Texas Education Agency 2014-15 Federal Report Card for Texas Public Schools

Campus Name: LEWIS MIDDLE Campus ID: 101902052 **District Name: ALDINE ISD**

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2014-15 school year. These results include all students tested, whether or not they were in the accountability subset.

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Mathematics		55%	48%	42%	50%	70%	-	*	-	*	17%	47%			52%	- *
	2014 67%	55%	49%	41%	52%	64%	-	100%	-	•	35%	49%	21%	51%	46%	•
Writing	2015 69%	57%	54%	51%	54%	73%	-	86%	-	*	*	53%	19%	62%	46%	_
J	2014 70%	59%	55%	55%	54%	69%	-	*	-	*	44%	54%	16%	59%	50%	*
Grade 8																
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Science	2015 67%	57%	54%	52%	53%	80%	*	*	-	*	*	51%	18%	55%	53%	*
	2014 70%	60%	55%	54%	54%	67%	-	*	-	*	39%	54%	19%	50%	59%	-
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Reading	2015 74%	64%	66%	65%	67%	71%	*	82%	-	83%	17%	65%	32%	71%	62%	*
	2014 75%	65%	66%	68%	64%	76%	*	90%	-	86%	49%	67%	19%	70%	63%	*
Mathematics	s2015 73%	67%	57%	52%	58%	71%	*	91%	_	83%	16%	55%	28%	57%	56%	*
Matromato	2014 76%	69%	61%	60%	62%	68%	*	90%	-	*	45%	61%			60%	*
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Science	2015 75%	67%	54%	52%	53%	80%	*	*	_	*	*	51%	18%	55%	53%	*
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13% 14% 31% - * * * 29% 14% 1% 2015 34% 20% 14% 16% 23% 58% - * * - * * 18% 20% 14% 1% 2015 40% 29% 21% 16% 23% 58% - * * - * * 18% 22% 1% 2015 38% 28% 17% 14% 16% 20% * * * - * * 18% 22% 1% 2015 41% 30% 13% 10% 14% 20% * * * - * * 18% 22% 1% 2015 41% 7% 6% 33% 6% 22% * 23% - 0% 15% 25% at at Level III Advanced **at Level III Advanced *	2014 39% 26% 26% 16% 21% 45% * 57% - 19% 20% 20% 3% 18% 2015 44% 25% 26% 23% 25% 52% * 55% - 33% 11% 22% 3% 25% 32014 37% 26% 13% 25% 52% 52% * 60% - 29% 19% 25% 3% 25% 32014 37% 26% 19% 13% 21% 40% * 60% - 188% 20% 14% 17% 2014 34% 20% 14% 13% 21% 40% * 60% - 188% 20% 14% 17% 2014 34% 20% 14% 13% 21% 40% * 60% - 188% 20% 14% 17% 2014 34% 20% 14% 13% 21% 40% * 60% - 188% 20% 14% 17% 2014 34% 20% 14% 13% 23% 40% * 10% 10% 10% 10% 10% 10% 10% 10% 10% 10%	2014 39% 26% 26% 10% 16% 21% 45% * 57% - 19% 20% 20% 30% 18% 22% 214 42% 26% 25% 23% 25% 52% * 55% - 33% 11% 22% 33% 24% 23% 22014 42% 26% 26% 23% 25% 52% * 60% - 28% 19% 25% 30% 25% 23% 25% 52% * 60% - 28% 19% 25% 30% 25% 25% 21% 2014 37% 26% 19% 13% 25% 40% 25% 21% 40% * 60% - 18% 20% 14% 20% 14% 21% 2014 37% 26% 13% 13% 14% 313% 14% 313% - 71% - 18% 20% 14% 10% 10% 10% 10% 10% 10% 10% 10% 10% 10

STAAR Participation Results by Assessment Type for Students Served in Special Education Settings (All Grades)

Reading Tests																	
% of Participants	2015	98%	98%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
% STAAR/EOC With No																	
Accommodations	2015	17%	14%	5%	3%	8%	*	-	*	-	-	5%	5%	0%	4%	5%	-
% STAAR/EOC With																	
Accommodations	2015	71%	72%	84%	88%	80%	*	-	*	-	-	84%	84%	100%	84%	84%	-
% STAAR Alternate2	2015	10%	13%	11%	9%	12%	*	-	*	-	-	11%	11%	0%	12%	11%	-
% of Non-Participants	2015	2%	2%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-
•																	

Mathematics Tests

% of Participants % STAAR/EOC With No	2015	99%	99%	100%	100%	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-
Accommodations	2015	13%	11%	5%	3%	8%	*	_	*	_	_	5%	4%	0%	8%	3%	_
% STAAR/EOC With				• 70	0 / 0	0.0						0,70	. , ,	• 70	0 / 0	0,0	
Accommodations	2015	74%	74%	84%	88%	80%	*	-	*	-	-	84%	86%	100%	80%	87%	-
% STAAR Alternate2	2015	11%	14%	11%	9%	12%	*	-	*	-	-	11%	11%	0%	12%	11%	-
% of Non-Participants	2015	1%	1%	0%	0%	0%	*	-	*	-	-	0%	0%	0%	0%	0%	_

^{&#}x27;?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

Part II: Student Achievement and State Academic Annual Measureable Objectives (AMOs)

This section provides the STAAR performance results for each subject area tested in the 2014-15 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

								Two				
								or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Current &	
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)	ELL+
Performance Status :	ŧ		-									
Target	83%	83%	83%	83%					83%	83%	83%	
Reading	N	N	N		n/a	n/a	n/a	n/a	Ν		N	n/a
Mathematics	N	N	N		n/a	n/a	n/a	n/a	N		N	n/a
Participation Status ‡												
Target	95%	95%	95%	95%					95%	95%		95%
Reading	Υ	Υ	Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Mathematics	Υ	Υ	Υ		n/a	n/a	n/a	n/a	Υ		n/a	Υ
Federal Graduation S	tatus (Tarç	get: See Re	ason Code	es)								
Graduation Target					n/a	n/a	n/a	n/a			n/a	
Met												
Reason Code ***					n/a	n/a	n/a	n/a			n/a	

District: Met Federal Limits on Alternative Assessments

Reading

Alternate 1%

Number Proficient

Total Federal Cap

Limit

Mathematics

Alternate 1%

Number Proficient

Total Federal Cap

Limit

‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

- a = Graduation Rate Goal of 90%
- b = Four-year Graduation Rate Target of 83%
- c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the goal
- d = Five-year Graduation Rate Target of 88%

Blank cells above represent student group indicators that do not meet the minimum size criteria.

'n/a' Indicates data are not applicable to this report.

						Iwo				
						or			ELL	
All	African		American		Pacific	More	Econ	Special	(Current &	ELL
Students	American Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored) (Current)

Performance Rates ‡

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

^{&#}x27;-' Indicates zero observations reported for this group.

^{&#}x27;n/a' Indicates data reporting is not applicable for this group.

^{&#}x27;+' Participation uses ELL (Current) rate, Graduation uses ELL (Ever HS) rate

^{&#}x27;***' Federal Graduation Rate Reason Codes:

Reading											
# at Phase-in Satisfactory	651	200	421	15	_	**	_	* 546	6 9	128	n/a
Standard								• • • • • • • • • • • • • • • • • • • •	,	0	
Total Tests	924	303	582	20	_	**	_	* 796	56	251	164
% at Phase-in Satisfactory	70%	66%	72%	75%	_	90%	_	* 69%		51%	n/a
Standard											
Mathematics											
# at Phase-in Satisfactory	553	161	361	14	-	**	-	* 459	9	109	n/a
Standard											
Total Tests	918	301	578	20	-	**	-	* 79°	56	250	163
% at Phase-in Satisfactory	60%	53%	62%	70%	-	100%	-	* 58%	16%	44%	n/a
Standard											
Writing											
# at Phase-in Satisfactory	263	78	171	7	-	**	-	* 223	*	69	n/a
Standard											
Total Tests	461	149	291	10	-	**	-	* 404		161	90
% at Phase-in Satisfactory	57%	52%	59%	70%	-	83%	-	* 55%	*	43%	n/a
Standard											
Science											
# at Phase-in Satisfactory	260	83	162	8	-	*	-	* 207	*	27	n/a
Standard											
Total Tests	459	152	289	10	-	*	-	* 389		90	74
% at Phase-in Satisfactory	57%	55%	56%	80%	-	*	-	* 53%	*	30%	n/a
Standard											
Social Studies											
# at Phase-in Satisfactory	234	68	153	7	-	*	-	* 193	*	28	n/a
Standard		4-0				*		* 200	, *		
Total Tests	459	152	289	10	-	*	-	303	,	90	74
% at Phase-in Satisfactory	51%	45%	53%	70%	-	*	-	* 50%	*	31%	n/a
Standard											
Participation Rates ‡											
Reading: 2014-2015 Assessr	ments										
Number Participating	1,043	350	648	21	*	11	_	** 892	2 63	n/a	207
Total Students	1,043	350	648	21	*	11	-	** 892		n/a	207
Participation Rate	100%	100%	100%	100%	*	100%	- 100			n/a	100%
Mathematics: 2014-2015 Ass										,	
Number Participating	1,035	346	644	21	*	11	-	** 885	63	n/a	206
Total Students	1,039	347	647	21	*	11	-	** 889	63	n/a	206
Participation Rate	100%	100%	100%	100%	*	100%	- 100	% 100%	100%	n/a	100%

^{&#}x27;‡' Results for grade 3-8 mathematics, STAAR A and STAAR Alternate 2 are included in 2015 Federal System Safeguards.

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

^{&#}x27;n/a' Indicates data are not applicable to this report.

								Two or			ELL	
	All	African			American		Pacific	More	Econ	Special	(Ever	ELL
	Students	American	Hispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	HS)	(Current)
Federal Graduation Rates												
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Cla	ass of 20	014							
Number Graduated	-	_	-				-					- n/a
Total in Class	-	-	-				-					
Graduation Rate	-	-	-				-					- n/a
4-year Longitudinal Cohort	Graduatio	n Rate (Gr	9-12): Cla	ass of 20	013							
Number Graduated	-	-	-				-					- n/a
Total in Class	-	_	-				-					
Graduation Rate	-	-	-				-					- n/a
5-year Extended Graduation	n Rate (Gi	9-12): Cla	ss of 2013	3								
Number Graduated	-	-	-				-					- n/a
Total in Class	-	-	-				-					
Graduation Rate	-	-	-				-					- n/a

District: Met Federal Limits on Alternative Assessments

Reading

Number Proficient n/a Total Federal Cap Limit n/a

Mathematics

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

^{&#}x27;**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

^{&#}x27;-' Indicates there are no students in the group.

Number Proficient n/a Total Federal Cap Limit n/a

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

- '**' When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).
- '-' Indicates there are no students in the group.

'n/a' Indicates data are not applicable to this report.

Source: 2015 Accountability Federal System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are the lowest 5% of Title I served campuses based on performance in reading, mathematics and graduation rates. Priority schools include Tier I or Tier II TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on All Students reading/math performance. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the widest gaps between student group performance and safeguard targets. Campuses are ranked based on the largest gaps between student group reading/math performance and the annual measurable objectives (AMO) target of 75%.

Priority School Identification: Priority School Reason: N/A Focus School Reason: N/A

Focus School Identification:

Nο

A high-performance reward school is identified as a Title I school with distinctions based on reading and math performance. In addition, at the high school level, a reward school is a Title I school with the highest graduation rates. A high progress school is identified as a Title I school in the top 25% in annual improvement; and/or a school in the top 25% of those demonstrating ability to close performance gaps based on system safeguards.

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percent of Teachers by Highest Degree Held

Professional qualifications of all public elementary and secondary school teachers in the State of Texas. The distribution of degrees attained by teachers are shown as the percent of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campu	s		
	Number	Percent	District	State
			Percent	Percent
No Degree	2.0	3.1%	0.8%	0.9%
Bachelors	40.0	61.7%	72.4%	75.1%
Masters	21.8	33.7%	25.8%	23.4%
Doctorate	1.0	1.5%	0.9%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Highly Qualified (HQ) Teachers Low Poverty/ High **Poverty Summary Reports**

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and the percentage of classes in the state not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the state.

High Poverty Core Academic Subject Areas

		General Education	Special Education	Total
Total Number of Teachers		40	2	42
Total Number of Classes		337	22	359
Number of Classes Taught by Highly Qualified Teachers	Number	337	22	359
5 . 5 .	Percent	100.00%	100.00%	100.00%
Number of Classes Taught by Not Highly Qualified Teachers	Number	0	0	0
5 , 5 ,	Percent	0.00%	0.00%	0.00%

Number of Core Academic Teachers Who Are Teaching on the Following Permits

	Number of Teachers				
	Elem	secondary			
	(PK-6)	(7-12)			
Emergency (for certified personnel)	0	0			
Emergency (for uncertified personnel)	0	0			
Non-renewable	0	0			
Temporary Classroom Assignment	0	0			
District Teaching	0	0			
Temporary	0	0			

Number of Core Academic Teachers with a Probationary Certificate Enrolled in an Alternative Certification

	Number	of Teachers
	General Education	Special Education
Highly Qualified	1	1
Not Highly Qualified	0	0

Source: TEA Division of Federal and State Education Policy

Part V: Graduates Enrolled in Texas Institution of Higher Education (IHE)

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percent of total graduates during the 2011-12 school year who attended a public or independent college or university in Texas in the 2012-13 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

Part VI: Statewide National Assessment of Educational Progress (NAEP) Results

The most recent NAEP results for Texas are provided showing statewide reading and mathematics performance results and participation rates, disaggregated by student group.

State Level: 2015 Percentages at NAEP Achievement Levels

Grade	Subject	Student Croup	% Below Basic	At or Above Basic	At or Above Proficient	At or Above Advanced
Grade 4	Subject Reading	Student Group Overall	36	64	31	Advanced 7
Grade 4	Reading	American Indian	n/a	n/a	n/a	n/a
		Asian	13	87	66	30
		Black	49	51	17	2
		Hispanic	44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a
		National School Lunch Program	34	66	20	3

State Level: 2015 Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade Grade 4	Subject Reading	Student Group Students with Disabilities Limited English Proficient	% 72 92
	Mathematics	Students with Disabilities Limited English Proficient	80 95
Grade 8	Reading	Students with Disabilities Limited English Proficient	81 95
	Mathematics	Students with Disabilities Limited English Proficient	81 90

Source: TEA Division of Student Assessment