2015-16 Texas Academic Performance Report

District Name: GLASSCOCK COUNTY ISD

District Number: 087901

2016 Accountability Rating: Met Standard

2016 Special Education Determination Status:

Meets Requirements

Reading	STAARPercent at Level II Satisfactory Standard or Above Grade 8 **	, villing	Whitipp	Mathematics	Reading	STAARPercent at Level II Satisfactory Standard or Above Grade 7	Mathematics	Reading	STAAR Percent at Level II Satisfactory Standard or Above Grade 6	Science	Mathematics	Reading	STAARPercent at Level II Satisfactory Standard or Above Grade 5 **	Writing	Mathematics	Reading	STAARPercent at Level II Satisfactory Standard or Above Grade 4	Mathematics	Reading	Grade 3	712
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78%		58%	51%		59%	Ф	55%	55%	ē	61%	76%	70%	Ve	58%	57%	63%)Ve	62%	63%		Region 18
96%		96%	92%		83%		70%	70%		64%	86%	90%		79%	83%	71%		90%	80%		District
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i sociali ig	Two or More Subjects	STAAR Percent at Postsecondary Readiness Standard All Grades	Social Studies	Social Studion	Science	Writing	Mathematics	Reading	All Subjects	STAARPercent at Level II Satisfactory Standard or Above All Grades	C.S. I IISWIY	II o Lichar	Biology	Algebra I	English II	English I	STAAR Percent at Level II Satisfactory Standard or Above End of Course	Social Studies	Science	Mathematics	State STAAR Percent at Level II Satisfactory Standard or Above
2016	2016	ry Readiness S	2016	2010	2016	2016	2016	2016	2016	sfactory Standa	2016	2010	2016	2016	2016	2016	tisfactory Stan	2016	2016	2016	atisfactory Star
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33%	30%		65%	68%	0%	580/	500	7053	63%	/e	86%	85%		67%	61%	56%	ove	45%	61%	71%	Region 18
56%	52%		72%	69%	%	88%	00%	8	81%		100%	88%		96%	81%	66%		50%	58%	88%	District
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41%	34%		64%	55%	85%	80%	69%		710%		100%	86%		100%	67%	58%		*	*	70%	Hispanic
70%	68%		80%	84%	91%	96%	92%	91%	2		100%	89%	90%	90%	94%	75%		69%	88%	100%	White
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	Mathematics	Reading	All Subjects	STAAR Percent Exceeded Progress All Grades	Mamematics	7 ddillig	All Subjects	STAAR Percent Met or Exceeded Progress All Grades	Social Studies	o crence		Writing	Mathematics	Reading	All Subjects	STAAR Percent at Advanced Standard All Grades	Social Studies	Science	2	Wathematics Wating	State STAAR Percent at Postsecondary Readiness Standard All Grades
2016		2016	2016	gress	2016	2016	2016	ded Progress	2016	2016	2010	2016	2016	2016	2016	d Standard	2016	2016	2016	2016	ondary Readine
17%	2	16%	17%		63%	60%	62%		22%	16%	15%	19%	100/	17%	18%		47%	47%	41%	43%	State ss Standard
13%	15%	170	14%		57%	56%	57%		12%	8%	8%	9%	?	10%	10%		34%	34%	28%	27%	Region 18
17%	20%		18%		69%	65%	67%		*	7%	23%	27%		20%	19%		32%	30%	52%	61%	District
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22%	20%	21%	Š		75%	75%	75%		*	*	41%	38%	31%		78%		39%	44%	64%	75%	White
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Reading	Progress of Prior-Year Non-F Sum of Grades 4-8
2016	roficient Studen
35%	State
29%	Region 18
47%	District /
ì	African American
36%	Hispanic
*	White
	American Indian
	Asian
	Pacific Islander
	Two or More Races
	Special Ed
	Econ Disadv
	ELL'

Grade 5 Reading	Student Success Initiative State
	Region 18
	District
	African American
	Hispanic
	White
	American Indian
	Asian
	Pacific Islander
	Two or More Races
	Special Ed
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	ELL

21	2) STAAR Cumulative Met Standard	2016 Students Requiring Accelerated Instruction	Grade 5 Mathematics Students Meeting Level II Standard on First STAAR Administration		2015 95% STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6	2016 80% 70% 93% STAAR Non-Proficient Students Promoted by Grade Placement Committee	STAAR Cumulative Met Standard	2016 Students Requiring Accelerated Instruction	Students Meeting Level II Standard on First STAAR Administration	Grade 5 Reading	Student Success Initiative	
2016 8		2016	on First S	2016	2015 cient in Previ	2016 Promoted by	2016	2016 Instruction	d on First :			
85%	23%	77%	TAARAdn	11%	95% ious Year)	80% V Grade Pla	27%	73%	STAARAd			State
75%	37%	63%	າinistration	5%	95%	70% acement Co	38%	62%	ministratio			Region 18
85%	22%	78%		*	*	93% ommittee	*	93%	3		- 1	District.
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87%	*	73%				87%	*	87%			HISPANIC	
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2016	2016 STAAR Cumulative Met Standard	2016 Students Requiring Accelerated Instruction	Grade 8 Mathematics Students Meeting Level II Standard on First STAAR Administration	2016	Retained in Grade 8	2015 97% STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 9	2016 86% 78% 96% STAAR Non-Proficient Students Promoted by Grade Placement Committee	2016 STAAR Cumulative Met Standard	2016 Students Requiring Accelerated Instruction	Grade 8 Reading Students Meeting Level II Standard on First STAAR Administration	Student Success Initiative
81%	29%	71%	t STAARA	44%	12%	97% revious Yea	86% d by Grade	20%	80% on	rst STAAR.	State
70%	43%	57%	dministratio	31%	8%	96% ar)	78% Placement	30%	70%	Administrati	Region 18
88%	20%	80%	š	*	*	34-	96% Committee	*	96%	Ö	District
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70%	*	70%		ı	*	*	90%	*	90%		Hispanic
100%	*	87%		*	r	*	100%	*	100%		White
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TEXAS EDUCATION AGENCY Texas Academic Performance Report 2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

STAAR Percent at Advanced Standard STAAR Percent at Postsecondary Readiness Standard STAAR Percent at Level II Satisfactory Standard or Above Science All Grades Writing Reading All Grades Mathematics All Subjects Writing Science Social Studies Mathematics All Grades Reading Two or More Subjects Social Studies Writing Science All Subjects Mathematics Reading 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 2016 16% 15% 19% 17% 47% 18% 47% 41% 43% 46% 45% State 77% 69% 75% 79% 76% 73% Region 18 10% 34% 8% 8% 10% 34% 9% 28% 33% 30% 65% 27% 68% 58% 63% 63% 63% 23% 27% Bilingual BE-Trans BE-Trans BE-Dual BE-Dual District Education Early Exit Late Exit Two-Way One-Way 32% 20% 7% 19% 30% 52% 61% 56% 52% 72% 69% 88% 88% 80% 81% 67% 44% 48% 46% ESL Content ESL Pull-Out 67% 48% 44% 46% Services LEP No LEP With Services 67% 48% 44% 46% Total ELL 67% 48% 44% 46%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2015-16 District Performance

Bilingual Education/English as a Second Language

(Current Year ELL Students)

Region Bilingual BE-Trans BE-Dual BE-Dual

Reading	Progress of Prior-Year Non-Proficient Students Sum of Grades 4-8	Mathematics	Reading	All Subjects	STAAR Percent Exceeded Progress All Grades	Mathematics	Reading	All Subjects	STAAR Percent Met or Exceeded Progress All Grades	Social Studies	All Grades	STAAR Percent at Advanced Standard
2016	Proficient Studer	2016	2016	2016	rogress	2016	2016	2016	eeded Progress	2016	Su Standard	A Charles
35%	ıts	17%	16%	17%		63%	60%	62%		22%		State
29%		13%	15%	14%		57%	56%	57%		12%		18
47%		17%	20%	18%		69%	65%	67%		36-		District Edu
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All Tests Test Participant Included in Accountability Not Included in Accountability Mobile Other Exclusions Not Tested Absent Other	2016 STAAR Participation (All Grades)
99% 94% 1% 1%	State
99% 94% 4% 1% 1%	Region 18
100% 98% 1% 1% 0%	District
	African American
100% 97% 1% 1% 0%	Hispanic
100% 98% 2% 0% 0%	White
* * * * * *	American Indian
* * * * * *	Asian
	Pacific Islander
	Two or More Races
100% 97% 0% 3% 0% 0%	Special Ed
100% 97% 2% 2% 0% 0%	Econ Disadv
100% 92% 0% 8% 0%	ELL

Graduated Received GED Continued HS Dropped Out Graduates and GED Grads, GED, & Cont	Class of 2014 Graduated Received GED Continued HS Dropped Out Graduates and GED Graduates and GED Graduates of 2013 Class of 2013	Graduated Received GED Continued HS Dropped Out Graduates and GED Grads, GED, & Cont	4-Year Longitudinal Rate (Gr 9-12) Class of 2015 Graduated Received GED Continued HS Dropped Out Graduates and GED Grads, GED, & Cont Class of 2014	Annual Dropout Rate (Gr 7-8) 2014-15 2013-14 Annual Dropout Rate (Gr 9-12) 2014-15 2013-14	Attendance Rate 2014-15 2013-14
90.4% 1.1% 1.3% 7.2% 91.5% 92.8%	ite (Gr 9-12) 90.4% 1.0% 1.3% 7.2% 91.5% 92.8%	88.3% 0.8% 4.3% 6.6% 89.1% 93.4%	89.0% 0.6% 4.1% 6.3% 89.6% 93.7%	0.3% 0.5% 2.1% 2.2%	State 95.7% 95.9%
82.6% 2.2% 0.9% 14.2% 84.8% 85.8%	83.9% 2.1% 0.7% 13.3% 86.0% 86.7%	82.0% 1.7% 3.9% 12.4% 83.7% 87.6%	83.3% 2.0% 3.6% 11.0% 85.3% 89.0%	0.4% 0.4% 2.9% 3.8%	Region 18 94.5% 94.7%
100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	0.0% 0.0% 0.0%	District 96.6% 96.5%
		11(11)			African American
100.0% 0.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	0.0% 0.0% 0.0%	Hispanic 96.0% 95.9%
100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	100.0% 0.0% 0.0% 0.0% 100.0%	0.0% 0.0% 0.0% 0.0%	White 97.1% 97.2%
					American Indian
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0.00% - 100.0% 100.0% - 100.0%	Grads, GED, & Cont	20 CD	07.07/0	100.0%	ì	100.0%	100.0%	ı	Ĺ		ï	; a	*
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2% - 58.3% 100.0% - * * * * * * * * * * * * * * * * * *	RHSP/DAP Graduates (Longitudio	nal Rate)									,	4	*
2% 58.3% 100.0%	Class of 2014	86.1% 85.5%	86.4% 82.9%	76.2% 84.0%		58.3% 77.8%	100.0% 87.5%	ī	11	ı	,	*	62.5%
2% - 58.3% 100.0%	RHSP/DAP/FHSP-E/FHSP-DLA Gr	aduates (Lo	ngitudinal Ra	rte)		0.00	i	3	ı	,	1	*	63.6%
7% - 53.8% 100.0% - 77.8% 87.5%	Class of ZOTS	84.1%	80.6%	76.2%	ı	58.3%	100.0%	ı	r	Ē		ŧ	1
7% - 53.8% 100.0% - 77.8% 87.5%	RHSP/DAP Graduates (Annual Ra	te)	F F						ă	i	1	*	62.5%
** ** ** ** ** ** ** ** ** **	2013-14	84.3% 83.8%	84.8% 82.1%	72.7% 84.0%	t I	53.8% 77.8%	100.0% 87.5%	ιī	1	1	L	*	62.5%
7% - 53.8% 100.0%	RHSP/DAP/FHSP-E/FHSP-DLA Gra	aduates (An	nual Rate)						,	ľ	1	*	63.6%
9% - 44.4% 81.0% - 50.0% 80.0% - 50.0% 61.9% - 18.2% 68.0% 0.0% 68.0% - 20.0% 66.7% 0.0% 73.9% 0.0%	2014-15	82.2%	78.8%	72.7%	ì	53.8%	100.0%		E.			ŀ	
54.5% 55.5% 60.4% - 44.4% 81.0% - - - 50.0% juage Arts 29.0% 50.2% 66.0% - 50.0% 80.0% - - - 33.3% 28.9% 28.6% 44.7% - 11.1% 61.9% - - - 0.0% 43.8% 42.3% 45.5% - 20.0% 66.7% - - - - - 0.0% 42.4% 36.9% 50.0% - 23.8% 73.9% - - - - - - - - - - - - - - - - - - - - - - - - - - - - - - -	Advanced Course/Dual Credit Cou	ırse Comple	tion (Grades	11-12)						i	i	,	62.5%
juage Arts 53.2% 50.2% 66.0% - 44.4% 81.0% - - - 50.0% 29.0% 27.7% 33.3% - 11.1% 61.9% - - - 0.0% 28.9% 28.6% 44.7% - 18.2% 68.0% - - - 0.0% 43.8% 42.3% 45.5% - 20.0% 66.7% - - - - - - 0.0% 42.4% 36.9% 50.0% - 23.8% 73.9% -<	2014-15	54 5%	л л л										
29.0% 27.7% 33.3% - 11.1% 61.9% 0.0% 28.9% 28.6% 44.7% - 18.2% 68.0% 0.0% 43.8% 42.3% 45.5% - 20.0% 66.7% * 42.4% 36.9% 50.0% - 23.8% 73.9% *	2013-14 English Language Arts	53.2%	50.2%	66.0%	l, I	44.4% 50.0%	81.0% 80.0%	7 i	r ı			50.0%	40.0%
28.9% 28.6% 44.7% - 18.2% 68.0% 0.0% 68.0% 0.0% 68.7% 42.4% 36.9% 50.0% - 23.8% 73.9% *	2014-15	29.0%	27.7%	33.3%	Ĭ	11 1%	64 00/					00.070	32.2%
43.8% 42.3% 45.5% - 20.0% 66.7% * 42.4% 36.9% 50.0% - 23.8% 73.9% *	2013-14 Mathematics	28.9%	28.6%	44.7%	ï	18.2%	68.0%	Ĺι	1. ј	1 1	1 1	0.0%	20.0%
	2013-14	42.4%	42.3% 36.9%	45.5% 50.0%	1 r	20.0% 23.8%	66.7% 73.9%	r r	t	,	ı	*	30.8%

Completion of Two or More Advanced/Dual Credit Courses in Current and/or Prior Year (Annual Graduates) 2014-15 48.1% 49.4% 63.6% - 46.2% 88.9%	2014-15	2014-15 Mathematics	Texas Success Initiative , English Language Arts	College and Careo 2014-15	2014-15	2014-15 Either Subject	2014-15 Both Subjects	2014-15 Mathematics	College-Ready Graduates	2013-14	2014-15	Social Studies	2013-14	2014-15	2013-14	2014-15	Mathematics	2013-14	2014-15	English Langu	2014-15	Any Subject	A	2013-14	2014-15	Social Studies	2014-15	Advanced Coul Science	
or More Advance 4			Texas Success Initiative Assessment (TSIA) English Language Arts	College and Career Ready Graduates 2014-15					raduates										inge Airo	ane Arts		Auvanced Course/Dual Credit Course Completion (Grades 9-12) Any Subject			•	n		Advanced Course/Dual Credit Course Completion (Grades 11-12) Science	
d/Dual Cred 8.1%	7.1%	10.6%	t(TSIA)	74.5%	45.0%	35.0%	38.0%	42.0%		18.3%	19.5%		5.6%	7	18.8%	19.4%	13.470	15./%		33.1%	34.6%	irse Compi		26.4%	70 407	13.4%	12.7%	urse Comp	State
dit Courses 49.4%	8.1%	10.6%		68.9%	43.0%	29.0%	34.0%	39.0%		12.1%	14.8%	2.2.70	2.2%	!	15.7%	17.8%	15.0%	14.7%		28.0%	30.8%	letion (Grade	20.2.70	26.6%)	6.0%	5.9%	letion (Grad	Region 18
in Current a	4.5%	13.6%		72.7%	50.0%	36.0%	36.0%	50.0%		23.3%	20.0%	0.0%	0.0%		25.3%	19.7%	23.3%	17.6%		34.4%	31.5%	es 9-12)	44.1%	39.1%		0.0%	0.0%	es 11-12)	District
ınd/or Prior Y -	1	1)	ı	1	1	J.		i	ı	1					ı	1		ī	1		,	1			r.		African Merican
ear (Annual C	7.7%	15.4%		53.8%	33.0%	17.0%	17.0%	33.0%		8.7%	χ πο.	0.0%	0.0%	11.170	11.10/	9 707	8.7%	6.3%		23.9%	25.0%		18.2%	15.4%		0.0%			Hispanic
iraduates) 88.9%	0.0%	11.1%		100.0%	63.0%	50.0%	50.0%	63.0%		38.6%	33 68/	0.0%	0.0%	40.5%	30.0%)	38.6%	30.2%	0.00	45.5%	709 8E		68.0%	70.0%		0.0%	0		White
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* 4	•	*	*	. 4	* 4	* -	%	*	0.0%	0.0%		0.0%		0.0%	*	0.0%	0.0%		25.0%	37.5%		;	0.0%)	*	0.0%		ľ	Special
0.0%		12 5%	37.5%	*	• •	6 4	4 4	6	11.6%	11.4%	0.0%	0.0%		17.5%	13.8%	11.6%	11.4%		27.9%	22.2%		:	21.1% 21.7%	!	0.0%	0.0%		Pipady	Econ
ı c	i	ı		1	1	1	i		0.0%	*	4	e a	e)	0.0%	*	0.0%)) ` *		0.0%	*			* *		*	*			1

2015	2015 2014 Social Studios	2015 2014 Science	2015 2014 Mathematics	All Subjects 2015 2014 English Language Arts	AP/IB Results (Examinees >= Criterion)	2015	2014 Social Studies	Science 2015	2015 2014	2014 Mathematics	2015 2014 English Language Arts 2015	AP/IB Results (Participation) All Subjects	2014-15 46.6% 2013-14 46.4%	AP/IB Course Completion (Annual Graduates) 2014-15 43.4%	2014-15	Completion of Twelve o
40.1% 41.6%	35.4% 45.7%	51.7% 53.6%	43.7% 44.7%	49.1% 51.3%	13.8%	14.4%	6.9%	10.5%	6.8%	15.0%		ation)	ce (Annual Graduates) 46.6% 46.4%	ion (Annual Graduates) 43.4%	10.6%	African State Region 18 District American Completion of Twelve or More Hours of Postsecondary Credit (Annual Graduates) Any Subject
17.2%	20.5% 29.1%	26.3% 26.4%	24.8% 25.5%	28.6% 31.0%	6.7%	7.7%	2.6%	2.6%	2.6%	9.4% 8.7%	14.6% 14.0%		34.7% 34.4%	31.6%	20.5%	Region 18 Secondary Cr
					0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		45.5% 92.0%	9.1%	63.6%	District edit (Annual o
I	J i	Ü	1 1	т 1	1	ī	(,	ı	ı	1 1	1 1		(i	1	T .	African American Graduates)
ı	f j	ιι	1 1	t - t	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		46.2% 28.0%	0.0%	46.2%	Hispanic
ı	c a	1 1	t r	1 1	0.0%	0 0%	0.0%	0.0%	0 0%	0.0%	0.0%		44.4% 64.0%	22.2%	88.9%	White
E i	í	1 I	í í	, ,	1 1			1 1		Li	1 1			í	1	American Indian
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ī	ı		1 7					T T			J 1	1	ı	ī.	ı	Pacific Two or Islander More Races
1	i j	1 1			я і	. 1		, ,		1		i	ř	1 9		Two or ore Races
n/a n/a	n/a	n/a n/a	n/a	n/a	n/a n/a	II/d	n/a	n/a n/a	IVa	n/a	n/a n/a	*	*	*	*	Special
10	т і	1)	1 1	r	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	36.0%	25.0%	0.0%	1	Econ Disadv
n/a	n/a n/a	n/a	n/a	n/a	n/a n/a	n⁄a	n/a	n/a n/a	ΠΛα	n/a	n/a n/a	,	ť j			E

	2013-14 70.5% 67.5% 84. 2012-13 70.8% 68.5% 80.	2013-14 2012-13 Graduates in TX INE Completing	Graduates Enrolled in TX Institution of Higher Education (ILE)	Class of 2015	Class of 2014 Science	Mathematics	Class of 2015	English Language Arts	Class of 2015	Average ACT Score All Subjects	0.000	Class of 2015	Mathematics	Class of 2015	English Language Arts and Writing	Class of 2015	Average SAT Score	Class of 2014	Class of 2015	Class of 2015 Class of 2014 At/Above Criterion	SAT/ACT Results Tested	
	70.5% 70.8%	57.5% 56.9%	20./	20.7	21.2	20.0	20.1	20.6	20.6		491	482	925	912	Vriting	1394		25.1%	24.3%	68.3% 66.3%		State
	67.5% 68.5%	54.5% 53.4%	19.8	19.9	19.9 20.3	18.8	18.9	19.5	19.5		491	477	923	909	1414	1386		19.2%	18.3%	48.4% 47.4%		Region 18
	ation 84.2% 80.0%	80.0% *		21.7	21.8 21.9	20.5	20.6	21.3	21.3		*	*	*	*	*	*		23.8%	18 7%	50.0% 84.0%		District
	n/a n/a	n/a n/a	i	ï	ı ı	1	ī	ī	1		1	ı	ī	ı	ı	ï		F 1		1 3		African American
	n/a n/a	n/a n/a	19.0	*	* 18.7	17.1	*	18.1	*		1	ı	1	ī	í.	L		0.0%		23.1% 77.8%		Hispanic
	n/a n/a	n/a n/a	23.0	23.6	23.4 23.5	22.2	22.8	22.9	ວ ລ		*	*	*	*	*	×		25.0% 35.7%		88.9% 87.5%		White
	n/a n/a	n/a n/a	, ,		1 1	1 1					ı,		ı jı		' '		1	ĭ		. т		American
	n/a n/a	n/a n/a	t i			J 1		1 1			ı ı			8	1 1		1	,	,	T.	Asidii	>
	n/a n/a	n/a n/a	1 1	,		Γį				ì		19	гэ	ı	ı		ı	r	1	1	Islander More Races	Pacific
j	n/a n/a	n/a n/a	1 1	1	1	1 1				я	r	ı	ı	3	1		ī	Œ.	,	IC.	re Races	Two or
Š	n/a	n/a n/a	n/a n/a	n/a	n/a	n/a n/a	IVd	n/a		nva	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	Ed	Special
1,0	n/a	n/a n/a	19.4	18.8)) *	* 17.6	ă.5) 1 *		ı	r	,	ī	1	£		0.0%	*	72.7%	25.0%	Disadv	Econ
180	n/a	n/a n/a	n/a n/a	n/a	n/a	n/a n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	ELL	

African American Hispanic White American Indian Asian Pacific Islander Two or More Races	Graduates (Class of 2015): Total Graduates By Ethnicity (incl. Special Ed.):	Students W/ Disciplinary Placements (2014-2015) At-Risk	Non-Educationally Disadvantaged English Language Learners (ELL)	Fronomically Disables to the Proposition of the Pro	Pacific Islander	American Indian Asian	Hispanic White	African American	Ethnic Dicksin store	Grade 11	Grade 10	Grade 8	Grade 7	Grade 5	Grade 4	Grade 2	Grade 1	Kindergarten	Early Childhood Education Pre-Kindergarten	Of Labora to Control	Total Students:	Student Information
	22	96	109 203	0.0	0 -4	159 0	152	Þ	27	26 20	22	24 26	10	25 31	20	25	18 27	; 11	0	312	Count	District
0.0% 59.1% 40.9% 0.0% 0.0% 0.0%	100.0%	12.8% 0.0% 30.8%	34.9% 65.1%	0.0%	0.3%	51.0%	0.0% 48.7%)	8.7%	8.3%	8.3% 7.1%	7.7%	3.2%	8.0%	6.4%	8./%	5.8%	3.5%	0.0%	100.0%	Percent	rict
39,692 148,966 104,377 1,335 13,090 486 5,451	313,397	979,868 76,611 2,645,402	3,118,758 2,165,494	7,392 108,572	20,855 212,973	1,507,225	666,933		351,888 320,615	386,290	386,455 428,470	389,411	393,941 390 379	396,895	411,080 409,157	409,767	376,505	13,009 220,390	2000	5,284,252	Count	C¢5
12.7% 47.5% 33.3% 0.4% 4.2% 0.2% 1.7%	100.0%	18.5% 1.4%	59.0% 41.0%	0.1% 2.1%	0.4% 4.0%	52.2% 28.5%	12.6%		6.7% 6.1%	8.1% 7.3%	7.3%	7.4%	7.5%	7.5%	7.8%	7.8%	7.1%	0.2%		100.0%	Percent	

	Special Education Graduates	Foundation High School Plan (Endorsement) Foundation High School Plan (DLA)	Recommended H.S. Program/DAP Foundation High School Plan (No Endorsement)	By Graduation Type (incl. Special Ed.): Minimum H.S. Program		Student Information
4	c	000	16)		Count Distr
18.2%	0.0%	0.0% 0.0%	27.3% 72.7%			District
23,541	5,645	8,982 523	46,723 251 524			Count
7.5%	1.8%	2.9% 0.2%	14.9%		. 616611	Percent

English/Language Arts Foreign Languages Mathematics Science Social Studies	Elementary: Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 4 Grade 5 Grade 5 Grade 5 Grade 5	Class Size Averages by Grade and Subject (Derived from teacher responsibility records):	Data Quality: PID Errors (students) # Underreported Students		Kindergarten Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6 Grade 6 Grade 7 Grade 8	Student Information Retention Rates by Grade:
		n teacher responsibility recor	0 ;	District Count	0.0% 0.0% 0.0% 0.0% 0.0% 0.0% 0.0%	- Non-Special Education Rates - District State
9.6 10.6 7.1 15.4 14.9	8.8 13.1 12.2 9.4 12.0 13.2 8.2	District ds):	0.0%	Percent	1.9% 4.1% 2.7% 2.0% 1.0% 0.9% 0.6% 0.8% 0.8%	cation Rates - State
			7,834	State	0.0% 0.0% 0.0% 0.0% 0.0%	- Special Education Rates - District State
17.1 19.1 18.1 19.1 19.5	18.9 19.1 19.1 19.1 19.1 19.0 20.8 20.4	State	0.3%	Doront	8.2% 7.4% 3.4% 1.6% 0.8% 1.0% 0.8% 0.8% 1.0%	ntion Rates - State

POST CONTRACTOR	Beginning Teachers 1-5 Years Experience 6-10 Years Experience 11-20 Years Experience Over 20 Years Experience Number of Students per Teacher	No Degree Bachelors Masters Doctorate Teachers by Years of Experience:	Females Teachers by Highest Degree Held:	African American Hispanic White American Indian Asian Pacific Islander Two or More Races Males	Auxiliary Staff: Total Minority Staff: Teachers by Ethnicity and Sex:	Certical Administration Educational Aides:	Professional Staff: Teachers Professional Support Campus Administration (School Leadership)	Staff Information Total Staff
9.1	0.0 5.0 1.6 16.0 11.8	0.0 30.8 3.6 0.0	11.3 23.1	0.0 2.0 32.4 0.0 0.0 0.0	14.9 14.0	9.0	40.2 34.4 1.4	Count District –
n/a	0.0% 14.5% 4.6% 46.5% 34.4%	0.0% 89.6% 10.4% 0.0%	32.9% 67.1%	0.0% 5.8% 94.2% 0.0% 0.0% 0.0%	23.3% 21.8%	4.2% 4.2% 14.0%	62.7% 53.7% 2.2%	rict
15.2	27,995,4 94,786,9 75,285,1 94,649,7 54,555,0	3,524.0 259,559.7 82,029.5 2,158.9	81,756.8 265,515.3	34,949,8 90,214.9 211,190.4 1,242.9 5,134.3 819.3 3,720.6	179,800.9 331,599.3	20,170.5 7,340.2 65,803.2	442,538.0 347,272.1 67,755.2	Count State
n/a	8.1% 27.3% 21.7% 27.3% 15.7%	1.0% 74.7% 23.6% 0.6%	23.5% 76.5%	10.1% 26.0% 60.8% 0.4% 1.5% 0.2%	26.1% 48.2%	2.9% 1.1% 9.6%	64.3% 50.5% 9.8%	Percent

com acted instructional Staff.	Shared Services Arrangement Staff: Professional Staff Educational Aides Auxiliary Staff	lumover Rate for Teachers: Staff Exclusions:	ristructional Staff Percent:	Professional Support Campus Administration (School Leadership) Central Administration	Average Actual Salaries (regular duties only):	1-5 Years Experience 6-10 Years Experience 11-20 Years Experience Over 20 Years Experience	Average Teacher Salary by Years of Experience (regular duties only): Beginning Teachers	Average Years Experience of Teachers: Average Years Experience of Teachers with District:	Staff Information
0.0	0.0	20.8	60.8	\$54,225 \$46,287 \$76,873 \$66,259		\$40,806 \$50,474 \$54,235 \$60,387		17.7 4.7	District
1,914.4	1,116.6 230.6 493.6	16.5	64.5	\$51,891 \$61,145 \$75,654 \$99,111		\$45,507 \$47,996 \$50,459 \$53,794 \$60,613		10.9 7.3	State

District Number: 087901 County Name: GLASSCOCK District Name: GLASSCOCK COUNTY ISD

Texas Academic Performance Report TEXAS EDUCATION AGENCY 2015-16 District Profile

Link to:	Bilingual/ESL Education Career & Technical Education Compensatory Education Gifted & Talented Education Regular Education Special Education Other	Bilingual/ESL Education Career & Technical Education Gifted & Talented Education Special Education Teachers by Program (population served):	Program Information Student Enrollment by Program:
	0.9 3.2 0.0 0.0 30.2 0.0 0.1	40 144 6 20	Count District
	2.7% 9.2% 0.0% 0.0% 87.7% 0.0% 0.4%	12.8% 46.2% 1.9% 6.4%	ctPercent
	20,650.0 15,311.2 10,066.4 6,656.1 252,100.4 30,567.0 11,921.0	968,569 1,284,748 404,540 453,955	Count State
	5.9% 4.4% 2.9% 1.9% 72.6% 8.8% 3.4%	18.3% 24.3% 7.7% 8.6%	Percent

PEIMS Financial Standard Reports/ 2014-2015 Financial Actual Report

Indicates that ELL rates at met or exceeded standard and exceeded standard include current and monitored students.

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

Indicates zero observations reported for this group.

Indicates data reporting is not applicable for this group.

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

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

Indicates that PID Error rate information cannot be reported in 2015-16 due to the transition from PEIMS Edit+ to TSDS.