



TEXAS EDUCATOR CERTIFICATION

TEXES | TExMaT | TASC/TASC-ASL

Texas Examinations of Educator Standards™ (TEXES™) Program

Preparation Manual: Supplemental Booklet Superintendent (195)



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Case Study Documents



August 8, 2015

Parents of students attending Sweetville Middle School,

Under the state Public Education Grant (PEG) program, the Texas Education Agency (TEA) is required to notify parents when campuses receive the rating of "Improvement Required." This letter serves as notification that Sweetville Middle School will be placed on the PEG List for the 2015–16 school year for failing to meet the performance targets in mathematics performance.

The PEG program requires the district to notify you of this status and to provide you with the following information. Please be advised that the campus will have the opportunity to appeal this school improvement designation later this fall. However, the requirements described in this letter must be implemented for the entire school year, regardless of the outcome of the appeal.

The parents or guardians of students attending a campus identified for school improvement status have the option to request a transfer of their child to a public school in another district.

The campus will implement specific strategies to address the reason the campus has been identified as requiring improvement. Sweetville Middle School will implement intensive and sustained professional development, including professional learning communities (PLCs) and changes to the master schedule specific to math instruction.

In addition, the district will provide assistance to the campus to address the reasons for identification on the PEG List. Our regional education service center will assist campus staff in analyzing test data through PLCs.

You may become involved in addressing the reasons the campus has been identified for requiring improvement by (1) participating in parent involvement activities that help you learn how to increase your child's achievement level and (2) attending parent-teacher conferences.

Sincerely,

Dr. Bugle

Dr. Bugle
Superintendent

Memorandum

To: All Sweetville ISD Principals
CC: Amos Baker, Director of Curriculum & Development
From: Dr. Bugle, Superintendent
Date: August 3, 2015
Re: Professional Learning Communities (PLCs)

Thank you for your participation in data feedback meetings where we reviewed the reasons for the campus rating. I believe that your continuing work to align your campus plan, budget and staff development with campus needs will move student achievement forward.

While only Sweetville Middle School is listed on the PEG List, we have decided to implement professional learning communities (PLCs) on each campus in keeping with our district mission and vision. Please begin building the foundation of PLCs with your leadership team and site-based decision-making team. We will begin implementing them at the start of the fall semester.

Consider the following building blocks of a professional learning community before you arrive at our first roundtable meeting with your leadership team and department heads:

1. Why do we exist?
2. What do we hope to become?
3. How must we behave in order to make our shared vision a reality?
4. What steps will we take first and when will we begin implementation?

For your reference, an article describing PLCs is attached. Review this with your staff to increase their awareness of PLCs and understanding of how they improve teacher practice.

Professional Learning Communities

EDUCATORS WORK TOGETHER TOWARD A SHARED PURPOSE — IMPROVED STUDENT LEARNING

By Shirley M. Hord

— NSDC’s scholar laureate. Hord has conducted research on educational change and professional learning communities in positions at the university and classroom level and as the former scholar emeritus at SEDL. You can contact her at Shirley.hord@nsdc.org.

We can all agree that the purpose of schools is *student learning*, and that the most significant factor in whether students learn well is *teaching quality*. Further, teaching quality is improved through *continuous professional learning*. The context most supportive of the learning of professionals is the professional learning community (Hord & Hirsh, 2008). Here I define what happens in the professional learning community and what makes such communities possible.

The Learning

First, what is the community learning? “It is vital ... that staff members understand the linkage between learning with students in the classroom and learning with colleagues” (Lambert, 2003, p.21). Members of the community thoughtfully study multiple sources of student data to discover where students are performing well, and thus where staff members can celebrate.

Importantly, the areas that receive the staff’s most meticulous attention are the areas where students do not perform successfully. The staff members prioritize these student learning needs, and define one area to which they give immediate attention. The staff collectively takes responsibility to learn new content, strategies or approaches to increase its effectiveness in teaching to these problem areas. Learning is not an add-on to the role of the professional. It is a habitual

activity where the group learns how to learn together continuously.

Here is a small example: In my first fieldwork assignment in 1986 for the Southwest Educational Development Laboratory, I supported the school improvement efforts of an 18-member faculty of a small rural school. As we studied and interpreted item analysis data, the young science teacher leaped to his feet and loudly proclaimed, “They didn’t get it.” After a long pause, he added, “Next time, I will have to learn how to teach that differently.” This young teacher got it! And he got it through examining data in concert with his peers.

The Community

There is a second aspect in working to define a community of professional learners: the community itself. “The term ‘community’ has almost come to mean any gathering of people in a social setting. But real communities ask more of us. ... They assume a focus on a shared purpose, mutual regard and caring and an insistence on integrity and truthfulness. To elevate our work in schools to the level required by a true community, we must direct our energies and attention toward something greater than ourselves” (Lambert, 2003, p. 4).

The most common teaching/learning pattern for adults and children today emphasizes individual learner work flowing from an instructor’s lecture. This teacher-centered style, where the teacher pontificates about a topic or skill, is followed by directions from the teacher for the adult learner’s assigned application task. Changing this teaching/learning process from instructor-centered to learner-centered (whether for children or adults) constitutes a fundamental change.

The professional learning community models the self-initiating learner working in concert with peers. This is a constructivist view of the learning process (Brooks & Brooks, 1993). As Lambert notes, “Professional development designs that attend to both teacher and student learning might use what I refer to as the ‘reciprocal processes of constructive

learning.’ By this, I mean learning that is mutual and interactive, thereby investing in the growth of all participants” (2003, p. 22). Constructivism recognizes learning as the process of making sense of information and experiences. Learning constructively requires an environment in which learners work collegially and is situated in authentic activities and context. Burns, Menchaca and Dimock (2001) identified six principles as important to constructivist learning theory:

1. Learners bring unique prior knowledge, experience and beliefs to a learning situation.
2. Knowledge is constructed uniquely and individually, in multiple ways, through a variety of authentic tools, resources, experiences and contexts.
3. Learning is both an active and a reflective process.
4. Learning is a developmental process of accommodation, assimilation or rejection to construct new conceptual structures, meaningful representations or new mental models.
5. Social interaction introduces multiple perspectives through reflection, collaboration, negotiation and shared meaning.
6. Learning is internally controlled and mediated by the learner.

These six principles of constructivism are closely connected to the concepts and dimensions of the professional learning community.

Professional Learning Community’s Relationship to Constructivism

The professional learning community is defined by what the words state:

- **Community:** Individuals coming together in a group in order to interact in meaningful activities to learn deeply with colleagues about an identified topic, to develop shared meaning and identify shared purposes related to the topic.
- **Professionals:** Those individuals who are responsible and accountable for delivering an effective instructional program to students so that they each learn well. Professionals show up with

a passionate commitment to their own learning and that of students, and share responsibility to this purpose.

- **Learning:** The activity in which professionals engage in order to enhance their knowledge and skills.

The professional learning community encourages constructivism by providing the setting and the working relationships demanded of constructivist learning. Six research-based dimensions of professional learning communities are:

- Shared beliefs, values and a vision of what the school should be;
- Shared and supportive leadership where power, authority and decision-making are distributed across the community;
- Supportive structural conditions, such as time, place and resources;
- Supportive relational conditions that include respect and caring among the community, with trust as an imperative;
- Collective learning, intentionally determined, to address student needs and the increased effectiveness of the professionals; and
- Peers sharing their practice to gain feedback, and thus individual and organizational improvement.

The professional learning community, whose purpose is the learning of the community’s members, models constructivist learning. When the community operates according to the research base on professional community learning, this learner-centered environment for educators results in important outcomes for teachers and administrators and significant achievement for their students.

Conditions for Success

What does a community of professionals need to implement constructivist learning?

Community membership. First consider the community members. Two ways to organize the professional community’s work are of particular interest. One is the regular weekly (or more frequent) meetings of the grade-level or academic subject-matter teams. In these small

groups, members focus on their student's needs, their curriculum and instructional practices that appropriately address their students. The team's learning focuses directly on these students. A parallel structure is the whole staff meeting at least monthly, more often if possible, to study school data, define goals and determine what learning they need to achieve these goals. They must also decide how to go about their learning. They share and discuss their team-group learning. This structure provides common purpose for the school.

Leadership. The principal's role is important in launching the communities' meetings. Defining the purpose for these gatherings is vital, and the principal's leadership in supporting and leading collaborative dialogue about students' needs and how staff's learning can contribute to student learning is key to the effort.

Time for learning. Also important is the principal's role in soliciting teacher's cooperation in finding or creating time for meetings. In one possible model, the district office creates a schedule where all schools' instructional day would be extended by 15 to 20 minutes four days a week and adjourned after lunch one day week. With this model, the district maintains student instructional time and average daily attendance but dismisses students early on one day. The staff is free of any obligations other than to meet and learn together. Schools and districts have found other ways to access time. However, advice from the book *Eat, Pray, Love* playfully but accurately that "time — when pursued like a bandit — will behave like one" (Gilbert, 2006). Helping parents and other members of the school community understand the need to adjust the school schedule to enable educator learning is another task for the principal and teachers.

Space for learning. Principals must identify space that can accommodate the entire faculty. One principal rotated the meetings around to every teacher's classroom. Not only did this provide space, but teachers of all grade levels and subjects gained insight into their fellow teachers' work. The visitors noted evidence of their colleagues' teaching practices and artifacts of student learning.

Data use support. Reviewing, studying and interpreting data is the foundation of professional learning communities. Someone must be responsible for organizing the various sources of data in formats that are user-friendly. This can be a formidable job for smaller districts and schools with limited personnel. Eventually, all teachers should learn how to do this task so that they have ready access to current data.

Distributed leadership. Of equal importance to guiding a professional learning community is the principal's willingness to share power and authority. As the staff learns to use appropriate conversation modes, select the best decision-making model for their needs, and engage in conflict resolution, the principal removes himself or herself as the "sage on stage" to become the "guide on the side," working in democratic participation with the staff.

The Vision Becomes Reality

Staff members, with their school leaders, are using data to make decisions about what to learn, how to learn it, how to transfer and apply it to their classrooms, and how to assess its effectiveness. In doing so, professional learning community members operate as constructivist learners, making collegial decisions and planning self-generated learning. In addition to acting constructively in their learning, they demonstrate professional behavior — consistently increasing their effectiveness through continuous learning.

References:

- Brooks, J. G. and Brooks, M. G. (1993). *In search of understanding: The case for constructivist classrooms*. Alexandria, Va.: ASCD.
- Burns, M., Menchaca, M., and Dimock, V. (2001). *Applying technology to restructuring and learning*. Paper presented at the 2002 Computer Supported Collaborative Learning (CSCL) Conference, Pedagogy Track: Teachers and CSCL, Boulder, Colo.
- Gilbert, E. (2006). *Eat, Pray, Love: One woman's search for everything across Italy, India, and Indonesia*. New York: Viking.
- Hord, S. M and Hirsh, S. A. (2008). *Making the promise a reality*. Blankstein, A. M., Houston, P. D., and Cole. R. W. (Eds.). *Sustaining professional learning communities*. Thousand Oaks, Calif.: Corwin Press.
- Lambert, L. (2003). *Leadership capacity for lasting school improvement*. Alexandria, Va.: ASCD
- Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, Mass.: Harvard University Press.

Employee Complaint Form – Level I

Name: Susan Martin

Address: 123 South First Street, Sweetville

Position/Department/Campus: Middle School Chairperson/Teacher/Sweetville MS

If you will be represented by another person, please identify the person representing you:

Name: _____ Telephone: _____

Please describe the decision or circumstances causing your complaint:

Ms. Akon, the principal of Sweetville MS, has decided to hire teachers with little or no experience for planning for PLC implementation and staff development. This act is clearly age discrimination since the newer teachers are all younger and do not require a daily rate of pay that is equal to that of the more experienced teachers on the campus. This attempt to save money has resulted in ageism and is clearly a violation of board policy.

What was the date of the decision or circumstances causing your complaint?

August 22, 2015

Please explain how you have been harmed by this decision or circumstance:

Not only have I been made to feel useless due to my age, I have also been denied pay for services that I am entitled to as a chairperson. I should sit on the committee for the PLC planning and for curriculum writing over the summer months and into the school year. The logical choice for the aforementioned events is a group of both experienced and new teachers in order to get a wide range of input and perspective.

Please describe and efforts you have made to resolve your complaint informally and the responses to your efforts:

I called the principal and director of curriculum to voice my concerns about the possible hiring of younger teachers in an effort to save money. I discussed this with them and asked to be placed on the PLC planning committee, but was told that the committee was already formed. Neither gave me an answer that was satisfactory.

With whom did you communicate?

Principal of Sweetville Middle School; Director for Curriculum for Sweetville ISD

On what date? August 22, 2015

Please describe the outcome or remedy you seek for this complaint:

I would like to be placed on the PLC planning committee and be compensated at my current daily rate of pay for the work I do while on the committee.

Employee signature: Susan Martin

Date of filing: August 25, 2015

Please note: A complaint form that is incomplete in any material way may be dismissed, but may be refiled with all the required information if the refiled is within the designated time for filing a complaint. Attach to this form any documents you believe will support the complaint; if unavailable when you submit this form, they may be presented no later than the Level I conference. Please keep a copy of the completed form and any supporting documentation for your records.

Response to Level I Complaint

August 28, 2015

Dear Ms. Martin of 123 South First St., Sweetville:

Having considered the complaints we discussed in our Level I conference on August 27, I have decided on the following remedies to your complaint:

- Teachers have been hired to serve on the PLC committee without regard to their years of experience or salary.

For your other concerns, I am unable to provide the remedy you seek.

- The planning committee for PLCs have already been formed and the members are meeting to plan for the coming year. I was unaware of your desire to serve on the committee until I received your Level I complaint. I took requests from any teacher interested in serving on the committee via email for a two-week period in August. I did not receive a request from you. I sent a reminder email two days before the deadline. Request denied.

Ms. Akon

Ms. Akon
Principal

Level II Appeal Notice

To appeal a Level I decision or the lack of timely response after a Level I conference, please fill out this form completely and submit it by hand delivery, fax or US mail to the Assistant Superintendent within the time established in DGBA (Local). Appeals will be heard in accordance with DGBA (Legal) and (Local) or any exceptions outlined therein.

Name: Susan Martin

Address: 123 South First Street, Sweetville

Position/Department/Campus: Middle School Chairperson/Teacher/ Sweetville MS

If you will be represented by another person, please identify the person representing you:

Name: _____ Telephone: _____

To whom did you present your complaint at Level I?

Ms. Akon, Principal of Sweetville Middle School

Date of conference: August 27, 2015

Date you received a response to the Level I conference: August 27, 2015

Please explain specifically how you disagree with the outcome at Level I:

The committee has met only one time to plan for implementation of PLCs and the principal was well aware of my desire to be on the committee and to write curriculum this summer. She claims she had no knowledge of my desire to serve on the PLC planning committee until she received my complaint. This is untrue.

Attach a copy of the original complaint and any documentation submitted at Level I.
Attach a copy of the Level I response being appealed, if applicable.

Employee signature: *Susan Martin* _____

Date of filing: August 30, 2015

Complainant, please note: To appeal this response, you must file a written notice of appeal with the associate superintendent within the time limits set in DBGA (Local).

PERSONNEL-MANAGEMENT RELATIONS
EMPLOYEE COMPLAINTS/GRIEVANCES

DGBA
(LOCAL)

GUIDING PRINCIPLES	The Board encourages employees to discuss their concerns and complaints through informal conferences with their supervisor, principal or other appropriate administrator.
INFORMAL PROCESS	Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.
DIRECT COMMUNICATION WITH BOARD MEMBERS	Employees shall not be prohibited from communicating with a member of the Board regarding District operations except when communication between an employee and a Board member would be inappropriate because of a pending hearing or appeal related to the employee.
FORMAL PROCESS	<p>If an informal conference regarding a complaint fails to reach the outcome requested by the employee, he or she may initiate the formal process described below by timely filing a written complaint form.</p> <p>Even after initiating the formal complaint process, employees are encouraged to seek informal resolution of their concerns. Mediation is available upon request. An employee whose concerns are resolved may withdraw a formal complaint at any time.</p> <p>The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.</p>
NOTICE TO EMPLOYEES	The District shall inform employees of this policy.
FREEDOM FROM RETALIATION	Neither the Board nor any District employee shall unlawfully retaliate against an employee for bringing a concern or complaint.
WHISTLEBLOWER COMPLAINTS	Whistleblower complaints shall be filed within the time specified by law and may be made to the Superintendent or designee beginning at Level III. Time lines for the employee and the District set out in this policy may be shortened to allow the Board to make a final decision within 60 calendar days of the initiation of the complaint. [See DG]
COMPLAINTS AGAINST SUPERVISORS	Complaints alleging a violation of law by a supervisor may be made to the next level supervisor. Complaints alleging a violation of law by the Superintendent may be made directly to the Board or designee.
CONSOLIDATING COMPLAINTS	<p>Complaints arising out of an event or a series of related events shall be addressed in one complaint. Employees shall not bring separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.</p> <p>When two or more complaints are sufficiently similar in nature and remedy sought to permit their resolution through one proceeding, the District may consolidate the complaints.</p>
JURISDICTIONAL REFERRAL	<p>Grievances shall be processed in accordance with provisions below, except when:</p> <ol style="list-style-type: none"> 1. A group of employees without a common principal or immediate supervisor presents a grievance; or 2. The subject of the grievance is not within the jurisdiction of the principal or immediate supervisor; or 3. Both parties mutually agree to expedite the process for purposes of acting in a timely manner to resolve the complaints of the grievants. <p>In such cases, the principal or immediate supervisor shall refer the grievance to the executive director of human resources within three days of receipt of the grievance and shall reply to the grievants stating that the grievance has been referred to the executive director of human resources, who shall then take one of the following actions:</p>

	<ol style="list-style-type: none"> 1. Hold a conference with the employee within ten days; or 2. Refer the grievance within three days to the superintendent, who will hold a conference with the employee within ten days of receipt of the referral.
LEVEL I	<p>Complaint forms must be filed:</p> <ol style="list-style-type: none"> 1. Within 15 days of the date the employee first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and 2. With the lowest level administrator who has the authority to remedy the alleged problem. <p>In most circumstances, employees on a school campus shall file Level I complaints with the campus principal; other District employees shall file Level I complaints with their immediate supervisor.</p> <p>If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level III following the procedure, including deadlines, for filing the complaint form at Level I.</p> <p>If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forwards the complaint form to the appropriate administrator.</p> <p>The appropriate administrator shall investigate as necessary and hold a conference with the employee within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.</p> <p>The administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level I conference and any other relevant documents or information the administrator believes will help resolve the complaint.</p>
LEVEL II	<p>If the employee did not receive the relief requested at Level I or if the time for a response has expired, the employee may request a conference with the appropriate associate/assistant superintendent or with that person's designee, who must be an administrator in a supervisory relationship to the Level I respondent, to appeal the Level I decision.</p> <p>The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level I response or, if no response was received, within ten days of the Level I response deadline.</p> <p>After receiving notice of the appeal, the Level I administrator shall prepare and forward a record of the Level I complaint to the Level II administrator. The employee may request a copy of the Level I record.</p> <p>The Level I record shall include:</p> <ol style="list-style-type: none"> 1. The original complaint form and any attachments. 2. All other documents submitted by the employee at Level I. 3. The written response issued at Level I and any attachments. 4. All other documents relied upon by the Level I administrator in reaching the Level I decision. <p>The Level II administrator or designee shall hold a conference within ten days after the written request is filed. The conference shall be limited to the issues presented by the employee at Level I and identified in the Level II written request. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level I decision. The Level II administrator or designee may set reasonable time limits for the conference.</p> <p>The Level II administrator shall provide the employee a written response within ten days following the conference. The written response shall set forth the basis of the decision</p>
LEVEL III	<p>If the employee did not receive the relief requested at Level II or if the time for a response has expired, the employee may request a conference with the Superintendent or designee to appeal the Level II decision.</p>

	<p>The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level II response or, if no response was received, within ten days of the Level II response deadline.</p> <p>After receiving notice of the appeal, the Level II administrator shall prepare and forward a record of the Level II complaint to the Level III administrator. The employee may request a copy of the Level II record. The Level II record shall include:</p> <ol style="list-style-type: none"> 1. The Level I record. 2. The written response issued at Level II and any attachments. 3. All other documents relied upon by the Level II administrator in reaching the Level II decision. <p>The Level III administrator shall hold a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues presented by the employee at Level I and identified in the Level III appeal notice. At the conference, the employee may provide information concerning any documents or information relied upon by the administration for the Level II decision. The Level III administrator may set reasonable time limits for the conference.</p> <p>The Level III administrator shall provide the employee a written response within ten days following the conference.</p>
LEVEL IV	<p>If the employee did not receive the relief requested at Level III or if the time for a response has expired, the employee may appeal the decision to the Board.</p> <p>The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level III response or, if no response was received, within ten days of the Level III response deadline.</p> <p>The Superintendent or designee shall inform the employee of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.</p> <p>The Superintendent or designee shall provide the Board the record of the Level III complaint. The employee may request a copy of the Level III record.</p> <p>The Level III record shall include:</p> <ol style="list-style-type: none"> 1. The Level I record. 2. The Level II record. 3. The written response issued at Level III and any attachments. 4. All other documents relied upon by the administration in reaching the Level III decision. <p>The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE] This policy shall be effective as of the adoption date, January 25, 2015.</p>

TAPR Section

2013-14 Texas Academic Performance Report

District Name: **DAVIS ISD**

Campus Name: **WESTBURY ELEMENTARY**

Campus Number: **123456222**

2014 Accountability Rating: **Met Standard**

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Top 25 Percent: Student Progress

Top 25 Percent: Closing Performance Gaps

Postsecondary Readiness

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District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 764
 Grade Span: KG - 06
 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	2014	76%	90%	99%	*	100%	98%	-	100%	-	100%	100%	*	*
	2013	81%	91%	98%	-	96%	98%	*	100%	-	*	*	*	*
Mathematics	2014	71%	86%	97%	*	96%	97%	-	100%	-	100%	67%	*	*
	2013	70%	84%	95%	-	89%	98%	*	100%	-	*	*	*	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2014	74%	86%	99%	-	100%	98%	*	100%	-	*	*	*	*
	2013	72%	86%	96%	*	100%	97%	-	*	-	-	83%	*	*
Mathematics	2014	71%	88%	99%	-	100%	98%	*	100%	-	*	*	*	*
	2013	69%	89%	100%	*	100%	100%	-	*	-	-	100%	*	*
Writing	2014	73%	84%	95%	-	93%	98%	*	100%	-	*	*	*	*
	2013	70%	82%	98%	*	94%	98%	-	*	-	-	100%	*	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2014	86%	95%	99%	*	100%	100%	*	100%	-	*	83%	100%	100%
	2013	87%	95%	99%	*	100%	97%	-	*	-	*	*	*	100%
Mathematics	2014	88%	98%	100%	*	100%	100%	*	100%	-	*	100%	100%	100%
	2013	88%	97%	100%	*	100%	100%	-	*	-	*	*	100%	100%
Science	2014	74%	89%	98%	*	100%	100%	*	100%	-	*	83%	*	100%
	2013	73%	87%	97%	*	96%	97%	-	*	-	*	*	*	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 6														
Reading	2014	78%	94%	100%	*	100%	100%	-	*	-	*	*	100%	100%
	2013	72%	89%	98%	*	100%	100%	*	100%	-	-	*	*	*
Mathematics	2014	79%	95%	100%	*	100%	100%	-	*	-	*	*	100%	100%
	2013	74%	92%	100%	*	100%	100%	*	100%	-	-	*	*	*

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 764
 Grade Span: KG - 06
 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														
All Grades														
All Subjects	2014	77%	90%	98%	92%	99%	99%	100%	100%	-	89%	85%	94%	100%
	2013	77%	88%	98%	82%	97%	98%	*	100%	-	100%	80%	92%	94%
Reading	2014	76%	90%	99%	100%	100%	99%	*	100%	-	91%	91%	100%	100%
	2013	80%	90%	98%	*	99%	98%	*	100%	-	*	75%	93%	100%
Mathematics	2014	78%	92%	99%	100%	99%	98%	*	100%	-	100%	82%	93%	100%
	2013	79%	92%	99%	*	97%	99%	*	100%	-	*	81%	100%	100%
Writing	2014	72%	84%	95%	-	93%	98%	*	100%	-	*	*	*	*
	2013	63%	73%	98%	*	94%	98%	-	*	-	-	100%	*	*
Science	2014	78%	90%	98%	*	100%	100%	*	100%	-	*	83%	*	100%
	2013	82%	92%	97%	*	96%	97%	-	*	-	*	*	*	*
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2014	41%	62%	84%	*	83%	83%	*	95%	-	70%	29%	64%	78%
Reading	2014	45%	63%	86%	*	87%	86%	*	95%	-	50%	47%	64%	78%
Mathematics	2014	39%	64%	88%	*	90%	87%	*	95%	-	80%	35%	71%	88%
Writing	2014	35%	48%	74%	-	57%	88%	*	*	-	*	*	*	*
Science	2014	43%	60%	78%	*	90%	77%	*	*	-	*	*	*	*
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2014	15%	26%	54%	50%	54%	53%	*	74%	-	33%	13%	41%	60%
Reading	2014	15%	26%	57%	*	55%	56%	*	75%	-	*	*	43%	50%
Mathematics	2014	17%	34%	65%	*	66%	64%	*	83%	-	*	*	57%	71%

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 764
 Grade Span: KG - 06
 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														
Writing	2014	8%	10%	19%	-	17%	14%	*	*	-	*	*	*	*
Science	2014	14%	20%	34%	*	41%	31%	*	*	-	*	*	*	83%
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2014	61%	65%	79%	*	82%	79%	*	76%	-	*	85%	*	86%
	2013	62%	66%	85%	*	90%	83%	*	92%	-	*	63%	n/a	-
Mathematics	2014	60%	71%	88%	*	87%	89%	*	100%	-	*	*	85%	88%
	2013	59%	70%	91%	*	90%	93%	*	83%	-	*	88%	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2014	17%	19%	31%	*	30%	31%	*	47%	-	*	38%	*	40%
	2013	15%	18%	35%	*	34%	33%	*	42%	-	*	0%	n/a	-
Mathematics	2014	18%	25%	52%	*	49%	53%	*	53%	-	*	*	62%	62%
	2013	16%	23%	63%	*	64%	65%	*	58%	-	*	38%	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2014	45%	59%	*	*	*	*	-	-	-	-	*	*	-
	2013	43%	50%	*	-	-	*	-	-	-	-	*	*	-
Mathematics	2014	46%	67%	*	-	*	*	-	-	-	*	*	-	*
	2013	46%	62%	100%	-	*	*	-	-	-	-	*	-	-

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 764
 Grade Span: KG - 06
 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													
2014	77%	90%	97%	*	100%	98%	*	100%	-	*	*	83%	100%
Students Requiring Accelerated Instruction													
2014	23%	10%	*	*	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard													
2014	86%	95%	99%	*	100%	100%	*	100%	-	*	*	100%	100%
Grade 5 Mathematics													
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration													
2014	79%	96%	98%	*	97%	100%	*	100%	-	*	*	100%	93%
Students Requiring Accelerated Instruction													
2014	21%	4%	*	*	*	*	*	*	-	*	*	*	*
STAAR Cumulative Met Standard													
2014	88%	98%	100%	*	100%	100%	*	100%	-	*	*	100%	100%

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 764
 Grade Span: KG - 06
 (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	2014	77%	90%	98%	-	-	-	-	-	100%	100%	-	*	100%	100%
	2013	77%	88%	98%	-	-	-	-	-	94%	94%	-	*	94%	94%
Reading	2014	76%	90%	99%	-	-	-	-	-	100%	100%	-	*	100%	100%
	2013	80%	90%	98%	-	-	-	-	-	100%	100%	-	*	100%	100%
Mathematics	2014	78%	92%	99%	-	-	-	-	-	100%	100%	-	*	100%	100%
	2013	79%	92%	99%	-	-	-	-	-	100%	100%	-	*	100%	100%
Writing	2014	72%	84%	95%	-	-	-	-	-	*	*	-	-	*	*
	2013	63%	73%	98%	-	-	-	-	-	*	*	-	-	*	*
Science	2014	78%	90%	98%	-	-	-	-	-	100%	100%	-	-	100%	100%
	2013	82%	92%	97%	-	-	-	-	-	*	*	-	*	*	*
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2014	41%	62%	84%	-	-	-	-	-	75%	75%	-	*	75%	78%
Reading	2014	45%	63%	86%	-	-	-	-	-	75%	75%	-	*	75%	78%
Mathematics	2014	39%	64%	88%	-	-	-	-	-	86%	86%	-	*	86%	88%
Writing	2014	35%	48%	74%	-	-	-	-	-	*	*	-	-	*	*
Science	2014	43%	60%	78%	-	-	-	-	-	*	*	-	-	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2014	15%	26%	54%	-	-	-	-	-	66%	66%	-	*	66%	60%
Reading	2014	15%	26%	57%	-	-	-	-	-	56%	56%	-	*	56%	50%
Mathematics	2014	17%	34%	65%	-	-	-	-	-	80%	80%	-	*	80%	71%
Writing	2014	8%	10%	19%	-	-	-	-	-	*	*	-	-	*	*

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 764
 Grade Span: KG - 06
 (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															
Science	2014	14%	20%	34%	-	-	-	-	-	83%	83%	-	-	83%	83%
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2014	61%	65%	79%	-	-	-	-	-	86%	86%	-	*	86%	86%
Mathematics	2014	60%	71%	88%	-	-	-	-	-	88%	88%	-	*	88%	88%
STAAR Percent Exceeded Progress															
All Grades															
Reading	2014	17%	19%	31%	-	-	-	-	-	39%	39%	-	*	39%	40%
Mathematics	2014	18%	25%	52%	-	-	-	-	-	63%	63%	-	*	63%	62%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2014	45%	59%	*	-	-	-	-	-	-	-	-	-	-	-
	2013	43%	50%	*	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2014	46%	67%	*	-	-	-	-	-	*	*	-	-	*	*
	2013	46%	62%	100%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	99%	100%	100%	-	100%	100%	95%	100%
Included in Accountability	93%	94%	82%	100%	62%	98%	100%	85%	-	100%	81%	79%	20%
Not Included in Accountability													
Mobile	4%	4%	1%	0%	0%	1%	0%	4%	-	0%	4%	0%	3%
Other Exclusions	2%	2%	16%	0%	37%	0%	0%	11%	-	0%	15%	16%	77%
Not Tested	1%	0%	0%	0%	0%	1%	0%	0%	-	0%	0%	5%	0%
Absent	1%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	5%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	92%	93%	81%	100%	62%	97%	*	78%	-	100%	93%	100%	20%
Not Included in Accountability													
Mobile	4%	4%	3%	0%	4%	2%	*	6%	-	0%	7%	0%	5%
Other Exclusions	3%	2%	15%	0%	34%	0%	*	16%	-	0%	0%	0%	75%
Not Tested	1%	1%	0%	0%	0%	0%	*	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: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

Total Students: 764
 Grade Span: KG - 06
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Economically Disadv	ELL
Attendance Rate													
2012-13	95.8%	96.4%	96.9%	97.2%	96.6%	97.0%	*	97.6%	-	97.0%	96.9%	96.2%	96.6%
2011-12	95.9%	96.4%	97.4%	98.4%	97.5%	97.2%	98.0%	97.7%	-	97.2%	97.7%	97.3%	97.3%

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 764
 Grade Span: KG - 06
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	764	100.0%	12,444	5,135,880
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	0	0.0%	1.5%	4.4%
Kindergarten	107	14.0%	7.7%	7.6%
Grade 1	105	13.7%	8.5%	8.0%
Grade 2	124	16.2%	8.2%	7.7%
Grade 3	123	16.1%	7.9%	7.6%
Grade 4	106	13.9%	8.2%	7.5%
Grade 5	106	13.9%	7.9%	7.5%
Grade 6	93	12.2%	8.0%	7.3%
Grade 7	0	0.0%	7.3%	7.5%
Grade 8	0	0.0%	7.7%	7.4%
Grade 9	0	0.0%	7.3%	7.9%
Grade 10	0	0.0%	6.9%	7.1%
Grade 11	0	0.0%	6.3%	6.4%
Grade 12	0	0.0%	6.2%	5.9%
Ethnic Distribution:				
African American	7	0.9%	4.7%	12.7%
Hispanic	295	38.6%	29.2%	51.8%
White	392	51.3%	57.3%	29.4%
American Indian	2	0.3%	0.3%	0.4%
Asian	45	5.9%	5.4%	3.7%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	23	3.0%	3.0%	1.9%
Economically Disadvantaged	28	3.7%	23.6%	60.2%
Non-Educationally Disadvantaged	736	96.3%	76.4%	39.8%
English Language Learners (ELL)	157	20.5%	11.3%	17.5%
Students w/ Disciplinary Placements (2012-2013)	0	0.0%	1.0%	1.6%
At-Risk	202	26.4%	34.8%	49.9%
Mobility (2012-2013)	64	10.1%	10.2%	17.1%

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 764
 Grade Span: KG - 06
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.2%	1.5%	2.0%	0.0%	9.1%	8.9%
Grade 1	0.0%	3.2%	4.4%	0.0%	7.1%	8.3%
Grade 2	2.9%	2.3%	2.9%	0.0%	2.3%	4.0%
Grade 3	0.0%	1.9%	2.2%	0.0%	1.1%	1.8%
Grade 4	0.0%	1.4%	1.3%	0.0%	3.3%	1.0%
Grade 5	2.3%	0.6%	1.5%	0.0%	0.0%	1.2%
Grade 6	0.0%	0.6%	0.8%	0.0%	0.0%	1.0%
Grade 7	-	0.4%	1.0%	-	0.0%	1.1%
Grade 8	-	0.4%	1.1%	-	0.0%	1.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.4	19.9	19.4
Grade 1	20.9	19.8	19.5
Grade 2	19.9	19.4	19.3
Grade 3	24.7	22.1	19.3
Grade 4	19.4	21.2	19.3
Grade 5	25.3	22.9	21.2
Grade 6	29.2	24.7	20.6
Secondary:			
English/Language Arts	-	21.0	17.4
Foreign Languages	-	19.8	18.9
Mathematics	-	23.0	18.1
Science	-	23.3	19.1
Social Studies	-	24.7	19.6

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 764
 Grade Span: KG - 06
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	57.0	100.0%	100.0%	100.0%
Professional Staff:	51.3	90.0%	58.9%	64.2%
Teachers	45.1	79.1%	46.6%	51.0%
Professional Support	4.2	7.4%	8.7%	9.3%
Campus Administration (School Leadership)	2.0	3.5%	2.6%	2.9%
Educational Aides:	5.7	10.0%	9.3%	9.4%
Total Minority Staff:	2.9	5.1%	20.8%	45.7%
Teachers by Ethnicity and Sex:				
African American	0.0	0.1%	2.3%	9.6%
Hispanic	1.0	2.2%	9.5%	25.2%
White	43.1	95.5%	86.2%	62.3%
American Indian	1.0	2.2%	0.3%	0.4%
Asian	0.0	0.0%	0.5%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	0.6	1.3%	16.9%	23.3%
Females	44.5	98.7%	83.1%	76.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.5%	3.7%	8.3%
1-5 Years Experience	9.5	21.0%	24.9%	25.3%
6-10 Years Experience	13.9	30.9%	24.1%	22.8%
11-20 Years Experience	13.3	29.5%	30.8%	27.0%
Over 20 Years Experience	6.4	14.1%	16.4%	16.5%
Number of Students per Teacher	16.9	n/a	16.4	15.4

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 764
 Grade Span: KG - 06
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	10.6	11.5	11.2
Average Years Experience of Teachers with District:	4.2	6.3	7.6
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,369	\$46,055	\$43,480
1-5 Years Experience	\$49,645	\$49,570	\$45,379
6-10 Years Experience	\$51,337	\$51,742	\$47,855
11-20 Years Experience	\$53,766	\$53,963	\$51,493
Over 20 Years Experience	\$60,590	\$60,640	\$59,032
Average Actual Salaries (regular duties only):			
Teachers	\$52,869	\$53,135	\$49,692
Professional Support	\$53,309	\$62,076	\$58,551
Campus Administration (School Leadership)	\$80,636	\$80,354	\$72,764
Instructional Staff Percent:	n/a	59.5%	64.4%
Contracted Instructional Staff (not incl. above):	0.4	4.2	1,984.1

District Name: DAVIS ISD
 Campus Name: WESTBURY ELEMENTARY
 Campus Number: 123456222

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

Total Students: 764
 Grade Span: KG - 06
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	151	19.8%	11.0%	17.1%
Career & Technical Education	0	0.0%	25.6%	22.2%
Gifted & Talented Education	61	8.0%	8.2%	7.6%
Special Education	43	5.6%	7.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	2.0%	6.3%	5.8%
Career & Technical Education	0.0	0.0%	3.6%	4.2%
Compensatory Education	0.3	0.6%	0.8%	3.0%
Gifted & Talented Education	0.4	0.8%	0.9%	1.9%
Regular Education	41.1	91.2%	74.7%	72.7%
Special Education	2.5	5.4%	7.0%	9.1%
Other	0.0	0.0%	6.6%	3.3%

Link to:
 PEIMS Financial Standard Reports/
 2012-2013 Financial Actual Report

*** Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.
 '?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 ** Indicates 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.

2013–14

Texas Academic Performance Report

District Name: **DAVIS ISD**

Campus Name: **ROCKFORT ELEMENTARY**

Campus Number: **123456111**

2014 Accountability Rating: **Met Standard**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04

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	2014	76%	90%	76%	90%	53%	85%	-	*	-	91%	63%	68%	41%
	2013	81%	91%	77%	*	73%	85%	*	-	-	-	*	76%	*
Mathematics	2014	71%	86%	62%	*	56%	70%	-	*	-	55%	*	53%	41%
	2013	70%	84%	51%	*	36%	64%	*	-	-	-	*	49%	*
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2014	74%	86%	73%	*	72%	80%	-	-	-	*	50%	70%	73%
	2013	72%	86%	72%	*	67%	80%	*	*	-	*	60%	67%	65%
Mathematics	2014	71%	88%	71%	*	71%	80%	-	-	-	*	38%	69%	79%
	2013	69%	89%	74%	50%	67%	81%	*	*	-	*	40%	69%	74%
Writing	2014	73%	84%	79%	*	84%	84%	-	-	-	*	50%	75%	80%
	2013	70%	82%	63%	50%	60%	67%	*	*	-	*	45%	55%	65%
STAAR Percent at Phase-in Satisfactory Standard or Above														
All Grades														
All Subjects	2014	77%	90%	72%	48%	67%	80%	-	*	-	58%	49%	67%	62%
	2013	77%	88%	68%	35%	62%	75%	*	100%	-	75%	46%	63%	64%
Reading	2014	76%	90%	75%	67%	62%	83%	-	*	-	79%	55%	69%	56%
	2013	80%	90%	74%	38%	69%	82%	*	*	-	*	57%	71%	60%
Mathematics	2014	78%	92%	66%	33%	63%	75%	-	*	-	43%	43%	61%	58%
	2013	79%	92%	64%	24%	56%	73%	*	*	-	*	36%	60%	67%
Writing	2014	72%	84%	79%	*	84%	84%	-	-	-	*	50%	75%	80%
	2013	63%	73%	63%	50%	60%	67%	*	*	-	*	45%	55%	65%
STAAR Percent at Postsecondary Readiness Standard														
All Grades														
Two or More Subjects	2014	41%	62%	29%	*	27%	33%	-	-	-	*	*	25%	25%
Reading	2014	45%	63%	39%	*	36%	45%	-	-	-	36%	*	34%	19%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 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 Postsecondary Readiness Standard														
All Grades														
Mathematics	2014	39%	64%	30%	*	24%	36%	-	-	-	*	*	24%	*
Writing	2014	35%	48%	33%	*	42%	33%	-	-	-	*	*	36%	57%
STAAR Percent at Advanced Standard														
All Grades														
All Subjects	2014	15%	26%	14%	*	17%	16%	-	*	-	*	*	11%	22%
Reading	2014	15%	26%	18%	*	20%	21%	-	*	-	*	*	13%	16%
Mathematics	2014	17%	34%	14%	*	12%	17%	-	*	-	*	*	10%	26%
Writing	2014	8%	10%	7%	*	19%	*	-	-	-	*	*	8%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2014	61%	65%	57%	*	62%	58%	-	*	-	*	*	52%	53%
	2013	62%	66%	60%	*	57%	67%	*	*	-	*	67%	n/a	50%
Mathematics	2014	60%	71%	68%	*	65%	63%	-	*	-	*	*	68%	63%
	2013	59%	70%	60%	*	59%	60%	*	*	-	*	*	n/a	-
STAAR Percent Exceeded Progress														
All Grades														
Reading	2014	17%	19%	22%	*	26%	19%	-	*	-	*	*	22%	26%
	2013	15%	18%	21%	*	9%	31%	*	*	-	*	56%	n/a	0%
Mathematics	2014	18%	25%	34%	*	33%	37%	-	*	-	*	*	34%	34%
	2013	16%	23%	32%	*	24%	31%	*	*	-	*	*	n/a	-
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2014	45%	59%	36%	*	*	56%	-	-	-	*	*	29%	*
	2013	43%	50%	22%	*	25%	27%	*	-	-	-	20%	20%	20%
Mathematics	2014	46%	67%	49%	*	53%	65%	-	-	-	*	*	50%	*
	2013	46%	62%	33%	43%	25%	36%	*	-	-	*	9%	35%	43%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 (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	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	2014	77%	90%	72%	62%	-	-	-	62%	60%	60%	-	-	62%	62%
	2013	77%	88%	68%	68%	-	-	-	68%	50%	50%	*	-	64%	64%
Reading	2014	76%	90%	75%	62%	-	-	-	62%	*	*	-	-	56%	56%
	2013	80%	90%	74%	61%	-	-	-	61%	*	*	*	-	60%	60%
Mathematics	2014	78%	92%	66%	48%	-	-	-	48%	100%	100%	-	-	58%	58%
	2013	79%	92%	64%	74%	-	-	-	74%	*	*	*	-	67%	67%
Writing	2014	72%	84%	79%	92%	-	-	-	92%	*	*	-	-	80%	80%
	2013	63%	73%	63%	68%	-	-	-	68%	*	*	-	-	65%	65%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2014	41%	62%	29%	27%	-	-	-	27%	*	*	-	-	25%	25%
Reading	2014	45%	63%	39%	21%	-	-	-	21%	*	*	-	-	19%	19%
Mathematics	2014	39%	64%	30%	*	-	-	-	*	*	*	-	-	*	*
Writing	2014	35%	48%	33%	67%	-	-	-	67%	*	*	-	-	57%	57%
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2014	15%	26%	14%	25%	-	-	-	25%	*	*	-	-	22%	22%
Reading	2014	15%	26%	18%	19%	-	-	-	19%	*	*	-	-	16%	16%
Mathematics	2014	17%	34%	14%	28%	-	-	-	28%	*	*	-	-	26%	26%
Writing	2014	8%	10%	7%	*	-	-	-	*	*	*	-	-	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

Total Students: 720
 Grade Span: PK - 04
 (Current Year ELL Students)

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2014	61%	65%	57%	*	-	-	-	*	*	*	-	-	53%	53%
Mathematics	2014	60%	71%	68%	52%	-	-	-	52%	*	*	-	-	63%	63%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance
 Bilingual Education/English as a Second Language

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 (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	ESL Content	ESL Pull-Out	LEP No Services	LEP With Services	Total ELL
STAAR Percent Exceeded Progress															
All Grades															
Reading	2014	17%	19%	22%	*	-	-	-	*	*	*	-	-	26%	26%
Mathematics	2014	18%	25%	34%	32%	-	-	-	32%	*	*	-	-	34%	34%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2014	45%	59%	36%	*	-	-	-	*	*	*	-	-	*	*
	2013	43%	50%	22%	*	-	-	-	*	*	*	-	-	20%	20%
Mathematics	2014	46%	67%	49%	*	-	-	-	*	*	*	-	-	*	*
	2013	46%	62%	33%	60%	-	-	-	60%	*	*	-	-	43%	43%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	100%	100%	100%	100%	99%	-	*	-	100%	100%	100%	100%
Included in Accountability	93%	94%	90%	100%	84%	92%	-	*	-	100%	86%	90%	78%
Not Included in Accountability													
Mobile	4%	4%	7%	0%	8%	8%	-	*	-	0%	8%	7%	5%
Other Exclusions	2%	2%	3%	0%	9%	0%	-	*	-	0%	6%	3%	17%
Not Tested	1%	0%	0%	0%	0%	1%	-	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	-	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	100%	100%	99%	100%	100%	-	90%	99%	99%	99%
Included in Accountability	92%	93%	88%	87%	78%	95%	100%	100%	-	76%	86%	84%	61%
Not Included in Accountability													
Mobile	4%	4%	5%	13%	4%	4%	0%	0%	-	14%	6%	5%	7%
Other Exclusions	3%	2%	6%	0%	19%	0%	0%	0%	-	0%	7%	9%	30%
Not Tested	1%	1%	1%	0%	0%	1%	0%	0%	-	10%	1%	1%	1%
Absent	1%	1%	1%	0%	0%	1%	0%	0%	-	10%	1%	1%	1%
Other	0%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Performance

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 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													
2012-13	95.8%	96.4%	96.4%	96.2%	97.0%	96.1%	*	*	-	95.9%	95.0%	96.5%	97.4%
2011-12	95.9%	96.4%	96.6%	96.9%	96.8%	96.5%	*	*	-	96.2%	96.5%	96.4%	97.2%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students:	720	100.0%	12,444	5,135,880
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.2%
Pre-Kindergarten	67	9.3%	1.5%	4.4%
Kindergarten	131	18.2%	7.7%	7.6%
Grade 1	138	19.2%	8.5%	8.0%
Grade 2	136	18.9%	8.2%	7.7%
Grade 3	129	17.9%	7.9%	7.6%
Grade 4	119	16.5%	8.2%	7.5%
Grade 5	0	0.0%	7.9%	7.5%
Grade 6	0	0.0%	8.0%	7.3%
Grade 7	0	0.0%	7.3%	7.5%
Grade 8	0	0.0%	7.7%	7.4%
Grade 9	0	0.0%	7.3%	7.9%
Grade 10	0	0.0%	6.9%	7.1%
Grade 11	0	0.0%	6.3%	6.4%
Grade 12	0	0.0%	6.2%	5.9%
Ethnic Distribution:				
African American	60	8.3%	4.7%	12.7%
Hispanic	284	39.4%	29.2%	51.8%
White	321	44.6%	57.3%	29.4%
American Indian	1	0.1%	0.3%	0.4%
Asian	9	1.3%	5.4%	3.7%
Pacific Islander	0	0.0%	0.1%	0.1%
Two or More Races	45	6.3%	3.0%	1.9%
Economically Disadvantaged	433	60.1%	23.6%	60.2%
Non-Educationally Disadvantaged	287	39.9%	76.4%	39.8%
English Language Learners (ELL)	168	23.3%	11.3%	17.5%
Students w/ Disciplinary Placements (2012-2013)	1	0.1%	1.0%	1.6%
At-Risk	404	56.1%	34.8%	49.9%
Mobility (2012-2013)	92	15.6%	10.2%	17.1%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 School Type: Elementary

Student Information	----- Non-Special Education Rates -----			----- Special Education Rates -----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.8%	1.5%	2.0%	0.0%	9.1%	8.9%
Grade 1	6.7%	3.2%	4.4%	7.7%	7.1%	8.3%
Grade 2	5.0%	2.3%	2.9%	0.0%	2.3%	4.0%
Grade 3	2.8%	1.9%	2.2%	0.0%	1.1%	1.8%
Grade 4	0.9%	1.4%	1.3%	4.0%	3.3%	1.0%
Grade 5	-	0.6%	1.5%	-	0.0%	1.2%
Grade 6	-	0.6%	0.8%	-	0.0%	1.0%
Grade 7	-	0.4%	1.0%	-	0.0%	1.1%
Grade 8	-	0.4%	1.1%	-	0.0%	1.5%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.4	19.9	19.4
Grade 1	18.3	19.8	19.5
Grade 2	16.0	19.4	19.3
Grade 3	20.0	22.1	19.3
Grade 4	18.2	21.2	19.3
Grade 5	-	22.9	21.2
Grade 6	-	24.7	20.6
Secondary:			
English/Language Arts	-	21.0	17.4
Foreign Languages	-	19.8	18.9
Mathematics	-	23.0	18.1
Science	-	23.3	19.1
Social Studies	-	24.7	19.6

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	75.5	100.0%	100.0%	100.0%
Professional Staff:	61.4	81.4%	58.9%	64.2%
Teachers	52.8	69.9%	46.6%	51.0%
Professional Support	5.7	7.5%	8.7%	9.3%
Campus Administration (School Leadership)	3.0	4.0%	2.6%	2.9%
Educational Aides:	14.0	18.6%	9.3%	9.4%
Total Minority Staff:	16.5	21.9%	20.8%	45.7%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	2.3%	9.6%
Hispanic	11.1	21.0%	9.5%	25.2%
White	40.7	77.1%	86.2%	62.3%
American Indian	0.0	0.0%	0.3%	0.4%
Asian	0.0	0.0%	0.5%	1.4%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	1.1%	1.1%
Males	3.1	6.0%	16.9%	23.3%
Females	49.6	94.0%	83.1%	76.7%
Teachers by Years of Experience:				
Beginning Teachers	2.5	4.8%	3.7%	8.3%
1-5 Years Experience	11.1	21.0%	24.9%	25.3%
6-10 Years Experience	12.0	22.8%	24.1%	22.8%
11-20 Years Experience	17.0	32.2%	30.8%	27.0%
Over 20 Years Experience	10.1	19.2%	16.4%	16.5%
Number of Students per Teacher	13.6	n/a	16.4	15.4

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 School Type: Elementary

Staff Information	Campus	District	State
Average Years Experience of Teachers:	12.0	11.5	11.2
Average Years Experience of Teachers with District:	6.8	6.3	7.6
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,331	\$46,055	\$43,480
1-5 Years Experience	\$49,555	\$49,570	\$45,379
6-10 Years Experience	\$51,058	\$51,742	\$47,855
11-20 Years Experience	\$53,914	\$53,963	\$51,493
Over 20 Years Experience	\$60,570	\$60,640	\$59,032
Average Actual Salaries (regular duties only):			
Teachers	\$53,353	\$53,135	\$49,692
Professional Support	\$60,579	\$62,076	\$58,551
Campus Administration (School Leadership)	\$72,648	\$80,354	\$72,764
Instructional Staff Percent:	n/a	59.5%	64.4%
Contracted Instructional Staff (not incl. above):	0.5	4.2	1,984.1

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 Campus Profile

District Name: DAVIS ISD
 Campus Name: ROCKFORT ELEMENTARY
 Campus Number: 123456111

Total Students: 720
 Grade Span: PK - 04
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	166	23.1%	11.0%	17.1%
Career & Technical Education	0	0.0%	25.6%	22.2%
Gifted & Talented Education	23	3.2%	8.2%	7.6%
Special Education	60	8.3%	7.6%	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	8.0	15.2%	6.3%	5.8%
Career & Technical Education	0.0	0.0%	3.6%	4.2%
Compensatory Education	1.9	3.6%	0.8%	3.0%
Gifted & Talented Education	0.0	0.0%	0.9%	1.9%
Regular Education	40.8	77.3%	74.7%	72.7%
Special Education	2.1	3.9%	7.0%	9.1%
Other	0.0	0.0%	6.6%	3.3%

Link to:
 PEIMS Financial Standard Reports/
 2012-2013 Financial Actual Report

*** Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

** Indicates 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.

2013–14

Texas Academic Performance Report

District Name: **DAVIS ISD**

District Number: **123456**

2014 Accountability Rating: **Met Standard**

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District Name: DAVIS ISD
 County Name: DAVIS
 District Number: 123456

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 District Performance

		State	Region 04	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	2014	76%	77%	90%	94%	84%	93%	*	95%	-	91%	75%	82%	79%
	2013	81%	81%	91%	76%	90%	92%	*	86%	*	95%	63%	86%	67%
Mathematics	2014	71%	73%	86%	66%	80%	90%	*	100%	-	79%	65%	71%	75%
	2013	70%	71%	84%	64%	79%	87%	100%	91%	*	89%	57%	70%	60%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 4														
Reading	2014	74%	75%	86%	72%	86%	88%	*	92%	*	73%	72%	78%	80%
	2013	72%	73%	86%	77%	82%	89%	*	92%	-	89%	65%	74%	73%
Mathematics	2014	71%	74%	88%	78%	86%	89%	*	93%	*	77%	65%	75%	79%
	2013	69%	72%	89%	74%	86%	92%	*	96%	-	75%	57%	78%	88%
Writing	2014	73%	74%	84%	74%	84%	85%	*	93%	*	73%	51%	74%	81%
	2013	70%	72%	82%	69%	77%	85%	*	88%	-	79%	57%	66%	72%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 5 **														
Reading	2014	86%	86%	95%	85%	93%	97%	*	96%	-	86%	80%	87%	84%
	2013	87%	88%	95%	86%	94%	95%	*	98%	*	96%	76%	87%	88%
Mathematics	2014	88%	89%	98%	98%	98%	98%	*	96%	-	93%	86%	97%	97%
	2013	88%	88%	97%	96%	96%	97%	*	100%	*	96%	90%	93%	93%
Science	2014	74%	75%	89%	80%	79%	94%	*	94%	-	79%	70%	73%	59%
	2013	73%	74%	87%	71%	82%	90%	*	95%	*	83%	65%	72%	70%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 6														
Reading	2014	78%	79%	94%	89%	89%	96%	-	98%	*	92%	73%	84%	78%
	2013	72%	74%	89%	79%	84%	91%	100%	96%	*	100%	65%	78%	64%
Mathematics	2014	79%	80%	95%	91%	93%	96%	-	100%	*	96%	77%	91%	88%
	2013	74%	76%	92%	85%	87%	95%	100%	96%	*	94%	71%	82%	73%

District Name: DAVIS ISD
 County Name: DAVIS
 District Number: 123456

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 District Performance

		State	Region 04	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 7														
Reading	2014	76%	78%	89%	81%	83%	91%	83%	98%	*	100%	61%	79%	52%
	2013	78%	80%	87%	77%	85%	89%	88%	93%	-	85%	55%	77%	56%
Mathematics	2014	68%	72%	89%	91%	80%	92%	100%	97%	*	100%	63%	79%	56%
	2013	72%	73%	88%	77%	84%	90%	75%	100%	-	82%	55%	79%	67%
Writing	2014	72%	74%	83%	77%	79%	84%	*	95%	*	100%	47%	69%	52%
	2013	71%	73%	81%	59%	75%	83%	75%	98%	-	90%	47%	69%	49%
STAAR Percent at Phase-in Satisfactory Standard or Above														
Grade 8 **														
Reading	2014	90%	90%	97%	95%	95%	98%	100%	100%	-	96%	86%	92%	79%
	2013	90%	91%	97%	90%	93%	98%	*	97%	*	100%	69%	92%	81%
Mathematics	2014	86%	87%	96%	100%	93%	96%	*	100%	-	100%	83%	93%	83%
	2013	86%	87%	95%	89%	95%	95%	-	100%	*	100%	76%	90%	94%
Science	2014	72%	74%	85%	83%	77%	89%	100%	93%	-	86%	51%	70%	44%
	2013	75%	78%	87%	67%	81%	91%	*	94%	*	94%	43%	70%	50%
Social Studies	2014	63%	65%	81%	60%	72%	87%	*	89%	-	85%	48%	65%	33%
	2013	64%	67%	80%	68%	66%	85%	*	97%	*	94%	49%	61%	25%
STAAR Percent at Phase-in Satisfactory Standard or Above														
End of Course														
English I/Reading I	2014	67%	67%	85%	75%	79%	88%	*	97%	*	96%	52%	71%	38%
English II/Reading II	2014	69%	70%	85%	74%	81%	87%	*	98%	*	91%	67%	73%	44%
Algebra I	2014	80%	81%	95%	92%	92%	96%	*	100%	*	100%	60%	89%	86%
	2013	78%	79%	92%	83%	88%	94%	*	98%	*	91%	71%	88%	73%
Biology	2014	89%	90%	97%	98%	93%	98%	*	100%	*	100%	72%	91%	82%
	2013	84%	85%	91%	82%	85%	95%	*	96%	*	88%	61%	87%	64%

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		State	Region 04	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														
U.S. History	2014	92%	93%	97%	96%	97%	97%	*	97%	*	100%	73%	95%	82%
STAAR Percent at Phase-in Satisfactory Standard or Above All Grades														
All Subjects	2014	77%	78%	90%	84%	86%	92%	91%	96%	94%	90%	67%	80%	72%
	2013	77%	78%	88%	79%	84%	91%	82%	95%	72%	90%	64%	79%	69%
Reading	2014	76%	77%	90%	82%	86%	92%	95%	96%	100%	90%	71%	80%	71%
	2013	80%	80%	90%	82%	87%	92%	82%	94%	82%	94%	66%	81%	70%
Mathematics	2014	78%	79%	92%	89%	89%	94%	89%	98%	*	91%	72%	85%	81%
	2013	79%	81%	92%	85%	89%	94%	89%	97%	73%	90%	68%	85%	81%
Writing	2014	72%	74%	84%	76%	82%	84%	80%	94%	*	84%	49%	72%	70%
	2013	63%	63%	73%	58%	67%	75%	61%	88%	*	78%	49%	59%	57%
Science	2014	78%	80%	90%	88%	83%	94%	100%	95%	*	88%	64%	78%	60%
	2013	82%	83%	92%	82%	87%	94%	85%	96%	100%	92%	64%	83%	65%
Social Studies	2014	76%	78%	88%	80%	82%	92%	88%	92%	*	92%	55%	77%	43%
	2013	76%	78%	89%	78%	82%	92%	85%	98%	*	96%	63%	77%	43%
STAAR Percent at Postsecondary Readiness Standard All Grades														
Two or More Subjects	2014	41%	43%	62%	44%	52%	65%	63%	85%	100%	60%	28%	39%	23%
Reading	2014	45%	46%	63%	45%	55%	67%	57%	83%	*	62%	36%	41%	27%
Mathematics	2014	39%	42%	64%	44%	56%	67%	75%	88%	*	60%	35%	44%	34%
Writing	2014	35%	36%	48%	43%	40%	49%	50%	72%	*	37%	23%	29%	27%
Science	2014	43%	46%	60%	34%	47%	67%	75%	77%	*	67%	26%	37%	18%
Social Studies	2014	39%	42%	56%	40%	44%	61%	*	73%	*	78%	16%	36%	*

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		State	Region 04	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														
All Subjects	2014	15%	16%	26%	13%	20%	28%	22%	48%	35%	29%	8%	13%	15%
Reading	2014	15%	16%	26%	16%	20%	28%	27%	46%	*	28%	8%	12%	13%
Mathematics	2014	17%	19%	34%	16%	28%	35%	*	65%	*	32%	9%	18%	23%
Writing	2014	8%	9%	10%	*	8%	9%	*	24%	*	*	5%	5%	9%
Science	2014	14%	16%	20%	7%	14%	23%	*	37%	*	25%	7%	6%	6%
Social Studies	2014	15%	17%	25%	12%	18%	28%	*	38%	*	43%	6%	16%	*
STAAR Percent Met or Exceeded Progress														
All Grades														
Reading	2014	61%	61%	65%	60%	65%	65%	*	75%	*	68%	66%	60%	68%
	2013	62%	62%	66%	64%	65%	66%	64%	74%	*	64%	53%	n/a	65%
Mathematics	2014	60%	62%	71%	68%	69%	70%	*	87%	*	74%	64%	63%	72%
	2013	59%	59%	70%	62%	68%	71%	74%	79%	*	72%	62%	n/a	*
STAAR Percent Exceeded Progress														
All Grades														
Reading	2014	17%	17%	19%	16%	20%	18%	*	30%	*	24%	20%	17%	25%
	2013	15%	15%	18%	13%	17%	18%	16%	23%	*	17%	13%	n/a	14%
Mathematics	2014	18%	20%	25%	16%	24%	24%	*	47%	*	29%	17%	18%	35%
	2013	16%	17%	23%	16%	21%	24%	16%	32%	*	22%	17%	n/a	*
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)														
Sum of Grades 4-8														
Reading	2014	45%	46%	59%	51%	58%	61%	*	65%	*	42%	56%	54%	54%
	2013	43%	43%	50%	44%	49%	53%	*	44%	*	57%	40%	44%	39%
Mathematics	2014	46%	47%	67%	68%	66%	68%	*	*	*	68%	62%	62%	57%
	2013	46%	46%	62%	66%	59%	65%	*	63%	*	47%	46%	54%	55%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
TAKS Exit-Level Cumulative Pass Rate													
Class of 2014	93%	94%	97%	100%	97%	97%	80%	100%	-	100%	76%	96%	82%
Class of 2013	94%	94%	98%	88%	96%	99%	*	100%	*	100%	84%	95%	77%

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	State	Region 04	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														
	2014	77%	77%	90%	74%	88%	92%	*	92%	-	85%	59%	77%	78%
Students Requiring Accelerated Instruction														
	2014	23%	23%	10%	26%	12%	8%	0%	*	-	*	41%	23%	22%
STAAR Cumulative Met Standard														
	2014	86%	85%	95%	85%	92%	97%	*	98%	-	89%	69%	86%	86%
STAAR Failers Promoted by Grade Placement Committee														
	2013	89%	93%	97%	100%	100%	93%	*	*	-	*	100%	96%	100%
STAAR Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
	2014	19%	20%	42%	*	*	60%	-	*	-	*	*	*	*
Retained in Grade 5														
	2014	58%	60%	*	-	-	*	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration														
	2014	79%	81%	96%	82%	94%	97%	*	96%	-	92%	73%	90%	92%
Students Requiring Accelerated Instruction														
	2014	21%	19%	4%	18%	6%	3%	0%	*	-	*	27%	10%	8%
STAAR Cumulative Met Standard														
	2014	88%	89%	98%	97%	98%	99%	*	96%	-	96%	82%	97%	96%
STAAR Failers Promoted by Grade Placement Committee														
	2013	89%	92%	94%	*	100%	88%	-	-	-	*	100%	91%	*
STAAR Met Standard (Failed in Previous Year)														
Promoted to Grade 6														
	2014	24%	26%	*	-	*	*	-	-	-	*	*	*	*
Retained in Grade 5														
	2014	66%	69%	*	-	-	*	-	-	-	-	-	*	-

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	State	Region 04	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														
	2014	83%	84%	92%	85%	89%	95%	*	98%	-	96%	58%	83%	57%
Students Requiring Accelerated Instruction														
	2014	17%	16%	8%	15%	11%	5%	0%	*	-	*	43%	17%	43%
STAAR Cumulative Met Standard														
	2014	89%	90%	97%	95%	95%	98%	*	98%	-	96%	78%	91%	74%
STAAR Failers Promoted by Grade Placement Committee														
	2013	95%	97%	100%	*	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
	2014	10%	10%	*	*	*	*	-	-	-	-	*	*	*
Grade 8 Mathematics														
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration														
	2014	80%	80%	91%	89%	88%	93%	*	100%	-	94%	63%	85%	66%
Students Requiring Accelerated Instruction														
	2014	20%	20%	9%	*	12%	7%	0%	*	-	*	37%	15%	34%
STAAR Cumulative Met Standard														
	2014	87%	88%	96%	100%	94%	97%	*	100%	-	100%	79%	94%	83%
STAAR Failers Promoted by Grade Placement Committee														
	2013	95%	96%	95%	*	100%	91%	-	-	-	-	100%	92%	*
STAAR Met Standard (Failed in Previous Year)														
Promoted to Grade 9														
	2014	44%	49%	*	*	*	*	-	-	-	-	*	*	*
Retained in Grade 8														
	2014	55%	63%	*	-	-	*	-	-	-	-	-	-	-

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

	State	Region 04	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	2014	77%	78%	90%	77%	-	71%	-	77%	68%	80%	62%	78%	72%	72%
	2013	77%	78%	88%	75%	-	63%	-	77%	65%	80%	58%	75%	68%	69%
Reading	2014	76%	77%	90%	79%	-	71%	-	80%	64%	80%	56%	85%	70%	71%
	2013	80%	80%	90%	71%	-	58%	-	75%	67%	80%	59%	82%	69%	70%
Mathematics	2014	78%	79%	92%	81%	-	71%	-	81%	82%	86%	79%	75%	81%	81%
	2013	79%	81%	92%	83%	-	68%	-	87%	80%	84%	78%	76%	81%	81%
Writing	2014	72%	74%	84%	85%	-	-	-	85%	60%	63%	57%	*	70%	70%
	2013	63%	63%	73%	73%	-	-	-	73%	48%	70%	40%	*	57%	57%
Science	2014	78%	80%	90%	50%	-	-	-	50%	65%	77%	63%	*	60%	60%
	2013	82%	83%	92%	62%	-	-	-	62%	64%	78%	61%	80%	64%	65%
Social Studies	2014	76%	78%	88%	-	-	-	-	-	41%	*	40%	*	41%	43%
	2013	76%	78%	89%	-	-	-	-	-	42%	*	42%	*	42%	43%
STAAR Percent at Postsecondary Readiness Standard															
All Grades															
Two or More Subjects	2014	41%	43%	62%	27%	-	*	-	28%	17%	20%	16%	*	23%	23%
Reading	2014	45%	46%	63%	33%	-	*	-	34%	18%	20%	18%	*	27%	27%
Mathematics	2014	39%	42%	64%	43%	-	*	-	44%	28%	39%	23%	*	34%	34%
Writing	2014	35%	36%	48%	48%	-	-	-	48%	*	*	*	*	27%	27%
Science	2014	43%	46%	60%	15%	-	-	-	15%	21%	29%	18%	*	18%	18%
Social Studies	2014	39%	42%	56%	-	-	-	-	-	*	-	*	*	*	*
STAAR Percent at Advanced Standard															
All Grades															
All Subjects	2014	15%	16%	26%	13%	-	*	-	14%	16%	27%	10%	*	15%	15%
Reading	2014	15%	16%	26%	11%	-	*	-	11%	15%	26%	7%	*	13%	13%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 District Performance
 Bilingual Education/English as a Second Language

(Current Year ELL Students)

		State	Region 04	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															
Mathematics	2014	17%	19%	34%	20%	-	*	-	20%	26%	38%	17%	*	24%	23%
Writing	2014	8%	9%	10%	12%	-	-	-	12%	8%	*	14%	*	10%	9%
Science	2014	14%	16%	20%	*	-	-	-	*	11%	23%	8%	*	7%	6%
Social Studies	2014	15%	17%	25%	-	-	-	-	-	*	*	*	*	*	*
STAAR Percent Met or Exceeded Progress															
All Grades															
Reading	2014	61%	61%	65%	63%	-	*	-	63%	70%	81%	56%	*	68%	68%
Mathematics	2014	60%	62%	71%	67%	-	*	-	67%	76%	82%	67%	*	72%	72%
STAAR Percent Exceeded Progress															
All Grades															
Reading	2014	17%	17%	19%	19%	-	*	-	18%	28%	35%	19%	*	25%	25%
Mathematics	2014	18%	20%	25%	30%	-	*	-	31%	38%	50%	21%	*	35%	35%
Progress of Prior Year STAAR Failers (Percent of Failers Passing STAAR)															
Sum of Grades 4-8															
Reading	2014	45%	46%	59%	50%	-	-	-	50%	54%	50%	56%	*	53%	54%
	2013	43%	43%	50%	29%	-	0%	-	38%	43%	29%	48%	*	37%	39%
Mathematics	2014	46%	47%	67%	64%	-	-	-	64%	54%	50%	56%	-	57%	57%
	2013	46%	46%	62%	60%	-	25%	-	73%	51%	39%	58%	*	54%	55%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
2014 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	100%	100%	100%	100%	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	93%	93%	94%	96%	89%	96%	100%	93%	100%	94%	92%	93%	72%
Not Included in Accountability													
Mobile	4%	4%	4%	3%	4%	3%	0%	4%	0%	6%	5%	5%	5%
Other Exclusions	2%	2%	2%	0%	7%	0%	0%	3%	0%	0%	3%	2%	23%
Not Tested	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	1%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
2013 STAAR Participation (All Grades)													
All Tests													
Test Participant	99%	99%	99%	99%	99%	99%	100%	100%	100%	99%	99%	99%	100%
Included in Accountability	92%	92%	93%	94%	88%	96%	100%	92%	100%	91%	95%	91%	59%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	4%	3%	0%	2%	0%	8%	3%	4%	5%
Other Exclusions	3%	3%	2%	0%	8%	0%	0%	6%	0%	0%	1%	4%	36%
Not Tested	1%	1%	1%	1%	1%	1%	0%	0%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	1%	0%	1%	0%	0%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
Attendance Rate													
2012-13	95.8%	95.9%	96.4%	96.7%	96.4%	96.2%	96.0%	98.0%	97.2%	96.4%	95.0%	95.6%	96.8%
2011-12	95.9%	96.0%	96.4%	96.8%	96.5%	96.2%	97.0%	98.1%	93.9%	96.4%	95.1%	95.7%	97.1%
Annual Dropout Rate (Gr 7-8)													
2012-13	0.4%	0.2%	0.1%	0.0%	0.2%	0.1%	0.0%	0.0%	*	0.0%	0.0%	0.4%	0.0%
2011-12	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2012-13	2.2%	2.3%	0.7%	1.1%	0.8%	0.6%	0.0%	0.0%	0.0%	1.2%	0.8%	1.4%	1.2%
2011-12	2.4%	2.6%	0.6%	0.5%	0.5%	0.5%	0.0%	0.9%	0.0%	1.3%	0.5%	1.7%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2013													
Graduated	88.0%	87.4%	96.2%	95.8%	93.9%	96.6%	*	100.0%	-	100.0%	88.5%	88.5%	*
Received GED	0.8%	0.7%	0.4%	0.0%	0.0%	0.6%	*	0.0%	-	0.0%	0.0%	0.8%	*
Continued HS	4.6%	4.7%	1.8%	0.0%	3.0%	1.7%	*	0.0%	-	0.0%	9.6%	3.3%	*
Dropped Out	6.6%	7.1%	1.6%	4.2%	3.0%	1.1%	*	0.0%	-	0.0%	1.9%	7.4%	*
Graduates and GED	88.9%	88.1%	96.6%	95.8%	93.9%	97.3%	*	100.0%	-	100.0%	88.5%	89.3%	*
Grads, GED, & Cont	93.4%	92.9%	98.4%	95.8%	97.0%	98.9%	*	100.0%	-	100.0%	98.1%	92.6%	*
Class of 2012													
Graduated	87.7%	86.7%	95.7%	97.3%	96.2%	95.5%	100.0%	88.9%	*	100.0%	76.7%	92.7%	70.0%
Received GED	1.0%	0.8%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	5.0%	5.3%	2.4%	0.0%	2.6%	2.6%	0.0%	0.0%	*	0.0%	14.0%	2.2%	10.0%
Dropped Out	6.3%	7.2%	1.7%	2.7%	1.3%	1.5%	0.0%	11.1%	*	0.0%	9.3%	5.1%	20.0%
Graduates and GED	88.7%	87.5%	95.9%	97.3%	96.2%	95.9%	100.0%	88.9%	*	100.0%	76.7%	92.7%	70.0%
Grads, GED, & Cont	93.7%	92.8%	98.3%	97.3%	98.7%	98.5%	100.0%	88.9%	*	100.0%	90.7%	94.9%	80.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2012													
Graduated	90.4%	89.5%	97.2%	97.3%	98.1%	97.0%	100.0%	88.9%	*	100.0%	83.7%	94.2%	80.0%
Received GED	1.2%	1.0%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.3%	1.4%	0.4%	0.0%	0.0%	0.6%	0.0%	0.0%	*	0.0%	7.0%	0.0%	0.0%
Dropped Out	7.1%	8.1%	2.1%	2.7%	1.9%	1.9%	0.0%	11.1%	*	0.0%	9.3%	5.8%	20.0%
Graduates and GED	91.6%	90.5%	97.5%	97.3%	98.1%	97.4%	100.0%	88.9%	*	100.0%	83.7%	94.2%	80.0%
Grads, GED, & Cont	92.9%	91.9%	97.9%	97.3%	98.1%	98.1%	100.0%	88.9%	*	100.0%	90.7%	94.2%	80.0%
Class of 2011													
Graduated	89.1%	88.6%	96.6%	95.0%	97.0%	96.3%	100.0%	100.0%	*	100.0%	88.0%	94.3%	83.3%
Received GED	1.4%	1.1%	0.6%	0.0%	0.0%	0.8%	0.0%	0.0%	*	0.0%	2.0%	0.0%	0.0%
Continued HS	1.6%	1.5%	0.7%	0.0%	0.8%	0.8%	0.0%	0.0%	*	0.0%	8.0%	1.6%	0.0%
Dropped Out	7.9%	8.8%	2.1%	5.0%	2.3%	2.0%	0.0%	0.0%	*	0.0%	2.0%	4.1%	16.7%
Graduates and GED	90.5%	89.7%	97.2%	95.0%	97.0%	97.2%	100.0%	100.0%	*	100.0%	90.0%	94.3%	83.3%
Grads, GED, & Cont	92.1%	91.2%	97.9%	95.0%	97.7%	98.0%	100.0%	100.0%	*	100.0%	98.0%	95.9%	83.3%

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 District Performance

	State	Region 04	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 2011													
Graduated	89.8%	89.2%	96.9%	95.0%	97.7%	96.6%	100.0%	100.0%	*	100.0%	92.0%	95.1%	83.3%
Received GED	1.5%	1.2%	0.6%	0.0%	0.0%	0.8%	0.0%	0.0%	*	0.0%	2.0%	0.0%	0.0%
Continued HS	0.6%	0.6%	0.3%	0.0%	0.0%	0.4%	0.0%	0.0%	*	0.0%	4.0%	0.8%	0.0%
Dropped Out	8.1%	9.0%	2.3%	5.0%	2.3%	2.2%	0.0%	0.0%	*	0.0%	2.0%	4.1%	16.7%
Graduates and GED	91.3%	90.4%	97.5%	95.0%	97.7%	97.4%	100.0%	100.0%	*	100.0%	94.0%	95.1%	83.3%
Grads, GED, & Cont	91.9%	91.0%	97.7%	95.0%	97.7%	97.8%	100.0%	100.0%	*	100.0%	98.0%	95.9%	83.3%
Class of 2010 (without exclusions)													
Graduated	88.7%	87.8%	95.1%	95.7%	85.3%	97.0%	*	n/a	n/a	n/a	80.0%	87.2%	66.7%
Received GED	1.9%	1.5%	0.6%	2.1%	0.9%	0.4%	*	n/a	n/a	n/a	5.0%	0.0%	0.0%
Continued HS	0.7%	0.6%	0.5%	0.0%	2.8%	0.0%	*	n/a	n/a	n/a	5.0%	2.6%	0.0%
Dropped Out	8.7%	10.1%	3.8%	2.1%	11.0%	2.5%	*	n/a	n/a	n/a	10.0%	10.3%	33.3%
Graduates and GED	90.6%	89.3%	95.7%	97.9%	86.2%	97.5%	*	n/a	n/a	n/a	85.0%	87.2%	66.7%
Grads, GED, & Cont	91.3%	89.9%	96.2%	97.9%	89.0%	97.5%	*	n/a	n/a	n/a	90.0%	89.7%	66.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2013	88.0%	87.4%	95.1%	95.8%	92.8%	95.4%	*	100.0%	-	100.0%	86.8%	86.4%	50.0%
Class of 2012	87.7%	86.7%	94.6%	97.3%	94.3%	94.5%	100.0%	88.9%	*	100.0%	76.7%	92.0%	63.6%
5-Year Extended Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2012	90.4%	89.5%	96.4%	97.3%	96.8%	96.2%	100.0%	88.9%	*	100.0%	83.7%	93.5%	80.0%
Class of 2011	89.1%	88.6%	95.1%	92.9%	94.9%	95.0%	100.0%	100.0%	*	100.0%	86.3%	92.1%	62.5%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2013	83.5%	81.4%	82.6%	65.2%	83.8%	82.7%	*	91.3%	-	84.2%	13.0%	66.7%	*
Class of 2012	82.9%	81.2%	82.7%	72.2%	74.7%	85.9%	100.0%	93.8%	*	77.8%	n/a	n/a	n/a
RHSP/DAP Graduates (Annual Rate)													
2012-13	81.6%	79.2%	80.8%	60.9%	80.4%	81.6%	*	91.3%	*	85.0%	11.8%	66.7%	*
2011-12	80.5%	78.7%	81.3%	73.0%	72.3%	84.6%	100.0%	93.3%	*	77.8%	20.0%	68.0%	37.5%
Advanced Course/Dual Enrollment Completion													
2012-13	31.4%	34.4%	31.2%	13.0%	25.8%	34.2%	21.4%	40.1%	0.0%	33.8%	9.8%	18.5%	17.6%
2011-12	30.6%	33.8%	31.6%	15.6%	30.0%	33.1%	26.1%	36.3%	0.0%	42.7%	6.1%	23.5%	16.0%
College-Ready Graduates													
English Language Arts													
Class of 2013	65%	65%	67%	53%	60%	68%	*	86%	-	89%	25%	53%	*
Class of 2012	69%	69%	78%	48%	68%	82%	100%	93%	*	83%	37%	58%	14%
Mathematics													
Class of 2013	74%	76%	83%	68%	79%	85%	*	95%	-	89%	48%	75%	*
Class of 2012	70%	72%	79%	56%	74%	83%	60%	87%	*	75%	18%	62%	43%
Both Subjects													
Class of 2013	56%	57%	62%	35%	51%	64%	*	86%	-	84%	19%	46%	*
Class of 2012	57%	58%	69%	42%	58%	74%	60%	80%	*	67%	9%	43%	14%

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	State	Region 04	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	ELL
AP/IB Results													
Tested													
2013	22.1%	23.9%	28.5%	14.1%	23.1%	29.4%	0.0%	57.6%	*	43.2%	n/a	18.2%	n/a
2012	21.9%	23.7%	26.3%	12.3%	22.4%	26.9%	12.5%	62.5%	*	30.6%	n/a	17.8%	n/a
Examinees >= Criterion													
2013	50.9%	54.5%	74.6%	44.4%	62.7%	78.8%	-	73.5%	-	81.3%	n/a	71.1%	n/a
2012	50.8%	54.3%	68.9%	37.5%	50.0%	74.4%	*	80.0%	-	66.7%	n/a	48.9%	n/a
SAT/ACT Results													
Tested													
Class of 2013	63.8%	67.3%	63.3%	39.1%	50.3%	67.5%	*	87.0%	*	75.0%	n/a	38.4%	n/a
Class of 2012	66.9%	70.9%	66.6%	70.3%	45.3%	72.6%	40.0%	100.0%	*	70.4%	n/a	34.6%	n/a
At/Above Criterion													
Class of 2013	25.4%	26.4%	37.8%	22.2%	23.2%	39.9%	*	70.0%	-	46.7%	n/a	39.5%	n/a
Class of 2012	24.9%	25.7%	35.5%	11.5%	23.6%	39.3%	*	53.3%	*	42.1%	n/a	19.6%	n/a
Average SAT Score													
Class of 2013	1422	1410	1519	1366	1454	1529	*	1636	-	1606	n/a	1498	n/a
Class of 2012	1422	1408	1512	1313	1422	1545	*	1595	*	1524	n/a	1417	n/a
Average ACT Score													
Class of 2013	20.6	21.2	23.0	17.4	23.3	23.0	*	29.8	-	22.2	n/a	22.0	n/a
Class of 2012	20.5	21.1	22.7	17.8	19.7	23.1	*	26.5	-	22.8	n/a	20.1	n/a
Graduates Enrolled in TX Institution of Higher Education (IHE)													
2011-12	57.3%	60.3%	66.2%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	58.3%	61.0%	66.1%	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													
2011-12	69.0%	69.6%	82.3%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2010-11	66.1%	68.2%	81.6%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2013-14 District Profile

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students:	12,444	100.0%	5,135,880	100.0%
Students by Grade:				
Early Childhood Education	25	0.2%	12,304	0.2%
Pre-Kindergarten	192	1.5%	225,664	4.4%
Kindergarten	954	7.7%	391,421	7.6%
Grade 1	1,056	8.5%	409,208	8.0%
Grade 2	1,022	8.2%	394,217	7.7%
Grade 3	985	7.9%	389,813	7.6%
Grade 4	1,017	8.2%	383,388	7.5%
Grade 5	989	7.9%	382,742	7.5%
Grade 6	999	8.0%	376,456	7.3%
Grade 7	912	7.3%	385,387	7.5%
Grade 8	958	7.7%	379,597	7.4%
Grade 9	910	7.3%	408,020	7.9%
Grade 10	863	6.9%	362,356	7.1%
Grade 11	786	6.3%	330,064	6.4%
Grade 12	776	6.2%	305,243	5.9%
Ethnic Distribution:				
African American	585	4.7%	650,919	12.7%
Hispanic	3,631	29.2%	2,660,463	51.8%
White	7,131	57.3%	1,511,700	29.4%
American Indian	42	0.3%	20,142	0.4%
Asian	678	5.4%	189,483	3.7%
Pacific Islander	8	0.1%	6,778	0.1%
Two or More Races	369	3.0%	96,395	1.9%
Economically Disadvantaged	2,934	23.6%	3,092,125	60.2%
Non-Educationally Disadvantaged	9,510	76.4%	2,043,755	39.8%
English Language Learners (ELL)	1,403	11.3%	899,780	17.5%
Students w/ Disciplinary Placements (2012-2013)	126	1.0%	82,653	1.6%
At-Risk	4,326	34.8%	2,562,457	49.9%
Graduates (Class of 2013):				
Total Graduates	694	100.0%	301,418	100.0%
By Ethnicity (incl. Special Ed.):				
African American	23	3.3%	38,798	12.9%
Hispanic	163	23.5%	139,785	46.4%
White	461	66.4%	104,466	34.7%
American Indian	3	0.4%	1,311	0.4%
Asian	23	3.3%	11,650	3.9%
Pacific Islander	1	0.1%	394	0.1%
Two or More Races	20	2.9%	5,014	1.7%
By Graduation Type (incl. Special Ed.):				
Minimum H.S. Program	133	19.2%	55,398	18.4%
Recommended H.S. Program/DAP	561	80.8%	246,020	81.6%
Special Education Graduates	51	7.3%	24,744	8.2%

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Student Information	Non-Special Education Rates		Special Education Rates	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	1.5%	2.0%	9.1%	8.9%
Grade 1	3.2%	4.4%	7.1%	8.3%
Grade 2	2.3%	2.9%	2.3%	4.0%
Grade 3	1.9%	2.2%	1.1%	1.8%
Grade 4	1.4%	1.3%	3.3%	1.0%
Grade 5	0.6%	1.5%	0.0%	1.2%
Grade 6	0.6%	0.8%	0.0%	1.0%
Grade 7	0.4%	1.0%	0.0%	1.1%
Grade 8	0.4%	1.1%	0.0%	1.5%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
PID Errors (students)	0	0.0%	5,111	0.1%
Underreported Students	1	0.0%	7,351	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.9	19.4
Grade 1	19.8	19.5
Grade 2	19.4	19.3
Grade 3	22.1	19.3
Grade 4	21.2	19.3
Grade 5	22.9	21.2
Grade 6	24.7	20.6
Secondary:		
English/Language Arts	21.0	17.4
Foreign Languages	19.8	18.9
Mathematics	23.0	18.1
Science	23.3	19.1
Social Studies	24.7	19.6

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Staff Information	District		State	
	Count	Percent	Count	Percent
Total Staff	1,630.8	100.0%	656,541.4	100.0%
Professional Staff:	960.8	58.9%	421,578.2	64.2%
Teachers	760.7	46.6%	334,510.5	51.0%
Professional Support	141.1	8.7%	61,075.2	9.3%
Campus Administration (School Leadership)	43.0	2.6%	19,207.1	2.9%
Central Administration	16.0	1.0%	6,785.4	1.0%
Educational Aides:	151.2	9.3%	62,009.5	9.4%
Auxiliary Staff:	518.9	31.8%	172,953.7	26.3%
Total Minority Staff:	339.2	20.8%	300,229.6	45.7%
Teachers by Ethnicity and Sex:				
African American	17.9	2.3%	32,073.5	9.6%
Hispanic	72.1	9.5%	84,412.9	25.2%
White	655.8	86.2%	208,434.7	62.3%
American Indian	2.3	0.3%	1,219.3	0.4%
Asian	4.0	0.5%	4,552.5	1.4%
Pacific Islander	0.0	0.0%	284.6	0.1%
Two or More Races	8.6	1.1%	3,533.1	1.1%
Males	128.2	16.9%	77,811.5	23.3%
Females	632.5	83.1%	256,699.0	76.7%
Teachers by Highest Degree Held:				
No Degree	10.8	1.4%	2,948.2	0.9%
Bachelors	577.6	75.9%	252,097.6	75.4%
Masters	170.0	22.3%	77,560.6	23.2%
Doctorate	2.3	0.3%	1,904.1	0.6%
Teachers by Years of Experience:				
Beginning Teachers	28.4	3.7%	27,783.8	8.3%
1-5 Years Experience	189.6	24.9%	84,723.1	25.3%
6-10 Years Experience	183.4	24.1%	76,407.4	22.8%
11-20 Years Experience	234.2	30.8%	90,394.5	27.0%
Over 20 Years Experience	125.1	16.4%	55,201.7	16.5%
Number of Students per Teacher	16.4	n/a	15.4	n/a

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Staff Information	District	State
Average Years Experience of Teachers:	11.5	11.2
Average Years Experience of Teachers with District:	6.3	7.6
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$46,055	\$43,480
1-5 Years Experience	\$49,570	\$45,379
6-10 Years Experience	\$51,742	\$47,855
11-20 Years Experience	\$53,963	\$51,493
Over 20 Years Experience	\$60,640	\$59,032
Average Actual Salaries (regular duties only):		
Teachers	\$53,135	\$49,692
Professional Support	\$62,076	\$58,551
Campus Administration (School Leadership)	\$80,354	\$72,764
Central Administration	\$113,058	\$94,630
Instructional Staff Percent:	59.5	64.4
Turnover Rate for Teachers:	10.8	16.2
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,149.3
Educational Aides	0.0	231.0
Auxiliary Staff	0.0	565.1
Contracted Instructional Staff:	4.2	1,984.1

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Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	1,366	11.0%	878,569	17.1%
Career & Technical Education	3,187	25.6%	1,140,598	22.2%
Gifted & Talented Education	1,025	8.2%	391,932	7.6%
Special Education	946	7.6%	434,825	8.5%
Teachers by Program (population served):				
Bilingual/ESL Education	48.3	6.3%	19,469.8	5.8%
Career & Technical Education	27.7	3.6%	13,981.7	4.2%
Compensatory Education	6.1	0.8%	10,075.7	3.0%
Gifted & Talented Education	6.7	0.9%	6,446.9	1.9%
Regular Education	568.4	74.7%	243,086.6	72.7%
Special Education	53.0	7.0%	30,419.6	9.1%
Other	50.5	6.6%	11,030.2	3.3%

Link to:
 PEIMS Financial Standard Reports/
 2012-2013 Financial Actual Report

*** Indicates that rates for Reading and Mathematics are based on the cumulative results from the first and second administrations of STAAR.

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

** Indicates 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.