Texas Education Agency 2016-17 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 2016-17 school year. These results include all students tested, whether or not they were in the accountability

		State	District	Campus	African American	Hispanio	c White	Americar Indian	-	Pacific Islander		Special Ed		ELL	Female	Male	Migrant
STAAR Percent at	or Ab	ove A	pproach	nes Grade	Level (20	17) or L	evel II S	Satisfacto	ry Stan	idard (20	16)						
Grade 7																	
Reading		72% 69%	61% 57%	56% 54%	53% 55%	57% 52%	60% 60%	*	* 83%	*	*	44% 33%	56% 53%	25% 24%	66% 58%	47% 51%	-
	2010	0970	J1 /0	J4 /0	33 /0	JZ /0		_		_		33 /0	33 /0	24 /0	30 /0	3170	-
Mathematics	2017	68% 68%	57% 53%	49% 43%	43% 45%	51% 41%	* 60%	*	*	*	*	44% 19%	48% 41%	25% 25%	57% 44%	41% 42%	-
	2010	0070	33%	43%	45%	4170	00%	-		-		1970	4170	25%	44 70	4270	-
Writing		68%	54%	54%	55%	52%	67%	*	*	*	*	39%	53%	18%	65%	44%	-
	2016	68%	51%	51%	56%	47%	67%	-	83%	-	^	31%	50%	19%	59%	45%	-
Grade 8																	
Reading		84% 85%	76% 79%	73% 76%	80% 79%	69% 74%	90% 67%	- *	* 100%	-	*	49% 26%	72% 75%	34% 36%	75% 80%	71% 72%	- *
	2010	03 /0	1970	10/0	1970	7470	07 70		100 /6	-		20 /0	7 3 70	30 /0	OU 70	12/0	
Mathematics		84%	80%	74%	76%	73%	85%	-	*	-	*	36%	74%	50%	79%	70%	- *
	2016	80%	75%	71%	72%	70%	67%	•	100%	-	^	21%	71%	39%	74%	69%	•
Science	2017		63%	63%	64%	62%	60%	-	*	-	*	36%	63%	35%	62%	63%	-
	2016	73%	64%	59%	58%	59%	*	*	88%	-	*	18%	58%	25%	59%	59%	*
Social Studies	2017	62%	49%	48%	53%	45%	50%	_	*	_	*	26%	47%	17%	43%	51%	-
	2016	62%	50%	45%	47%	44%	*	*	75%	-	*	*	43%	15%	46%	45%	*
End of Course																	
Algebra I		81%	74%	100%	100%	100%	-	-	*	-	*	-	100%	-	100%		-
	2016	76%	68%	100%	100%	100%	-	-	*	-	-	-	100%	-	100%	100%	-
All Grades																	
All Subjects		74%	65%	60%	61%	59%	64%	*	77%	*	79%	38%	59%	29%	64%	56%	- *
	2016	74%	64%	57%	59%	55%	57%		88%	-	63%	24%	56%	26%	61%	54%	•
Reading	2017		59%	65%	67%	63%	75%	*	75%	*	88%	47%	64%	29%	70%	60%	-
	2016	72%	61%	64%	67%	63%	63%	*	93%	-	*	30%	63%	30%	69%	60%	*
Mathematics	2017	78%	73%	63%	62%	63%	62%	*	88%	*	88%	39%	63%	37%	70%	57%	-
	2016	75%	68%	58%	60%	56%	63%	*	93%	-	*	20%	57%	31%	62%	55%	*
Writing	2017	66%	54%	54%	55%	52%	67%	*	*	*	*	39%	53%	18%	65%	44%	_
······9		68%	55%	51%	56%	47%	67%	-	83%	-	*	31%	50%	19%	59%	45%	-
Science	2017	78%	69%	63%	64%	62%	60%		*		*	36%	63%	35%	62%	63%	
Science		77%	70%	59%	58%	59%	*	*	88%	-	*	18%	58%	25%	59%	59%	*
Casial Ctudios	2017	760/	600/	400/	E20/	4E0/	E00/		*		*	260/	470/	170/	420/	E40/	
Social Studies		76%	68% 68%	48% 45%	53% 47%	45% 44%	50% *	*	75%	-	*	26%	47% 43%	17% 15%	43% 46%	51% 45%	*
STAAR Percent at	Meets	Grad	e Level	(2017) or	Final Leve	el II Star	ndard (2	2016)									
				(•	,									
All Grades All Subjects	2017	44%	31%	26%	26%	25%	40%	*	46%	*	43%	28%	25%	6%	26%	25%	_
, iii Gabjooto		42%	28%	23%	21%	23%	18%	*	60%	-	38%	15%	22%	4%	25%	21%	*
Dood!:	2047	420/	200/	250/	050/	050/	400/	*	200/	*	200/	200/	0.40/	E0/	070/	0.40/	
Reading		43% 42%	28% 26%	25% 27%	25% 29%	25% 24%	40% 32%	*	38% 64%	-	38%	32% 16%	24% 26%	5% 5%	27% 29%	24% 24%	*
Mathematics		45% 40%	35% 29%	29% 25%	30% 20%	27% 26%	38% 11%	*	50% 64%	*	50% *	28% 15%	27% 24%	9% 7%	30% 26%	27% 24%	- *
	2010	40 /0	23/0	£3 /0	20 /0	20 /0	11/0		U+ /0	-		10/0	∠+ /0	1 /0	20 /0	∠+ /0	

						African			America					Special	Econ				
		State	Distri	ict Can	npus Ar	nerican	Hispan	ic White	Indian	n A	Asian Is	slander	Races	Ed	Disadv	ELL	Female	Male	Migrant
Writing	2017 2016		21% 23%		9% 8%	20% 19%	17% 16%	44% 33%	*	(* 67%	*	*	33% 19%	18% 18%	5% 2%	28% 22%	10% 16%	-
Science	2017 2016		34% 30%		2% 6%	32% 22%	30% 28%	50% *	- *	;	* 38%	-	*	26% 9%	32% 24%	8% 4%	26% 26%	36% 26%	- *
Social Studies	2017 2016		36% 33%		1% 8%	19% 10%	22% 14%	30%	- *	(* 63%	-	*	23%	20% 11%	3% 0%	17% 13%	26% 13%	- *
STAAR Percent at	: Maste	ers Gra	ade L	evel (2	017) or	Level II	l Advan	nced (20	16)										
				•	,				-,										
All Grades All Subjects	2017 2016		10% 8%		% %	7% 6%	8% 7%	10% 6%	*		19% 34%	*	21% 6%	10% 3%	8% 6%	1% 0%	8% 9%	8% 5%	- *
Reading	2017 2016		9% 7%		% %	8% 7%	10% 9%	10% 11%	*		25% 36%	*	0% *	9% 2%	9% 9%	1% 1%	9% 11%	10% 7%	- *
Mathematics	2017 2016		14% 9%		% %	5% 5%	9% 5%	14% 5%	*		25% 21%	*	38%	12% 5%	8% 5%	2% 0%	9% 7%	8% 4%	- *
Writing	2017 2016		4% 5%		% %	2% 5%	1% 3%	0% 11%	*	į	* 50%	*	*	6% 6%	1% 4%	0% 1%	2% 7%	0% 2%	-
Science	2017 2016		9% 6%		% %	8% 6%	7% 10%	10%	- *	;	* 38%	-	*	8% 0%	8% 8%	1% 0%	8% 10%	8% 8%	- *
Social Studies	2017 2016		15% 12%		2% %	10% 4%	13% 6%	10%	- *	;	* 38%	-	*	13%	12% 4%	0% 0%	9% 7%	14% 5%	- *
STAAR Participation (All Grades)																			
All Tests			017 016	99% 99%	99% 99%	99% 100%	99% 100%	99% 100%	100% 100%	*	100% 100%		100% 100%	99% 100%	100% 100%	99% 99%			
Reading			017 016	99% 99%	99% 99%	100% 100%	100% 100%	100% 100%	100% 100%	*	100% 100%		100% 100%	98% 100%	100% 100%	100% 99%			
Mathematics			017 016	100% 100%	99% 99%	100% 100%	100% 100%	100% 100%	100% 100%	*	100% 100%		100% 100%	98% 100%	100% 100%	100% 99%			
Writing			017 016	100% 99%	100% 100%		99% 100%	99% 99%	100% 100%	*	100% 100%		*	100% 100%	100% 100%	99% 98%			
Science			017 016	99% 99%	99% 99%	100% 99%	100% 99%	99% 99%	100% 100%	- *	* 100%	- % -	*	100% 100%	100% 99%	98% 98%			
Social Studies			017 016	98% 98%	99% 98%	98% 99%	99% 99%	97% 99%	100% 100%	- *	* 100%	- % -	*	100% 100%	98% 99%	96% 98%			
STAAR Participati	on Re	sults t	oy As	sessm	ent Typ	e for St	udents	Served	in Speci	ial E	ducati	ion Sett	tings (A	dl Grade	es)				
Reading Tests																			
% of Participants % STAAR/EOC	With I	No	2017		98%	97%	96%	97%	*	-	-	-	*	97%		100%		100%	-
Accommodations % STAAR/EOC	With		2017	13%	8%	15%	12%	16%	-	-	-	-	-	15%	16%	8%	33%	9%	-
Accommodations			2017		77%	56%	56%	61%	*	-	-	-	*	56%	55%	92%	27%	66%	-
% STAAR Alter % of Non-Particip			2017 2017	12% 2%	13% 2%	25% 3%	28% 4%	19% 3%	*	-	-	-	*	25% 3%	24% 4%	0% 0%	27% 13%	25% 0%	-
Mathematics Tests % of Participants			2017	99%	99%	97%	96%	97%	*	_	_	_	*	97%	96%	100%	87%	100%	_
% STAAR/EOC Accommodations		No	2017	12%	8%	14%	12%	13%	*	-	-	-	*	14%	14%	8%	27%	9%	-
% STAAR/EOC Accommodations	VVIL		2017	74%	76%	58%	56%	65%	*	-	-	-	*	58%	57%	92%	33%	66%	-
% STAAR Alter % of Non-Particip			2017 2017	13% 1%	15% 1%	25% 3%	28% 4%	19% 3%	*	-	-	-	*	25% 3%	24% 4%	0% 0%	27% 13%	25% 0%	-

- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '-' Indicates zero observations reported for this group.
- 'n/a' Indicates data reporting is not applicable for this group.
- "?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 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.

	All Students	African sAmerican	Hispanic	White	American Indian						ELL I (Current & Monitored			Total Eligible	
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Υ	Υ	Υ						Υ	N	N	n/a	4	6	67
Mathematics	Υ	Υ	Υ						Υ	N	N	n/a	4	6	67
Writing	N	N	N						Ν		N	n/a	0	5	0
Science	Υ	Υ	Υ						Υ	N	N	n/a	4	6	67
Social Studies	N	N	N						Ν	N	N	n/a	0	6	0
Total													12	29	41
Performance Status - Federa															
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	N	N	N		n/a	n/a	n/a	n/a	N		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%	95%	95%	95%		95%		_	
Reading	Y	Υ	Υ						Υ	Υ	n/a	Υ	6	6	100
Mathematics Total	Υ	Υ	Υ						Υ	Υ	n/a	Υ	6 12	6 12	100 100
Federal Graduation Status (T Graduation Target Met Reason Code *** Total	arget: See	e Reason Co	des)								n/a		0 0	0 0	
District: Met Federal Limits o Reading	n Alternat	tive Assessn	nents												
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Total															
Overall Total													24	41	59

⁺ Participation uses ELL (Current), Graduation uses ELL (Ever HS)

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

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading # at Approaches Grade Level	573	171	378	12	-	6	*	**	506	23	131	n/a
Standard												
Total Tests	835	250	556	14	-	8	*	**	750	46	260	172
% at Approaches Grade	69%	68%	68%	86%	-	75%	*	83%	67%	50%	50%	n/a
Level Standard												
Mathematics						_						
# at Approaches Grade Level	558	158	375	12	-	7	*	**	494	18	145	n/a
Standard						_						
Total Tests	838	251	557	15	-	8	*	**	753	46	260	172
% at Approaches Grade Level Standard Writing	67%	63%	67%	80%	-	88%	*	83%	66%	39%	56%	n/a

^{***} Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%

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 91%

b = Four-year Graduation Rate Target of 88.5%

							Two or		ELL			
	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	More Races	Econ Disadv	Special Ed	(Current & Monitored)	ELL (Current) n/a
# at Approaches Grade Level	236	70	154	*	-	*	*	*	207	7	54	
Standard	440	400	075	*		*	*	*	070	40	400	
Total Tests	416	126	275	*	-	*	*	*	373	18	139	82
% at Approaches Grade Level Standard	57%	56%	56%	^	-	•	î	Î	55%	39%	39%	n/a
Science	074	00	400	_		*		*	0.47	•	0.4	1 -
# at Approaches Grade Level Standard	274	80	186	5	-		-		247	9	64	n/a
Total Tests	413	123	277	8	-	*	-	*	373	29	117	86
% at Approaches Grade Level Standard	66%	65%	67%	63%	-	*	-	*	66%	31%	55%	n/a
Social Studies												
# at Approaches Grade Level	208	67	135	*	-	*	-	*	183	8	32	n/a
Standard												
Total Tests	407	121	273	*	-	*	-	*	367	29	114	84
% at Approaches Grade Level Standard	51%	55%	49%	*	-	*	-	*	50%	28%	28%	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	934	273	623	20	*	8	*	8	827	58	n/a	223
Total Students	935	274	623	20	*	8	*	8	828	59	n/a	223
Participation Rate	100%	100%	100%	100%	*	100%	*	100%	100%	98%	n/a	100%
Mathematics: 2016-2017 Assessm		074	000	0.4	*	•	*	•	000		,	000
Number Participating	936	274	623	21	*	8	*	8	829	58	n/a	222
Total Students	937	275	623	21	*	8	*	8	830	59	n/a	222
Participation Rate	100%	100%	100%	100%	•	100%	•	100%	100%	98%	n/a	100%

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

n/a Indicates the student group is not applicable to System Safeguards.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates	-											
4-year Longitudinal Cohort Graduati	on Rate (Gr	9-12): Class	of 2016									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduati	on Rate (Gr	9-12): Class	of 2015									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	_	-	-	-	-	n/a
5-year Extended Graduation Rate (G	r 9-12): Clas	s of 2015										
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 Mathematics **Number Proficient** n/a Total Federal Cap Limit n/a

n/a Indicates the student group is not applicable to System Safeguards.

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority

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.

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.

schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. Focus schools are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

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

Focus School Identification: No

A high-performance reward school is identified as a Title I school with distinctions based on reading and mathematics 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: Percentage 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 percentage of total Full-Time Equivalent (FTE) count of teachers with no degree, bachelor's, master's, and doctorate degrees.

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	4.4	6.3%	2.3%	1.2%
Bachelors	44.6	64.1%	75.5%	74.5%
Masters	20.6	29.6%	21.4%	23.6%
Doctorate	0.0	0.0%	0.8%	0.6%

Part IV B and C: Teachers with Emergency/Provisional Credentials, Low Poverty/ High Poverty Summary Reports

The percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and lowpoverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

Part V: Graduates Enrolled in Texas Institution of Higher Education (TX 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 percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 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

				%	%	%
			%	At or Above	At or Above	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
Grade 4	Reading	Overall	36	64	31	7
		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