	2,944,629	64.49	3,723
Instructional Res/Media (12) *	61,408	1.53	78	61,408	1.34	78
Curriculum/Staff Develop (13) *	69,185	1.72	87	69,185	1.52	87
Instructional Leadership (21) *	14,295	0.36	18	14,295	0.31	18
School Leadership (23) *	413,492	10.28	523	413,492	9.06	523
Guidance/Counseling Svcs (31) *	161,083	4.00	204	175,900	3.85	222
Social Work Services (32) *	4,343	0.11	5	4,343	0.10	5
Health Services (33) *	69,321	1.72	88	69,321	1.52	88
Food (35) **	0	0.00	0	341,834	7.49	432
Extracurricular (36) *	125,556	3.12	159	248,854	5.45	315
Plant Maint/Operation (51) * **	220,720	5.49	279	220,720	4.83	279
Security/Monitoring (52) * **	1,838	0.05	2	1,838	0.04	2
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,674,974	100.00	4,646	3,752,573	100.00	4,744
Regular	3,021,175	82.21	3,819	3,021,175	80.51	3,819
Gifted & Talented	85,044	2.31	108	85,044	2.27	108
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	421,658	11.47	533	499,257	13.30	631
Accelerated Education	144,960	3.94	183	144,960	3.86	183
Bilingual	2,137	0.06	3	2,137	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
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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: Edward B Cannan El      District: WILLIS ISD**

Campus Number: 170904106

Total Membership: 632

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,261,036	100.00	5,160	3,995,149	100.00	6,321
Operating-Payroll	3,112,395	95.44	4,925	3,487,312	87.29	5,518
Other Operating	148,641	4.56	235	507,837	12.71	804
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,261,036	100.00	5,160	3,995,149	100.00	6,321
Instruction (11,95) *	2,572,504	78.89	4,070	2,803,165	70.16	4,435
Instructional Res/Media (12) *	29,886	0.92	47	96,954	2.43	153
Curriculum/Staff Develop (13) *	76,831	2.36	122	86,743	2.17	137
Instructional Leadership (21) *	10,841	0.33	17	10,841	0.27	17
School Leadership (23) *	253,652	7.78	401	253,652	6.35	401
Guidance/Counseling Svcs (31) *	132,823	4.07	210	135,326	3.39	214
Social Work Services (32) *	14,148	0.43	22	14,148	0.35	22
Health Services (33) *	58,775	1.80	93	58,775	1.47	93
Food (35) **	0	0.00	0	353,806	8.86	560
Extracurricular (36) *	0	0.00	0	70,163	1.76	111
Plant Maint/Operation (51) * **	111,576	3.42	177	111,576	2.79	177
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,149,460	100.00	4,983	3,459,604	100.00	5,474
Regular	2,301,118	73.06	3,641	2,301,118	66.51	3,641
Gifted & Talented	6,006	0.19	10	6,006	0.17	10
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	302,407	9.60	478	339,977	9.83	538
Accelerated Education	381,256	12.11	603	653,830	18.90	1,035
Bilingual	69,650	2.21	110	69,650	2.01	110
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
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	89,023	2.83	141	89,023	2.57	141

\*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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: C C Hardy El      District: WILLIS ISD**

Campus Number: 170904103

Total Membership: 676

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,564,974	100.00	5,274	4,352,673	100.00	6,439
Operating-Payroll	3,397,348	95.30	5,026	3,787,530	87.02	5,603
Other Operating	167,626	4.70	248	565,143	12.98	836
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,564,974	100.00	5,274	4,352,673	100.00	6,439
Instruction (11,95) *	2,882,975	80.87	4,265	3,147,971	72.32	4,657
Instructional Res/Media (12) *	6,556	0.18	10	45,145	1.04	67
Curriculum/Staff Develop (13) *	76,937	2.16	114	96,796	2.22	143
Instructional Leadership (21) *	15,046	0.42	22	15,046	0.35	22
School Leadership (23) *	257,071	7.21	380	257,648	5.92	381
Guidance/Counseling Svcs (31) *	116,838	3.28	173	116,838	2.68	173
Social Work Services (32) *	9,397	0.26	14	9,397	0.22	14
Health Services (33) *	69,792	1.96	103	70,791	1.63	105
Food (35) **	0	0.00	0	408,112	9.38	604
Extracurricular (36) *	0	0.00	0	54,567	1.25	81
Plant Maint/Operation (51) * **	130,362	3.66	193	130,362	2.99	193
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,434,612	100.00	5,081	3,758,633	100.00	5,560
Regular	2,603,159	75.79	3,851	2,603,159	69.26	3,851
Gifted & Talented	6,017	0.18	9	6,017	0.16	9
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	471,853	13.74	698	502,746	13.38	744
Accelerated Education	173,601	5.05	257	466,729	12.42	690
Bilingual	157,051	4.57	232	157,051	4.18	232
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
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	22,931	0.67	34	22,931	0.61	34

\*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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: Lynn Lucas Middle      District: WILLIS ISD**

Campus Number: 170904042

Total Membership: 774

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	4,279,326	100.00	5,529	4,786,605	100.00	6,184
Operating-Payroll	4,030,333	94.18	5,207	4,243,262	88.65	5,482
Other Operating	248,993	5.82	322	543,343	11.35	702
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	4,279,326	100.00	5,529	4,786,605	100.00	6,184
Instruction (11,95) *	3,083,378	72.05	3,984	3,121,360	65.21	4,033
Instructional Res/Media (12) *	57,651	1.35	74	57,651	1.20	74
Curriculum/Staff Develop (13) *	75,459	1.76	97	75,459	1.58	97
Instructional Leadership (21) *	17,687	0.41	23	17,687	0.37	23
School Leadership (23) *	403,324	9.42	521	403,324	8.43	521
Guidance/Counseling Svcs (31) *	174,067	4.07	225	195,128	4.08	252
Social Work Services (32) *	30,054	0.70	39	30,054	0.63	39
Health Services (33) *	64,311	1.50	83	64,311	1.34	83
Food (35) **	0	0.00	0	385,245	8.05	498
Extracurricular (36) *	127,186	2.97	164	190,177	3.97	246
Plant Maint/Operation (51) * **	243,884	5.70	315	243,884	5.10	315
Security/Monitoring (52) * **	2,325	0.05	3	2,325	0.05	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,905,931	100.00	5,046	3,964,974	100.00	5,123
Regular	3,089,663	79.10	3,992	3,089,663	77.92	3,992
Gifted & Talented	26,159	0.67	34	26,159	0.66	34
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	624,924	16.00	807	683,967	17.25	884
Accelerated Education	160,947	4.12	208	160,947	4.06	208
Bilingual	4,238	0.11	5	4,238	0.11	5
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
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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: W Lloyd Meador El      District: WILLIS ISD**

Campus Number: 170904107

Total Membership: 771

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,801,459	100.00	4,931	4,775,370	100.00	6,194
Operating-Payroll	3,632,511	95.56	4,711	4,231,993	88.62	5,489
Other Operating	168,948	4.44	219	543,377	11.38	705
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,801,459	100.00	4,931	4,775,370	100.00	6,194
Instruction (11,95) *	3,088,199	81.24	4,005	3,566,312	74.68	4,626
Instructional Res/Media (12) *	39,431	1.04	51	45,445	0.95	59
Curriculum/Staff Develop (13) *	81,322	2.14	105	92,074	1.93	119
Instructional Leadership (21) *	14,747	0.39	19	14,747	0.31	19
School Leadership (23) *	251,131	6.61	326	251,131	5.26	326
Guidance/Counseling Svcs (31) *	110,459	2.91	143	124,457	2.61	161
Social Work Services (32) *	9,479	0.25	12	9,479	0.20	12
Health Services (33) *	70,447	1.85	91	70,447	1.48	91
Food (35) **	0	0.00	0	403,060	8.44	523
Extracurricular (36) *	0	0.00	0	61,974	1.30	80
Plant Maint/Operation (51) * **	136,244	3.58	177	136,244	2.85	177
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,665,215	100.00	4,754	4,174,092	100.00	5,414
Regular	2,982,457	81.37	3,868	2,982,457	71.45	3,868
Gifted & Talented	12,629	0.34	16	12,629	0.30	16
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	348,188	9.50	452	593,749	14.22	770
Accelerated Education	192,166	5.24	249	455,482	10.91	591
Bilingual	67,384	1.84	87	67,384	1.61	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
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	62,391	1.70	81	62,391	1.49	81

\*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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: Parmley El      District: WILLIS ISD**

Campus Number: 170904101

Total Membership: 743

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	4,054,898	100.00	5,457	4,967,609	100.00	6,686
Operating-Payroll	3,882,276	95.74	5,225	4,451,225	89.60	5,991
Other Operating	172,622	4.26	232	516,384	10.40	695
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	4,054,898	100.00	5,457	4,967,609	100.00	6,686
Instruction (11,95) *	3,245,540	80.04	4,368	3,675,291	73.99	4,947
Instructional Res/Media (12) *	6,475	0.16	9	44,323	0.89	60
Curriculum/Staff Develop (13) *	85,997	2.12	116	96,749	1.95	130
Instructional Leadership (21) *	23,646	0.58	32	23,646	0.48	32
School Leadership (23) *	283,646	7.00	382	283,646	5.71	382
Guidance/Counseling Svcs (31) *	143,419	3.54	193	143,419	2.89	193
Social Work Services (32) *	9,308	0.23	13	9,308	0.19	13
Health Services (33) *	87,281	2.15	117	87,281	1.76	117
Food (35) **	0	0.00	0	398,362	8.02	536
Extracurricular (36) *	0	0.00	0	35,998	0.72	48
Plant Maint/Operation (51) * **	169,586	4.18	228	169,586	3.41	228
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	3,885,312	100.00	5,229	4,363,663	100.00	5,873
Regular	2,516,128	64.76	3,386	2,516,128	57.66	3,386
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	954,620	24.57	1,285	1,091,373	25.01	1,469
Accelerated Education	170,408	4.39	229	452,985	10.38	610
Bilingual	36,457	0.94	49	36,457	0.84	49
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
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	207,699	5.35	280	266,720	6.11	359

\*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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: Turner El      District: WILLIS ISD**

Campus Number: 170904104

Total Membership: 574

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	3,097,087	100.00	5,396	3,698,605	100.00	6,444
Operating-Payroll	2,972,414	95.97	5,178	3,247,819	87.81	5,658
Other Operating	124,673	4.03	217	450,786	12.19	785
Non-Operating(Equip/Supplies)	0	0.00	0	0	0.00	0
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	3,097,087	100.00	5,396	3,698,605	100.00	6,444
Instruction (11,95) *	2,399,871	77.49	4,181	2,592,726	70.10	4,517
Instructional Res/Media (12) *	38,042	1.23	66	40,817	1.10	71
Curriculum/Staff Develop (13) *	58,851	1.90	103	69,243	1.87	121
Instructional Leadership (21) *	8,892	0.29	15	8,892	0.24	15
School Leadership (23) *	255,222	8.24	445	255,222	6.90	445
Guidance/Counseling Svcs (31) *	158,011	5.10	275	158,897	4.30	277
Social Work Services (32) *	9,339	0.30	16	9,339	0.25	16
Health Services (33) *	65,269	2.11	114	65,269	1.76	114
Food (35) **	0	0.00	0	306,089	8.28	533
Extracurricular (36) *	0	0.00	0	88,521	2.39	154
Plant Maint/Operation (51) * **	103,590	3.34	180	103,590	2.80	180
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	2,993,497	100.00	5,215	3,200,405	100.00	5,576
Regular	2,189,699	73.15	3,815	2,189,699	68.42	3,815
Gifted & Talented	25,743	0.86	45	25,743	0.80	45
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	356,068	11.89	620	381,702	11.93	665
Accelerated Education	346,523	11.58	604	506,481	15.83	882
Bilingual	261	0.01	0	21,577	0.67	38
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
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	75,203	2.51	131	75,203	2.35	131

\*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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



**TEXAS EDUCATION AGENCY**  
**2014-2015 PEIMS Actual Financial Data by Campus**

**School Campus: Willis H S      District: WILLIS ISD**

Campus Number: 170904002

Total Membership: 1,942

	<b>General Fund</b>	<b>%</b>	<b>Per Student</b>	<b>All Funds</b>	<b>%</b>	<b>Per Student</b>
<b>Expenditures by Object (Objects 6100-6600)</b>						
Total Expenditures	11,194,804	100.00	5,765	12,748,793	100.00	6,565
Operating-Payroll	10,154,448	90.71	5,229	10,689,361	83.85	5,504
Other Operating	1,005,563	8.98	518	2,008,288	15.75	1,034
Non-Operating(Equip/Supplies)	34,793	0.31	18	51,144	0.40	26
<b>Expenditures by Function (Objects 6100-6400 Only)</b>						
Total Operating Expenditures	11,160,011	100.00	5,747	12,697,649	100.00	6,538
Instruction (11,95) *	7,769,702	69.62	4,001	8,111,797	63.88	4,177
Instructional Res/Media (12) *	130,030	1.17	67	130,030	1.02	67
Curriculum/Staff Develop (13) *	220,658	1.98	114	222,506	1.75	115
Instructional Leadership (21) *	30,801	0.28	16	30,801	0.24	16
School Leadership (23) *	952,566	8.54	491	952,566	7.50	491
Guidance/Counseling Svcs (31) *	624,181	5.59	321	625,084	4.92	322
Social Work Services (32) *	12,579	0.11	6	12,579	0.10	6
Health Services (33) *	64,355	0.58	33	64,355	0.51	33
Food (35) **	0	0.00	0	758,520	5.97	391
Extracurricular (36) *	942,199	8.44	485	1,376,471	10.84	709
Plant Maint/Operation (51) * **	395,404	3.54	204	395,404	3.11	204
Security/Monitoring (52) * **	17,536	0.16	9	17,536	0.14	9
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
<b>Program expenditures by Program (Objects 6100-6400 only)</b>						
Total Operating Expenditures	9,804,872	100.00	5,049	10,149,718	100.00	5,226
Regular	5,394,698	55.02	2,778	5,394,698	53.15	2,778
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,908,935	19.47	983	1,985,018	19.56	1,022
Students with Disabilities	1,015,167	10.35	523	1,261,984	12.43	650
Accelerated Education	467,790	4.77	241	467,790	4.61	241
Bilingual	3,302	0.03	2	25,248	0.25	13
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
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	1,014,980	10.35	523	1,014,980	10.00	523
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://www.tea.state.tx.us/index2.aspx?id=2147495078>) be used for the analysis of costs reported by comparable school districts.

**Note: Some amounts may not total due to rounding.**



# Glossary

## 2015–16 Texas Academic Performance Report

November 2016

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

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

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

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

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

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

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

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

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

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

---

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

---

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

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

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

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

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

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

---

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

---

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

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

---

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

---

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

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

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

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

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

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

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

---

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

---

Number of 2014–15 annual graduates

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

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

---

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

---

total students enrolled in 11<sup>th</sup> and 12<sup>th</sup> grades

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

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

---

**number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB score at or above criterion**

---

number of 11<sup>th</sup> and 12<sup>th</sup> graders with at least one AP or IB examination

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

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

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

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

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

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

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

This indicator was used in awarding distinction designations in 2016. For a detailed explanation of distinction designations, see Chapter 5 of the *2016 Accountability Manual*.  
(Source of data: PEIMS; Record 400, Student – Basic Attendance, Submission 1)

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

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

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

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

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

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

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

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

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

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

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

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

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

The following rules apply to the average class sizes:

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

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

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

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

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

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

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

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

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

The percentages are calculated as follows:

*English Language Arts.*

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for ELA in 2014–15}}{\text{number of 2014–15 annual graduates with ELA results to evaluate}}$$

*Mathematics.*

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with mathematics results to evaluate}}$$

*Both Subjects.*

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA & mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with results in both subjects to evaluate}}$$

*Either Subject.*

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on either ELA or mathematics in 2014–15}}{\text{number of 2014–15 annual graduates with results in either subjects to evaluate}}$$

Performance is shown for the classes of 2015 and 2014.

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

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

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

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

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

---

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

---

**Number of 2014–15 annual graduates**

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

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

---

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

---

**Number of 2014–15 annual graduates**

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

**Completion Rate:** Please see *Longitudinal Rates*.

**County District Number (CDN):** Please see District Number

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

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

---

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

---

**number of 2014–15 annual graduates**

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

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

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

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

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

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

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

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

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

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

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

**Dropout Rate:** Please see *Annual Dropout Rate*.

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

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

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

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

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

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

Inclusion and exclusion of ELL performance varies by indicator:

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

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

**Enrollment:** Please see *Total Students*.

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

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

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

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

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

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

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

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

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

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

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

**number of graduates in the Class of 2015 who complete a 4-year FHSP-DLA**

---

**number of graduates in the Class of 2015 with reported FHSP graduation plans)**

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

**number of graduates in the Class of 2015 who complete a 4-year FHSP-E**

---

**number of graduates in the Class of 2015 with reported FHSP graduation plans**

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

**number of graduates in the Class of 2015 who complete a 4-year RHSP or DAP**

---

**number of graduates in the Class of 2015 with reported graduation plans**

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

**number of graduates from the Class of 2015 who complete a 4-year RHSP or DAP  
or FHSP-E or FHSP-DLA**

---

**number of graduates in the Class of 2015 with reported graduation plans**

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

**number of graduates in SY 2014–15 who earn an FHSP-E**

---

**number of graduates in SY 2014–15 with reported FHSP graduation plans (excludes  
graduates with RHSP and DAP degree plans)**

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

**number of graduates in SY 2014–15 who earn an FHSP-E**

---

**number of graduates in SY 2014–15 with reported FHSP graduation plans**

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

**number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP**

---

**number of graduates in SY 2014–15 with reported graduation plans**

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

**number of graduates in SY 2014–15 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA**

---

**number of graduates in SY 2014–15 with reported graduation plans**

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

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

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

**number of graduates during the 2013–14 school year who attended a public or independent college or university in Texas in the 2014–15 academic year**

---

**number of graduates during the 2013–14 school year**

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. 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.

**number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated  
and**

**met the *Texas Success Initiative* requirement in all subject areas (reading, writing, and mathematics)**

---

**number of graduates during the 2013–14 school year who enrolled in a public college or university in Texas for the school year following the year they graduated**

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

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

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

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

**Graduation Rate:** Please see *Longitudinal Rates*.

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

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

---

**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**

---

**total number of hours worked by all district employees**

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

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

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

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

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

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

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

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

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

*Additional Information on Cohorts:*

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

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

*4-Year Longitudinal Rate*

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

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

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

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

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

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

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

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

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

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

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

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

### 5-Year Extended Longitudinal Rate

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

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

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

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

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

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

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

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

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

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

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

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

### Six-year Extended Longitudinal Rate

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

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

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

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

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

---

**number of students from the cohort who were enrolled in the fall of the 2014–15 school year**

---

number of students in the 2013 cohort\*

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

---

**number of students from the cohort who dropped out before fall of the 2014–15 school year**

---

number of students in the 2013 cohort\*

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

---

**number of students from the cohort who received a high school diploma by August 31, 2015  
plus number of students from the cohort who received a GED by August 31, 2015**

---

number of students in the 2013 cohort\*

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

---

**number of students from the cohort who received a high school diploma by August 31, 2015  
plus number of students from the cohort who received a GED by August 31, 2015  
plus number of students from the cohort who were enrolled in the fall of the 2015–16 school year**

---

number of students in the 2013 cohort\*

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

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

#### *Additional Information about Federal Graduation Rates*

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

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

---

**number of students from the cohort who received a high school diploma by August 31, 2015**

---

number of students in the 2015 cohort \*\*

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

---

**number of students from the cohort who received a high school diploma by August 31, 2015**

---

number of students in the 2014 cohort\*\*

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

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

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

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

Please see Special Symbols for additional information.

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

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

**number of mobile students in 2014–15**

---

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

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

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

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

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

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

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

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

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

---

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

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

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

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

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

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

---

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

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

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

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

Four values are calculated for this indicator:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Monitoring\\_and\\_Interventions/Program\\_Monitoring\\_and\\_Interventions/Special\\_Education\\_Intervention\\_Guidance\\_and\\_Resources/](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/](http://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/)

**Special Symbols:** Characters used to indicate certain, specific circumstances. The 2015–16 TAPR uses special symbols in the following circumstances:

- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- An asterisk (\*) is used to mask small numbers in order to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- '-' Indicates zero observations reported for this group.
- n/a indicates that the data are not available or not applicable.
- '\*\*' Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.
- '##' Indicates that PID Error rate information cannot be reported in 2015–16 due to the transition from PEIMS Edit+ to TSDS.

For more information, see the *Explanation of Masking* at

<https://rptsvrl.tea.texas.gov/perfreport/tapr/2016/masking.html>

**STAAR (State of Texas Assessments of Academic Readiness):** A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR test is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
  - Grade 3 – reading and mathematics
  - Grade 4 – reading, mathematics and writing
  - Grade 5 – reading, mathematics (1<sup>st</sup> and 2<sup>nd</sup> administration cumulative) and science
  - Grade 6 – reading and mathematics
  - Grade 7 – reading, mathematics and writing
  - Grade 8 – reading, mathematics (1<sup>st</sup> and 2<sup>nd</sup> administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
  - English I
  - English II
  - Algebra I
  - U.S. History
  - Biology

- *All Grades:*
  - STAAR Percentage at Level II Satisfactory Standard or Above (All Grades). The accountability indicator used to determine the scores for Indices 1 and 3. The first measure under this indicator, All Subjects, combines all subjects and all grades.
  - STAAR Percentage at Postsecondary Readiness Standard. The percentage of students who are determined to be sufficiently prepared for postsecondary success by achieving the Final Level II performance standard on two or more assessments. The measure Two or More Subjects includes the performance of 1) students who took only one assessment and scored at the postsecondary level or better and 2) students who scored at the postsecondary level or better on two or more assessments. A student who took more than one assessment and scored at the postsecondary level on only one of them is not included in the count of postsecondary-ready students. This measure is part of determining the score for Index 4.
  - STAAR Percentage at Advanced Standard. The percentage of tests that met or exceeded the Advanced Level III performance standard. This indicator was part of determining the score for Index 3.
  - STAAR Percentage Met or Exceeded Progress. The percentage of tests that met or exceeded the STAAR or ELL progress measure expectations. See Chapter 4 of the 2016 Accountability Manual for more information. This indicator was used in determining the score for Index 2.
  - STAAR Percentage Exceeded Progress. The percentage of tests that exceeded the progress measure expectations. This indicator was used in determining the score for Index 2.

#### Other Important Information

- *The Texas English Language Learner Progress Measure.* Often referred to simply as the ELL progress measure, it provides year-to-year performance expectations on the State of Texas Assessments of Academic Readiness (STAAR®) content-area assessments for ELL students. The progress measure is based on a student's level of English language proficiency and the amount of time he or she has attended school in the United States. Year-to-year performance expectations for the STAAR content-area tests identify ELL progress as meeting or exceeding an individual year-to-year expectation plan. An ELL's plan is determined by the number of years the student has been enrolled in U.S. schools and the student's Texas English Language Proficiency Assessment System (TELPAS) composite proficiency level. For detailed information regarding inclusion and exclusion of ELL performance, see Appendix I in the *2016 Accountability Manual*.
- *Substitute Assessments.* Certain, specific assessments that students may take in place of an EOC assessment. Performance on the substitute assessments is used in calculating Index 1 and Index 4. For more information, see the Texas Administrative Code, §101.4002, at <http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html>.
- *Special Education.* STAAR and STAAR A results are included in all indices. STAAR Alt 2 results are included in Index 1, Index 2, and Index 3.
- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance includes performance on the Spanish STAAR tests.

- *Rounding of STAAR results.* STAAR performance shown on the TAPR is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.
- *Masking.* STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/masking.html>

See STAAR Participation and Student Success Initiative. (Source of data: TEA Student Assessment Division)

**STAAR Participation:** The percentage of students who were administered a STAAR assessment. Includes STAAR, STAAR A, STAAR Alt 2, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* 1) answer documents (STAAR, STAAR A, STAAR Alternate 2, STAAR-L, TELPAS) with a score code of “S”, 2) STAAR Alternate 2 testers with a score code of “N”, 3) STAAR, STAAR A or STAAR Alternate 2 reading testers with a score code of “A” or “O” who also have a scored TELPAS assessment, and 4) year 1-5 asylee/refugees and SIFE mathematics testers with a scored TELPAS assessment.
  - *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O
  - *Not included in Accountability:* answer documents counted as participants, but not used in determining the district or campus accountability rating
    - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall PEIMS submission dates (October 30, 2015, or October 31, 2014 for summer 2015 EOCs)
    - ◆ *Other Exclusions.* The following answer documents were excluded from the rating determination:
      - ❖ Answer documents for students who were tested only on the TELPAS or TELPAS plus STAAR tests with score codes of A or O.
      - ❖ Answer documents of students who are either an ELL who has been in school in the U.S. for less than two years or an asylee, refugee, or SIFE student who has been in school in the U.S. for less than six years.
      - ❖ Answer documents of ELL students who have been in U.S. schools for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated for reasons other than parental denial of services or the student having exceeded the ELL progress measure plan.
      - ❖ Answer documents of STAAR Alt 2 testers with a score code of N.
- *Not Tested:* answer documents with score codes A or O
  - *Absent:* answer documents with a score code A
  - *Other:* answer documents with score codes O, except for substitute assessments.

The denominator for participation is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to whole numbers. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Source of data: TEA Student Assessment Division)

**Staff Exclusions (not on campus profile):** The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services. *Shared Services Arrangement (SSA) Staff* are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid. *Contracted Instructional Staff (District and Campus Profiles)* refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (Source of data: PEIMS; Record 055, District Finance Data – Contracted Instructional Staff, Record 060 – Staff Data – Employment Payroll Accounting, Submission 1)

**Student Enrollment by Program:** The count and percentage of students served in programs and/or courses for special education, career and technical education, bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. (Source of data: PEIMS; Record 110 – Student – Enrollment, Record 163 – Student – Special Education Program, Record 169 – Student – Career and Technical Education Program, Submission 1)

**Student Success Initiative (SSI):** Grade-advancement requirements enacted by the 76<sup>th</sup> Legislature in 1999 that requires students to demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8.

For 2016, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration:* The percentage of students who met Level II Satisfactory Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Level II Satisfactory Standard in the first administration}}{\text{number of students tested in the first administration}}$$

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students in the first administration}}$$

- (3) STAAR Cumulative Met Standard: The cumulative (and unduplicated) percentage of students who took and passed the tests in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the test in either of the first two administrations}}{\text{cumulative number of students who took the test in either of the first two administrations}}$$

- (4)\* STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC): The percentage of students who were non-proficient after all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who did not pass all administrations}}$$

- (5)\* STAAR Met Standard (Non-Proficient in Previous Year):

- Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2015 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2016}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2016}}$$

- Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2015 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2016}}{\text{number of students retained and took grade 5 STAAR reading in 2016}}$$

\* This item does not apply to Mathematics in 2016, because the grade 3–8 Mathematics was not included in the 2015 accountability.

For more information, see TEA's Student Assessment Division SSI site at  
<http://tea.texas.gov/student.assessment/ssi/>

(Source of data: TEA Student Assessment Division)

**Students by Grade:** The count of students in each grade divided by the total number of students. (Source of data: PEIMS; Record 110, Student Data – Enrollment, Submission 1)

**Students with Disciplinary Placements:** The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

<b>number of students with one or more disciplinary placements</b>
<b>number of students who were in attendance at any time during the school year</b>

For 2015–16, the following 19 action codes on the PEIMS 425 record are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. (Source of data: PEIMS; Record 425, *Disciplinary Action Data, Submission 3*)

**Superintendent:** The educational leader and administrative manager of the district or charter operator. It includes other titles that may apply to charter operators, such as chief executive officer, president, and chief administrative officer.

**Tax Information:** This information, including tax rates and assessed district property values, is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

**Teachers by Ethnicity and Sex:** The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, *Staff – Identification/Demographic*, Record 050, *Staff – Employment – Payroll Summary*, Record 090, *Staff – Responsibilities, Submission 1*)

**Teachers by Highest Degree Held:** The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. (Source of data: PEIMS; Record 040, *Staff – Identification/Demographic*, Record 050, *Staff – Employment – Payroll Summary*, Record 090, *Staff – Responsibilities, Submission 1*)

**Teachers by Program (population served) (district profile only):** The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percent of total teacher FTEs. (Source of data: PEIMS; Record 040, *Staff – Identification/Demographic*, Record 050, *Staff – Employment – Payroll Summary*, Record 090, *Staff – Responsibilities, Submission 1*)

**Teachers by Years of Experience:** The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the reporting district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. A beginning teacher is a teacher reported with zero years of experience. (Source of data: PEIMS; Record 040, *Staff – Identification/Demographic*, Record 050, *Staff – Employment – Payroll Summary*, Record 090, *Staff – Responsibilities, Submission 1*)

**Texas Success Initiative Assessment (TSIA):** The percentage of annual graduates who met the TSI criteria on the TSIA

Percentages are calculated and shown for English and mathematics separately.

**number of 2014–15 annual graduates who met the TSI criteria on the TSIA**

---

**number of 2014–15 annual graduates**

(Source of data: THECB [applicable scores from June 2011 through October 2015] and Record 203, Student – School Leaver, Submissions 1 and 3)

**Total Staff:** The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. Minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percent of the total staff FTE. (Source of data: PEIMS; Record 040, Staff – Identification/Demographic, Record 050, Staff – Employment – Payroll Summary, Record 090, Staff – Responsibilities, Submission 1)

**Total Students:** The total number of public school students who were reported in membership on October 30, 2015, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include those students who are served in the district for less than two hours per day. For example, the count of *Total Students* excludes students who attend a nonpublic school but receive some services, such as speech therapy—for less than two hours per day—from their local public school district. (Source of data: PEIMS; Record 110, Student Data – Demographic, Submission 1)

**Turnover Rate for Teachers** (*not on campus profile*): The percentage of teachers from the fall of 2014–15 who were not employed in the district in the fall of 2015–16. It is calculated as the total FTE count of teachers from the fall of 2015–16 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2014–15. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Source of data: PEIMS; Record 050, Staff – Employment – Payroll Summary, Record 090, Staff Data – Responsibilities, Submission 1)



## Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

<b>Subject</b>	<b>Contact</b>	<b>Number</b>
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	<a href="https://rptsvrl.tea.texas.gov/perfreport/tapr/index.html">https://rptsvrl.tea.texas.gov/perfreport/tapr/index.html</a>	
DAEP (Disciplinary Alternative Education Program)	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum .....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	(512) 463-9581
Financial Standard Reports	State Funding .....	(512) 463-9238
General Inquiry	General Inquiries .....	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)	Discipline, Law, and Order.....	(512) 463-9286
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
PBM Special Education Monitoring Results Status	School Improvement .....	(512) 463-5226
PEIMS (TSDS PEIMS)	PEIMS HelpLine .....	(512) 463-9229
Recommended High School Program	Curriculum .....	(512) 463-9581
Retention Policy	Curriculum .....	(512) 463-9581
School Finance	State Funding .....	(512) 463-9238
School Governance	School Governance.....	(512) 463-9623
School Report Card	Performance Reporting.....	(512) 463-9704
Special Education		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Special Education .....	(512) 463-9414
STAAR (all assessments)	Student Assessment.....	(512) 463-9536
STAAR Testing Contractor	ETS .....	(855) 333-7770
	Pearson .....	(800) 328-5999
Statutory (Legal) Issues	Austin Operational Center .....	(512) 989-5300
TELPAS	Legal Services.....	(512) 463-9720
TAIS	Student Assessment.....	(512) 463-9536
	Texas Accountability Intervention System .....	(512) 463-9414

Information on the Internet: <http://tea.texas.gov/accountability/>



## **PEIMS Role Identifications**

**(In Alphabetical Order by Label)**

**CENTRAL ADMINISTRATORS**

027 ..... Superintendent/CAO/CEO/President

**CAMPUS ADMINISTRATORS**

003 ..... Assistant Principal

**EITHER CENTRAL OR CAMPUS ADMINISTRATORS\***

004 .....	Assistant/Associate/Deputy Superintendent
012 .....	Instructional Officer
020 .....	Principal
028 .....	Teacher Supervisor
040 .....	Athletic Director
043 .....	Business Manager
044 .....	Tax Assessor and/or Collector
045 .....	Director - Personnel/Human Resources
055 .....	Registrar
060 .....	Executive Director
061 .....	Asst/Assoc/Deputy Exec Director
062 .....	Component/Department Director
063 .....	Coordinator/Manager/Supervisor

**PROFESSIONAL SUPPORT STAFF**

002 .....	Art Therapist
005 .....	Psychological Associate
006 .....	Audiologist
007 .....	Corrective Therapist
008 .....	Counselor
011 .....	Educational Diagnostician
013 .....	Librarian
015 .....	Music Therapist
016 .....	Occupational Therapist
017 .....	Certified Orientation & Mobility Specialist
018 .....	Physical Therapist
019 .....	Physician
021 .....	Recreational Therapist
022 .....	School Nurse
023 .....	LSSP/Psychologist
024 .....	Social Worker
026 .....	Speech Therapist/Speech-Lang Pathologist
030 .....	Visiting Teacher/Truant Officer
032 .....	Work-Based Learning Site Coordinator
041 .....	Teacher Facilitator
042 .....	Teacher Appraiser
054 .....	Department Head
056 .....	Athletic Trainer
058 .....	Other Campus Professional Personnel
064 .....	Specialist/Consultant
065 .....	Field Service Agent
079 .....	Other ESC Professional Personnel
080 .....	Other Non-Campus Professional Personnel

**TEACHERS**

087 .....	Teacher
047 .....	Substitute Teacher

**EDUCATIONAL AIDES**

033 .....	Educational Aide
036 .....	Certified Interpreter

**AUXILIARY STAFF**

Employment record, but no responsibility records.

\* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.



# **Advanced Academic Courses**

## **2015–16 Texas Academic Performance Reports**

- All courses shown were for the 2014–15 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual-credit courses are not specifically shown on this list.

### **English Language Arts**

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

### **Mathematics**

03101100	Pre Calculus
03102500	Independent Study In Mathematics (1st Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
A3100101	AP Calculus AB
A3100102	AP Calculus BC
A3100200	AP Statistics
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

## **Technology Applications**

03580200	Computer Science I
03580300	Computer Science II
A3580100	AP Computer Science A
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II ,Higher Level
I3580400	IB Information Technology In A Global Society SL

## **Fine Arts**

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Band
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03503200	Art IV Graphic Design
03503500	Art IV Electronic Media
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio
I3250200	IB Music SL
I3250300	IB Music HL
I3250500	IB Theatre/Film - HL
I3600100	IB Art/Design HL
I3600200	IB Art/Design SL-A
I3600300	IB Art Design SL-B
I3750200	IB Theatre Arts SL
I3750300	IB Theatre Arts HL
I3830200	IB Dance - HL

## **Science**

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050002	AP Physics C
I3010200	IB Biology
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology SL
I3030002	IB Design Technology HL
I3040001	IB Chemistry I
I3050001	IB Physics I

## **Social Studies/History**

03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)
A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3370100	AP World History
I3301100	IB History
I3301200	IB History: Africa
I3301300	IB History: Americas
I3301400	IB History: East and Southeast Asia
I3301500	IB History: Europe
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy

## **Advanced Languages (Modern or Classical)**

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440550	Spanish For Spanish Speakers V
03440600	Spanish VI
03440660	Spanish For Spanish Speakers VI
03440700	Spanish VII
03440770	Spanish For Spanish Speakers VII
03450400	Russian IV
03450500	Russian V
03450600	Russian VI
03450700	Russian VII
03460400	Czech IV
03460500	Czech V
03460600	Czech VI
03460700	Czech VII

## **Advanced Languages (cont.)**

03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03480400	Hebrew IV
03480500	Hebrew V
03480600	Hebrew VI
03480700	Hebrew VII
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03980400	American Sign Language IV
03980500	American Sign Language V
03980600	American Sign Language VI
03980700	American Sign Language VII
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese
A3410100	AP French
A3420100	AP German
A3430100	AP Latin
A3440100	AP Spanish
A3440200	AP Spanish
A3490400	AP Chinese
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV

## **Advanced Languages (cont.)**

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

## **Other**

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV

## Reporte del Desempeño Académico de Texas 2015–16

**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 2016 (2016 Accountability Manual), que se encuentra en: <http://tea.texas.gov/2016accountabilitymanual.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 30 de octubre del 2015\*, 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 30 de octubre del 2015\*, 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 2015, la fecha de la responsabilidad educativa es para el año previo, 31 de octubre de 2014.

**Advanced Course/Dual-Enrollment Completion - Cursos avanzados /Finalización de cursos de registro dual:** El número de estudiantes quienes completan y reciben crédito para por lo menos un curso académico avanzado. 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 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 (PEIMS - *Public Education Information Management System*) luego del cierre del año escolar. Por ejemplo, el cálculo de estos valores se expresa en porcentajes para los grados 11° y el 12°, y se realiza de la siguiente manera:

$$\frac{\text{número de estudiantes de 11° y 12° grado en el 2014–15 con créditos en por lo menos un curso avanzado o curso de registro dual}}{\text{número de estudiantes del 11° al 12° grado quienes recibieron crédito por lo menos en un curso en 2014–15}}$$

Este índice se usó para otorgar nombramientos de distinción a las escuelas preparatorias en el 2016. Para una explicación detallada de los nombramientos de distinción, vea el [Capítulo 5](#) del Manual de responsabilidad del 2016 ([2016 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

*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:

---

**número de estudiantes en 7º y 8º grado quienes desertaron durante el año escolar 2014–15**

---

**número de estudiantes en 7º y 8º grado que asistieron a la escuela durante cualquier periodo del año escolar 2014–15**

*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:

---

**número de estudiantes en 9º a 12º grado que desertaron durante el año escolar 2014–15**

---

**número de estudiantes en 9º a 12º grado que asistieron a la escuela durante cualquier periodo del año escolar 2014–15**

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 2014–15 (*Secondary School Completion and Dropouts in Texas Public Schools, 2014–15 reports*) disponible en la página web de TEA [http://tea.texas.gov/acctres/dropcomp\\_index.html](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 2016](#). 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 2011–12 a 2014–2015.

---

**el número de graduados anuales del 2014–15 que completaron por lo menos un curso AP o BI en los años escolares 2011–12 y 2014–15**

---

**número de graduados en el 2014–15**

**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).

El porcentaje de estudiantes en los grados 11 y 12 que tomaron por lo menos un examen AP o IB

$$\frac{\text{el número de estudiantes en 11º y 12º grado quienes tomaron al menos un examen AP o IB en el año escolar 2014–15}}{\text{número de estudiantes matriculados en grados 11 y 12}}$$

**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.

El porcentaje de estudiantes en 11º y 12º grado con por lo menos un resultado en AP o IB con la puntuación requerida mínima o más alta (3 en AP o 4 en IB) quienes tomaron al menos un examen AP o IB.

$$\frac{\text{número de examinados en grados 11 y 12 con al menos un puntaje mínimo requerido o más alto en AP o IB}}{\text{número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB}}$$

Este índice se usó para determinar la designación de distinción en la preparación para colegios y universidades post secundarias del 2016 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 2016 ([2016 Accountability Manual](#)). (Fuente: College Board – La Mesa Directiva Universitaria, agosto 2015, enero 2015; La organización del Bachillerato Internacional agosto 2015, agosto 2014; 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 \(d-1\)](#).

$$\frac{\text{número de estudiantes en el año escolar 2014–15 considerados a riesgo (at-risk)}}{\text{número total de estudiantes}}$$

(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 2014–15 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:

$$\frac{\text{número total de días en que los estudiantes en los grados 1-12 estuvieron presentes en 2014-15}}{\text{número total de días en que los estudiantes en los grados 1-12 con membresía en el programa en 2014-15}}$$

Este índice se usó para otorgar nombramientos de distinción en el 2016. Para una explicación detallada de los nombramientos de distinción, vea el [Capítulo 5](#) del Manual de responsabilidad del 2016 ([2016 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 PEIMS contiene récord de empleo y nómina, que no están reportados en el personal 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 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 *PEIMS Data Standards*, disponible en <http://tea.texas.gov/index4.aspx?id=25769817517>.

**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 dada 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 9º 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 viendo 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 2011–12 permanece con esa cohorte. Un estudiante que comienza el noveno grado en el 2011–12, pero tarda 5 años en graduarse (por ejemplo, en mayo 2016) todavía es parte de la cohorte del 2015; no cambia a la cohorte del 2016. Este estudiante se consideraría un estudiante de continuación y contaría como parte del número de Continúa Preparatoria (*Continued HS*) para la clase del 2015. Esto también es cierto para 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 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	<input type="radio"/>	por lo menos 500 en la sección de lectura crítica Y por lo menos un total de 1070	<input type="radio"/>	por lo menos 19 en inglés Y por lo menos 23 compuesta
Matemáticas	por lo menos 350 en matemáticas	<input type="radio"/>	por lo menos 500 en la sección de matemáticas Y por lo menos un total de 1070	<input type="radio"/>	por lo menos 19 en matemáticas Y por lo menos 23 compuesta

Los porcentajes se calculan como sigue:

*English Language Arts - Artes del lenguaje en inglés*

**número de graduados en 2014–15 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para inglés (ELA)**

**número de graduados anual en 2014–2015 con resultados en inglés (ELA) para evaluar**

*Mathematics – Matemáticas*

**número de graduados en 2014–15 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para matemáticas**

---

**número de graduados anual en 2014–2015 con resultados en matemáticas para evaluar**

*Both Subjects – Ambas materias*

**número de graduados en 2014–15 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**

---

**número de graduados en 2014–15 con resultados para ser evaluados en cualesquiera de las materias a evaluar**

*Either Subject – Cualquiera de las dos materias*

**número de graduados en 2014–15 que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para inglés (ELA) o matemáticas**

---

**número de graduados anual en 2014–15 con resultados en cualquiera de las dos materias para evaluar**

Se muestra el desempeño de las clases del 2015 y 2014.

(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 2014, ACT, Inc. octubre 2015, octubre 2014; y PEIMS, Registro 203, Estudiante – Egresados de la escuela, Entrega 1 y 3)

**College and Career Ready Graduates - Graduados preparados para la universidad y para escuelas vocacionales:** El número de graduados anuales 2014–2015 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 2013–2014 o en el 2014–15
- 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

(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.

---

**número de graduados anuales de 2014–15 quienes completaron 2 o más cursos avanzados o de créditos dual en el año actual o previo**

---

**número de graduados anuales de 2014–15**

---

(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 2011–12 al 2014–15.

---

**número de graduados anuales de 2014–15 quienes completaron 12 o más horas de créditos postsecundarios en los años escolares 2011–12 al 2014–15**

---

**número de graduados anuales de 2014–15**

---

(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.

---

**número de estudiantes graduados en 2014–15 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**

---

**número de 2014–15 graduados anuales**

---

(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 de dos datos claves: la tasa de error PID (Person Identification Database) en los datos estudiantiles del PEIMS y en los datos de egresados en el PEIMS (PEIMS Student Leaver Data).

- (1) **PID Error Rate** - **la tasa de error PID no se puede reportar para el año escolar 2015–16 debido a la transición del PEIMS Edit+ al TSDS.**
- (2) *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 2014–15 el último día para la ventana que establece el comienzo del año escolar fue el 25 de septiembre de 2015). (Si desea una definición más completa de éstos, vea Leaver Records (Registro o Récord de egreso de estudios).

**número de estudiantes sub-reportados**

---

**número de estudiantes en los grados del 7 al 12 que recibieron servicios en el distrito durante el año escolar de 2014–15**

(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)

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 2016 ([2016 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 charters).

**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 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.

$$\frac{\text{número de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otra asistencia pública}}{\text{número total de estudiantes en la escuela}}$$

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 PEIMS. (Fuente: PEIMS, Registro 090, Información del personal – Responsabilidades, Entrega 1)

**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 2016 ([2016 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)

**Enrollment - 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/>.

**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 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 12º 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 2014–2015:

- 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 2015) – Graduados FHSP-DLA (Tasa longitudinal) (Clase del 2015): El porcentaje de graduados quienes, después de 4 años, completaron satisfactoriamente los requisitos del curso para el Programa de preparación para la preparatoria a un nivel de logro distintivo.

---

**número de graduados en la clase del 2015 quienes completaron 4 años de FHSP-DLA**

**números de graduados en la clase del 2015 con planes de graduación reportados en FHSP**

- FHSP-E Graduates (Longitudinal Rate) (Class of 2015) - Graduados FHSP-E (Tasa longitudinal) (Clase del 2015): El porcentaje de graduados quienes, después de 4 años, completaron satisfactoriamente los requisitos del curso para el Programa de preparación para la preparatoria con una aprobación.

---

**número de graduados en la clase del 2015 quienes completaron 4 años de FHSP-E**

**números de graduados en la clase del 2015 con planes de graduación reportados en FHSP**

- RHSP/DAP Graduates (Longitudinal Rate) (Class of 2015, Class of 2014) - Graduados RHSP/DAP (Tasa longitudinal) (Clase del 2015, Clase del 2014): El porcentaje de graduados quienes, después de 4 años, completaron satisfactoriamente los requisitos del curso para el Programa de preparatoria recomendado o Programa de logros distinguidos.

---

**número de graduados en la clase del 2015 quienes completaron 4 años de RHSP o DAP**

**números de graduados en la clase del 2015 con planes de graduación reportados**

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2015) - Graduados RHSP/DAP/FHSP-E/FHSP-DLA (Tasa longitudinal) (Clase del 2015): El porcentaje de graduados quienes, después de 4 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.

**número de graduados en la clase del 2015 quienes completaron 4 años de RHSP o DAP o FHSP-E o FHSP-DLA**

---

**números de graduados en la clase del 2015 con planes de graduación reportados**

- FHSP-DLA Graduates (Annual Rate) (2014–15) - Graduados FHSP-DLA (Tasa anual) (2014–15): El porcentaje de graduados en el 2015 quienes completaron satisfactoriamente los requisitos del programa de preparación para la preparatoria a nivel de logro distinguido.

**número de graduados en SY 2014–15 que obtuvieron un FHSP-DLA**

---

**números de graduados en SY 2014–15 con planes de graduación FHSP reportados  
(excluir graduados con RHSP y DAP planes de obtener un grado)**

- FHSP-E Graduates (Annual Rate) (2014–15) - Graduados FHSP- E (Tasa anual) (2014–15): El porcentaje de graduados en el 2015 quienes completaron satisfactoriamente los requisitos del programa de preparación para la preparatoria de la Mesa Directiva de Texas con una aprobación.

**número de graduados en SY 2014–15 que obtuvieron un FHSP-E**

---

**números de graduados en SY 2014–15 con planes de graduación FHSP reportados**

- RHSP/DAP Graduates (Annual Rate) (2014–15) - Graduados RHSP/DAP (Tasa anual) (2014–15): El porcentaje de graduados en el 2015 quienes completaron satisfactoriamente los requisitos del programa de preparación recomendado o el programa de logros distinguidos.

**número de graduados en SY 2014–15 reportados con códigos de graduación para RHSP o DAP**

---

**números de graduados en SY 2014–15 con planes de graduación reportados**

- RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2014–15) - Graduados RHSP/DAP/FHSP-E/FHSP (Tasa anual) (2014–15): El porcentaje de graduados en el 2015 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 2014–15 reportados con códigos de graduación para  
RHSP o DAP o FHSP-E o FHSP-DLA**

---

**números de graduados en SY 2014–15 con planes de graduación reportados**

Los graduados RHSP tienen códigos del tipo de graduación 20, 23, 26, 29 o 32; Los graduados FHSP son estudiantes con códigos del tipo de graduación 34, 35, 54, 55, 56 o 57. Para más información vea los estándares de información del PEIMS. Los resultados se muestran para la clase del 2015 y la clase del 2014. 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.

**número de graduados durante el año escolar 2013–14 quienes asistieron a un colegio o universidad pública o independiente en Texas en el año académico 2014–15**

---

**números de graduados durante el año escolar 2013–14**

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.

**número de graduados durante el 2013–14 que se inscribieron en un colegio o universidad pública en Texas el año escolar que le sigue a su graduación**

y  
**cumplen con el requisito de la Iniciativa de éxito de Texas en todas las materias (lectura, escritura y matemáticas)**

---

**número de graduados durante el 2013–14 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.txhigheredata.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 2016*)

**Graduation Rate - Tasa de graduación:** Por favor, vea Tasas longitudinales (*Longitudinal Rates*).

**Instructional Expenditure Ratio (2014–15) - Proporción de los gastos instruccionales (2014–15):** 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 2014–15. El porcentaje de gastos en el personal de instrucción es una medida a nivel de distrito y se calcula de la siguiente manera:

**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**

---

**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 deben 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 2014–15, 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 2011–12. Se les da seguimiento hasta su esperada graduación con la clase del 2015.

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 2010–11. 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 2014.

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 2009–10. 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 2013.

*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 fuera 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 2011–12, se mantiene con esa generación. Un estudiante que comenzó en noveno en 2011–12, pero que le toma 5 años graduarse (por ejemplo, se gradúa en mayo 2016) es todavía parte de la generación del 2015; no se cambian a la generación del 2016. Este estudiante se consideraría un estudiante continuo y cuenta como parte del número continuo de la preparatoria (*Continued HS*) para la clase del 2015. 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 2015 para la generación (cohorte) del 2015.

$$\frac{\text{número de estudiantes de la generación que recibieron su diploma de preparatoria al 31 de agosto de 2015}}{\text{número de estudiantes en la generación del 2015}^*}$$

- (2) *Received GED - Recibió GED*: Para la generación del 2015, el porcentaje que recibió un certificado de Educación General (General Educational Development – GED) al 31 de agosto de 2015. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015}}{\text{número de estudiantes en la generación del 2015}^*}$$

- (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 2015–16. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que estaban matriculados el otoño del año escolar 2014–15}}{\text{número de estudiantes en la generación del 2015}^*}$$

- (4) *Dropped Out - Desertores*: El porcentaje de la generación del 2015 que dejó la escuela y no regresó para el otoño del año escolar 2015–16. Se calcula de la siguiente manera:

**número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2014–15**  
\_\_\_\_\_

**número de estudiantes en la generación del 2015\***

- (5) *Graduates & GED - Graduados & GED*: El porcentaje de graduados y que recibieron el GED en la generación del 2015. Se calcula de la siguiente manera:

**número de estudiantes de la generación del 2015 que recibieron su diploma de preparatoria al 31 de agosto de 2015**

**más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

**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:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

**más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

**más el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2015–16**

**número de estudiantes en la generación del 2015\***

### *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 2015 para la generación del 2014. Se calcula de la siguiente manera:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2014**

**número de estudiantes en la generación del 2009–10\***

- (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 2015. Se calcula de la siguiente manera:

**número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

**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 2015–16. Se calcula de la siguiente manera:

**número de estudiantes de la generación que estaban matriculados el otoño del año escolar 2014–15**

**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 2015–16. Se calcula de la siguiente manera:

**número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2014–15**

---

**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:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

**mas el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

---

**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:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

**mas el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

**mas el número de estudiantes de la generación que se inscribieron en el otoño del año escolar 2014**

---

**número de estudiantes en la generación del 2014\***

*Six-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 2015 para la generación del 2013. Se calcula de la siguiente manera:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

---

**número de estudiantes en la generación del 2013\***

- (2) *Received GED - Recibió GED*: Para la generación del 2013, el porcentaje que recibió un certificado de Educación General (GED) al 31 de agosto de 2015. Se calcula de la siguiente manera:

**número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

---

**número de estudiantes en la generación del 2013\***

- (3) *Continued High School - Continúa en la preparatoria*: El porcentaje de la generación del 2013 que todavía está inscrito como estudiante en otoño del año escolar 2015–16. Se calcula de la siguiente manera:

**número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2014–15**

---

**número de estudiantes en la generación del 2013\***

- (4) *Dropped Out - Desertores:* El porcentaje de la generación del 2013 que dejó la escuela y no regresó para el otoño del año escolar 2015–16. Se calcula de la siguiente manera:

**número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2014–15**

---

**número de estudiantes en la generación del 2013\***

- (5) *Graduates & GED - Graduados & GED:* El porcentaje de estudiantes graduados y que recibieron un GED en la generación del 2013. Se calcula de la siguiente manera:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

**mas el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

---

**número de estudiantes en la generación del 2013\***

- (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 2013. Se calcula de la siguiente manera:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

**mas el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2015**

**mas el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2015–16**

---

**número de estudiantes en la generación del 2013\***

- \*\* 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:

- (I) *4-Year Federal Graduation Rate - Tasa federal de graduación de 4 años:* Generación de estudiantes que asistieron por primera vez al noveno grado en 2011–12. Se les da seguimiento hasta su esperada graduación con la clase del 2014. Se calcula de la siguiente manera:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2015**

---

**número de estudiantes en la generación del 2014 \*\***

- (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 2014. Se calcula de la siguiente manera:

**número de estudiantes de la generación quienes recibieron su diploma de preparatoria  
al 31 de agosto de 2015**

---

**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, 2014–15*. 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).

**número de estudiantes móviles en 2014–15**

---

**número de estudiantes que estuvieron en membresía en la escuela durante  
cualquier periodo del año escolar 2014–15**

Esta tasa se calcula a nivel de escuela o plantel escolar. 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 12º 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-2º) “alimenta” a sus estudiantes a la Primaria Navarro (3º a 5º 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 2016 ([2016 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 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 (Percent 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 2016, los valores reportados para ELA/lectura y matemáticas se calculan así:

$$\frac{\text{número de estudiantes correspondientes (matched) que no lograron el estándar de satisfactorio en 2015, pero aprobaron en el 2016}}{\text{número de estudiantes correspondientes (matched) que no lograron el estándar de satisfactorio en 2015}}$$

$$\frac{\text{número de estudiantes correspondientes (matched) que no lograron el estándar de satisfactorio en 2015}}{\text{número de estudiantes correspondientes (matched) que no lograron el estándar de satisfactorio en 2015}}$$

Para el 2016, los estudiantes en los grados 4° al 8° incluidos en estas medidas son aquéllos quienes

- tomaron en la primavera la prueba STAAR, STAAR A o STAAR Alternativa (*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 2016 (accountability subset);
- se puede establecer una correspondencia con los registros de la prueba STAAR primavera 2015—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 2015 de ELA/lectura y/o matemáticas.

(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 2015 en el mismo grado en el que fueron reportados durante el periodo de las últimas seis semanas del año anterior (2014–15).

$$\frac{\text{número total de estudiantes inscritos en el mismo grado que el del año escolar anterior}}{\text{número total de estudiantes inscritos en un año escolar quienes regresaron al siguiente año escolar o se graduaron}}$$

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, 2014–15 (*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 cuatro tasas:

- (1) *Tested - Examinados*: El porcentaje de graduados que tomaron cualquiera de los dos exámenes para ser admitidos en la universidad:

$$\frac{\text{número de los graduados que tomaron el SAT o el ACT}}{\text{número total de estudiantes graduados reportados}}$$

- (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):

$$\frac{\text{número de estudiantes que obtuvieron la calificación criterio o más}}{\text{número de estudiantes que tomaron el SAT o el ACT que se gradúan}}$$

- (3) *Average SAT Score - Calificación promedio en el SAT*: La calificación promedio en SAT, combinando lectura crítica, escritura y matemáticas. La calificación máxima es 2400. Se calcula de la siguiente manera:

$$\frac{\text{suma total de las calificaciones totales de todos los estudiantes que tomaron el SAT (en lectura crítica + escritura + matemáticas)}}{\text{número de estudiantes que tomaron el SAT}}$$

- (4) *Average ACT Score - Calificación promedio en ACT*: La calificación promedio para el ACT compuesto. La calificación máxima es 36. Se calcula de la siguiente manera:

$$\frac{\text{suma de calificación total compuesta de estudiantes que tomaron el ACT}}{\text{número de estudiantes que tomaron el ACT}}$$

Vea también la calificación criterio (Criterion Score). (Fuentes: *La Mesa Directiva Universitaria (The College Board)*, agosto 2015, enero 2015; *ACT, Inc. (ACT)* octubre 2015, octubre 2014; y *PEIMS; Registro 203, Estudiante – Egresados de la escuela y Programa de graduación, Entregas 1 y 3*)

**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 PEIMS del otoño. Para más información sobre los tipos de escuela y su responsabilidad educativa, vea el [Capítulo 2](#) del Manual de responsabilidad del 2016 ([2016 Accountability Manual](#)).

**Snapshot Date – Fecha de la primera imagen:** Primera entrega de información para el PEIMS durante un nuevo año escolar. La información de la matrícula que se somete en o antes de esta fecha se usa para la responsabilidad institucional. Es el primer viernes de octubre. Para el año escolar 2015–16, la primera entrega es 30 de octubre de 2015.

**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 2015–16, a un estudiante de educación especial se le podía administrar STAAR, STAAR A 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 en la sección Perfil del reporte, 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 2015–16 proporciona el estatus de etapa/determinación de la intervención integrada de educación especial 2015–16 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 monitoría 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 cuatro 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:

[http://tea.texas.gov/Student\\_Testing\\_and\\_Accountability/Monitoring\\_and\\_Interventions/Program\\_Monitoring\\_and\\_Interventions/Special\\_Education\\_Intervention\\_Guidance\\_and\\_Resources/](http://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/](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 2015–16 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 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.
- Un '##' indica que la tasa de información del error PID no se puede reportar en el 2015–16 debido a la transición del PEIMS Edit+ al TSDS.

Para más información, vea Explicación del proceso de enmascarar (Explanation of Masking) en:  
<https://rptsvrl.tea.texas.gov/perfreport/tapr/2016/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/>.

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 (1<sup>a</sup> y 2<sup>a</sup> administración acumulativa) y ciencias
  - Grado 6 – lectura y matemáticas
  - Grado 7 – lectura, matemáticas y escritura
  - Grado 8 – lectura, matemáticas (1<sup>a</sup> y 2<sup>a</sup> 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 Level II Satisfactory Standard or Above (All Grades) - Porcentaje STAAR en el Nivel II estándar de satisfactorio 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 Postsecondary Readiness Standard - Porcentaje STAAR en el estándar de preparación para los estudios post secundarios. 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 Nivel final II 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 a nivel de post secundaria o mejor y 2) estudiantes que obtuvieron una calificación a nivel de post secundaria 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 de post secundaria o mejor en una de las pruebas. Esta medida es parte de lo que usó para determinar la puntuación para el índice 4.
  - STAAR Percentage at Advanced Standard - Porcentaje STAAR en el estándar de avanzado. El porcentaje de pruebas que cumple o excede el estándar de desempeño Nivel avanzado III. 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 2016 ([2016 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 estatales de preparación académica, STAAR (State of Texas Assessments of Academic Readiness (STAAR®)) 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 2016 ([2016 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 y STAAR A están incluidos en todos los índices. Los resultados de STAAR Alternativa 2 están incluidos en el índice 1, índice 2 e índice 3.
- **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://rptsvrl.tea.texas.gov/perfreport/account/2016/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, TELPAS y STAAR-L. Los detalles en las categorías de participación son como sigue:

- **Test Participant – Participantes en la evaluación:** 1) documentos de respuestas (STAAR, STAAR A, STAAR Alternativa 2, STAAR-L, 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, STAAR A o 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 PEIMS (30 de octubre de 2015 o 31 de octubre de 2014 para los EOC del verano del 2015).
  - ◆ *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 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 76<sup>a</sup> 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 2016, el TAPR muestra lo siguiente para cada grado de SSI:

- (1) *Students Meeting Level II 2015–16 Satisfactory Standard on First STAAR Administration - Estudiantes que cumplen el estándar satisfactorio del 2015–16 del nivel II en la primera administración de STAAR:* El porcentaje de estudiantes que cumplieron con el estándar satisfactorio del nivel II en la fase inicial durante la primera administración. Se calcula de la siguiente manera:

$$\frac{\text{el número de estudiantes que cumplieron con el estándar satisfactorio del nivel II en la fase inicial en la primera administración}}{\text{número de estudiantes evaluados en la primera administración}}$$

- (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:

$$\frac{\text{número de estudiantes elegibles que no cumplieron con el estándar en la primera administración}}{\text{número de estudiantes elegibles en la primera administración}}$$

- (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:

**número de estudiantes que aprobaron la prueba en cualquiera de las primeras dos administraciones**

---

**número cumulativo de estudiantes que tomaron la prueba en cualquiera de las primeras dos administraciones**

- (4)\* STAAR Non-Proficient Students Promoted by Grade Placement Committee (GPC) – Estudiantes no proficiente en STAAR que fueron promovidos por el comité para la asignación de grado (GPC): El porcentaje de estudiantes que fueron no proficiente después de todos los intentos para pasar, pero que se promovieron al siguiente grado por su GPC. Se calcula de la siguiente manera:

**número de estudiantes promovidos por su GPC**

---

**número acumulativo de estudiantes que no pasaron en todas las administraciones**

- (5)\* STAAR Met Standard (Non-Proficient in Previous Year) - Cumplió con el estándar de STAAR (no proficiente el año anterior):

- *Promovido a grado 6º o 9º*: El porcentaje de estudiantes que pasaron el STAAR en 2016 y que fueron promovidos a grado 6º o 9º. Usando el 5º grado de lectura como ejemplo, los cálculos son como sigue:

**número de estudiantes promovidos por su GPC quienes en 2016 pasaron STAAR de lectura de 6º grado**

---

**número de estudiantes promovidos por su GPC quienes en 2016 tomaron STAAR de lectura de 6º grado**

- *Retenido en grado 5º u 8º*: El porcentaje de estudiantes que pasaron la prueba STAAR en el 2016 y que fueron retenidos en grado 5º u 8º. Usando el 5º grado de lectura como ejemplo, los cálculos son como sigue:

**número de estudiantes retenidos que en 2016 pasaron el STAAR de lectura de 5º grado**

---

**número de estudiantes retenidos que en 2016 tomaron el STAAR de lectura de 5º grado**

\* Este punto no corresponde a matemáticas en 2016 porque las matemáticas de los grados 3 al 8 no fue incluida en el sistema de responsabilidad del 2015.

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 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:

$$\frac{\text{número de estudiantes con una o más colocaciones disciplinarias}}{\text{número de estudiantes que asistieron en cualquier momento durante el año escolar}}$$

Para 2015–16, 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 2)

**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 el número 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.

**número de graduados anuales del 2014-15 que cumplieron con los requisitos de la TSI en la TSIA**

---

**número de los graduados anuales del 2014-15**

(Fuente: THECB [calificaciones correspondientes a junio 2011 hasta octubre 2015] 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 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 30 de octubre de 2015 en cualquier grado (pre-primaria al 12º 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 2014–15 que no estaban empleados por el distrito en el otoño de 2015–16. Se calcula como el número de maestros FTE del otoño de 2014–15 que no estaban empleados por el distrito en el otoño de 2015–16, dividido por el número total de maestros FTE en el otoño de 2014–15. 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)



## A quién llamar para más información

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	(512) 463-9704
Copias de los reportes del TAPR	<a href="https://rptsvrl.tea.texas.gov/perfreport//tapr/">https://rptsvrl.tea.texas.gov/perfreport//tapr/</a>	
Cursos avanzados	Currículo	(512) 463-9581
DAEP (Programa Disciplinario de Educación Alternativa)	Disciplina, Ley y Orden	(512) 463-9286
Desertores	Investigación de responsabilidad	(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	(512) 463-9536
Otros asuntos	Currículo (Unidad del Programa de Educación Bilingüe)	(512) 463-9581
Exámenes de admisión universitaria		
SAT	Mesa Directiva Universitaria	(512) 721-1800
ACT	Oficina Regional del ACT	(512) 320-1850
Reportes financieros	Fondos del estado	(512) 463-9238
Graduados	Investigación de responsabilidad	(512) 475-3523
Graduados inscritos en Texas IHE	Consejo Coordinador de Educación Superior de Texas	(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	(512) 463-9704
PBM Estatus de los resultados de la monitoría 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

<b>Asunto</b>	<b>Contacto</b>	<b>Número</b>
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	(512) 463-9238
Responsabilidad educativa federal	Política educativa federal y estatal	(512) 463-9414
STAAR (todas las pruebas)	Evaluación del estudiante	(512) 463-9536
STAAR - Contratista para la evaluación	ETS Pearson Centro de Operaciones en Austin	(855) 333-7770 (800) 328-5999 (512) 989-5300
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 2015–16

- Todos los cursos que se muestran se refieren al año escolar 2014–15.
- El prefijo "A" indica que es un curso válido para colocación avanzada (AP).
- El prefijo "I" indica que es un curso válido 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 ( $1^{\text{a}}$ vez que se toma )
03221800	Estudio Independiente en Inglés ( $1^{\text{a}}$ vez que se toma)
03231000	Estudio Independiente en ( $1^{\text{a}}$ 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 ( $1^{\text{a}}$ vez que se toma)
A3220100	AP Lenguaje 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 ( $1^{\text{a}}$ vez que se toma)
03102501	Estudio Independiente en Matemáticas ( $2^{\text{a}}$ vez que se toma)
A3100101	AP Cálculo AB
A3100102	AP Cálculo BC
A3100200	Estadísticas (colocación avanzada/ AP)
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

## Bellas Artes

03150400	Música IV Banda
03150800	Música IV Orquesta
03151200	Música IV Coro
03151600	Música IV Conjunto 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
03503200	Arte IV Diseño Gráfico
03503500	Arte IV Medios Electrónicos
03830400	Danza IV
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
I3250500	IB Teatro/Filmografía - HL
I3600100	IB Arte/Diseño HL

## Bellas Artes (continuación)

I3600200	IB Arte/Diseño SL-A
I3600300	IB Arte/Diseño SL-B
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
I3010200	IB Biología
I3020000	IB Sistemas Ambientales y Sociedades
I3030001	IB Tecnología del diseño SL
I3030002	IB Tecnología del diseño HL
I3040001	IB Química I
I3050001	IB Física I

## Ciencias Sociales/Historia

03310301	Economía, Estudios Avanzados (I <sup>a</sup> vez que se toma)
03380001	Ciencias Sociales, Estudios Avanzados (I <sup>a</sup> 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
I3301300	IB Historia: Las Américas
I3301400	IB Historia: Este y Sudeste de Asia
I3301500	IB Historia: Europa
I3302100	IB Geografía, Nivel Regular
I3302200	IB Geografía – Nivel Avanzado
I3303100	IB Economía – Nivel Regular

## Ciencias Sociales/Historia (continuación)

I3303200	IB Economía – Nivel Avanzado
I3303300	IB Administración de Empresas I
I3303400	IB Administración de Empresas II
I3304100	IB Psicología – Nivel Regular.
I3304200	IB Psicología, Nivel Avanzado
I3366010	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
03440440	Español IV para hispano parlantes
03440500	Español V
03440550	Español V para hispano parlantes
03440600	Español VI

## Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (continuación)

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
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

## Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas) (continuación)

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 Otra Lengua Extranjera VI
I3663700	IB Otra Lengua Extranjera VII
I3996000	IB Otra Lengua Extranjera IV
I3996100	IB Otra Lengua Extranjera V

**Otros**

I3000100	IB Teoría del conocimiento
I3305100	IB Religiones del mundo A
I3366100	IB Religiones del mundo B
NI290317	GT Asesoría de Estudios Independientes para Estudiantes III
NI290317	GT Asesoría de Estudios Independientes para Estudiantes IV