Texas Education Agency
2016-17 Federal Report Card for Texas Public Schools
Campus Name: HARRIS ACADEMY
Campus ID: 101902129
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 subset.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
STAAR Percent at or Above Approaches Grade Level (2017) or Level II Satisfactory Standard (2016)																
Grade 3																
Reading 2017	72%	63%	**56%**	58%	54%	*	*	-	-	*	*	56%	49%	59%	54%	-
Reading 2016	72%	62%	**40%**	44%	38%	*	-	-	-	*	*	40%	34%	49%	33%	-
Mathematics 2017	76%	73%	**69%**	62%	75%	*	*	-	-	*	*	69%	75%	64%	74%	-
Mathematics 2016	74%	68%	**63%**	56%	70%	*	-	-	-	*	33%	62%	69%	68%	59%	-
Grade 4																
Reading 2017	69%	58%	**47%**	47%	46%	*	-	-	-	*	*	45%	43%	52%	43%	-
Reading 2016	74%	69%	**64%**	60%	67%	*	-	*	-	*	*	63%	64%	62%	66%	*
Mathematics 2017	74%	71%	**71%**	61%	78%	*	-	-	-	*	*	71%	79%	73%	68%	-
Mathematics 2016	72%	69%	**74%**	64%	81%	*	-	*	-	*	*	75%	81%	76%	71%	*
Writing 2017	64%	54%	**50%**	47%	51%	*	-	-	-	*	*	49%	47%	52%	48%	-
Writing 2016	68%	58%	**62%**	64%	59%	*	-	*	-	*	*	62%	53%	68%	55%	*
All Grades																
All Subjects 2017	74%	65%	**59%**	55%	61%	56%	*	-	-	*	38%	58%	59%	60%	58%	-
All Subjects 2016	74%	64%	**60%**	57%	62%	69%	-	*	-	53%	24%	60%	59%	65%	55%	*
Reading 2017	71%	59%	**52%**	53%	50%	*	*	-	-	*	44%	51%	47%	56%	49%	-
Reading 2016	72%	61%	**51%**	51%	50%	*	-	*	-	*	26%	50%	48%	55%	47%	*
Mathematics 2017	78%	73%	**70%**	61%	76%	*	*	-	-	*	38%	70%	77%	68%	72%	-
Mathematics 2016	75%	68%	**68%**	59%	75%	*	-	*	-	*	26%	68%	74%	72%	64%	*
Writing 2017	66%	54%	**50%**	47%	51%	*	-	-	-	*	*	49%	47%	52%	48%	-
Writing 2016	68%	55%	**62%**	64%	59%	*	-	*	-	*	*	62%	53%	68%	55%	*
STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)																
All Grades																
All Subjects 2017	44%	31%	**27%**	22%	29%	25%	*	-	-	*	33%	26%	25%	30%	25%	-
All Subjects 2016	42%	28%	**22%**	21%	21%	56%	-	*	-	20%	15%	22%	19%	22%	22%	*
Reading 2017	43%	28%	**23%**	20%	23%	*	*	-	-	*	31%	21%	17%	30%	17%	-
Reading 2016	42%	26%	**18%**	23%	13%	*	-	*	-	*	13%	17%	11%	18%	18%	*
Mathematics 2017	45%	35%	**37%**	28%	42%	*	*	-	-	*	38%	36%	41%	36%	37%	-
Mathematics 2016	40%	29%	**27%**	21%	30%	*	-	*	-	*	17%	27%	29%	26%	27%	*
Writing 2017	36%	21%	**15%**	12%	16%	*	-	-	-	*	*	15%	9%	17%	14%	-
Writing 2016	39%	23%	**22%**	20%	20%	*	-	*	-	*	*	22%	14%	24%	19%	*
STAAR Percent at Masters Grade Level (2017) or Level III Advanced (2016)																
All Grades																
All Subjects 2017	19%	10%	**13%**	10%	13%	19%	*	-	-	*	23%	12%	10%	14%	11%	-
All Subjects 2016	17%	8%	**8%**	7%	7%	44%	-	*	-	0%	0%	8%	5%	5%	10%	*
Reading 2017	18%	9%	**13%**	13%	12%	*	*	-	-	*	25%	12%	6%	16%	10%	-
Reading 2016	16%	7%	**8%**	10%	5%	*	-	*	-	*	0%	7%	2%	5%	10%	*
Mathematics 2017	21%	14%	**16%**	10%	20%	*	*	-	-	*	19%	16%	18%	16%	16%	-
Mathematics 2016	17%	9%	**9%**	5%	11%	*	-	*	-	*	0%	10%	9%	7%	12%	*

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Writing	2017	11%	4%	**5%**	6%	3%	*	-	-	-	*	*	4%	0%	5%	4%	-
	2016	14%	5%	**3%**	4%	2%	*	-	*	-	*	*	3%	2%	0%	7%	*

STAAR Participation (All Grades)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
All Tests	2017	99%	99%	**99%**	99%	100%	89%	*	-	-	100%	100%	99%	100%	100%	98%	-
	2016	99%	99%	**100%**	100%	99%	100%	-	*	-	100%	100%	100%	99%	100%	100%	*
Reading	2017	99%	99%	**99%**	98%	100%	86%	*	-	-	*	100%	99%	100%	100%	98%	-
	2016	99%	99%	**100%**	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	*
Mathematics	2017	100%	99%	**100%**	100%	100%	86%	*	-	-	*	100%	100%	100%	100%	99%	-
	2016	100%	99%	**100%**	100%	99%	100%	-	*	-	100%	100%	100%	99%	100%	99%	*
Writing	2017	100%	100%	**99%**	96%	100%	*	-	-	-	*	100%	98%	100%	100%	97%	-
	2016	99%	100%	**99%**	100%	99%	*	-	*	-	*	100%	99%	98%	99%	100%	*

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL	Female	Male	Migrant
Reading Tests																	
% of Participants	2017	98%	98%	**100%**	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	13%	8%	**6%**	0%	20%	-	-	-	-	-	6%	6%	*	20%	0%	-
% STAAR/EOC With Accommodations	2017	73%	77%	**69%**	82%	40%	-	-	-	-	-	69%	69%	*	80%	64%	-
% STAAR Alternate 2	2017	12%	13%	**25%**	18%	40%	-	-	-	-	-	25%	25%	*	0%	36%	-
% of Non-Participants	2017	2%	2%	**0%**	0%	0%	-	-	-	-	-	0%	0%	*	0%	0%	-
Mathematics Tests																	
% of Participants	2017	99%	99%	**100%**	100%	100%	-	-	-	-	-	100%	100%	*	100%	100%	-
% STAAR/EOC With No Accommodations	2017	12%	8%	**6%**	0%	20%	-	-	-	-	-	6%	6%	*	20%	0%	-
% STAAR/EOC With Accommodations	2017	74%	76%	**69%**	82%	40%	-	-	-	-	-	69%	69%	*	80%	64%	-
% STAAR Alternate 2	2017	13%	15%	**25%**	18%	40%	-	-	-	-	-	25%	25%	*	0%	36%	-
% of Non-Participants	2017	1%	1%	**0%**	0%	0%	-	-	-	-	-	0%	0%	*	0%	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 American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Performance Status - State																
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	N	N	N						N		N	n/a	0	5	0
Mathematics	Y	Y	Y						Y		Y	n/a	5	5	100
Writing	N	N	N						N		N	n/a	0	5	0
Science												n/a	0	0	
Social Studies												n/a	0	0	
Total													**5**	**15**	**33**
Performance Status - Federal																
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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL +	Total Met	Total Eligible	Percent of Eligible Measures Met
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y						Y		n/a	Y	5	5	100
Mathematics	Y	Y	Y						Y		n/a	Y	5	5	100
Total													**10**	**10**	**100**

Federal Graduation Status (Target: See Reason Codes)

											ELL (Current & Monitored)		Total Met	Total Eligible	
Graduation Target Met											n/a		0	0	
Reason Code ***															
Total													**0**	**0**	

District: Met Federal Limits on Alternative Assessments

Reading
- 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 Met	Total Eligible	Percent
Total			
Overall Total	**15**	**25**	**60**

+ Participation uses ELL (Current), Graduation uses ELL (Ever HS)
*** 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
     b = Four-year Graduation Rate Target of 88.5%   d = Five-year Graduation Rate Target of 91%
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 Standard	137	52	80	*	-	-	-	*	128	8	56	n/a
Total Tests	254	99	147	*	-	-	-	*	242	16	113	111
% at Approaches Grade Level Standard	54%	53%	54%	*	-	-	-	*	53%	50%	50%	n/a
Mathematics												
# at Approaches Grade Level Standard	187	63	120	*	-	-	-	*	177	6	94	n/a
Total Tests	256	101	147	*	-	-	-	*	244	16	113	111
% at Approaches Grade Level Standard	73%	62%	82%	*	-	-	-	*	73%	38%	83%	n/a
Writing												
# at Approaches Grade Level Standard	61	21	37	*	-	-	-	*	56	*	27	n/a
Total Tests	118	43	70	*	-	-	-	*	111	*	56	54
% at Approaches Grade Level Standard	52%	49%	53%	*	-	-	-	*	50%	*	48%	n/a
Science												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Social Studies												
# at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Total Tests	-	-	-	-	-	-	-	-	-	-	-	-
% at Approaches Grade Level Standard	-	-	-	-	-	-	-	-	-	-	-	n/a
Participation Rates												
Reading: 2016-2017 Assessments												
Number Participating	291	109	173	6	*	-	-	*	270	16	n/a	131
Total Students	294	111	173	7	*	-	-	*	273	16	n/a	131
Participation Rate	99%	98%	100%	86%	*	-	-	*	99%	100%	n/a	100%
Mathematics: 2016-2017 Assessments												
Number Participating	293	111	173	6	*	-	-	*	272	16	n/a	131
Total Students	294	111	173	7	*	-	-	*	273	16	n/a	131
Participation Rate	100%	100%	100%	86%	*	-	-	*	100%	100%	n/a	100%

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

*   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 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 Graduation Rate (Gr 9-12): Class of 2016												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2015												
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Class 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	n/a

Mathematics

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 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 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
No   **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 ---------------- | | District | State |
	Number	Percent	Percent	Percent
No Degree	1.0	1.9%	2.3%	1.2%
Bachelors	36.9	71.1%	75.5%	74.5%
Masters	14.0	27.0%	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 low-poverty 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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above 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

Grade	Subject	Student Group	% Below Basic	% At or Above Basic	% At or Above Proficient	% At or Above Advanced
		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	Subject	Student Group	%
Grade 4	Reading	Students with Disabilities	72
		Limited English Proficient	92
	Mathematics	Students with Disabilities	80
		Limited English Proficient	95
Grade 8	Reading	Students with Disabilities	81
		Limited English Proficient	95
	Mathematics	Students with Disabilities	81
		Limited English Proficient	90

Source: TEA Division of Student Assessment