

Center Point ISD

No Child Left Behind

Report Card 2008-2009

For Release in the 2009-2010 School Year

Includes Campus Report Card information for:

Center Point Elementary

Center Point Middle School

Center Point High School

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Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 3 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	94	92	>99%	6	54	40
	2008-09	98	93	>99%	2	41	57
American Indian	2007-08	*	94	*	*	*	*
	2008-09	*	94	*	*	*	*
Asian	2007-08	*	97	*	*	*	*
	2008-09	*	97	*	*	*	*
Black	2007-08	*	89	*	*	*	*
	2008-09	*	88	*	*	*	*
Hispanic	2007-08	90	90	>99%	10	55	35
	2008-09	95	91	>99%	5	60	35
White	2007-08	*	97	>99%	*	*	*
	2008-09	*	97	>99%	*	*	*
Female	2007-08	*	94	>99%	*	*	*
	2008-09	96	94	>99%	4	46	50
Male	2007-08	85	91	>99%	15	46	38
	2008-09	*	92	>99%	*	*	*
Special Education	2007-08	78	78	>99%	22	44	33
	2008-09	*	85	*	*	*	*
LEP	2007-08	83	88	>99%	17	58	25
	2008-09	91	89	>99%	9	55	36
Economically Disadvantaged	2007-08	93	89	>99%	7	59	33
	2008-09	97	90	>99%	3	48	48
Migrant	2007-08	*	84	*	*	*	*
	2008-09	*	84	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 3 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	94	82	>99%	6	31	63
	2008-09	84	83	>99%	16	56	28
American Indian	2007-08	*	83	*	*	*	*
	2008-09	*	86	*	*	*	*
Asian	2007-08	*	94	*	*	*	*
	2008-09	*	95	*	*	*	*
Black	2007-08	*	71	*	*	*	*
	2008-09	*	74	*	*	*	*
Hispanic	2007-08	90	80	>99%	10	35	55
	2008-09	85	80	>99%	15	70	15
White	2007-08	*	90	>99%	*	*	*
	2008-09	82	91	>99%	18	41	41
Female	2007-08	*	82	>99%	*	*	*
	2008-09	78	83	>99%	22	52	26
Male	2007-08	85	83	>99%	15	31	54
	2008-09	90	84	>99%	10	60	30
Special Education	2007-08	78	68	>99%	22	33	44
	2008-09	*	74	*	*	*	*
LEP	2007-08	83	78	>99%	17	25	58
	2008-09	82	79	>99%	18	64	18
Economically Disadvantaged	2007-08	93	77	>99%	7	33	59
	2008-09	77	78	>99%	23	55	23
Migrant	2007-08	*	73	*	*	*	*
	2008-09	*	75	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 4 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	95	82	>99%	5	61	34
	2008-09	83	84	>99%	17	50	33
American Indian	2007-08	*	84	*	*	*	*
	2008-09	*	86	*	*	*	*
Asian	2007-08	*	93	*	*	*	*
	2008-09	*	93	*	*	*	*
Black	2007-08	*	74	*	*	*	*
	2008-09	*	77	*	*	*	*
Hispanic	2007-08	94	77	>99%	6	72	22
	2008-09	82	80	>99%	18	50	32
White	2007-08	96	91	>99%	4	50	46
	2008-09	85	92	>99%	15	54	31
Female	2007-08	94	84	>99%	6	56	39
	2008-09	90	86	>99%	10	52	38
Male	2007-08	96	80	>99%	4	64	32
	2008-09	73	81	>99%	27	47	27
Special Education	2007-08	*	63	>99%	*	*	*
	2008-09	38	69	>99%	63	*	*
LEP	2007-08	*	69	*	*	*	*
	2008-09	60	74	>99%	40	40	20
Economically Disadvantaged	2007-08	93	75	>99%	7	59	33
	2008-09	80	78	>99%	20	48	32
Migrant	2007-08	*	67	*	*	*	*
	2008-09	*	72	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 4 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	89	83	>99%	11	52	36
	2008-09	83	85	>99%	17	44	39
American Indian	2007-08	*	83	*	*	*	*
	2008-09	*	85	*	*	*	*
Asian	2007-08	*	95	*	*	*	*
	2008-09	*	95	*	*	*	*
Black	2007-08	*	73	*	*	*	*
	2008-09	*	76	*	*	*	*
Hispanic	2007-08	89	80	>99%	11	56	33
	2008-09	86	83	>99%	14	36	50
White	2007-08	88	90	>99%	13	46	42
	2008-09	85	91	>99%	15	62	23
Female	2007-08	94	83	>99%	6	56	39
	2008-09	86	85	>99%	14	52	33
Male	2007-08	84	83	>99%	16	48	36
	2008-09	80	85	>99%	20	33	47
Special Education	2007-08	86	63	>99%	14	57	29
	2008-09	50	71	>99%	50	38	13
LEP	2007-08	*	75	*	*	*	*
	2008-09	60	79	>99%	40	40	20
Economically Disadvantaged	2007-08	89	78	>99%	11	44	44
	2008-09	80	80	>99%	20	48	32
Migrant	2007-08	*	74	*	*	*	*
	2008-09	*	78	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 5 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	94	89	>99%	6	77	17
	2008-09	94	89	>99%	6	54	40
American Indian	2007-08	*	91	*	*	*	*
	2008-09	*	89	*	*	*	*
Asian	2007-08	*	95	*	*	*	*
	2008-09	*	95	*	*	*	*
Black	2007-08	*	85	*	*	*	*
	2008-09	*	85	*	*	*	*
Hispanic	2007-08	93	86	>99%	7	86	7
	2008-09	89	85	>99%	11	56	33
White	2007-08	94	95	>99%	6	72	22
	2008-09	96	95	>99%	4	54	43
Female	2007-08	92	90	>99%	8	76	16
	2008-09	*	90	>99%	*	*	*
Male	2007-08	95	88	>99%	5	77	18
	2008-09	88	88	>99%	12	48	40
Special Education	2007-08	75	69	>99%	25	50	25
	2008-09	60	78	>99%	40	*	*
LEP	2007-08	*	72	*	*	*	*
	2008-09	*	72	*	*	*	*
Economically Disadvantaged	2007-08	93	84	>99%	7	82	11
	2008-09	97	84	>99%	3	59	38
Migrant	2007-08	*	76	*	*	*	*
	2008-09	*	76	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 5 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	90	88	>99%	10	56	33
	2008-09	94	90	>99%	6	47	47
American Indian	2007-08	*	89	*	*	*	*
	2008-09	*	88	*	*	*	*
Asian	2007-08	*	96	*	*	*	*
	2008-09	*	97	*	*	*	*
Black	2007-08	*	80	*	*	*	*
	2008-09	*	83	*	*	*	*
Hispanic	2007-08	80	85	>99%	20	47	33
	2008-09	95	87	>99%	5	53	42
White	2007-08	94	94	>99%	6	59	34
	2008-09	93	95	>99%	7	39	54
Female	2007-08	88	88	>99%	12	64	24
	2008-09	92	90	>99%	8	33	58
Male	2007-08	91	87	>99%	9	48	43
	2008-09	96	90	>99%	4	60	36
Special Education	2007-08	75	64	>99%	25	63	13
	2008-09	*	78	>99%	*	*	*
LEP	2007-08	*	74	*	*	*	*
	2008-09	*	78	*	*	*	*
Economically Disadvantaged	2007-08	83	83	>99%	17	52	31
	2008-09	97	86	>99%	3	41	55
Migrant	2007-08	*	78	*	*	*	*
	2008-09	*	81	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 5 Science

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	79	78	>99%	21	48	31
	2008-09	90	82	>99%	10	51	39
American Indian	2007-08	*	83	*	*	*	*
	2008-09	*	85	*	*	*	*
Asian	2007-08	*	89	*	*	*	*
	2008-09	*	92	*	*	*	*
Black	2007-08	*	67	*	*	*	*
	2008-09	*	73	*	*	*	*
Hispanic	2007-08	60	73	>99%	40	40	20
	2008-09	89	77	>99%	11	56	33
White	2007-08	88	89	>99%	13	50	38
	2008-09	90	92	>99%	10	52	38
Female	2007-08	76	76	>99%	24	52	24
	2008-09	91	80	>99%	9	64	27
Male	2007-08	83	81	>99%	17	43	39
	2008-09	92	84	>99%	8	40	52
Special Education	2007-08	63	55	>99%	38	38	25
	2008-09	60	61	>99%	40	*	*
LEP	2007-08	*	54	*	*	*	*
	2008-09	*	61	*	*	*	*
Economically Disadvantaged	2007-08	69	71	>99%	31	45	24
	2008-09	90	75	>99%	10	41	48
Migrant	2007-08	*	63	*	*	*	*
	2008-09	*	67	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 6 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	95	90	>99%	5	60	35
	2008-09	89	90	>99%	11	61	27
American Indian	2007-08	*	92	*	*	*	*
	2008-09	*	92	*	*	*	*
Asian	2007-08	*	96	*	*	*	*
	2008-09	*	96	*	*	*	*
Black	2007-08	*	86	*	*	*	*
	2008-09	*	87	*	*	*	*
Hispanic	2007-08	90	87	>99%	10	52	38
	2008-09	80	87	>99%	20	67	13
White	2007-08	*	95	>99%	*	*	*
	2008-09	93	96	>99%	7	61	32
Female	2007-08	94	93	>99%	6	59	35
	2008-09	95	91	>99%	5	77	18
Male	2007-08	96	87	>99%	4	61	35
	2008-09	82	89	>99%	18	45	36
Special Education	2007-08	*	66	*	*	*	*
	2008-09	86	73	>99%	14	71	14
LEP	2007-08	*	69	*	*	*	*
	2008-09	*	68	*	*	*	*
Economically Disadvantaged	2007-08	93	85	>99%	7	60	33
	2008-09	86	86	>99%	14	68	18
Migrant	2007-08	*	78	*	*	*	*
	2008-09	*	78	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 6 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	80	79	>99%	20	63	18
	2008-09	61	79	>99%	39	48	14
American Indian	2007-08	*	80	*	*	*	*
	2008-09	*	81	*	*	*	*
Asian	2007-08	*	94	*	*	*	*
	2008-09	*	94	*	*	*	*
Black	2007-08	*	67	*	*	*	*
	2008-09	*	69	*	*	*	*
Hispanic	2007-08	81	75	>99%	19	67	14
	2008-09	47	75	>99%	53	33	13
White	2007-08	79	87	>99%	21	58	21
	2008-09	68	88	>99%	32	54	14
Female	2007-08	82	80	>99%	18	65	18
	2008-09	59	80	>99%	41	36	23
Male	2007-08	78	78	>99%	22	61	17
	2008-09	64	78	>99%	36	59	5
Special Education	2007-08	*	49	*	*	*	*
	2008-09	29	59	>99%	71	*	*
LEP	2007-08	*	59	*	*	*	*
	2008-09	*	61	*	*	*	*
Economically Disadvantaged	2007-08	80	72	>99%	20	60	20
	2008-09	61	73	>99%	39	46	14
Migrant	2007-08	*	68	*	*	*	*
	2008-09	*	66	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 7 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	86	84	>99%	14	50	36
	2008-09	86	84	>99%	14	74	12
American Indian	2007-08	*	87	*	*	*	*
	2008-09	*	87	*	*	*	*
Asian	2007-08	*	93	*	*	*	*
	2008-09	*	93	*	*	*	*
Black	2007-08	*	78	*	*	*	*
	2008-09	*	79	*	*	*	*
Hispanic	2007-08	89	79	>99%	11	68	21
	2008-09	83	78	>99%	17	75	8
White	2007-08	83	91	>99%	17	35	48
	2008-09	89	91	>99%	11	74	16
Female	2007-08	86	87	>99%	14	48	38
	2008-09	95	86	>99%	5	84	11
Male	2007-08	86	81	>99%	14	52	33
	2008-09	79	81	>99%	21	67	13
Special Education	2007-08	*	57	*	*	*	*
	2008-09	*	61	*	*	*	*
LEP	2007-08	*	47	*	*	*	*
	2008-09	*	48	*	*	*	*
Economically Disadvantaged	2007-08	85	77	>99%	15	62	23
	2008-09	87	77	>99%	13	74	13
Migrant	2007-08	*	67	*	*	*	*
	2008-09	*	67	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 7 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	76	75	>99%	24	67	10
	2008-09	67	78	>99%	33	60	7
American Indian	2007-08	*	78	*	*	*	*
	2008-09	*	78	*	*	*	*
Asian	2007-08	*	93	*	*	*	*
	2008-09	*	93	*	*	*	*
Black	2007-08	*	63	*	*	*	*
	2008-09	*	66	*	*	*	*
Hispanic	2007-08	74	69	>99%	26	68	5
	2008-09	71	73	>99%	29	67	4
White	2007-08	78	85	>99%	22	65	13
	2008-09	63	87	>99%	37	53	11
Female	2007-08	71	76	>99%	29	62	10
	2008-09	68	79	>99%	32	63	5
Male	2007-08	81	74	>99%	19	71	10
	2008-09	67	77	>99%	33	58	8
Special Education	2007-08	*	43	*	*	*	*
	2008-09	*	56	*	*	*	*
LEP	2007-08	*	46	*	*	*	*
	2008-09	*	55	*	*	*	*
Economically Disadvantaged	2007-08	69	66	>99%	31	65	4
	2008-09	77	71	>99%	23	71	6
Migrant	2007-08	*	61	*	*	*	*
	2008-09	*	67	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 8 Reading

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	87	93	>99%	13	39	48
	2008-09	90	94	>99%	10	39	51
American Indian	2007-08	*	95	*	*	*	*
	2008-09	*	96	*	*	*	*
Asian	2007-08	*	97	*	*	*	*
	2008-09	*	96	*	*	*	*
Black	2007-08	*	91	*	*	*	*
	2008-09	*	93	*	*	*	*
Hispanic	2007-08	85	90	>99%	15	40	45
	2008-09	86	92	>99%	14	50	36
White	2007-08	88	97	>99%	12	38	50
	2008-09	93	98	>99%	7	30	63
Female	2007-08	84	95	>99%	16	32	53
	2008-09	95	95	>99%	5	41	55
Male	2007-08	89	92	>99%	11	44	44
	2008-09	85	93	>99%	15	37	48
Special Education	2007-08	*	73	*	*	*	*
	2008-09	50	82	>99%	50	*	*
LEP	2007-08	*	62	*	*	*	*
	2008-09	*	67	*	*	*	*
Economically Disadvantaged	2007-08	90	90	>99%	10	43	47
	2008-09	86	91	>99%	14	52	34
Migrant	2007-08	*	85	*	*	*	*
	2008-09	*	85	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 8 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	76	80	>99%	24	65	11
	2008-09	77	83	>99%	23	65	13
American Indian	2007-08	*	83	*	*	*	*
	2008-09	*	85	*	*	*	*
Asian	2007-08	*	94	*	*	*	*
	2008-09	*	95	*	*	*	*
Black	2007-08	*	68	*	*	*	*
	2008-09	*	73	*	*	*	*
Hispanic	2007-08	75	75	>99%	25	65	10
	2008-09	73	80	>99%	27	55	18
White	2007-08	77	89	>99%	23	65	12
	2008-09	81	92	>99%	19	73	8
Female	2007-08	79	81	>99%	21	63	16
	2008-09	70	83	>99%	30	65	4
Male	2007-08	77	79	>99%	23	69	8
	2008-09	84	83	>99%	16	64	20
Special Education	2007-08	*	46	*	*	*	*
	2008-09	17	66	>99%	83	*	*
LEP	2007-08	*	47	*	*	*	*
	2008-09	*	57	*	*	*	*
Economically Disadvantaged	2007-08	73	72	>99%	27	70	3
	2008-09	75	77	>99%	25	57	18
Migrant	2007-08	*	68	*	*	*	*
	2008-09	*	72	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 8 Science

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	50	67	>99%	50	40	10
	2008-09	68	71	98	32	55	13
American Indian	2007-08	*	72	*	*	*	*
	2008-09	*	76	*	*	*	*
Asian	2007-08	*	85	*	*	*	*
	2008-09	*	88	*	*	*	*
Black	2007-08	*	54	*	*	*	*
	2008-09	*	58	*	*	*	*
Hispanic	2007-08	43	57	>99%	57	33	10
	2008-09	55	63	>99%	45	50	5
White	2007-08	56	82	>99%	44	44	11
	2008-09	80	86	96	20	60	20
Female	2007-08	42	65	>99%	58	26	16
	2008-09	59	69	>99%	41	50	9
Male	2007-08	55	69	>99%	45	48	7
	2008-09	76	74	96	24	60	16
Special Education	2007-08	*	40	*	*	*	*
	2008-09	*	50	>99%	*	*	*
LEP	2007-08	*	23	*	*	*	*
	2008-09	*	31	*	*	*	*
Economically Disadvantaged	2007-08	52	55	>99%	48	45	6
	2008-09	61	61	>99%	39	50	11
Migrant	2007-08	*	47	*	*	*	*
	2008-09	*	52	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 10 English Language Arts

Student Groups	Year	District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
All Students	2007-08	76	86	>99%	24	71	6
	2008-09	84	87	98	16	70	14
American Indian	2007-08	*	86	*	*	*	*
	2008-09	*	90	*	*	*	*
Asian	2007-08	*	93	*	*	*	*
	2008-09	*	93	*	*	*	*
Black	2007-08	*	80	*	*	*	*
	2008-09	*	83	*	*	*	*
Hispanic	2007-08	76	81	>99%	24	*	*
	2008-09	71	82	>99%	29	*	*
White	2007-08	78	91	>99%	22	69	9
	2008-09	85	93	97	15	68	18
Female	2007-08	94	89	>99%	6	75	19
	2008-09	93	90	>99%	7	64	29
Male	2007-08	69	82	>99%	31	*	*
	2008-09	79	84	97	21	72	7
Special Education	2007-08	25	58	>99%	75	*	*
	2008-09	*	62	80	*	*	*
LEP	2007-08	*	45	*	*	*	*
	2008-09	*	45	*	*	*	*
Economically Disadvantaged	2007-08	80	79	>99%	20	77	3
	2008-09	79	81	95	21	68	11
Migrant	2007-08	*	75	*	*	*	*
	2008-09	*	76	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 10 Mathematics

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	61	62	>99%	39	53	8
	2008-09	39	65	93	61	34	5
American Indian	2007-08	*	63	*	*	*	*
	2008-09	*	69	*	*	*	*
Asian	2007-08	*	86	*	*	*	*
	2008-09	*	88	*	*	*	*
Black	2007-08	*	45	*	*	*	*
	2008-09	*	49	*	*	*	*
Hispanic	2007-08	71	53	>99%	29	*	*
	2008-09	14	57	88	86	*	*
White	2007-08	58	75	>99%	42	45	13
	2008-09	47	77	94	53	41	6
Female	2007-08	63	62	>99%	38	56	6
	2008-09	43	65	>99%	57	36	7
Male	2007-08	60	62	>99%	40	51	9
	2008-09	37	64	90	63	33	4
Special Education	2007-08	38	30	>99%	63	*	*
	2008-09	*	39	80	*	*	*
LEP	2007-08	*	28	*	*	*	*
	2008-09	*	32	*	*	*	*
Economically Disadvantaged	2007-08	59	50	>99%	41	*	*
	2008-09	17	54	90	83	11	6
Migrant	2007-08	*	47	*	*	*	*
	2008-09	*	50	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09, For CENTER POINT ISD (133901)

Grade 10 Science

		District % of Students Met Standard (Proficient) and Commended (Advanced)	State % of Students Met Standard (Proficient) and Commended (Advanced)	% Tested (In District)	Percent of Students in District at Each Achievement Level		
					% Not Meeting Standard(Basic)	% Met Standard (Proficient)	% Commended (Advanced)
Student Groups	Year						
All Students	2007-08	71	63	96	29	65	6
	2008-09	63	65	91	38	48	15
American Indian	2007-08	*	69	*	*	*	*
	2008-09	*	75	*	*	*	*
Asian	2007-08	*	82	*	*	*	*
	2008-09	*	84	*	*	*	*
Black	2007-08	*	47	*	*	*	*
	2008-09	*	50	*	*	*	*
Hispanic	2007-08	63	52	94	38	56	6
	2008-09	*	54	75	*	*	*
White	2007-08	77	80	97	23	70	7
	2008-09	78	82	94	22	59	19
Female	2007-08	81	60	>99%	19	*	*
	2008-09	69	62	93	31	46	23
Male	2007-08	67	66	94	33	58	9
	2008-09	59	68	90	41	48	11
Special Education	2007-08	57	35	88	43	43	14
	2008-09	*	41	80	*	*	*
LEP	2007-08	*	19	*	*	*	*
	2008-09	*	21	*	*	*	*
Economically Disadvantaged	2007-08	62	49	>99%	38	59	3
	2008-09	44	52	90	56	33	11
Migrant	2007-08	*	41	*	*	*	*
	2008-09	*	42	*	*	*	*

Part I -- District Level: Student performance for the district compared to the state as a whole, % of Students Tested, Student Achievement by Proficiency Level, 2007-08,~_2008-09,~nFor CENTER POINT ISD (133901)

Footnotes

Student Achievement results are rounded to the nearest whole percent.

Special formats ('*', >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA). For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules**.

Contact Information

Questions regarding Part I of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II a. -- District Level: Comparison between student achievement in the LEA as a whole and for the state and the state's academic expectations in reading/language arts and mathematics, and information on the other academic indicators used for AYP determinations
For CENTER POINT ISD (133901)

		Reading/Language Arts				Mathematics			
		Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)
				'08 Target: 60%	'08 Target: 60%			'08 Target: 50%	'08 Target: 50%
		Target: 95%	Target: 95%	'09 Target: 67%	'09 Target: 67%	Target: 95%	Target: 95%	'09 Target: 58%	'09 Target: 58%
		District	State	District	State	District	State	District	State
Student Groups	Year								
All Students	2007-08	>99%	99	90	88	>99%	>99%	82	79
	2008-09	>99%	99	91	88	99	>99%	75	81
American Indian	2007-08	*	99	*	90	*	99	*	81
	2008-09	*	99	*	91	*	99	*	83
Asian	2007-08	*	>99%	*	95	*	>99%	*	94
	2008-09	*	99	*	95	*	>99%	*	94
Black	2007-08	*	>99%	*	83	*	99	*	68
	2008-09	*	>99%	*	84	*	>99%	*	70
Hispanic	2007-08	>99%	99	89	84	>99%	>99%	81	75
	2008-09	>99%	99	89	85	99	>99%	80	77
White	2007-08	>99%	>99%	92	94	>99%	>99%	84	88
	2008-09	99	>99%	93	94	99	>99%	72	89
Female	2007-08	>99%	>99%	92	90	>99%	>99%	84	80
	2008-09	>99%	99	96	90	>99%	>99%	76	81
Male	2007-08	>99%	99	89	86	>99%	>99%	81	79
	2008-09	99	99	87	86	98	>99%	74	81
Special Education	2007-08	>99%	99	60	62	>99%	99	60	50
	2008-09	97	99	66	65	97	99	41	57
LEP	2007-08	>99%	99	70	76	>99%	>99%	68	72
	2008-09	>99%	98	77	76	96	99	68	74
Economically Disadvantaged	2007-08	>99%	99	89	83	>99%	>99%	79	73

(Continued)

Part II a. -- District Level: Comparison between student achievement in the LEA as a whole and for the state and the state's academic expectations in reading/language arts and mathematics, and information on the other academic indicators used for AYP determinations
For CENTER POINT ISD (133901)

		Additional Academic Indicators			
		Graduation Rate	Graduation Rate	Attendance Rate	Attendance Rate
		Target: 70%	Target: 70%	Target: 90%	Target: 90%
		District	State	District	State
Student Groups	Year				
All Students	2007-08	83.8	78.0	n/a	95.5
	2008-09	81.0	79.1	n/a	95.5
American Indian	2007-08	-	81.4	n/a	94.8
	2008-09	-	81.7	n/a	94.8
Asian	2007-08	-	91.5	n/a	97.5
	2008-09	-	91.2	n/a	97.5
Black	2007-08	-	70.7	n/a	95.0
	2008-09	-	71.8	n/a	95.1
Hispanic	2007-08	50.0	68.5	n/a	95.3
	2008-09	72.2	70.8	n/a	95.4
White	2007-08	96.3	88.2	n/a	95.7
	2008-09	87.5	88.8	n/a	95.6
Female	2007-08	87.5	80.3	n/a	95.5
	2008-09	87.0	81.4	n/a	95.5
Male	2007-08	81.0	75.8	n/a	95.5
	2008-09	73.7	76.8	n/a	95.5
Special Education	2007-08	71.4	70.3	n/a	94.0
	2008-09	*	69.8	n/a	94.0
LEP	2007-08	*	39.3	n/a	96.3
	2008-09	*	44.2	n/a	96.4
Economically Disadvantaged	2007-08	75.0	68.8	n/a	95.2

(Continued)

Part II a. -- District Level: Comparison between student achievement in the LEA as a whole and for the state and the state's academic expectations in reading/language arts and mathematics, and information on the other academic indicators used for AYP determinations
For CENTER POINT ISD (133901)

		Reading/Language Arts				Mathematics			
		Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Tested	Percent Tested	Percent Met Standard (Proficient) & Commended (Advanced)	Percent Met Standard (Proficient) & Commended (Advanced)
				'08 Target: 60%	'08 Target: 60%			'08 Target: 50%	'08 Target: 50%
		Target: 95%	Target: 95%	'09 Target: 67%	'09 Target: 67%	Target: 95%	Target: 95%	'09 Target: 58%	'09 Target: 58%
		District	State	District	State	District	State	District	State
Student Groups	Year								
Economically Disadvantaged	2008-09	99	99	91	83	99	>99%	75	75
Migrant	2007-08	*	99	*	76	*	>99%	*	68
	2008-09	*	98	*	76	*	99	*	70

**Part II a. -- District Level: Comparison between student achievement in the LEA as a whole and for the state and the state's academic expectations in reading/language arts and mathematics, and information on the other academic indicators used for AYP determinations
For CENTER POINT ISD (133901)**

		Additional Academic Indicators			
		Graduation Rate	Graduation Rate	Attendance Rate	Attendance Rate
		Target: 70%	Target: 70%	Target: 90%	Target: 90%
		District	State	District	State
Student Groups	Year				
Economically Disadvantaged	2008-09	85.7	70.4	n/a	95.2
Migrant	2007-08	-	60.1	n/a	94.2
	2008-09	-	66.3	n/a	94.1

**Part II a. -- District Level: Comparison between student achievement in the LEA as a whole and for the state and the state's academic expectations in reading/language arts and mathematics, and information on the other academic indicators used for AYP determinations
For CENTER POINT ISD (133901)**

Footnotes

Student Achievement results are rounded to the nearest whole percent. Additional Academic Indicators (Graduation and Attendance Rate) are rounded to the nearest one-tenth of a percent (one decimal place).

Adequate Yearly Progress (AYP) is measured for the following student groups: All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient (LEP) students. Other student groups are shown for informational purposes only.

Special formats ('*', >99%, <1%, 'n/a') are used in order to comply with the Family Educational Rights and Privacy Act (FERPA). For detailed information, please see the **Explanation of NCLB School Report Card Data Masking Rules**.

Contact Information

Questions regarding Part II a. of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part II b.-- District Level: Number of recently arrived LEP students who are not assessed on the State's reading/ELA test

For CENTER POINT ISD (133901)

13:50 Monday, February 1, 2010

		Number
	Year	
State	2007-08	9,855
	2008-09	9,888
District	2007-08	1
	2008-09	3

Footnotes

* The number of recent immigrant Limited English Proficient (LEP) students in their first year of enrollment in US schools assessed on the Texas English Language Proficiency Assessment System (TELPAS) and not on Texas Assessment of Knowledge and Skills (TAKS) Reading/Language Arts.

Contact Information

Questions regarding Part II b. of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part III -- Additional accountability information for schools receiving Title I, Part A funds, including the total number of schools identified for school improvement, corrective action, and restructuring, under Section 1116, and the percentage of the schools in the LEA they represent, the name of each school identified for improvement, corrective action, or restructuring, and how long each school has been identified For CENTER POINT ISD (133901)

13:51 Monday, February 1, 2010

District/School	Year	Met AYP	SIP
CENTER POINT ISD (133901)	2007-08	Meets AYP	NONE
	2008-09	Meets AYP	NONE
BROAD HORIZONS HIGH SCHOOL (133901003)	2007-08	Not Evaluated	
	2008-09	Not Evaluated	
CENTER POINT AEP (133901002)	2007-08	Not Evaluated	
	2008-09	Not Evaluated	
CENTER POINT EL (133901101)	2007-08	Meets AYP	NONE
	2008-09	Meets AYP	NONE
CENTER POINT H S (133901001)	2007-08	Meets AYP	
	2008-09	Meets AYP	
CENTER POINT MIDDLE (133901041)	2007-08	Meets AYP	
	2008-09	Meets AYP	

Contact Information

Questions regarding Part III of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part IV - Teacher Quality

a. Professional qualifications of all public elementary and secondary teachers, as defined by the state (Teacher Degree), for the district as a whole and for each campus within the district For CENTER POINT ISD (133901)

13:51 Monday, February 1, 2010

		Bachelors	Masters	Doctorate
Level	Year			
CENTER POINT ISD (133901)	2007-08	86.7	13.3	0.0
	2008-09	86.0	14.0	0.0
BROAD HORIZONS HIGH SCHOOL (133901003)	2007-08	Not Provided	Not Provided	Not Provided
	2008-09	18.0	82.0	0.0
CENTER POINT AEP (133901002)	2007-08	Not Provided	Not Provided	Not Provided
	2008-09	100.0	0.0	0.0
CENTER POINT EL (133901101)	2007-08	Not Provided	Not Provided	Not Provided
	2008-09	94.0	6.0	0.0
CENTER POINT H S (133901001)	2007-08	Not Provided	Not Provided	Not Provided
	2008-09	85.0	15.0	0.0
CENTER POINT MIDDLE (133901041)	2007-08	Not Provided	Not Provided	Not Provided
	2008-09	75.6	24.4	0.0

Footnotes

Percent of Teachers are rounded to the nearest one-tenth of a percent (one decimal place).

Percentages reported by Teacher Degree may not sum to 100% either due to rounding or because the category “teachers with no degree” is not reported.

Contact Information

Questions regarding Part IV a. of the No Child Left Behind School Report Card should be directed to the Division of Performance Reporting. Contact us at (512) 463-9704 or performance.reporting@tea.state.tx.us.

Part IV - Teacher Quality

b. Percentage of public elementary and secondary teachers with emergency/provisional credentials for the district as a whole and for each campus

For CENTER POINT ISD (133901)

13:51 Monday, February 1, 2010

		%
Level	Year	
CENTER POINT ISD (133901)	2007-08	0.00
	2008-09	0.00
BROAD HORIZONS HIGH SCHOOL (133901003)	2007-08	-
	2008-09	-
CENTER POINT AEP (133901002)	2007-08	-
	2008-09	-
CENTER POINT EL (133901101)	2007-08	0.00
	2008-09	0.00
CENTER POINT H S (133901001)	2007-08	0.00
	2008-09	0.00
CENTER POINT MIDDLE (133901041)	2007-08	0.00
	2008-09	0.00

Footnotes

Percent of Teachers are rounded to the nearest one-hundredth of a percent (two decimal places).

Contact Information

Questions regarding Part IV b. of the No Child Left Behind School Report Card should be directed to the Division of NCLB Program Coordination.

Contact us at (512) 463-9374 or nclb@tea.state.tx.us.

Part IV - Teacher Quality

c. For the district as a whole and for each school within the district, the percentage of classes not taught by highly qualified teachers of the ESEA (applies to public elementary and secondary school teachers who teach a core academic subject), in the aggregate and disaggregated by high poverty compared to low poverty schools (schools in the top quartile of poverty and the bottom quartile of poverty in the state)

For CENTER POINT ISD (133901)

13:51 Monday, February 1, 2010

		%	High Poverty Schools	Low Poverty Schools
Level	Year			
CENTER POINT ISD (133901)	2007-08	0.00	0.00	-
	2008-09	0.00	-	-
BROAD HORIZONS HIGH SCHOOL (133901003)	2007-08	-	Not Required	Not Required
	2008-09	-	Not Required	Not Required
CENTER POINT AEP (133901002)	2007-08	-	Not Required	Not Required
	2008-09	-	Not Required	Not Required
CENTER POINT EL (133901101)	2007-08	0.00	Not Required	Not Required
	2008-09	0.00	Not Required	Not Required
CENTER POINT H S (133901001)	2007-08	0.00	Not Required	Not Required
	2008-09	0.00	Not Required	Not Required
CENTER POINT MIDDLE (133901041)	2007-08	0.00	Not Required	Not Required
	2008-09	0.00	Not Required	Not Required

Footnotes

Percent of Classes are rounded to the nearest one-hundredth of a percent (two decimal places).

Contact Information

Questions regarding Part IV c. of the No Child Left Behind School Report Card should be directed to the Division of NCLB Program Coordination.

Contact us at (512) 463-9374 or nclb@tea.state.tx.us.

Glossary for the Texas NCLB Report Card 2008-09

The No Child Left Behind Act of 2001 (NCLB) requires federal accountability and reporting for all public school districts, campuses, and the state. The Texas NCLB Report Card is a web-based reporting system that will generate the required federal report cards at the state, district, and campus level for easy dissemination by school districts.

Federally Required Data Elements

Each state must prepare annual report cards that include information related to assessments, accountability, and teacher quality, and must include data from all school districts in the state.

Assessment Data

States must provide assessment data from their reading/English language arts, mathematics, and science assessments. For each grade and subject tested, the report card must include 1) information on the percentage of students tested disaggregated by federally required student groups, 2) information on student achievement at each proficiency level (e.g., advanced, proficient, basic, below basic) disaggregated by federally required student groups, and 3) the most recent two-year trend data in student performance for each subject and for each grade. The Texas NCLB Report Card provides assessment data consistent with federally reported data definitions for the reading/English language arts, mathematics, and science assessment results and adequate yearly progress (AYP) performance and participation indicator evaluations. As required by regulation, the assessment data must include all students in the grades tested as a whole and all students in the grades tested in each school served by the district, not just those students enrolled for a full academic year. The results are displayed by student groups specified by federal regulation.

Accountability Data

The federal accountability data required on Texas NCLB Report Card are a comparison between student achievement levels and the State's annual measurable objectives in reading/language arts and mathematics used in evaluating AYP. Data on student performance on the AYP additional academic indicators (graduation and attendance rates) must also be reported. The AYP results are displayed by student groups specified by federal regulation, including additional student groups that are not evaluated for AYP.

Teacher Quality Data

States must provide information for 1) the professional qualifications of all public elementary and secondary school teachers in the State, as defined by the State (e.g., bachelors and advanced degrees, licensure), 2) the percentage of all public elementary and secondary school teachers teaching with emergency or provisional credentials, and 3) the percentage of classes in the State not taught by highly qualified teachers disaggregated by high-poverty compared to low-poverty schools. For this purpose, high-poverty means schools in the top quartile of poverty and low-poverty means the bottom quartile of poverty in the State.

National Assessment of Educational Progress (NAEP) Data

The State level report cards must include 1) the most recent NAEP reading and mathematics results for the state and 2) the participation rates, both disaggregated by student group as reported by NAEP.

Federally Required Student Groups

Each state must include the following student groups in their annual report cards. School districts report student information through the Public Education Information Management System (PEIMS) and the Texas Assessment of Knowledge and Skills (TAKS) test answer documents.

Economically Disadvantaged – If a student is identified as eligible for free or reduced-price lunch or eligible for other public assistance on the TAKS answer documents for the subject reported, the student is included in the Economically Disadvantaged student group.

Ethnic Distribution - Students are reported as American Indian, Asian, Black, Hispanic, and White on the TAKS answer documents, and included in the appropriate student group.

Gender - Results are reported separately for males and females, based on students' reported gender shown on the TAKS answer documents.

Limited English Proficiency (LEP) – Students are identified as limited English proficient (LEP) by the Language Proficiency Assessment Committee (LPAC) according to criteria established in the Texas Administrative Code. If a student is identified as LEP on the TAKS answer documents, the student is included in the LEP student group. The Texas NCLB Report Card results for the LEP student group represents students identified as LEP in the current year only, except for Part II - Accountability Data, Reading/English Language Arts and Mathematics Percent Met Standard (Proficient) & Commended (Advanced). These columns report AYP performance results for LEP students identified as either 1) a currently identified LEP student, or 2) a former LEP student that has met the criteria for bilingual/ESL program exit, is no longer classified as LEP in PEIMS and is in the first or second year of academic monitoring as required by state statute.

Migrant - If a student is identified as a Migrant student on the TAKS answer documents, the student is included in the Migrant student group. "Migrant Student" indicates whether the student (ages 3-21) is, or the student's parent, spouse, or guardian is a migratory agricultural worker.

Special Education - This refers to the population served by programs for students with disabilities. If a student is identified as participating in a special education program on the TAKS answer documents, the student is included in the special education student group. The Texas NCLB Report Card results for reading/English language Arts or mathematics special education

student group are based on AYP calculations: if a student is tested on TAKS (Accommodated), TAKS–M, LAT TAKS–M, or TAKS–Alt, or is identified as a special education student on any test document, the student is included in the special education student group.

Texas NCLB Report Card

The Texas NCLB Report Card includes the following information:

Assessment Data

Part I – Percent of Students Tested, Student Achievement by Proficiency Level, 2007-08, 2008-09

Accountability Data

Part II

- a. Comparison Between Student Achievement and the State's Academic Expectations as measured by Adequate Yearly Progress (AYP)
- b. Number of Recently Arrived LEP Students Who Are Not Assessed on the State's Reading/ELA Test

Part III – Information on Adequate Yearly Progress (AYP) and School Improvement Program (SIP) for districts and campuses receiving Title I, Part A funds

Teacher Quality Data

Part IV

- a. Professional Qualifications of All Public Elementary and Secondary Teachers, As Defined by the State (Teacher Degree)
- b. Percent of Public Elementary and Secondary Teachers With Emergency/Provisional Credentials
- c. Percent of Classes Not Taught by Highly Qualified Teachers by High Poverty Compared to Low Poverty Campuses

National Assessment of Educational Progress (NAEP) Data reported at the State Level only

Part V – NAEP-2007 (Based on a Statewide Sample)

- a. State-level Percentages at NAEP Achievement Levels
- b. State-level Participation Rates

Part I - Student Achievement

Percent of Students in State at Each Achievement Level - The percent of students not meeting the standard, meeting the standard, and commended are shown for reading/English language arts, mathematics, and science assessments for every student tested in Grades 3 – 8 and 10. All TAKS test results in reading/language arts, mathematics, and science are processed for federal reporting and the calculation of AYP. The TAKS (Texas Assessment of Knowledge and Skills) is a standardized test for students that measures the extent that a student has learned, understood, and is able to apply the important concepts and skills expected at each tested grade level. Results reported combine the TAKS, TAKS (Accommodated), TAKS–Modified (TAKS–M), Linguistically Accommodated Testing (LAT) TAKS, LAT TAKS–M, and TAKS–Alternate (TAKS–Alt). As required by federal regulation, the assessment data reported must include all students in the grades tested as a whole and all students in the grades tested in each school served by the district, not just those students enrolled for a full academic year. The results are displayed by grade level and student group. All students who meet the test passing standard on TAKS-M and TAKS-Alt assessments are included in these results. The federal 1% and 2% caps required for evaluation of AYP performance calculations are not applied.

Percent Not Meeting Standard (Basic) - represents the percentage of students, by grade level and student group, that scored below the Basic or standard achievement level. Basic achievement (or not meeting the standard) is defined as unsatisfactory performance; below state passing standard; insufficient understanding of the state defined curriculum.

Percent Met Standard (Proficient) - represents the percentage of students, by grade level and student group, that scored at or above the Proficient achievement level, but below the Commended (Advanced) achievement level. Proficient achievement is defined as satisfactory performance; at or above state passing standard; sufficient understanding of the state defined curriculum.

Percent Commended (Advanced) - represents the percentage of students, by grade level and student group, that scored at or above the Commended (Advanced) achievement level. Advanced achievement is defined as high academic achievement; considerably above state passing standard; thorough understanding of the state defined curriculum.

Percentages are reported as three mutually exclusive categories:

- Percent Not Meeting Standard (Basic)
- Percent Met Standard (Proficient)
- Percent Commended (Advanced)

The results in these categories will always add to 100%, except in cases where rounding causes the sum of the percentages to round to either 99% or 101%. Note that the sum of Percent Met Standard (Proficient) and Percent Commended (Advanced) is equal to the overall percent of students who met the test passing standard.

Part II – Accountability Data

A. *Student Achievement and Academic Expectations (AYP)*

The Texas NCLB Report Card shows the AYP indicator results for two years by student group. There are seven student groups evaluated for AYP: All Students, African American, Hispanic, White, Economically Disadvantaged, Special Education, and Limited English Proficient. Federal regulations require states to report additional student groups that are not evaluated for AYP: American Indian, Asian, Gender (Male/Female), and Migrant student groups.

Reading/Language Arts Percent Tested – AYP Participation results are displayed by student group summed across AYP grades 3-8 and 10 and represent the number of students participating divided by the Participation count of students enrolled at the time of testing.

2007-08 and 2008-09 AYP Target: 95% is the participation standard for Reading/Language Arts.

Reading/Language Arts Percent Met Standard (Proficient) & Commended (Advanced) – AYP Performance results are displayed by student group and represent the number of students in a student group counted as proficient divided by the number of students tested (performance number tested) in that student group.

2007-08 AYP Target: 60% is the 2008 performance standard for Reading/Language Arts.

2008-09 AYP Target: 67% is the 2009 performance standard for Reading/Language Arts.

Mathematics Percent Tested – AYP Participation results are displayed by student group summed across AYP grades 3-8 and 10 and represent the number of students participating divided by the Participation count of students enrolled at the time of testing.

2007-08 and 2008-09 AYP Target: 95% is the participation standard for Mathematics.

Mathematics Percent Met Standard (Proficient) & Commended (Advanced) – AYP Performance results are displayed by student group and represent the number of students in a student group counted as proficient divided by the number of students tested (performance number tested) in that student group.

2007- 08 AYP Target: 50% is the 2008 performance standard for Mathematics.

2008- 09 AYP Target: 58% is the 2009 performance standard for Mathematics.

Additional Academic Indicators Graduation Rate - The Graduation Rate is the Other Indicator used in AYP for high schools, combined elementary/secondary campuses offering Grade 12, and districts offering Grade 12. For 2008-09 AYP results, the Graduation Rate is defined as the graduates component of the completion/student status as a percent of all four components (graduates, continuers, GED recipients, dropouts) of the Class of 2008. For the 2007-08 AYP results, the Class of 2007 Graduation Rates are used. Districts and campuses are required to meet the standard at the all students level only. Additional student groups not evaluated for AYP are reported as required by federal regulation.

2007-08 and 2008-09 AYP Target: 70% is the Graduation Rate standard.

Additional Academic Indicators Attendance Rate – The prior year Attendance rates reported in AEIS used for AYP. Attendance rates are based on student attendance for the entire school year. Only students in grades 1-12 are included in the calculations. Additional student groups not evaluated for AYP are reported as required by federal regulation.

For 2009 AYP, Attendance is calculated as follows:

$$\frac{\text{total number of days students were present in 2007-08}}{\text{total number of days students were in membership in 2007-08}}$$

For the 2007-08 AYP results, the Attendance rates for the school year 2006-07 are used.

2007-08 and 2008-09 AYP Target: 90% is the Attendance Rate standard.

B. *Number of Recently Arrived LEP Students Who Are Not Assessed on the State's Reading/ELA Test*

Number - The number of recent immigrant Limited English Proficient (LEP) students in their first year of enrollment in U.S. schools assessed on the Texas English Language Proficiency Assessment System (TELPAS) and not on Texas Assessment of Knowledge and Skills (TAKS) Reading/Language Arts. Federal regulations require this information for the district and state level reports only.

Part III - Adequate Yearly Progress (AYP) and School Improvement Program (SIP)

Met AYP (Adequate Yearly Progress)- Adequate Yearly Progress (AYP) refers to the federally mandated accountability system required by the NCLB Act of 2001 and the Elementary and Secondary Education Act (ESEA). AYP reports three indicators for each district and campus in the state: Reading/English Language Arts, Mathematics, and an Other Measure. The Reading

ELA and Mathematics indicators consist of the performance and participation components, taken from assessments in Reading/ELA and Mathematics for all students in Grades 3-8 and 10. In addition to Reading/ELA and Mathematics, AYP evaluates one Other Measure, either Graduation Rate or Attendance Rate. Graduation rate is the other measure for high schools, combined elementary/secondary schools offering Grade 12, and districts offering Grade 12. Attendance Rate is used for elementary schools, middle/junior high schools, combined elementary/secondary schools not offering Grade 12, and districts not offering Grade 12.

School Improvement Program (SIP) - Districts and campuses receiving Title I, Part A funds are subject to School Improvement requirements if they do not meet the AYP standard for the same indicator (Reading/English Language Arts, Mathematics, Graduation or Attendance) for two or more consecutive years.

Part IV – Teacher Data

- A. Professional Qualifications of All Public Elementary and Secondary Teachers, As Defined by the State (Teacher Degree):** The distribution of degrees attained by teachers in the state, school district, or campus. The Full-Time Equivalent (FTE) count of staff is reported by districts through the Public Education Information Management System (PEIMS) for the school year shown. The percent of teachers with bachelor's, master's, and doctorate degrees are expressed as a percent of the total teacher FTEs.
- B. Percent of Public Elementary and Secondary Teachers With Emergency/Provisional Credentials:**
This is the percentage of elementary and secondary teachers teaching a core academic subject with an emergency or provisional credential.
- C. Percent of Classes Not Taught by Highly Qualified Teachers by High Poverty Compared to Low Poverty Campuses:**
This is the percentage of core academic classes taught without a highly qualified teacher, comparing data for campuses in the highest and lowest poverty quartiles in the state.

Part V – National Assessment of Educational Progress (NAEP) 2007

- A. State-level Percentages at NAEP Achievement Levels:** Texas NAEP performance results are shown only on the state level report. Performance standards set by the National Assessment Governing Board that provide a context for interpreting student performance on NAEP, based on recommendations from panels of educators and members of the public. The levels, Basic, Proficient, and Advanced, measure what students should know and be able to do at each grade assessed.

- Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for proficient work at each grade assessed. NAEP also reports the proportion of students whose scores place them below the Basic achievement level.

- Proficient represents solid academic performance for each grade assessed. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real-world situations, and analytical skills appropriate to the subject matter.

- Advanced denotes superior performance at each grade assessed.

Percent Below Basic represents the percentage of students, by grade level and student group, that scored below NAEP's Basic achievement level.

Percent Basic represents the percentage of students, by grade level and student group, that scored at or above NAEP's Basic achievement level.

Percent Proficient represents the percentage of students, by grade level and student group, that scored at or above NAEP's Proficient achievement level.

Percent Advanced represents the percentage of students, by grade level and student group, that scored at or above NAEP's Advanced achievement level.

B. State-level Participation Rates: Texas NAEP participation results are shown only on the state level report. The National Center for Education Statistics and the National Assessment Governing Board have established participation rate standards that states and jurisdictions are required to meet in order to have their results published.

- The weighted participation rate for the initial school sample must be greater than or equal to 85 percent for results to be published. Prior to 2003, the requirement was 70 percent.

An additional standard has also been established that requires annotation of published results for states and jurisdictions whose sample participation rates, among one or more particular kinds of schools, are low enough to raise concerns about their representativeness.

This standard requires that a state or jurisdiction with otherwise adequately weighted school participation will receive a notation if the nonparticipating schools include a class of schools with similar characteristics, which together account for more than 5% of the state or jurisdiction's total weighted sample of schools. The classes of schools from which a state or jurisdiction need minimum school participation levels are as follows:

- degree of urbanization;
 - minority enrollment; and
 - school mean on a relevant state achievement test (or median household income of the area in which the school is located, in the case that there is no state achievement test for that grade and subject)
-

Glosario para la Tarjeta de Reporte de NCLB de Texas 2008-09

La ley Que Ningún Niño Se Quede Atrás del 2001 (NCLB, por sus siglas en inglés) requiere responsabilidad federal y informes para todos los distritos escolares públicos, las escuelas y el estado. La Tarjeta de Reporte de NCLB de Texas es un sistema de informes basado en web que creará los reportes federales necesarios a nivel estatal, distrital y escolar para ser distribuidos fácilmente por los distritos escolares.

Elementos de Datos Federalmente Requeridos

Cada estado debe preparar reportes anuales que incluyan información acerca de las evaluaciones, la responsabilidad y la calidad de los maestros, y deben incluir los datos de todos los distritos escolares en el estado.

Datos de las Evaluaciones

Los estados deben proporcionar los datos de las evaluaciones de lectura/artes del lenguaje en inglés, matemáticas y ciencia. Para cada grado y materia evaluada, el reporte debe incluir 1) información acerca del porcentaje de estudiantes evaluados separadas por las categorías que son federalmente requeridas 2) información del rendimiento estudiantil en cada nivel de competencia (por ejemplo, avanzado, competente, básico, debajo del básico) separadas por las categorías que son federalmente requeridas, y 3) los datos más recientes de las tendencias de dos años en el desempeño del estudiante para cada materia y para cada grado. El Reporte de NCLB de Texas proporciona los datos de las evaluaciones consistentes con las definiciones de datos reportados federalmente para los resultados de las evaluaciones de lectura/artes de lenguaje en inglés, matemáticas y ciencia y el rendimiento del progreso anual adecuado (AYP, por sus siglas en inglés) y las evaluaciones del indicador de participación. Tal y como exige la regulación, los datos de las evaluaciones deben incluir a todos los estudiantes en los grados evaluados como un total y a todos los estudiantes en los grados evaluados en cada escuela del distrito, y no solo esos estudiantes que se matricularon para un año académico completo. Los resultados son demostrados por grupo de estudiantes especificadas por la regulación federal.

Datos de Responsabilidad

Los datos federales de la responsabilidad requeridos en la Tarjeta de Reporte de NCLB de Texas son una comparación entre los niveles de rendimiento estudiantil y los objetivos anuales del Estado en lectura/artes de lenguaje y matemáticas utilizados para evaluar el AYP. Los datos en el desempeño del estudiante en los indicadores académicos adicionales del AYP (las tasas de graduación y asistencia) también debe ser reportados. Los resultados de AYP aparecen por grupos de estudiantes especificados por regulación federal, inclusive los grupos adicionales de estudiantes que no son evaluados para AYP.

Datos de la Calidad de los Maestros

Los estados deben proporcionar información para 1) las cualificaciones profesionales de todos los maestros de primaria y de secundaria en el Estado, tal y como es definido por el Estado (por

ejemplo, licenciatura y grados universitarios avanzados, licencias), 2) el porcentaje de todos los maestros de primaria y secundaria que enseñan con credenciales provisionales o de emergencia, y 3) el porcentaje de clases en el Estado que no son enseñadas por maestros altamente calificados separados por escuelas con índices de pobreza altos comparados con las escuelas con índices de pobreza bajos. Para este propósito, las escuelas con índices de pobreza altos se refiere a las escuelas en el cuartil superior de pobreza y las escuelas con índices de pobreza bajos se refiere a las escuelas en el cuartil inferior de pobreza en el Estado.

Datos de la Evaluación Nacional del Progreso Educativo (NAEP, por sus siglas en inglés)

Los reportes de nivel estatal deben incluir 1) los resultados más recientes de lectura y matemáticas de NAEP para el estado y 2) las tasas de participación, ambos separados por grupo de estudiantes tal y como es reportado por NAEP.

Grupos de Estudiantes Federalmente Requeridos

Cada estado debe incluir los siguientes grupos de estudiantes en sus reportes anuales. Los distritos escolares reportan información estudiantil a través del Sistema Informático de la Educación Pública (PEIMS, por sus siglas en inglés) y los documentos de respuesta de la Evaluación de Conocimientos y Habilidades de Texas (TAKS, por sus siglas en inglés).

Estudiantes con Desventaja Económica – Si un estudiante es identificado en los documentos de respuesta de TAKS para la materia reportada como elegible para recibir almuerzos gratuitos o a un precio reducido o elegible para otra ayuda estatal, el estudiante es incluido en el grupo de desventaja económica.

Distribución Étnica - Estudiantes son reportados como Indio Norteamericano, Asiático, Negro, Hispano, y Blanco en los documentos de respuesta de TAKS, e incluido en el grupo apropiado del estudiante.

Género - Los resultados son reportados separadamente para hombres y mujeres, basado en el género reportado por el estudiante en los documentos de respuesta de TAKS.

Dominio Limitado del Inglés (LEP) – Los estudiantes son identificados con dominio limitado del inglés (LEP, por sus siglas en inglés) por el Comité de Evaluación de Dominio del Idioma (LPAC, por sus siglas en inglés) de acuerdo con el criterio establecido en el Código Administrativo de Texas. Si un estudiante es identificado como LEP en los documentos de respuesta de TAKS, el estudiante es incluido en el grupo de estudiantes LEP. Los resultados del Reporte de NCLB de Texas para el grupo de estudiante LEP representa a estudiantes identificados como LEP solamente para el año presente, excepto para la Parte II - los Datos de Responsabilidad, el porcentaje de los estándares cumplidos en Lectura/Artes de Lenguaje en Inglés y Matemáticas (Competente) y Desempeño Sobresaliente (Avanzado). Estas columnas reportan los resultados de desempeño para estudiantes LEP identificados como 1) un estudiante actualmente identificado LEP, o 2) un estudiante anteriormente identificado LEP que ha

cumplido con los criterios para la salida de programa bilingüe/ESL, ya no es clasificado como LEP en PEIMS y está en el primer o segundo año de monitoreo académico como lo requieren los estatutos del estado.

Migrante - Si un estudiante es identificado como un estudiante Migrante en los documentos de respuesta de TAKS, el estudiante es incluido en el grupo de estudiantes migrantes. "Estudiante Migrante" indica si el estudiante (de 3-21 años) , el padre del estudiante, pareja, o el tutor legal es un trabajador agrícola migrante.

Educación Especial - Esto se refiere a las poblaciones ayudadas por programas para estudiantes con incapacidades. Si un estudiante es identificado como parte de un programa de educación especial en los documentos de respuesta de TAKS, el estudiante es incluido en el grupo de estudiantes de educación especial. Los resultados del grupo de estudiantes de educación especial del Reporte de NCLB de Texas para Lectura/Artes de lenguaje en inglés o matemáticas son basados en cálculos de AYP: Si un estudiante es evaluado en TAKS (Acomodado), TAKS–M, LAT TAKS–M, o TAKS–Alt, o es identificado como un estudiante de educación especial en cualquier documento del examen, el estudiante es incluido en el grupo de estudiantes de educación especial.

Tarjeta de Reporte de NCLB de Texas

La Tarjeta de Reporte de NCLB de Texas incluye la siguiente información:

Datos de las Evaluaciones

Parte I – El porcentaje de Estudiantes Evaluados, Rendimiento Estudiantil por Nivel de Competencia, 2007-08, 2008-09.

Datos de Responsabilidad

Parte II

- a. La comparación entre el Rendimiento Estudiantil y las Expectativas Académicas del Estado tal y como se miden por el Progreso Anual Adecuado (AYP).
- b. El número de Estudiantes LEP que recientemente llegaron quienes no son evaluados en el Examen del Estado en Lectura/Artes de Lenguaje en Inglés.

Parte III – La información del Progreso Adecuado Anual (AYP) y el Programa de Mejoramiento Escolar (SIP, por sus siglas en inglés) para distritos y planteles escolares que reciben fondos del Título I, Parte A.

Datos de la Calidad de los Maestros

Parte IV

- a. Cualificaciones profesionales de todos los maestros de primaria y de secundaria, a como es definido por el Estado (Grado de Maestro)
- b. Porcentaje de todos los maestros de primaria y secundaria con credenciales provisionales/emergencia
- c. Porcentaje de clases no enseñadas por maestros altamente calificados por escuelas con índices de pobreza altos comparados con las escuelas con índices de pobreza bajos.

Datos de la Evaluación Nacional del Progreso Educativo (NAEP) reportados solamente a nivel estatal

Parte V – NAEP-2007 (Basado en una muestra de todo el estado)

- a. Porcentajes a Nivel Estatal en el Rendimiento de NAEP
- b. Tasas de Participación a Nivel Estatal

Parte I - Rendimiento Estudiantil

Porcentaje de Estudiantes en el Estado en cada Nivel de Rendimiento - El porcentaje de estudiantes que no cumplieron con el estándar, que cumplieron con el estándar, y que sobresalieron aparecen para las evaluaciones de lectura/artes de lenguaje en inglés, matemáticas, y ciencia para cada estudiante evaluado en los Grados 3 – 8 y 10. Todos los resultados de las evaluaciones de TAKS en lectura/artes de lenguaje en inglés, matemáticas, y ciencia son procesados para los informes federales y la calculación de AYP. El TAKS es una prueba estandarizada para estudiantes diseñada para medir que tanto un estudiante ha logrado aprender, comprender, y pueda aplicar los conceptos y destrezas importantes que se esperan en cada grado. Los resultados reportados combinan el TAKS, TAKS (Con Acomodos), TAKS–Modificado (TAKS–M), Acomodos Lingüísticos (LAT) TAKS, LAT TAKS–M, y TAKS–Alternativo (TAKS–Alt). Tal y como exige la regulación federal, los datos reportados de las evaluaciones deben incluir a todos los estudiantes en los grados evaluados como un total y a todos los estudiantes en los grados evaluados en cada escuela del distrito, y no solo esos estudiantes que se matricularon para un año académico completo. Los resultados aparecen por el nivel de grado y agrupados por grupo de estudiantes. Todos estudiantes que cumplieron con el estándar y aprobación el TAKS-M y evaluaciones de TAKS-Alt son incluidos en estos resultados. Las tapas federales de 1% y 2% requeridas para la evaluación de la calculación de rendimiento de AYP no se aplican.

Porcentaje Que No Cumplió Con El Estándar (Básico) - representa el porcentaje de estudiantes, por nivel de grado y grupos de estudiantes, que sacaron una puntuación debajo del nivel de rendimiento básico o estándar. El rendimiento básico (o no cumplir con el estándar) es definido como un desempeño insatisfactorio; debajo del estándar estatal para pasar; comprensión insuficiente del currículo definido por el estado.

Porcentaje Que Cumplió Con El Estándar (Competente) - representa el porcentaje de estudiantes, por nivel de grado y grupos de estudiantes, que sacaron una puntuación al o encima del nivel de competencia, pero debajo del nivel de desempeño sobresaliente (Avanzado). El rendimiento de competencia es definido como un desempeño satisfactorio; que cumple o excede los requisitos del estado; comprensión suficiente del currículo definido por el estado.

Porcentaje De Desempeño Sobresaliente (Avanzado) - representa el porcentaje de estudiantes, por nivel de grado y grupos de estudiantes, que sacaron una puntuación a o encima del nivel de desempeño sobresaliente (Avanzado). El desempeño sobresaliente es definido como un logro académico alto; que excede considerablemente los requisitos del estado; la comprensión completa del currículo definido por el estado.

Los porcentajes son reportados en tres categorías mutuamente exclusivas:

- Porcentaje Que No Cumplió con el Estándar (Básico)
- Porcentaje Que Cumplió con el Estándar (Competente)
- Porcentaje del Logro de Desempeño Sobresaliente (Avanzado)

Los resultados en estas categorías siempre suman a 100%, excepto en los casos donde el redondear causa que la suma de los porcentajes sea redondeados a 99% o 101%. Note que la suma del porcentaje de los estudiantes que cumplieron con el estándar (Competente) y el porcentaje de los estudiantes con desempeño sobresaliente (Avanzado) es igual al porcentaje general de estudiantes que aprobaron la prueba.

Parte II – Datos de Responsabilidad

A. Rendimiento Estudiantil y Expectativas Académicas

La Tarjeta de Reporte de NCLB de Texas muestra los resultados del indicador de AYP durante dos años por grupo de estudiantes. Hay siete grupos de estudiante evaluados para AYP: todos los estudiantes, Africano Norteamericano, Hispano, Blanco, Desventaja Económica, Educación Especial, y Dominio Limitado del Inglés. Las regulaciones federales requieren que los estados reporten los grupos adicionales de estudiante que no son evaluados para AYP: Indio norteamericano, Asiático, el Género (Masculino y Femenino) y los grupos de estudiantes Migrantes.

Lectura/Artes de Lenguaje Evaluados—Los resultados de la Participación de AYP aparece por grupo de estudiantes sumados a través de los grados 3-8 y 10 y representa el número de estudiantes que participan dividido por el número total de Participación de estudiantes matriculados en aquel momento de la evaluación.

2007-08 y 2008-09 Meta de AYP: 95% es el estándar de participación para Lectura/Artes de Lenguaje.

Porcentaje en Lectura/Artes de Lenguaje Que Cumplió con el Estándar (Competente) y del logro de Desempeño Sobresaliente(Avanzado) – Los resultados del Rendimiento de AYP aparecen por grupo de estudiantes y representan el número de estudiantes en un grupo de estudiantes contados como competentes dividido por el número de estudiante evaluados (número de desempeño sobresaliente) en ese grupo de estudiante.

2007-08 Meta de AYP: 60% es el estándar de rendimiento del 2008 para Lectura/Artes de Lenguaje.
2008-09 Meta de AYP: 67% es el estándar de rendimiento del 2009 para Lectura/Artes de Lenguaje.

Porcentaje de Matemáticas Evaluadas – Los resultados de la participación de AYP aparece por grupo de estudiantes sumados a través de los grados 3-8 y 10 y representa el número de estudiantes que participan dividido por el numero total de participación de estudiantes matriculados en aquel momento de la evaluación.

2007-08 y 2008-09 Meta de AYP: 95% es el estándar de participación para Matemáticas.

Porcentaje en Matemáticas Que Cumplió con el Estándar (Competente) y del logro de desempeño sobresaliente(Avanzado) – Los resultados del Rendimiento de AYP aparecen por grupo de estudiantes y representan el número de estudiantes en un grupo de estudiantes contados como competentes dividido por el número de estudiante evaluados (número de rendimiento evaluados) en ese grupo de estudiante.

2007-08 Meta de AYP: 50% es el estándar de rendimiento del 2008 para Matemáticas.
2008-09 Meta de AYP: 58% es el estándar de rendimiento del 2009 para Matemáticas.

Indicadores Académicos Adicionales de las Tasa de Graduación - La Tasa de la Graduación es el Otro Indicador utilizado en AYP para las preparatorias (high school), planteles escolares de primaria combinados con planteles escolares de secundaria que ofrecen el grado 12, y los distritos que ofrece el grado 12. Para los resultados de AYP del 2008-09, la Tasa de Graduación es definida como el componente de graduados en la finalización/estatus estudiantil como un porcentaje de los cuatro componentes (graduados, continuaron la preparatoria, Recibieron el GED, Deserción escolar) de la Clase del 2008. Para los resultados de AYP del 2007-08, las Tasas de Graduación de la Clase de 2007 son utilizada. Los distritos y los planteles escolares son requeridos a cumplir con el estándar

solamente al nivel de todos los estudiantes. Los grupos de estudiantes adicionales no evaluados para AYP son reportados tal y como es requerido por la regulación federal.

2007-08 y 2008-09 Meta de AYP: 70% es el estándar para la Tasa de Gradación.

Indicadores Académicos Adicionales de las Tasa de Asistencia – Las Tasas de Asistencia del año anterior reportadas en AEIS son utilizadas para AYP. Las tasas de asistencia son basadas en la asistencia del estudiante durante el año escolar entero. Solamente los estudiantes en grados 1-12 son incluidos en los cálculos. Los grupos de estudiantes adicionales no evaluados para AYP son reportados tal y como es requerido por la regulación federal.

Para AYP del 2009, la Asistencia es calculada de la siguiente manera:

$$\frac{\text{el número total de días en el que el estudiantes estuvieron presentes en 2007-08}}{\text{número total de días en que los estudiantes participaron en el programa en 2007-08}}$$

Para los resultados de AYP del 2007-08, las Tasas de Asistencia para el año escolar 2006-07 son utilizados.

2007-08 y 2008-09 Meta de AYP: 90% es el estándar para la Tasa de Asistencia.

B. *Número de Estudiantes LEP que llegaron recientemente y quienes no fueron evaluados en el examen estatal de Lectura/Artes de Lenguaje en Inglés*

Numero - El número de estudiantes LEP inmigrantes que recién llegaron en su primer año de matriculación en escuelas de EEUU que son evaluados en Lectura/Artes de Lenguaje en el Sistema de Texas para Evaluar el Dominio del Inglés (TELPAS, por sus siglas en inglés) y no en la Evaluación de Conocimientos y Habilidades de Texas (TAKS, por sus siglas en inglés). Las regulaciones federales requieren esta información solamente para los distrito y reportes de nivel estatal.

Parte III - Progreso Anual Adecuado (AYP, por sus siglas en inglés) y el Programa de Mejoramiento Escolar (SIP, por sus siglas en inglés)

Cumplió con el AYP - Se refiere al sistema de responsabilidad requerido federalmente bajo el Acta de NCLB del 2001 y la ley Federal de Educación Elemental y Secundaria (ESEA, por sus siglas en inglés). El AYP reporta tres indicadores para cada distrito y planteles escolares en el estado: Lectura/Artes de Lenguaje, Matemáticas, y una medida más. Los indicadores de Lectura/Artes de Lenguaje y Matemáticas consisten en los componentes de rendimiento y

participación, tomados de las evaluaciones en Lectura/Artes de Lenguaje y Matemáticas para todos estudiantes en Grados 3-8 y 10. Además de Lectura/Artes de Lenguaje y Matemáticas, el AYP evalúa una medida más, ya sea la Tasa de Graduación o Tasa de Asistencia. La tasa de la graduación es la otra medida para las preparatorias (high schools), planteles escolares de primaria combinados con planteles escolares de secundaria que ofrecen el grado 12, y los distritos que ofrece el grado 12. La Tasa de la asistencia es utilizada para las escuelas primarias (Elementary Schools) secundarias (Middle Schools), planteles escolares de primaria combinados con planteles escolares de secundaria que no ofrecen el grado 12, y los distritos que no ofrece el grado 12.

Programa de Mejoramiento Escolar (SIP) - Los distritos y planteles escolares que reciben fondos del Título I, Parte A están sujetos a los requisitos del Mejoramiento Escolar si ellos no cumplieron con el estándar de AYP del mismo indicador (Lectura/Artes de Lenguaje y Matemáticas, Graduación ni la Asistencia) por dos o más años consecutivos.

Parte IV – Datos de Maestros

- A. Cualificaciones Profesionales de todos los maestros de primaria y de secundaria, a como es definido por el Estado (Grado de Maestro):** La distribución de grados (licenciaturas) alcanzadas por maestros en el estado, distrito escolar, o plantel escolar. El conteo de personal de Tiempo Equivalente Completo (FTE, por sus siglas en inglés) es reportado por distritos en el Sistema Informático de la Educación Pública (PEIMS) para el año escolar mostrado. El porcentaje de maestros con licenciatura, maestría, o grado de doctorado aparecen como un porcentaje del total de maestros de tiempo equivalente completo.
 - B. Porcentaje de Maestros de escuelas primarias y secundarias públicas con credenciales de emergencia o provisionales:** Esto es el porcentaje de maestros de primaria y secundaria que enseñan materias académicas con una credencial de emergencia o provisional.
 - C. Porcentaje de clases no enseñadas por maestros altamente calificados por escuelas con índices de pobreza altos en comparación a escuelas con índices de pobreza bajos:** Esto es el porcentaje de clases enseñadas sin un maestro altamente calificado, comparando los datos para las escuelas (planteles escolares) en los cuartiles más altos y más bajos de la pobreza en el estado.
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Parte V – Evaluación Nacional del Progreso Educativo (NAEP) 2007

- A. Porcentajes a Nivel Estatal en el Rendimiento de NAEP:** Los resultados de rendimiento NAEP en Texas solamente aparecen en los reportes a nivel estatal. Las

normas de rendimiento establecidas por el Consejo Directivo de Evaluaciones Nacionales que proporcionan un contexto para interpretar el rendimiento estudiantil en NAEP, basado en las recomendaciones de paneles de educadores y miembros del público. Los niveles, básico, competente y avanzado, miden lo que los estudiantes deben saber y ser capaces de hacer en cada grado evaluado.

- básico denota el dominio parcial de los conocimientos y destrezas propedéuticos que son fundamentales para un trabajo hábil en cada categoría evaluada. NAEP también reporta la proporción de estudiantes cuyos resultados los colocan por debajo del nivel de rendimiento básico.

- Competente representa un desempeño académico sólido para cada grado evaluado. Los estudiantes que lleguen a este nivel han demostrado competencia en materias avanzadas, incluyendo el conocimiento de la materia, la aplicación de esos conocimientos en situaciones de la vida real, y las adecuadas habilidades analíticas para la materia.

- Avanzado denota un rendimiento superior en cada grado evaluado.

Porcentaje Abajo del Básico representa el porcentaje de estudiantes, por grado y grupo de estudiantes, que obtuvieron una calificación inferior del nivel de rendimiento básico de NAEP.

Porcentaje Básico representa el porcentaje de estudiantes, por grado y grupo de estudiantes, que alcanzaron o superaron el nivel de rendimiento básico de NAEP.

Porcentaje Competente representa el porcentaje de estudiantes, por grado y grupo de estudiantes, que alcanzaron o superaron el nivel de rendimiento competente de NAEP.

Porcentaje Avanzado representa el porcentaje de estudiantes, por grado y grupo de estudiantes, que alcanzaron o superaron el nivel de rendimiento avanzado de NAEP.

B. Tasas de Participación a Nivel Estatal: Los resultados de participación NAEP en Texas solamente aparecen en los reportes de nivel estatal. El Centro Nacional para Estadísticas de la Educación y el Consejo Directivo de Evaluaciones Nacionales han establecido estándares en la tasa de participación que el Estado y las jurisdicciones tienen que cumplir con el fin de que sus resultados sean publicados.

- la tasa de participación ponderada de la muestra inicial de la escuela debe ser mayor o igual al 85% de los resultados que se publicarán. Antes del 2003, el requisito era de 70%.

Una norma adicional también se ha establecido que requiere la anotación de los resultados publicados para los estados y jurisdicciones cuyas tasas de participación en la muestra, entre uno o más tipos particulares de las escuelas, son lo suficientemente bajos para levantar inquietudes acerca de su representatividad.

Esta norma requiere que un estado o jurisdicción, con la participación de la escuela de otra manera adecuadamente ponderada reciba una notación si las escuelas que no participan incluyen una clase de escuelas con características similares, que en conjunto representan más del 5% del estado o de la muestra ponderada de la jurisdicción del total de las escuelas. Las clases de las escuelas o jurisdicción en el que el estado necesitan niveles mínimos de participación de la escuela son los siguientes:

- grado de urbanización
- matrícula de las minorías, y
- el medio de las evaluaciones de rendimiento del estado (o el medio de los ingresos familiares de la zona en que se encuentra la escuela, en el caso de que no haya evaluaciones de rendimiento del estado para que el grado y la materia).