

Annual Performance Report for  
School Year 2015 – 2016  
Summary

Texas Education Code Chapter 39 requires that each district publish an annual report that includes the Texas Academic Performance Report (TAPR) for the district and each campus, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code § 51.403(e) from the Texas Higher Education Coordinating Board (THECB) . Although components of this report are available on the district web site, a complete hard copy of all of the components of the report will be made available to the public within two weeks of this meeting at the Administration building as required.

The complete report contains detailed information regarding the district and each campus as published by the Texas Education Agency (TEA), Humble ISD and THECB. District summary statements for each section are provided below.

**Texas Academic Performance Report (TAPR)**

The district enrollment for 2015-2016 was reported as 40,427 students with an ethnic distribution of 19.1% African American, 34.1% Hispanic, 40.9% White, 0.4% Native American, 3.0% Asian, 0.5 % Pacific Islander, and 2.0% Two or More Races. Represented in the total enrollment was a rate of 33.9% Economically Disadvantaged as well as 8.8% Limited English Proficient, and 44.3% At Risk.

The district employed 5,003 staff members, an increase of 3.3% from the previous year. Of these, 67.9% were professional staff (teachers, professional support, campus administration and central administration).

Under the state accountability system, the district and 40 campuses “Met Standard”, the highest rank allowed; only one campus was ranked “Improvement Required”. There were 32 Distinctions earned by 16 campuses. These were based on STAAR performance in the areas of Reading, Mathematics, Science, Social Studies, Progress Measures, Closing the Gap, and Postsecondary Readiness.

Evaluation of meeting the STAAR at -current Level II or above for ALL students summed across all grades indicated that the district exceeded the state and region performance in all five content areas: Reading, Writing, Social Studies, Mathematics and Science. The district also exceeded the state and region performance at the Advanced Standard in four content areas: Reading, Mathematics, Science and Social Studies. In addition, Humble ISD students exceeded the state and region performance in the area of Met or Exceeded Progress (for growth) in both of the subject areas evaluated in this measure: Reading and Mathematics.

The district attendance rate for 2014-2015 as reported on the 2015-2016 TAPR indicated that the district rate of 95.8% was slightly better than the state rate (95.7%) and the same as the regional rate (95.8%).

Although the district's annual drop out rate for grades 7-8 (0.0%) and grades 9-12 (0.4%) were below the state (0.3%; 2.2%) and regional rates (0.4%; 2.2%) . In the Class of 2015, using state allowed exclusions, 95.6% of the district's students graduated, 0.2% received a GED, and 2.3% continued high school for a 5<sup>th</sup> year while 1.9% dropped out. (As a comparison, the Class of 2014 had a 94.7% graduation rate.) The Four Year Graduation Rate (without Exclusions) for the Class of 2015 was used in the accountability measure of system safeguards and indicated a graduation rate of 94.4% for ALL students with subgroup rates of 95.1% for African American, 91.5% for Hispanic, and 95.5% for White at the district level. This was an increase when compared to the Class of 2014 which had the following rates (without exclusions): 93.2% for ALL students, 92.9% for African American, 89.2% for Hispanic, and 95.9% for White students.

College Readiness indicators on the TAPR include analysis of items such as advanced and dual course enrollment completion, Recommended High School Plan and Distinguished Achievement Plan graduates, AP/IB results, SAT/ACT results and college readiness graduates. College Readiness indicators when compared to the previous year showed an increase in the enrollment and completion rate for advanced and dual credit courses (38.4% to 39.7%) and an increase in the percentage of Recommended High School Plan and Distinguished Achievement Plan graduates (82.5% to 85.3%). The participation rates in AP and IB decreased from the previous year (25.6% to 25.1%), but the rate was higher than the state rate of 24.9%. The percentage of students taking SAT and ACT decreased from 67.4% to 66.9%. The district average scores were 1470 for all three portions of the SAT compared with the state score of 1394 and regional score of 1386, and 22.5 for the ACT compared with the state score of 20.6 and regional score of 21.5. The rate of college ready graduates as measured by standards established by TEA on TSIA, SAT, and ACT for ALL students in the district was above the state and the regional rates in both English Language Arts and Mathematics.

### **Strategic Improvement Plan/District Improvement Plan**

The District adopted the Strategic Improvement Plan for 2015-16 which included the areas of student achievement, service, people, and finance. Goals include increasing the percentage of students who are college and career ready, increasing the mean on surveys of internal and external customers, providing a quality work environment, and creating efficiencies at all levels of the organization.

The most recent district and campus improvement plans are provided in this report.

### **Texas Higher Education Coordinating Board**

The Texas Higher Education Coordinating Board provides information on student performance in postsecondary institutions during the first year of enrollment after graduation from high school. Student performance is measured by the Grade Point Average (GPA) earned by 2014 – 2015 high school graduates who attended four-year and two-year higher education in 2015 – 2016. The GPA for each student was accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated, then the student was placed in the “Unknown” category. GPA data is only available for students attending public higher education institutions in Texas. The number of students who attended private colleges and universities is also indicated. “Not Trackable” graduates are those with non-standard ID numbers that could not be used to match student identifier at Texas higher education institutions. “Not Found” graduates have standard ID numbers but were not located at Texas higher education institutions and may have enrolled in higher education outside the state of Texas.

A total of 2,562 Humble ISD graduates from the Class of 2014 are included in the report. Of these graduates, 25% attended four-year public universities in Texas, 34% attended two-year public colleges in Texas, and 3% attended Texas private colleges and universities. The GPA distribution for district graduates attending four-year Texas public universities indicated that 16.7% had a GPA less than 2.0 and 82.7% had a GPA greater than or equal to 2.0. The GPA distribution for district graduates attending two-year Texas public colleges indicated that 33.4% had a GPA less than 2.0 and 63.4% had a GPA greater than or equal to 2.0. Data for the individual high schools are contained in the complete report.

The Texas Higher Education Coordinating Board also lists the college or university of enrollment for the first semester of recent graduates. Only May graduates who enroll in a Texas public college or university in September are tracked. For the Class of 2015, the Texas college or university with the most recent graduates enrolled in Fall of 2015 was Lone Star College Kingwood, with 507 enrolled out of 2,677 students, or 19%.

The TAPR also reports students who enroll at institutions of higher education (IHE). The district had 62.7% of graduates from 2013-14 enrolled in Texas institutions of higher education, which was higher than the state (57.5%) and region (60.0%). In addition, the percent of graduates 2013-14 who completed one year of college without remediation was 72.1%, again higher than the state and region rates at 70.5% and 71.7%, respectively.

### **Report of Serious, Violent, or Criminal Incidents**

Texas statute requires the district to publish a report of serious violent and criminal incidents by campus. Conduct violations that require a state mandatory removal to the district’s discipline program and conduct violations that require state mandatory expulsions as described in the Humble ISD Student Code of Conduct are included in this report. Data are provided in the report to the extent permitted under the Family Education Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g).

Discipline incidents in this category comprised less than two percent of the total discipline incidents in the district during 2015-2016. Total discipline incidents include all reported violations in the Student Code of Conduct. High school and middle school campus incident numbers have shown a pattern of slight increase from the previous year, while elementary school numbers have remained the same. The total number of serious incidents increased slightly from the prior year.

### **Financial Information from PEIMS 2014-15**

Financial information is no longer printed on the TAPR, but linked to a TEA website. These reports were downloaded on 11-3-2016 from [https://rptsvr1.tea.texas.gov/cgi/sas/broker?\\_service=marykay&\\_service=appserv&\\_debug=0&\\_program=sfadhoc.actual\\_report\\_2015.sas&who\\_box=&who\\_list=101913](https://rptsvr1.tea.texas.gov/cgi/sas/broker?_service=marykay&_service=appserv&_debug=0&_program=sfadhoc.actual_report_2015.sas&who_box=&who_list=101913)

The district's adopted tax rate was \$1.52 (\$1.17 Maintenance and Operations; \$0.35 Interest and Sinking Fund). A majority of the district's value by category was residential (79.57%). Only 18.41% of the value was business by category. The instructional expenditure ratio was 68.3%.

The district had an unassigned fund balance of \$77,026,501 as of June 30, 2015. This represented 23.48% of the total general fund expenditures.

### **Special Education Compliance Status**

In accordance with the IDEA 2004 statute, Section 616(b)(2)(C)(i)(II), states are required to publically report district performance against the state targets in the State Performance Plan (SPP) for Special Education. Each spring, the Texas Education Agency produces a District Profile of State Performance Plan Indicators Report for each district. This report reflects the district's performance against the state's targets for SPP Indicators 1-14 for a given year: Graduation Rates, Dropout Rates, Participation and Proficiency Rates on Statewide Assessments, Suspension/Expulsion Rates, Educational Environment (Ages 3-21), Early Childhood Outcomes, Parent Participation/Involvement, Disproportionality, Timely Initial Evaluations, Early Childhood Transition, Secondary Transition, and Post School Outcomes. TEA requires special corrective action if a district is not in compliance with SPP indicators 11, 12 or 13. The district is in compliance with all of these indicators.