

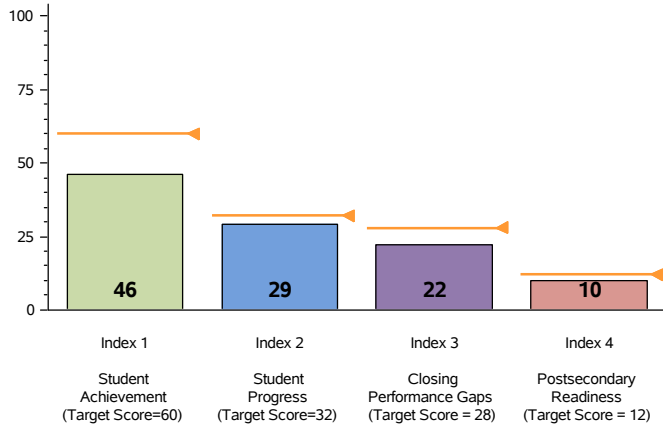
**Texas Education Agency  
2015-16 School Report Card  
LAMAR EL (165901111)**

District Name: **MIDLAND ISD**  
Campus Type: **Elementary**

Total Students: **578**  
Grade Span: **PK - 06**

### 2016 Performance Index

State accountability ratings are based on four performance indices: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar graph below illustrates the index scores for this campus. The score required to meet each index's target is indicated below the index description and as a line on each bar. In 2016, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indices: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2016 Accountability Rating

#### Improvement Required

For 2016 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

### School and Student Information

This section provides demographic information about the campus, 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
<b>Attendance Rate (2014-15)</b>	94.8%	94.2%	95.7%
<b>Enrollment by Race/Ethnicity</b>			
African American	5.9%	7.6%	12.6%
Hispanic	83.9%	61.8%	52.2%
White	7.8%	26.4%	28.5%
American Indian	0.0%	0.2%	0.4%
Asian	1.4%	2.4%	4.0%
Pacific Islander	0.2%	0.1%	0.1%
Two or More Races	0.9%	1.4%	2.1%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	75.6%	46.4%	59.0%
English Language Learners	30.8%	12.3%	18.5%
Special Education	6.4%	6.3%	8.6%
<b>Mobility Rate (2014-15)</b>	25.5%	20.3%	16.5%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	16.0	19.0	18.9
Grade 1	16.7	19.3	19.1
Grade 2	16.3	19.3	19.1
Grade 3	21.0	19.2	19.1
Grade 4	21.7	19.2	19.0
Grade 5	25.0	22.3	20.8
Grade 6	23.0	23.1	20.4

### School Financial Information (2014-15)

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

	Campus	District	State		Campus	District	State
<b>Instructional Staff Percent</b>	n/a	65.8%	64.5%	<b>Expenditures per Student</b>			
<b>Instructional Expenditure Ratio</b>	n/a	65.8%	63.8%	Total Operating Expenditures	\$6,751	\$9,102	\$9,065
				Instruction	\$4,867	\$5,268	\$5,158
				Instructional Leadership	\$119	\$163	\$138
				School Leadership	\$427	\$503	\$522

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Level II Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2016	75%	66%	<b>46%</b>	29%	46%	54%	-	88%	-	*	41%
Reading	2016	73%	64%	<b>51%</b>	40%	50%	67%	-	*	-	*	46%
Mathematics	2016	76%	67%	<b>47%</b>	*	47%	52%	-	*	-	*	41%
Writing	2016	69%	58%	<b>39%</b>	*	42%	*	-	*	-	*	31%
Science	2016	79%	70%	<b>34%</b>	*	37%	*	-	*	-	-	31%
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2016	45%	35%	<b>11%</b>	*	9%	32%	-	*	-	*	8%
Reading	2016	46%	37%	<b>19%</b>	*	19%	33%	-	*	-	*	13%
Mathematics	2016	43%	32%	<b>15%</b>	*	14%	29%	-	*	-	*	12%
Writing	2016	41%	27%	<b>15%</b>	*	15%	*	-	*	-	*	11%
Science	2016	47%	37%	*	*	*	*	-	*	-	-	*
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2016	18%	11%	<b>6%</b>	*	6%	16%	-	*	-	*	4%
Reading	2016	17%	12%	<b>9%</b>	*	9%	24%	-	*	-	*	6%
Mathematics	2016	19%	11%	<b>5%</b>	*	4%	*	-	*	-	*	4%
Writing	2016	15%	8%	*	*	*	*	-	*	-	*	*
Science	2016	16%	10%	*	*	*	*	-	*	-	-	*
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2016	62%	58%	<b>49%</b>	*	49%	*	-	*	-	*	49%
Reading	2016	60%	56%	<b>45%</b>	*	44%	*	-	*	-	*	47%
Mathematics	2016	63%	60%	<b>53%</b>	*	53%	*	-	*	-	*	51%
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2016	17%	14%	<b>11%</b>	*	12%	*	-	*	-	*	11%
Reading	2016	16%	14%	<b>12%</b>	*	13%	*	-	*	-	*	10%
Mathematics	2016	17%	14%	<b>10%</b>	*	11%	*	-	*	-	*	11%
<b>Progress of Prior-Year Non-Proficient Students: Percent of Non-Proficient Students Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2016	35%	29%	<b>13%</b>	*	14%	*	-	-	-	*	14%
<b>Students Success Initiative</b>												
Grade 5												
Students Meeting Level II Standard on First STAAR Administration												
Reading	2016	73%	62%	<b>45%</b>	*	44%	*	-	*	-	-	39%
Mathematics	2016	77%	64%	<b>42%</b>	*	44%	*	-	*	-	-	33%
Students Requiring Accelerated Instruction												
Reading	2016	27%	38%	<b>55%</b>	*	56%	*	-	*	-	-	61%
Mathematics	2016	23%	36%	<b>58%</b>	*	56%	*	-	*	-	-	67%
STAAR Cumulative Met Standard												
Reading	2016	80%	70%	<b>53%</b>	*	51%	*	-	*	-	-	47%
Mathematics	2016	85%	76%	<b>50%</b>	*	51%	*	-	*	-	-	41%
STAAR Non-Proficient Students Promoted by Grade Placement Committee												
Reading	2015	95%	91%	<b>91%</b>	-	91%	-	-	-	-	-	94%
STAAR Met Standard (Non-Proficient in Previous Year) Promoted to Grade 6												
Reading	2016	11%	7%	*	-	*	-	-	-	-	-	*

For more information about this campus, please see the Texas Academic Performance Report at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2016/index.html>.

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

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

'-' Indicates zero observations reported for this group.

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