

LA GRANGE INDEPENDENT SCHOOL DISTRICT

STACY EILERS
Assistant Superintendent

WILLIAM D. WAGNER
Superintendent

NEAL F. MILLER
Director of Operations

P.O. Box 100 La Grange, Texas 78945 979-968-7000

January 8, 2020

Dear Parent,

Attached you will find a copy of the State of Texas 2018–19 School Report Card for the campus. This is a report required by the Texas Legislature and prepared by the Texas Education Agency. It is to be sent to the parent or guardian of every child enrolled in a Texas public school. The report provides information concerning student performance on the State of Texas Assessments of Academic Readiness (STAAR®), as well as information on student enrollment, class size averages, and financial expenditures.

The information contained in the School Report Card is required by state law and is briefly described in the "2018–19 School Report Card Definitions." The report for our school may or may not have all the information described because the information presented depends on whether the school is an elementary, middle, or high school.

State law requires that the school report card display information about the state, the district, and the school. Where possible, the information must be reported by race/ethnicity and socioeconomic status of the students and must include at least two years of results.

The School Report Cards can be found online at
<https://rptsvr1.tea.texas.gov/perfreport/src/2019/campus.srch.html>

A more complete report about the campus, the Texas Academic Performance Report (TAPR), is available by contacting my office or can be accessed online at
<https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/srch.html?srch=C>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of La Grange ISD.

Sincerely,

Stacy Eilers, Assistant Superintendent
Enclosures

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Estimado Padre de Familia:

Adjunto a esta carta encontrará una copia del reporte de las Calificaciones Escolares del Estado de Texas 2018–19 para nuestra escuela. Estas Calificaciones Escolares son requeridas por la Legislatura del Estado de Texas y preparadas por el departamento de educación estatal. Este reporte debe ser mandado a los padres o al guardián/mentor de cada estudiante inscrito en una escuela pública. Estas calificaciones proveen información concerniente al progreso académico de los estudiantes y también otra información sobre su escuela como el número de estudiantes, tamaño promedio del salón escolar, y gastos.

La ley estatal requiere que la información en estas calificaciones sea diseminada. Usted encontrará una breve descripción en el adjunto "Definiciones de las Calificaciones Escolares 2018–19". El reporte que ha recibido puede o no contener toda la información descrita en estas definiciones pues el reportaje de estos datos depende de si la escuela es una primaria, secundaria o preparatoria.

La ley estatal también manda que la información sea provista a nivel del estado, del distrito escolar, y de nuestra escuela. Esta información debe ser reportada, en tanto sea posible, por grupo étnico/raza y estatus socioeconómico de los estudiantes y debe de incluir por lo menos dos años de resultados.

También puede encontrar estas calificaciones (school report card) en la internet bajo <https://rptsvr1.tea.texas.gov/perfreport/src/2019/campus.srch.html>

Usted puede obtener un reporte más completo sobre nuestra escuela en el informe del Reporte del Desempeño Académico de Texas (TAPR) ya sea que lo pida aquí en la escuela, o lo puede obtener en el internet bajo <https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/srch.html?srch=C>

Por favor póngase en contacto con nosotros si tiene cualquier pregunta concerniente a este reporte de calificaciones escolares. Le agradezco su constante apoyo de La Grange ISD.

Sinceramente,

Stacy Eilers, Assistant Superintendent
Enclosures

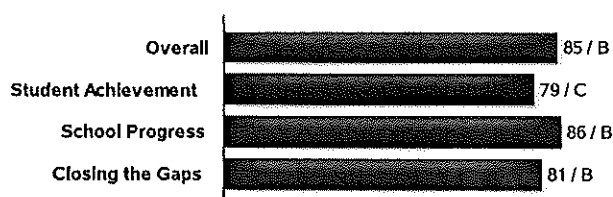
**Texas Education Agency
2018-19 School Report Card
LA GRANGE MIDDLE (075902041)**

Accountability Rating

B

LA GRANGE MIDDLE earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for LA GRANGE MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: LA GRANGE ISD
Campus Type: Middle School
Total Students: 303
Grade Span: 07 - 08

For more information about this campus, see <https://TXSchools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/apr/2019/index.html>.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- | | |
|--------------------------------|-------------------------------|
| ✓ Mathematics | ✓ Comparative Academic Growth |
| ✓ Postsecondary Readiness | ✗ ELA/Reading |
| ✗ Science | ✗ Social Studies |
| ✗ Comparative Closing the Gaps | |

School and Student Information

This section provides demographic information about LA GRANGE MIDDLE, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2017-18)	96.3%	95.9%	95.4%
Enrollment by Race/Ethnicity			
African American	7.6%	9.1%	12.6%
Hispanic	38.3%	38.1%	52.6%
White	50.5%	49.6%	27.4%
American Indian	0.0%	0.4%	0.4%
Asian	0.7%	0.3%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	3.0%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	56.4%	55.7%	60.6%
English Learners	13.5%	13.4%	19.5%
Special Education	10.9%	8.9%	9.6%
Mobility Rate (2017-18)	8.2%	7.0%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	15.1	14.7	16.6
Mathematics	13.7	14.6	17.8
Science	15.1	15.6	18.9
Social Studies	15.0	16.3	19.3

School Financial Information (2017-18)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Staff Percent	n/a	81.7%	64.5%
Instructional Expenditure Ratio	n/a	60.7%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$6,917	\$9,643	\$9,844
Instruction	\$5,592	\$5,306	\$5,492
Instructional Leadership	\$64	\$106	\$155
School Leadership	\$750	\$430	\$576

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	78%	76%	73%	66%	86%	-	83%	-	64%	67%
	2018	77%	79%	75%	67%	63%	85%	*	-	-	52%	65%
ELA/Reading	2019	75%	74%	75%	73%	62%	86%	-	*	-	75%	62%
	2018	74%	76%	76%	72%	64%	85%	*	-	-	43%	67%
Mathematics	2019	82%	85%	89%	91%	86%	90%	-	*	-	75%	84%
	2018	81%	86%	86%	89%	75%	93%	*	-	-	83%	80%
Writing	2019	68%	71%	64%	44%	51%	77%	-	*	-	*	55%
	2018	66%	67%	64%	58%	53%	74%	-	-	-	*	52%
Science	2019	81%	76%	73%	69%	58%	87%	-	-	-	*	62%
	2018	80%	80%	70%	53%	53%	84%	*	-	-	*	55%
Social Studies	2019	81%	83%	71%	62%	57%	84%	-	-	-	*	60%
	2018	78%	82%	66%	33%	53%	81%	*	-	-	*	55%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	50%	48%	46%	36%	59%	-	67%	-	36%	38%
	2018	48%	51%	46%	24%	29%	62%	*	-	-	30%	32%
ELA/Reading	2019	48%	47%	46%	45%	32%	57%	-	*	-	25%	33%
	2018	46%	49%	43%	24%	24%	60%	*	-	-	29%	30%
Mathematics	2019	52%	55%	63%	70%	52%	71%	-	*	-	63%	57%
	2018	50%	55%	61%	43%	47%	75%	*	-	-	33%	48%
Writing	2019	38%	41%	39%	33%	33%	47%	-	*	-	*	31%
	2018	41%	40%	39%	17%	22%	55%	-	-	-	*	22%
Science	2019	54%	45%	41%	31%	25%	56%	-	-	-	*	27%
	2018	51%	51%	46%	13%	23%	65%	*	-	-	*	30%
Social Studies	2019	55%	61%	39%	31%	25%	53%	-	-	-	*	29%
	2018	53%	59%	32%	7%	16%	46%	*	-	-	*	18%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	22%	21%	6%	13%	30%	-	0%	-	18%	10%
	2018	22%	22%	21%	2%	8%	33%	*	-	-	9%	10%
ELA/Reading	2019	21%	19%	26%	5%	15%	39%	-	*	-	13%	13%
	2018	19%	18%	21%	0%	8%	34%	*	-	-	14%	8%
Mathematics	2019	26%	26%	26%	13%	19%	33%	-	*	-	25%	16%
	2018	24%	25%	24%	7%	8%	38%	*	-	-	17%	12%
Writing	2019	14%	14%	16%	11%	13%	20%	-	*	-	*	6%
	2018	13%	10%	9%	0%	5%	15%	-	-	-	*	3%
Science	2019	25%	15%	14%	0%	2%	27%	-	-	-	*	2%
	2018	23%	22%	28%	0%	16%	41%	*	-	-	*	16%
Social Studies	2019	33%	33%	15%	0%	11%	20%	-	-	-	*	6%
	2018	31%	34%	18%	0%	5%	30%	*	-	-	*	8%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	68	77	80	77	76	-	*	-	72	75
	2018	69	72	79	88	71	83	*	-	-	88	78
ELA/Reading	2019	68	66	75	76	71	79	-	*	-	69	70
	2018	69	71	76	86	68	77	*	-	-	100	75
Mathematics	2019	70	70	78	83	82	74	-	*	-	75	80
	2018	70	73	83	89	74	89	*	-	-	75	81

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 - Indicates zero observations reported for this group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

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Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	30%	36%	0%	29%	52%	-	-	-	*	16%
2018	38%	33%	39%	56%	32%	46%	-	-	-	*	*
Mathematics											
2019	45%	51%	57%	*	62%	53%	-	-	-	*	18%
2018	47%	58%	64%	90%	58%	65%	-	-	-	*	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	73%	73%	54%	60%	87%	-	-	-	*	15%
Students Requiring Accelerated Instruction											
2019	22%	27%	27%	46%	40%	13%	-	-	-	*	85%
STAAR Cumulative Met Standard											
2019	85%	82%	82%	69%	70%	93%	-	-	-	*	46%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	93%	93%	93%	91%	95%	-	*	-	80%	43%
Students Requiring Accelerated Instruction											
2019	18%	7%	7%	7%	9%	5%	-	*	-	20%	57%
STAAR Cumulative Met Standard											
2019	88%	95%	95%	93%	94%	96%	-	*	-	80%	57%

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
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 n/a Indicates data reporting is not applicable for this group.

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