



Willis Independent School District

2014-2015

Annual Accountability Report

Blank Page

Table of Contents

Report Page

<u>WISD Mission & Core Belief</u>	4
<u>2014-2015 Performance Objectives</u>	
Willis ISD	5
Brabham MS	7
Cannan ES.....	9
Hardy ES.....	12
Lucas MS	14
Meador ES.....	17
Parmley ES	23
Stubblefield DAEP	25
Turner	27
Willis HS.....	29
<u>2014-2015 Texas Academic Performance Reports</u>	
Willis ISD	33
Brabham MS	53
Cannan ES.....	69
Hardy ES.....	83

Table of Contents

Lucas MS	97
Meador ES.....	113
Parmley ES	127
Turner	141
Willis HS.....	155

2014-15 School Report Cards

Brabham MS	173
Cannan ES.....	176
Hardy ES.....	178
Lucas MS	180
Meador ES.....	183
Parmley ES	185
JJAEP.....	187
Turner	191
Willis HS.....	193

2014-2015 Accreditation Status

Willis ISD	197
------------------	-----

2012-2013 Postsecondary Report

Table of Contents

Willis HS	199
<u>2014-15 Violent and Criminal Incidents Report</u>	
All Campuses	201
<u>2013-2014 Actual Financial Data</u>	
Willis ISD	203
Brabham MS.....	206
Cannan ES	208
Hardy ES	210
Lucas MS.....	212
Meador ES.....	214
Parmley ES	216
Turner	218
Willis HS	220
<u>Appendices</u>	
2014-15 Texas Academic Performance Report Guidelines	225
2014-15 Texas Academic Performance Report Glossary (English).....	230
2014-15 Texas Academic Performance Report Glossary (Spanish)	266

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.

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: 2015 STAAR results.

OBJECTIVE PROGRESS: Of 36 target areas, none reached the target goal of 90% mastery. However, 6 of the 36 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 increase communication between home, school, and community and provide opportunities for involvement to educate and inform parents and the community.

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

OBJECTIVE PROGRESS: WISD implemented a new call-out program, Schoolreach, which provided better communication to our school community. We also conducted community informational meetings, held by the superintendent, in summer, fall, and spring of the 14-15 school year.

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: Professional Development opportunities taken.

OBJECTIVE PROGRESS: Two additional instructional specialists were hired to increase professional development opportunities. An instructional coach model was implemented with the addition of 10 campus instructional math/science and ELAR/social studies coaches for all five elementary campuses. Additionally, in the spring of 2015 WISD instituted a professional development plan for all employees to begin in the 2015-2016 school year.

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: 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: Additional measures put into place for the 2014-15 school year.

OBJECTIVE PROGRESS: Additional safety measures instituted for the school year include completion of secure entry into all campus buildings, and a positive behavior plan was implemented on all campuses (CHAMPS). Attendance incentives were updated or revised as needed. This goal was met.

Brabham Middle School Performance Objectives

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 30% of all students achieving level 3 on 2015 STAAR.

Summative Evaluation: This objective will be evaluated by dividing the total number of 2015 level 3 scores by the total number of 2015 tests taken.

OBJECTIVE PROGRESS: Not met; 6th grade Reading 16.04%, 7th grade Reading 13.33%, 7th grade Writing 8.79%, 8th grade Reading 19%, Science 18%, Social Studies 5%.

Performance Objective 2: Improve level 2 STAAR performance for At Risk, Economically Disadvantaged, and English Language Learner student groups to 75%.

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

OBJECTIVE PROGRESS: Not met. Met progress in 8th grade Reading and Science in Economically Disadvantaged.

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

Performance Objective 1: Achieve 5% growth in parent communication effectiveness.

Summative Evaluation: Impact will be evaluated by 5% growth on questions from the 2014-15 Parent Survey.

OBJECTIVE PROGRESS: Met progress. 8% growth in parent communication.

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

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

Summative Evaluation: Impact will be evaluated by 5% growth on questions from the staff climate-culture survey pertaining to professional development. Impact will also be evaluated by 5% of growth in each of four areas (classroom management, instructional tasks, student engagement, and instructional strategies) reported on the campus "PD Self-Assessment".

OBJECTIVE PROGRESS: Not met. Survey did not reflect 5% growth for professional development.

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: Impact will be evaluated by campus budget audit to ensure 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 learning.

Performance Objective 1: Disciplinary referrals incidents are kept below monthly totals for 2013-14.

Summative Evaluation: Using TXEIS discipline report SDS 1100, monthly referral totals will be at or less than the trailing two-year monthly mean of incidents.

Performance Objective 2: Reduce bullying-type incidents by 5%.

Summative Evaluation: 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. Incidents were reduced by 1%.

OBJECTIVE PROGRESS: Did not meet progress. Referrals increased from 621 to 627.

Cannan Elementary Performance Objectives

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 of 87%.

Summative Evaluation: 2015 STAAR results. **OBJECTIVE PROGRESS:** Teachers implemented a balanced literacy program in their classrooms that led to a passing percentage of 78%. 9% lower than the target, however 4% higher than previous year results.

Performance Objective 2: Each grade level will meet the Superintendent's targeted percentage in Math of 83%.

Summative Evaluation: 2015 STAAR results. **OBJECTIVE PROGRESS:** Teachers implemented the new TEKS in their classrooms that led to a passing percentage of 65%. This is below the target and below previous year's percentage.

Performance Objective 3: Each grade level will meet the Superintendent's targeted percentage in Science of 82%

Summative Evaluation: 2015 STAAR results.

OBJECTIVE PROGRESS: Teachers implemented the use of Stemscoopes science lessons in their classrooms that led to a passing percentage of 63%. This is below the target and below previous year's percentage.

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: Impact will be determined by monitoring the sign in sheets to each event. **OBJECTIVE PROGRESS:** 10% increases were calculated at Meet the Teacher, Grandparents Day and Open House. Increases were not calculated at Hot Dogs and Homework, Math Night and Reading Night.

Performance Objective 2: Communication to all parents will increase by 5%.

Summative Evaluation: Impact will be determined by monitoring teacher communication of Monday folders and agenda usage. **OBJECTIVE PROGRESS:** A 5% increase in communicating was determined by turned in parent contact logs from teachers each semester.

Performance Objective 3: Usage of the school's web page and the district app is used for communication and information to parents will increase by 5%.

Summative Evaluation: Impact will be determined by monitoring the views to the campus webpage. **OBJECTIVE PROGRESS:** A 5% increase was notated from the views to the campus webpage and teacher webpages.

Performance Objective 4: Usage of SchoolReach to inform parents of important information that is needed immediately will increase by 1%.

Summative Evaluation: Impact will be determined by monitoring the times and accuracy of SchoolReach. **OBJECTIVE PROGRESS:** A 1% increase was notated from the usage of SchoolReach for needed information immediately.

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

Performance Objective 1: All teachers will collaborate and plan as a team 96% of the time.

Summative Evaluation: Impact will be determined by attendance at weekly grade level Professional Learning Communities (PLCs). **OBJECTIVE PROGRESS:** Based on PLC sign in sheets and teacher lesson plans the campus met 96% progress on collaboration.

Performance Objective 2: All appropriate staff are trained in implementing a balanced literacy classroom through staff development with the literacy coach.

Summative Evaluation: Impact will be determined by sign in sheets at all staff development sessions regarding balanced literacy. **OBJECTIVE PROGRESS:** 100% of appropriate staff members were successfully trained in all balanced literacy staff development sessions.

Performance Objective 3: All staff will be 100% highly qualified.

Summative Evaluation: Impact will be determined by highly qualified status of all staff. **OBJECTIVE PROGRESS:** Cannan Elementary staff was 100% highly qualified for the 2014-2015 school year.

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: Train 100% of staff on safety issues monthly.

Summative Evaluation: Monthly meetings addressed key concerns for building safety, cleanliness and personal safety of students and staff. **OBJECTIVE PROGRESS:** The campus met the safety training objective of 100% attendance on monthly safety trainings.

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

Summative Evaluation: Physically walking the interior and exterior of the building daily. **OBJECTIVE PROGRESS:** The campus met the safety and security procedures 99% of the time throughout the school year.

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

Summative Evaluation: CHAMPS implementation on a campus level as well as in every classroom. **OBJECTIVE PROGRESS:** All classrooms implented and used the CHAMPS program throughout the year, as well as hallways, restrooms, and cafeteria areas throughout the campus.

Hardy Elementary Performance Objectives

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: Master rigorous academic standards in Reading, Writing, Math and Science.

OBJECTIVE PROGRESS: Met objective. This year we implemented Readers and Writers Workshop, Balanced math/daily framework, daily science review, integration of math and reading in specials rotation.

Performance Objective 2: CC Hardy students will achieve 90% mastery on grade level assessments and meet or exceed the state average on STAAR.

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

OBJECTIVE PROGRESS: Did Not Meet performance objective goal. Math not reported, Reading 11% below state average, writing 6 % below state average, science 27% below state average.

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: Agendas, Sign in sheets, Flyers, Call-outs.

OBJECTIVE PROGRESS: Met performance objective: CC Hardy parents had the opportunity to participate in activities such as, Love and Logic in Spanish and English, Math night, Literacy Night, Fall festival, grade level music programs and Open House.

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: Recruitment, Development, and Retention of Staff.

OBJECTIVE PROGRESS: Met performance objective. 100% of faculty and staff at CC Hardy are highly qualified.

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: CC Hardy Elementary will strive to ensure a safe and orderly environment conducive to learning for all students and staff.

Summative Evaluation: All campus employees will participate in monthly safety training.

OBJECTIVE PROGRESS: Met performance objective. Faculty and staff attended monthly safety training as evidence by sign in sheets, agendas and fire drill reports.

Lucas Middle School Performance Objectives

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

Performance Objective 1: Increase student performance by 5% on state assessments, and by 5% on students achieving at advanced academic level.

Summative Evaluation: The percentage of students from all student groups achieving advanced academic performance will increase from prior year by 5%.

OBJECTIVE PROGRESS: Social Studies MET, growth of 18% over prior year; Math Not reported by the state; Reading DID NOT MEET; Writing DID NOT MEET, growth less than 5 percent; Science DID NOT MEET, growth less than 5%.

Performance Objective 2: Plan for and implement staff development for differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

Summative Evaluation: Staff development delivered will result in implementation of differentiated instruction, engaged learners, technology as learning tools, and teachers as leaders of learners.

OBJECTIVE PROGRESS: Met Performance Objective Goals. District curriculum specialists and campus instructional coaches developed and facilitated staff development throughout the school year.

Performance Objective 3: With 100% participation, 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: Curriculum content and programs implemented to meet the needs of student learners.

OBJECTIVE PROGRESS: Met Performance Objective Goals.

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

Performance Objective 1: Plan district-wide opportunities for parent and community involvement to promote academic achievement and school spirit.

Summative Evaluation: Increased community involvement in all operations of the district.

OBJECTIVE PROGRESS: Met Performance Objective Goals. Parents had the opportunity to participate in Love and Logic training in Spanish and

English, theater performances, band concerts, choir concerts, athletic activities, and several district and campus committees.

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

OBJECTIVE PROGRESS: No growth or growth less than 5% in all tested subjects with exception of social studies.

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: 100% of campus funds will be allocated to improve all campus programs.

OBJECTIVE PROGRESS; Met Performance Objective Goals.

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

Performance Objective 1: Lower the number of discipline referrals by 10% from previous year.

Summative Evaluation: Trend data charts will reflect a decline in the number of referrals by all student groups.

OBJECTIVE PROGRESS: Met Performance Objective Goals.

Performance Objective 2: Lower the number assignments to OSS, ISS and DAEP by 10% each.

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

OBJECTIVE PROGRESS: Met Performance Objective Goals.

Performance Objective 3: Develop, monitor and assess effectiveness of interventions, Crisis Management and school health programs.

Summative Evaluation: All plans in place and conducted by staff as needs arise.

OBJECTIVE PROGRESS: Met Performance Objective Goals .

Performance Objective 4: Heighten awareness of bullying and reduce number of instances each year.

Summative Evaluation: Policies and practices in addressing bullying are aligned across the system.

OBJECTIVE PROGRESS: Met Performance Objective Goals.

Meador Elementary Performance Objectives

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

Performance Objective 1: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 2: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 3:

In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 4: In the 2014-2015 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 6 weeks math common assessments by the end of the first semester.

Summative Evaluation: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 5: In the 2014-2015 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, 2014.

Summative Evaluation: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 6: In the 2014-2015 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 6 week Common Assessments.

Summative Evaluation: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 7: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 8: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.
OBJECTIVE PROGRESS: Objective not met

Performance Objective 9: In the 2013-2014 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.

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

Summative Evaluation: Impact will be determined by the percentage of increase in student's scores on common assessments.
OBJECTIVE PROGRESS: Objective not met

Performance Objective 10: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.
OBJECTIVE PROGRESS: Objective not met

Performance Objective 11: In the 2014-2015 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 2015, 80% of all 3rd grade students will improve their comprehension as measured by an increase in two levels on DRA.

Summative Evaluation: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 12: In the 2013-2014 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.

--- (DELETE this OBJECTIVE) SUB-OBJECTIVE 2F: By January, 2014, 75% of all 3rd grade students will improve their word knowledge and oral reading as measured by the district fluency probe and QPS.

Summative Evaluation: Impact will be determined by the percentage of increase in student's scores on common assessments.
OBJECTIVE PROGRESS: Objective not met

Performance Objective 13: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 14: In the 2014-2015 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective not met

Performance Objective 15: 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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective was not met, but a reallocation of personnel provided additional support during the grade level intervention periods.

Performance Objective 16: Data from the TELPAS assessment will show an increase in levels for 80% of the ELL students.

Summative Evaluation: Impact will be determined by the increase of student progress being made on the assessment.

OBJECTIVE PROGRESS: Objective met

Performance Objective 17: 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: Impact will be determined by the increase in positive data collected during classroom visits.

OBJECTIVE PROGRESS: Objective was met. Data was collected during weekly visits to classrooms. The data was used for focus conversations during Leadership Team Meetings and Professional Learning Communities.

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: Impact will be determined by the percentage of increase in parent participation in involvement opportunities.

OBJECTIVE PROGRESS: Objective met. Documentation of teacher/parent communications are on file. Feedback was gathered and documented at two parent involvement nights.

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: Impact will be determined by the percentage of increase in student attendance.

OBJECTIVE PROGRESS: Objective met. Attendance increased 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: Impact will be determined by the percentage of increase in conversations with staff and students focused on academic goals.

OBJECTIVE PROGRESS: Objective met. All teachers participate in weekly Professional Learning Communities where, through the use of data gathered, they collaboratively build intervention plans to meet the needs of each student.

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: Impact will be determined by the percentage of increase in student's scores on common assessments.

OBJECTIVE PROGRESS: Objective met. Agendas, power point presentations and sign in sheets are on file.

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: Impact will be determined by positive results from periodic audits.OBJECTIVE PROGRESS: Objective met

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: Impact will be determined by the lack of incidents on campus.

OBJECTIVE PROGRESS: Objective met. Minutes, agendas and sign in sheets are on file.

Parmley Elementary Performance Objectives

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

Performance Objective 1: Increase student performance on STAAR reading objectives by 10%

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

OBJECTIVE PROGRESS: All students STAAR Reading passing percentages in reading increased from 73% to 82%.

Performance Objective 2: Increase student performance on STAAR math objectives by 10%

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

OBJECTIVE PROGRESS: No passing percentages were given on STAAR Math because of the new TEKS.

Performance Objective 3: Increase student performance on STAAR science objectives by 10%.

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

OBJECTIVE PROGRESS: STAAR science passing percentages stayed the same at 72%.

Performance Objective 4: Increase student performance on STAAR Writing test by 10%.

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

OBJECTIVE PROGRESS: STAAR writing passing percentages decreased from 76%-67%.

Performance Objective 5: Acquire updated technology, both hardware and software, for all grade levels K-5th and provide the necessary training for all staff members and students.

Summative Evaluation:

OBJECTIVE PROGRESS: Title I funds were used to purchase 25 computers and a docking station. Starfall, a reading and phonics program was purchased for PreK and Kindergarten and Think Through Math and Istation was used by Kindergarten through 5th grades.

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

Performance Objective 1: Provide opportunities for various avenues of parent involvement at Parmley Elementary.

Summative Evaluation: OBJECTIVE PROGRESS: Parents were involved in Literacy Night, Math/Science night, STAAR-y Night, music programs, Thanksgiving Luncheon, book fairs, Parent Appreciation Days and classroom parties.

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: Human Resources Department

OBJECTIVE PROGRESS: WISD Human Resources makes sure all of our teachers are highly qualified. All of the Parmley Elementary School teachers were highly qualified in 2014-2015.

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: Staff Development Agendas and Sign-In Sheets

OBJECTIVE PROGRESS: Teachers and staff participated in campus and district staff developments throughout the year. These trainings were focused on curriculum and instruction.

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 for learning.

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

Summative Evaluation: Discipline Reports on Bullying, Safety/Drill procedures

OBJECTIVE PROGRESS: Student discipline referrals decreased from 10.45% to 6.45%. The attendance Rate increased from 95% to 96%. The following preparedness drills were performed during the school year: 8 building evacuation fire drills, 1 lock down, 1 severe weather drill, 2 shelter in place drills and 1 reverse evacuation drill.

Stubblefield Daep Performance Objectives

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

Performance Objective 1: Reading and writing enriched classroom for every core subject area.

Summative Evaluation:

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

Summative Evaluation:

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

Summative Evaluation:

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: Evaluated by 2014-2015 parent survey.

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

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

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

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

Summative Evaluation: Impact will be evaluated by 5% growth on questions from the staff climate-culture survey pertaining to professional development. Impact will also be 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".

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

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

Performance Objective 1: Intakes of students coming to DAEP from Home Campus are kept below the number of intake totals for 2013-2014. Students attending DAEP multiple times during a school year are kept below the number for 2013-2014.

Summative Evaluation:

Turner Elementary Performance Objectives

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

OBJECTIVE PROGRESS: Met progress. 3rd Grade Reading 87%, 5th Grade Reading 94% No progress. 4th Grade Reading 81%, 4th Grade Writing 83%, 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: 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: Impact will be evaluated by 5% growth on parental sign-in sheets used for involvement in school activities.

OBJECTIVE PROGRESS: Met progress. 10% growth in Parent Teacher Organization and communication.

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

OBJECTIVE PROGRESS: Met progress. 100% of teachers at A.R. Turner Elementary met the requirement as Highly Qualified. (HQ)

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: Impact will be evaluated by campus budget audit to evaluate line by line alignment between budget spending and campus improvement plan.

OBJECTIVE PROGRESS: Met progress.

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. Reduce student referrals by 5%. Maintain 97% student attendance rate at A.R. Turner Elementary.

Summative Evaluation: Impact will be evaluated by the percentage of annual decreases in referrals by 5% and increase in attendance percentage to 97%.

OBJECTIVE PROGRESS: Met progress. Decreased referrals 31% from 2013-2014 to 2014-2015. No progress. Attendance for 2014-2015 stood at 96.42%

Willis High School Performance Objectives

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 96% and the drop-out rate to 0%.

Summative Evaluation: 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: This objective was not met as the attendance for WHS was below 96%.

Performance Objective 2: 100% Consistent implementation of Strategic Six

Summative Evaluation: Impact will be determined by admin walkthroughs.

OBJECTIVE PROGRESS: By looking at data from Strategy Checks from the 2014-2015 school year it was determined that this goal was not met.

Performance Objective 3: 79% passing rate in all sub-pops on Reading and Math to meet Federal and State Targets.

Summative Evaluation: Impact will be determined by reports received from the state.

OBJECTIVE PROGRESS: By looking at data from the TAPR report, this goal was met on 2 of 9 measures.

Performance Objective 4: 95% participation rate on all state tests.

Summative Evaluation: Impact determined by the number of students who take the tests.

OBJECTIVE PROGRESS: WHS had a 99% participation rate on state tests. This objective was met.

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: Impact will be determined by the number of parents/guardians who include an email in their demographics to facilitate more communication. OBJECTIVE PROGRESS: This goal was not met at 100%. We still have many parents that do not give good contact information. We

will continue to try and make progress on this goal.

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

Summative Evaluation: Impact will be determined by the number of volunteers who participate. OBJECTIVE PROGRESS: WHS obtained one new academic volunteer during the 14-15 school year to tutor math students. This goal was met.

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

Performance Objective 1: All core teachers receive ESL certification.

Summative Evaluation: OBJECTIVE PROGRESS: This objective was not met. Several teachers did receive their certification during this school year, but not all core teachers achieved this goal.

Performance Objective 2: All staff will receive yearly ELPS training.

Summative Evaluation: Impact will be determined by TELPAS scores OBJECTIVE PROGRESS: This goal was met. The training was provided by a representative from Region VI during the August, 2014 in-service.

Performance Objective 3: All staff will know how their individual students performed on state tests in order to better motivate their students.

Summative Evaluation: Impact will be determined by student achievement. OBJECTIVE PROGRESS: This goal was met. The Principal and the Dean of Instruction led an in-service in August 2014; 100% of staff members accessed data in DMAC and used the information in class and PLCs throughout the year.

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: Impact will be evaluated by campus budget audit to ensure 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 learning.

Performance Objective 1: Decrease the number of referrals by 25% from the previous year.

Summative Evaluation: OBJECTIVE PROGRESS: This objective was not met. Data from TxEIS does not indicate a 25% drop in referrals.

Performance Objective 2: Decrease the number of students in core classes by 10%.

Summative Evaluation: OBJECTIVE PROGRESS: This objective was not met due to an increase in student population without an increase in additional staff.

Performance Objective 3: More technology in the classroom by adding additional tablets and document cameras.

Summative Evaluation: OBJECTIVE PROGRESS: This objective was met through the purchase of 180 tablets and 8 document cameras using district funds.

Blank Page

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

District Number: **170904**

2015 Accountability Rating: **Met Standard**

2015 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
2014-15 District Performance ‡

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	81%	76%	66%	71%	81%	*	*	-	73%	100%	71%	65%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	77%	74%	45%	71%	79%	*	100%	-	*	*	70%	67%
Writing	2015	70%	72%	77%	65%	78%	78%	*	100%	-	71%	*	76%	81%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	89%	90%	73%	86%	95%	*	100%	-	86%	63%	87%	72%
Science	2015	72%	76%	72%	38%	63%	81%	*	83%	-	86%	67%	63%	39%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 6														
Reading	2015	77%	80%	68%	54%	57%	78%	*	-	*	70%	*	59%	30%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 7														
Reading	2015	76%	79%	73%	57%	67%	79%	-	*	-	73%	*	66%	30%
Writing	2015	73%	74%	71%	63%	70%	74%	-	*	-	60%	*	64%	34%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 8 **														
Reading	2015	88%	89%	88%	88%	88%	90%	*	100%	-	75%	*	84%	75%
Science	2015	71%	72%	66%	48%	60%	71%	*	100%	-	63%	*	61%	44%
Social Studies	2015	65%	67%	74%	52%	68%	80%	*	100%	-	63%	*	67%	54%
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
English I	2015	71%	73%	64%	55%	59%	69%	*	*	*	81%	37%	57%	43%
English II	2015	72%	74%	70%	58%	62%	77%	-	89%	*	65%	40%	63%	35%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Performance ‡

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above End of Course														
Algebra I	2015	81%	82%	81%	76%	79%	82%	*	100%	*	83%	73%	77%	60%
Biology	2015	91%	93%	88%	87%	84%	91%	*	*	*	63%	65%	83%	78%
U.S. History	2015	91%	92%	92%	84%	86%	97%	*	*	*	100%	67%	89%	67%
STAAR Percent at Phase-in Satisfactory Standard or Above All Grades														
All Subjects	2015	77%	79%	76%	63%	71%	81%	84%	94%	73%	72%	53%	70%	54%
Reading	2015	77%	80%	75%	60%	69%	80%	91%	94%	*	72%	44%	68%	52%
Mathematics	2015	81%	82%	81%	76%	79%	82%	*	100%	*	83%	73%	77%	60%
Writing	2015	72%	73%	74%	64%	74%	76%	*	88%	-	64%	42%	70%	64%
Science	2015	78%	80%	76%	61%	69%	81%	83%	93%	*	68%	63%	69%	48%
Social Studies	2015	78%	79%	83%	69%	77%	88%	*	100%	*	75%	63%	77%	59%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2015	41%	45%	35%	20%	25%	42%	38%	59%	*	30%	13%	24%	5%
Reading	2015	46%	49%	40%	25%	31%	48%	*	61%	*	34%	14%	30%	10%
Mathematics	2015	48%	50%	34%	19%	28%	39%	*	*	*	*	*	24%	*
Writing	2015	34%	35%	31%	16%	27%	34%	*	71%	-	32%	*	23%	*
Science	2015	44%	48%	35%	13%	24%	43%	*	77%	*	33%	*	25%	8%
Social Studies	2015	44%	48%	40%	21%	32%	48%	*	*	*	26%	*	34%	13%
STAAR Percent at Advanced Standard All Grades														
All Subjects	2015	16%	19%	11%	4%	7%	14%	*	21%	*	7%	*	7%	4%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Performance ‡

		State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	19%	12%	4%	8%	15%	*	24%	*	8%	*	8%	5%
Mathematics	2015	20%	23%	10%	*	7%	13%	*	*	*	*	*	6%	*
Writing	2015	9%	9%	6%	*	3%	8%	*	*	-	*	*	3%	*
Science	2015	16%	18%	9%	*	5%	12%	*	*	*	*	*	4%	*
Social Studies	2015	19%	23%	14%	7%	7%	19%	*	*	*	*	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	58%	52%	51%	49%	54%	*	68%	*	54%	37%	49%	50%
Reading	2015	59%	60%	55%	57%	51%	58%	*	69%	*	56%	41%	53%	49%
Mathematics	2015	47%	48%	35%	*	29%	40%	*	*	*	*	*	26%	*
Writing	2015	56%	54%	47%	*	57%	38%	-	*	-	*	*	50%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	16%	14%	13%	13%	15%	*	24%	*	13%	14%	12%	12%
Reading	2015	16%	16%	17%	16%	15%	18%	*	23%	*	17%	18%	15%	14%
Mathematics	2015	19%	20%	9%	*	6%	10%	*	*	*	*	*	6%	*
Writing	2015	7%	6%	4%	*	5%	4%	-	*	-	*	*	4%	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	39%	38%	25%	34%	45%	*	*	-	47%	13%	35%	28%
	2014	45%	45%	46%	46%	45%	49%	*	*	-	43%	47%	44%	39%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 District Performance ‡

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	
Student Success Initiative														
Grade 5 Reading														
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration														
	2015	75%	77%	76%	53%	70%	82%	*	100%	-	75%	22%	71%	56%
Students Requiring Accelerated Instruction														
	2015	25%	23%	24%	47%	30%	18%	50%	*	-	*	78%	29%	44%
STAAR Cumulative Met Standard														
	2015	84%	85%	86%	68%	83%	91%	*	100%	-	75%	30%	82%	68%
STAAR Failers Promoted by Grade Placement Committee														
	2014	92%	91%	89%	*	90%	82%	*	-	-	-	*	88%	92%
STAAR Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
	2015	14%	17%	*	*	*	*	*	-	-	-	*	*	*
Retained in Grade 5														
	2015	59%	72%	*	-	*	*	-	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 District Performance ‡

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	76%	79%	76%	67%	77%	78%	*	86%	-	63%	*	71%	60%
Students Requiring Accelerated Instruction													
2015	24%	21%	24%	33%	23%	22%	0%	*	-	38%	88%	29%	40%
STAAR Cumulative Met Standard													
2015	85%	86%	85%	78%	84%	87%	*	100%	-	75%	20%	80%	68%
STAAR Failers Promoted by Grade Placement Committee													
13	95%	97%	100%	*	100%	100%	-	-	-	*	100%	100%	100%
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
2015	8%	11%	*	*	*	*	-	-	-	*	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Performance ‡
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	79%	76%	66%	66%	-	-	-	49%	60%	47%	55%	54%	54%
Reading	2015	77%	80%	75%	69%	69%	-	-	-	45%	61%	42%	40%	53%	52%
Mathematics	2015	81%	82%	81%	-	-	-	-	-	60%	-	60%	*	60%	60%
Writing	2015	72%	73%	74%	87%	87%	-	-	-	44%	62%	35%	83%	63%	64%
Science	2015	78%	80%	76%	33%	33%	-	-	-	57%	54%	57%	*	48%	48%
Social Studies	2015	78%	79%	83%	-	-	-	-	-	59%	-	59%	*	59%	59%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	45%	35%	*	*	-	-	-	5%	*	5%	*	5%	5%
Reading	2015	46%	49%	40%	12%	12%	-	-	-	9%	*	9%	*	10%	10%
Mathematics	2015	48%	50%	34%	-	-	-	-	-	*	-	*	*	*	*
Writing	2015	34%	35%	31%	*	*	-	-	-	*	*	*	*	*	*
Science	2015	44%	48%	35%	*	*	-	-	-	13%	*	12%	*	8%	8%
Social Studies	2015	44%	48%	40%	-	-	-	-	-	12%	-	12%	*	12%	13%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	19%	11%	8%	8%	-	-	-	2%	6%	1%	3%	4%	4%
Reading	2015	17%	19%	12%	13%	13%	-	-	-	2%	8%	1%	5%	5%	5%
Mathematics	2015	20%	23%	10%	-	-	-	-	-	3%	-	3%	0%	3%	*
Writing	2015	9%	9%	6%	3%	3%	-	-	-	1%	4%	0%	0%	2%	*
Science	2015	16%	18%	9%	0%	0%	-	-	-	2%	0%	3%	0%	1%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Performance ‡
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 06	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2015	19%	23%	14%	-	-	-	-	-	1%	-	1%	0%	1%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	58%	52%	67%	67%	-	-	-	41%	54%	38%	*	50%	50%
Reading	2015	59%	60%	55%	63%	63%	-	-	-	42%	54%	39%	*	50%	49%
Mathematics	2015	47%	48%	35%	-	-	-	-	-	*	-	*	*	*	*
Writing	2015	56%	54%	47%	*	*	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	16%	14%	18%	18%	-	-	-	9%	12%	8%	*	12%	12%
Reading	2015	16%	16%	17%	21%	21%	-	-	-	10%	15%	9%	*	14%	14%
Mathematics	2015	19%	20%	9%	-	-	-	-	-	*	-	*	*	*	*
Writing	2015	7%	6%	4%	*	*	-	-	-	*	*	*	*	*	*
STAAR Percent Exceeded Progress															
Sum of Grades 4-8															
Reading	2015	39%	39%	38%	34%	34%	-	-	-	27%	43%	24%	*	29%	28%
	2014	45%	45%	46%	33%	46%	-	21%	-	42%	52%	39%	*	39%	39%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 District Participation ‡

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	99%	99%	96%	100%	100%	99%	97%	99%	99%
Included in Accountability	94%	94%	94%	92%	94%	95%	89%	94%	100%	88%	91%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	5%	8%	4%	5%	7%	0%	0%	11%	5%	5%	3%
Other Exclusions	1%	1%	1%	0%	1%	0%	0%	6%	0%	0%	1%	1%	4%
Not Tested	1%	1%	1%	0%	1%	1%	4%	0%	0%	1%	3%	1%	1%
Absent	1%	1%	1%	0%	1%	1%	4%	0%	0%	0%	3%	1%	1%
Other	0%	0%	0%	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
2014-15 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	96.0%	95.1%	95.4%	95.8%	94.6%	96.0%	97.1%	91.3%	94.7%	92.7%	94.8%	96.7%
2012-13	95.8%	95.8%	95.1%	95.4%	95.9%	94.7%	94.3%	96.5%	92.7%	95.3%	92.8%	95.0%	96.8%
Annual Dropout Rate (Gr 7-8)													
2013-14	0.5%	0.2%	0.4%	0.0%	0.3%	0.3%	*	0.0%	*	3.0%	2.3%	0.6%	0.0%
2012-13	0.4%	0.1%	0.1%	0.0%	0.3%	0.0%	*	0.0%	*	0.0%	0.0%	0.1%	1.0%
Annual Dropout Rate (Gr 9-12)													
2013-14	2.2%	1.6%	1.1%	1.1%	1.2%	1.1%	0.0%	0.0%	*	0.0%	2.5%	1.4%	2.1%
2012-13	2.2%	1.6%	1.8%	1.3%	1.3%	2.1%	9.1%	0.0%	*	0.0%	4.5%	2.4%	2.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	88.3%	89.6%	91.2%	85.3%	93.6%	91.2%	*	*	*	80.0%	81.5%	88.3%	100.0%
Received GED	0.8%	1.7%	0.3%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	4.3%	3.4%	4.0%	5.9%	4.3%	3.8%	*	*	*	0.0%	7.4%	5.8%	0.0%
Dropped Out	6.6%	5.3%	4.5%	8.8%	2.1%	4.6%	*	*	*	20.0%	11.1%	5.3%	0.0%
Graduates and GED	89.1%	91.3%	91.5%	85.3%	93.6%	91.6%	*	*	*	80.0%	81.5%	88.8%	100.0%
Grads, GED, & Cont	93.4%	94.7%	95.5%	91.2%	97.9%	95.4%	*	*	*	80.0%	88.9%	94.7%	100.0%
Class of 2013													
Graduated	88.0%	89.6%	93.1%	96.6%	91.2%	93.5%	*	*	-	*	83.9%	89.1%	84.6%
Received GED	0.8%	1.5%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	4.6%	3.2%	2.8%	3.4%	4.4%	2.2%	*	*	-	*	3.2%	4.3%	0.0%
Dropped Out	6.6%	5.8%	4.2%	0.0%	4.4%	4.3%	*	*	-	*	12.9%	6.5%	15.4%
Graduates and GED	88.9%	91.0%	93.1%	96.6%	91.2%	93.5%	*	*	-	*	83.9%	89.1%	84.6%
Grads, GED, & Cont	93.4%	94.2%	95.8%	100.0%	95.6%	95.7%	*	*	-	*	87.1%	93.5%	84.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.4%	91.3%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.1%	1.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Dropped Out	7.2%	6.1%	5.0%	0.0%	5.4%	5.2%	*	*	-	*	12.9%	8.2%	14.3%
Graduates and GED	91.5%	93.1%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Grads, GED, & Cont	92.8%	93.9%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Class of 2012													
Graduated	90.4%	92.2%	96.6%	97.6%	98.8%	95.6%	*	*	*	100.0%	93.1%	95.4%	100.0%
Received GED	1.2%	2.1%	0.3%	2.4%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	0.8%	0.5%	0.0%	0.0%	0.8%	*	*	*	0.0%	3.4%	0.6%	0.0%
Dropped Out	7.1%	4.9%	2.6%	0.0%	1.2%	3.6%	*	*	*	0.0%	3.4%	4.0%	0.0%
Graduates and GED	91.6%	94.3%	96.9%	100.0%	98.8%	95.6%	*	*	*	100.0%	93.1%	95.4%	100.0%
Grads, GED, & Cont	92.9%	95.1%	97.4%	100.0%	98.8%	96.4%	*	*	*	100.0%	96.6%	96.0%	100.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	92.6%	97.2%	97.6%	98.8%	96.4%	*	*	*	100.0%	96.6%	96.0%	100.0%
Received GED	1.5%	2.3%	0.5%	2.4%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.2%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.0%	4.8%	2.3%	0.0%	1.2%	3.2%	*	*	*	0.0%	3.4%	3.5%	0.0%
Graduates and GED	92.4%	94.9%	97.7%	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
Grads, GED, & Cont	93.0%	95.2%	97.7%	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
Class of 2011													
Graduated	89.8%	91.5%	94.2%	95.7%	92.2%	94.8%	*	*	-	100.0%	96.9%	90.5%	75.0%
Received GED	1.5%	2.5%	0.3%	0.0%	0.0%	0.4%	*	*	-	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	8.1%	5.4%	5.5%	4.3%	7.8%	4.8%	*	*	-	0.0%	3.1%	8.9%	25.0%
Graduates and GED	91.3%	94.0%	94.5%	95.7%	92.2%	95.2%	*	*	-	100.0%	96.9%	91.1%	75.0%
Grads, GED, & Cont	91.9%	94.6%	94.5%	95.7%	92.2%	95.2%	*	*	-	100.0%	96.9%	91.1%	75.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	88.3%	89.6%	91.0%	85.3%	92.7%	91.2%	*	*	*	80.0%	81.5%	88.0%	100.0%
Class of 2013	88.0%	89.6%	90.3%	96.6%	84.7%	91.9%	*	*	-	*	78.8%	85.9%	73.3%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2013	90.4%	91.3%	93.8%	100.0%	93.9%	93.2%	*	*	-	*	81.8%	91.0%	86.7%
Class of 2012	90.4%	92.2%	96.2%	97.6%	96.6%	95.6%	*	*	*	100.0%	93.3%	95.4%	71.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2014	85.5%	84.6%	91.5%	75.9%	92.0%	93.1%	*	*	*	*	13.6%	88.5%	81.3%
Class of 2013	83.5%	82.8%	90.2%	85.7%	89.2%	90.7%	*	*	-	*	26.9%	86.0%	90.9%
RHSP/DAP Graduates (Annual Rate)													
2013-14	83.8%	83.4%	89.7%	75.9%	89.9%	91.0%	*	*	*	*	9.5%	87.2%	82.4%
2012-13	81.6%	81.5%	89.3%	85.7%	88.1%	89.8%	*	*	-	*	20.0%	84.3%	90.9%
Advanced Course/Dual Enrollment Completion (Grades 11-12)													
Any Subject													
2013-14	53.2%	52.1%	35.8%	19.7%	30.8%	40.2%	*	33.3%	*	38.5%	6.0%	25.3%	17.3%
English Language Arts													
2013-14	28.9%	23.8%	27.3%	16.4%	22.5%	30.5%	*	37.5%	*	30.8%	0.0%	17.8%	8.2%
Mathematics													
2013-14	42.4%	44.0%	18.5%	11.1%	12.3%	23.1%	*	12.5%	*	16.7%	0.0%	10.4%	0.0%
Science													
2013-14	13.4%	13.8%	5.4%	0.0%	2.9%	7.6%	*	0.0%	*	0.0%	0.0%	4.1%	0.0%
Social Studies													
2013-14	27.8%	26.7%	27.8%	11.5%	21.5%	32.3%	*	33.3%	*	38.5%	0.0%	17.4%	3.8%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Attendance and Postsecondary Readiness

	State	Region 06	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Enrollment Completion (Grades 9-12)													
Any Subject													
2013-14	33.1%	30.6%	15.9%	8.2%	13.5%	18.2%	22.2%	15.0%	*	12.8%	2.2%	10.8%	6.7%
2012-13	31.4%	28.7%	23.0%	8.2%	18.9%	27.1%	10.0%	18.8%	*	21.9%	3.1%	16.0%	6.7%
English Language Arts													
2013-14	15.4%	11.4%	12.0%	6.8%	9.8%	13.6%	22.2%	15.8%	*	10.3%	0.0%	7.6%	3.0%
2012-13	14.3%	11.3%	11.1%	2.3%	8.2%	13.5%	0.0%	12.5%	*	13.3%	1.7%	6.5%	2.6%
Mathematics													
2013-14	18.8%	19.6%	8.1%	4.8%	5.4%	10.0%	0.0%	5.3%	*	5.7%	0.0%	4.5%	0.0%
2012-13	18.4%	19.4%	6.5%	1.6%	5.8%	7.4%	0.0%	13.3%	*	6.7%	0.0%	4.5%	0.0%
Science													
2013-14	5.6%	5.3%	1.9%	0.0%	1.1%	2.8%	0.0%	0.0%	*	0.0%	0.0%	1.4%	0.0%
2012-13	5.2%	5.1%	2.3%	0.9%	1.2%	2.9%	0.0%	7.7%	*	3.7%	0.0%	1.6%	0.0%
Social Studies													
2013-14	18.3%	17.2%	12.4%	4.8%	9.5%	14.7%	22.2%	15.0%	*	12.8%	0.0%	7.5%	1.5%
2012-13	17.0%	15.5%	19.7%	7.0%	14.0%	24.1%	10.0%	20.0%	*	19.4%	0.0%	11.8%	0.9%
College-Ready Graduates													
English Language Arts													
Class of 2014	68%	70%	56%	25%	45%	65%	*	*	*	*	9%	49%	13%
Class of 2013	65%	67%	59%	39%	49%	66%	*	*	-	*	0%	49%	10%
Mathematics													
Class of 2014	67%	68%	67%	38%	59%	73%	*	*	*	*	14%	57%	19%
Class of 2013	74%	76%	77%	58%	71%	81%	*	*	-	*	25%	72%	40%
Both Subjects													
Class of 2014	54%	56%	46%	8%	37%	53%	*	*	*	*	14%	37%	6%
Class of 2013	56%	59%	55%	23%	45%	62%	*	*	-	*	0%	43%	10%
College and Career Ready Graduates													
Class of 2014	78.4%	77.6%	67.4%	37.9%	59.6%	74.9%	*	*	*	*	33.3%	57.8%	29.4%
CTE Coherent Sequence Graduates													
Class of 2014	46.4%	43.0%	37.9%	2.8%	11.1%	23.7%	*	*	*	*	1.9%	20.3%	1.1%
AP/IB Results (Participation)													
All Subjects													
2014	23.5%	21.6%	9.7%	3.3%	9.1%	10.7%	*	11.1%	*	7.1%	n/a	5.3%	n/a
2013	22.1%	19.9%	7.6%	0.0%	10.9%	7.6%	0.0%	0.0%	*	0.0%	n/a	7.6%	n/a
English Language Arts													
2014	15.0%	11.4%	7.4%	3.3%	7.0%	8.0%	*	11.1%	*	7.1%	n/a	4.6%	n/a
2013	14.0%	10.0%	4.7%	0.0%	5.0%	5.3%	0.0%	0.0%	*	0.0%	n/a	4.2%	n/a
Mathematics													
2014	6.5%	7.2%	0.4%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	n/a	0.0%	n/a
2013	5.7%	7.0%	0.9%	0.0%	1.5%	0.8%	0.0%	0.0%	*	0.0%	n/a	0.5%	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 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
AP/IB Results (Participation)													
Science													
2014	6.9%	6.9%	0.4%	0.0%	0.4%	0.4%	*	0.0%	*	0.0%	n/a	0.2%	n/a
2013	6.2%	6.3%	0.6%	0.0%	0.5%	0.8%	0.0%	0.0%	*	0.0%	n/a	0.8%	n/a
Social Studies													
2014	13.8%	13.9%	7.6%	3.3%	6.2%	8.6%	*	11.1%	*	7.1%	n/a	3.6%	n/a
2013	12.7%	12.3%	4.4%	0.0%	6.0%	4.5%	0.0%	0.0%	*	0.0%	n/a	4.5%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2014	51.3%	60.7%	38.5%	*	50.0%	29.4%	*	*	-	*	n/a	54.5%	n/a
2013	50.9%	61.0%	35.6%	-	22.7%	43.2%	-	-	-	-	n/a	34.5%	n/a
English Language Arts													
2014	44.7%	56.9%	31.7%	*	23.5%	31.6%	*	*	-	*	n/a	31.6%	n/a
2013	45.2%	58.2%	27.8%	-	10.0%	34.6%	-	-	-	-	n/a	18.8%	n/a
Mathematics													
2014	53.6%	57.8%	*	-	-	*	-	-	-	-	n/a	-	n/a
2013	52.3%	60.3%	14.3%	-	*	*	-	-	-	-	n/a	*	n/a
Science													
2014	45.7%	59.3%	*	-	*	*	-	-	-	-	n/a	*	n/a
2013	47.6%	58.9%	80.0%	-	*	*	-	-	-	-	n/a	*	n/a
Social Studies													
2014	41.6%	52.9%	31.1%	*	40.0%	26.8%	*	*	-	*	n/a	46.7%	n/a
2013	42.0%	53.9%	32.4%	-	16.7%	40.9%	-	-	-	-	n/a	29.4%	n/a
SAT/ACT Results													
Tested													
Class of 2014	66.3%	59.1%	57.9%	58.6%	46.5%	61.9%	*	*	*	*	n/a	49.7%	n/a
Class of 2013	63.8%	59.0%	62.9%	67.9%	54.8%	65.3%	*	*	-	*	n/a	48.8%	n/a
At/Above Criterion													
Class of 2014	25.1%	32.2%	17.8%	0.0%	8.7%	23.2%	*	*	*	*	n/a	12.8%	n/a
Class of 2013	25.4%	33.8%	21.7%	5.3%	6.5%	28.4%	*	*	-	-	n/a	11.1%	n/a
Average SAT Score													
All Subjects													
Class of 2014	1417	1492	1391	1189	1324	1435	*	*	*	*	n/a	1338	n/a
Class of 2013	1422	1499	1386	1204	1241	1460	-	*	-	-	n/a	1284	n/a
English Language Arts and Writing													
Class of 2014	925	975	906	762	864	935	*	*	*	*	n/a	870	n/a
Class of 2013	927	978	901	778	786	957	-	*	-	-	n/a	823	n/a
Mathematics													
Class of 2014	491	517	485	427	460	499	*	*	*	*	n/a	467	n/a
Class of 2013	496	521	485	425	455	503	-	*	-	-	n/a	461	n/a
Average ACT Score													
All Subjects													
Class of 2014	20.6	21.7	20.0	*	20.1	20.7	*	-	-	-	n/a	18.8	n/a
Class of 2013	20.6	21.7	20.9	*	18.1	21.7	*	*	-	-	n/a	19.2	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 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
Average ACT Score													
English Language Arts													
Class of 2014	20.0	21.2	19.3	*	20.1	19.9	*	-	-	-	n/a	17.9	n/a
Class of 2013	20.0	21.2	20.4	*	16.4	21.6	*	*	-	-	n/a	17.9	n/a
Mathematics													
Class of 2014	21.2	22.3	20.6	*	20.2	21.4	*	-	-	-	n/a	19.9	n/a
Class of 2013	21.3	22.4	21.9	*	21.1	22.1	*	*	-	-	n/a	21.0	n/a
Science													
Class of 2014	20.7	21.7	20.4	*	20.0	21.0	*	-	-	-	n/a	19.1	n/a
Class of 2013	20.7	21.6	20.5	*	17.5	21.4	*	*	-	-	n/a	19.2	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2012-13	56.9%	53.7%	51.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	57.3%	54.8%	53.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2012-13	70.8%	74.0%	71.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	69.0%	76.1%	71.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Profile

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students:	6,905	100.0%	5,215,342	100.0%
Students by Grade:				
Early Childhood Education	18	0.3%	12,201	0.2%
Pre-Kindergarten	197	2.9%	219,225	4.2%
Kindergarten	520	7.5%	390,276	7.5%
Grade 1	557	8.1%	412,144	7.9%
Grade 2	518	7.5%	407,896	7.8%
Grade 3	526	7.6%	396,108	7.6%
Grade 4	507	7.3%	390,351	7.5%
Grade 5	553	8.0%	388,109	7.4%
Grade 6	508	7.4%	383,497	7.4%
Grade 7	518	7.5%	382,841	7.3%
Grade 8	539	7.8%	388,200	7.4%
Grade 9	593	8.6%	419,726	8.0%
Grade 10	516	7.5%	372,994	7.2%
Grade 11	429	6.2%	341,731	6.6%
Grade 12	406	5.9%	310,043	5.9%
Ethnic Distribution:				
African American	530	7.7%	659,074	12.6%
Hispanic	2,347	34.0%	2,714,289	52.0%
White	3,742	54.2%	1,509,592	28.9%
American Indian	27	0.4%	21,411	0.4%
Asian	46	0.7%	201,738	3.9%
Pacific Islander	7	0.1%	7,085	0.1%
Two or More Races	206	3.0%	102,153	2.0%
Economically Disadvantaged	4,003	58.0%	3,068,820	58.8%
Non-Educationally Disadvantaged	2,902	42.0%	2,146,462	41.2%
English Language Learners (ELL)	1,059	15.3%	948,391	18.2%
Students w/ Disciplinary Placements (2013-2014)	192	2.6%	78,821	1.5%
At-Risk	3,854	55.8%	2,668,590	51.2%
Graduates (Class of 2014):				
Total Graduates	359	100.0%	303,109	100.0%
By Ethnicity (incl. Special Ed.):				
African American	29	8.1%	38,046	12.6%
Hispanic	99	27.6%	141,907	46.8%
White	223	62.1%	103,764	34.2%
American Indian	2	0.6%	1,278	0.4%
Asian	1	0.3%	12,420	4.1%
Pacific Islander	1	0.3%	401	0.1%
Two or More Races	4	1.1%	5,293	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	37	10.3%	48,435	-
Recommended H.S. Program/DAP	322	89.7%	251,154	-
Foundation High School Plan	0	0.0%	3,520	-
Special Education Graduates	21	5.8%	23,654	7.8%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 District Profile

<u>Student Information</u>	<u>Non-Special Education Rates</u>		<u>Special Education Rates</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	2.2%	2.0%	16.2%	8.6%
Grade 1	6.8%	4.3%	16.7%	8.1%
Grade 2	5.3%	2.9%	9.1%	3.9%
Grade 3	4.3%	2.2%	11.1%	1.6%
Grade 4	1.6%	1.2%	4.3%	0.9%
Grade 5	2.5%	1.3%	2.3%	0.9%
Grade 6	2.1%	0.7%	2.6%	0.8%
Grade 7	2.0%	1.0%	3.3%	1.1%
Grade 8	0.4%	1.0%	2.5%	1.4%

	<u>District</u>		<u>State</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
PID Errors (students)	2	0.0%	4,688	0.1%
Underreported Students	15	0.5%	8,429	0.4%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	20.5	19.2
Grade 1	19.9	19.3
Grade 2	18.4	19.3
Grade 3	17.9	19.1
Grade 4	18.0	19.1
Grade 5	18.8	20.8
Grade 6	20.6	20.3
Secondary:		
English/Language Arts	21.4	17.2
Foreign Languages	19.1	18.9
Mathematics	20.4	18.1
Science	23.7	19.1
Social Studies	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Profile

Staff Information	District Count	Percent	State Count	Percent
Total Staff	842.5	100.0%	673,140.3	100.0%
Professional Staff:	513.6	61.0%	433,985.7	64.5%
Teachers	401.8	47.7%	342,191.8	50.8%
Professional Support	76.2	9.0%	65,119.0	9.7%
Campus Administration (School Leadership)	26.7	3.2%	19,679.9	2.9%
Central Administration	8.9	1.1%	6,995.1	1.0%
Educational Aides:	72.0	8.5%	64,640.8	9.6%
Auxiliary Staff:	256.9	30.5%	174,513.8	25.9%
Total Minority Staff:	190.5	22.6%	311,862.3	46.3%
Teachers by Ethnicity and Sex:				
African American	9.8	2.4%	33,863.7	9.9%
Hispanic	43.1	10.7%	87,714.8	25.6%
White	343.8	85.6%	210,044.8	61.4%
American Indian	1.0	0.2%	1,244.6	0.4%
Asian	0.0	0.0%	4,890.6	1.4%
Pacific Islander	0.0	0.0%	758.8	0.2%
Two or More Races	4.0	1.0%	3,674.5	1.1%
Males	78.8	19.6%	79,947.9	23.4%
Females	323.0	80.4%	262,243.9	76.6%
Teachers by Highest Degree Held:				
No Degree	2.0	0.5%	2,980.2	0.9%
Bachelors	319.3	79.5%	257,146.2	75.1%
Masters	79.5	19.8%	79,997.8	23.4%
Doctorate	1.0	0.2%	2,067.7	0.6%
Teachers by Years of Experience:				
Beginning Teachers	16.8	4.2%	29,256.4	8.5%
1-5 Years Experience	109.0	27.1%	89,247.1	26.1%
6-10 Years Experience	102.4	25.5%	77,168.2	22.6%
11-20 Years Experience	116.2	28.9%	91,890.7	26.9%
Over 20 Years Experience	57.3	14.3%	54,629.4	16.0%
Number of Students per Teacher	17.2	n/a	15.2	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 District Profile

Staff Information	District	State
Average Years Experience of Teachers:	11.5	11.0
Average Years Experience of Teachers with District:	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$44,361	\$44,540
1-5 Years Experience	\$44,628	\$46,575
6-10 Years Experience	\$48,416	\$49,127
11-20 Years Experience	\$52,160	\$52,640
Over 20 Years Experience	\$60,160	\$59,787
Average Actual Salaries (regular duties only):		
Teachers	\$49,977	\$50,715
Professional Support	\$60,414	\$59,791
Campus Administration (School Leadership)	\$71,083	\$74,292
Central Administration	\$106,045	\$96,907
Instructional Staff Percent:	60.7	64.6
Turnover Rate for Teachers:	16.7	16.6
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,148.2
Educational Aides	0.0	228.9
Auxiliary Staff	0.0	508.3
Contracted Instructional Staff:	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 District Profile

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,040	15.1%	930,751	17.8%
Career & Technical Education	1,692	24.5%	1,209,784	23.2%
Gifted & Talented Education	277	4.0%	397,170	7.6%
Special Education	493	7.1%	442,483	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	8.7	2.2%	20,082.5	5.9%
Career & Technical Education	20.0	5.0%	14,616.2	4.3%
Compensatory Education	3.5	0.9%	10,485.6	3.1%
Gifted & Talented Education	0.1	0.0%	6,478.6	1.9%
Regular Education	332.7	82.8%	248,541.9	72.6%
Special Education	11.0	2.7%	30,683.6	9.0%
Other	25.7	6.4%	11,303.5	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

'+' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
 '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
 '**' Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **ROBERT P BRABHAM MIDDLE**

Campus Number: **170904043**

2015 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
 2014-15 Campus Performance ‡

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 6														
Reading	2015	77%	68%	71%	88%	56%	77%	*	-	-	80%	*	60%	33%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 7														
Reading	2015	76%	73%	76%	80%	67%	83%	-	*	-	*	*	69%	38%
Writing	2015	73%	71%	77%	90%	71%	80%	-	*	-	83%	*	70%	48%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 8 **														
Reading	2015	88%	88%	95%	100%	92%	95%	-	*	-	100%	*	92%	75%
Science	2015	71%	66%	82%	63%	80%	85%	-	*	-	70%	*	84%	70%
Social Studies	2015	65%	74%	78%	50%	74%	83%	-	*	-	70%	*	70%	60%
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
Algebra I	2015	81%	81%	100%	*	100%	100%	-	*	-	*	*	100%	-
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	81%	77%	74%	85%	*	83%	-	79%	33%	75%	51%
Reading	2015	77%	75%	81%	91%	71%	85%	*	*	-	85%	*	73%	45%
Mathematics	2015	81%	81%	100%	*	100%	100%	-	*	-	*	*	100%	-
Writing	2015	72%	74%	77%	90%	71%	80%	-	*	-	83%	*	70%	48%
Science	2015	78%	76%	82%	63%	80%	85%	-	*	-	70%	*	84%	70%
Social Studies	2015	78%	83%	78%	50%	74%	83%	-	*	-	70%	*	70%	60%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	34%	21%	21%	41%	*	*	-	27%	*	24%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Reading	2015	46%	40%	40%	36%	27%	47%	*	*	-	35%	*	28%	8%
Mathematics	2015	48%	34%	72%	*	61%	78%	-	*	-	*	*	54%	-
Writing	2015	34%	31%	39%	*	30%	45%	-	*	-	*	*	33%	*
Science	2015	44%	35%	45%	*	39%	52%	-	*	-	*	*	42%	35%
Social Studies	2015	44%	40%	20%	*	18%	23%	-	*	-	*	*	18%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	14%	*	7%	18%	*	42%	-	13%	*	8%	*
Reading	2015	17%	12%	16%	*	8%	21%	*	*	-	19%	*	9%	*
Mathematics	2015	20%	10%	28%	*	*	33%	-	*	-	*	*	*	-
Writing	2015	9%	6%	9%	*	*	12%	-	*	-	*	*	5%	*
Science	2015	16%	9%	18%	*	11%	24%	-	*	-	*	*	10%	*
Social Studies	2015	19%	14%	5%	*	*	6%	-	*	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	51%	57%	45%	53%	*	*	-	59%	*	47%	35%
Reading	2015	59%	55%	50%	63%	39%	54%	*	*	-	59%	*	44%	31%
Mathematics	2015	47%	35%	65%	*	*	67%	-	*	-	*	*	*	-
Writing	2015	56%	47%	50%	*	59%	46%	-	*	-	*	*	56%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	15%	17%	13%	16%	*	*	-	22%	*	11%	9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
Reading	2015	16%	17%	17%	20%	13%	18%	*	*	-	27%	*	13%	9%
Mathematics	2015	19%	9%	23%	*	*	26%	-	*	-	*	*	*	-
Writing	2015	7%	4%	7%	*	12%	5%	-	*	-	*	*	9%	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	35%	*	24%	41%	-	*	-	*	*	30%	22%
	2014	45%	46%	54%	56%	53%	55%	-	-	-	*	46%	51%	51%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 6													
2015	14%	*	*	-	*	*	-	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	76%	76%	82%	94%	83%	81%	-	*	-	80%	*	79%	67%
Students Requiring Accelerated Instruction													
2015	24%	24%	18%	*	17%	19%	-	*	-	*	92%	21%	33%
STAAR Cumulative Met Standard													
2015	85%	85%	92%	94%	90%	91%	-	*	-	100%	*	87%	71%
STAAR Failers Promoted by Grade Placement Committee													
13	95%	100%	100%	-	100%	*	-	-	-	-	-	100%	100%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 791
 Grade Span: 06 - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	81%	-	-	-	-	-	51%	-	51%	*	51%	51%
Reading	2015	77%	75%	81%	-	-	-	-	-	45%	-	45%	*	45%	45%
Mathematics	2015	81%	81%	100%	-	-	-	-	-	-	-	-	-	-	-
Writing	2015	72%	74%	77%	-	-	-	-	-	48%	-	48%	-	48%	48%
Science	2015	78%	76%	82%	-	-	-	-	-	70%	-	70%	-	70%	70%
Social Studies	2015	78%	83%	78%	-	-	-	-	-	60%	-	60%	-	60%	60%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	34%	-	-	-	-	-	*	-	*	*	*	*
Reading	2015	46%	40%	40%	-	-	-	-	-	8%	-	8%	*	8%	8%
Mathematics	2015	48%	34%	72%	-	-	-	-	-	-	-	-	-	-	-
Writing	2015	34%	31%	39%	-	-	-	-	-	*	-	*	-	*	*
Science	2015	44%	35%	45%	-	-	-	-	-	35%	-	35%	-	35%	35%
Social Studies	2015	44%	40%	20%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	14%	-	-	-	-	-	0%	-	0%	0%	0%	*
Reading	2015	17%	12%	16%	-	-	-	-	-	0%	-	0%	0%	0%	*
Mathematics	2015	20%	10%	28%	-	-	-	-	-	-	-	-	-	-	-
Writing	2015	9%	6%	9%	-	-	-	-	-	0%	-	0%	-	0%	*
Science	2015	16%	9%	18%	-	-	-	-	-	0%	-	0%	-	0%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 791
 Grade Span: 06 - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2015	19%	14%	5%	-	-	-	-	-	0%	-	0%	-	0%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	51%	-	-	-	-	-	35%	-	35%	*	35%	35%
Reading	2015	59%	55%	50%	-	-	-	-	-	31%	-	31%	*	31%	31%
Mathematics	2015	47%	35%	65%	-	-	-	-	-	-	-	-	-	-	-
Writing	2015	56%	47%	50%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	15%	-	-	-	-	-	9%	-	9%	*	9%	9%
Reading	2015	16%	17%	17%	-	-	-	-	-	9%	-	9%	*	9%	9%
Mathematics	2015	19%	9%	23%	-	-	-	-	-	-	-	-	-	-	-
Writing	2015	7%	4%	7%	-	-	-	-	-	*	-	*	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	35%	-	-	-	-	-	22%	-	22%	-	22%	22%
	2014	45%	46%	54%	-	-	-	-	-	51%	-	51%	-	51%	51%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 791
 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
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	*	100%	-	97%	100%	100%	100%
Included in Accountability	94%	94%	93%	84%	95%	94%	*	80%	-	85%	100%	94%	90%
Not Included in Accountability													
Mobile	4%	5%	6%	16%	4%	5%	*	0%	-	11%	0%	4%	5%
Other Exclusions	1%	1%	1%	0%	1%	0%	*	20%	-	0%	0%	1%	6%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	-	3%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	2%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	2%	0%	0%	0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	95.8%	95.3%	96.3%	95.7%	*	*	*	94.7%	92.0%	95.5%	97.0%
2012-13	95.8%	95.1%	95.9%	97.0%	96.6%	95.4%	*	97.0%	*	95.9%	94.0%	95.9%	97.3%
Annual Dropout Rate (Gr 7-8)													
2013-14	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
2012-13	0.4%	0.1%	0.0%	0.0%	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
2014-15 Campus Profile

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Campus		District	State
	Count	Percent		
Total Students:	791	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.9%	4.2%
Kindergarten	0	0.0%	7.5%	7.5%
Grade 1	0	0.0%	8.1%	7.9%
Grade 2	0	0.0%	7.5%	7.8%
Grade 3	0	0.0%	7.6%	7.6%
Grade 4	0	0.0%	7.3%	7.5%
Grade 5	0	0.0%	8.0%	7.4%
Grade 6	260	32.9%	7.4%	7.4%
Grade 7	266	33.6%	7.5%	7.3%
Grade 8	265	33.5%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	41	5.2%	7.7%	12.6%
Hispanic	245	31.0%	34.0%	52.0%
White	467	59.0%	54.2%	28.9%
American Indian	2	0.3%	0.4%	0.4%
Asian	5	0.6%	0.7%	3.9%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	31	3.9%	3.0%	2.0%
Economically Disadvantaged	384	48.5%	58.0%	58.8%
Non-Educationally Disadvantaged	407	51.5%	42.0%	41.2%
English Language Learners (ELL)	96	12.1%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	12	1.4%	2.6%	1.5%
At-Risk	430	54.4%	55.8%	51.2%
Mobility (2013-2014)	126	15.1%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.2%	2.0%	-	16.2%	8.6%
Grade 1	-	6.8%	4.3%	-	16.7%	8.1%
Grade 2	-	5.3%	2.9%	-	9.1%	3.9%
Grade 3	-	4.3%	2.2%	-	11.1%	1.6%
Grade 4	-	1.6%	1.2%	-	4.3%	0.9%
Grade 5	-	2.5%	1.3%	-	2.3%	0.9%
Grade 6	3.3%	2.1%	0.7%	0.0%	2.6%	0.8%
Grade 7	2.9%	2.0%	1.0%	0.0%	3.3%	1.1%
Grade 8	0.4%	0.4%	1.0%	6.3%	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.5	19.2
Grade 1	-	19.9	19.3
Grade 2	-	18.4	19.3
Grade 3	-	17.9	19.1
Grade 4	-	18.0	19.1
Grade 5	-	18.8	20.8
Grade 6	21.6	20.6	20.3
Secondary:			
English/Language Arts	23.9	21.4	17.2
Foreign Languages	25.8	19.1	18.9
Mathematics	16.3	20.4	18.1
Science	21.9	23.7	19.1
Social Studies	20.2	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	55.8	100.0%	100.0%	100.0%
Professional Staff:	49.8	89.2%	61.0%	64.5%
Teachers	43.5	78.0%	47.7%	50.8%
Professional Support	2.8	5.0%	9.0%	9.7%
Campus Administration (School Leadership)	3.5	6.3%	3.2%	2.9%
Educational Aides:	6.0	10.8%	8.5%	9.6%
Total Minority Staff:	8.1	14.5%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	1.1	2.6%	2.4%	9.9%
Hispanic	3.0	6.9%	10.7%	25.6%
White	37.4	86.0%	85.6%	61.4%
American Indian	1.0	2.3%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	1.0%	1.1%
Males	11.2	25.9%	19.6%	23.4%
Females	32.3	74.1%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	35.3	81.1%	79.5%	75.1%
Masters	8.2	18.9%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.9%	4.2%	8.5%
1-5 Years Experience	17.1	39.3%	27.1%	26.1%
6-10 Years Experience	9.0	20.6%	25.5%	22.6%
11-20 Years Experience	7.6	17.5%	28.9%	26.9%
Over 20 Years Experience	6.8	15.7%	14.3%	16.0%
Number of Students per Teacher	18.2	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.0	11.5	11.0
Average Years Experience of Teachers with District:	6.5	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,766	\$44,361	\$44,540
1-5 Years Experience	\$45,340	\$44,628	\$46,575
6-10 Years Experience	\$47,997	\$48,416	\$49,127
11-20 Years Experience	\$47,113	\$52,160	\$52,640
Over 20 Years Experience	\$58,185	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$48,111	\$49,977	\$50,715
Professional Support	\$58,027	\$60,414	\$59,791
Campus Administration (School Leadership)	\$70,509	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 791
 Grade Span: 06 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	95	12.0%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	38	4.8%	4.0%	7.6%
Special Education	51	6.4%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	0.0	0.0%	0.9%	3.1%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	37.7	86.7%	82.8%	72.6%
Special Education	1.1	2.6%	2.7%	9.0%
Other	4.7	10.7%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '†' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **EDWARD B CANNAN EL**

Campus Number: **170904106**

2015 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
 2014-15 Campus Performance ‡

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	76%	74%	*	71%	79%	-	-	-	*	*	72%	67%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	74%	74%	*	69%	83%	-	*	-	-	-	72%	71%
Writing	2015	70%	77%	82%	*	85%	77%	-	*	-	-	-	86%	89%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	90%	92%	*	90%	97%	*	-	-	*	*	91%	88%
Science	2015	72%	72%	63%	*	43%	88%	*	-	-	*	*	55%	34%
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	77%	70%	72%	85%	*	*	-	70%	*	75%	70%
Reading	2015	77%	75%	80%	83%	76%	86%	*	*	-	*	*	78%	74%
Writing	2015	72%	74%	82%	*	85%	77%	-	*	-	-	-	86%	89%
Science	2015	78%	76%	63%	*	43%	88%	*	-	-	*	*	55%	34%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	23%	*	11%	34%	*	*	-	*	*	19%	*
Reading	2015	46%	40%	36%	*	21%	49%	*	*	-	*	*	29%	*
Writing	2015	34%	31%	26%	*	*	33%	-	*	-	-	-	19%	*
Science	2015	44%	35%	18%	*	*	28%	*	-	-	*	*	16%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	12%	*	8%	20%	*	*	-	*	*	10%	7%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	12%	16%	*	11%	26%	*	*	-	*	*	14%	10%
Writing	2015	9%	6%	*	*	*	*	-	*	-	-	-	*	*
Science	2015	16%	9%	6%	*	*	16%	*	-	-	*	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	63%	*	60%	66%	*	*	-	*	*	61%	58%
Reading	2015	59%	55%	61%	*	57%	66%	*	*	-	*	*	58%	53%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	21%	*	15%	29%	*	*	-	*	*	18%	13%
Reading	2015	16%	17%	23%	*	18%	29%	*	*	-	*	*	20%	16%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	52%	*	52%	50%	-	-	-	*	*	55%	47%
	2014	45%	46%	43%	*	39%	*	-	-	-	-	*	40%	40%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	75%	76%	76%	*	68%	83%	*	-	-	*	*	72%	67%
Students Requiring Accelerated Instruction													
2015	25%	24%	24%	*	32%	17%	*	-	-	*	*	28%	33%
STAAR Cumulative Met Standard													
2015	84%	86%	89%	*	90%	89%	*	-	-	*	*	90%	88%
STAAR Failers Promoted by Grade Placement Committee													
2014	92%	89%	100%	-	100%	*	-	-	-	-	*	100%	100%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 632
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	77%	71%	71%	-	-	-	71%	71%	-	*	71%	70%
Reading	2015	77%	75%	80%	76%	76%	-	-	-	75%	75%	-	*	76%	74%
Writing	2015	72%	74%	82%	88%	88%	-	-	-	*	*	-	*	89%	89%
Science	2015	78%	76%	63%	34%	34%	-	-	-	*	*	-	-	34%	34%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	23%	*	*	-	-	-	*	*	-	*	*	*
Reading	2015	46%	40%	36%	*	*	-	-	-	*	*	-	*	*	*
Writing	2015	34%	31%	26%	*	*	-	-	-	-	-	-	*	*	*
Science	2015	44%	35%	18%	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	12%	7%	7%	-	-	-	7%	7%	-	0%	7%	7%
Reading	2015	17%	12%	16%	10%	10%	-	-	-	13%	13%	-	0%	10%	10%
Writing	2015	9%	6%	*	6%	6%	-	-	-	0%	0%	-	0%	6%	*
Science	2015	16%	9%	6%	0%	0%	-	-	-	0%	0%	-	-	0%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	63%	59%	59%	-	-	-	*	*	-	*	59%	58%
Reading	2015	59%	55%	61%	54%	54%	-	-	-	*	*	-	*	55%	53%
Writing	2015	56%	47%	*	*	*	-	-	-	*	*	-	-	*	*
		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	21%	14%	14%	-	-	-	*	*	-	*	14%	13%
Reading	2015	16%	17%	23%	17%	17%	-	-	-	*	*	-	*	16%	16%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 632
 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
Writing	2015	7%	4%	*	*	*	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	52%	50%	50%	-	-	-	*	*	-	*	53%	47%
	2014	45%	46%	43%	42%	42%	-	-	-	*	*	-	-	40%	40%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 632
 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
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	*	*	-	100%	100%	100%	100%
Included in Accountability	94%	94%	93%	100%	93%	93%	*	*	-	91%	83%	93%	94%
Not Included in Accountability													
Mobile	4%	5%	6%	0%	5%	7%	*	*	-	9%	17%	6%	5%
Other Exclusions	1%	1%	1%	0%	1%	0%	*	*	-	0%	0%	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	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
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	96.0%	95.2%	97.5%	94.4%	*	*	-	96.3%	93.7%	96.1%	97.7%
2012-13	95.8%	95.1%	96.0%	96.2%	97.3%	94.9%	-	*	-	95.4%	93.5%	96.1%	97.3%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students:	632	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	49	7.8%	2.9%	4.2%
Kindergarten	107	16.9%	7.5%	7.5%
Grade 1	109	17.2%	8.1%	7.9%
Grade 2	87	13.8%	7.5%	7.8%
Grade 3	100	15.8%	7.6%	7.6%
Grade 4	90	14.2%	7.3%	7.5%
Grade 5	90	14.2%	8.0%	7.4%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.5%	7.3%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	11	1.7%	7.7%	12.6%
Hispanic	338	53.5%	34.0%	52.0%
White	261	41.3%	54.2%	28.9%
American Indian	1	0.2%	0.4%	0.4%
Asian	2	0.3%	0.7%	3.9%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	19	3.0%	3.0%	2.0%
Economically Disadvantaged	459	72.6%	58.0%	58.8%
Non-Educationally Disadvantaged	173	27.4%	42.0%	41.2%
English Language Learners (ELL)	276	43.7%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	5	0.7%	2.6%	1.5%
At-Risk	478	75.6%	55.8%	51.2%
Mobility (2013-2014)	93	18.1%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.1%	2.2%	2.0%	33.3%	16.2%	8.6%
Grade 1	8.8%	6.8%	4.3%	0.0%	16.7%	8.1%
Grade 2	3.1%	5.3%	2.9%	25.0%	9.1%	3.9%
Grade 3	4.2%	4.3%	2.2%	0.0%	11.1%	1.6%
Grade 4	2.3%	1.6%	1.2%	0.0%	4.3%	0.9%
Grade 5	4.1%	2.5%	1.3%	0.0%	2.3%	0.9%
Grade 6	-	2.1%	0.7%	-	2.6%	0.8%
Grade 7	-	2.0%	1.0%	-	3.3%	1.1%
Grade 8	-	0.4%	1.0%	-	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	20.5	19.2
Grade 1	21.4	19.9	19.3
Grade 2	15.8	18.4	19.3
Grade 3	17.9	17.9	19.1
Grade 4	16.1	18.0	19.1
Grade 5	16.0	18.8	20.8
Grade 6	-	20.6	20.3
Secondary:			
English/Language Arts	-	21.4	17.2
Foreign Languages	-	19.1	18.9
Mathematics	-	20.4	18.1
Science	-	23.7	19.1
Social Studies	-	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	50.7	100.0%	100.0%	100.0%
Professional Staff:	43.7	86.2%	61.0%	64.5%
Teachers	36.1	71.2%	47.7%	50.8%
Professional Support	6.6	13.1%	9.0%	9.7%
Campus Administration (School Leadership)	1.0	2.0%	3.2%	2.9%
Educational Aides:	7.0	13.8%	8.5%	9.6%
Total Minority Staff:	14.0	27.6%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.4%	9.9%
Hispanic	11.0	30.5%	10.7%	25.6%
White	25.1	69.5%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	4.0	11.1%	19.6%	23.4%
Females	32.1	88.9%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	29.6	82.0%	79.5%	75.1%
Masters	6.5	18.0%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.8%	4.2%	8.5%
1-5 Years Experience	8.0	22.2%	27.1%	26.1%
6-10 Years Experience	14.8	41.0%	25.5%	22.6%
11-20 Years Experience	7.0	19.5%	28.9%	26.9%
Over 20 Years Experience	5.3	14.6%	14.3%	16.0%
Number of Students per Teacher	17.5	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.2	11.5	11.0
Average Years Experience of Teachers with District:	7.7	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,000	\$44,361	\$44,540
1-5 Years Experience	\$45,457	\$44,628	\$46,575
6-10 Years Experience	\$48,907	\$48,416	\$49,127
11-20 Years Experience	\$52,385	\$52,160	\$52,640
Over 20 Years Experience	\$57,195	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$49,863	\$49,977	\$50,715
Professional Support	\$54,857	\$60,414	\$59,791
Campus Administration (School Leadership)	\$60,772	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 632
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	274	43.4%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	17	2.7%	4.0%	7.6%
Special Education	23	3.6%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	6.6%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	0.5	1.4%	0.9%	3.1%
Gifted & Talented Education	0.0	0.1%	0.0%	1.9%
Regular Education	32.9	91.1%	82.8%	72.6%
Special Education	0.3	0.8%	2.7%	9.0%
Other	0.0	0.0%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

'+' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
 '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
 '**' Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **C C HARDY EL**

Campus Number: **170904103**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Science

Top 25 Percent: Student Progress

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
 2014-15 Campus Performance ‡

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	76%	60%	45%	59%	69%	-	-	-	*	*	57%	52%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	74%	65%	*	62%	81%	-	-	-	*	*	62%	59%
Writing	2015	70%	77%	66%	45%	70%	71%	-	-	-	*	*	67%	68%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	90%	74%	81%	61%	83%	-	-	-	*	-	69%	39%
Science	2015	72%	72%	51%	38%	45%	63%	-	-	-	*	-	43%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	63%	51%	60%	73%	-	-	-	*	*	59%	49%
Reading	2015	77%	75%	66%	58%	61%	77%	-	-	-	*	*	62%	51%
Writing	2015	72%	74%	66%	45%	70%	71%	-	-	-	*	*	67%	68%
Science	2015	78%	76%	51%	38%	45%	63%	-	-	-	*	-	43%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	17%	*	16%	20%	-	-	-	*	*	13%	*
Reading	2015	46%	40%	30%	16%	28%	39%	-	-	-	*	*	24%	*
Writing	2015	34%	31%	8%	*	*	*	-	-	-	*	*	*	*
Science	2015	44%	35%	19%	*	*	33%	-	-	-	*	-	11%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	9%	*	8%	13%	-	-	-	*	*	7%	6%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	12%	12%	*	13%	15%	-	-	-	*	*	9%	9%
Writing	2015	9%	6%	*	*	*	*	-	-	-	*	*	*	*
Science	2015	16%	9%	6%	*	*	17%	-	-	-	*	-	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	64%	65%	65%	62%	-	-	-	*	*	63%	68%
Reading	2015	59%	55%	63%	65%	63%	62%	-	-	-	*	*	62%	65%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	20%	23%	17%	24%	-	-	-	*	*	16%	15%
Reading	2015	16%	17%	21%	23%	19%	24%	-	-	-	*	*	17%	17%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	23%	*	*	41%	-	-	-	-	*	19%	*
	2014	45%	46%	38%	46%	28%	50%	-	-	-	*	*	36%	22%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	75%	76%	62%	63%	50%	74%	-	-	-	*	*	54%	32%
Students Requiring Accelerated Instruction													
2015	25%	24%	38%	38%	50%	26%	-	-	-	*	*	46%	68%
STAAR Cumulative Met Standard													
2015	84%	86%	72%	81%	59%	79%	-	-	-	*	*	66%	42%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 676
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	63%	48%	48%	-	-	-	53%	53%	-	*	49%	49%
Reading	2015	77%	75%	66%	50%	50%	-	-	-	55%	55%	-	*	51%	51%
Writing	2015	72%	74%	66%	74%	74%	-	-	-	*	*	-	-	68%	68%
Science	2015	78%	76%	51%	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	17%	*	*	-	-	-	*	*	-	-	*	*
Reading	2015	46%	40%	30%	*	*	-	-	-	*	*	-	-	*	*
Writing	2015	34%	31%	8%	*	*	-	-	-	*	*	-	-	*	*
Science	2015	44%	35%	19%	*	*	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	9%	7%	7%	-	-	-	0%	0%	-	0%	6%	6%
Reading	2015	17%	12%	12%	11%	11%	-	-	-	0%	0%	-	0%	9%	9%
Writing	2015	9%	6%	*	0%	0%	-	-	-	0%	0%	-	-	0%	*
Science	2015	16%	9%	6%	0%	0%	-	-	-	0%	0%	-	-	0%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	64%	74%	74%	-	-	-	*	*	-	-	68%	68%
Reading	2015	59%	55%	63%	71%	71%	-	-	-	*	*	-	-	65%	65%
Writing	2015	56%	47%	*	*	*	-	-	-	*	*	-	-	*	*
		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	20%	18%	18%	-	-	-	*	*	-	-	15%	15%
Reading	2015	16%	17%	21%	21%	21%	-	-	-	*	*	-	-	17%	17%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 676
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Writing	2015	7%	4%	*	*	*	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	23%	*	*	-	-	-	*	*	-	-	*	*
	2014	45%	46%	38%	21%	-	-	21%	-	*	*	-	-	22%	22%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	*	-	-	100%	*	100%	100%
Included in Accountability	94%	94%	91%	90%	96%	89%	*	-	-	64%	*	91%	98%
Not Included in Accountability													
Mobile	4%	5%	9%	10%	3%	11%	*	-	-	36%	*	9%	0%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	-	-	0%	*	1%	2%
Not Tested	1%	1%	0%	0%	0%	0%	*	-	-	0%	*	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	-	-	0%	*	0%	0%
Other	0%	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
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	95.7%	95.5%	96.7%	94.9%	*	-	*	94.4%	93.9%	95.6%	97.0%
2012-13	95.8%	95.1%	96.3%	97.0%	97.1%	95.5%	-	-	*	95.5%	94.3%	96.3%	98.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students:	676	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	45	6.7%	2.9%	4.2%
Kindergarten	93	13.8%	7.5%	7.5%
Grade 1	120	17.8%	8.1%	7.9%
Grade 2	107	15.8%	7.5%	7.8%
Grade 3	112	16.6%	7.6%	7.6%
Grade 4	100	14.8%	7.3%	7.5%
Grade 5	99	14.6%	8.0%	7.4%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.5%	7.3%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	82	12.1%	7.7%	12.6%
Hispanic	311	46.0%	34.0%	52.0%
White	256	37.9%	54.2%	28.9%
American Indian	2	0.3%	0.4%	0.4%
Asian	0	0.0%	0.7%	3.9%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	25	3.7%	3.0%	2.0%
Economically Disadvantaged	551	81.5%	58.0%	58.8%
Non-Educationally Disadvantaged	125	18.5%	42.0%	41.2%
English Language Learners (ELL)	208	30.8%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	5	0.6%	2.6%	1.5%
At-Risk	446	66.0%	55.8%	51.2%
Mobility (2013-2014)	163	26.2%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.1%	2.2%	2.0%	14.3%	16.2%	8.6%
Grade 1	11.7%	6.8%	4.3%	16.7%	16.7%	8.1%
Grade 2	3.1%	5.3%	2.9%	11.1%	9.1%	3.9%
Grade 3	6.7%	4.3%	2.2%	27.3%	11.1%	1.6%
Grade 4	2.2%	1.6%	1.2%	15.4%	4.3%	0.9%
Grade 5	1.2%	2.5%	1.3%	12.5%	2.3%	0.9%
Grade 6	-	2.1%	0.7%	-	2.6%	0.8%
Grade 7	-	2.0%	1.0%	-	3.3%	1.1%
Grade 8	-	0.4%	1.0%	-	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.7	20.5	19.2
Grade 1	20.0	19.9	19.3
Grade 2	16.3	18.4	19.3
Grade 3	21.7	17.9	19.1
Grade 4	16.4	18.0	19.1
Grade 5	17.3	18.8	20.8
Grade 6	-	20.6	20.3
Secondary:			
English/Language Arts	-	21.4	17.2
Foreign Languages	-	19.1	18.9
Mathematics	-	20.4	18.1
Science	-	23.7	19.1
Social Studies	-	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Profile

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	54.5	100.0%	100.0%	100.0%
Professional Staff:	46.5	85.3%	61.0%	64.5%
Teachers	39.6	72.6%	47.7%	50.8%
Professional Support	5.0	9.1%	9.0%	9.7%
Campus Administration (School Leadership)	2.0	3.7%	3.2%	2.9%
Educational Aides:	8.0	14.7%	8.5%	9.6%
Total Minority Staff:	18.8	34.5%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	1.8	4.6%	2.4%	9.9%
Hispanic	9.0	22.7%	10.7%	25.6%
White	28.8	72.7%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.0	2.5%	19.6%	23.4%
Females	38.6	97.5%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	32.1	81.1%	79.5%	75.1%
Masters	7.5	18.9%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.8	2.1%	4.2%	8.5%
1-5 Years Experience	14.0	35.4%	27.1%	26.1%
6-10 Years Experience	6.5	16.4%	25.5%	22.6%
11-20 Years Experience	14.0	35.4%	28.9%	26.9%
Over 20 Years Experience	4.3	10.7%	14.3%	16.0%
Number of Students per Teacher	17.1	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.2	11.5	11.0
Average Years Experience of Teachers with District:	6.3	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$53,971	\$44,361	\$44,540
1-5 Years Experience	\$44,954	\$44,628	\$46,575
6-10 Years Experience	\$48,366	\$48,416	\$49,127
11-20 Years Experience	\$52,362	\$52,160	\$52,640
Over 20 Years Experience	\$57,820	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$49,706	\$49,977	\$50,715
Professional Support	\$60,292	\$60,414	\$59,791
Campus Administration (School Leadership)	\$68,401	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 676
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	214	31.7%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	27	4.0%	4.0%	7.6%
Special Education	44	6.5%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	3.3	8.2%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	0.5	1.3%	0.9%	3.1%
Gifted & Talented Education	0.0	0.1%	0.0%	1.9%
Regular Education	34.3	86.7%	82.8%	72.6%
Special Education	1.5	3.8%	2.7%	9.0%
Other	0.0	0.0%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '†' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **LYNN LUCAS MIDDLE**

Campus Number: **170904042**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Social Studies

This page intentionally left blank.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 6														
Reading	2015	77%	68%	66%	46%	56%	79%	-	-	*	60%	-	58%	26%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 7														
Reading	2015	76%	73%	69%	45%	66%	75%	-	*	-	78%	-	63%	21%
Writing	2015	73%	71%	64%	50%	68%	66%	-	*	-	*	-	59%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 8 **														
Reading	2015	88%	88%	82%	76%	84%	83%	*	*	-	*	-	80%	75%
Science	2015	71%	66%	51%	35%	45%	55%	*	*	-	*	-	46%	28%
Social Studies	2015	65%	74%	70%	53%	63%	78%	*	*	-	*	-	65%	50%
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
Algebra I	2015	81%	81%	93%	*	94%	91%	-	*	-	-	-	94%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	68%	51%	65%	74%	*	100%	*	54%	-	63%	38%
Reading	2015	77%	75%	73%	54%	69%	80%	*	100%	*	60%	-	67%	42%
Mathematics	2015	81%	81%	93%	*	94%	91%	-	*	-	-	-	94%	*
Writing	2015	72%	74%	64%	50%	68%	66%	-	*	-	*	-	59%	*
Science	2015	78%	76%	51%	35%	45%	55%	*	*	-	*	-	46%	28%
Social Studies	2015	78%	83%	70%	53%	63%	78%	*	*	-	*	-	65%	50%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	22%	10%	17%	27%	*	*	*	20%	-	17%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Reading	2015	46%	40%	31%	11%	26%	38%	*	*	*	24%	-	25%	9%
Mathematics	2015	48%	34%	47%	*	44%	49%	-	*	-	-	-	44%	*
Writing	2015	34%	31%	24%	*	24%	26%	-	-	-	*	-	20%	*
Science	2015	44%	35%	16%	*	9%	20%	*	*	-	*	-	14%	*
Social Studies	2015	44%	40%	24%	*	19%	27%	*	*	-	*	-	21%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	8%	*	6%	11%	*	*	*	*	-	5%	*
Reading	2015	17%	12%	11%	*	8%	16%	*	*	*	*	-	7%	*
Mathematics	2015	20%	10%	16%	*	*	14%	-	*	-	-	-	18%	*
Writing	2015	9%	6%	*	*	*	*	-	*	-	*	-	*	*
Science	2015	16%	9%	4%	*	*	6%	*	*	-	*	-	*	*
Social Studies	2015	19%	14%	8%	*	7%	10%	*	*	-	*	-	7%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	46%	43%	45%	47%	*	*	*	50%	-	46%	43%
Reading	2015	59%	55%	50%	45%	47%	54%	*	*	*	52%	-	49%	45%
Mathematics	2015	47%	35%	40%	*	*	*	-	*	-	-	-	35%	*
Writing	2015	56%	47%	*	*	*	*	-	*	-	*	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	11%	13%	11%	11%	*	*	*	15%	-	12%	11%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent Exceeded Progress														
All Grades														
Reading	2015	16%	17%	14%	17%	13%	15%	*	*	*	20%	-	14%	13%
Mathematics	2015	19%	9%	10%	*	*	*	-	*	-	-	-	15%	*
Writing	2015	7%	4%	*	*	*	*	-	*	-	*	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	33%	25%	28%	40%	*	*	-	*	*	33%	25%
	2014	45%	46%	42%	50%	44%	39%	-	*	-	*	38%	42%	26%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 6													
2015	14%	*	*	*	*	*	*	-	-	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 8 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	76%	76%	70%	47%	72%	73%	*	*	-	*	*	66%	56%
Students Requiring Accelerated Instruction													
2015	24%	24%	30%	53%	28%	27%	*	*	-	*	83%	34%	44%
STAAR Cumulative Met Standard													
2015	85%	85%	79%	68%	80%	82%	*	*	-	*	*	76%	67%
STAAR Failers Promoted by Grade Placement Committee													
13	95%	100%	100%	*	100%	100%	-	-	-	*	100%	100%	100%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 774
 Grade Span: 06 - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	68%	-	-	-	-	-	38%	-	38%	*	38%	38%
Reading	2015	77%	75%	73%	-	-	-	-	-	43%	-	43%	*	43%	42%
Mathematics	2015	81%	81%	93%	-	-	-	-	-	*	-	*	-	*	*
Writing	2015	72%	74%	64%	-	-	-	-	-	*	-	*	*	*	*
Science	2015	78%	76%	51%	-	-	-	-	-	28%	-	28%	-	28%	28%
Social Studies	2015	78%	83%	70%	-	-	-	-	-	50%	-	50%	-	50%	50%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	22%	-	-	-	-	-	*	-	*	*	*	*
Reading	2015	46%	40%	31%	-	-	-	-	-	9%	-	9%	*	9%	9%
Mathematics	2015	48%	34%	47%	-	-	-	-	-	*	-	*	-	*	*
Writing	2015	34%	31%	24%	-	-	-	-	-	*	-	*	*	*	*
Science	2015	44%	35%	16%	-	-	-	-	-	*	-	*	-	*	*
Social Studies	2015	44%	40%	24%	-	-	-	-	-	*	-	*	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	8%	-	-	-	-	-	2%	-	2%	0%	2%	*
Reading	2015	17%	12%	11%	-	-	-	-	-	3%	-	3%	0%	3%	*
Mathematics	2015	20%	10%	16%	-	-	-	-	-	0%	-	0%	-	0%	*
Writing	2015	9%	6%	*	-	-	-	-	-	0%	-	0%	0%	0%	*
Science	2015	16%	9%	4%	-	-	-	-	-	0%	-	0%	-	0%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 774
 Grade Span: 06 - 08
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Advanced Standard															
All Grades															
Social Studies	2015	19%	14%	8%	-	-	-	-	-	3%	-	3%	-	3%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	46%	-	-	-	-	-	44%	-	44%	*	44%	43%
Reading	2015	59%	55%	50%	-	-	-	-	-	45%	-	45%	*	45%	45%
Mathematics	2015	47%	35%	40%	-	-	-	-	-	*	-	*	-	*	*
Writing	2015	56%	47%	*	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	11%	-	-	-	-	-	12%	-	12%	*	12%	11%
Reading	2015	16%	17%	14%	-	-	-	-	-	14%	-	14%	*	14%	13%
Mathematics	2015	19%	9%	10%	-	-	-	-	-	*	-	*	-	*	*
Writing	2015	7%	4%	*	-	-	-	-	-	*	-	*	*	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	33%	-	-	-	-	-	25%	-	25%	*	25%	25%
	2014	45%	46%	42%	-	-	-	-	-	26%	-	26%	*	26%	26%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 774
 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
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	99%	100%	*	100%	*	100%	-	100%	99%
Included in Accountability	94%	94%	94%	96%	94%	94%	*	100%	*	84%	-	93%	91%
Not Included in Accountability													
Mobile	4%	5%	5%	4%	4%	5%	*	0%	*	16%	-	6%	5%
Other Exclusions	1%	1%	1%	0%	1%	0%	*	0%	*	0%	-	1%	4%
Not Tested	1%	1%	0%	0%	1%	0%	*	0%	*	0%	-	0%	1%
Absent	1%	1%	0%	0%	1%	0%	*	0%	*	0%	-	0%	1%
Other	0%	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
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	95.3%	97.1%	96.3%	94.4%	*	98.9%	*	95.1%	93.3%	95.1%	96.8%
2012-13	95.8%	95.1%	95.3%	96.6%	96.3%	94.3%	*	*	*	96.0%	93.9%	95.3%	97.0%
Annual Dropout Rate (Gr 7-8)													
2013-14	0.5%	0.4%	0.7%	0.0%	0.6%	0.6%	*	0.0%	*	7.1%	3.9%	0.9%	0.0%
2012-13	0.4%	0.1%	0.2%	0.0%	0.6%	0.0%	*	*	*	0.0%	0.0%	0.2%	1.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

Student Information	Campus		District	State
	Count	Percent		
Total Students:	774	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.9%	4.2%
Kindergarten	0	0.0%	7.5%	7.5%
Grade 1	0	0.0%	8.1%	7.9%
Grade 2	0	0.0%	7.5%	7.8%
Grade 3	0	0.0%	7.6%	7.6%
Grade 4	0	0.0%	7.3%	7.5%
Grade 5	0	0.0%	8.0%	7.4%
Grade 6	248	32.0%	7.4%	7.4%
Grade 7	252	32.6%	7.5%	7.3%
Grade 8	274	35.4%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	82	10.6%	7.7%	12.6%
Hispanic	280	36.2%	34.0%	52.0%
White	375	48.4%	54.2%	28.9%
American Indian	2	0.3%	0.4%	0.4%
Asian	5	0.6%	0.7%	3.9%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	29	3.7%	3.0%	2.0%
Economically Disadvantaged	555	71.7%	58.0%	58.8%
Non-Educationally Disadvantaged	219	28.3%	42.0%	41.2%
English Language Learners (ELL)	100	12.9%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	70	7.8%	2.6%	1.5%
At-Risk	461	59.6%	55.8%	51.2%
Mobility (2013-2014)	172	19.1%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.2%	2.0%	-	16.2%	8.6%
Grade 1	-	6.8%	4.3%	-	16.7%	8.1%
Grade 2	-	5.3%	2.9%	-	9.1%	3.9%
Grade 3	-	4.3%	2.2%	-	11.1%	1.6%
Grade 4	-	1.6%	1.2%	-	4.3%	0.9%
Grade 5	-	2.5%	1.3%	-	2.3%	0.9%
Grade 6	0.9%	2.1%	0.7%	4.3%	2.6%	0.8%
Grade 7	1.2%	2.0%	1.0%	5.9%	3.3%	1.1%
Grade 8	0.4%	0.4%	1.0%	0.0%	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.5	19.2
Grade 1	-	19.9	19.3
Grade 2	-	18.4	19.3
Grade 3	-	17.9	19.1
Grade 4	-	18.0	19.1
Grade 5	-	18.8	20.8
Grade 6	19.7	20.6	20.3
Secondary:			
English/Language Arts	18.1	21.4	17.2
Foreign Languages	30.0	19.1	18.9
Mathematics	17.7	20.4	18.1
Science	23.4	23.7	19.1
Social Studies	17.0	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	59.9	100.0%	100.0%	100.0%
Professional Staff:	53.9	90.0%	61.0%	64.5%
Teachers	47.7	79.5%	47.7%	50.8%
Professional Support	1.8	3.0%	9.0%	9.7%
Campus Administration (School Leadership)	4.5	7.5%	3.2%	2.9%
Educational Aides:	6.0	10.0%	8.5%	9.6%
Total Minority Staff:	9.5	15.8%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	1.3	2.8%	2.4%	9.9%
Hispanic	5.1	10.8%	10.7%	25.6%
White	41.2	86.5%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	9.7	20.3%	19.6%	23.4%
Females	38.0	79.7%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	38.1	80.0%	79.5%	75.1%
Masters	9.5	20.0%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	4.0	8.4%	4.2%	8.5%
1-5 Years Experience	15.3	32.1%	27.1%	26.1%
6-10 Years Experience	10.1	21.2%	25.5%	22.6%
11-20 Years Experience	13.0	27.2%	28.9%	26.9%
Over 20 Years Experience	5.3	11.0%	14.3%	16.0%
Number of Students per Teacher	16.2	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.0	11.5	11.0
Average Years Experience of Teachers with District:	7.3	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,862	\$44,361	\$44,540
1-5 Years Experience	\$45,271	\$44,628	\$46,575
6-10 Years Experience	\$47,731	\$48,416	\$49,127
11-20 Years Experience	\$53,309	\$52,160	\$52,640
Over 20 Years Experience	\$58,529	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$49,409	\$49,977	\$50,715
Professional Support	\$52,987	\$60,414	\$59,791
Campus Administration (School Leadership)	\$73,695	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 774
 Grade Span: 06 - 08
 School Type: Middle

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	98	12.7%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	23	3.0%	4.0%	7.6%
Special Education	62	8.0%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.5	1.0%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	0.0	0.0%	0.9%	3.1%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	39.1	82.1%	82.8%	72.6%
Special Education	2.8	5.9%	2.7%	9.0%
Other	5.3	11.1%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '†' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **W LLOYD MEADOR EL**

Campus Number: **170904107**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

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
 2014-15 Campus Performance ‡

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	76%	75%	*	75%	74%	*	*	-	*	-	71%	76%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	74%	81%	*	82%	81%	-	-	-	*	*	79%	80%
Writing	2015	70%	77%	85%	*	89%	83%	-	-	-	*	*	84%	92%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	90%	92%	*	87%	96%	-	*	-	-	*	89%	72%
Science	2015	72%	72%	83%	*	79%	86%	-	*	-	-	*	79%	61%
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	83%	56%	83%	84%	*	100%	-	100%	50%	81%	78%
Reading	2015	77%	75%	83%	60%	82%	84%	*	*	-	*	*	80%	77%
Writing	2015	72%	74%	85%	*	89%	83%	-	-	-	*	*	84%	92%
Science	2015	78%	76%	83%	*	79%	86%	-	*	-	-	*	79%	61%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	32%	*	29%	33%	-	*	-	*	*	21%	*
Reading	2015	46%	40%	47%	*	45%	48%	-	*	-	*	*	40%	19%
Writing	2015	34%	31%	39%	*	40%	40%	-	-	-	*	*	29%	*
Science	2015	44%	35%	35%	*	21%	42%	-	*	-	-	*	21%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	18%	*	16%	19%	*	*	-	*	*	15%	10%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	12%	25%	*	23%	25%	*	*	-	*	*	21%	16%
Writing	2015	9%	6%	8%	*	*	9%	-	-	-	*	*	*	*
Science	2015	16%	9%	11%	*	*	12%	-	*	-	-	*	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	68%	*	68%	68%	-	*	-	*	*	69%	70%
Reading	2015	59%	55%	68%	*	66%	68%	-	*	-	*	*	67%	67%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	*	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	29%	*	26%	32%	-	*	-	*	*	24%	21%
Reading	2015	16%	17%	31%	*	29%	32%	-	*	-	*	*	27%	26%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	*	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	54%	*	62%	55%	-	-	-	-	*	56%	56%
	2014	45%	46%	57%	*	47%	67%	-	-	-	*	*	50%	43%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	75%	76%	80%	*	70%	87%	-	*	-	-	*	76%	55%
Students Requiring Accelerated Instruction													
2015	25%	24%	20%	*	30%	13%	-	*	-	-	69%	24%	45%
STAAR Cumulative Met Standard													
2015	84%	86%	87%	*	79%	92%	-	*	-	-	*	81%	59%
STAAR Failers Promoted by Grade Placement Committee													
2014	92%	89%	88%	*	*	*	-	-	-	-	*	88%	*
STAAR Met Standard (Failed in Previous Year)													
Retained in Grade 5													
2015	59%	*	*	-	-	*	-	-	-	-	-	*	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 771
 Grade Span: PK - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	83%	78%	78%	-	-	-	69%	69%	-	100%	76%	78%
Reading	2015	77%	75%	83%	78%	78%	-	-	-	67%	67%	-	*	75%	77%
Writing	2015	72%	74%	85%	100%	100%	-	-	-	78%	78%	-	*	91%	92%
Science	2015	78%	76%	83%	57%	57%	-	-	-	*	*	-	*	56%	61%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	32%	*	*	-	-	-	*	*	-	*	*	*
Reading	2015	46%	40%	47%	25%	25%	-	-	-	*	*	-	*	21%	19%
Writing	2015	34%	31%	39%	*	*	-	-	-	*	*	-	-	*	*
Science	2015	44%	35%	35%	*	*	-	-	-	*	*	-	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	18%	11%	11%	-	-	-	8%	8%	-	13%	10%	10%
Reading	2015	17%	12%	25%	18%	18%	-	-	-	7%	7%	-	25%	15%	16%
Writing	2015	9%	6%	8%	0%	0%	-	-	-	11%	11%	-	0%	4%	*
Science	2015	16%	9%	11%	0%	0%	-	-	-	0%	0%	-	0%	0%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	68%	75%	75%	-	-	-	*	*	-	*	72%	70%
Reading	2015	59%	55%	68%	71%	71%	-	-	-	*	*	-	*	69%	67%
Writing	2015	56%	47%	*	*	*	-	-	-	*	*	-	-	*	*
		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	29%	25%	25%	-	-	-	*	*	-	*	22%	21%
Reading	2015	16%	17%	31%	29%	29%	-	-	-	*	*	-	*	27%	26%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 771
 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
Writing	2015	7%	4%	*	*	*	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	54%	*	*	-	-	-	*	*	-	-	56%	56%
	2014	45%	46%	57%	50%	50%	-	-	-	*	*	-	-	43%	43%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 771
 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
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	92%	73%	90%	95%	*	100%	-	100%	89%	89%	92%
Not Included in Accountability													
Mobile	4%	5%	7%	27%	9%	5%	*	0%	-	0%	11%	10%	5%
Other Exclusions	1%	1%	0%	0%	1%	0%	*	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	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
2014-15 Campus Attendance and Postsecondary Readiness

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	96.0%	95.7%	96.7%	95.6%	*	*	-	95.8%	94.1%	95.9%	97.4%
2012-13	95.8%	95.1%	95.9%	96.6%	96.6%	95.4%	*	*	*	94.8%	94.3%	95.9%	97.2%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Student Information	Campus		District	State
	Count	Percent		
Total Students:	771	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	36	4.7%	2.9%	4.2%
Kindergarten	111	14.4%	7.5%	7.5%
Grade 1	119	15.4%	8.1%	7.9%
Grade 2	126	16.3%	7.5%	7.8%
Grade 3	121	15.7%	7.6%	7.6%
Grade 4	126	16.3%	7.3%	7.5%
Grade 5	132	17.1%	8.0%	7.4%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.5%	7.3%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	40	5.2%	7.7%	12.6%
Hispanic	274	35.5%	34.0%	52.0%
White	434	56.3%	54.2%	28.9%
American Indian	4	0.5%	0.4%	0.4%
Asian	3	0.4%	0.7%	3.9%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	16	2.1%	3.0%	2.0%
Economically Disadvantaged	423	54.9%	58.0%	58.8%
Non-Educationally Disadvantaged	348	45.1%	42.0%	41.2%
English Language Learners (ELL)	164	21.3%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	2	0.2%	2.6%	1.5%
At-Risk	393	51.0%	55.8%	51.2%
Mobility (2013-2014)	102	14.7%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	2.2%	2.0%	11.1%	16.2%	8.6%
Grade 1	3.4%	6.8%	4.3%	45.5%	16.7%	8.1%
Grade 2	3.2%	5.3%	2.9%	0.0%	9.1%	3.9%
Grade 3	8.3%	4.3%	2.2%	10.0%	11.1%	1.6%
Grade 4	0.9%	1.6%	1.2%	0.0%	4.3%	0.9%
Grade 5	1.7%	2.5%	1.3%	0.0%	2.3%	0.9%
Grade 6	-	2.1%	0.7%	-	2.6%	0.8%
Grade 7	-	2.0%	1.0%	-	3.3%	1.1%
Grade 8	-	0.4%	1.0%	-	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.5	20.5	19.2
Grade 1	19.2	19.9	19.3
Grade 2	19.5	18.4	19.3
Grade 3	17.7	17.9	19.1
Grade 4	19.8	18.0	19.1
Grade 5	19.0	18.8	20.8
Grade 6	-	20.6	20.3
Secondary:			
English/Language Arts	-	21.4	17.2
Foreign Languages	-	19.1	18.9
Mathematics	-	20.4	18.1
Science	-	23.7	19.1
Social Studies	-	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	64.1	100.0%	100.0%	100.0%
Professional Staff:	53.5	83.4%	61.0%	64.5%
Teachers	43.9	68.4%	47.7%	50.8%
Professional Support	6.1	9.5%	9.0%	9.7%
Campus Administration (School Leadership)	3.5	5.5%	3.2%	2.9%
Educational Aides:	10.7	16.6%	8.5%	9.6%
Total Minority Staff:	13.6	21.3%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.4%	9.9%
Hispanic	6.0	13.7%	10.7%	25.6%
White	36.9	84.0%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	1.0%	1.1%
Males	2.2	5.1%	19.6%	23.4%
Females	41.6	94.9%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	38.6	88.0%	79.5%	75.1%
Masters	5.3	12.0%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	6.8%	4.2%	8.5%
1-5 Years Experience	10.0	22.8%	27.1%	26.1%
6-10 Years Experience	13.6	31.0%	25.5%	22.6%
11-20 Years Experience	8.3	18.9%	28.9%	26.9%
Over 20 Years Experience	9.0	20.5%	14.3%	16.0%
Number of Students per Teacher	17.6	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Staff Information	Campus	District	State
Average Years Experience of Teachers:	11.5	11.5	11.0
Average Years Experience of Teachers with District:	6.3	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,387	\$44,361	\$44,540
1-5 Years Experience	\$44,402	\$44,628	\$46,575
6-10 Years Experience	\$48,848	\$48,416	\$49,127
11-20 Years Experience	\$52,667	\$52,160	\$52,640
Over 20 Years Experience	\$58,733	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$50,278	\$49,977	\$50,715
Professional Support	\$57,393	\$60,414	\$59,791
Campus Administration (School Leadership)	\$63,824	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.1	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	156	20.2%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	60	7.8%	4.0%	7.6%
Special Education	51	6.6%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	3.7%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	0.5	1.1%	0.9%	3.1%
Gifted & Talented Education	0.0	0.1%	0.0%	1.9%
Regular Education	39.2	89.2%	82.8%	72.6%
Special Education	2.6	5.9%	2.7%	9.0%
Other	0.0	0.0%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '+' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **PARMLEY EL**

Campus Number: **170904101**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Top 25 Percent: Student Progress

This page intentionally left blank.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	76%	86%	73%	92%	87%	*	-	-	*	*	83%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	74%	67%	45%	68%	73%	*	-	-	*	-	62%	*
Writing	2015	70%	77%	66%	73%	56%	70%	*	-	-	*	-	63%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	90%	94%	*	100%	97%	*	-	-	-	*	94%	-
Science	2015	72%	72%	71%	*	68%	77%	*	-	-	-	*	69%	-
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	76%	56%	75%	81%	*	-	-	70%	*	72%	40%
Reading	2015	77%	75%	82%	55%	85%	86%	*	-	-	*	*	78%	*
Writing	2015	72%	74%	66%	73%	56%	70%	*	-	-	*	-	63%	*
Science	2015	78%	76%	71%	*	68%	77%	*	-	-	-	*	69%	-
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	31%	20%	21%	36%	*	-	-	*	*	20%	*
Reading	2015	46%	40%	39%	24%	36%	44%	*	-	-	*	*	31%	*
Writing	2015	34%	31%	23%	*	*	28%	*	-	-	*	-	13%	*
Science	2015	44%	35%	36%	*	24%	45%	*	-	-	-	*	30%	-
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	16%	*	13%	19%	*	-	-	*	*	11%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	12%	23%	*	18%	26%	*	-	-	*	*	18%	*
Writing	2015	9%	6%	5%	*	*	*	*	-	-	*	-	*	*
Science	2015	16%	9%	8%	*	*	10%	*	-	-	-	*	*	-
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	70%	*	65%	77%	*	-	-	*	-	66%	*
Reading	2015	59%	55%	70%	*	67%	77%	*	-	-	*	-	67%	*
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	27%	*	31%	28%	*	-	-	*	-	25%	*
Reading	2015	16%	17%	27%	*	33%	28%	*	-	-	*	-	26%	*
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	48%	*	75%	54%	-	-	-	*	*	45%	*
	2014	45%	46%	42%	*	53%	*	-	-	-	-	*	42%	63%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Student Success Initiative													
Grade 5 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	75%	76%	73%	*	78%	78%	*	-	-	*	*	72%	*
Students Requiring Accelerated Instruction													
2015	25%	24%	27%	67%	22%	22%	*	-	-	*	90%	28%	*
STAAR Cumulative Met Standard													
2015	84%	86%	86%	*	93%	90%	*	-	-	*	*	84%	*
STAAR Failers Promoted by Grade Placement Committee													
2014	92%	89%	89%	*	88%	86%	*	-	-	-	*	88%	*
STAAR Met Standard (Failed in Previous Year)													
Retained in Grade 5													
2015	59%	*	*	-	*	*	-	-	-	-	-	*	-

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	76%	-	-	-	-	-	40%	40%	-	-	40%	40%
Reading	2015	77%	75%	82%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	72%	74%	66%	-	-	-	-	-	*	*	-	-	*	*
Science	2015	78%	76%	71%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	31%	-	-	-	-	-	*	*	-	-	*	*
Reading	2015	46%	40%	39%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	34%	31%	23%	-	-	-	-	-	*	*	-	-	*	*
Science	2015	44%	35%	36%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	16%	-	-	-	-	-	7%	7%	-	-	7%	*
Reading	2015	17%	12%	23%	-	-	-	-	-	13%	13%	-	-	13%	*
Writing	2015	9%	6%	5%	-	-	-	-	-	0%	0%	-	-	0%	*
Science	2015	16%	9%	8%	-	-	-	-	-	-	-	-	-	-	-
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	70%	-	-	-	-	-	*	*	-	-	*	*
Reading	2015	59%	55%	70%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	56%	47%	*	-	-	-	-	-	*	*	-	-	*	*
		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	27%	-	-	-	-	-	*	*	-	-	*	*
Reading	2015	16%	17%	27%	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Writing	2015	7%	4%	*	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	48%	-	-	-	-	-	*	*	-	-	*	*
	2014	45%	46%	42%	-	-	-	-	-	63%	63%	-	-	63%	63%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	100%	-	-	100%	*	100%	100%
Included in Accountability	94%	94%	93%	91%	97%	92%	88%	-	-	91%	*	94%	94%
Not Included in Accountability													
Mobile	4%	5%	7%	9%	3%	8%	13%	-	-	9%	*	6%	0%
Other Exclusions	1%	1%	0%	0%	1%	0%	0%	-	-	0%	*	0%	6%
Not Tested	1%	1%	0%	0%	0%	0%	0%	-	-	0%	*	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	-	-	0%	*	0%	0%
Other	0%	0%	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
 2014-15 Campus Attendance and Postsecondary Readiness

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	96.0%	96.6%	96.4%	95.8%	94.4%	-	*	96.3%	93.6%	95.7%	96.6%
2012-13	95.8%	95.1%	96.2%	97.3%	96.3%	96.0%	*	-	-	96.7%	94.7%	96.0%	96.8%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Student Information	Campus		District	State
	Count	Percent		
Total Students:	743	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	18	2.4%	0.3%	0.2%
Pre-Kindergarten	67	9.0%	2.9%	4.2%
Kindergarten	119	16.0%	7.5%	7.5%
Grade 1	113	15.2%	8.1%	7.9%
Grade 2	105	14.1%	7.5%	7.8%
Grade 3	96	12.9%	7.6%	7.6%
Grade 4	112	15.1%	7.3%	7.5%
Grade 5	113	15.2%	8.0%	7.4%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.5%	7.3%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	85	11.4%	7.7%	12.6%
Hispanic	179	24.1%	34.0%	52.0%
White	451	60.7%	54.2%	28.9%
American Indian	6	0.8%	0.4%	0.4%
Asian	0	0.0%	0.7%	3.9%
Pacific Islander	1	0.1%	0.1%	0.1%
Two or More Races	21	2.8%	3.0%	2.0%
Economically Disadvantaged	464	62.4%	58.0%	58.8%
Non-Educationally Disadvantaged	279	37.6%	42.0%	41.2%
English Language Learners (ELL)	36	4.8%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	3	0.3%	2.6%	1.5%
At-Risk	378	50.9%	55.8%	51.2%
Mobility (2013-2014)	150	24.3%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	4.2%	2.2%	2.0%	20.0%	16.2%	8.6%
Grade 1	7.5%	6.8%	4.3%	0.0%	16.7%	8.1%
Grade 2	14.9%	5.3%	2.9%	0.0%	9.1%	3.9%
Grade 3	0.0%	4.3%	2.2%	0.0%	11.1%	1.6%
Grade 4	3.1%	1.6%	1.2%	0.0%	4.3%	0.9%
Grade 5	3.5%	2.5%	1.3%	0.0%	2.3%	0.9%
Grade 6	-	2.1%	0.7%	-	2.6%	0.8%
Grade 7	-	2.0%	1.0%	-	3.3%	1.1%
Grade 8	-	0.4%	1.0%	-	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.5	20.5	19.2
Grade 1	19.8	19.9	19.3
Grade 2	18.4	18.4	19.3
Grade 3	14.8	17.9	19.1
Grade 4	20.4	18.0	19.1
Grade 5	20.5	18.8	20.8
Grade 6	-	20.6	20.3
Secondary:			
English/Language Arts	-	21.4	17.2
Foreign Languages	-	19.1	18.9
Mathematics	-	20.4	18.1
Science	-	23.7	19.1
Social Studies	-	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	65.8	100.0%	100.0%	100.0%
Professional Staff:	54.0	81.9%	61.0%	64.5%
Teachers	41.8	63.5%	47.7%	50.8%
Professional Support	10.1	15.4%	9.0%	9.7%
Campus Administration (School Leadership)	2.0	3.0%	3.2%	2.9%
Educational Aides:	11.9	18.1%	8.5%	9.6%
Total Minority Staff:	7.0	10.6%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.4%	9.9%
Hispanic	1.0	2.4%	10.7%	25.6%
White	40.8	97.6%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.2	2.9%	19.6%	23.4%
Females	40.6	97.1%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	37.5	89.5%	79.5%	75.1%
Masters	4.4	10.5%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	3.0	7.2%	4.2%	8.5%
1-5 Years Experience	11.0	26.3%	27.1%	26.1%
6-10 Years Experience	13.2	31.5%	25.5%	22.6%
11-20 Years Experience	11.2	26.8%	28.9%	26.9%
Over 20 Years Experience	3.4	8.2%	14.3%	16.0%
Number of Students per Teacher	17.8	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

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

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.7	11.5	11.0
Average Years Experience of Teachers with District:	5.5	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,000	\$44,361	\$44,540
1-5 Years Experience	\$44,951	\$44,628	\$46,575
6-10 Years Experience	\$47,875	\$48,416	\$49,127
11-20 Years Experience	\$50,836	\$52,160	\$52,640
Over 20 Years Experience	\$60,656	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$48,597	\$49,977	\$50,715
Professional Support	\$56,198	\$60,414	\$59,791
Campus Administration (School Leadership)	\$67,537	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.6	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Profile

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

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	34	4.6%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	32	4.3%	4.0%	7.6%
Special Education	88	11.8%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	2.0	4.8%	0.9%	3.1%
Gifted & Talented Education	0.0	0.1%	0.0%	1.9%
Regular Education	38.4	91.8%	82.8%	72.6%
Special Education	1.4	3.3%	2.7%	9.0%
Other	0.0	0.0%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '+' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **TURNER EL**

Campus Number: **170904104**

2015 Accountability Rating: **Met Standard**

Distinction Designations:

Top 25 Percent: Closing Performance Gaps

This page intentionally left blank.

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 3														
Reading	2015	77%	76%	89%	*	79%	92%	*	*	-	*	100%	83%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2015	74%	74%	79%	*	75%	80%	-	*	-	*	*	75%	*
Writing	2015	70%	77%	83%	*	75%	84%	-	*	-	*	*	82%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2015	87%	90%	95%	*	94%	96%	-	*	-	*	-	94%	86%
Science	2015	72%	72%	83%	*	81%	85%	-	*	-	*	-	80%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	86%	73%	82%	88%	*	94%	-	100%	80%	83%	67%
Reading	2015	77%	75%	89%	75%	85%	90%	*	100%	-	100%	88%	85%	72%
Writing	2015	72%	74%	83%	*	75%	84%	-	*	-	*	*	82%	*
Science	2015	78%	76%	83%	*	81%	85%	-	*	-	*	-	80%	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	41%	*	30%	45%	*	56%	-	*	*	28%	*
Reading	2015	46%	40%	52%	*	43%	56%	*	56%	-	*	*	37%	*
Writing	2015	34%	31%	46%	*	47%	40%	-	*	-	*	*	43%	-
Science	2015	44%	35%	45%	*	47%	45%	-	*	-	*	-	43%	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	19%	*	14%	22%	*	*	-	*	*	11%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	12%	25%	*	18%	28%	*	*	-	*	*	13%	*
Writing	2015	9%	6%	10%	*	*	14%	-	*	-	*	*	*	*
Science	2015	16%	9%	11%	*	*	12%	-	*	-	*	-	*	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	61%	*	53%	65%	-	*	-	*	*	51%	*
Reading	2015	59%	55%	62%	*	54%	65%	-	*	-	*	*	52%	*
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	-	*	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	19%	*	19%	21%	-	*	-	*	*	15%	*
Reading	2015	16%	17%	20%	*	20%	21%	-	*	-	*	*	16%	*
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2015	39%	38%	47%	*	*	37%	-	-	-	*	*	50%	*
	2014	45%	46%	53%	*	56%	59%	*	-	-	*	*	56%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 574
 Grade Span: KG - 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
Grade 5 Reading													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2015	75%	76%	83%	*	88%	83%	-	*	-	*	*	87%	86%
Students Requiring Accelerated Instruction													
2015	25%	24%	17%	*	*	17%	-	*	-	*	*	13%	*
STAAR Cumulative Met Standard													
2015	84%	86%	94%	71%	94%	96%	-	*	-	*	*	92%	86%
STAAR Failers Promoted by Grade Placement Committee													
2014	92%	89%	*	-	*	-	-	-	-	-	-	*	*
STAAR Met Standard (Failed in Previous Year)													
Retained in Grade 5													
2015	59%	*	*	-	*	-	-	-	-	-	-	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 574
 Grade Span: KG - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	86%	-	-	-	-	-	67%	67%	-	*	67%	67%
Reading	2015	77%	75%	89%	-	-	-	-	-	75%	75%	-	*	75%	72%
Writing	2015	72%	74%	83%	-	-	-	-	-	*	*	-	*	*	*
Science	2015	78%	76%	83%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	41%	-	-	-	-	-	*	*	-	-	*	*
Reading	2015	46%	40%	52%	-	-	-	-	-	*	*	-	-	*	*
Writing	2015	34%	31%	46%	-	-	-	-	-	-	-	-	-	-	-
Science	2015	44%	35%	45%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	19%	-	-	-	-	-	7%	7%	-	0%	7%	*
Reading	2015	17%	12%	25%	-	-	-	-	-	13%	13%	-	0%	13%	*
Writing	2015	9%	6%	10%	-	-	-	-	-	0%	0%	-	0%	0%	*
Science	2015	16%	9%	11%	-	-	-	-	-	0%	0%	-	-	0%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	61%	-	-	-	-	-	*	*	-	*	*	*
Reading	2015	59%	55%	62%	-	-	-	-	-	*	*	-	*	*	*
Writing	2015	56%	47%	*	-	-	-	-	-	*	*	-	-	*	*
		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	19%	-	-	-	-	-	*	*	-	*	*	*
Reading	2015	16%	17%	20%	-	-	-	-	-	*	*	-	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 574
 Grade Span: KG - 05
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
Writing	2015	7%	4%	*	-	-	-	-	-	*	*	-	-	*	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2015	39%	38%	47%	-	-	-	-	-	*	*	-	-	*	*
	2014	45%	46%	53%	-	-	-	-	-	*	*	-	-	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	99%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	93%	75%	98%	91%	*	100%	-	100%	100%	96%	97%
Not Included in Accountability													
Mobile	4%	5%	7%	20%	2%	8%	*	0%	-	0%	0%	4%	0%
Other Exclusions	1%	1%	0%	5%	0%	0%	*	0%	-	0%	0%	0%	3%
Not Tested	1%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	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
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	96.3%	97.3%	96.9%	95.9%	*	98.1%	-	96.5%	96.1%	96.3%	98.1%
2012-13	95.8%	95.1%	96.6%	93.2%	97.0%	96.6%	*	97.2%	-	97.6%	93.6%	96.3%	97.4%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

Student Information	Campus		District	State
	Count	Percent		
Total Students:	574	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.9%	4.2%
Kindergarten	90	15.7%	7.5%	7.5%
Grade 1	96	16.7%	8.1%	7.9%
Grade 2	93	16.2%	7.5%	7.8%
Grade 3	97	16.9%	7.6%	7.6%
Grade 4	79	13.8%	7.3%	7.5%
Grade 5	119	20.7%	8.0%	7.4%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.5%	7.3%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	0	0.0%	8.6%	8.0%
Grade 10	0	0.0%	7.5%	7.2%
Grade 11	0	0.0%	6.2%	6.6%
Grade 12	0	0.0%	5.9%	5.9%
Ethnic Distribution:				
African American	26	4.5%	7.7%	12.6%
Hispanic	135	23.5%	34.0%	52.0%
White	381	66.4%	54.2%	28.9%
American Indian	1	0.2%	0.4%	0.4%
Asian	15	2.6%	0.7%	3.9%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	16	2.8%	3.0%	2.0%
Economically Disadvantaged	204	35.5%	58.0%	58.8%
Non-Educationally Disadvantaged	370	64.5%	42.0%	41.2%
English Language Learners (ELL)	37	6.4%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	0	0.0%	2.6%	1.5%
At-Risk	230	40.1%	55.8%	51.2%
Mobility (2013-2014)	69	13.8%	18.2%	16.9%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	2.2%	2.0%	0.0%	16.2%	8.6%
Grade 1	2.4%	6.8%	4.3%	14.3%	16.7%	8.1%
Grade 2	2.2%	5.3%	2.9%	18.2%	9.1%	3.9%
Grade 3	0.0%	4.3%	2.2%	0.0%	11.1%	1.6%
Grade 4	0.0%	1.6%	1.2%	0.0%	4.3%	0.9%
Grade 5	2.6%	2.5%	1.3%	0.0%	2.3%	0.9%
Grade 6	-	2.1%	0.7%	-	2.6%	0.8%
Grade 7	-	2.0%	1.0%	-	3.3%	1.1%
Grade 8	-	0.4%	1.0%	-	2.5%	1.4%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.5	20.5	19.2
Grade 1	19.2	19.9	19.3
Grade 2	23.2	18.4	19.3
Grade 3	17.5	17.9	19.1
Grade 4	17.0	18.0	19.1
Grade 5	21.8	18.8	20.8
Grade 6	-	20.6	20.3
Secondary:			
English/Language Arts	-	21.4	17.2
Foreign Languages	-	19.1	18.9
Mathematics	-	20.4	18.1
Science	-	23.7	19.1
Social Studies	-	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 574
Grade Span: KG - 05
School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	46.1	100.0%	100.0%	100.0%
Professional Staff:	41.1	89.2%	61.0%	64.5%
Teachers	32.2	69.9%	47.7%	50.8%
Professional Support	6.4	13.8%	9.0%	9.7%
Campus Administration (School Leadership)	2.5	5.4%	3.2%	2.9%
Educational Aides:	5.0	10.8%	8.5%	9.6%
Total Minority Staff:	1.0	2.2%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	2.4%	9.9%
Hispanic	1.0	3.1%	10.7%	25.6%
White	31.2	96.9%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	1.0%	1.1%
Males	1.8	5.5%	19.6%	23.4%
Females	30.5	94.5%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.5%	0.9%
Bachelors	27.2	84.5%	79.5%	75.1%
Masters	5.0	15.5%	19.8%	23.4%
Doctorate	0.0	0.0%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.2%	8.5%
1-5 Years Experience	8.0	24.8%	27.1%	26.1%
6-10 Years Experience	4.4	13.7%	25.5%	22.6%
11-20 Years Experience	14.0	43.5%	28.9%	26.9%
Over 20 Years Experience	5.8	17.9%	14.3%	16.0%
Number of Students per Teacher	17.8	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	13.3	11.5	11.0
Average Years Experience of Teachers with District:	9.9	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$44,361	\$44,540
1-5 Years Experience	\$44,595	\$44,628	\$46,575
6-10 Years Experience	\$48,501	\$48,416	\$49,127
11-20 Years Experience	\$52,449	\$52,160	\$52,640
Over 20 Years Experience	\$58,729	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$51,083	\$49,977	\$50,715
Professional Support	\$58,299	\$60,414	\$59,791
Campus Administration (School Leadership)	\$71,634	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 574
 Grade Span: KG - 05
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	34	5.9%	15.1%	17.8%
Career & Technical Education	0	0.0%	24.5%	23.2%
Gifted & Talented Education	21	3.7%	4.0%	7.6%
Special Education	32	5.6%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.2%	5.9%
Career & Technical Education	0.0	0.0%	5.0%	4.3%
Compensatory Education	0.0	0.0%	0.9%	3.1%
Gifted & Talented Education	0.0	0.1%	0.0%	1.9%
Regular Education	32.1	99.6%	82.8%	72.6%
Special Education	0.1	0.3%	2.7%	9.0%
Other	0.0	0.0%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '†' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

2014-15 Texas Academic Performance Report

District Name: **WILLIS ISD**

Campus Name: **WILLIS H S**

Campus Number: **170904002**

2015 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
 2014-15 Campus Performance ‡

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
English I	2015	71%	64%	64%	55%	59%	69%	*	*	*	81%	37%	57%	43%
English II	2015	72%	70%	70%	58%	62%	77%	-	89%	*	65%	40%	63%	35%
Algebra I	2015	81%	81%	76%	72%	75%	76%	*	-	*	82%	71%	72%	60%
Biology	2015	91%	88%	88%	87%	84%	91%	*	*	*	63%	65%	83%	78%
U.S. History	2015	91%	92%	92%	84%	86%	97%	*	*	*	100%	67%	89%	67%
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2015	77%	76%	76%	68%	71%	81%	100%	93%	70%	76%	54%	70%	50%
Reading	2015	77%	75%	67%	56%	60%	73%	*	91%	*	72%	38%	60%	39%
Mathematics	2015	81%	81%	76%	72%	75%	76%	*	-	*	82%	71%	72%	60%
Science	2015	78%	76%	88%	87%	84%	91%	*	*	*	63%	65%	83%	78%
Social Studies	2015	78%	83%	92%	84%	86%	97%	*	*	*	100%	67%	89%	67%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2015	41%	35%	47%	31%	35%	56%	*	56%	*	47%	11%	36%	8%
Reading	2015	46%	40%	46%	35%	33%	54%	*	75%	*	50%	*	33%	9%
Mathematics	2015	48%	34%	23%	17%	21%	26%	*	-	*	*	*	18%	*
Science	2015	44%	35%	43%	21%	30%	52%	*	*	*	*	*	31%	*
Social Studies	2015	44%	40%	63%	34%	50%	74%	*	*	*	*	*	53%	17%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2015	16%	11%	6%	3%	3%	8%	*	*	*	*	*	3%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL^
STAAR Percent at Advanced Standard														
All Grades														
Reading	2015	17%	12%	1%	*	*	2%	*	*	*	*	*	*	*
Mathematics	2015	20%	10%	5%	*	5%	7%	*	-	*	*	*	4%	*
Science	2015	16%	9%	6%	*	6%	7%	*	*	*	*	*	4%	*
Social Studies	2015	19%	14%	23%	14%	9%	31%	*	*	*	*	*	13%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
All Subjects	2015	57%	52%	41%	*	*	42%	*	*	*	*	*	35%	*
Reading	2015	59%	55%	*	*	*	*	-	*	-	*	*	*	*
Mathematics	2015	47%	35%	26%	*	*	29%	*	-	*	*	*	19%	*
STAAR Percent Exceeded Progress														
All Grades														
All Subjects	2015	15%	14%	2%	*	*	2%	*	*	*	*	*	1%	*
Reading	2015	16%	17%	*	*	*	*	-	*	-	*	*	*	*
Mathematics	2015	19%	9%	4%	*	*	5%	*	-	*	*	*	4%	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Performance ‡

Total Students: 1,942
 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
Student Success Initiative													
Grade 8 Reading													
STAAR Failers Promoted by Grade Placement Committee													
	13	95%	100%	*	-	*	*	-	-	-	*	*	-
STAAR Met Standard (Failed in Previous Year)													
Promoted to Grade 9													
	2015	8%	*	*	*	*	-	-	-	*	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 1,942
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent at Phase-in Satisfactory Standard or Above															
All Grades															
All Subjects	2015	77%	76%	76%	-	-	-	-	-	50%	*	51%	*	50%	50%
Reading	2015	77%	75%	67%	-	-	-	-	-	40%	*	40%	*	40%	39%
Mathematics	2015	81%	81%	76%	-	-	-	-	-	61%	-	61%	*	61%	60%
Science	2015	78%	76%	88%	-	-	-	-	-	80%	-	80%	*	80%	78%
Social Studies	2015	78%	83%	92%	-	-	-	-	-	66%	-	66%	*	66%	67%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2015	41%	35%	47%	-	-	-	-	-	8%	*	8%	*	8%	8%
Reading	2015	46%	40%	46%	-	-	-	-	-	10%	*	10%	*	10%	9%
Mathematics	2015	48%	34%	23%	-	-	-	-	-	*	-	*	*	*	*
Science	2015	44%	35%	43%	-	-	-	-	-	*	-	*	*	*	*
Social Studies	2015	44%	40%	63%	-	-	-	-	-	*	-	*	*	*	17%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2015	16%	11%	6%	-	-	-	-	-	1%	0%	1%	0%	1%	*
Reading	2015	17%	12%	1%	-	-	-	-	-	0%	0%	0%	0%	0%	*
Mathematics	2015	20%	10%	5%	-	-	-	-	-	3%	-	3%	0%	3%	*
Science	2015	16%	9%	6%	-	-	-	-	-	8%	-	8%	0%	8%	*
Social Studies	2015	19%	14%	23%	-	-	-	-	-	0%	-	0%	0%	0%	*
STAAR Percent Met or Exceeded Progress															
All Grades															
All Subjects	2015	57%	52%	41%	-	-	-	-	-	*	-	*	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Performance ‡
 Bilingual Education/English as a Second Language

Total Students: 1,942
 Grade Span: 09 - 12
 (Current Year ELL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2015	59%	55%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2015	47%	35%	26%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent Exceeded Progress															
All Grades															
All Subjects	2015	15%	14%	2%	-	-	-	-	-	*	-	*	*	*	*
Reading	2015	16%	17%	*	-	-	-	-	-	*	-	*	-	*	*
Mathematics	2015	19%	9%	4%	-	-	-	-	-	*	-	*	*	*	*

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Participation ‡

Total Students: 1,942
 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
2015 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	99%	91%	100%	100%	100%	95%	98%	98%
Included in Accountability	94%	94%	94%	94%	93%	95%	91%	94%	100%	95%	89%	93%	92%
Not Included in Accountability													
Mobile	4%	5%	4%	5%	4%	4%	0%	0%	0%	5%	4%	4%	1%
Other Exclusions	1%	1%	1%	0%	2%	0%	0%	6%	0%	0%	1%	1%	5%
Not Tested	1%	1%	1%	1%	1%	1%	9%	0%	0%	0%	5%	2%	2%
Absent	1%	1%	1%	1%	1%	1%	9%	0%	0%	0%	5%	2%	2%
Other	0%	0%	0%	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
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2013-14	95.9%	95.1%	93.3%	93.9%	93.4%	93.1%	95.5%	96.2%	*	93.0%	90.3%	92.4%	93.9%
2012-13	95.8%	95.1%	93.1%	92.4%	93.4%	93.1%	92.0%	94.8%	*	92.7%	89.8%	92.3%	93.8%
Annual Dropout Rate (Gr 9-12)													
2013-14	2.2%	1.1%	1.1%	1.1%	1.2%	1.1%	0.0%	0.0%	*	0.0%	2.5%	1.4%	2.1%
2012-13	2.2%	1.8%	1.8%	1.3%	1.3%	2.1%	9.1%	0.0%	*	0.0%	4.5%	2.4%	2.5%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2014													
Graduated	88.3%	91.2%	91.2%	85.3%	93.6%	91.2%	*	*	*	80.0%	81.5%	88.3%	100.0%
Received GED	0.8%	0.3%	0.3%	0.0%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.5%	0.0%
Continued HS	4.3%	4.0%	4.0%	5.9%	4.3%	3.8%	*	*	*	0.0%	7.4%	5.8%	0.0%
Dropped Out	6.6%	4.5%	4.5%	8.8%	2.1%	4.6%	*	*	*	20.0%	11.1%	5.3%	0.0%
Graduates and GED	89.1%	91.5%	91.5%	85.3%	93.6%	91.6%	*	*	*	80.0%	81.5%	88.8%	100.0%
Grads, GED, & Cont	93.4%	95.5%	95.5%	91.2%	97.9%	95.4%	*	*	*	80.0%	88.9%	94.7%	100.0%
Class of 2013													
Graduated	88.0%	93.1%	93.1%	96.6%	91.2%	93.5%	*	*	-	*	83.9%	89.1%	84.6%
Received GED	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%	0.0%	0.0%
Continued HS	4.6%	2.8%	2.8%	3.4%	4.4%	2.2%	*	*	-	*	3.2%	4.3%	0.0%
Dropped Out	6.6%	4.2%	4.2%	0.0%	4.4%	4.3%	*	*	-	*	12.9%	6.5%	15.4%
Graduates and GED	88.9%	93.1%	93.1%	96.6%	91.2%	93.5%	*	*	-	*	83.9%	89.1%	84.6%
Grads, GED, & Cont	93.4%	95.8%	95.8%	100.0%	95.6%	95.7%	*	*	-	*	87.1%	93.5%	84.6%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	90.4%	95.0%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Received GED	1.1%	0.0%	0.0%	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%	0.0%	0.0%
Dropped Out	7.2%	5.0%	5.0%	0.0%	5.4%	5.2%	*	*	-	*	12.9%	8.2%	14.3%
Graduates and GED	91.5%	95.0%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Grads, GED, & Cont	92.8%	95.0%	95.0%	100.0%	94.6%	94.8%	*	*	-	*	87.1%	91.8%	85.7%
Class of 2012													
Graduated	90.4%	96.6%	96.6%	97.6%	98.8%	95.6%	*	*	*	100.0%	93.1%	95.4%	100.0%
Received GED	1.2%	0.3%	0.3%	2.4%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	0.5%	0.5%	0.0%	0.0%	0.8%	*	*	*	0.0%	3.4%	0.6%	0.0%
Dropped Out	7.1%	2.6%	2.6%	0.0%	1.2%	3.6%	*	*	*	0.0%	3.4%	4.0%	0.0%
Graduates and GED	91.6%	96.9%	96.9%	100.0%	98.8%	95.6%	*	*	*	100.0%	93.1%	95.4%	100.0%
Grads, GED, & Cont	92.9%	97.4%	97.4%	100.0%	98.8%	96.4%	*	*	*	100.0%	96.6%	96.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.9%	97.2%	97.2%	97.6%	98.8%	96.4%	*	*	*	100.0%	96.6%	96.0%	100.0%
Received GED	1.5%	0.5%	0.5%	2.4%	0.0%	0.4%	*	*	*	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	0.0%	0.0%	0.0%	0.0%
Dropped Out	7.0%	2.3%	2.3%	0.0%	1.2%	3.2%	*	*	*	0.0%	3.4%	3.5%	0.0%
Graduates and GED	92.4%	97.7%	97.7%	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%
Grads, GED, & Cont	93.0%	97.7%	97.7%	100.0%	98.8%	96.8%	*	*	*	100.0%	96.6%	96.5%	100.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2011													
Graduated	89.8%	94.2%	94.2%	95.7%	92.2%	94.8%	*	*	-	100.0%	96.9%	90.5%	75.0%
Received GED	1.5%	0.3%	0.3%	0.0%	0.0%	0.4%	*	*	-	0.0%	0.0%	0.6%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	8.1%	5.5%	5.5%	4.3%	7.8%	4.8%	*	*	-	0.0%	3.1%	8.9%	25.0%
Graduates and GED	91.3%	94.5%	94.5%	95.7%	92.2%	95.2%	*	*	-	100.0%	96.9%	91.1%	75.0%
Grads, GED, & Cont	91.9%	94.5%	94.5%	95.7%	92.2%	95.2%	*	*	-	100.0%	96.9%	91.1%	75.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2014	88.3%	91.0%	91.0%	85.3%	92.7%	91.2%	*	*	*	80.0%	81.5%	88.0%	100.0%
Class of 2013	88.0%	90.3%	90.3%	96.6%	84.7%	91.9%	*	*	-	*	78.8%	85.9%	73.3%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2013	90.4%	93.8%	93.8%	100.0%	93.9%	93.2%	*	*	-	*	81.8%	91.0%	86.7%
Class of 2012	90.4%	96.2%	96.2%	97.6%	96.6%	95.6%	*	*	*	100.0%	93.3%	95.4%	71.4%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2014	85.5%	91.5%	91.5%	75.9%	92.0%	93.1%	*	*	*	*	13.6%	88.5%	81.3%
Class of 2013	83.5%	90.2%	90.2%	85.7%	89.2%	90.7%	*	*	-	*	26.9%	86.0%	90.9%
RHSP/DAP Graduates (Annual Rate)													
2013-14	83.8%	89.7%	89.7%	75.9%	89.9%	91.0%	*	*	*	*	9.5%	87.2%	82.4%
2012-13	81.6%	89.3%	89.3%	85.7%	88.1%	89.8%	*	*	-	*	20.0%	84.3%	90.9%
Advanced Course/Dual Enrollment Completion (Grades 11-12)													
Any Subject													
2013-14	53.2%	35.8%	35.8%	19.7%	30.8%	40.2%	*	33.3%	*	38.5%	6.0%	25.3%	17.3%
English Language Arts													
2013-14	28.9%	27.3%	27.3%	16.4%	22.5%	30.5%	*	37.5%	*	30.8%	0.0%	17.8%	8.2%
Mathematics													
2013-14	42.4%	18.5%	18.5%	11.1%	12.3%	23.1%	*	12.5%	*	16.7%	0.0%	10.4%	0.0%
Science													
2013-14	13.4%	5.4%	5.4%	0.0%	2.9%	7.6%	*	0.0%	*	0.0%	0.0%	4.1%	0.0%
Social Studies													
2013-14	27.8%	27.8%	27.8%	11.5%	21.5%	32.3%	*	33.3%	*	38.5%	0.0%	17.4%	3.8%
Advanced Course/Dual Enrollment Completion (Grades 9-12)													
Any Subject													
2013-14	33.1%	15.9%	15.9%	8.2%	13.5%	18.2%	22.2%	15.0%	*	12.8%	2.2%	10.8%	6.7%
2012-13	31.4%	23.0%	23.0%	8.2%	18.9%	27.1%	10.0%	18.8%	*	21.9%	3.1%	16.0%	6.7%
English Language Arts													
2013-14	15.4%	12.0%	12.0%	6.8%	9.8%	13.6%	22.2%	15.8%	*	10.3%	0.0%	7.6%	3.0%
2012-13	14.3%	11.1%	11.1%	2.3%	8.2%	13.5%	0.0%	12.5%	*	13.3%	1.7%	6.5%	2.6%
Mathematics													
2013-14	18.8%	8.1%	8.1%	4.8%	5.4%	10.0%	0.0%	5.3%	*	5.7%	0.0%	4.5%	0.0%
2012-13	18.4%	6.5%	6.5%	1.6%	5.8%	7.4%	0.0%	13.3%	*	6.7%	0.0%	4.5%	0.0%

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Advanced Course/Dual Enrollment Completion (Grades 9-12)													
Science													
2013-14	5.6%	1.9%	1.9%	0.0%	1.1%	2.8%	0.0%	0.0%	*	0.0%	0.0%	1.4%	0.0%
2012-13	5.2%	2.3%	2.3%	0.9%	1.2%	2.9%	0.0%	7.7%	*	3.7%	0.0%	1.6%	0.0%
Social Studies													
2013-14	18.3%	12.4%	12.4%	4.8%	9.5%	14.7%	22.2%	15.0%	*	12.8%	0.0%	7.5%	1.5%
2012-13	17.0%	19.7%	19.7%	7.0%	14.0%	24.1%	10.0%	20.0%	*	19.4%	0.0%	11.8%	0.9%
College-Ready Graduates													
English Language Arts													
Class of 2014	68%	56%	56%	25%	45%	65%	*	*	*	*	9%	49%	13%
Class of 2013	65%	59%	59%	39%	49%	66%	*	*	-	*	0%	49%	10%
Mathematics													
Class of 2014	67%	67%	67%	38%	59%	73%	*	*	*	*	14%	57%	19%
Class of 2013	74%	77%	77%	58%	71%	81%	*	*	-	*	25%	72%	40%
Both Subjects													
Class of 2014	54%	46%	46%	8%	37%	53%	*	*	*	*	14%	37%	6%
Class of 2013	56%	55%	55%	23%	45%	62%	*	*	-	*	0%	43%	10%
College and Career Ready Graduates													
Class of 2014	78.4%	67.4%	67.4%	37.9%	59.6%	74.9%	*	*	*	*	33.3%	57.8%	29.4%
CTE Coherent Sequence Graduates													
Class of 2014	46.4%	37.9%	37.9%	2.8%	11.1%	23.7%	*	*	*	*	1.9%	20.3%	1.1%
AP/IB Results (Participation)													
All Subjects													
2014	23.5%	9.7%	9.7%	3.3%	9.1%	10.7%	*	11.1%	*	7.1%	n/a	5.3%	n/a
2013	22.1%	7.6%	7.6%	0.0%	10.9%	7.6%	0.0%	0.0%	*	0.0%	n/a	7.6%	n/a
English Language Arts													
2014	15.0%	7.4%	7.4%	3.3%	7.0%	8.0%	*	11.1%	*	7.1%	n/a	4.6%	n/a
2013	14.0%	4.7%	4.7%	0.0%	5.0%	5.3%	0.0%	0.0%	*	0.0%	n/a	4.2%	n/a
Mathematics													
2014	6.5%	0.4%	0.4%	0.0%	0.0%	0.6%	*	0.0%	*	0.0%	n/a	0.0%	n/a
2013	5.7%	0.9%	0.9%	0.0%	1.5%	0.8%	0.0%	0.0%	*	0.0%	n/a	0.5%	n/a
Science													
2014	6.9%	0.4%	0.4%	0.0%	0.4%	0.4%	*	0.0%	*	0.0%	n/a	0.2%	n/a
2013	6.2%	0.6%	0.6%	0.0%	0.5%	0.8%	0.0%	0.0%	*	0.0%	n/a	0.8%	n/a
Social Studies													
2014	13.8%	7.6%	7.6%	3.3%	6.2%	8.6%	*	11.1%	*	7.1%	n/a	3.6%	n/a
2013	12.7%	4.4%	4.4%	0.0%	6.0%	4.5%	0.0%	0.0%	*	0.0%	n/a	4.5%	n/a
AP/IB Results (Examinees >= Criterion)													
All Subjects													
2014	51.3%	38.5%	38.5%	*	50.0%	29.4%	*	*	-	*	n/a	54.5%	n/a
2013	50.9%	35.6%	35.6%	-	22.7%	43.2%	-	-	-	-	n/a	34.5%	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
 2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results (Examinees >= Criterion)													
English Language Arts													
2014	44.7%	31.7%	31.7%	*	23.5%	31.6%	*	*	-	*	n/a	31.6%	n/a
2013	45.2%	27.8%	27.8%	-	10.0%	34.6%	-	-	-	-	n/a	18.8%	n/a
Mathematics													
2014	53.6%	*	*	-	-	*	-	-	-	-	n/a	-	n/a
2013	52.3%	14.3%	14.3%	-	*	*	-	-	-	-	n/a	*	n/a
Science													
2014	45.7%	*	*	-	*	*	-	-	-	-	n/a	*	n/a
2013	47.6%	80.0%	80.0%	-	*	*	-	-	-	-	n/a	*	n/a
Social Studies													
2014	41.6%	31.1%	31.1%	*	40.0%	26.8%	*	*	-	*	n/a	46.7%	n/a
2013	42.0%	32.4%	32.4%	-	16.7%	40.9%	-	-	-	-	n/a	29.4%	n/a
SAT/ACT Results													
Tested													
Class of 2014	66.3%	57.9%	57.9%	58.6%	46.5%	61.9%	*	*	*	*	n/a	49.7%	n/a
Class of 2013	63.8%	62.9%	62.9%	67.9%	54.8%	65.3%	*	*	-	*	n/a	48.8%	n/a
At/Above Criterion													
Class of 2014	25.1%	17.8%	17.8%	0.0%	8.7%	23.2%	*	*	*	*	n/a	12.8%	n/a
Class of 2013	25.4%	21.7%	21.7%	5.3%	6.5%	28.4%	*	*	-	-	n/a	11.1%	n/a
Average SAT Score													
All Subjects													
Class of 2014	1417	1391	1391	1189	1324	1435	*	*	*	*	n/a	1338	n/a
Class of 2013	1422	1386	1386	1204	1241	1460	-	*	-	-	n/a	1284	n/a
English Language Arts and Writing													
Class of 2014	925	906	906	762	864	935	*	*	*	*	n/a	870	n/a
Class of 2013	927	901	901	778	786	957	-	*	-	-	n/a	823	n/a
Mathematics													
Class of 2014	491	485	485	427	460	499	*	*	*	*	n/a	467	n/a
Class of 2013	496	485	485	425	455	503	-	*	-	-	n/a	461	n/a
Average ACT Score													
All Subjects													
Class of 2014	20.6	20.0	20.0	*	20.1	20.7	*	-	-	-	n/a	18.8	n/a
Class of 2013	20.6	20.9	20.9	*	18.1	21.7	*	*	-	-	n/a	19.2	n/a
English Language Arts													
Class of 2014	20.0	19.3	19.3	*	20.1	19.9	*	-	-	-	n/a	17.9	n/a
Class of 2013	20.0	20.4	20.4	*	16.4	21.6	*	*	-	-	n/a	17.9	n/a
Mathematics													
Class of 2014	21.2	20.6	20.6	*	20.2	21.4	*	-	-	-	n/a	19.9	n/a
Class of 2013	21.3	21.9	21.9	*	21.1	22.1	*	*	-	-	n/a	21.0	n/a
Science													
Class of 2014	20.7	20.4	20.4	*	20.0	21.0	*	-	-	-	n/a	19.1	n/a
Class of 2013	20.7	20.5	20.5	*	17.5	21.4	*	*	-	-	n/a	19.2	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Attendance and Postsecondary Readiness

Total Students: 1,942
 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
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2012-13	56.9%	51.9%	51.9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	57.3%	53.5%	53.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Graduates in TX IHE Completing One Year Without Remediation													
2012-13	70.8%	71.0%	71.0%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2011-12	69.0%	71.5%	71.5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 1,942
Grade Span: 09 - 12
School Type: High School

Student Information	Campus		District	State
	Count	Percent		
Total Students:	1,942	100.0%	6,905	5,215,342
Students by Grade:				
Early Childhood Education	0	0.0%	0.3%	0.2%
Pre-Kindergarten	0	0.0%	2.9%	4.2%
Kindergarten	0	0.0%	7.5%	7.5%
Grade 1	0	0.0%	8.1%	7.9%
Grade 2	0	0.0%	7.5%	7.8%
Grade 3	0	0.0%	7.6%	7.6%
Grade 4	0	0.0%	7.3%	7.5%
Grade 5	0	0.0%	8.0%	7.4%
Grade 6	0	0.0%	7.4%	7.4%
Grade 7	0	0.0%	7.5%	7.3%
Grade 8	0	0.0%	7.8%	7.4%
Grade 9	592	30.5%	8.6%	8.0%
Grade 10	516	26.6%	7.5%	7.2%
Grade 11	428	22.0%	6.2%	6.6%
Grade 12	406	20.9%	5.9%	5.9%
Ethnic Distribution:				
African American	163	8.4%	7.7%	12.6%
Hispanic	585	30.1%	34.0%	52.0%
White	1,115	57.4%	54.2%	28.9%
American Indian	9	0.5%	0.4%	0.4%
Asian	16	0.8%	0.7%	3.9%
Pacific Islander	5	0.3%	0.1%	0.1%
Two or More Races	49	2.5%	3.0%	2.0%
Economically Disadvantaged	962	49.5%	58.0%	58.8%
Non-Educationally Disadvantaged	980	50.5%	42.0%	41.2%
English Language Learners (ELL)	142	7.3%	15.3%	18.2%
Students w/ Disciplinary Placements (2013-2014)	91	4.5%	2.6%	1.5%
At-Risk	1,036	53.3%	55.8%	51.2%
Mobility (2013-2014)	339	16.7%	18.2%	16.9%
Graduates (Class of 2014):				
Total Graduates	359	100.0%	359	303,109
By Ethnicity (incl. Special Ed.):				
African American	29	8.1%	29	38,046
Hispanic	99	27.6%	99	141,907
White	223	62.1%	223	103,764
American Indian	2	0.6%	2	1,278
Asian	1	0.3%	1	12,420
Pacific Islander	1	0.3%	1	401
Two or More Races	4	1.1%	4	5,293
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	37	10.3%	37	48,435
Recommended H.S. Program/DAP	322	89.7%	322	251,154
Foundation High School Plan	0	0.0%	0	3,520
Special Education Graduates	21	5.8%	21	23,654

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

<u>Class Size Information</u>	<u>Campus</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	20.5	19.2
Grade 1	-	19.9	19.3
Grade 2	-	18.4	19.3
Grade 3	-	17.9	19.1
Grade 4	-	18.0	19.1
Grade 5	-	18.8	20.8
Grade 6	-	20.6	20.3
Secondary:			
English/Language Arts	21.7	21.4	17.2
Foreign Languages	18.3	19.1	18.9
Mathematics	23.5	20.4	18.1
Science	24.4	23.7	19.1
Social Studies	25.7	23.2	19.6

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	145.6	100.0%	100.0%	100.0%
Professional Staff:	135.7	93.2%	61.0%	64.5%
Teachers	117.0	80.4%	47.7%	50.8%
Professional Support	12.0	8.2%	9.0%	9.7%
Campus Administration (School Leadership)	6.7	4.6%	3.2%	2.9%
Educational Aides:	9.9	6.8%	8.5%	9.6%
Total Minority Staff:	18.4	12.7%	22.6%	46.3%
Teachers by Ethnicity and Sex:				
African American	5.6	4.8%	2.4%	9.9%
Hispanic	7.0	6.0%	10.7%	25.6%
White	102.5	87.6%	85.6%	61.4%
American Indian	0.0	0.0%	0.2%	0.4%
Asian	0.0	0.0%	0.0%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	2.0	1.7%	1.0%	1.1%
Males	47.7	40.7%	19.6%	23.4%
Females	69.4	59.3%	80.4%	76.6%
Teachers by Highest Degree Held:				
No Degree	2.0	1.7%	0.5%	0.9%
Bachelors	80.9	69.2%	79.5%	75.1%
Masters	33.1	28.3%	19.8%	23.4%
Doctorate	1.0	0.9%	0.2%	0.6%
Teachers by Years of Experience:				
Beginning Teachers	2.0	1.7%	4.2%	8.5%
1-5 Years Experience	25.6	21.9%	27.1%	26.1%
6-10 Years Experience	30.9	26.4%	25.5%	22.6%
11-20 Years Experience	41.0	35.1%	28.9%	26.9%
Over 20 Years Experience	17.5	15.0%	14.3%	16.0%
Number of Students per Teacher	16.6	n/a	17.2	15.2

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.5	11.5	11.0
Average Years Experience of Teachers with District:	7.2	7.0	7.5
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,000	\$44,361	\$44,540
1-5 Years Experience	\$43,290	\$44,628	\$46,575
6-10 Years Experience	\$48,565	\$48,416	\$49,127
11-20 Years Experience	\$52,785	\$52,160	\$52,640
Over 20 Years Experience	\$63,981	\$60,160	\$59,787
Average Actual Salaries (regular duties only):			
Teachers	\$51,105	\$49,977	\$50,715
Professional Support	\$59,883	\$60,414	\$59,791
Campus Administration (School Leadership)	\$75,400	\$71,083	\$74,292
Instructional Staff Percent:	n/a	60.7%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.8	2,090.1

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2014-15 Campus Profile

Total Students: 1,942
 Grade Span: 09 - 12
 School Type: High School

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	135	7.0%	15.1%	17.8%
Career & Technical Education	1,692	87.1%	24.5%	23.2%
Gifted & Talented Education	59	3.0%	4.0%	7.6%
Special Education	142	7.3%	7.1%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	0.9%	2.2%	5.9%
Career & Technical Education	20.0	17.1%	5.0%	4.3%
Compensatory Education	0.0	0.0%	0.9%	3.1%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	79.0	67.5%	82.8%	72.6%
Special Education	1.3	1.1%	2.7%	9.0%
Other	15.8	13.5%	6.4%	3.3%

[Link to:
 PEIMS Financial Standard Reports/
 2013-2014 Financial Actual Report](#)

- '†' Indicates that for 2015 STAAR grade 3 through 8 mathematics, STAARA, and STAAR Alternate 2 assessments were excluded from TAPR rate calculations.
- '^' Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.
- *** Indicates that the rates for Reading 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 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.

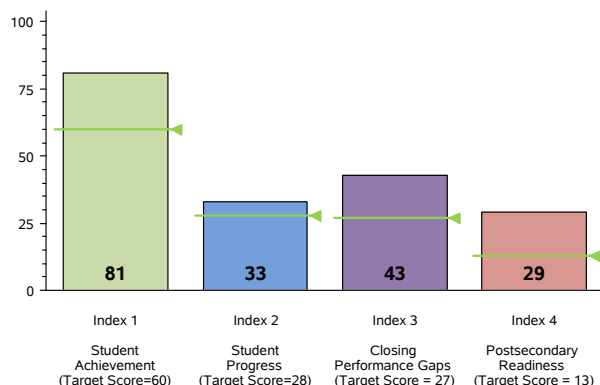
**Texas Education Agency
2014-15 School Report Card
ROBERT P BRABHAM MIDDLE (170904043)**

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

Total Students: **791**
Grade Span: **06 - 08**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



2015 Accountability Rating

Met Standard

For 2015 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		Campus	District	State
Attendance Rate (2013-14)	95.8%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	5.2%	7.7%	12.6%	Grade 6	21.6	20.6	20.3
Hispanic	31.0%	34.0%	52.0%	Secondary			
White	59.0%	54.2%	28.9%	English/Language Arts	23.9	21.4	17.2
American Indian	0.3%	0.4%	0.4%	Foreign Languages	25.8	19.1	18.9
Asian	0.6%	0.7%	3.9%	Mathematics	16.3	20.4	18.1
Pacific Islander	0.0%	0.1%	0.1%	Science	21.9	23.7	19.1
Two or More Races	3.9%	3.0%	2.0%	Social Studies	20.2	23.2	19.6
Enrollment by Student Group							
Economically Disadvantaged	48.5%	58.0%	58.8%				
English Language Learners	12.1%	15.3%	18.2%				
Special Education	6.4%	7.1%	8.5%				
Mobility Rate (2013-14)	15.1%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$5,816	\$7,882	\$8,692
				Instruction	\$3,886	\$4,378	\$4,956
				Instructional Leadership	\$21	\$34	\$129
				School Leadership	\$542	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	81%	77%	74%	85%	*	83%	-	79%	75%
Reading	2015	77%	75%	81%	91%	71%	85%	*	*	-	85%	73%
Mathematics	2015	81%	81%	100%	*	100%	100%	-	*	-	*	100%
Writing	2015	72%	74%	77%	90%	71%	80%	-	*	-	83%	70%
Science	2015	78%	76%	82%	63%	80%	85%	-	*	-	70%	84%
Social Studies	2015	78%	83%	78%	50%	74%	83%	-	*	-	70%	70%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	34%	21%	21%	41%	*	*	-	27%	24%
Reading	2015	46%	40%	40%	36%	27%	47%	*	*	-	35%	28%
Mathematics	2015	48%	34%	72%	*	61%	78%	-	*	-	*	54%
Writing	2015	34%	31%	39%	*	30%	45%	-	*	-	*	33%
Science	2015	44%	35%	45%	*	39%	52%	-	*	-	*	42%
Social Studies	2015	44%	40%	20%	*	18%	23%	-	*	-	*	18%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	14%	*	7%	18%	*	42%	-	13%	8%
Reading	2015	17%	12%	16%	*	8%	21%	*	*	-	19%	9%
Mathematics	2015	20%	10%	28%	*	*	33%	-	*	-	*	*
Writing	2015	9%	6%	9%	*	*	12%	-	*	-	*	5%
Science	2015	16%	9%	18%	*	11%	24%	-	*	-	*	10%
Social Studies	2015	19%	14%	5%	*	*	6%	-	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	51%	57%	45%	53%	*	*	-	59%	47%
Reading	2015	59%	55%	50%	63%	39%	54%	*	*	-	59%	44%
Mathematics	2015	47%	35%	65%	*	*	67%	-	*	-	*	*
Writing	2015	56%	47%	50%	*	59%	46%	-	*	-	*	56%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	15%	17%	13%	16%	*	*	-	22%	11%
Reading	2015	16%	17%	17%	20%	13%	18%	*	*	-	27%	13%
Mathematics	2015	19%	9%	23%	*	*	26%	-	*	-	*	*
Writing	2015	7%	4%	7%	*	12%	5%	-	*	-	*	9%
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	35%	*	24%	41%	-	*	-	*	30%
	2014	45%	46%	54%	56%	53%	55%	-	-	-	*	51%

'?' 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
Students Success Initiative												
Grade 5												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	*	*	-	*	*	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	76%	82%	94%	83%	81%	-	*	-	80%	79%
Students Requiring Accelerated Instruction												
Reading	2015	24%	24%	18%	*	17%	19%	-	*	-	*	21%
STAAR Cumulative Met Standard												
Reading	2015	85%	85%	92%	94%	90%	91%	-	*	-	100%	87%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	100%	100%	-	100%	*	-	-	-	-	100%

'?' 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.

For more information about this campus, please see the Texas Academic Performance Report at
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

Page
3

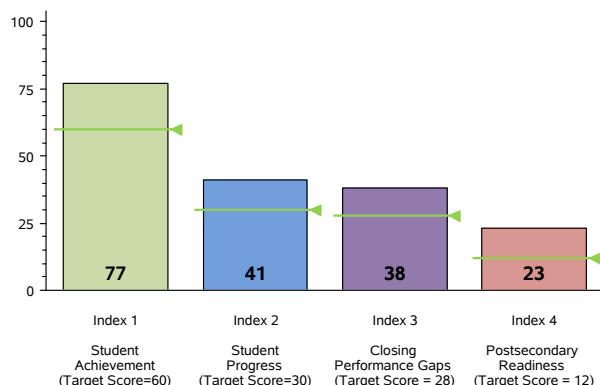
**Texas Education Agency
2014-15 School Report Card
EDWARD B CANNAN EL (170904106)**

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

Total Students: **632**
Grade Span: **PK - 05**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 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		Campus	District	State
Attendance Rate (2013-14)	96.0%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	1.7%	7.7%	12.6%	Kindergarten	21.0	20.5	19.2
Hispanic	53.5%	34.0%	52.0%	Grade 1	21.4	19.9	19.3
White	41.3%	54.2%	28.9%	Grade 2	15.8	18.4	19.3
American Indian	0.2%	0.4%	0.4%	Grade 3	17.9	17.9	19.1
Asian	0.3%	0.7%	3.9%	Grade 4	16.1	18.0	19.1
Pacific Islander	0.0%	0.1%	0.1%	Grade 5	16.0	18.8	20.8
Two or More Races	3.0%	3.0%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	72.6%	58.0%	58.8%				
English Language Learners	43.7%	15.3%	18.2%				
Special Education	3.6%	7.1%	8.5%				
Mobility Rate (2013-14)	18.1%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$6,023	\$7,882	\$8,692
				Instruction	\$4,367	\$4,378	\$4,956
				Instructional Leadership	\$19	\$34	\$129
				School Leadership	\$387	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	77%	70%	72%	85%	*	*	-	70%	75%
Reading	2015	77%	75%	80%	83%	76%	86%	*	*	-	*	78%
Writing	2015	72%	74%	82%	*	85%	77%	-	*	-	-	86%
Science	2015	78%	76%	63%	*	43%	88%	*	-	-	*	55%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	23%	*	11%	34%	*	*	-	*	19%
Reading	2015	46%	40%	36%	*	21%	49%	*	*	-	*	29%
Writing	2015	34%	31%	26%	*	*	33%	-	*	-	-	19%
Science	2015	44%	35%	18%	*	*	28%	*	-	-	*	16%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	12%	*	8%	20%	*	*	-	*	10%
Reading	2015	17%	12%	16%	*	11%	26%	*	*	-	*	14%
Writing	2015	9%	6%	*	*	*	*	-	*	-	-	*
Science	2015	16%	9%	6%	*	*	16%	*	-	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	63%	*	60%	66%	*	*	-	*	61%
Reading	2015	59%	55%	61%	*	57%	66%	*	*	-	*	58%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	21%	*	15%	29%	*	*	-	*	18%
Reading	2015	16%	17%	23%	*	18%	29%	*	*	-	*	20%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	52%	*	52%	50%	-	-	-	*	55%
	2014	45%	46%	43%	*	39%	*	-	-	-	-	40%
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	76%	76%	*	68%	83%	*	-	-	*	72%
Students Requiring Accelerated Instruction												
Reading	2015	25%	24%	24%	*	32%	17%	*	-	-	*	28%
STAAR Cumulative Met Standard												
Reading	2015	84%	86%	89%	*	90%	89%	*	-	-	*	90%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	89%	100%	-	100%	*	-	-	-	-	100%

'?' 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.

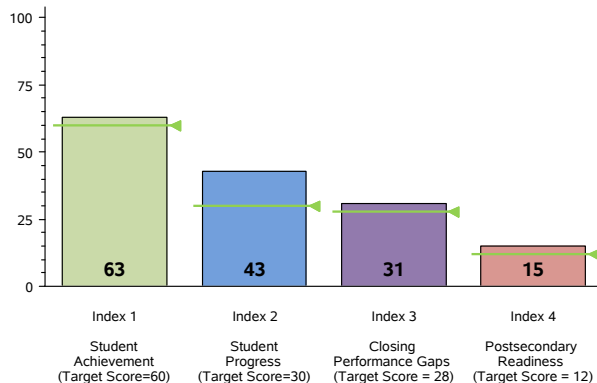
**Texas Education Agency
2014-15 School Report Card
C C HARDY EL (170904103)**

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

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

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 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

Science

Top 25% Student Progress

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **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		Campus	District	State
Attendance Rate (2013-14)	95.7%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	12.1%	7.7%	12.6%	Kindergarten	17.7	20.5	19.2
Hispanic	46.0%	34.0%	52.0%	Grade 1	20.0	19.9	19.3
White	37.9%	54.2%	28.9%	Grade 2	16.3	18.4	19.3
American Indian	0.3%	0.4%	0.4%	Grade 3	21.7	17.9	19.1
Asian	0.0%	0.7%	3.9%	Grade 4	16.4	18.0	19.1
Pacific Islander	0.0%	0.1%	0.1%	Grade 5	17.3	18.8	20.8
Two or More Races	3.7%	3.0%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	81.5%	58.0%	58.8%				
English Language Learners	30.8%	15.3%	18.2%				
Special Education	6.5%	7.1%	8.5%				
Mobility Rate (2013-14)	26.2%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$5,890	\$7,882	\$8,692
				Instruction	\$4,241	\$4,378	\$4,956
				Instructional Leadership	\$27	\$34	\$129
				School Leadership	\$353	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	63%	51%	60%	73%	-	-	-	*	59%
Reading	2015	77%	75%	66%	58%	61%	77%	-	-	-	*	62%
Writing	2015	72%	74%	66%	45%	70%	71%	-	-	-	*	67%
Science	2015	78%	76%	51%	38%	45%	63%	-	-	-	*	43%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	17%	*	16%	20%	-	-	-	*	13%
Reading	2015	46%	40%	30%	16%	28%	39%	-	-	-	*	24%
Writing	2015	34%	31%	8%	*	*	*	-	-	-	*	*
Science	2015	44%	35%	19%	*	*	33%	-	-	-	*	11%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	9%	*	8%	13%	-	-	-	*	7%
Reading	2015	17%	12%	12%	*	13%	15%	-	-	-	*	9%
Writing	2015	9%	6%	*	*	*	*	-	-	-	*	*
Science	2015	16%	9%	6%	*	*	17%	-	-	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	64%	65%	65%	62%	-	-	-	*	63%
Reading	2015	59%	55%	63%	65%	63%	62%	-	-	-	*	62%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	20%	23%	17%	24%	-	-	-	*	16%
Reading	2015	16%	17%	21%	23%	19%	24%	-	-	-	*	17%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	23%	*	*	41%	-	-	-	-	19%
	2014	45%	46%	38%	46%	28%	50%	-	-	-	*	36%
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	76%	62%	63%	50%	74%	-	-	-	*	54%
Students Requiring Accelerated Instruction												
Reading	2015	25%	24%	38%	38%	50%	26%	-	-	-	*	46%
STAAR Cumulative Met Standard												
Reading	2015	84%	86%	72%	81%	59%	79%	-	-	-	*	66%

'?' 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.

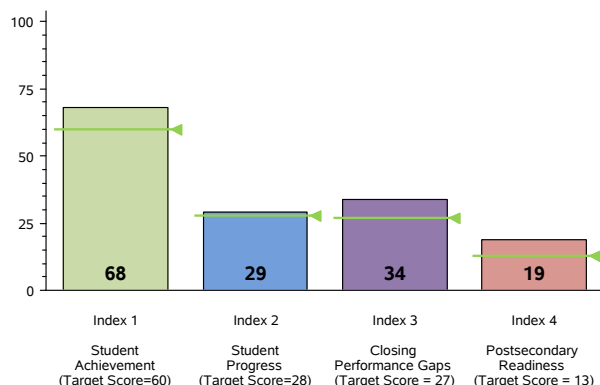
**Texas Education Agency
2014-15 School Report Card
LYNN LUCAS MIDDLE (170904042)**

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

Total Students: **774**
Grade Span: **06 - 08**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 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

Social Studies

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **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		Campus	District	State
Attendance Rate (2013-14)	95.3%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	10.6%	7.7%	12.6%	Grade 6	19.7	20.6	20.3
Hispanic	36.2%	34.0%	52.0%	Secondary			
White	48.4%	54.2%	28.9%	English/Language Arts	18.1	21.4	17.2
American Indian	0.3%	0.4%	0.4%	Foreign Languages	30.0	19.1	18.9
Asian	0.6%	0.7%	3.9%	Mathematics	17.7	20.4	18.1
Pacific Islander	0.1%	0.1%	0.1%	Science	23.4	23.7	19.1
Two or More Races	3.7%	3.0%	2.0%	Social Studies	17.0	23.2	19.6
Enrollment by Student Group							
Economically Disadvantaged	71.7%	58.0%	58.8%				
English Language Learners	12.9%	15.3%	18.2%				
Special Education	8.0%	7.1%	8.5%				
Mobility Rate (2013-14)	19.1%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$5,840	\$7,882	\$8,692
				Instruction	\$3,802	\$4,378	\$4,956
				Instructional Leadership	\$27	\$34	\$129
				School Leadership	\$571	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	68%	51%	65%	74%	*	100%	*	54%	63%
Reading	2015	77%	75%	73%	54%	69%	80%	*	100%	*	60%	67%
Mathematics	2015	81%	81%	93%	*	94%	91%	-	*	-	-	94%
Writing	2015	72%	74%	64%	50%	68%	66%	-	*	-	*	59%
Science	2015	78%	76%	51%	35%	45%	55%	*	*	-	*	46%
Social Studies	2015	78%	83%	70%	53%	63%	78%	*	*	-	*	65%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	22%	10%	17%	27%	*	*	*	20%	17%
Reading	2015	46%	40%	31%	11%	26%	38%	*	*	*	24%	25%
Mathematics	2015	48%	34%	47%	*	44%	49%	-	*	-	-	44%
Writing	2015	34%	31%	24%	*	24%	26%	-	-	-	*	20%
Science	2015	44%	35%	16%	*	9%	20%	*	*	-	*	14%
Social Studies	2015	44%	40%	24%	*	19%	27%	*	*	-	*	21%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	8%	*	6%	11%	*	*	*	*	5%
Reading	2015	17%	12%	11%	*	8%	16%	*	*	*	*	7%
Mathematics	2015	20%	10%	16%	*	*	14%	-	*	-	-	18%
Writing	2015	9%	6%	*	*	*	*	-	*	-	*	*
Science	2015	16%	9%	4%	*	*	6%	*	*	-	*	*
Social Studies	2015	19%	14%	8%	*	7%	10%	*	*	-	*	7%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	46%	43%	45%	47%	*	*	*	50%	46%
Reading	2015	59%	55%	50%	45%	47%	54%	*	*	*	52%	49%
Mathematics	2015	47%	35%	40%	*	*	*	-	*	-	-	35%
Writing	2015	56%	47%	*	*	*	*	-	*	-	*	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	11%	13%	11%	11%	*	*	*	15%	12%
Reading	2015	16%	17%	14%	17%	13%	15%	*	*	*	20%	14%
Mathematics	2015	19%	9%	10%	*	*	*	-	*	-	-	15%
Writing	2015	7%	4%	*	*	*	*	-	*	-	*	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	33%	25%	28%	40%	*	*	-	*	33%
	2014	45%	46%	42%	50%	44%	39%	-	*	-	*	42%

'?' 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
Students Success Initiative												
Grade 5												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	*	*	*	*	*	*	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	76%	70%	47%	72%	73%	*	*	-	*	66%
Students Requiring Accelerated Instruction												
Reading	2015	24%	24%	30%	53%	28%	27%	*	*	-	*	34%
STAAR Cumulative Met Standard												
Reading	2015	85%	85%	79%	68%	80%	82%	*	*	-	*	76%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	100%	100%	*	100%	100%	-	-	-	*	100%

'?' 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.

For more information about this campus, please see the Texas Academic Performance Report at
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

Page
3

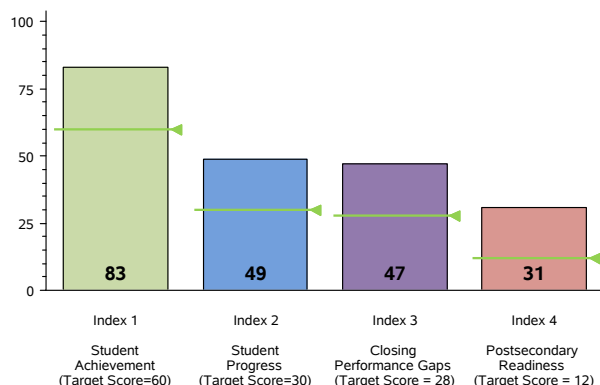
**Texas Education Agency
2014-15 School Report Card
W LLOYD MEADOR EL (170904107)**

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

Total Students: **771**
Grade Span: **PK - 05**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Student Progress

Top 25% Closing Perform Gaps

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

School and Student Information

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

	Campus	District	State
Attendance Rate (2013-14)	96.0%	95.1%	95.9%
Enrollment by Race/Ethnicity			
African American	5.2%	7.7%	12.6%
Hispanic	35.5%	34.0%	52.0%
White	56.3%	54.2%	28.9%
American Indian	0.5%	0.4%	0.4%
Asian	0.4%	0.7%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	2.1%	3.0%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	54.9%	58.0%	58.8%
English Language Learners	21.3%	15.3%	18.2%
Special Education	6.6%	7.1%	8.5%
Mobility Rate (2013-14)	14.7%	18.2%	16.9%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.5	20.5	19.2
Grade 1	19.2	19.9	19.3
Grade 2	19.5	18.4	19.3
Grade 3	17.7	17.9	19.1
Grade 4	19.8	18.0	19.1
Grade 5	19.0	18.8	20.8

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$5,623	\$7,882	\$8,692
				Instruction	\$4,273	\$4,378	\$4,956
				Instructional Leadership	\$24	\$34	\$129
				School Leadership	\$301	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	83%	56%	83%	84%	*	100%	-	100%	81%
Reading	2015	77%	75%	83%	60%	82%	84%	*	*	-	*	80%
Writing	2015	72%	74%	85%	*	89%	83%	-	-	-	*	84%
Science	2015	78%	76%	83%	*	79%	86%	-	*	-	-	79%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	32%	*	29%	33%	-	*	-	*	21%
Reading	2015	46%	40%	47%	*	45%	48%	-	*	-	*	40%
Writing	2015	34%	31%	39%	*	40%	40%	-	-	-	*	29%
Science	2015	44%	35%	35%	*	21%	42%	-	*	-	-	21%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	18%	*	16%	19%	*	*	-	*	15%
Reading	2015	17%	12%	25%	*	23%	25%	*	*	-	*	21%
Writing	2015	9%	6%	8%	*	*	9%	-	-	-	*	*
Science	2015	16%	9%	11%	*	*	12%	-	*	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	68%	*	68%	68%	-	*	-	*	69%
Reading	2015	59%	55%	68%	*	66%	68%	-	*	-	*	67%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	29%	*	26%	32%	-	*	-	*	24%
Reading	2015	16%	17%	31%	*	29%	32%	-	*	-	*	27%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	54%	*	62%	55%	-	-	-	-	56%
	2014	45%	46%	57%	*	47%	67%	-	-	-	*	50%
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	76%	80%	*	70%	87%	-	*	-	-	76%
Students Requiring Accelerated Instruction												
Reading	2015	25%	24%	20%	*	30%	13%	-	*	-	-	24%
STAAR Cumulative Met Standard												
Reading	2015	84%	86%	87%	*	79%	92%	-	*	-	-	81%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	89%	88%	*	*	*	-	-	-	-	88%
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5												
Reading	2015	59%	*	*	-	-	*	-	-	-	-	*

'?' 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.

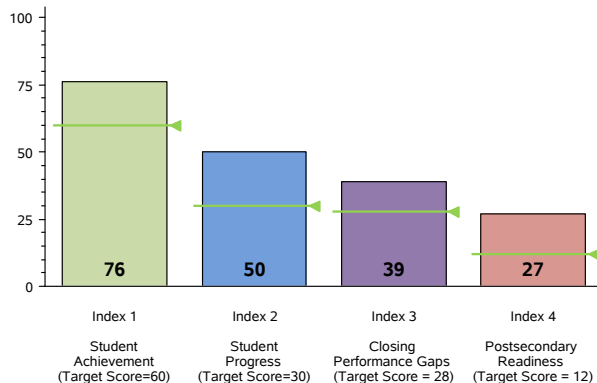
**Texas Education Agency
2014-15 School Report Card
PARMLEY EL (170904101)**

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

Total Students: **743**
Grade Span: **EE - 05**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 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

Reading/ELA

Top 25% Student Progress

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **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		Campus	District	State
Attendance Rate (2013-14)	96.0%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	11.4%	7.7%	12.6%	Kindergarten	19.5	20.5	19.2
Hispanic	24.1%	34.0%	52.0%	Grade 1	19.8	19.9	19.3
White	60.7%	54.2%	28.9%	Grade 2	18.4	18.4	19.3
American Indian	0.8%	0.4%	0.4%	Grade 3	14.8	17.9	19.1
Asian	0.0%	0.7%	3.9%	Grade 4	20.4	18.0	19.1
Pacific Islander	0.1%	0.1%	0.1%	Grade 5	20.5	18.8	20.8
Two or More Races	2.8%	3.0%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	62.4%	58.0%	58.8%				
English Language Learners	4.8%	15.3%	18.2%				
Special Education	11.8%	7.1%	8.5%				
Mobility Rate (2013-14)	24.3%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$6,044	\$7,882	\$8,692
				Instruction	\$4,409	\$4,378	\$4,956
				Instructional Leadership	\$34	\$34	\$129
				School Leadership	\$361	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

Page
1

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	76%	56%	75%	81%	*	-	-	70%	72%
Reading	2015	77%	75%	82%	55%	85%	86%	*	-	-	*	78%
Writing	2015	72%	74%	66%	73%	56%	70%	*	-	-	*	63%
Science	2015	78%	76%	71%	*	68%	77%	*	-	-	-	69%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	31%	20%	21%	36%	*	-	-	*	20%
Reading	2015	46%	40%	39%	24%	36%	44%	*	-	-	*	31%
Writing	2015	34%	31%	23%	*	*	28%	*	-	-	*	13%
Science	2015	44%	35%	36%	*	24%	45%	*	-	-	-	30%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	16%	*	13%	19%	*	-	-	*	11%
Reading	2015	17%	12%	23%	*	18%	26%	*	-	-	*	18%
Writing	2015	9%	6%	5%	*	*	*	*	-	-	*	*
Science	2015	16%	9%	8%	*	*	10%	*	-	-	-	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	70%	*	65%	77%	*	-	-	*	66%
Reading	2015	59%	55%	70%	*	67%	77%	*	-	-	*	67%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	27%	*	31%	28%	*	-	-	*	25%
Reading	2015	16%	17%	27%	*	33%	28%	*	-	-	*	26%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	48%	*	75%	54%	-	-	-	*	45%
	2014	45%	46%	42%	*	53%	*	-	-	-	-	42%
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	76%	73%	*	78%	78%	*	-	-	*	72%
Students Requiring Accelerated Instruction												
Reading	2015	25%	24%	27%	67%	22%	22%	*	-	-	*	28%
STAAR Cumulative Met Standard												
Reading	2015	84%	86%	86%	*	93%	90%	*	-	-	*	84%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	89%	89%	*	88%	86%	*	-	-	-	88%
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5												
Reading	2015	59%	*	*	-	*	*	-	-	-	-	*

'?' 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.

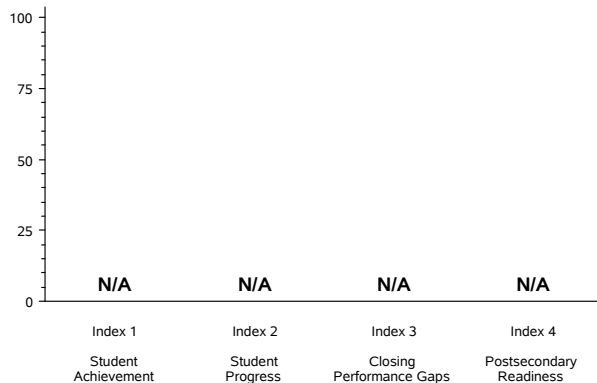
**Texas Education Agency
2014-15 School Report Card
JJAEP (170904004)**

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

Total Students: **2**
Grade Span: **09 - 11**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Not Rated

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

School and Student Information

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

	Campus	District	State
Attendance Rate (2013-14)	*	95.1%	95.9%
Enrollment by Race/Ethnicity			
African American	0.0%	7.7%	12.6%
Hispanic	0.0%	34.0%	52.0%
White	100.0%	54.2%	28.9%
American Indian	0.0%	0.4%	0.4%
Asian	0.0%	0.7%	3.9%
Pacific Islander	0.0%	0.1%	0.1%
Two or More Races	0.0%	3.0%	2.0%
Enrollment by Student Group			
Economically Disadvantaged	50.0%	58.0%	58.8%
English Language Learners	0.0%	15.3%	18.2%
Special Education	0.0%	7.1%	8.5%
Mobility Rate (2013-14)	100.0%	18.2%	16.9%

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$3,825	\$7,882	\$8,692
				Instruction	\$3,825	\$4,378	\$4,956
				Instructional Leadership	\$0	\$34	\$129
				School Leadership	\$0	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

Page
1

There is no performance data for this school.

	State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	1.1%	*	-	*	*	-	-	-	-	*
2012-13	2.2%	1.8%	0.0%	*	*	*	*	-	-	-	0.0%

'?' 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.

For more information about this campus, please see the Texas Academic Performance Report at
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

Page
3

This page left intentionally blank.

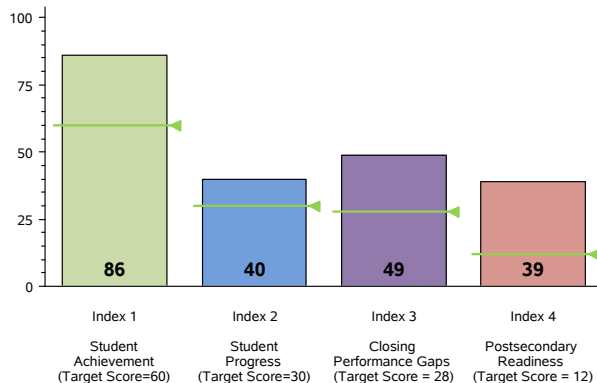
**Texas Education Agency
2014-15 School Report Card
TURNER EL (170904104)**

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

Total Students: **574**
Grade Span: **KG - 05**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 state accountability, campuses are rated as **Met Standard**, **Improvement Required** or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

Top 25% Closing Perform Gaps

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **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		Campus	District	State
Attendance Rate (2013-14)	96.3%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Elementary			
African American	4.5%	7.7%	12.6%	Kindergarten	22.5	20.5	19.2
Hispanic	23.5%	34.0%	52.0%	Grade 1	19.2	19.9	19.3
White	66.4%	54.2%	28.9%	Grade 2	23.2	18.4	19.3
American Indian	0.2%	0.4%	0.4%	Grade 3	17.5	17.9	19.1
Asian	2.6%	0.7%	3.9%	Grade 4	17.0	18.0	19.1
Pacific Islander	0.0%	0.1%	0.1%	Grade 5	21.8	18.8	20.8
Two or More Races	2.8%	3.0%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	35.5%	58.0%	58.8%				
English Language Learners	6.4%	15.3%	18.2%				
Special Education	5.6%	7.1%	8.5%				
Mobility Rate (2013-14)	13.8%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$5,587	\$7,882	\$8,692
				Instruction	\$4,031	\$4,378	\$4,956
				Instructional Leadership	\$14	\$34	\$129
				School Leadership	\$421	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	86%	73%	82%	88%	*	94%	-	100%	83%
Reading	2015	77%	75%	89%	75%	85%	90%	*	100%	-	100%	85%
Writing	2015	72%	74%	83%	*	75%	84%	-	*	-	*	82%
Science	2015	78%	76%	83%	*	81%	85%	-	*	-	*	80%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	41%	*	30%	45%	*	56%	-	*	28%
Reading	2015	46%	40%	52%	*	43%	56%	*	56%	-	*	37%
Writing	2015	34%	31%	46%	*	47%	40%	-	*	-	*	43%
Science	2015	44%	35%	45%	*	47%	45%	-	*	-	*	43%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	19%	*	14%	22%	*	*	-	*	11%
Reading	2015	17%	12%	25%	*	18%	28%	*	*	-	*	13%
Writing	2015	9%	6%	10%	*	*	14%	-	*	-	*	*
Science	2015	16%	9%	11%	*	*	12%	-	*	-	*	*
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	61%	*	53%	65%	-	*	-	*	51%
Reading	2015	59%	55%	62%	*	54%	65%	-	*	-	*	52%
Writing	2015	56%	47%	*	-	*	-	-	-	-	-	*
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	19%	*	19%	21%	-	*	-	*	15%
Reading	2015	16%	17%	20%	*	20%	21%	-	*	-	*	16%
Writing	2015	7%	4%	*	-	*	-	-	-	-	-	*
Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)												
Reading	2015	39%	38%	47%	*	*	37%	-	-	-	*	50%
	2014	45%	46%	53%	*	56%	59%	*	-	-	*	56%
Students Success Initiative												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	76%	83%	*	88%	83%	-	*	-	*	87%
Students Requiring Accelerated Instruction												
Reading	2015	25%	24%	17%	*	*	17%	-	*	-	*	13%
STAAR Cumulative Met Standard												
Reading	2015	84%	86%	94%	71%	94%	96%	-	*	-	*	92%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	89%	*	-	*	-	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Retained in Grade 5												
Reading	2015	59%	*	*	-	*	-	-	-	-	-	*

'?' 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.

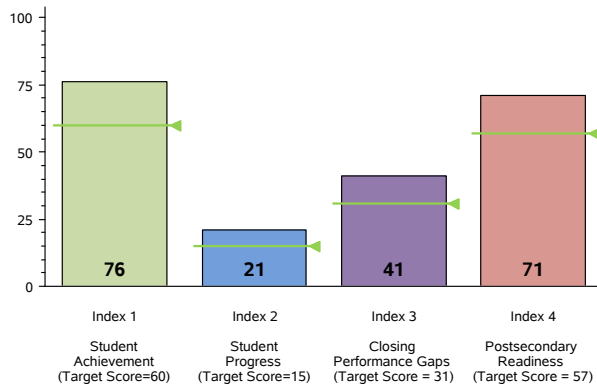
**Texas Education Agency
2014-15 School Report Card
WILLIS H S (170904002)**

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

Total Students: **1,942**
Grade Span: **09 - 12**

2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.



2015 Accountability Rating

Met Standard

For 2015 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		Campus	District	State
Attendance Rate (2013-14)	93.3%	95.1%	95.9%	Class Size Averages by Grade or Subject			
Enrollment by Race/Ethnicity				Secondary			
African American	8.4%	7.7%	12.6%	English/Language Arts	21.7	21.4	17.2
Hispanic	30.1%	34.0%	52.0%	Foreign Languages	18.3	19.1	18.9
White	57.4%	54.2%	28.9%	Mathematics	23.5	20.4	18.1
American Indian	0.5%	0.4%	0.4%	Science	24.4	23.7	19.1
Asian	0.8%	0.7%	3.9%	Social Studies	25.7	23.2	19.6
Pacific Islander	0.3%	0.1%	0.1%				
Two or More Races	2.5%	3.0%	2.0%				
Enrollment by Student Group							
Economically Disadvantaged	49.5%	58.0%	58.8%				
English Language Learners	7.3%	15.3%	18.2%				
Special Education	7.3%	7.1%	8.5%				
Mobility Rate (2013-14)	16.7%	18.2%	16.9%				

School Financial Information (2013-14)

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		Campus	District	State
Instructional Staff Percent	n/a	60.7%	64.6%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	62.1%	63.7%	Total Operating Expenditures	\$6,277	\$7,882	\$8,692
				Instruction	\$4,108	\$4,378	\$4,956
				Instructional Leadership	\$19	\$34	\$129
				School Leadership	\$483	\$457	\$503

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
1**

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)												
All Subjects	2015	77%	76%	76%	68%	71%	81%	100%	93%	70%	76%	70%
Reading	2015	77%	75%	67%	56%	60%	73%	*	91%	*	72%	60%
Mathematics	2015	81%	81%	76%	72%	75%	76%	*	-	*	82%	72%
Science	2015	78%	76%	88%	87%	84%	91%	*	*	*	63%	83%
Social Studies	2015	78%	83%	92%	84%	86%	97%	*	*	*	100%	89%
STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)												
Two or More Subjects	2015	41%	35%	47%	31%	35%	56%	*	56%	*	47%	36%
Reading	2015	46%	40%	46%	35%	33%	54%	*	75%	*	50%	33%
Mathematics	2015	48%	34%	23%	17%	21%	26%	*	-	*	*	18%
Science	2015	44%	35%	43%	21%	30%	52%	*	*	*	*	31%
Social Studies	2015	44%	40%	63%	34%	50%	74%	*	*	*	*	53%
STAAR Percent at Advanced Standard (Sum of All Grades Tested)												
All Subjects	2015	16%	11%	6%	3%	3%	8%	*	*	*	*	3%
Reading	2015	17%	12%	1%	*	*	2%	*	*	*	*	*
Mathematics	2015	20%	10%	5%	*	5%	7%	*	-	*	*	4%
Science	2015	16%	9%	6%	*	6%	7%	*	*	*	*	4%
Social Studies	2015	19%	14%	23%	14%	9%	31%	*	*	*	*	13%
STAAR Percent Met or Exceeded Progress												
All Subjects	2015	57%	52%	41%	*	*	42%	*	*	*	*	35%
Reading	2015	59%	55%	*	*	*	*	-	*	-	*	*
Mathematics	2015	47%	35%	26%	*	*	29%	*	-	*	*	19%
STAAR Percent Exceeded Progress												
All Subjects	2015	15%	14%	2%	*	*	2%	*	*	*	*	1%
Reading	2015	16%	17%	*	*	*	*	-	*	-	*	*
Mathematics	2015	19%	9%	4%	*	*	5%	*	-	*	*	4%
Students Success Initiative												
Grade 8												
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	95%	100%	*	-	*	*	-	-	-	-	*
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 9												
Reading	2015	8%	*	*	*	*	*	-	-	-	*	*

*? 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
2014-15 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
Annual Dropout Rate (Gr 9-12)											
2013-14	2.2%	1.1%	1.1%	1.1%	1.2%	1.1%	0.0%	0.0%	*	0.0%	1.4%
2012-13	2.2%	1.8%	1.8%	1.3%	1.3%	2.1%	9.1%	0.0%	*	0.0%	2.4%
4-Year Longitudinal Rate (Gr 9-12)											
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%
Class of 2013											
Graduated	88.0%	93.1%	93.1%	96.6%	91.2%	93.5%	*	*	-	*	89.1%
Received GED	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	*	0.0%
Continued HS	4.6%	2.8%	2.8%	3.4%	4.4%	2.2%	*	*	-	*	4.3%
Dropped Out	6.6%	4.2%	4.2%	0.0%	4.4%	4.3%	*	*	-	*	6.5%
Graduates and GED	88.9%	93.1%	93.1%	96.6%	91.2%	93.5%	*	*	-	*	89.1%
Grads, GED, & Cont	93.4%	95.8%	95.8%	100.0%	95.6%	95.7%	*	*	-	*	93.5%
5-Year Extended Longitudinal Rate (Gr 9-12)											
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%
Class of 2012											
Graduated	90.4%	96.6%	96.6%	97.6%	98.8%	95.6%	*	*	*	100.0%	95.4%
Received GED	1.2%	0.3%	0.3%	2.4%	0.0%	0.0%	*	*	*	0.0%	0.0%
Continued HS	1.3%	0.5%	0.5%	0.0%	0.0%	0.8%	*	*	*	0.0%	0.6%
Dropped Out	7.1%	2.6%	2.6%	0.0%	1.2%	3.6%	*	*	*	0.0%	4.0%
Graduates and GED	91.6%	96.9%	96.9%	100.0%	98.8%	95.6%	*	*	*	100.0%	95.4%
Grads, GED, & Cont	92.9%	97.4%	97.4%	100.0%	98.8%	96.4%	*	*	*	100.0%	96.0%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2014	85.5%	91.5%	91.5%	75.9%	92.0%	93.1%	*	*	*	*	88.5%
Class of 2013	83.5%	90.2%	90.2%	85.7%	89.2%	90.7%	*	*	-	*	86.0%
SAT/ACT Results											
Tested											
Class of 2014	66.3%	57.9%	57.9%	58.6%	46.5%	61.9%	*	*	*	*	49.7%
Class of 2013	63.8%	62.9%	62.9%	67.9%	54.8%	65.3%	*	*	-	*	48.8%
At/Above Criterion											
Class of 2014	25.1%	17.8%	17.8%	0.0%	8.7%	23.2%	*	*	*	*	12.8%
Class of 2013	25.4%	21.7%	21.7%	5.3%	6.5%	28.4%	*	*	-	-	11.1%
Average SAT Score											
Class of 2014	1417	1391	1391	1189	1324	1435	*	*	*	*	1338
Class of 2013	1422	1386	1386	1204	1241	1460	-	*	-	-	1284
Average ACT Score											
Class of 2014	20.6	20.0	20.0	*	20.1	20.7	*	-	-	-	18.8
Class of 2013	20.6	20.9	20.9	*	18.1	21.7	*	*	-	-	19.2

'?' 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.

For more information about this campus, please see the Texas Academic Performance Report at
<https://rptsrv1.tea.texas.gov/perfreport/tapr/2015/index.html>.

**Page
3**

Blank Page



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / [Accreditation Status](#)

2014-2015 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 2014-2015 are listed below:

Show/Hide columns:

CDN | Name | ESC | 2010 FIRST Rating | 2010 Accountability Rating | 2011 FIRST Rating | 2011 Accountability Rating | 2012 FIRST Rating | 2012 Accountability Rating | 2013 FIRST Rating | 2013 Accountability Rating | 2014 FIRST Rating | 2014 Accountability Rating | 2014-2015 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	Name	ESC	2014 FIRST Rating	2014 Accountability Rating	2014-2015 Accreditation Status	Reason For Status	Notes
170904	WILLIS ISD	6	Superior Achievement	Met Standard	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,234 total entries)

[Previous](#)[Next](#)



Blank Page

Report of 2012-2013 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2014

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 2012-2013 high school graduates who attended public four-year and two-year higher education in FY 2014. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2013, spring 2014, and summer 2014 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 2014, 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 2014 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.txhighereddata.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 FY2013
Enrolled in Texas Public or Independent Higher Education in FY 2014**

County	District	Total Graduates	<2.0	GPA for 1st Year in Public Higher Education in Texas				Unk	
				2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
	WILLIS ISD								
	WILLIS H S								
	170904002								
		Four-Year Public University	75	21	16	13	16	9	0
		Two-Year Public Colleges	95	37	9	13	20	8	8
		Independent Colleges & Universities	5						
		Not Trackable	10						
		Not Found	152						
		Total High School Graduates	337						

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
2014-15 School Year

Reason Code	Description	Cannan ES	Hardy ES	Meador ES	Parmley ES	Turner ES	Brabham MS	Lucas MS	Willis HS
		#	#	#	#	#	#	#	#
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	1	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	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	2	0	3
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	2
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
Total Incidents (TI)		0	0	0	0	1	2	1	5
Cumulative Student Enrollment (CSE)		691	780	862	886	649	873	852	2,147
Incident Rate (TI/CSE x 100)		0.00%	0.00%	0.00%	0.00%	0.15%	0.23%	0.12%	0.23%

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (available at www.willisisd.org)

Blank Page



2013-2014 Actual Financial data

Totals for Willis ISD (170904)

Total Membership: 6,769

	<u>District</u>			<u>State</u>		
	General Fund	%	Per Student	All Funds	%	Per Student
Receipts						
<u>Total Revenue</u>	49,753,227	100.00%	7,350	66,369,703	100.00%	9,805
Local Tax	25,154,091	50.56%	3,716	33,588,049	50.61%	4,962
Other Local and Intermediate	391,284	0.79%	58	1,467,443	2.21%	217
State	24,120,700	48.48%	3,563	24,327,380	36.65%	3,594
Federal	87,152	0.18%	13	6,986,831	10.53%	1,032
<u>Total Receipts</u>	49,753,227	100.00%	7,350	66,369,703	100.00%	9,805
Total Revenue	49,753,227	100.00%	7,350	66,369,703	100.00%	9,805
Equity Transfers	0	0.00%	0	0	0.00%	0
Total Other Resources	0	0.00%	0	0	0.00%	0
Fund Balances (for ISDs)						
<u>Total Fund Balance**</u>	21,078,468	42.37%	3,114	24,899,167	37.52%	3,678
Nonspendable Fund Balance	1,667,444	3.35%	246	1,667,444	2.51%	246
Restricted Fund Balance	0	0.00%	0	3,820,699	5.76%	564
Committed Fund Balance	9,205,000	18.50%	1,360	9,205,000	13.87%	1,360
Assigned Fund Balance	3,250,000	6.53%	480	3,250,000	4.90%	480
Unassigned Fund Balance	6,956,024	13.98%	1,028	6,956,024	10.48%	1,028
Disbursements						
<u>Total Expenditures</u>	46,589,452	100.00%	6,883	62,903,650	100.00%	9,293
BY OBJECT						
Payroll	38,466,986	82.57%	5,683	42,539,041	67.63%	6,284
Other Operating	7,214,136	15.48%	1,066	10,866,242	17.27%	1,605
Debt Service	0	0.00%	0	8,439,281	13.42%	1,247
Capital Outlay	908,330	1.95%	134	1,059,086	1.68%	156
BY FUNCTION (Objects 6100-6400 only)						
Community Services (61)	0		0	53,356		8

Total Operating Expenditures	45,681,122	100.00%	6,749	53,351,927	100.00%	7,882	44,633,165,100	100.00%	8,692
Instruction (11,95)	26,734,533	58.52%	3,950	29,631,582	55.54%	4,378	25,448,473,140	57.02%	4,956
Instructional Res Media (12)	362,956	0.79%	54	568,129	1.06%	84	571,005,868	1.28%	111
Curriculum/Staff Develop (13)	695,993	1.52%	103	1,065,330	2.00%	157	922,169,731	2.07%	180
Instructional Leadership (21)	156,606	0.34%	23	232,755	0.44%	34	663,314,208	1.49%	129
School Leadership (23)	3,089,534	6.76%	456	3,093,683	5.80%	457	2,581,353,060	5.78%	503
Guidance Counseling Svcs (31)	1,727,963	3.78%	255	1,926,925	3.61%	285	1,562,958,047	3.50%	304
Social Work Services (32)	88,351	0.19%	13	88,351	0.17%	13	122,313,864	0.27%	24
Health Services (33)	508,397	1.11%	75	601,746	1.13%	89	444,949,486	1.00%	87
Transportation (34)	2,634,029	5.77%	389	2,666,216	5.00%	394	1,308,273,663	2.93%	255
Food (35)	0	0.00%	0	3,674,450	6.89%	543	2,577,586,605	5.78%	502
Extracurricular (36)	1,272,032	2.78%	188	1,272,032	2.38%	188	1,265,051,350	2.83%	246
General Administration (41,92)	1,374,905	3.01%	203	1,374,905	2.58%	203	1,478,214,870	3.31%	288
Plant Maint/Operation (51)	6,270,772	13.73%	926	6,390,772	11.98%	944	4,557,985,513	10.21%	888
Security/Monitoring (52)	433,803	0.95%	64	433,803	0.81%	64	380,476,830	0.85%	74
Data Processing Services (53)	331,248	0.73%	49	331,248	0.62%	49	749,038,865	1.68%	146
Total Disbursements	46,856,904	100.00%	6,922	63,171,102	100.00%	9,332	61,604,761,469	100.00%	11,998
Total Expenditures	46,589,452	99.43%	6,883	62,903,650	99.58%	9,293	56,334,211,074	100.00%	10,971
Equity Transfers	0	0.00%	0	0	0.00%	0	1,122,766,960	1.73%	219
Total Other Uses	0	0.00%	0	0	0.00%	0	3,566,244,195	5.79%	695
Intergovernmental Charge	267,452	0.57%	40	267,452	0.42%	40	581,539,240	1.30%	113

Program Expenditures

<u>Operating Expenditures - Program</u>	34,495,362	100.00%	5,096	37,785,618	100.00%	5,582	33,337,172,280	100.00%	6,493
Regular	22,622,538	65.58%	3,342	22,622,538	59.87%	3,342	19,882,619,780	59.64%	3,872
Gifted and Talented	177,898	0.52%	26	177,898	0.47%	26	394,615,167	1.18%	77
Career and Technical	1,658,839	4.81%	245	1,724,433	4.56%	255	1,184,907,278	3.55%	231
Students with Disabilities	4,163,926	12.07%	615	5,735,495	15.18%	847	5,066,610,853	15.20%	987
Accelerated Education	2,750,638	7.97%	406	4,255,211	11.26%	629	1,738,349,914	5.21%	339
Bilingual	334,361	0.97%	49	430,406	1.14%	64	880,288,537	2.64%	171
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	127,698,362	0.38%	25
Disc Alt Ed-DAEP Basic Serv	0	0.00%	0	0	0.00%	0	202,732,055	0.61%	39
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	23,191,202	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	1,816,342,310	5.45%	354
Athletics/Related Activities	1,126,416	3.27%	166	1,126,416	2.98%	166	860,275,208	2.58%	168
High School Allotment	1,068,109	3.10%	158	1,068,109	2.83%	158	380,228,185	1.14%	74
Prekindergarten	592,637	1.72%	88	645,112	1.71%	95	779,313,429	2.34%	152

	<u>District</u>	<u>State</u>
Instructional Expenditure Ratio	62.1%	63.7%

Tax Rates

2013 (current tax year) Tax Rates

Maintenance and Operations	1.0400	1.0725
Interest and Sinking Funds	0.3500	0.1812
Total Tax Rate	1.3900	1.2538

2012 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	2,259,867,714	N/A	1,766,822,499,104	N/A
Property Value per pupil	333,855	N/A	358,703	N/A
Property Value by category:				
Business	512,293,833	19.44%	682,214,492,680	34.17%
Residential	1,846,108,302	70.05%	1,055,132,999,498	52.85%
Land	262,619,027	9.97%	120,643,570,625	6.04%
Oil and Gas	0	0.00%	128,013,368,497	6.41%
Other	14,349,641	0.54%	10,341,459,606	0.52%

Percent of Total Budgeted Expenditures

2013-2014 School Districts' General Fund Unassigned Fund Balance***	6,956,024	10,079,251,575
2013-2014 School Districts' General Fund Total Budgeted Expenditures	46,882,432	38,592,012,767
2013-2014 School Districts' Percent of Total Budgeted Expenditures	14.8%	26.1%

** 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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: Robert P Brabham Middle District: WILLIS ISD Campus Number: 170904043 Total Membership: 752						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,981,825	100.00	5,295	4,373,404	100.00	5,816
Operating-Payroll	3,731,463	93.71	4,962	3,942,790	90.15	5,243
Other Operating	250,362	6.29	333	430,614	9.85	573
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,981,825	100.00	5,295	4,373,404	100.00	5,816
Instruction (11,95) *	2,867,551	72.02	3,813	2,922,120	66.82	3,886
Instructional Res/Media (12) *	60,616	1.52	81	60,616	1.39	81
Curriculum/Staff Develop (13) *	62,628	1.57	83	62,923	1.44	84
Instructional Leadership (21) *	15,756	0.40	21	15,756	0.36	21
School Leadership (23) *	407,780	10.24	542	407,780	9.32	542
Guidance/Counseling Svcs (31) *	165,860	4.17	221	179,335	4.10	238
Social Work Services (32) *	5,974	0.15	8	5,974	0.14	8
Health Services (33) *	63,216	1.59	84	63,216	1.45	84
Food (35) **	0	0.00	0	323,240	7.39	430
Extracurricular (36) *	120,506	3.03	160	120,506	2.76	160
Plant Maint/Operation (51) * **	209,083	5.25	278	209,083	4.78	278
Security/Monitoring (52) * **	2,855	0.07	4	2,855	0.07	4
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,649,381	100.00	4,853	3,717,720	100.00	4,944
Regular	2,951,259	80.87	3,925	2,951,259	79.38	3,925

School Campus: Robert P Brabham Middle District: WILLIS ISD**Campus Number: 170904043****Total Membership: 752**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	72,942	2.00	97	72,942	1.96	97
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	420,537	11.52	559	488,581	13.14	650
Accelerated Education	200,205	5.49	266	200,500	5.39	267
Bilingual	4,438	0.12	6	4,438	0.12	6
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: Edward B Cannan El District: WILLIS ISD Campus Number: 170904106 Total Membership: 611						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,101,599	100.00	5,076	3,680,124	100.00	6,023
Operating-Payroll	2,938,075	94.73	4,809	3,312,748	90.02	5,422
Other Operating	163,524	5.27	268	367,376	9.98	601
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,101,599	100.00	5,076	3,680,124	100.00	6,023
Instruction (11,95) *	2,471,211	79.68	4,045	2,668,055	72.50	4,367
Instructional Res/Media (12) *	30,498	0.98	50	100,010	2.72	164
Curriculum/Staff Develop (13) *	65,884	2.12	108	65,884	1.79	108
Instructional Leadership (21) *	11,320	0.36	19	11,320	0.31	19
School Leadership (23) *	236,397	7.62	387	236,397	6.42	387
Guidance/Counseling Svcs (31) *	110,483	3.56	181	110,580	3.00	181
Social Work Services (32) *	13,272	0.43	22	13,272	0.36	22
Health Services (33) *	55,415	1.79	91	55,415	1.51	91
Food (35) **	0	0.00	0	312,072	8.48	511
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	107,119	3.45	175	107,119	2.91	175
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,994,480	100.00	4,901	3,260,933	100.00	5,337
Regular	2,169,704	72.46	3,551	2,169,704	66.54	3,551

School Campus: Edward B Cannan El District: WILLIS ISD**Campus Number: 170904106****Total Membership: 611**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	15,142	0.51	25	15,142	0.46	25
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	232,567	7.77	381	265,190	8.13	434
Accelerated Education	379,762	12.68	622	613,592	18.82	1,004
Bilingual	85,419	2.85	140	85,419	2.62	140
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	111,886	3.74	183	111,886	3.43	183

*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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: C C Hardy El District: WILLIS ISD Campus Number: 170904103 Total Membership: 675						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,299,905	100.00	4,889	3,999,207	100.00	5,925
Operating-Payroll	3,122,076	94.61	4,625	3,502,247	87.57	5,189
Other Operating	177,829	5.39	263	473,205	11.83	701
Non-Operating(Equipt/Supplies)	0	0.00	0	23,755	0.59	35
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,299,905	100.00	4,889	3,975,452	100.00	5,890
Instruction (11,95) *	2,617,588	79.32	3,878	2,862,557	72.01	4,241
Instructional Res/Media (12) *	6,555	0.20	10	77,131	1.94	114
Curriculum/Staff Develop (13) *	68,263	2.07	101	68,263	1.72	101
Instructional Leadership (21) *	18,313	0.55	27	18,313	0.46	27
School Leadership (23) *	238,539	7.23	353	238,539	6.00	353
Guidance/Counseling Svcs (31) *	152,096	4.61	225	152,096	3.83	225
Social Work Services (32) *	8,618	0.26	13	8,618	0.22	13
Health Services (33) *	67,657	2.05	100	67,657	1.70	100
Food (35) **	0	0.00	0	360,002	9.06	533
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	122,276	3.71	181	122,276	3.08	181
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,177,629	100.00	4,708	3,493,174	100.00	5,175
Regular	2,240,560	70.51	3,319	2,240,560	64.14	3,319

School Campus: C C Hardy El District: WILLIS ISD**Campus Number: 170904103****Total Membership: 675**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	5,125	0.16	8	5,125	0.15	8
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	482,023	15.17	714	502,291	14.38	744
Accelerated Education	204,677	6.44	303	499,954	14.31	741
Bilingual	137,944	4.34	204	137,944	3.95	204
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	107,300	3.38	159	107,300	3.07	159

*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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: Lynn Lucas Middle District: WILLIS ISD Campus Number: 170904042 Total Membership: 795						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,218,887	100.00	5,307	4,642,990	100.00	5,840
Operating-Payroll	3,953,658	93.71	4,973	4,168,605	89.78	5,244
Other Operating	265,229	6.29	334	474,385	10.22	597
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,218,887	100.00	5,307	4,642,990	100.00	5,840
Instruction (11,95) *	2,987,882	70.82	3,758	3,022,702	65.10	3,802
Instructional Res/Media (12) *	55,313	1.31	70	55,313	1.19	70
Curriculum/Staff Develop (13) *	66,809	1.58	84	66,809	1.44	84
Instructional Leadership (21) *	21,290	0.50	27	21,290	0.46	27
School Leadership (23) *	454,162	10.76	571	454,162	9.78	571
Guidance/Counseling Svcs (31) *	211,393	5.01	266	233,589	5.03	294
Social Work Services (32) *	5,059	0.12	6	5,059	0.11	6
Health Services (33) *	59,466	1.41	75	59,466	1.28	75
Food (35) **	0	0.00	0	367,087	7.91	462
Extracurricular (36) *	125,107	2.97	157	125,107	2.69	157
Plant Maint/Operation (51) * **	229,718	5.44	289	229,718	4.95	289
Security/Monitoring (52) * **	2,688	0.06	3	2,688	0.06	3
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,861,374	100.00	4,857	3,918,390	100.00	4,929
Regular	3,028,469	78.43	3,809	3,028,469	77.29	3,809

School Campus: Lynn Lucas Middle District: WILLIS ISD**Campus Number: 170904042****Total Membership: 795**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	32,758	0.85	41	32,758	0.84	41
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	665,850	17.24	838	722,866	18.45	909
Accelerated Education	129,234	3.35	163	129,234	3.30	163
Bilingual	5,063	0.13	6	5,063	0.13	6
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: W Lloyd Meador El District: WILLIS ISD Campus Number: 170904107 Total Membership: 795						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,658,900	100.00	4,602	4,470,299	100.00	5,623
Operating-Payroll	3,468,532	94.80	4,363	4,008,036	89.66	5,042
Other Operating	190,368	5.20	239	462,263	10.34	581
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,658,900	100.00	4,602	4,470,299	100.00	5,623
Instruction (11,95) *	2,983,550	81.54	3,753	3,396,932	75.99	4,273
Instructional Res/Media (12) *	9,839	0.27	12	9,839	0.22	12
Curriculum/Staff Develop (13) *	71,972	1.97	91	71,972	1.61	91
Instructional Leadership (21) *	18,920	0.52	24	18,920	0.42	24
School Leadership (23) *	239,235	6.54	301	239,235	5.35	301
Guidance/Counseling Svcs (31) *	138,677	3.79	174	150,524	3.37	189
Social Work Services (32) *	8,559	0.23	11	8,559	0.19	11
Health Services (33) *	60,417	1.65	76	60,417	1.35	76
Food (35) **	0	0.00	0	386,170	8.64	486
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	127,731	3.49	161	127,731	2.86	161
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,531,169	100.00	4,442	3,956,398	100.00	4,977
Regular	2,737,573	77.53	3,443	2,737,573	69.19	3,443

School Campus: W Lloyd Meador El District: WILLIS ISD**Campus Number: 170904107****Total Membership: 795**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	20,820	0.59	26	20,820	0.53	26
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	401,360	11.37	505	615,670	15.56	774
Accelerated Education	149,764	4.24	188	360,683	9.12	454
Bilingual	64,140	1.82	81	64,140	1.62	81
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	157,512	4.46	198	157,512	3.98	198

*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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: Parmley El District: WILLIS ISD Campus Number: 170904101 Total Membership: 731						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,643,239	100.00	4,984	4,417,872	100.00	6,044
Operating-Payroll	3,451,161	94.73	4,721	3,966,145	89.78	5,426
Other Operating	192,078	5.27	263	451,727	10.22	618
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,643,239	100.00	4,984	4,417,872	100.00	6,044
Instruction (11,95) *	2,839,607	77.94	3,885	3,223,333	72.96	4,409
Instructional Res/Media (12) *	5,782	0.16	8	70,867	1.60	97
Curriculum/Staff Develop (13) *	77,819	2.14	106	77,819	1.76	106
Instructional Leadership (21) *	24,962	0.69	34	24,962	0.57	34
School Leadership (23) *	264,189	7.25	361	264,189	5.98	361
Guidance/Counseling Svcs (31) *	185,491	5.09	254	185,491	4.20	254
Social Work Services (32) *	10,221	0.28	14	10,221	0.23	14
Health Services (33) *	76,730	2.11	105	76,730	1.74	105
Food (35) **	0	0.00	0	325,822	7.38	446
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	158,438	4.35	217	158,438	3.59	217
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	3,484,801	100.00	4,767	3,933,612	100.00	5,381
Regular	2,286,615	65.62	3,128	2,286,615	58.13	3,128

School Campus: Parmley El District: WILLIS ISD**Campus Number: 170904101****Total Membership: 731**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	775,903	22.27	1,061	911,429	23.17	1,247
Accelerated Education	238,227	6.84	326	499,037	12.69	683
Bilingual	34,025	0.98	47	34,025	0.86	47
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	150,031	4.31	205	202,506	5.15	277

*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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: Turner El District: WILLIS ISD Campus Number: 170904104 Total Membership: 569						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,755,428	100.00	4,843	3,179,110	100.00	5,587
Operating-Payroll	2,628,329	95.39	4,619	2,870,300	90.29	5,044
Other Operating	127,099	4.61	223	308,810	9.71	543
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,755,428	100.00	4,843	3,179,110	100.00	5,587
Instruction (11,95) *	2,148,989	77.99	3,777	2,293,640	72.15	4,031
Instructional Res/Media (12) *	65,641	2.38	115	65,641	2.06	115
Curriculum/Staff Develop (13) *	47,932	1.74	84	47,932	1.51	84
Instructional Leadership (21) *	7,801	0.28	14	7,801	0.25	14
School Leadership (23) *	239,403	8.69	421	239,403	7.53	421
Guidance/Counseling Svcs (31) *	96,858	3.52	170	96,776	3.04	170
Social Work Services (32) *	8,218	0.30	14	8,218	0.26	14
Health Services (33) *	48,572	1.76	85	48,572	1.53	85
Food (35) **	0	0.00	0	279,113	8.78	491
Extracurricular (36) *	0	0.00	0	0	0.00	0
Plant Maint/Operation (51) * **	92,014	3.34	162	92,014	2.89	162
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,663,414	100.00	4,681	2,807,983	100.00	4,935
Regular	2,134,166	80.13	3,751	2,134,166	76.00	3,751

School Campus: Turner El District: WILLIS ISD**Campus Number: 170904104****Total Membership: 569**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	22,106	0.83	39	22,106	0.79	39
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	159,867	6.00	281	180,472	6.43	317
Accelerated Education	281,367	10.56	494	399,339	14.22	702
Bilingual	0	0.00	0	5,992	0.21	11
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	65,908	2.47	116	65,908	2.35	116

*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
2013-2014 PEIMS Actual Financial Data by Campus

School Campus: Willis H S District: WILLIS ISD Campus Number: 170904002 Total Membership: 1,840						
	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	10,523,110	100.00	5,719	11,598,681	100.00	6,304
Operating-Payroll	9,493,959	90.22	5,160	10,073,341	86.85	5,475
Other Operating	999,226	9.50	543	1,475,748	12.72	802
Non-Operating(Equipt/Supplies)	29,925	0.28	16	49,592	0.43	27
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	10,493,185	100.00	5,703	11,549,089	100.00	6,277
Instruction (11,95) *	7,245,334	69.05	3,938	7,559,063	65.45	4,108
Instructional Res/Media (12) *	125,357	1.19	68	125,357	1.09	68
Curriculum/Staff Develop (13) *	189,508	1.81	103	192,093	1.66	104
Instructional Leadership (21) *	35,432	0.34	19	35,432	0.31	19
School Leadership (23) *	888,499	8.47	483	888,499	7.69	483
Guidance/Counseling Svcs (31) *	590,959	5.63	321	660,595	5.72	359
Social Work Services (32) *	10,515	0.10	6	10,515	0.09	6
Health Services (33) *	76,035	0.72	41	76,035	0.66	41
Food (35) **	0	0.00	0	669,954	5.80	364
Extracurricular (36) *	914,051	8.71	497	914,051	7.91	497
Plant Maint/Operation (51) * **	399,314	3.81	217	399,314	3.46	217
Security/Monitoring (52) * **	18,181	0.17	10	18,181	0.16	10
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	9,161,639	100.00	4,979	9,547,589	100.00	5,189
Regular	5,032,856	54.93	2,735	5,032,856	52.71	2,735

School Campus: Willis H S District: WILLIS ISD**Campus Number: 170904002****Total Membership: 1,840**

	General Fund	%	Per Student	All Funds	%	Per Student
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	1,653,377	18.05	899	1,718,971	18.00	934
Students with Disabilities	983,833	10.74	535	1,284,668	13.46	698
Accelerated Education	420,132	4.59	228	420,132	4.40	228
Bilingual	3,332	0.04	2	22,853	0.24	12
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	1,068,109	11.66	580	1,068,109	11.19	580
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.

Blank Page

Appendix

Blank Page

Guidelines

2014–15 Texas Academic Performance Report

November 2015

The following guidelines are intended to help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the Texas Academic Performance Report (TAPR). Please read these guidelines carefully.

These guidelines are not intended to be a substitute for districts' knowledge and full understanding of Texas Education Code §39.306 and §39.362 or 19 TAC, §61.1022 of the Texas Administrative Code.

The Texas Education Code (TEC), §39.306, requires each district's board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board.

Each district's board of trustees must hold a public hearing to discuss the district's annual report within 90 days of receiving the TAPR on November 16, 2015 (winter break not included). Within two weeks following the public meeting, each district must widely publish its annual report, including posting it on the district website and other public places.

1. Annual Report The TAPR comprises the main part of the district's annual report, and the TAPR must be published in the same format as provided by TEA. In addition to the TAPR, a district's annual report must include the PEIMS Financial Standard Reports, district accreditation status, campus performance objectives, a report of violent or criminal incidents, and information received from the Texas Higher Education Coordinating Board (THECB) for each high school campus. Each of these is described in greater detail below. Districts may include supplemental information, such as a narrative describing their schools; additional data, charts, and diagrams; or an explanation of the data prepared by TEA.

Districts are encouraged to provide a copy of the TAPR Glossary. The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The glossary is posted on the TEA public website at the same time as the public release of TAPR; the Spanish version of the glossary is scheduled for release in January. Other materials provided by TEA, such as these guidelines, are intended for district or campus use but may be shared with the public.

2. PEIMS Financial Standard Reports (2013-14 Financial Actual Reports) The financial section of the TAPR is provided by the Office of School Finance. These reports can be accessed from a link on the last page of the TAPR or at <http://tea.texas.gov/financialstandardreports/>.

For more information on the financial reports, please contact the Office of School Finance at (512) 463-9238.

3. District Accreditation Status Each district annual report must include the 2014–15 accreditation status according to Texas Education Code §39.051. The accreditation statuses can be accessed online at <http://tea.texas.gov/accredstatus/>.

Guidelines

2014–15 Texas Academic Performance Report

November 2015

- 4. Campus Performance Objectives** Texas Education Code, §11.253, requires each campus to have an improvement plan with performance objectives and to measure progress toward meeting these objectives. Both the objectives of each campus and each campus' progress toward meeting those objectives must be included in the district's annual report.
- 5. Report on Violent or Criminal Incidents** The annual report must include information about violent or criminal incidents that occur on each campus. Each district determines the format of its report but must include the following:
- The number, rate, and type of violent or criminal incidents that occurred on each campus, to the extent permitted under the Family Educational Rights and Privacy Act
 - Descriptions of school violence prevention and violence intervention policies and procedures used to protect students
 - Findings from evaluations conducted under the Safe and Drug-Free Schools and Communities Act

For more information about the report of violent or criminal incidents, please see the Safe and Healthy Schools website at http://tea.texas.gov/Texas_Schools/Safe_and_Healthy_Schools/.

- 6. Student Performance in Postsecondary Institutions** Texas Education Code, §51.403(e), requires postsecondary institutions in Texas to report student performance during the first year of enrollment after high school graduation to the high school from which students graduated. Districts must include this information in the annual report.

The Texas Higher Education Coordinating Board (THECB) publishes a report listing this information for each high school in Texas (sorted by county and district) on its website at <http://www.txhighereddata.org/Interactive/HSCollLinkFilters/HSGradAcademicPerformance.cfm>. The report is titled *Report of 2012–2013 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2014*. The first page explains the purpose of the report and how the information is calculated.

If data for a district are masked due to small numbers of students, that district should still publish its section of the report, showing the masked data, just as it would publish any data that are masked in the TAPR. Questions about accessing these reports should be directed to the THECB at (512) 427-6153.

- 7. Public Hearings** A hearing for public discussion of the annual report must be held within 90 calendar days of November 16, 2015 (the date of the release of TAPR on TEASE). Winter holidays do not count toward the 90 days. The hearing may be combined with a regularly scheduled meeting of the local board of trustees. Districts must notify property owners, parents, and others standing in a parental relationship to students of the hearing. This notification, which can be in the form of a press release, must be made available to local print and electronic media (i.e., newspaper, radio, and television). It must clearly state the date, time, and place of the hearing and explain the nature of the hearing.

Guidelines

2014–15 Texas Academic Performance Report

November 2015

- 8. Access to TAPR** To access, save, or print the TAPR, log on to TEASE at <https://seguin.tea.state.tx.us/apps/logon.asp>.

The TAPR PDFs are designed to allow for two-sided printing. Blank pages have been added after the cover page and where needed to ensure that each campus' information comprises an even number of pages

TEASE is for district use only and provides the basic materials districts need to meet the legal requirements related to TAPR. TEA will release TAPR on its public website on November 19, 2015.

- 9. Publishing the Report** To make the annual report widely available to the public, a district can post its annual report on its website. A district can upload its TAPR to its website or direct users to the TAPR on the TEA website. To accommodate those without internet access, a copy of the annual report should be made available in public places such as school offices, local businesses, or public libraries. Districts may also distribute copies through email, standard mail, or by sending the reports home with students. Each district is responsible for finding the most efficient method of making the annual reports widely available to the public.

- 10. Requirement for Notice on District Website** Texas Education Code §39.362 requires each district to post the most recent TAPR on its website by the 10th instructional day of the school year. This responsibility is separate from widely releasing the annual report to the public. While statute does not require a district to update its website with the latest TAPR after the 10th instructional day, TEA strongly encourages districts to update their websites with the 2014–15 TAPR.

- 11. Data Modification** By the time the TAPR is published, the window of time to correct inaccurate data submitted by a district has already closed. Corrections to PEIMS data used in the TAPR must be made according to the procedures described in the *PEIMS Data Standards*. Corrections to STAAR results, college admissions test data, Advanced Placement tests, or International Baccalaureate tests must be handled through the appropriate testing contractor. A district may include in its annual report an explanation of any discrepancies between the TAPR and locally computed data.

- 12. Summary Report** In addition to publishing the complete TAPR in its annual report, a district can develop and release a summarized report showing performance on key indicators. This summary must clearly indicate where and how to obtain a copy of the full report.

13. Changes to this Year's Report

- **STAAR Grades 3–8 Mathematics, STAAR A, and STAAR Alternate 2 (all grades and subjects)** – These results are excluded from the 2014–15 TAPR.
- **2014 STAAR Data** – Only STAAR data for 2015 is shown because a direct comparison of 2015 to 2014 is not possible due to the exclusion of STAAR A and STAAR Alternate 2.
- **Special Education Determination Status** – The 2014–15 TAPR provides the 2015–16 special education integrated intervention stage/determination status for each district on the cover page of the report.
- **Student Success Initiative (SSI)** – Results are shown based on STAAR, STAAR A, and STAAR L at the Phase-in I Level II standard. No ELL progress measure students are included.
 - Reading only for
 - Students meeting Phase-in I Level II standard on first STAAR administration
 - Students requiring accelerated instruction
 - STAAR failers promoted by grade placement committee
 - STAAR Met Standard (Failed in Previous Year)
 - Promoted to Grade 6 or 9
 - Retained in Grade 5 or 8
- **Grades 5 and 8 Phase-in Satisfactory Rates** – Cumulative passing rates for the first two administrations of STAAR shown for reading. No SSI is shown for grade 5 and 8 mathematics.
- **CTE Coherent Sequence Graduates** – Line added to indicate the percentage of CTE Coherent Sequence graduates for the class of 2014.
- **College And Career Ready Graduates** – Line added to indicate the percentage of graduates from the class of 2014 who met the criteria for demonstrating college and career readiness.
- **All Subjects** – All Subjects added to STAAR Percent Met or Exceeded and STAAR Percent Exceeded Progress.
- **AP/IB Participation and Examinees \geq Criterion by Subject** – Lines added to Postsecondary section to list AP/IB performance and examinees greater than criterion by subject for reading/ELA, math, science, and social studies.
- **Advanced Course/Dual Enrollment Completion** – Lines added to Postsecondary section to list Advanced Course/Dual Enrollment Completion for English Language Arts, Math, Science, and Social Studies.
- **Teacher's Highest Degree Held** – Data added for campus level in the *Profile* section.

14. Common Questions Districts are encouraged to make a copy of the TAPR Glossary available locally. The glossary provides definitions, describes methodologies, lists sources for each data point in the TAPR, and answers many of the most commonly asked questions. Following are some of the most common causes of perceived inaccuracies in the TAPR or discrepancies between state and local data.

- **Time frame:** The time of data collection varies from indicator to indicator. For example, test scores for the ACT and SAT may be from tests taken when graduating seniors were juniors, or even sophomores. Dates of data sources are given in the TAPR Glossary.
- **Static versus dynamic data sources:** Most data sets used in TAPR are compiled at a specific point in time to create an annual statistic. Districts that maintain cumulative or dynamic sets of similar information, such as student enrollment, may show different results.
- **The accountability subset:** The TAPR includes the STAAR results of only those students who were enrolled in the campus or district as of October 31, 2014 (for the spring 2015 test). See the TAPR Glossary or the *2015 Accountability Manual* for a more complete explanation of the accountability subset criteria.
- **Masking:** Masking rules are applied to results of the STAAR tests and other performance indicators when needed in order to comply with the federal Family Educational Rights and Privacy Act. For more information on masking rules and symbols, please see the explanation of masking on the TEA website at <http://ritter.tea.state.tx.us/perfreport/tapr/2015/masking.html>.

15. Recommended Meetings Beyond the requirement to widely publish the district annual report and TAPR, a superintendent may encourage principals to meet with staff to discuss their campus report and, following public discussion, schedule presentations of the information at meetings of local parent-teacher organizations.

2014–15 Texas Academic Performance Report

Accountability Rating: The labels assigned to districts and campuses that designate acceptable and unacceptable performance in the state academic accountability system. 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 *2015 Accountability Manual*, available at <http://ritter.tea.state.tx.us/perfreport/account/2015/manual/index.html>.

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 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 31, 2014* but moved to another campus before the testing date, that student's performance is not included in the accountability results for either campus, whether or not the campuses are in the same district.

District-level accountability subset: A district is held accountable for 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 31, 2014* but moved to another district before the testing date, that student's performance is not included in the accountability results for either district. However, if that student had moved from one campus to another in the same district, his or her performance would have been included in that district's results, even though it was not included in the results for either campus. This means that district performance results may not match the sum of the campus performance results.

*In the case of STAAR End-of-Course exams administered in July 2014, the accountability subset date is for the prior year, October 25, 2013.

Advanced Course/Dual-Enrollment Completion: By subject area the percentage of students who complete and receive credit for at least one advanced course. TAPR includes completion percentages for grades 9-12 as well as grades 11-12. Advanced courses include dual-enrollment courses. Dual-enrollment courses are those for which a student can earn both high school and college credit. Decisions about awarding high school credit for college courses is described in Texas Administrative Code §74.25, which states, in part the following:

- (b) To be eligible to enroll and be awarded credit toward state graduation requirements, a student must have the approval of the high school principal or other school official designated by the school district. The course for which credit is awarded must provide advanced academic instruction beyond, or in greater depth than, the essential knowledge and skills for the equivalent high school course.

Appendix B lists all courses identified as advanced, with the exception of courses designated only as dual-enrollment. Dual-enrollment courses are not shown because they vary from campus to campus and could include a large proportion of all high school courses.

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:

$$\frac{\text{number of students in grades 11–12 who received credit for at least one advanced or dual enrollment course in 2013–14}}{\text{number of students in grades 11–12 who completed at least one course in 2013–14}}$$

This indicator was used in awarding distinction designations to high schools in 2015. For a detailed explanation of distinction designations, see Chapter 5 of the *2015 Accountability Manual*. (Source of data: PEIMS, June 2014, June 2013)

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

Annual Dropout Rate: The percentage of students who drop out of school during one 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 who is 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)
- Is in the district exclusively as a function of having been detained at a county detention facility but is otherwise not 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

Two annual dropout rate indicators are shown:

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

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2013–14 school year}}{\text{number of students in grades 7 and 8 who were in attendance at any time during the 2013–14 school year}}$$

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

$$\frac{\text{number of dropouts in grades 9 through 12 during the 2013–14 school year}}{\text{number of students in grades 9–12 who were in attendance at any time during the 2013–14 school year}}$$

Both annual rates appear on campus, district, region, and state TAPRs. However, the state and region annual dropout rates that are reported on district and campus TAPRs are calculated without the exclusions explained above.

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 stay. For a more complete description of dropout rates and exclusions, see the *Secondary School Completion and Dropouts in Texas Public Schools, 2013–14* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html

For detailed information on data sources, see Appendix K in the *2015 Accountability Manual*. See also *Dropout and Leaver Record*. (Source of data: PEIMS, Aug. 2013 and June 2015)

Annual Graduates: The count of students who graduate from a district or campus in a school year regardless of cohort. This measure is separate from, and may include different students than, the longitudinal graduation rates. (Source of data: PEIMS, Aug. 2013 and June 2015)

AP/IB Results: The percentage of students who have taken the College Board’s Advanced Placement (AP) examinations and/or the International Baccalaureate’s (IB) Diploma Program examinations. 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 following two values are calculated for this indicator:

- (1) *Tested*. The percentage of students in grades 11 and 12 taking at least one AP or IB examination

$$\frac{\text{number of students in grade 11 and 12 who took at least one AP or IB examination}}{\text{number of grade 11 and 12 students}}$$

- (2) *Examinees >= Criterion*. The percentage of examinees with at least one AP or IB score at or above the criterion score (3 on AP or 4 on IB)

$$\frac{\text{number of examinees in grade 11 and 12 with at least one score at or above criterion}}{\text{number of examinees in grade 11 and 12 taking at least one AP or IB examination}}$$

This indicator was used in determining the 2015 Postsecondary Readiness Distinction Designation for campuses and districts. For a detailed explanation of distinction designations, see Chapter 5 of the *2015 Accountability Manual*. (Sources of data: *The College Board*, Aug. 2014, Jan. 2014; *The International Baccalaureate Organization*, Aug. 2014, Aug. 2013; and *PEIMS*, Oct. 2014, Oct. 2013)

At-Risk: The count and percentage of students identified as being at risk of dropping out of school based on PEIMS 110 records. At-risk identification is based upon on state-defined criteria (TEC §29.081). The percentage of at-risk students is calculated as the sum of the students coded as at risk of dropping out of school divided by the total number of students in membership:

$$\frac{\text{number of students coded as at risk}}{\text{total number of students}}$$

Counts of at-risk students are shown in the *Profile* section of the campus, district, region, and state reports.

State law defines a student as being at risk of dropping out of school if he or she is under 26 years of age and

- was not advanced from one grade level to the next for one or more school years;
- is in grades 7, 8, 9, 10, 11, or 12 and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester;
- did not perform satisfactorily on an assessment instrument administered to the student under TEC Subchapter B, Chapter 39, and has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument;
- is in prekindergarten, kindergarten, or grades 1, 2, or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- is pregnant or is a parent;
- has been placed in an alternative education program in accordance with TEC §37.006 during the preceding or current school year;
- has been expelled in accordance with TEC §37.007 during the preceding or current school year;

- is currently on parole, probation, deferred prosecution, or other conditional release;
- was previously reported through PEIMS to have dropped out of school;
- is a student of limited English proficiency, as defined by TEC §29.052;
- is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;
- is homeless, as defined by 42 U.S.C., §11302, and its subsequent amendments; or
- resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

(Source of data: PEIMS, Oct. 2014)

Attendance Rate: The percentage of days students were present in 2013–14. Attendance rates reported in the TAPR are 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:

$$\frac{\text{total number of days students were present in 2013–14}}{\text{total number of days students were in membership in 2013–14}}$$

Attendance rates are shown for 2013–14 and 2012–13.

This indicator was used in awarding distinction designations in 2015. For a detailed explanation of distinction designations, see Chapter 5 of the *2015 Accountability Manual*.

(Source of data: PEIMS, June 2014, June 2013)

Auxiliary Staff (District Profile only): 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 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, Oct. 2014)

Average Actual Salaries (regular duties only): For each of the four categories, 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 who has quit, died, or been terminated or hired permanently on an as-needed basis.
- *Campus Administration.* Principals, assistant principals, and other administrators reported with a specific school ID.

- *Central Administration.* 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.

An employee who works half time and 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, Oct. 2014*)

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 for that category. 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, Oct. 2014*)

Average Years' Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher) averages are calculated by multiplying each teacher's FTE coefficient by his or her years of experience. These amounts are summed for all teachers and divided by the sum of all teachers' FTE coefficients. (*Source of data: PEIMS, Oct. 2014*)

Average Years' Experience of Teachers with District: The average number of years employed in the district whether or not there has been 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 summed for all teachers and divided by the sum of all teacher's coefficients.

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 Texas public school. It consists of the county number (assigned alphabetically from 001 to 254), followed by the district number (9__ is used primarily for regular districts, 8__ for charter operators), and ending with the campus number (generally 00__ for high schools, 04__ for middle schools, and 1__ for elementary schools).

Class Size Averages by Grade and Subject: The average class size for elementary classes (by grade) and for secondary classes (by subject) for selected subjects. Districts report class sizes through the PEIMS 090 (Staff Responsibility) record. Each 090 record is unique by campus ID, staff ID, service ID, and class ID number.

The methodology for averaging class size differs depending on whether the class is elementary or secondary due to differences in reporting practices for these two types of teacher schedules. For secondary classes, each unique combination of teacher and class time is counted as a class. Averages are determined by summing the number of students served (in a given subject at the campus) and dividing by the calculated count of classes.

For elementary classes, the number of records reported for each grade is considered. A teacher teaching all subjects to the same group of fourth graders all day will have only one record indicating the total number of fourth grade students served. However, an elementary teacher who teaches a single subject to five different sections of fourth graders each day will have five separate records reported, each with a unique count of students served. For example, one 4th 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.

All of 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, Oct. 2014)

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 TAKS exit-level test, the SAT test, or the ACT test. The criteria for each are as follows:

Subject	Exit-level TAKS		SAT		ACT
ELA	>= 2200 scale score on ELA test AND a “3” or higher on essay	OR	>=500 on Critical Reading AND >=1070 Total	OR	>= 19 on English AND >= 23 Composite
Math	>= 2200 scale score on mathematics test	OR	>=500 on Math AND >=1070 Total	OR	>= 19 on Math AND >= 23 Composite

This indicator calculates three values:

- (1) *Eng Lang Arts*. The percentage of graduates who scored at or above the criterion scores on the TAKS, SAT, or ACT English language arts tests.

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for ELA}}{\text{number of graduates (2013–14) with ELA results to evaluate}}$$

- (2) *Mathematics*. The percentage of graduates who scored at or above the criterion score on the TAKS, SAT, or ACT mathematics tests.

$$\frac{\text{number of graduates who scored at or above the college-ready criterion for mathematics}}{\text{number of graduates (2013–14) with mathematics results to evaluate}}$$

- (3) *Both Subjects*. The percentage of graduates who scored at or above the criterion score on *both* the TAKS, SAT, or ACT ELA and mathematics tests.

$$\frac{\text{number of graduates who scored at or above the college-ready criteria on both ELA \& mathematics}}{\text{number of graduates (2013–14) with results in both subjects to evaluate}}$$

Performance is shown for the class of 2014 and 2013. Note that this indicator does not include performance on TAKS-Modified nor TAKS-Alternate.

(Sources of data: TEA Student Assessment Division, The College Board, Aug. 2014, Aug. 2015, ACT, Inc. Oct. 2014, Oct. 2013; and PEIMS, Oct. 2014, Oct. 2013)

College and Career Ready Graduates: The number of 2013–14 annual graduates demonstrate that they are prepared 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 2012–13 or 2013–14 school year
- Enrolling in a coherent sequence of 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: CAF, College Board, and ACT)

Completion Rate: Please see *Longitudinal Rates*.

Criterion Score: The scores on SAT and ACT college admissions tests, AP and IB tests, and College-Ready Graduates indicator. For the college admissions tests, the criterion scores are

at least 24 on the ACT (composite) and at least 1110 on the SAT (critical reading and mathematics combined). For AP and IB tests, the criterion scores are at least 3 on AP tests, and at least 4 on IB tests. For College-Ready Graduates criterion scores, see *College-Ready Graduates*.

Please note that each college and university establishes its own score criteria for admitting and granting advanced placement or credit to individual students. See also *SAT/ACT Results* and *AP/IB Results*.

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

Number of 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
(from PEIMS 400, 101 [summer])

Number of 2013–14 annual graduates
(from PEIMS 203)

Data Quality (District Profile only): The percentage of errors made by the district in two key data submissions: the PID Error rate in PEIMS Student Data and the percentage of Underreported Students in PEIMS Student Leaver Data.

- (1) *PID Error Rate.* The Person Identification Database (PID) system ensures that each time information is collected for a student, the identifying information matches other data collections for that student. This allows student data to be linked across time or data to be matched across years. For example, enrollment records, which are collected in October, can be linked to attendance records, which are collected in June. It also helps maintain student confidentiality by assigning an ID that protects the student's identifying information.

When submitting data, each district has the ability to run PID Discrepancy Reports that show any PID errors and correct those errors before its submission is finalized. The PID error rate has declined significantly over the years, but any error has a detrimental effect on the calculation of longitudinal measures, such as the four-year dropout rate and the high school graduation rate. The TAPRs show the PID error rate in PEIMS Student Data collected in Submission 1 (*October 2014*).

The rate is calculated as follows:

$$\frac{\text{number of student PID errors found in finalized PEIMS submission 1 (fall 2014)}}{\text{number of student records in finalized PEIMS submission 1 (fall 2014)}}$$

- (2) *Percent of Underreported Students.* Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a GED certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end

of the school start window. (For 2014–15, the end of the school-start window was September 26, 2014.) (For a more complete definition of leavers, see *Leaver Records*.)

The rate is calculated as follows:

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2013–14 school year}}$$

Distinction Designations: Recognitions for districts and campuses 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 *2015 Accountability Manual* for more information.

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

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, Oct. 2014)

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, Oct. 2014, Oct. 2013; 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, Oct. 2014*)

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.

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 *2015 Accountability Manual*.
- ELL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

Not all students identified as ELLs receive bilingual or English as a second language instruction. 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. (*Source of data: PEIMS, Oct. 2014*)

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, Oct. 2014, Oct. 2013; 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/>.

FTE: Full-Time Equivalent.

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 2013–14 are also shown:

- Minimum High School Program
- Recommended High School Program

- Distinguished Achievement Program
- Foundation High School Plan

See also *College-Ready Graduates, Longitudinal Rate, and RHSP/DAP Graduates*. (Source of data: PEIMS, Oct. 2014)

Graduates Enrolled in Texas Institution of Higher Education: 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. The rate is determined as follows:

$$\frac{\text{number of graduates during the 2012–13 school year who attended a public or independent college or university in Texas in the 2013–14 academic year}}{\text{number of graduates during the 2012–13 school year}}$$

Students not Included: Students who enrolled in any non-public career schools or out-of-state colleges or universities

Students Included: Students who attend public community colleges in Texas
(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 who did not require a developmental education course, based on meeting the *Texas Success Initiative*. *Texas Success Initiative* requirements apply only to students attending Texas public institutions. The rate is determined as follows:

$$\frac{\begin{array}{c} \text{number of graduates during the 2012–13 school year who enrolled in a public college or university in} \\ \text{Texas for the school year following the year they graduated} \\ \text{and} \\ \text{met the } \textit{Texas Success Initiative} \text{ requirement in all subject areas (reading, writing, and mathematics)} \end{array}}{\text{number of graduates during the 2012–13 school year who enrolled in a public college or university in Texas for the school year following the year they graduated}}$$

Students Not Included: Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school

Students Included: Students who attended Texas public two- or four-year institutions of higher education.

Additional reports showing students enrolled in Texas public colleges and universities are available on the THECB site at

<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. (Source of data: Texas Higher Education Coordinating Board, Fall 2015)

Graduation Rate: Please see *Longitudinal Rates*.

Instructional Expenditure Ratio (2013–14): This information is available on the *PEIMS Financial Standard Reports* at <http://tea.texas.gov/financialstandardreports/>.

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

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

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Source of data: PEIMS, Oct. 2014*)

International Baccalaureate (IB): 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. This information is sent to TEA in Submission I of the annual PEIMS data collection.

See *Data Quality*. (*Source of data: PEIMS, Oct. 2014; Secondary School Completion and Dropouts in Texas Public Schools, 2013–14, 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 2010–11. They are followed through their expected graduation with the class of 2014.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2009–10. They are followed for five years and included if they graduated within a year after their expected graduation with the class of 2013.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2008–09. They are followed for six years, and included if they graduated within two years after their expected graduation with the class of 2012.

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 receiving high school or district. 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 2010–11 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2010–11 but takes 5 years to graduate (i.e., graduates in May 2015) is still part of the 2014 cohort; he or she is not switched to the 2015 cohort. This student would be considered a continuing student and counted as part of the *Continued HS* number for the class of 2014. This is true as well 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 on time (in four years) or earlier—by August 31, 2014 for the 2010–11 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2010–11 cohort}^*}$$

- (2) *Received GED*: For the 2010–11 cohort, the percentage who received a General Educational Development (GED) certificate by August 31, 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2010–11 cohort}^*}$$

- (3) *Continued High School*: The percent of the 2010–11 cohort still enrolled as students in the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2010–11 cohort}^*}$$

- (4) *Dropped Out*: The percent of the 2010–11 cohort who dropped out and did not return by the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2010–11 cohort}^*}$$

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2010–11 cohort. It is calculated as follows:

number of students from the 2010–11 cohort who received a high school diploma by August 31, 2014

plus number of students from the cohort who received a GED by August 31, 2014

number of students in the 2010–11 cohort*

- (6) *Graduates, GED & Cont*: The percentage of graduates, GED recipients, and continuers in the 2010–11 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2014

plus number of students from the cohort who received a GED by August 31, 2014

plus number of students from the cohort who were enrolled in the fall of the 2014–15 school year

number of students in the 2010–11 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2014, for the 2009–10 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2014

number of students in the 2009–10 cohort*

- (2) *Received GED*: For the 2009–10 cohort, the percentage who received a GED certificate by August 31, 2014. It is calculated as follows:

number of students from the cohort who received a GED by August 31, 2014

number of students in the 2009–10 cohort*

- (3) *Continued High School*: The percent of the 2009–10 cohort still enrolled as students in the fall of the 2014–15 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 2009–10 cohort*

- (4) *Dropped Out*: The percent of the 2009–10 cohort who dropped out and did not return by the fall of the 2014–15 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 2009–10 cohort*

- (5) *Graduates & GED*: The percentage of graduates and GED recipients in the 2009–10 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2014

plus number of students from the cohort who received a GED by August 31, 2014

number of students in the 2009–10 cohort*

- (6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2009–10 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2014} \\ \text{plus number of students from the cohort who received a GED by August 31, 2014} \\ \text{plus number of students from the cohort who were enrolled in the fall of the 2014–15 school year} \end{array}}{\text{number of students in the 2009–10 cohort}^*}$$

Six-year Extended Longitudinal Rate

- (1) *Graduated:* The percentage who received their high school diploma by August 31, 2014, for the 2008–09 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2008–09 cohort}^*}$$

- (2) *Received GED:* For the 2008–09 cohort, the percentage who received a GED certificate by August 31, 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a GED by August 31, 2014}}{\text{number of students in the 2008–09 cohort}^*}$$

- (3) *Continued High School:* The percent of the 2008–09 cohort still enrolled as students in the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2014–15 school year}}{\text{number of students in the 2008–09 cohort}^*}$$

- (4) *Dropped Out:* The percent of the 2008–09 cohort who dropped out and did not return by the fall of the 2014–15 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2014–15 school year}}{\text{number of students in the 2008–09 cohort}^*}$$

- (5) *Graduates & GED.* The percentage of graduates and GED recipients in the 2008–09 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2014} \\ \text{plus number of students from the cohort who received a GED by August 31, 2014} \end{array}}{\text{number of students in the 2008–09 cohort}^*}$$

- (6) *Graduates, GED & Cont.* The percentage of graduates, GED recipients, and continuers in the 2008–09 cohort. It is calculated as follows:

$$\frac{\begin{array}{l} \text{number of students from the cohort who received a high school diploma by August 31, 2014} \\ \text{plus number of students from the cohort who received a GED by August 31, 2014} \\ \text{plus number of students from the cohort who were enrolled in the fall of the 2014–15 school year} \end{array}}{\text{number of students in the 2008–09 cohort}^*}$$

- * 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 2010–11. They are followed through their expected graduation with the class of 2014. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2010–11 cohort **}}$$

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2009–10. They are followed for five years to see if they graduated within a year after their expected graduation with the class of 2013. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2014}}{\text{number of students in the 2009–10 cohort **}}$$

- ** 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, 2013–14*. (Sources: PEIMS, Oct. 2014, June 2014, Oct. 2013, June 2013, Oct. 2012, June 2012, Oct. 2011, June 2011, Oct. 2010, June 2010, Oct. 2008, June 2009, and General Educational Development Information File)

Mobility (*Campus Profile only*): The count and percentage of students who are mobile based on prior-year attendance. A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year (i.e., has missed six or more weeks).

$$\frac{\text{number of mobile students in 2013–14}}{\text{number of students who were in membership at any time during the 2013–14 school year}}$$

This rate is calculated at the campus level. The mobility rate shown under 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, June 2014*)

n/a: This indicates that data are not available or are not applicable.

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, Oct. 2014*)

Paired Schools: Two campuses that are combined virtually for the purpose of assigning accountability ratings. All campuses serving grade prekindergarten (PK) through 12 must receive an accountability rating. A campuses 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 for rating Travis Primary. See Chapter 6 in the *2015 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, Oct. 2014*)

Progress of Prior Year STAAR Failers (*Percent of Failers Passing STAAR*): The percentage of students in grades 4–8 who failed the STAAR (including STAAR Alternate or STAAR Modified) in the prior year but passed the corresponding assessment in the current year. For 2015, the reported values for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched students who failed in 2014 but passed in 2015}}{\text{number of matched students who failed in 2014}}$$

For 2015, students in grades 4–8 included in these measures are those who

- took the spring 2015 STAAR, STAAR A or STAAR Alternate 2 in ELA/reading. This indicator does not include grade 3 test takers because that is the first STAAR test, nor does it include grade 4–8 mathematics due to lack of passing standards;
- are part of the 2015 accountability subset;
- can be matched to the spring 2014 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading; and
- failed the 2014 STAAR administration of ELA/reading.

(Source of data: TEA Student Assessment Division)

Recommended High School Program: Please see *RHSP/DAP Graduates*.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2014 in the same grade in which they were reported for the last six-week period of the prior school year (2013–14). It is calculated as follows:

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

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 for only grades K–8. Retention rates for all grades can be found in *Grade-Level Retention in Texas Public Schools, 2013–14*, available from TEA. (Source of data: PEIMS, Oct. 2014, June 2014)

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

RHSP/DAP Graduates (annual and longitudinal):

RHSP/DAP Graduates (Longitudinal Rate). The percentage of graduates who, after four years, satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. The number of graduates (longitudinal and annual) excludes FHSP graduates. It is calculated as follows:

$$\frac{\text{number of graduates from the 2010–11 cohort reported with graduation codes for Recommended High School Program or Distinguished Achievement Program}}{\text{number of graduates in the 2010–11 cohort}}$$

RHSP/DAP Graduates (Annual Rate). The percentage of graduates in 2014 who satisfied the course requirements for the Texas State Board of Education Recommended High School Program or Distinguished Achievement Program. The number of graduates (longitudinal and annual) excludes FHSP graduates. It is calculated as follows:

number of graduates reported with graduation codes for
Recommended High School Program or Distinguished Achievement Program

number of graduates in 2014

RHSP graduates are students with graduation type codes of 15, 19, 22, 25 or 28; DAP graduates are students with graduation type codes of 17, 20, 23, 26 or 29. See the *PEIMS Data Standards* for more information. Results are shown for the class of 2014 and the class of 2013. See also *Graduates*. (Source of data: *PEIMS, Oct. 2014, Oct. 2013*)

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:

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

number of graduates

- (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):

$$\frac{\text{number of examinees who scored at or above criterion}}{\text{number of examinees}}$$

number of examinees

- (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:

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

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:

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

number of students who took the ACT

See also *Criterion Score*. (Sources: *The College Board, Aug. 2014, Jan. 2014; ACT, Inc. (ACT) Oct. 2014, Oct. 2013; and PEIMS, Oct. 2014, Oct. 2013*)

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 *2015 Accountability Manual*.

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 2014–15 school year, a student in special education may have been administered the STAAR, STAAR A, or STAAR Alternate 2. Results from STAAR A and STAAR Alternate 2 assessments were excluded from 2015 accountability and are excluded from STAAR performance and participation rates shown on the TAPRs.

Other indicators that include the performance of students served by special education are advanced course/dual enrollment, attendance rate, annual dropout rates, college-ready graduates, longitudinal rates, and RHSP/DAP 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 for students receiving special education services are shown separately. See *STAAR Special Education Assessments and STAAR Participation*. (Source: *PEIMS, Oct. 2014, Oct. 2013, and TEA Student Assessment Division*)

Special Education Determination Status: The 2014–15 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 as well as State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of the following special education determination statuses:

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

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

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

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

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

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

Special Symbols: Characters used to indicate certain, specific circumstances. The 2014–15 TAPR uses special symbols in the following circumstances:

- An asterisk (*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A hyphen (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.

For more information, see the *Explanation of Masking* at <http://ritter.tea.state.tx.us/perfreport/tapr/2015/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 contain the state-mandated curriculum for Texas public school students. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>

For 2015 state accountability, the results of grades 3–8 mathematics assessments, as well as those of STAAR A and STAAR Alternate 2, are excluded. Because a direct comparison of 2015 and 2014 data is not possible due to these exclusions, only 2015 STAAR data is provided.

The performance section of the TAPR shows STAAR performance in different ways:

- *By Grade and Subject:*
 - Grade 3 – reading
 - Grade 4 – reading and writing
 - Grade 5 – reading (1st and 2nd administration cumulative*) and science
 - Grade 6 – reading
 - Grade 7 – reading and writing
 - Grade 8 – reading (1st and 2nd administration cumulative), science, and social studies
- *By End-of-Course (EOC) Subject:*
 - English I
 - English II
 - Algebra I
 - U.S. History
 - Biology

- *Summed Across Grades:*
 - *STAAR Percentage at Phase-in 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 post-secondary level or better and 2) students who scored at the post-secondary level or better on two or more assessments. A student who took more than one assessment and scored at the post-secondary level on only one of them is not included in the count of postsecondary-ready students. This measure was 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 *2015 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 *2015 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.* Performance includes only the STAAR. For 2015, STAAR A, and STAAR Alternate 2 assessments are excluded.

- *Spanish STAAR.* All STAAR tests in grades 3, 4, and 5 are available in both English and Spanish. The TAPR performance shown 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 <http://ritter.tea.state.tx.us/perfreport/tapr/2015/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, TELPAS, and STAAR-L. The details on the participation categories are as follows:

- *Test Participant:* answer documents with a score code S or substitute assessments with a score code of O.
 - *Included in Acct:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O.
 - *Not included in Acct:* 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 31, 2014, or October 25, 2013 for summer 2014 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 students who have been in the U.S. for two to four years, took the STAAR in English, and for whom an ELL progress measure was not calculated.
- *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 common participation denominator is the sum of these five categories: Included in Acct, Mobile, Other Exclusions, Absent, and Other. Note that *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: 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, Oct. 2014)

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 sum to 100 because students may participate in more than one of these programs. (Source of data: PEIMS, Oct. 2014)

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 in which students must demonstrate proficiency on the mathematics and reading assessments at grades 5 and 8. Because the commissioner of education waived the SSI requirement for mathematics in 2015, there is no SSI information for mathematics in the 2014–15 TAPR.

For 2015, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Phase-in I Level II Standard on First STAAR Administration:* The percentage of students who met Phase-in I Level II Standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met Phase-in I Level II in the first administration}}{\text{number of students tested in the first administration}}$$

- (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 Failers Promoted by Grade Placement Committee (GPC)*: The percentage of students who failed all attempts to pass but were promoted to the next grade by their GPC. It is calculated as follows:

$$\frac{\text{number of students promoted by their GPC}}{\text{cumulative number of students who failed all administrations}}$$

- (5) *STAAR Met Standard (Failed 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:

$$\frac{\text{number of students promoted by their GPC who passed grade 6 STAAR reading in 2015}}{\text{number of students who were promoted by their GPC and took grade 6 STAAR reading in 2015}}$$

- *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:

$$\frac{\text{number of students retained who passed grade 5 STAAR reading in 2015}}{\text{number of students retained and took grade 5 STAAR reading in 2015}}$$

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, Oct. 2014)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under Chapter 37 of the Texas Education Code (Discipline; Law and Order). Districts report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only

those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2014–15, 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, June 2014*)

TAKS (Texas Assessment of Knowledge and Skills): Assessments designed to measure the extent to which a student has learned and is able to apply the defined knowledge and skills at each tested grade level. The performance of the class of 2015 students on the exit-level TAKS was used in determining performance on the *College-Ready Graduates* and *College and Career Ready Graduates* indicator.

Tax Information: This information 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, Oct. 2014*)

Teachers by Highest Degree Held: The distribution of degrees held by teachers in the district. 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, Oct. 2014*)

Teachers by Program (population served): 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, Oct. 2014*)

Teachers by Years of Experience (District Profile only): 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, Oct. 2014*)

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, Oct. 2014*)

Total Students: The total number of public school students who were reported in membership on October 31, 2014, 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, Oct. 2014)

Turnover Rate for Teachers (District Profile only): The percentage of teachers from the fall of 2013–14 who were not employed in the district in the fall of 2014–15. It is calculated as the total FTE count of teachers from the fall of 2013–14 who were not employed in the district in the fall of 2014–15, divided by the total teacher FTE count for the fall of 2013–14. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (Source of data: PEIMS, Oct. 2014, Oct. 2013)

Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary*. If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704**.

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings (methodology)	Performance Reporting.....	(512) 463-9704
Advanced Courses	Curriculum.....	(512) 463-9581
Charter Schools	Charter Schools.....	(512) 463-9575
College Admissions Tests:		
SAT	College Board.....	(512) 721-1800
ACT	ACT Regional Office.....	(512) 320-1850
Copies of TAPR reports http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order.....	(512) 463-9286
Distinguished Achievement Program	Curriculum.....	(512) 463-9581
Distinction Designations	Performance Reporting.....	(512) 463-9704
Dropouts	Accountability Research.....	(512) 475-3523
English Language Learners		
Testing Issues	Student Assessment.....	(512) 463-9536
Other Issues	Curriculum (Bilingual Education Program Unit).....	(512) 463-9581
Financial Standard Reports	State Funding.....	(512) 463-9238
General Inquiry	General Inquiries.....	(512) 463-9290
Graduates	Accountability Research.....	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board.....	(512) 427-6101
JJAEF (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		
	Program Monitoring and Interventions.....	(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	Pearson.....	(800) 328-5999
	Austin Operational Center.....	(512) 989-5300
Statutory (Legal) Issues	Legal Services.....	(512) 463-9720
TELPAS	Student Assessment.....	(512) 463-9536
TAIS	Texas Accountability Intervention System.....	(512) 463-9414

Information on the Internet: <http://tea.texas.gov/perfreport/>

PEIMS Role Identifications

(In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

027Superintendent/CAO/CEO/President

CAMPUS ADMINISTRATORS

003Assistant Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

004Assistant/Associate/Deputy Superintendent

012Instructional Officer

020Principal

028Teacher Supervisor

040Athletic Director

043Business Manager

044Tax Assessor and/or Collector

045Director - Personnel/Human Resources

055Registrar

060Executive Director

061Asst/Assoc/Deputy Exec Director

062Component/Department Director

063Coordinator/Manager/Supervisor

PROFESSIONAL SUPPORT STAFF

002Art Therapist

005Psychological Associate

006Audiologist

007Corrective Therapist

008Counselor

011Educational Diagnostician

013Librarian

015Music Therapist

016Occupational Therapist

017Certified Orientation & Mobility Specialist

018Physical Therapist

019Physician

021Recreational Therapist

022School Nurse

023LSSP/Psychologist

024Social Worker

026Speech Therapist/Speech-Lang Pathologist

030Visiting Teacher

032Work-Based Learning Site Coordinator

041Teacher Facilitator

042Teacher Appraiser

054Department Head

056Athletic Trainer

058Other Campus Professional Personnel

064Specialist/Consultant

065Field Service Agent

079Other ESC Professional Personnel

080Other Non-Campus Professional Personnel

TEACHERS

087Teacher

047Substitute Teacher

EDUCATIONAL AIDES

033Educational Aide

036Certified 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 2014-15 Texas Academic Performance Reports

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	English Language and Composition
A3220200	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	Calculus AB
A3100102	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	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

- All courses shown were for the 2013–14 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

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	Music Theory
A3500100	History Of Art
A3500300	Art/Drawing
A3500400	Art/Two-Dimensional Design Portfolio
A3500500	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

- All courses shown were for the 2012-13 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050001	AP Physics B
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	United States Government and Politics
A3330200	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

- All courses shown were for the 2012-13 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Social Studies/History (cont.)

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

- All courses shown were for the 2012-13 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (cont.)

03460700	Czech VII
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	Japanese
A3410100	French
A3420100	German
A3430100	Latin
A3440100	Spanish
A3440200	Spanish
A3490400	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

- All courses shown were for the 2012-13 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Advanced Languages (cont.)

I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV
I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Other VI
I3663700	IB Other VII
I3996000	IB Other IV
I3996100	IB Other V

Other

I3000100	IB Theory Of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
NI290317	GT Independent Study Mentorship III
NI290318	GT Independent Study Mentorship IV

- All courses shown were for the 2012-13 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual Enrollment courses are not specifically shown on this list.

Accountability Rating - Clasificación escolar: Las clasificaciones (*ratings*) asignadas a los distritos y escuelas que determinan el desempeño aceptable o no aceptable por el sistema de responsabilidad educativa (*accountability system*) del estado. 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 2015 (*2015 Accountability Manual*), que se encuentra en: <http://ritter.tea.state.tx.us/perfreport/account/2015/manual/index.html>.

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 solo por 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 31 de octubre del 2014*, 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, ya sea que las escuelas pertenezcan al mismo distrito o a distritos diferentes.

District-level accountability subset - Subgrupo del sistema de responsabilidad a nivel de distrito: Un distrito es responsable solo por 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 31 de octubre del 2014*, 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 el estudiante se cambia de una escuela a otra dentro de un distrito, su desempeño se incluyó en los resultados del distrito, a pesar de que no cuentan para ninguna de las dos escuelas. Esto significa que los resultados del desempeño del distrito no corresponden a la suma de los resultados del desempeño de las escuelas.

*En el caso de las pruebas STAAR de fin de curso (STAAR End-of-Course) administradas en julio del 2014, la fecha de la responsabilidad educativa es para el año previo, 25 de octubre de 2013.

Advanced Course/Dual-Enrollment Completion - Cursos avanzados /Finalización de cursos de registro dual:

El número de estudiantes por materia quienes completan y reciben crédito para por lo menos un curso académico avanzado. El TAPR incluye los porcentajes de los estudiantes que completaron los cursos en los grados de 9° al 12°, así como en los grados del 11° y el 12°. Los cursos avanzados incluyen cursos bajo registro dual (dual enrollment). Los cursos de registro dual son aquellos por los cuales un estudiante puede obtener créditos de preparatoria y universitarios. La descripción de cómo se decide quién recibe crédito de preparatoria por por cursos universitarios se encuentra bajo el Código Administrativo de Texas §74.25 el cual establece, en parte como sigue:

- (b) Para ser considerado elegible para inscribirse y recibir crédito para los requisitos estatales de graduación, un estudiante debe de obtener el consentimiento del director de su preparatoria o de otros oficiales designados por el distrito escolar. El curso por el cual un estudiante recibe crédito debe proveer instrucción académica avanzada superior, o de mayor profundidad en el conocimiento o destrezas ofrecidos por el curso equivalente de preparatoria.

El *apéndice B* provee una lista de todos los cursos avanzados. Este no contiene los cursos que son exclusivamente de registro dual ya que estos cursos son distintos de escuela a escuela y podrían incluir una gran proporción de todos los cursos de preparatoria.

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:

$$\frac{\text{número de estudiantes del 11° al 12° grado con créditos en por lo menos un curso avanzado o curso de registro dual en 2013-14}}{\text{número de estudiantes del 11° al 12° grado quienes completaron al menos un curso en 2013-14}}$$

Este índice se usó para otorgar nombramientos de distinción a las escuelas preparatorias en el 2015. Para una explicación detallada de los nombramientos de distinción, vea el Capítulo 5 del Manual de responsabilidad del 2015 (*2015 Accountability Manual*). (Fuente: PEIMS, junio de 2014 y junio 2013)

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 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 en el distrito exclusivamente porque fue detenido en instalaciones del condado ubicadas fuera del distrito que le correspondería
- Ha estado encarcelado como adulto en una cárcel federal o estatal o es certificado para ser enjuiciado como un adulto

Se muestran dos indicadores de la tasa anual de deserción:

- (1) *Annual Dropout Rate (Gr 7–8)*. - Tasa anual de deserción (grados 7° a 8°). Esto incluye solamente 7° y 8° grado. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en 7° y 8° grado quienes desertaron durante el año escolar 2013–14}}{\text{número de estudiantes en 7° y 8° grado que asistieron a la escuela durante cualquier periodo del año escolar 2013–14}}$$

- (2) *Annual Dropout Rate (Gr 9–12)* - Tasa anual de deserción (grados 9° al 12°). Esto incluye del 9° a 12° grado. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes en 9° a 12° grado que desertaron durante el año escolar 2013–14}}{\text{número de estudiantes en 9° a 12° grado que asistieron a la escuela durante cualquier periodo del año escolar 2013–14}}$$

Ambas tasas anuales aparecen en los TAPR de la escuela, del distrito, la región y al nivel del estado. Sin embargo, las tasas anuales del estado y de la región que se reportan en los TAPR de la escuela y del distrito se calculan sin exclusiones como se explicó anteriormente.

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 presente. 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 2013–14 (*Secondary School Completion and Dropouts in Texas Public Schools, 2013-14 reports*) disponible en la página web de TEA http://tea.texas.gov/acctres/dropcomp_index.html.

Para información más detallada en las fuentes de información, vea el *apéndice K (Appendix K)* en el Manual de Responsabilidad del 2015. Vea también *Dropouts (Deserción Escolar)* y *Leaver Record (Registro de Provisión)*. (Fuente: PEIMS, agosto 2013 y junio 2015)

Annual Graduates - Graduados anuales: El conteo de estudiantes quienes se gradúan de un distrito o escuela durante un dado año escolar sin importar el cohorte. Esta medida es aparte de, y puede incluir diferentes estudiantes que, las tasas de graduación longitudinales. (Fuente: PEIMS, agosto 2013 y junio 2015)

AP/IB Results – Resultados del AP/IB: El porcentaje de estudiantes quienes han tomado 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). 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.

Los siguientes dos valores se calculan para este indicador:

- (1) *Tested* - Examinados. El porcentaje de estudiantes en 11^o y 12^o grado quienes tomaron al menos un examen AP o IB

el número de estudiantes en 11^o y 12^o grado quienes tomaron al menos un examen AP o IB

número de estudiantes en grados 11 y 12

- (2) *Examinees >= Criterion* - Examinados >= calificación criterio. Porcentaje de los examinados que por lo menos lograron un resultado en AP o IB con la puntuación requerida mínima o más alta (3 en AP o 4 en IB)

número de examinados en grados 11 y 12 con al menos una puntuación mínima requerida o más alta

número de estudiantes en grados 11 y 12 quienes tomaron al menos un examen AP o IB

Este índice se usó para otorgar el Nombramiento de Distinción 2015 (2015 Distinction Designation) 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 2015 (2015 Accountability Manual). (Fuente: College Board – La Mesa Directiva Universitaria, agosto 2014, enero 2014; La organización del Bachillerato Internacional agosto 2014, agosto 2013; y PEIMS, octubre 2014 y octubre 2013)

At-Risk – A riesgo de desertar sus estudios: El número y porcentaje de los estudiantes que se consideran estar “a riesgo” de dejar la escuela (*at risk of dropping out of school*) basado en PEIMS 110. La identificación de un estudiante a riesgo es basada en el criterio o la definición estatal (TEC §29.081). El porcentaje de estudiantes a riesgo se calcula como la suma de estudiantes clasificados como a riesgo de dejar la escuela (*at risk*), dividido por el número total de estudiantes con membresía (*in membership*):

número de estudiantes clasificados “a riesgo” (*at-risk*)

número total de estudiantes

Los números de los estudiantes “a riesgo” se reportan en la sección del Perfil (*profile section*) de los reportes a nivel de escuela, distrito, región y estado.

La ley del estado define un estudiante "a riesgo" de dejar la escuela si él o ella es menor de 26 años de edad y

- no ha avanzado de un grado al siguiente durante uno o más años escolares;
- está en 7º, 8º, 9º, 10º, 11º o 12º grados y no mantuvo un promedio equivalente a 70 en una escala de 100 en dos o más materias en el currículo fundamental (*foundation curriculum*) durante un semestre en el año escolar actual o previo o no está manteniendo tal promedio en dos o más materias en el currículo fundamental durante el semestre actual;
- no se desempeña satisfactoriamente en el examen (assessment instrument) administrado a los estudiantes bajo el código TEC Subcapítulo B, Capítulo 39 y en el año escolar previo o en el actual no se desempeñó en tal examen (o en otro examen apropiado) a un nivel igual de por lo menos 110 por ciento del nivel de desempeño satisfactorio en tal examen;
- está en pre-kindergarten, kindergarten o en el 1º, 2º o 3º grado y no se desempeñó satisfactoriamente en el examen preparativo (readiness test or assessment instrument) administrado durante el año escolar actual;
- está embarazada o es padre/madre de familia;
- ha sido colocado en un programa de educación alternativa de acuerdo con el código TEC §37.006 durante el año escolar previo o actual;
- ha sido expulsado de acuerdo con el código TEC §37.007 durante el año escolar previo o actual;
- está actualmente en libertad condicional, período de prueba, procesamiento jurídico diferido (*deferred prosecution*) o cualquier otra forma de libertad (*release*) condicional;
- fue previamente reportado en PEIMS como que dejó sus estudios y desertó la escuela;
- es estudiante con dominio limitado del inglés (limited English proficiency) de acuerdo con la definición del código educativo TEC §29.052;
- está bajo la custodia o el cuidado del Departamento de Protección y Servicios Regulatorios (*Department of Protective and Regulatory Services*) o ha (durante el año escolar actual) sido referido a dicho departamento por un oficial de la escuela, un oficial de la corte o tribunal de menores (*juvenile*) o un oficial de la ley (*law enforcement official*);
- no tiene hogar (homeless) de acuerdo con la definición del código 42 U.S.C. §11302 y subsecuentes modificaciones (amendments); o
- residió durante el año escolar previo o durante el actual en una institución residencial (*placement facility*) del distrito, incluyendo una institución de detención, una institución para el tratamiento por abuso de sustancias (*abuse treatment facility*), un refugio de emergencia (*emergency shelter*), hospital psiquiátrico, casa de rehabilitación "halfway" (*half-way house*) o casa de amparo de grupos (*foster group home*).

(Fuente: PEIMS, octubre 2014)

Attendance Rate – Tasa de asistencia: El porcentaje de días en que los estudiantes estuvieron presentes en 2013–14 La tasa de asistencia reportada en el TAPR está basada en la asistencia estudiantil del año entero. Solamente se incluyen en estos cálculos los estudiantes en los grados del 1 al 12. La asistencia se calcula de la siguiente manera:

$$\frac{\text{número total de días en que los estudiantes estuvieron presentes en 2013–14}}{\text{número total de días en que los estudiantes con membresía en el programa en 2013–14}}$$

Las tasas de asistencia se muestran para el 2013–14 y 2012–13.

Este índice se usó para otorgar nombramientos de distinción en el 2015. Para una explicación detallada de los nombramientos de distinción, vea el Capítulo 5 del Manual de responsabilidad del 2015 (*2015 Accountability Manual*). (Fuente: PEIMS, junio de 2014 y junio 2013)

Auxiliary Staff - Personal auxiliar (solamente 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 se refiere al porcentaje del personal total. Para el personal auxiliar, el FTE es el porcentaje del día de trabajo. (Fuente: PEIMS, octubre 2014)

Average Actual Salaries (regular duties only) - Promedio de salarios reales (deberes regulares solamente): Para cada una de las cuatro categorías, 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 que ha renunciado, muerto o se ha despedido; 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 - Administración a nivel central.* Superintendentes, presidentes, oficiales ejecutivos, oficiales administrativos, gerentes, directores atléticos y otros administradores que se reportan con un ID de la oficina central y no de una escuela específica.
- *Professional Support - Profesionales de apoyo.* Terapistas, enfermeras, bibliotecarias, consejeros y otro personal profesional de la escuela.

Un empleado que trabaja tiempo parcial con un salario de \$30,000 tiene el equivalente de un salario a tiempo completo de \$60,000. Todos los promedios de salarios se expresan como

su equivalente a tiempo completo dividiendo la suma de los salarios actuales ganados por el total del equivalente de los salarios a tiempo completo. (Fuente: PEIMS, octubre 2014)

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 la categoría en cuestión. 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, octubre 2014)

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) (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) se calculan multiplicando el coeficiente del FTE de cada maestro por sus años de experiencia. La suma de dichas cantidades correspondientes a todos los maestros se divide entre la suma de los coeficientes de todos los maestros. (Fuente: PEIMS, octubre 2014)

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, ya sea que sus años de servicio hayan sido interrumpidos o no. Estos promedios (weighted averages) se calculan multiplicando el coeficiente FTE correspondiente a cada maestro por el número de años de experiencia en el distrito que lo está reportando. La suma de dichas cantidades correspondientes a todos los maestros se divide entre la suma de los coeficientes de todos los maestros.

Bilingual Education/English as a Second Language Reports – Reportes de la educación bilingüe/Inglés como segundo idioma:

El desempeño en algunos indicadores seleccionados segregados 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 segregado 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=2576981751>.

Campus Number – Número del plantel escolar: Un número único de nueve dígitos asignado a cada escuela pública del estado de Texas. Consiste de un número del condado (asignado alfabéticamente empezando con el 001 hasta el 254), seguido por el número del distrito (9__ se usa para distritos regulares, 8__ para los operadores charter) y la secuencia termina con el número del plantel (generalmente 00_ para preparatorias, 04_ para secundarias (*middle schools*) y 1__ 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 de escuela primaria (por grado) y para las clases de escuela preparatoria (por materia) para algunas materias. Los distritos reportan los tamaños de las clases a través del récord PEIMS 090 (Staff Responsibility-Responsabilidad del personal). Cada record 090 es único para la escuela, personal, servicio y clase de acuerdo con el número de identificación de cada uno.

La metodología para determinar el tamaño promedio de una clase difiere dependiendo de si la clase es de primaria o de secundaria debido a las diferencias en la manera en que se reportan los dos tipos de horarios de los maestros. Para las clases de secundaria, cada combinación única de maestro y hora de la clase es contada como una clase. Los promedios se determinan al sumar el número de estudiantes (en una dada materia en la escuela) y se divide por el total calculado de las clases.

Para las clases de primaria, se considera el número de récords reportados para cada grado. Un maestro enseñando todas las materias al mismo grupo de estudiantes en el cuarto grado todo el día tendrá solo un récord indicando el número total de estudiantes en el cuarto grado. Sin embargo, un maestro de primaria quien enseña una sola materia a cinco secciones diferentes de cuarto grado cada día, tendrá cinco récords reportados por separado, cada uno con el número total individual de estudiantes quienes reciben estos servicios. Por ejemplo, un maestro de ciencias de 4° 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 aplican 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 sustituto” 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, octubre 2014)

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 con los criterios de preparación en la prueba del último nivel de TAKS (TAKS exit-level test), el examen SAT o el ACT. Los criterios para cada uno son como sigue:

Materia	TAKS – último nivel		SAT		ACT
Artes del lenguaje en inglés	>= 2200 calificación a escala en la prueba de inglés Y un “3” o más en el ensayo	○	>= 500 en la sección de lectura crítica Y >= 1070 en total	○	>= 19 en inglés Y >= 23 compuesta
Matemáticas	>= 2200 calificación a escala en la prueba de matemáticas	○	>= 500 en la sección de matemáticas Y >= 1070 en total	○	>= 19 en matemáticas Y >= 23 compuesta

En este indicador se calculan tres valores:

- (1) *Eng Lang Arts* - Artes del lenguaje en inglés. El porcentaje de graduados que lograron la puntuación mínima aceptable o más en TAKS, SAT o ACT en la sección de artes del lenguaje en inglés.

número de graduados 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 (2013-2014) con resultados para ser evaluados en inglés (ELA)

- (2) *Mathematics* – Matemáticas. El porcentaje de graduados que lograron la puntuación mínima aceptable o más en TAKS, SAT o ACT en la sección de matemática.

número de graduados 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 (2013-2014) con resultados para ser evaluados en matemáticas

- (3) *Both subjects* – Ambas materias. El porcentaje de graduados que lograron la puntuación mínima aceptable o más en *ambas* pruebas, artes del lenguaje en inglés (ELA) y matemáticas de TAKS, SAT o ACT.

número de graduados que lograron la puntuación mínima aceptable o más alta de acuerdo con los criterios de los requisitos de preparación universitaria para ambos, artes del lenguaje en inglés (ELA) y matemáticas

número de graduados (2013-14) con resultados para ser evaluados en inglés y matemáticas

Se muestra el desempeño de la clase del 2014 y 2013. Note que este índice no incluye el desempeño en TAKS – Modificado ni en TAKS-Alternativa.

(Fuente: División de Evaluación Estudiantil de la Agencia de Educación de Texas (TEA Student Assessment Division), College Board – La Mesa Directiva Universitaria, agosto 2014, agosto 2015, ACT, Inc. Octubre 2014, octubre 2013; y PEIMS, octubre 2014 y octubre 2013)

College and Career Ready Graduates - Graduados preparados para la universidad y para escuelas vocacionales: El número de graduados anuales 2013-2014 demuestran que están suficientemente preparados para el éxito en los estudios post secundarios en una de tres maneras:

- Cumplir con el criterio TSI en artes del lenguaje en inglés (ELA) y 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 2012-2013 o en el 2013-14
- Inscribirse 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

(Fuente: CAF, La Mesa Directiva Universitaria (College Board) y ACT)

Completion Rate - Tasa de finalización: Por favor, vea Tasas longitudinales (*Longitudinal Rates*).

Criterion Score - Calificación criterio: Las puntuaciones en los exámenes de admisión a la universidad (SAT y ACT), exámenes de colocación avanzada (AP) y los de bachillerato internacional (IB). Para los exámenes de admisión se necesitan 24 puntos en el examen ACT (compuesto) y 1110 puntos en el SAT (combinación de lectura crítica y matemáticas). Para exámenes AP e IB, las calificaciones criterio son 3 en el AP y por lo menos 4 en el IB. Vea *College-Ready Graduates* (Graduados preparados para universidad) para las puntuaciones mínimas requeridas para establecer que se está preparado para universidad.

Por favor esté consciente de que cada universidad o colegio establece sus propias calificaciones criterio para admitir y permitir colocación avanzada o crédito a los estudiantes individualmente. Vea *SAT/ACT Results* y *AP/IB Results* (Resultados del SAT/ACT y AP/IB).

CTE Coherent Sequence Graduate - Graduado de una secuencia coherente de cursos CTE: El porcentaje de estudiantes graduados inscritos en una secuencia coherente de cursos de planeación profesional y tecnológica (CTE) como parte de un plan de estudios de cuatro años.

El número de estudiantes graduados 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.
(de PEIMS 400, 101 [verano])

Número de 2013–14 graduados anuales
(de PEIMS 203)

Data Quality (District Profile only) - Control de calidad de datos (solamente en el Perfil del distrito): El porcentaje de errores que un distrito escolar comete en el reportaje de dos datos claves: la tasa de error PID (PID Error Rate –Person Identification Database) en los datos estudiantiles del PEIMS y el porcentaje de sub-reportaje del estudiantado en los datos de egresados en el PEIMS (Underreported Students in PEIMS Student Leaver Data).

- (1) *PID Error Rate* - la tasa de error PID. El Banco de datos para la identificación de personas (PID) es un sistema que asegura que cada vez que se recopilan los datos para cada estudiante (datos que lo/la identifican), esta información actualmente corresponda con otra información reportada para dicho/a estudiante en otros bancos informáticos. Esto permite vincular (linking) con otros datos para dicho estudiante a través de varios años. Por ejemplo, los récords de inscripciones (enrollment), que se reportan en octubre, se pueden vincular a los récords de asistencia para dicho/a estudiante (attendance), que se reportan en junio. Esto también asegura que esta información mantenga un alto nivel de privacidad ya que se asigna un número único (ID number) que previene divulgar los datos que identifican a dicho(a) estudiante.

Cada distrito escolar tiene la capacidad de correr un reporte durante el proceso de reporte (submission process) en el cual se indican los errores en el PID y corregir esos errores antes de que el reporte sea finalizado. La tasa de error en el PID ha disminuido significativamente durante los años recientes, pero cualquier error tiene un efecto desfavorable en cálculos de medidas longitudinales como la tasa de deserción escolar de cuatro años o la tasa longitudinal de la preparatoria (high school completion rate). Los TAPR muestran la tasa de errores en el PID del PEIMS, Reporte I (*Submission I*) (octubre 2014).

Esta tasa se calcula de la siguiente manera:

$$\frac{\text{número de errores PID por estudiante encontrados en PEIMS, reporte I (otoño 2014)}}{\text{número de récords de estudiantes en PEIMS reporte finalizado I (otoño 2014)}}$$

- (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 26 de septiembre de 2014). (Si desea una definición más completa de éstos, vea Leaver Records (Registro o Récord de egreso de estudios).

Esta tasa se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes sub-reportados}}{\text{número de estudiantes en los grados del 7 al 12 que recibieron servicios en el distrito durante el año escolar de 2013–14}}$$

Distinction Designations - Nombramientos de distinción: Reconocimientos para los distritos y las escuelas 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 2015 (*2015 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).

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, octubre 2014)

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.

número de estudiantes elegibles para recibir almuerzos gratuitos o a precio reducido u otra asistencia pública

número total de estudiantes en la escuela

Vea *Total Students* (Número total de estudiantes). (Fuente: PEIMS, octubre 2014, octubre 2013; 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, octubre 2014)

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.

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 2015 (*2015 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.

No todos los estudiantes identificados como ELL reciben instrucción bilingüe o inglés como segundo idioma. 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. (Fuente: PEIMS, octubre 2014)

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, octubre 2014, octubre 2013; 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/>.

FTE: Equivalente a tiempo completo

Fund Balance Information - Información sobre el balance de fondos: Esta información está ahora disponible en los reportes de Estándar Financiero PEIMS (*PEIMS Financial Standard Reports*) en <http://tea.texas.gov/financialstandardreports/>.

Graduados: El número y porcentaje de estudiantes que se graduaron en algún momento durante el año escolar. Incluye los estudiantes que se graduaron durante el verano y es

reportado por los distritos en el otoño del año siguiente. Incluye todos los estudiantes quienes se graduaron del 12° grado, así como graduados de otros grados. Los estudiantes que reciben clases de Educación Especial se incluyen bajo este total. También se incluye a los graduados bajo los siguientes tipos de graduación en 2013-2014:

- Programa mínimo de preparatoria (*Minimum High School Program*)
- Programa de preparatoria recomendado (*Recommended High School Program*)
- Programa de Logros Distinguidos (*Distinguished Achievement Program*)
- Plan de preparación para preparatoria (*Foundation High School Plan*)

Vea graduados preparados para universidad (*College-Ready Graduates*), Tasa longitudinal (*Longitudinal Rate*) y RHSP/DAP Graduates (Graduados del Programa RHSP/DAP). (Fuente: PEIMS, octubre 2014)

Graduates Enrolled in Texas Institution of Higher Education - Graduados inscritos en una institución de educación superior en Texas: 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. La tasa se determina de la siguiente manera:

número de graduados durante el año escolar 2012–13 quienes asistieron a un colegio o universidad pública o independiente en Texas en el año académico 2013–14

números de graduados durante el año escolar 2012–13

Estudiantes que no se incluyeron. Estudiantes que se inscribieron en alguna escuela vocacional en o fuera del estado no públicas o en algún colegio o universidad fuera del estado.

Estudiantes incluidos: Estudiantes quienes asistieron a colegios comunitarios públicos en Texas.

(Fuente: Texas Higher Education Coordinating Board)

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 de acuerdo con la Iniciativa de éxito de Texas (*Texas Success Initiative*). Los requisitos de la Iniciativa del éxito de Texas aplican solamente a estudiantes asistiendo a instituciones públicas de Texas. La tasa se determina de la siguiente manera:

número de graduados durante el 2012–13 que se inscribieron en un colegio o universidad pública en Texas el año escolar que le sigue a su graduación

×
cumplen con el requisito de la Iniciativa de éxito de Texas en todas las materias (lectura, escritura y matemáticas)

número de graduados durante el 2012–13 que se inscribieron en un colegio o universidad pública en Texas el año escolar que le sigue a su graduación

Estudiantes no incluidos: Estudiantes inscritos en colegios o universidades independientes en Texas, o en colegios o universidades fuera del estado, o cualquier escuela vocacional privada.

Estudiantes incluidos: Estudiantes quienes asistieron a instituciones de educación superior en Texas de dos o cuatro años.

Reportes adicionales que muestran estudiantes inscritos en colegios y universidades públicas de Texas están disponibles en la página de THECB:

<http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

Para más información sobre los datos usados en este índice, comuníquese con el Consejo Coordinador de Educación Superior de Texas (Texas Higher Education Coordinating Board) al (512) 427-6153. (Fuente: Texas Higher Education Coordinating Board, otoño 2015)

Graduation Rate - Tasa de graduación: Por favor, vea Tasas longitudinales (*Longitudinal Rates*).

Instructional Expenditure Ratio (2013–14) - Proporción de los gastos

instruccionales (2013–14): 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:

$$\frac{\text{número total de horas del personal del distrito quienes fueron reportados como gastos bajo códigos de objetos 6112, 6119 y 6129 y códigos de funciones 11, 12, 13 y 31}}{\text{número total de horas trabajadas reportadas por todos los empleados del distrito}}$$

Si quiere más detalles sobre esta medida llame a la División de Cumplimiento Financiero (Division of Financial Compliance) al (512) 463-9095. (Fuente: PEIMS, octubre 2014)

International Baccalaureate (IB) - Bachillerato Internacional (IB): 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. Esta información se envía a la agencia de educación durante el periodo de Suministro 1 del reporte anual de datos para el registro del PEIMS.

Vea *Data Quality* (Control de la calidad de datos). (Fuente: PEIM, octubre 2014: *Secondary School Completion and Dropouts in Texas Public Schools*, (Finalización y Desertores de Escuela Preparatoria en Escuelas Públicas de Texas) del 2013-14, 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 2010–11. Se les da seguimiento hasta su esperada graduación con la clase del 2014.

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 2009–10. 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 2013.

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 2008–09. 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 2012.

Información adicional sobre generaciones (cohorts):

- 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 que los recibe. 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 2010–11, se mantiene con esa generación. Un estudiante que comenzó en noveno en 2010–11, pero que le toma 5 años graduarse (por ejemplo, se gradúa en mayo 2015) es todavía parte de la generación del 2014; no se cambian a la generación del 2015. Este estudiante se consideraría un estudiante continuo y cuenta como parte del número continuo de la preparatoria (*Continued HS*) para la clase del 2014. 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 a tiempo (en cuatro años) o antes de tiempo – para el 31 de agosto de 2014 para la generación del 2010-2011. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que recibieron su diploma de preparatoria al 31 de agosto de 2014}}{\text{número de estudiantes en la generación del 2010-11}^*}$$

- (2) *Received GED* - Recibió GED: Para la generación del 2010–11, el porcentaje que recibió un certificado de Educación General (General Educational Development – GED) al 31 de agosto de 2014. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014}}{\text{número de estudiantes en la generación del 2010-11}^*}$$

- (3) *Continued High School* - Continúa en la preparatoria: El porcentaje de la generación del 2010-2011 que todavía está inscrito como estudiante en otoño del año escolar 2014-15. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que estaban matriculados el otoño del año escolar 2014–15}}{\text{número de estudiantes en la generación del 2010-11}^*}$$

- (4) *Dropped Out* - Desertores: El porcentaje de la generación del 2010–11 que dejó la escuela y no regresó para el otoño del año escolar 2014-15. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2014–15}}{\text{número de estudiantes en la generación del 2010-11}^*}$$

- (5) *Graduates & GED* - Graduados & GED: El porcentaje de graduados y que recibieron el GED en la generación del 2010-11. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación del 2010–11 que recibieron su diploma de preparatoria al 31 de agosto de 2014} + \text{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014}}{\text{número de estudiantes en la generación del 2010-11}^*}$$

- (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 2010-11. Se calcula de la siguiente manera:

$$\frac{\begin{array}{l} \text{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto} \\ \text{de 2014} \\ \text{más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014} \\ \text{más el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar} \\ \text{2014-15} \end{array}}{\text{número de estudiantes en la generación del 2010-11}^*}$$

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 2014 para la generación del 2009-2010. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2014}}{\text{número de estudiantes en la generación del 2009-10}^*}$$

- (2) *Received GED* - Recibió GED: Para la generación del 2009-10, el porcentaje que recibió un certificado de Educación General (GED) al 31 de agosto de 2014. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014}}{\text{número de estudiantes en la generación del 2009-10}^*}$$

- (3) *Continued High School* - Continúa en la preparatoria: El porcentaje de la generación del 2009-2010 que todavía está inscrito como estudiante en otoño del año escolar 2014-15. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que estaban matriculados el otoño del año escolar 2014-15}}{\text{número de estudiantes en la generación del 2009-10}^*}$$

- (4) *Dropped Out* - Desertores: El porcentaje de la generación del 2009-10 que dejó la escuela y no regresó para el otoño del año escolar 2014-15. Se calcula de la siguiente manera:

$$\frac{\text{número de estudiantes de la generación que dejaron la escuela antes del otoño del año escolar 2014-15}}{\text{número de estudiantes en la generación del 2009-10}^*}$$

- (5) *Graduates & GED* - Graduados & GED: El porcentaje de estudiantes graduados y que recibieron un GED en la generación del 2009-10. Se calcula de la siguiente manera:

número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2014

más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014

número de estudiantes en la generación del 2009-10*

- (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 2009-10. Se calcula de la siguiente manera:

número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2014

más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014
más el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2014-15

número de estudiantes en la generación del 2009-10*

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 2014 para la generación del 2008-2009. 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 2008-09*

- (2) *Received GED* - Recibió GED: Para la generación del 2008-09, el porcentaje que recibió un certificado de Educación General (GED) al 31 de agosto de 2014. Se calcula de la siguiente manera:

número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014

número de estudiantes en la generación del 2008-09*

- (3) *Continued High School* - Continúa en la preparatoria: El porcentaje de la generación del 2008-2009 que todavía está inscrito como estudiante en otoño del año escolar 2014-15. 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 2008-09*

- (4) *Dropped Out* - Desertores: El porcentaje de la generación del 2008-09 que dejó la escuela y no regresó para el otoño del año escolar 2014-15. 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 2008-09*

- (5) *Graduates & GED* - Graduados & GED: El porcentaje de estudiantes graduados y que recibieron un GED en la generación del 2008-09. Se calcula de la siguiente manera:

número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2014
más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014

número de estudiantes en la generación del 2008-09*

- (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 2008-09. Se calcula de la siguiente manera:

número de estudiantes de la generación quienes recibieron su diploma de preparatoria al 31 de agosto de 2014

más el número de estudiantes de la generación que recibieron un GED al 31 de agosto de 2014
más el número de estudiantes de la generación que estaban matriculados en el otoño del año escolar 2014-15

número de estudiantes en la generación del 2008-09*

** La generación en el denominador arriba incluye aquellos estudiantes quienes se graduaron, continuaron en la escuela, recibieron un GED o dejaron la escuela. No incluye errores en la data o egresados con las razones de haber egresado con los códigos 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89 o 90. Vea la Tasa anual de deserción (*Annual Dropout Rate*) para la lista de todas las exclusiones dictadas por el estado para los distritos y escuelas.

Las tasas de graduación, continuación, recipientes de GED y de desertores escolares suman 100% (algunos totales no equivalen al 100% debido al redondeo). Los estudiantes que recibieron servicios de educación especial que se gradúan con un Plan Educativo Individualizado (Individualized Education Program -IEP) están incluidos como graduados.

Información adicional sobre las tasas federales de graduación (Federal Graduation Rates).

En adición al desglose detallado de las tasas longitudinales de cuatro, cinco y seis años, los TAPR de los distritos y las escuelas muestran tasas federales de graduación para lo siguiente:

- (1) *4-Year Federal Graduation Rate* - Tasa federal de graduación de 4 años. Generación de estudiantes que asistieron por primera vez al noveno grado en 2010-11. 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 2014

número de estudiantes en la generación del 2010-11***

- (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 2009-10. 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 2013. 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***

*** 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, 2013–14*. Escuela Preparatoria Completada y Desertores en las Escuelas Públicas de Texas (Fuente: PEIMS, octubre 2014, junio 2014, octubre 2013, junio 2013, octubre 2012, junio 2012, octubre 2011, junio 2011, octubre 2010, junio 2010, octubre 2008, junio 2009 y el *General Educational Development Information File*, (Registro general del desarrollo educativo)

Mobility (*Campus Profile only*) - **Movilidad** (solamente en el Perfil de la escuela): El número y porcentaje de estudiantes que son móviles con base en su asistencia durante el año escolar anterior. Se considera que un estudiante es móvil si ha estado en membresía en una escuela menos de un 83% del transcurso del año escolar (es decir, si ha estado ausente al menos seis semanas).

número de estudiantes móviles en 2013–14

número de estudiantes que estuvieron en membresía en la escuela durante cualquier periodo del año escolar 2013–14

Esta tasa se calcula a nivel de escuela o plantel escolar. La tasa de movilidad reportada bajo 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, junio 2014)

N/A – N/A: Este símbolo significa que la información no existe o que no es pertinente.

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, octubre de 2014)*

Paired Schools - Pareja de escuelas: Dos escuelas seorean virtualmente con el propósito de determinar clasificaciones de responsabilidad educativa. Todas las escuelas que cubren los grados de pre kindergarten (PK) hasta el 12° grado deben recibir una clasificación de responsabilidad educativa. Una escuela que no cubre los grados en los que se administran las pruebas STAAR seorea con otra escuela en el mismo distrito para propósito de responsabilidad educativa. Por ejemplo, la Primaria Travis (K-2°) “alimenta” a sus estudiantes a la Primaria Navarro (3° a 5° grado). El distrito “pareará” estas dos escuelas para propósito de responsabilidad. Esto quiere decir que el resultado del índice de desempeño en la prueba de la primaria Navarro también se usa para clasificar la Primaria Travis. Vea el Capítulo 6 del Manual de responsabilidad del 2015 (*2015 Accountability Manual*).

Professional Staff - Personal profesional: La suma total de maestros, personal profesional suplementario, administradores de escuela que trabajan el equivalente a tiempo completo (FTE). En el Perfil del distrito éste incluye a los administradores. 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, octubre de 2014)*

Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR) – Progreso académico de los reprobados en la prueba STAAR del año anterior (Porcentaje de estudiantes que reprobaron el STAAR y ahora lo pasan): El porcentaje de estudiantes en los grados del 4 al 8 quienes reprobaron la prueba STARR (incluyendo STAAR Alternativa o STAAR Modificada (Modified), del año previo, pero que pasaron el examen este año. Para el 2015, los valores reportados para ELA/lectura y matemáticas se calculan así:

$$\frac{\text{número de estudiantes correspondientes (matched) que reprobaron en 2014, pero aprobaron en el 2015}}{\text{número de estudiantes correspondientes (matched) que reprobaron en 2014}}$$

Para el 2015, los estudiantes en los grados 4° al 8° incluidos en estas medidas son aquellos quienes

- tomaron la prueba STAAR, STAAR A o STAAR Alternativa (*Alternate*) de lectura/ELA. Este indicador no incluye los que tomaron la prueba en grado 3 ya que fue la primera vez que tomaron la prueba STAAR, no incluye matemáticas grados 4° al 8° debido a la falta de estándares de aprobación;
- son parte del subgrupo de responsabilidad educativa del 2015 (accountability subset);

- se puede establecer una correspondencia con los registros de la prueba STAAR primavera 2014—en cualquier parte del estado—y encontrar su previa calificación para ELA/lectura; y
- reprobaron en la prueba STAAR 2014 de ELA/lectura.

(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 *RHSP/DAP Graduates* (Graduados del Programa RHSP/DAP).

Retention Rates by Grade - Índice de retención por grado: El porcentaje de estudiantes en las escuelas públicas de Texas que se inscribieron en el otoño de 2014 en el mismo grado en el que fueron reportados durante el periodo de las últimas seis semanas del año anterior (2013-14). Se calcula de la siguiente manera:

$$\frac{\text{número total de estudiantes inscritos en el mismo grado que el del año escolar anterior}}{\text{número total de estudiantes inscritos en un año escolar quienes regresaron al siguiente año escolar o se graduaron}}$$

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, 2013–14 (*Grade-Level Retention in Texas Public Schools, 2013-14*), de la Agencia TEA. (Fuente: PEIMS, octubre 2014, junio 2014)

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/>.

RHSP/DAP Graduates (annual and longitudinal) – RHSP/DAP para graduados (anual y longitudinal):

RHSP/DAP Graduates (Longitudinal Rate) - RHSP/DAP para graduados (tasa longitudinal). El porcentaje de estudiantes graduados quienes, al cabo de cuatro años, cumplieron con los requisitos para los cursos del Programa de Preparatoria Recomendado (Recommended High School Program) por la Mesa Directiva de Educación de Texas (Texas State Board of Education) o el Programa de Logros Distinguidos (Distinguished Achievement Program). El número de estudiantes graduados (longitudinal y anual) excluye a los graduados FHSP. Se calcula de la siguiente manera:

$$\frac{\text{número de graduados de la generación del 2010–11 reportados bajo los códigos de graduación para el RHSP/DAP (Recommended High School Program/ Distinguished Achievement Program)}}{\text{número de estudiantes graduados en la generación del 2010–11}}$$

RHSP/DAP Graduates (Annual Rate)- RHSP/DAP para graduados (tasa anual). El porcentaje de estudiantes graduados en 2014 que cumplieron con los requisitos para los cursos del Programa de Preparatoria Recomendado (Recommended High School Program) por la Mesa Directiva de Educación de Texas (Texas State Board of Education) o el Programa de Logros Distinguidos (Distinguished Achievement Program). El número de estudiantes graduados (longitudinal y anual) excluye a los graduados FHSP. Se calcula de la siguiente manera:

$$\frac{\text{número de graduados reportados bajo los códigos de graduación para El Programa de Preparatoria Recomendado (Recommended High School Program o Programa de Logros Distinguidos (Distinguished Achievement Program))}}{\text{número de estudiantes graduados en 2014}}$$

Los graduados RHSP son estudiantes reportados bajo los tipos de códigos de graduación 15, 19, 22, 25 o 28; los graduados DAP son estudiantes reportados bajo los tipos de códigos de graduación 17, 20, 23, 26 o 29. Si quiere más información, vea *PEIMS Data Standards*, Estándares para los datos del PEIMS. Los resultados que se muestran son para las clases del 2014 y del 2013. Vea *Graduates (Graduados)*. (Fuente: *PEIMS*, octubre 2014, octubre 2013)

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 los del ACT (ACT Inc.'s and ACT Assessment) de la compañía ACT incorporada. 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:

$$\frac{\text{número de los graduados que tomaron el SAT o el ACT}}{\text{número de estudiantes graduados}}$$

- (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):

$$\frac{\text{número de estudiantes que obtuvieron la calificación criterio o más}}{\text{número de estudiantes examinados}}$$

- (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:

$$\frac{\text{suma de calificación total de todos los estudiantes que tomaron el SAT (en lectura crítica + escritura + matemáticas)}}{\text{número de estudiantes que tomaron el SAT}}$$

- (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 2014, enero 2014; ACT, Inc. (ACT) octubre 2014, octubre 2013; y PEIMS, octubre 2014, octubre 2013)

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 2015 (*2015 Accountability Manual*).

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 2014–15, a un estudiante de educación especial se le podía administrar STAAR, STAAR A o STAAR Alternativa (Alternate) 2. Los resultados de las pruebas STAAR A y STAAR Alternativa (Alternate) se excluyeron de la responsabilidad educativa 2015 y también se excluyen de las tasas de desempeño y participación en la prueba STAAR que se reportan en los TAPR.

Otros índices incluidos en los cálculos de progreso académico de los estudiantes beneficiarios de servicios de educación especial son finalización de cursos avanzados o de registro dual (advanced course/dual enrollment), asistencia (attendance rate), deserción escolar anual (dropout rate), graduados preparados para la universidad (*college-ready*), tasa longitudinal (longitudinal rate), programas recomendados de preparatoria RHSP/DAP (*recommended high school program*). 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 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 octubre 2014, octubre 2013; y TEA Student Assessment Division, División de evaluación estudiantil de la Agencia de Educación de Texas)

Special Education Determination Status – Estatus de determinación de educación especial: El TAPR de 2014–15 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 monitoria basada en el desempeño (PBMAS) en el 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 siguientes 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/.

Recursos adicionales incluyen el Manual PBMAS y el Plan de desempeño del estado en:

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

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

Special Symbols - Símbolos especiales: Símbolos que se utilizan para indicar ciertas circunstancias específicas. El TAPR de 2014–15 utiliza símbolos especiales en las siguientes circunstancias:

- 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 guión (-) indica que no hay estudiantes en esta clasificación.
- n/a indica que la data no está disponible o no aplica.
- Un signo de interrogación (?) indica data que es improbable estadísticamente o se reportó fuera de un rango razonable.

Para más información, vea Explicación del proceso de enmascarar (Explanation of Masking) en: <http://ritter.tea.state.tx.us/perfreport/tapr/2015/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 es el currículo mandatorio para los estudiantes en las escuelas públicas de Texas. Para más información sobre los TEKS, vaya al sitio de internet de Texas Essential Knowledge and Skills en

<http://tea.texas.gov/curriculum/teks/>

Para la responsabilidad académica estatal 2015, no se incluyen los resultados de las pruebas de matemáticas grados 3 al 8, así como los de las pruebas STAAR A y STAAR Alternativa 2. Debido a que no se puede hacer una comparación directa entre la data de 2015 y de 2014, a causa de estas exclusiones, solamente se muestra la data de STAAR 2015.

La sección de desempeño en el TAPR muestra el desempeño en STAAR de diferentes maneras:

- Por grado y materia:
 - Grado 3 – lectura
 - Grado 4 – lectura y escritura
 - Grado 5 – lectura (1ª y 2ª administración acumulativa*) y ciencias
 - Grado 6 – lectura
 - Grado 7 – lectura y escritura
 - Grado 8 – lectura (1ª y 2ª administración acumulativa), ciencias y estudios sociales
- Fin del curso (EOC):
 - Inglés I
 - Inglés II
 - Álgebra I
 - Historia de EE UU (U.S. History)
 - Biología
- Total de todos los grados:
 - *STAAR Percentage at Phase-in Satisfactory Standard or Above (All Grades) - Porcentaje STAAR en la fase inicial 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 fue 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 2015 (*2015 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 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 2015 (*2015 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.* Desempeño incluye solamente las pruebas STAAR. Para el 2015, no se incluyen las pruebas STAAR A ni STAAR Alternativa 2.
- *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 que se muestra 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: <http://ritter.tea.state.tx.us/perfreport/tapr/2015/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:* documentos de respuestas con un código de calificación S o un código de calificación O.
 - *Included in Acct - 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 Acct - 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 (31 de octubre de 2014 o 25 de octubre de 2013 para los EOC del verano del 2014).
 - *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 EE UU de dos a cuatro años, tomaron la prueba STAAR en inglés y para quienes no se calculó una medida del progreso ELL.
- *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 común de participación es la suma de estas cinco categorías: Incluidos en Responsabilidad, Móvil, Otras exclusiones, Ausente y Otros (Included in Acct, Mobile, Other Exclusions, 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 - Exclusiones para el personal: 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, octubre 2014)

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, octubre 2014)

Student Success Initiative (SSI) -Iniciativa para el Éxito Estudiantil: Los requisitos de avance de grado promulgados por la Legislatura 76^a en 1999 en la cual los estudiantes deben demostrar dominio en las pruebas de matemáticas y lectura en los grados 5° al 8°. Debido a que el comisionado de educación relevó del requisito SSI para matemáticas en el 2015, no hay información de SSI para matemáticas en el TAPR de 2014-15.

Para el 2015, el TAPR muestra los siguiente para cada grado de SSI:

- (1) *Students Meeting Phase-in I Level II Standard on First STAAR Administration - Estudiantes que cumplen el estándar I del nivel II en la fase inicial en la primera administración de STAAR:* El

porcentaje de estudiantes que cumplieron con el estándar I del nivel II en la fase inicial durante la primera administración. Se calcula de la siguiente manera:

el número de estudiantes que cumplieron con el estándar I del nivel II en
la fase inicial en la primera administración

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:

número de estudiantes elegibles que no cumplieron con el estándar en la primera
administración

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 Failers Promoted by Grade Placement Committee (GPC) – Estudiantes que reprobaron STAAR y que fueron promovidos por el comité para la asignación de grado (GPC):* El porcentaje de estudiantes que reprobaron en 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 quienes reprobaron en todas
las administraciones

- (5) *STAAR Met Standard (Failed in Previous Year) - Cumplió con el estándar de STAAR (reprobó el año anterior):*

- Promovido a grado 6° o 9°: El porcentaje de estudiantes que pasaron el STAAR en 2015 y que fueron promovidos a grado 6° o 9°. Usando el 5° grado de lectura como ejemplo, los cálculos son como sigue:

número de estudiantes promovidos por su GPC quienes en 2015 pasaron STAAR de lectura de 6°
grado

número de estudiantes promovidos por su GPC quienes en 2015 tomaron STAAR de lectura de 6°
grado

- Retenido en grado 5° u 8°: El porcentaje de estudiantes que pasaron la prueba STAAR en el 2015 y que fueron retenidos en grado 5° u 8°. Usando el 5° grado de lectura como ejemplo, los cálculos son como sigue:

número de estudiantes retenidos que en 2015 pasaron el STAAR de lectura de
5º grado

número de estudiantes retenidos que en 2015 tomaron el STAAR de lectura de
5º grado

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, octubre 2014)

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:

número de estudiantes con una o más colocaciones disciplinarias

número de estudiantes que asistieron en cualquier momento durante el año escolar

Para 2014–15, los siguientes 19 códigos de acciones en el PEIMS 425 records 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, junio 2014)

TAKS (Texas Assessment of Knowledge and Skills) – Pruebas TAKS (Texas Assessment of Knowledge and Skills): Las pruebas diseñadas para medir hasta dónde ha aprendido un estudiante, ha entendido y es capaz de aplicar los conceptos y destrezas definidos en cada grado que se evalúa. El desempeño de los estudiantes en la clase del 2015 en la prueba TAKS de egreso (*exit-level TAKS*) se usó para determinar el desempeño en los indicadores de los graduados preparados para la universidad (*College-Ready Graduates*) y los graduados preparados para la universidad y escuelas vocacionales (*College and Career Ready Graduates*).

Tax Information – Información sobre impuestos: Esta información 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, octubre 2014)

Teachers by Highest Degree Held - Clasificación de maestros por su diploma

académico más alto: La distribución de los diplomas/grados académicos de los maestros en el distrito. 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, octubre 2014)

Teachers by Program (population served) – Clasificación de maestros por programa (población a la que proveen servicios):

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, octubre 2014)

Teachers by Years of Experience (District Profile only) – Clasificación de maestros por años de experiencia

(solamente para la sección del perfil del distrito): 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, octubre 2014)

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, octubre 2014)

Total Students - Número total de estudiantes: El número total de estudiantes inscritos en escuelas públicas desde el 31 de octubre de 2014 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, octubre 2014)

Turnover Rate for Teachers (*District Profile only*) - **Índice de pérdida o rotación de maestros** (*solamente en la sección del perfil del distrito*): El porcentaje de maestros del otoño de 2013-2014 que no estaban empleados por el distrito en el otoño de 2014-15. Se calcula como el número de maestros FTE del otoño de 2013-14 que no estaban empleados por el distrito en el otoño de 2014-15, dividido por el número total de maestros FTE en el otoño de 2013-14. 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, octubre 2014, octubre 2013*)

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 (Performance Reporting).....	(512) 463-9704
Copias de los reportes del TAPR	http://ritter.tea.state.tx.us/perfreport/tapr/2014/index.html	
Cursos avanzados	Currículo.....	(512) 463-9581
DAEP (Programa Disciplinario de Educación Alternativa)	Disciplina, Ley y Orden.....	(512) 463-9286
Desertores	Investigación de responsabilidad (Accountability Research).....	(512) 475-3523
Educación Especial		
Evaluaciones	Evaluación del estudiante.....	(512) 463-9536
Otros asuntos	Educación Especial.....	(512) 463-9414
Escuelas Charter	Escuelas Charter.....	(512) 463-9575
Estudiantes con dominio limitado en inglés		
Evaluaciones	Evaluación del Estudiante (Student Assessment).....	(512) 463-9536
Otros asuntos	Currículo (Unidad del Programa de Educación Bilingüe).....	(512) 463-9581
Exámenes de admisión universitaria		
SAT	Mesa Directiva Universitaria (College Board).....	(512) 721-1800
ACT	Oficina Regional del ACT.....	(512) 320-1850
Finanzas de la escuela	Fondos del estado (State Funding).....	(512) 463-9238
Graduados	Investigación de responsabilidad (Accountability Research).....	(512) 475-3523
Graduados inscritos en Texas IHE	Consejo Coordinador de Educación Superior de Texas (Texas Higher Education Coordinating Board).....	(512) 427-6101
JJAEP (Programa de Educación Alternativa de Justicia de Menores)	Disciplina, Ley y Orden.....	(512) 463-9286
Nombramientos de distinción	Reportes de Desempeño (Performance Reporting).....	(512) 463-9704

PBM Estatus de los resultados de la monitoria de Educación Especial	Monitoria e Intervenciones del Programa.....	(512) 463-5226
PEIMS (TSDS PEIMS)	Línea de Ayuda PEIMS.....	(512) 463-9229
Política de retención	Currículo.....	(512) 463-9581
Preguntas en general	Preguntas generales.....	(512) 463-9290
Programa de Logros Distinguidos	Currículo.....	(512) 463-9581
Programa de Preparatoria Recomendado	Currículo.....	(512) 463-9581
Reporte escolar de calificaciones	Reporte del desempeño.....	(512) 463-9704
Reportes de estándares financieros	Fondos del estado (State Funding).....	(512) 463-9238
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	Pearson.....	(800) 328-5999
TAIS	Centro de Operaciones en Austin.....	(512) 989-5300
	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/perfreport/>

Identificación de funciones del PEIMS (en orden alfabético)

ADMINISTRADORES CENTRALES

027.....Superintendente/CAO/CEO/Presidente

ADMINISTRADORES ESCOLARES

003.....Asistente del Director

ADMINISTRADORES CENTRALES O DEL PLANTEL ESCOLAR*

004.....Asistente/Asociado/Suplente del Superintendente

012.....Funcionario educativo (instrucción)

020.....Director

028.....Supervisor de maestros

040.....Director de atletismo

043.....Administrador

044.....Recaudador de impuestos

045.....Director de personal/recursos humanos

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.....Terapeuta/patólogo del habla

030.....Profesor Invitado

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

2014-15

Artes del lenguaje en inglés

03221100	Investigación/ Redacción Técnica
03221200	Redacción Creativa
03221500	Géneros Literarios
03221600	Humanidades (1 ^a vez que se toma)
03221800	Estudio Independiente en Inglés (1 ^a vez que se toma)
03231000	Estudio Independiente en (1 ^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 ^a vez que se toma)
A3220100	Artes del lenguaje en inglés y composición
A3220200	Literatura en inglés y composición
A3220300	Lenguaje inglés internacional
I3220300	Inglés III
I3220400	Inglés IV

Matemáticas

03101100	Pre-Cálculo
03102500	Estudio Independiente en Matemáticas (1a vez que se toma)
03102501	Estudio Independiente en Matemáticas (2a vez que se toma)
A3100101	Cálculo AB
A3100102	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	Computación A
I3580200	IB Computación I – Nivel Regular
I3580300	IB Computación II – Nivel Avanzado
I3580400	IB Tecnología Informática 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	Teoría Musical
A3500100	Historia del Arte
A3500300	Taller de Arte — Dibujo
A3500400	Bellas Artes/Portafolio de Diseño Bidimensional
A3500500	Bellas Artes/Portafolio de Diseño Tridimensional
I3250200	IB Música SL
I3250300	IB Música HL
I3250500	IB Teatro/Filmografía - HL
I3600100	IB Arte/Diseño HL
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
A3050001	AP Física B
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 (1 ^a vez que se toma)
03380001	Ciencias Sociales, Estudios Avanzados (1 ^a vez que se toma)
A3310100	AP Microeconomía
A3310200	AP Macroeconomía
A3330100	Gobierno y Política de Estados Unidos
A3330200	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
I3303200	IB Economía – Nivel Avanzado
I3303300	IB Administración de Empresas I
I3303400	IB Administración de Empresas II
I3304100	IB Psicología – Nivel Regular

Ciencias Sociales/Historia (continuación)

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
03440660	Español VI para hispano parlantes
03440700	Español VII

Idiomas—Cursos Avanzados (Modernos o Lenguas Clásicas)
(continuación)

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	Japonés
A3410100	Francés
A3420100	Alemán
A3430100	Latín
A3440100	Español
A3440200	Español
A3490400	Chino
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