Texas Education Agency 2016-17 Federal Report Card for Texas Public Schools Campus Name: CENTER MIDDLE Campus ID: 210901041 District Name: CENTER ISD

Part I: Student Achievement by Proficiency Level

This section provides the State of Texas Assessments of Academic Readiness (STAAR) performance results for each subject area and grade level tested in the 2016-17 school year. These results include all students tested, whether or not they were in the accountability subset.

											Two or						
					African			American		Pacific	More	Special	Econ				
		State	District	Campus	American	Hispani	c White	Indian	Asian	Islander	Races	Ed	Disadv	ELL	Female	Male	Migrant
STAAR Percent at	or Abo	ove Ap	proact	nes Grade	e Level (20)17) or L	evel II S	atisfacto	y Stan	dard (20	16)						
Grade 6																	
Reading	2017 2016		53% 60%	53% 60%	45% 48%	58% 48%	54% 77%	-	* 60%	-	*	28% *	50% 53%	43% 30%	66% 63%	43% 56%	* -
Mathematics	2017 2016		55% 72%	55% 72%	55% 67%	56% 76%	52% 70%	- -	* 83%	- -	*	56% 55%	54% 73%	46% 65%	53% 82%	56% 62%	* -
Grade 7																	
Reading	2017 2016		69% 54%	69% 54%	50% 47%	67% 45%	81% 70%	-	63% *	-	*	32% *	63% 46%	49% 25%	79% 60%	59% 48%	- *
Mathematics	2017 2016		74% 60%	74% 60%	58% 49%	75% 52%	82% 71%	-	86% 88%	-	*	45% 21%	72% 53%	58% 47%	81% 62%	67% 58%	- *
Writing	2017 2016	68% 68%	65% 60%	65% 60%	58% 55%	55% 51%	75% 72%	-	88% *	-	*	23% *	62% 53%	39% 25%	77% 69%	53% 50%	- *
Grade 8																	
Reading	2017 2016		84% 79%	84% 79%	85% 78%	83% 73%	84% 86%	-	- 75%	-	*	48% 36%	84% 76%	74% 52%	86% 79%	82% 79%	*
Mathematics	2017 2016		84% 77%	84% 77%	79% 67%	86% 72%	83% 87%	- -	* 86%	- -	*	33% 55%	85% 75%	81% 50%	81% 81%	87% 74%	* -
Science	2017 2016		64% 64%	64% 64%	66% 54%	56% 58%	70% 79%	-	- *	-	*	21% 29%	64% 55%	46% 30%	52% 71%	76% 58%	* -
Social Studies	2017 2016		64% 51%	64% 51%	48% 35%	60% 47%	75% 66%	- -	- *	-	*	19% *	61% 42%	51% 23%	60% 48%	68% 54%	* -
End of Course Algebra I	2017 2016		78% 64%	100% 100%	*	* 100%	100% 100%	-	- *	-	-	*	100% 100%	-	100% 100%	100% 100%	-
All Grades					649/				700/		0.40/	2.40/		E 40/			co%/
All Subjects	2017 2016		69% 63%	69% 64%	61% 55%	67% 59%	75% 76%	-	78% 61%	-	84% 71%	34% 27%	66% 59%	54% 39%	71% 69%	67% 61%	60% *
Reading	2017 2016		64% 59%	69% 64%	60% 58%	69% 57%	74% 77%	-	58% 55%	-	83% *	37% 23%	65% 59%	54% 36%	77% 67%	61% 62%	*
Mathematics	2017 2016		77% 68%	74% 71%	65% 59%	74% 68%	78% 79%	- -	92% 86%	-	*	45% 41%	71% 67%	61% 54%	75% 75%	73% 67%	*
Writing	2017 2016		60% 57%	65% 60%	58% 55%	55% 51%	75% 72%	-	88% *	-	*	23% *	62% 53%	39% 25%	77% 69%	53% 50%	- *
Science	2017 2016		70% 67%	64% 64%	66% 54%	56% 58%	70% 79%	- -	- *	- -	*	21% 29%	64% 55%	46% 30%	52% 71%	76% 58%	* -
Social Studies	2017 2016	76%	77% 66%	64% 51%	48% 35%	60% 47%	75% 66%	- -	- *	-	*	19% *		51% 23%	60% 48%	68% 54%	* -

STAAR Percent at Meets Grade Level (2017) or Final Level II Standard (2016)

All Grades																
All Subjects	2017 44%	32%	28%	16%	24%	38%	-	47%	-	16%	12%	24%	11%	29%	27%	40%

	2016		District C 26%		African merican 10%	Hispani 19%	i c White 35%	America Indian -		Pacific Islander -		Specia		' ELL 4%	Female 26%	Male 21%	Migrant
Reading	2017 2016		31% 26%	28% 26%	15% 14%	24% 20%	40% 39%	-	58% 32%	-	17% *	14% 9%	25% 20%	9% 4%	33% 29%	24% 24%	*
Mathematics	2017 2016		35% 24%	29% 22%	16% 5%	29% 20%	36% 33%	-	50% 32%	-	*	14% 7%	26% 18%	15% 5%	31% 24%	27% 20%	*
Writing	2017 2016		25% 22%	27% 23%	15% 16%	23% 17%	39% 34%	-	25% *	-	*	14% *	22% 19%	5% 5%	33% 28%	21% 19%	- *
Science	2017 2016		34% 30%	29% 26%	26% 5%	18% 20%	42% 44%	-	- *	-	*	8% 10%	24% 18%	10% 3%	22% 29%	36% 24%	* -
Social Studies	2017 2016		34% 25%	20% 17%	10% 5%	15% 15%	31% 24%	-	- *	- -	*	4% *	15% 12%	10% 5%	14% 20%	27% 14%	* -
STAAR Percent at	Maste	ers Gra	ade Level	(2017) o	r Level I	ll Advan	ced (20	16)									
All Grades All Subjects	2017 2016		10% 7%	8% 7%	1% 1%	5% 5%	13% 12%	-	16% 3%	-	16% 21%	1% 0%	6% 4%	1% 1%	8% 7%	8% 7%	10% *
Reading	2017 2016		9% 8%	10% 11%	2% 4%	6% 9%	18% 19%	-	25% 5%	- -	17% *	0% 0%	8% 7%	1% 1%	11% 14%	8% 9%	*
Mathematics	2017 2016		12% 6%	7% 5%	2% 0%	5% 4%	10% 9%	-	17% 5%	-	*	3% 1%	5% 3%	0% 2%	7% 4%	6% 6%	*
Writing	2017 2016		5% 4%	4% 2%	0% 0%	4% 1%	5% 4%	-	0% *	- -	*	5% *	2% 1%	2% 0%	5% 3%	3% 1%	- *
Science	2017 2016		9% 6%	6% 7%	0% 3%	4% 4%	10% 11%	-	- *	-	*	0% 0%	3% 2%	0% 0%	4% 7%	7% 7%	* -
Social Studies	2017 2016		12% 8%	11% 7%	3% 0%	7% 6%	19% 10%	-	- *	-	*	0% *	7% 3%	0% 0%	7% 2%	14% 10%	* -
STAAR Participati	ion (Al	l Grad	es)														
All Tests		20 20			100% 100%			100% - 100% -						100% 99%	100% 100%	100% 100%	
Reading		20 20			100% 100%	100% 100%		100% - 100% -						100% 100%	100% 100%	100% 100%	
Mathematics		20 20			100% 100%		100% 100%	100% - 99% -			100% *			99% 100%	100% 100%	100% 100%	
Writing		20 20			99% 100%		100% 100%	98% - 100% -		% - -	*			100% 100%	99% 100%	100% 100%	
Science		20 20			100% 99%	100% 100%		100% - 100% -	1009	- % -				100% 98%	100% 99%	100% 100%	
Social Studies		20 20			100% 99%	100% 100%		100% - 100% -	- 1009	- % -				100% 98%	100% 99%	100% 100%	
STAAR Non-Partic	cipatio	n (All (Grades)														
All Tests			2017 2016		% 0% % 0%			0% 0%		0% - 0% -	0% 0%		0% 0%	0% 1%	0% 0%	0% 0%	0% 0%
Reading			2017 2016		% 0% % 0%			0% 0%		0% - 0% -	0% *	0% 0%	0% 0%	0% 0%	0% 0%	0% 0%	*
Mathematics			2017 2016		% 0% % 0%			0% 1%		0% - 0% -	0% *	o 1% 0%	0% 0%	1% 0%	0% 0%	0% 0%	*
Writing			2017 2016		% 19 % 09			2% 0%	- (-	0% - * -	*	0% 0%	0% 0%	0% 0%	1% 0%	0% 0%	- *
Science			2017	1% 0	% 0%	6 0%	0%	0%	-		*	0%	0%	0%	0%	0%	*

	2016	1%	0%	1%	0%	1%	0%	-	0%	-	*	0%	0%	2%	1%	0%	-
Social Studies	2017 2016	2% 2%	1% 1%	0% 1%	0% 0%	0% 1%	0% 0%	-	- 0%	-	*	0% 0%	0% 0%	0% 2%	0% 1%	0% 0%	* -

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

Reading Tests % of Participants % STAAR/EOC With No	2017	98%	90%	97%	100%	93%	100%	-	*	-	-	97%	96%	95%	100%	95%	*
Accommodations % STAAR/EOC With	2017	13%	5%	4%	0%	4%	9%	-	*	-	-	4%	4%	5%	7%	3%	*
Accommodations	2017	73%	74%	82%	94%	78%	83%	-	*	-	-	82%	80%	89%	82%	82%	*
% STAAR Alternate 2	2017	12%	11%	10%	6%	11%	9%	-	*	-	-	10%	12%	0%	11%	10%	*
% of Non-Participants	2017	2%	11%	3%	0%	7%	0%	-	*	-	-	3%	4%	5%	0%	5%	*
Mathematics Tests																	
% of Participants % STAAR/EOC With No	2017	99%	99%	97%	100%	93%	100%	-	*	-	-	97%	96%	95%	100%	95%	*
Accommodations	2017	12%	7%	3%	0%	4%	4%	-	*	-	-	3%	4%	5%	4%	3%	*
% STAAR/EOC With Accommodations	2017	74%	79%	84%	94%	78%	87%	_	*		_	84%	80%	89%	86%	82%	*
% STAAR Alternate 2	2017	13%	13%	10%	94 % 6%	11%	9%		*	-		10%	12%	0%	11%	10%	*
								-	*	-	-			- / -			*
% of Non-Participants	2017	1%	1%	3%	0%	7%	0%	-		-	-	3%	4%	5%	0%	5%	

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

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

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

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

This section provides the STAAR performance results for each subject area tested in the 2016-17 school year. These results only include tested students who were in the accountability subset. This section also includes four-year and five-year graduation rates and participation rates on STAAR for reading and mathematics.

	All Studen	African tsAmerican	Hispanic	White	American Indian				Econ		ELL I (Current & Monitored			Total Eligible	
Performance Status - State															
State Target	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%	60%				
Reading	Y	Y	Y	Y					Y	N	Y	n/a	6	7	86
Mathematics	Y	Y	Y	Y					Y	Ν	Y	n/a	6	7	86
Writing	Y	N	N	Y					Y		N	n/a	3	6	50
Science	Y	Y	N	Y					Y		N	n/a	4	6	67
Social Studies	Y	N	Y	Y					Y	Ν	Y	n/a	5	7	71
Total													24	33	73
Performance Status - Federa	I														
Federal Target	91%	91%	91%	91%					91%	91%	91%				
Reading	Ν	N	Ν	Ν	n/a	n/a	n/a	n/a	Ν	Ν	N	n/a			
Mathematics	N	Ν	Ν	Ν	n/a	n/a	n/a	n/a	Ν	Ν	Ν	n/a			
Participation Status															
Target	95%	95%	95%	95%	95%	95%	95%	95%	95%	95%		95%			
Reading	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Mathematics	Y	Y	Y	Y					Y	Y	n/a	Y	7	7	100
Total													14	14	100
Federal Graduation Status (T	arget: Se	e Reason Co	odes)												
Graduation Target Met Reason Code ***											n/a		0	0	
Total													0	0	
District: Met Federal Limits o Reading	n Alterna	ative Assess	ments												
Alternate 1%	n/a														
Number Proficient	n/a														
Total Federal Cap Limit	n/a														
Mathematics															
Alternate 1%	n/a														

Number Proficient n/a

Percent of

							Two ow	•		ELL				Eligible
	All	African		American		Pacific	More	Econ	Specia	l (Current &	ELL	Total	Total	Measures
	Students	AmericanHispanic	White	Indian	Asian	Islander	Races	Disadv	Ed	Monitored)) +	Met	Eligible	Met
Total Federal Cap Limit	n/a												•	
Total														

Total Overall Total

38 47 81

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

*** Federal Graduation Rate Reason Codes:

a = Graduation Rate Goal of 90%c = Safe Harbor Target of a 10% decrease in difference from the prior year rate and the Goalb = Four-year Graduation Rate Target of 88.5%d = Five-year Graduation Rate Target of 91%

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

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Current & Monitored)	ELL (Current)
Performance Rates												
Reading												
# at Approaches Grade Level	373	69	155	138	-	**	-	*	263	22	94	n/a
Standard												
Total Tests	533	114	217	187	-	**	-	*	398	63	148	128
% at Approaches Grade	70%	61%	71%	74%	-	70%	-	*	66%	35%	64%	n/a
Level Standard												
Mathematics												
# at Approaches Grade Level	397	73	166	145	-	**	-	*	287	27	102	n/a
Standard												
Total Tests	533	114	217	187	-	**	-	*	398	63	148	128
% at Approaches Grade	74%	64%	76%	78%	-	100%	-	*	72%	43%	69%	n/a
Level Standard												
Writing	100	40				**		*	70	-		
# at Approaches Grade Level	109	19	39	41	-	~~	-	~	76	5	20	n/a
Standard	100	00	00			**		*	400	00		40
Total Tests	166	33	68	55	-		-	*	120	22	44	40
% at Approaches Grade	66%	58%	57%	75%	-	100%	-	~	63%	23%	45%	n/a
Level Standard												
Science # at Approaches Grade Level	118	**	42	51				*	85	*	24	n/a
Standard	110		42	51	-	-	-		00		24	n/a
Total Tests	183	**	71	74				*	131	*	43	36
% at Approaches Grade	64%	65%	59%	69%	_		_	*	65%	*	56%	n/a
Level Standard	0470	0070	5570	0370	-	-	-		0070		50 %	n/a
Social Studies												
# at Approaches Grade Level	119	**	45	55	-	-	-	*	82	*	27	n/a
Standard												
Total Tests	185	**	71	74	-	-	-	*	133	*	43	36
% at Approaches Grade	64%	46%	63%	74%	-	-	-	*	62%	*	63%	n/a
Level Standard												
Participation Rates Reading: 2016-2017 Assessments	6											
Number Participating	554	117	225	194	-	12	-	6	411	67	n/a	138
Total Students	554	117	225	194	-	12	-	6	411	67	n/a	138
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	100%	n/a	100%
Mathematics: 2016-2017 Assessn												
Number Participating	553	117	224	194	-	12	-	6	410	66	n/a	137
Total Students	554	117	225	194	-	12	-	6	411	67	n/a	138
Participation Rate	100%	100%	100%	100%	-	100%	-	100%	100%	99%	n/a	99%

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

- Indicates there are no students in the group.

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

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL (Current)
Federal Graduation Rates												
4-year Longitudinal Cohort Graduati	on Rate (Gr	9-12): Class	of 2016									
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a
4-year Longitudinal Cohort Graduati	on Rate (Gr	9-12): Class	of 2015									
Number Graduated	- `	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Ed	ELL (Ever HS)	ELL) (Current)
Graduation Rate	-	-	·-	-	-	-	-	-	-	-	-	n/a
5-year Extended Graduation Rate (Gr 9-12): Clas	s of 2015										
Number Graduated	-	-	-	-	-	-	-	-	-	-	-	n/a
Total in Class	-	-	-	-	-	-	-	-	-	-	-	-
Graduation Rate	-	-	-	-	-	-	-	-	-	-	-	n/a

District: Met Federal Limits on Alternative Assessments

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

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

** When only one racial/ethnic group is masked, then the second smallest racial/ethnic group is masked (regardless of size).

Indicates there are no students in the group.

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

Source: 2017 Accountability System Safeguards Report

Part III: Priority and Focus Schools

Priority schools are 5% of Title I served campuses based on performance in reading and mathematics and graduation rates. Priority schools include TTIPS schools, campuses with graduation rates less than 60%, and lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups. **Focus schools** are 10% of Title I served campuses, not already identified as priority schools, that have the next lowest achieving campuses based on Improvement Required status and reading/mathematics performance in the selected student groups.

Priority School Identification:	Priority School Reason: N/A
No	Focus School Reason: Safeguards
Focus School Identification:	-
Yes	

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

High Performing School: No High Progress School: No

Source: TEA Division of School Improvement and Support

Part IV: Teacher Quality Data

Part IV A: Percentage of Teachers by Highest Degree Held

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

	Campus			
	Number	Percent	District	State
			Percent	Percent
No Degree	0.0	0.0%	1.0%	1.2%
Bachelors	38.3	76.3%	81.5%	74.5%
Masters	11.9	23.7%	17.6%	23.6%
Doctorate	0.0	0.0%	0.0%	0.6%

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

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

poverty means the bottom quartile of poverty in the state.

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

Report Not Required

Source: TEA Division of Educator Preparation and Program Accountability

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

This section provides the percentage of students who enroll and begin instruction at an institution of higher education in the school year (fall or spring semester) following high school graduation. The rate reflects the percentage of total graduates during the 2013-14 school year who attended a public or independent college or university in Texas in the 2014-15 academic year.

Report Not Required

Source: Texas Higher Education Coordinating Board

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

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

Questa	0.11.1		%	% At or Above	% At or Above	% At or Above
Grade Grade 4	Subject Reading	Student Group Overall	Below Basic 36	Basic 64	Proficient 31	Advanced 7
Glaue 4	Reading	American Indian	n/a	n/a	n/a	n/a
		Asian	174	87	66	30
		Black	49	51	17	2
		Hispanic	49 44	56	22	3
		White	18	82	50	13
		Students with Disabilities	71	29	11	2
		English Language Learners	59	41	12	2
		National School Lunch Program	46	54	20	3
	Mathematics	Overall	14	86	44	8
		American Indian	n/a	n/a	n/a	n/a
		Asian	3	97	82	36
		Black	24	76	29	2
		Hispanic	16	84	37	4
		White	7	93	60	15
		Students with Disabilities	41	59	18	2
		English Language Learners	23	77	28	2
		National School Lunch Program	19	81	30	2
Grade 8	Reading	Overall	28	72	28	2
		American Indian	n/a	n/a	n/a	n/a
		Asian	12	88	55	12
		Black	38	62	19	2
		Hispanic	35	65	19	1
		White	14	86	43	4
		Students with Disabilities	70	30	5	n/a
		English Language Learners	71	29	2	n/a
		National School Lunch Program	36	64	18	1
	Mathematics	Overall	25	75	32	7
		American Indian	n/a	n/a	n/a	n/a
		Asian	5	95	67	25
		Black	43	57	16	2
		Hispanic	31	69	23	4
		White	12	88	48	12
		Students with Disabilities	62	38	8	1
		English Language Learners	60	40	6	n/a

State Level: 2015 Percentages at NAEP Achievement Levels

				%	%	%
Grade	Cubicat	Student Crown	% Relevy Regio	At or Above	At or Above Proficient	At or Above
Grade	Subject	Student Group	Below Basic	Basic	Proficient	Advanced
	-	National School Lunch Program	34	66	20	3

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

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

Source: TEA Division of Student Assessment