

# ARISTOI CLASSICAL ACADEMY

February 2, 2016

Dear Parent,

Attached you will find a copy of the State of Texas 2014–15 School Report Card for Aristoi Classical Academy. 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 enclosed “2014–15 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 socio-economic status of the students and must include at least two years of results.

The School Report Cards can be found online at  
<http://tea.texas.gov/perfreport/src/index.html>

A more complete report about Aristoi Classical Academy, 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/index.html>

Please contact me if you have any questions concerning this report card. Thank you for your continued support of Aristoi Classical Academy.

Sincerely,



Brenda Davidson  
Headmaster

Enclosures

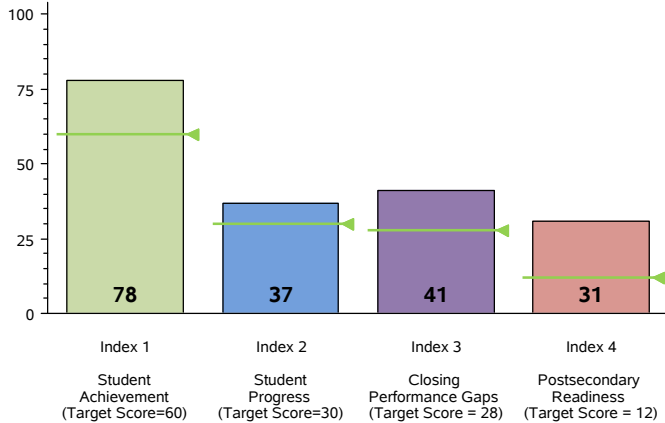
**Texas Education Agency  
2014-15 School Report Card  
ARISTOI CLASSICAL ACADEMY (101803041)**

District Name: **ARISTOI CLASSICAL ACADEMY**  
Campus Type: **Elementary**

Total Students: **406**  
Grade Span: **KG - 05**

### 2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2015 Accountability Rating

**Met Standard**

For 2015 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 (2013-14)</b>	96.7%	96.7%	95.9%
<b>Enrollment by Race/Ethnicity</b>			
African American	10.3%	9.8%	12.6%
Hispanic	33.0%	30.1%	52.0%
White	53.0%	57.0%	28.9%
American Indian	0.0%	0.0%	0.4%
Asian	0.2%	0.4%	3.9%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	3.4%	2.8%	2.0%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	18.5%	18.6%	58.8%
English Language Learners	6.4%	5.8%	18.2%
Special Education	4.7%	5.6%	8.5%
<b>Mobility Rate (2013-14)</b>	12.6%	12.6%	16.9%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Kindergarten	21.5	21.5	19.2
Grade 1	22.0	22.0	19.3
Grade 2	20.7	20.7	19.3
Grade 3	21.3	21.3	19.1
Grade 4	18.5	18.5	19.1
Grade 5	17.8	17.8	20.8

### School Financial Information (2013-14)

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
<b>Instructional Staff Percent</b>	n/a	68.1%	64.6%
<b>Instructional Expenditure Ratio</b>	n/a	61.5%	63.7%

	Campus	District	State
<b>Expenditures per Student</b>			
Total Operating Expenditures	\$4,363	\$6,193	\$8,692
Instruction	\$3,594	\$3,594	\$4,956
Instructional Leadership	\$0	\$0	\$129
School Leadership	\$380	\$380	\$503

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2015	77%	84%	<b>78%</b>	67%	77%	79%	-	*	-	91%	64%
Reading	2015	77%	86%	<b>84%</b>	64%	86%	84%	-	*	-	100%	73%
Writing	2015	72%	85%	<b>79%</b>	71%	79%	81%	-	-	-	-	62%
Science	2015	78%	72%	<b>61%</b>	*	52%	63%	-	*	-	*	*
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2015	41%	37%	<b>30%</b>	*	35%	28%	-	*	-	*	20%
Reading	2015	46%	49%	<b>47%</b>	36%	47%	47%	-	*	-	*	33%
Writing	2015	34%	48%	<b>30%</b>	*	40%	26%	-	-	-	-	*
Science	2015	44%	33%	<b>22%</b>	*	22%	19%	-	*	-	*	*
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2015	16%	18%	<b>16%</b>	*	15%	15%	-	*	-	*	18%
Reading	2015	17%	22%	<b>22%</b>	*	22%	20%	-	*	-	*	21%
Writing	2015	9%	12%	*	*	*	*	-	-	-	-	*
Science	2015	16%	12%	*	*	*	*	-	*	-	*	*
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2015	57%	57%	<b>58%</b>	*	53%	57%	-	-	-	*	*
Reading	2015	59%	52%	<b>57%</b>	*	52%	57%	-	-	-	*	*
Writing	2015	56%	90%	*	-	*	-	-	-	-	-	*
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2015	15%	16%	<b>18%</b>	*	20%	17%	-	-	-	*	*
Reading	2015	16%	15%	<b>18%</b>	*	21%	17%	-	-	-	*	*
Writing	2015	7%	21%	*	-	*	-	-	-	-	-	*
<b>Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2015	39%	48%	<b>50%</b>	*	63%	*	-	-	-	*	*
	2014	45%	47%	<b>47%</b>	*	*	*	-	-	-	-	*
<b>Students Success Initiative</b>												
Grade 5												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	75%	79%	<b>79%</b>	*	75%	83%	-	*	-	*	73%
Students Requiring Accelerated Instruction												
Reading	2015	25%	21%	<b>21%</b>	*	25%	17%	-	*	-	*	*
STAAR Cumulative Met Standard												
Reading	2015	84%	86%	<b>86%</b>	*	83%	86%	-	*	-	100%	73%
STAAR Failers Promoted by Grade Placement Committee												
Reading	2014	92%	*	*	*	*	-	-	-	-	-	*

'?' 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.

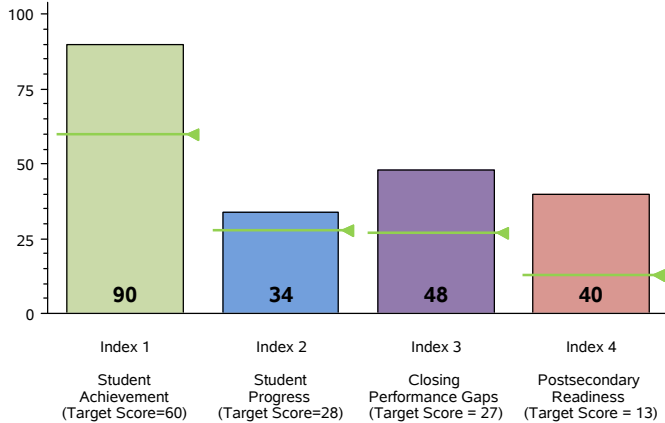
**Texas Education Agency  
2014-15 School Report Card  
ARISTOI CLASSICAL UPPER SCHOOL (101803001)**

District Name: **ARISTOI CLASSICAL ACADEMY**  
Campus Type: **Middle School**

Total Students: **133**  
Grade Span: **06 - 09**

### 2015 Performance Index

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. The bar chart below illustrates the index scores for this campus. The target score required to meet each index's standard is indicated below the index description and as a line on each bar. In 2015, to receive the Met Standard or Met Alternative Standard accountability rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.



### 2015 Accountability Rating

**Met Standard**

For 2015 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.

### Distinction Designations

**Science**

Campuses that receive a rating of **Met Standard** are eligible for seven distinction designations: **Academic Achievement in Reading/English Language Arts (ELA)**, **Academic Achievement in Mathematics**, **Academic Achievement in Science**, **Academic Achievement in Social Studies**, **Top 25%: Student Progress**, **Top 25%: Closing Performance Gaps**, and **Postsecondary Readiness**.

### 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 (2013-14)</b>	-	96.7%	95.9%
<b>Enrollment by Race/Ethnicity</b>			
African American	8.3%	9.8%	12.6%
Hispanic	21.1%	30.1%	52.0%
White	69.2%	57.0%	28.9%
American Indian	0.0%	0.0%	0.4%
Asian	0.8%	0.4%	3.9%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	0.8%	2.8%	2.0%
<b>Enrollment by Student Group</b>			
Economically Disadvantaged	18.8%	18.6%	58.8%
English Language Learners	3.8%	5.8%	18.2%
Special Education	8.3%	5.6%	8.5%
<b>Mobility Rate (2013-14)</b>	-	12.6%	16.9%

	Campus	District	State
<b>Class Size Averages by Grade or Subject</b>			
<b>Elementary</b>			
Grade 6	25.2	25.2	20.3
<b>Secondary</b>			
English/Language Arts	20.8	20.8	17.2
Foreign Languages	10.0	10.0	18.9
Mathematics	12.0	12.0	18.1
Science	20.8	20.8	19.1
Social Studies	20.8	20.8	19.6

### School Financial Information (2013-14)

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
<b>Instructional Staff Percent</b>	n/a	68.1%	64.6%

		State	District	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
<b>STAAR Percent at Phase-in Satisfactory Standard or Above (Sum of All Grades Tested)</b>												
All Subjects	2015	77%	84%	90%	90%	80%	92%	-	*	-	*	79%
Reading	2015	77%	86%	89%	88%	84%	91%	-	*	-	*	81%
Mathematics	2015	81%	92%	92%	-	*	95%	-	-	-	-	*
Writing	2015	72%	85%	95%	*	100%	93%	-	*	-	*	88%
Science	2015	78%	72%	89%	-	71%	93%	-	-	-	-	*
Social Studies	2015	78%	80%	80%	-	*	89%	-	-	-	-	*
<b>STAAR Percent at Postsecondary Readiness Standard (Sum of All Grades Tested)</b>												
Two or More Subjects	2015	41%	37%	46%	*	24%	51%	-	*	-	*	36%
Reading	2015	46%	49%	48%	*	36%	51%	-	*	-	*	38%
Mathematics	2015	48%	62%	62%	-	*	76%	-	-	-	-	*
Writing	2015	34%	48%	73%	*	*	74%	-	*	-	*	88%
Science	2015	44%	33%	50%	-	*	59%	-	-	-	-	*
Social Studies	2015	44%	30%	30%	-	*	33%	-	-	-	-	*
<b>STAAR Percent at Advanced Standard (Sum of All Grades Tested)</b>												
All Subjects	2015	16%	18%	19%	*	11%	22%	-	*	-	*	13%
Reading	2015	17%	22%	18%	*	*	19%	-	*	-	*	*
Mathematics	2015	20%	35%	35%	-	*	43%	-	-	-	-	*
Writing	2015	9%	12%	22%	*	*	26%	-	*	-	*	*
Science	2015	16%	12%	19%	-	*	24%	-	-	-	-	*
Social Studies	2015	19%	*	*	-	*	*	-	-	-	-	*
<b>STAAR Percent Met or Exceeded Progress</b>												
All Subjects	2015	57%	57%	56%	*	*	62%	-	*	-	*	*
Reading	2015	59%	52%	43%	*	*	44%	-	*	-	*	*
Mathematics	2015	47%	63%	63%	-	*	79%	-	-	-	-	-
Writing	2015	56%	90%	92%	*	*	94%	-	-	-	*	*
<b>STAAR Percent Exceeded Progress</b>												
All Subjects	2015	15%	16%	15%	*	*	20%	-	*	-	*	*
Reading	2015	16%	15%	10%	*	*	13%	-	*	-	*	*
Mathematics	2015	19%	25%	25%	-	*	32%	-	-	-	-	-
Writing	2015	7%	21%	23%	*	*	28%	-	-	-	*	*
<b>Progress of Prior Year STAAR Failers: Percent of Failers Passing STAAR (Sum of Grades 4-8)</b>												
Reading	2015	39%	48%	*	-	*	*	-	-	-	-	*
<b>Students Success Initiative</b>												
Grade 5												
STAAR Met Standard (Failed in Previous Year) Promoted to Grade 6												
Reading	2015	14%	*	*	-	*	-	-	-	-	-	*
Grade 8												
Students Meeting Phase-in 1 Level II Standard on First STAAR Administration												
Reading	2015	76%	95%	89%	-	*	86%	-	-	-	-	*
Students Requiring Accelerated Instruction												
Reading	2015	24%	*	*	-	*	*	-	-	-	-	*
STAAR Cumulative Met Standard												
Reading	2015	85%	100%	100%	-	*	100%	-	-	-	-	*

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

'-' Indicates zero observations reported for this group.

## 2014–15 School Report Card (SRC) Definitions

**Annual Dropout Rate:** Depending on the grade span at the school, one of the following rates is shown: Annual Dropout Rate (Gr 7–8) or Annual Dropout Rate (Gr 9–12). The annual rates are the number of students who dropped out (in the grades indicated) expressed as a percentage of the number of students in attendance in those grades.

**Attendance Rate:** The report shows the attendance rate for the 2013–14 school year for students in grades 1–12.

**Class Size Averages:** Class sizes are calculated from teacher class schedules. For example, the total count of students in science is divided by the count of science classes. Elementary classes are shown by grade; secondary classes are shown by subject.

**Distinction Designations:** Distinction designations are awarded in recognition of outstanding achievement in specific areas. For 2015, distinction designations are awarded in the following areas: Academic Achievement in Reading/English Language Arts, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25 Percent: Student Progress, Top 25 Percent: Closing Performance Gaps, and Postsecondary Readiness.

**Economically Disadvantaged:** The percentage of economically disadvantaged students is the count of students that are eligible for free or reduced-price lunch or other public assistance divided by the total number of students.

**English Language Learners:** These are students identified as having limited English proficiency (LEP), or English language learners (ELLs), by the Language Proficiency Assessment Committee (LPAC).

**Expenditures per Student:** This value is calculated as total expenditures for 2013–14 divided by the total membership for 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the *2013–2014 PEIMS Financial Actual Reports* at <http://tea.texas.gov/financialstandardreports/>

**Instructional Expenditure Ratio:** This value is calculated as instructional and related expenditures for 2013–14 divided by total expenditures for 2013–14. For more information, contact the Office of School Finance at 512-463-9238. For a detailed report, see the *2013–2014 PEIMS Financial Actual Reports* at <http://tea.texas.gov/financialstandardreports/>

**Instructional Staff Percent:** This value is calculated as instructional and related Full Time Equivalents (FTEs) for 2014–15 divided by total FTEs for 2014–15. For more information, contact the Office of School Finance at 512-463-9238.

**Longitudinal Rates:** These indicators show the status of students after four years in high school (4-Year Longitudinal Rate) or after five years in high school (5-Year Extended Longitudinal Rate). The four-year rate includes students who first attended ninth grade in 2010–11, showing their final status with the class of 2014. The five-year rate includes students who first attended ninth grade in 2009–10, showing their final status at the end of 2014. These show the percentage of students who graduated, received a GED, continued high school, or dropped out.

**Membership:** See *Total Students*.

## 2014–15 School Report Card (SRC) Definitions

**Mobility Rate:** A student is considered to be mobile if he or she has been in membership at the school for less than 83% of the school year.

**Race/Ethnicity:** Students are reported as African American, Hispanic, White, American Indian, Asian, Pacific Islander, and Two or More Races.

**RHSP/DAP Graduates:** The percentage of graduates who were reported as having satisfied the course requirements for the Recommended High School Program (RHSP) or Distinguished Achievement Program (DAP). It excludes FHSP graduates.

**SAT/ACT Results:** The report provides four indicators: (1) *Tested* shows the percentage of graduates who took either the SAT or the ACT, (2) *At/Above Criterion* shows the percentage of examinees who scored at or above the “Criterion Score” of 1110 for SAT and 24 for ACT, (3) *Average SAT Score*, and (4) *Average ACT Score*. Information is shown for the classes of 2013 and 2014.

**Special Education:** The population of students served in special education programs

**STAAR:** The State of Texas Assessments of Academic Readiness (STAAR) is a comprehensive testing program designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each tested grade level. Students are assessed in reading (grades 3–8), mathematics (grades 3–8), writing (grades 4 and 7), science (grades 5 and 8), and social studies (grade 8). End-of-course tests are given for English Language Arts I and II, Algebra I, Biology, and U.S. History.

Other measures for the STAAR are shown: *STAAR Percent at Postsecondary Readiness*, which is used to determine the Index 4 score, and *STAAR Percent at Advanced Standard*, which is used to determine the Index 3 score.

**Student Success Initiative:** The Student Success Initiative (SSI) shows performance on STAAR reading in grades 5 and 8, including performance for students who failed in the past year and re-tested on the assessments. There are no SSI data for mathematics in 2015 because the results of STAAR assessments for mathematics, grades 3–8, were excluded from accountability in 2015.

**Total Students:** This is the total number of public school students who were reported in membership on October 31, 2014, at any grade from early childhood education through grade 12. Membership differs from enrollment because it does not include students who are served by the district for less than two hours per day. For example, the count of Total Students excludes students who attend a nonpublic school but receive some services, such as speech therapy, for less than two hours per day from their local public school.

**Special Symbols:** The 2014–15 SRC uses the following special symbols:

- An asterisk (\*) is used to mask small numbers to comply with the federal Family Educational Rights and Privacy Act (FERPA).
- A dash (-) indicates that no students were in this classification.
- n/a indicates that the data are not available or are not applicable.
- A question mark (?) indicates data that are statistically improbable or were reported outside of a reasonable range.