

Texas Academic Performance Report for 2021-22

Arlington Classics Academy Annual Report

in compliance with TEC Ch. 39

January 19, 2023

Texas Education Code Chapter 39 requires that Arlington Classics Academy's board of trustees publish an annual report that includes the Texas Academic Performance Report as prepared by the Texas Education Agency, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code §51.043(e) from the Texas Higher Education Coordinating Board.

Section 1 - Texas Academic Performance Report

Section 1 provides the Texas Academic Performance Report (TAPR) as prepared by the Texas Education Agency for our district and each campus. Due to the length of the reports, they are attached as addendum A. These reports provide information concerning student body performance on the State of Texas Assessments of Academic Readiness (STAAR) as well as information on student enrollment, class size, and financial expenditures.

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 TAPR 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.

For the 2021-22 academic year, ACA students saw great gains in recovery post-COVID. However, high absenteeism and other ongoing impacts of widespread COVID response remain a challenge. More information about the accountability system and ratings can be found at www.txschools.gov.

As a school of choice, ACA is a proven opportunity for enriched and accelerated learning in our community. ACA continues to utilize norm referenced assessments in order to inform instructional programs and continuously improve our services to our students. Summary results of the NWEA assessment are available as addendum B.

Section 2 – PEIMS Financial Standard Reports (2020-21 Financial Actual Reports)

Additional to the financial reporting available in the TAPR, the Division of School Finance provides a PEIMS Financial Standards Report of Financial Actual Information and is included as addendum C. The Financial Actual Reports can be found at <https://tea.texas.gov/finance-and-grants/state-funding/state-funding-reports-and-data/peims-financial-standard-reports>.

Section 3 - Campus Performance Objectives

Each Texas school is compelled to design strategic goals for the coming year through a Campus Improvement Plan. These strategic goals are driven by campus performance data with the TAPR. During each TAPR reporting period, campuses are asked to reflect on the previous year's successes and challenges. Those are included in the reports.

2021-22 Campus Improvement Plans (CIP) results are included in this report for review as addendum D.

Section 4 – District Accreditation Status

Each district annual report must include the 2020-21 accreditation status according to Texas Education Code §39.051. The accreditation statuses can be accessed online at <https://tea.texas.gov/texas-schools/accountability/accreditation/accreditation-status>

Due to the COVID response, TEA is not issuing accreditation statuses for the 20-21 and 21-22 school years.

This section also requires that we report any distinction designations awarded to campuses. For the 21-22 school year, ACA Middle School was awarded the Academic Achievement in ELA/Reading distinction designation.

Section 5 – Special Education Determination Status (TAPR Report Only)

The annual report must include the district's special education determination status. The special education integrated intervention stage/determination status for each district is on the cover page of the report.

Section 6 - Report on Violent or Criminal Incidents

Texas statute requires every district to publish a report on violent or criminal incidents at their schools. ACA is proud to be a safe place for students, families, and staff.

ACA reports zero (0) student violent or criminal incidents that occurred on any campus for the 2020-21 school year.

ACA has adopted and follows school violence prevention and intervention policies and procedures that ensure the safety of our students to the best of our ability. Campus efforts in drug awareness and violence/bullying prevention include inviting officers to discuss the power of good choices as well as other projects and assemblies. Each campus has designated guidance lessons to address these issues directly. Each campus has adopted a Positive Behavior Intervention System or similar discipline management system. The district bullying reporting system is in place and each campus has a method to anonymously report incidents. We continue to employ officers at both campuses for traffic control and assistance on campus for designated times.

The Safe and Drug-Free Schools and Communities Act of 1994 requires school district to evaluate high school students for safety and drug awareness and report the findings from those evaluations. ACA does not have a high school and; therefore, this requirement does not apply.

Section 7 - Reports of Student Enrollment and Academic Performance (TEC §SI.043(e))

ACA is an open-enrollment charter school that served students in grades Kindergarten through 8th grade for the 2021-22 school year. Therefore, ACA is not included in this report.

Section 8 - Progress Towards HB3 Goals

TEC, §39.306(a)(8) the Annual Report to include the progress of the district and each campus in the district toward meeting the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under Section 11.185. This report is added as addendum E.

Addendum
A
TAPR Reports

2021-22 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

District Number: 220802

2022 Accountability Rating: A

This district is a Charter District.

2022 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	77%	94%	95%	96%	92%	-	100%	-	90%	*	80%	94%	95%	90%	100%
	2021	67%	70%	81%	73%	77%	83%	-	91%	-	90%	14%	71%	83%	73%	72%	70%
At Meets Grade Level or Above	2022	51%	53%	77%	79%	64%	80%	-	87%	-	71%	*	60%	76%	81%	76%	88%
	2021	39%	41%	53%	36%	36%	71%	-	64%	-	50%	0%	57%	57%	37%	33%	30%
At Masters Grade Level	2022	30%	32%	55%	37%	48%	58%	-	70%	-	71%	*	60%	56%	51%	44%	63%
	2021	19%	21%	26%	15%	18%	32%	-	32%	-	40%	0%	29%	29%	13%	8%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	92%	89%	92%	92%	-	100%	-	90%	*	80%	91%	97%	88%	100%
	2021	62%	64%	75%	58%	64%	85%	-	95%	-	80%	14%	100%	77%	70%	67%	90%
At Meets Grade Level or Above	2022	43%	44%	69%	53%	64%	71%	-	91%	-	71%	*	40%	67%	73%	51%	88%
	2021	31%	33%	44%	33%	41%	49%	-	64%	-	20%	0%	29%	44%	47%	39%	60%
At Masters Grade Level	2022	21%	22%	47%	32%	44%	49%	-	70%	-	48%	*	20%	49%	41%	22%	63%
	2021	14%	15%	21%	6%	21%	29%	-	27%	-	20%	0%	29%	22%	20%	19%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	78%	90%	91%	85%	92%	-	95%	-	100%	56%	90%	93%	84%	88%	93%
	2021	63%	64%	79%	66%	67%	93%	-	86%	-	86%	14%	80%	82%	67%	70%	86%
At Meets Grade Level or Above	2022	54%	56%	71%	66%	67%	73%	-	81%	-	86%	22%	40%	74%	64%	57%	64%
	2021	36%	38%	52%	39%	31%	69%	-	57%	-	71%	0%	60%	53%	44%	40%	29%
At Masters Grade Level	2022	28%	30%	37%	25%	35%	48%	-	24%	-	43%	22%	10%	41%	25%	31%	14%
	2021	17%	19%	26%	10%	14%	43%	-	24%	-	43%	0%	40%	27%	19%	13%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	70%	78%	66%	74%	82%	-	90%	-	86%	33%	60%	81%	70%	59%	79%
	2021	59%	61%	83%	63%	81%	93%	-	90%	-	100%	29%	80%	85%	70%	80%	86%
At Meets Grade Level or Above	2022	43%	44%	48%	41%	35%	55%	-	71%	-	43%	11%	30%	49%	45%	39%	43%
	2021	36%	38%	53%	20%	39%	78%	-	71%	-	71%	0%	60%	57%	33%	50%	50%
At Masters Grade Level	2022	23%	24%	27%	6%	20%	35%	-	52%	-	29%	0%	10%	27%	30%	22%	36%
	2021	21%	23%	38%	10%	17%	64%	-	57%	-	43%	0%	60%	41%	22%	37%	21%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	82%	94%	93%	93%	97%	-	95%	-	89%	38%	100%	96%	90%	92%	94%
	2021	73%	74%	88%	87%	88%	95%	-	83%	-	69%	43%	80%	90%	83%	85%	91%
At Meets Grade Level or Above	2022	58%	59%	81%	68%	73%	93%	-	86%	-	89%	0%	83%	84%	69%	72%	76%
	2021	46%	48%	62%	61%	48%	73%	-	78%	-	31%	29%	40%	63%	61%	53%	73%
At Masters Grade Level	2022	36%	38%	66%	50%	61%	79%	-	71%	-	78%	0%	67%	71%	51%	56%	53%
	2021	30%	31%	45%	42%	36%	56%	-	56%	-	8%	0%	40%	43%	50%	35%	45%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	77%	91%	84%	88%	97%	-	95%	-	89%	13%	100%	93%	82%	84%	82%
	2021	70%	70%	79%	71%	70%	89%	-	83%	-	77%	43%	80%	81%	75%	74%	82%
At Meets Grade Level or Above	2022	48%	48%	72%	59%	54%	90%	-	81%	-	89%	0%	83%	76%	59%	66%	76%
	2021	44%	45%	53%	34%	52%	63%	-	67%	-	38%	29%	60%	53%	50%	21%	55%
At Masters Grade Level	2022	25%	24%	43%	23%	24%	66%	-	62%	-	44%	0%	33%	46%	36%	34%	47%
	2021	25%	26%	32%	18%	27%	40%	-	50%	-	23%	29%	60%	34%	25%	15%	36%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	68%	82%	64%	80%	90%	-	95%	-	89%	38%	83%	84%	72%	74%	76%
	2021	62%	64%	79%	66%	82%	89%	-	72%	-	69%	29%	60%	83%	64%	68%	73%
At Meets Grade Level or Above	2022	38%	40%	54%	34%	34%	76%	-	71%	-	56%	0%	50%	58%	38%	48%	53%
	2021	31%	33%	45%	29%	39%	55%	-	56%	-	38%	29%	40%	47%	36%	26%	41%
At Masters Grade Level	2022	18%	18%	33%	18%	20%	48%	-	43%	-	44%	0%	50%	36%	23%	26%	29%
	2021	13%	14%	15%	5%	9%	23%	-	28%	-	8%	14%	40%	16%	14%	9%	18%
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	72%	89%	89%	91%	93%	-	88%	-	69%	63%	*	89%	90%	77%	96%
	2021	62%	65%	82%	77%	78%	85%	-	87%	*	83%	11%	*	82%	84%	79%	70%
At Meets Grade Level or Above	2022	43%	45%	58%	55%	45%	68%	-	75%	-	31%	25%	*	58%	62%	38%	74%
	2021	32%	34%	42%	34%	41%	42%	-	48%	*	50%	0%	*	41%	45%	38%	45%
At Masters Grade Level	2022	23%	24%	30%	24%	21%	39%	-	38%	-	8%	13%	*	30%	28%	21%	22%
	2021	15%	16%	23%	26%	19%	24%	-	17%	*	33%	0%	*	22%	29%	14%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	75%	86%	82%	79%	87%	-	100%	-	92%	63%	*	87%	82%	82%	96%
	2021	68%	70%	80%	71%	81%	79%	-	96%	*	67%	11%	*	80%	81%	79%	85%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	39%	42%	44%	32%	42%	45%	-	81%	-	38%	25%	*	46%	38%	31%	57%
	2021	36%	39%	39%	23%	28%	45%	-	61%	*	33%	0%	*	38%	42%	41%	50%
At Masters Grade Level	2022	16%	18%	16%	11%	18%	18%	-	31%	-	0%	13%	*	17%	13%	8%	22%
	2021	15%	17%	16%	6%	16%	13%	-	30%	*	33%	0%	*	16%	13%	14%	20%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	81%	95%	97%	91%	97%	-	95%	*	100%	80%	*	96%	93%	97%	95%
	2021	69%	72%	86%	89%	74%	92%	*	85%	-	89%	14%	*	88%	79%	71%	60%
At Meets Grade Level or Above	2022	56%	58%	79%	71%	65%	84%	-	95%	*	80%	20%	*	80%	72%	76%	77%
	2021	45%	48%	67%	56%	59%	81%	*	65%	-	56%	14%	*	68%	62%	53%	50%
At Masters Grade Level	2022	37%	39%	61%	47%	53%	62%	-	86%	*	80%	10%	*	62%	55%	54%	64%
	2021	25%	27%	37%	36%	24%	45%	*	40%	-	33%	14%	*	37%	38%	24%	30%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	61%	81%	68%	74%	86%	-	95%	*	80%	0%	*	82%	72%	78%	77%
	2021	55%	56%	77%	72%	68%	81%	*	85%	-	78%	14%	*	80%	65%	66%	70%
At Meets Grade Level or Above	2022	31%	31%	46%	32%	29%	52%	-	68%	*	80%	0%	*	48%	38%	46%	45%
	2021	27%	27%	38%	25%	29%	45%	*	55%	-	22%	0%	*	41%	26%	24%	20%
At Masters Grade Level	2022	13%	12%	20%	12%	12%	17%	-	45%	*	40%	0%	*	22%	14%	14%	23%
	2021	12%	11%	16%	6%	6%	18%	*	45%	-	22%	0%	*	16%	15%	5%	20%
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	84%	94%	91%	88%	97%	*	100%	-	100%	43%	*	94%	96%	86%	88%
	2021	73%	75%	90%	89%	77%	92%	-	100%	-	89%	*	*	89%	96%	88%	91%
At Meets Grade Level or Above	2022	58%	59%	81%	79%	67%	92%	*	78%	-	78%	14%	*	81%	78%	73%	63%
	2021	46%	48%	66%	53%	53%	71%	-	86%	-	78%	*	*	69%	54%	63%	55%
At Masters Grade Level	2022	37%	38%	59%	44%	55%	71%	*	56%	-	56%	14%	*	60%	52%	51%	50%
	2021	21%	21%	35%	31%	30%	29%	-	52%	-	44%	*	*	37%	25%	38%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	72%	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	62%	62%	*	*	*	*	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2022	40%	39%	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	36%	37%	*	*	*	*	-	-	-	-	*	-	*	-	*	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	14%	14%	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	11%	11%	*	*	*	*	-	-	-	-	*	-	*	-	*	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	64%	85%	74%	67%	98%	*	100%	-	78%	29%	*	86%	83%	73%	88%
	2021	57%	60%	76%	72%	70%	78%	-	83%	-	78%	*	*	76%	75%	75%	55%
At Meets Grade Level or Above	2022	31%	33%	48%	35%	36%	56%	*	72%	-	33%	14%	*	51%	30%	30%	50%
	2021	28%	31%	42%	33%	37%	51%	-	48%	-	22%	*	*	45%	25%	46%	27%
At Masters Grade Level	2022	18%	20%	29%	21%	24%	35%	*	44%	-	11%	0%	*	31%	17%	19%	25%
	2021	14%	15%	20%	22%	23%	16%	-	24%	-	11%	*	*	21%	13%	25%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	75%	91%	85%	82%	98%	*	95%	-	89%	20%	*	92%	87%	85%	89%
	2021	73%	74%	81%	77%	69%	84%	-	93%	-	78%	-	*	84%	63%	78%	60%
At Meets Grade Level or Above	2022	43%	44%	55%	50%	50%	58%	*	75%	-	44%	20%	*	58%	42%	46%	67%
	2021	41%	43%	53%	43%	38%	54%	-	69%	-	78%	-	*	55%	42%	65%	30%
At Masters Grade Level	2022	27%	28%	37%	21%	32%	42%	*	60%	-	33%	0%	*	40%	23%	26%	56%
	2021	23%	25%	29%	31%	21%	20%	-	41%	-	56%	-	*	28%	33%	43%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	84%	96%	94%	86%	100%	*	100%	-	100%	57%	*	96%	96%	92%	100%
	2021	82%	83%	94%	94%	87%	96%	-	97%	-	100%	*	*	95%	88%	100%	91%
At Meets Grade Level or Above	2022	55%	57%	80%	71%	65%	90%	*	89%	-	89%	14%	*	83%	67%	69%	88%
	2021	55%	58%	72%	61%	60%	77%	-	86%	-	89%	*	*	75%	58%	71%	55%
At Masters Grade Level	2022	21%	24%	34%	21%	24%	43%	*	47%	-	33%	0%	*	37%	19%	28%	25%
	2021	22%	23%	27%	28%	20%	21%	-	41%	-	33%	*	*	29%	17%	38%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	89%	84%	84%	93%	*	96%	*	89%	43%	85%	90%	85%	83%	90%
	2021	67%	69%	82%	75%	74%	88%	*	89%	*	82%	18%	78%	83%	75%	75%	77%
At Meets Grade Level or Above	2022	48%	50%	64%	55%	52%	72%	*	80%	*	64%	16%	55%	66%	57%	55%	67%
	2021	41%	44%	52%	39%	41%	62%	*	65%	*	50%	7%	52%	54%	45%	42%	46%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	23%	24%	40%	26%	32%	47%	*	54%	*	41%	7%	35%	42%	32%	31%	39%
	2021	18%	20%	26%	19%	19%	32%	*	36%	*	26%	4%	34%	27%	22%	20%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	76%	93%	93%	90%	94%	*	96%	*	89%	59%	90%	94%	91%	89%	95%
	2021	68%	71%	84%	80%	76%	90%	*	89%	*	83%	20%	78%	85%	80%	77%	79%
At Meets Grade Level or Above	2022	53%	55%	74%	70%	64%	81%	*	84%	*	69%	20%	62%	76%	70%	65%	75%
	2021	45%	47%	57%	47%	44%	68%	*	67%	*	54%	8%	52%	58%	51%	46%	49%
At Masters Grade Level	2022	25%	26%	51%	38%	45%	59%	*	59%	*	55%	13%	41%	54%	42%	43%	44%
	2021	18%	20%	32%	26%	23%	39%	*	37%	*	31%	3%	30%	32%	30%	21%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	73%	86%	79%	80%	91%	*	96%	*	89%	28%	79%	88%	82%	79%	87%
	2021	66%	67%	79%	69%	72%	85%	*	91%	*	80%	20%	83%	81%	71%	73%	79%
At Meets Grade Level or Above	2022	42%	43%	56%	45%	44%	61%	*	78%	*	61%	15%	45%	58%	50%	47%	61%
	2021	37%	39%	46%	30%	38%	55%	*	65%	*	43%	5%	50%	48%	40%	38%	46%
At Masters Grade Level	2022	20%	21%	32%	18%	24%	38%	*	54%	*	33%	4%	21%	34%	26%	22%	38%
	2021	18%	18%	25%	13%	18%	30%	*	41%	*	31%	5%	38%	26%	21%	20%	22%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	88%	77%	83%	95%	*	98%	-	94%	47%	86%	90%	82%	82%	84%
	2021	71%	73%	86%	80%	84%	92%	-	87%	-	82%	30%	67%	89%	73%	81%	79%
At Meets Grade Level or Above	2022	47%	49%	67%	50%	49%	83%	*	80%	-	72%	7%	57%	71%	50%	57%	64%
	2021	44%	46%	58%	45%	49%	65%	-	74%	-	59%	20%	44%	61%	45%	45%	45%
At Masters Grade Level	2022	21%	22%	33%	19%	22%	45%	*	45%	-	39%	0%	57%	36%	21%	27%	28%
	2021	20%	21%	21%	16%	14%	22%	-	36%	-	18%	10%	33%	22%	15%	21%	15%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	77%	85%	74%	67%	98%	*	100%	-	78%	29%	*	86%	83%	73%	88%
	2021	73%	75%	76%	72%	70%	78%	-	83%	-	78%	*	*	76%	75%	75%	55%
At Meets Grade Level or Above	2022	50%	52%	48%	35%	36%	56%	*	72%	-	33%	14%	*	51%	30%	30%	50%
	2021	49%	52%	42%	33%	37%	51%	-	48%	-	22%	*	*	45%	25%	46%	27%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	30%	32%	29%	21%	24%	35%	*	44%	-	11%	0%	*	31%	17%	19%	25%
	2021	29%	31%	20%	22%	23%	16%	-	24%	-	11%	*	*	21%	13%	25%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	38%	61%	47%	52%	68%	-	78%	-	57%	*	40%	60%	65%	46%	81%
	2021	24%	26%	33%	18%	26%	46%	-	41%	-	20%	0%	29%	35%	27%	25%	20%
Reading and Mathematics Including EOC	2022	36%	38%	61%	47%	52%	68%	-	78%	-	57%	*	40%	60%	65%	46%	81%
	2021	24%	26%	33%	18%	26%	46%	-	41%	-	20%	0%	29%	35%	27%	25%	20%
Reading Including EOC	2022	51%	53%	77%	79%	64%	80%	-	87%	-	71%	*	60%	76%	81%	76%	88%
	2021	38%	41%	53%	36%	36%	71%	-	64%	-	50%	0%	57%	57%	37%	33%	30%
Math Including EOC	2022	43%	44%	69%	53%	64%	71%	-	91%	-	71%	*	40%	67%	73%	51%	88%
	2021	31%	33%	44%	33%	41%	49%	-	64%	-	20%	0%	29%	44%	47%	39%	60%
4th Graders																	
Reading and Mathematics	2022	36%	37%	43%	38%	28%	49%	-	67%	-	43%	11%	20%	45%	39%	33%	36%
	2021	26%	28%	40%	17%	19%	62%	-	52%	-	57%	0%	40%	43%	22%	33%	21%
Reading and Mathematics Including EOC	2022	36%	37%	43%	38%	28%	49%	-	67%	-	43%	11%	20%	45%	39%	33%	36%
	2021	26%	28%	40%	17%	19%	62%	-	52%	-	57%	0%	40%	43%	22%	33%	21%
Reading Including EOC	2022	54%	56%	72%	66%	67%	74%	-	81%	-	86%	22%	40%	75%	64%	58%	64%
	2021	36%	38%	52%	39%	31%	69%	-	57%	-	71%	0%	60%	53%	44%	40%	29%
Math Including EOC	2022	43%	44%	48%	41%	35%	54%	-	71%	-	43%	11%	30%	49%	45%	38%	43%
	2021	36%	38%	53%	20%	39%	78%	-	71%	-	71%	0%	60%	57%	33%	50%	50%
5th Graders																	
Reading and Mathematics	2022	41%	41%	69%	56%	44%	88%	-	81%	-	89%	0%	67%	72%	58%	62%	71%
	2021	34%	35%	45%	32%	36%	56%	-	67%	-	23%	14%	40%	44%	47%	21%	50%
Reading and Mathematics Including EOC	2022	41%	41%	69%	56%	44%	88%	-	81%	-	89%	0%	67%	72%	58%	62%	71%
	2021	34%	35%	45%	32%	36%	56%	-	67%	-	23%	14%	40%	44%	47%	21%	50%
Reading Including EOC	2022	58%	59%	81%	70%	73%	93%	-	86%	-	89%	0%	83%	84%	71%	72%	76%
	2021	46%	48%	62%	61%	48%	73%	-	78%	-	31%	29%	40%	63%	61%	53%	73%
Math Including EOC	2022	48%	48%	73%	60%	54%	90%	-	81%	-	89%	0%	83%	76%	61%	66%	76%
	2021	44%	45%	53%	34%	52%	63%	-	67%	-	38%	29%	60%	53%	50%	21%	55%
6th Graders																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics	2022	31%	33%	36%	26%	33%	37%	-	69%	-	31%	13%	*	37%	33%	26%	57%
	2021	24%	26%	26%	14%	22%	29%	-	39%	*	33%	0%	*	27%	26%	24%	40%
Reading and Mathematics Including EOC	2022	31%	33%	36%	26%	33%	37%	-	69%	-	31%	13%	*	37%	33%	26%	57%
	2021	24%	26%	26%	14%	22%	29%	-	39%	*	33%	0%	*	27%	26%	24%	40%
Reading Including EOC	2022	43%	45%	58%	55%	45%	68%	-	75%	-	31%	25%	*	58%	62%	38%	74%
	2021	32%	34%	42%	34%	41%	42%	-	48%	*	50%	0%	*	41%	45%	38%	45%
Math Including EOC	2022	40%	42%	44%	32%	42%	45%	-	81%	-	38%	25%	*	46%	38%	31%	57%
	2021	36%	40%	39%	23%	28%	45%	-	61%	*	33%	0%	*	38%	42%	41%	50%
7th Graders																	
Reading and Mathematics	2022	32%	33%	45%	29%	29%	50%	-	68%	*	80%	0%	*	46%	38%	46%	45%
	2021	26%	28%	35%	22%	26%	44%	*	55%	-	22%	0%	*	38%	26%	24%	20%
Reading and Mathematics Including EOC	2022	33%	34%	45%	29%	29%	50%	-	68%	*	80%	0%	*	46%	38%	46%	45%
	2021	27%	29%	35%	22%	26%	44%	*	55%	-	22%	0%	*	38%	26%	24%	20%
Reading Including EOC	2022	56%	58%	79%	71%	65%	84%	-	95%	*	80%	20%	*	80%	72%	76%	77%
	2021	45%	48%	67%	56%	59%	81%	*	65%	-	56%	14%	*	68%	62%	53%	50%
Math Including EOC	2022	37%	37%	46%	32%	29%	52%	-	68%	*	80%	0%	*	48%	38%	46%	45%
	2021	32%	34%	38%	25%	29%	45%	*	55%	-	22%	0%	*	41%	26%	24%	20%
8th Graders																	
Reading and Mathematics	2022	27%	26%	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	21%	21%	*	*	*	*	-	-	-	-	*	-	*	-	*	*
Reading and Mathematics Including EOC	2022	41%	41%	51%	44%	48%	58%	*	53%	-	44%	14%	*	52%	45%	43%	43%
	2021	33%	34%	45%	42%	30%	43%	-	62%	-	67%	*	*	47%	38%	58%	27%
Reading Including EOC	2022	58%	60%	81%	79%	67%	92%	*	76%	-	78%	14%	*	81%	77%	73%	57%
	2021	47%	49%	66%	53%	53%	71%	-	86%	-	78%	*	*	69%	54%	63%	55%
Math Including EOC	2022	48%	47%	56%	47%	52%	60%	*	78%	-	44%	14%	*	57%	50%	49%	71%
	2021	43%	43%	52%	44%	37%	52%	-	69%	-	78%	*	*	54%	42%	63%	27%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	35%	51%	40%	36%	58%	-	73%	*	56%	10%	36%	52%	47%	43%	58%
	2021	26%	28%	36%	21%	26%	47%	*	50%	*	29%	3%	40%	37%	30%	25%	34%
Reading and Mathematics Including EOC	2022	36%	38%	51%	41%	38%	58%	*	70%	*	55%	11%	38%	52%	46%	43%	57%
	2021	28%	30%	37%	24%	26%	46%	*	53%	*	35%	3%	35%	39%	31%	29%	33%

Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	School Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading Including EOC	2022	53%	55%	75%	70%	64%	81%	*	84%	*	69%	20%	62%	76%	70%	65%	75%
	2021	41%	43%	57%	47%	44%	68%	*	67%	*	54%	8%	52%	58%	51%	46%	49%
Math Including EOC	2022	43%	44%	56%	45%	45%	61%	*	79%	*	61%	15%	45%	58%	51%	47%	62%
	2021	37%	39%	46%	30%	38%	55%	*	65%	*	43%	5%	50%	48%	40%	38%	46%

* Indicates results are masked due to small numbers to protect student confidentiality.
 - Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	Region11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	77	80	78	83	82	-	75	-	79	83	85	83	73	82	75
	2019	61	60	69	65	61	72	-	86	*	38	70	*	69	69	66	69
Grade 4 Mathematics	2022	74	73	74	62	68	78	-	93	-	71	72	60	73	76	70	79
	2019	65	65	64	65	57	63	-	79	*	56	70	*	62	71	68	75
Grade 5 ELA/Reading	2022	87	87	96	95	97	94	-	100	-	89	67	100	95	97	95	94
	2019	81	81	85	88	88	86	*	97	*	45	67	*	83	90	91	100
Grade 5 Mathematics	2022	79	78	83	88	72	84	-	100	-	67	42	100	84	77	80	76
	2019	83	83	83	78	74	86	*	94	*	85	83	*	86	76	79	73
Grade 6 ELA/Reading	2022	61	61	62	59	50	70	-	70	-	46	57	*	59	70	65	69
	2019	42	44	48	51	41	44	-	57	-	63	25	50	43	61	44	48
Grade 6 Mathematics	2022	61	63	61	71	50	56	-	70	-	65	57	*	61	58	61	64
	2019	54	58	60	55	56	62	-	64	-	63	50	50	64	47	49	60
Grade 7 ELA/Reading	2022	88	88	95	97	91	96	-	100	*	80	100	*	97	87	93	95
	2019	77	78	85	85	84	85	*	91	-	100	88	*	87	82	84	91
Grade 7 Mathematics	2022	60	56	71	61	61	76	-	84	*	70	22	*	72	65	68	66
	2019	62	60	73	73	77	68	*	81	-	75	56	*	75	68	64	69
Grade 8 ELA/Reading	2022	83	82	87	82	83	89	*	97	-	89	86	*	86	95	85	94
	2019	77	77	80	75	79	85	-	76	-	*	*	*	80	80	77	82
Grade 8 Mathematics	2022	74	71	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2019	82	78	*	*	-	-	-	-	-	-	*	-	*	-	*	-
End of Course Algebra I	2022	67	68	74	72	69	78	*	86	-	67	20	*	74	79	71	81
	2019	75	76	82	62	89	83	-	94	-	*	*	*	83	81	74	85
All Grades Both Subjects	2022	74	73	78	77	73	80	*	88	*	70	61	81	78	77	77	78
	2019	69	69	72	69	70	73	83	79	*	65	62	78	72	72	69	73
All Grades ELA/Reading	2022	78	77	84	82	82	86	*	89	*	73	80	90	84	82	84	85
	2019	68	68	73	72	70	74	*	78	*	59	62	81	72	76	72	75
All Grades Mathematics	2022	69	68	72	71	64	74	*	87	*	67	42	73	73	71	71	71
	2019	70	70	72	66	70	72	*	81	*	71	62	75	73	67	66	72

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- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
STAAR Performance Rate by Subject and Performance Level																			
All Grades All Subjects																			
At Approaches Grade Level or Above	2022	74%	75%	89%	-	-	-	-	-	-	87%	-	87%	-	-	89%	87%	94%	
	2021	67%	69%	82%	-	-	-	-	-	-	69%	-	69%	-	-	82%	69%	87%	
At Meets Grade Level or Above	2022	48%	50%	64%	-	-	-	-	-	-	61%	-	61%	-	-	64%	61%	78%	
	2021	41%	44%	52%	-	-	-	-	-	-	38%	-	38%	-	-	53%	38%	60%	
At Masters Grade Level	2022	23%	24%	40%	-	-	-	-	-	-	34%	-	34%	-	-	40%	34%	48%	
	2021	18%	20%	26%	-	-	-	-	-	-	14%	-	14%	-	-	27%	14%	32%	
All Grades ELA/Reading																			
At Approaches Grade Level or Above	2022	75%	76%	93%	-	-	-	-	-	-	94%	-	94%	-	-	93%	94%	100%	
	2021	68%	71%	84%	-	-	-	-	-	-	70%	-	70%	-	-	85%	70%	91%	
At Meets Grade Level or Above	2022	53%	55%	74%	-	-	-	-	-	-	71%	-	71%	-	-	75%	71%	80%	
	2021	45%	47%	57%	-	-	-	-	-	-	38%	-	38%	-	-	57%	38%	70%	
At Masters Grade Level	2022	25%	26%	51%	-	-	-	-	-	-	40%	-	40%	-	-	52%	40%	53%	
	2021	18%	20%	32%	-	-	-	-	-	-	13%	-	13%	-	-	33%	13%	43%	
All Grades Mathematics																			
At Approaches Grade Level or Above	2022	72%	73%	86%	-	-	-	-	-	-	84%	-	84%	-	-	86%	84%	93%	
	2021	66%	67%	79%	-	-	-	-	-	-	75%	-	75%	-	-	79%	75%	85%	
At Meets Grade Level or Above	2022	42%	43%	56%	-	-	-	-	-	-	54%	-	54%	-	-	55%	54%	80%	
	2021	37%	39%	46%	-	-	-	-	-	-	42%	-	42%	-	-	46%	42%	55%	
At Masters Grade Level	2022	20%	21%	32%	-	-	-	-	-	-	32%	-	32%	-	-	31%	32%	53%	
	2021	18%	18%	25%	-	-	-	-	-	-	17%	-	17%	-	-	26%	17%	30%	
All Grades Science																			
At Approaches Grade Level or Above	2022	76%	76%	88%	-	-	-	-	-	-	81%	-	81%	-	-	89%	81%	86%	
	2021	71%	73%	86%	-	-	-	-	-	-	60%	-	60%	-	-	87%	60%	96%	
At Meets Grade Level or Above	2022	47%	49%	67%	-	-	-	-	-	-	50%	-	50%	-	-	67%	50%	86%	
	2021	44%	46%	58%	-	-	-	-	-	-	33%	-	33%	-	-	59%	33%	62%	
At Masters Grade Level	2022	21%	22%	33%	-	-	-	-	-	-	19%	-	19%	-	-	34%	19%	43%	
	2021	20%	21%	21%	-	-	-	-	-	-	13%	-	13%	-	-	21%	13%	23%	
All Grades Social Studies																			
At Approaches Grade Level or Above	2022	75%	77%	85%	-	-	-	-	-	-	*	-	*	-	-	85%	*	91%	
	2021	73%	75%	76%	-	-	-	-	-	-	*	-	*	-	-	77%	*	71%	
At Meets Grade Level or Above	2022	50%	52%	48%	-	-	-	-	-	-	*	-	*	-	-	47%	*	55%	
	2021	49%	52%	42%	-	-	-	-	-	-	*	-	*	-	-	41%	*	53%	

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	Region 11	District	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
At Masters Grade Level	2022	30%	32%	29%	-	-	-	-	-	-	*	-	*	-	-	29%	*	27%
	2021	29%	31%	20%	-	-	-	-	-	-	*	-	*	-	-	20%	*	24%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	73%	78%	-	-	-	-	-	-	76%	-	76%	-	-	78%	76%	82%
	2019	69%	69%	72%	-	-	-	-	-	-	75%	76%	73%	-	*		75%	
All Grades ELA/Reading	2022	78%	77%	84%	-	-	-	-	-	-	86%	-	86%	-	-	84%	86%	83%
	2019	68%	68%	73%	-	-	-	-	-	-	72%	78%	67%	-	*		73%	
All Grades Mathematics	2022	69%	68%	72%	-	-	-	-	-	-	67%	-	67%	-	-	72%	67%	80%
	2019	70%	70%	72%	-	-	-	-	-	-	78%	75%	80%	-	*		76%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	99%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	98%	98%	97%	99%	*	99%	*	99%	100%	100%	99%	96%	98%	98%
Not Included in Accountability: Mobile	5%	5%	1%	2%	3%	0%	*	1%	*	1%	0%	0%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	99%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	98%	98%	97%	99%	*	98%	*	98%	100%	100%	99%	95%	98%	98%
Not Included in Accountability: Mobile	5%	5%	1%	2%	3%	0%	*	1%	*	2%	0%	0%	1%	5%	2%	2%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	99%	98%	97%	100%	*	99%	*	98%	100%	100%	99%	96%	98%	98%
Not Included in Accountability: Mobile	5%	5%	1%	2%	3%	0%	*	1%	*	2%	0%	0%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	99%	96%	100%	99%	*	100%	-	100%	100%	100%	99%	97%	98%	100%
Not Included in Accountability: Mobile	4%	4%	1%	4%	0%	1%	*	0%	-	0%	0%	0%	1%	3%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	99%	100%	100%	98%	*	95%	-	100%	100%	*	99%	100%	100%	100%
Included in Accountability	94%	95%	99%	100%	100%	98%	*	95%	-	100%	100%	*	99%	100%	100%	100%
Not Included in Accountability: Mobile	4%	4%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	1%	0%	0%	2%	*	5%	-	0%	0%	*	1%	0%	0%	0%
Absent	1%	1%	1%	0%	0%	2%	*	5%	-	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	93%	96%	97%	95%	95%	*	99%	*	98%	99%	94%	97%	94%	96%	99%
Included in Accountability	83%	88%	95%	96%	95%	94%	*	98%	*	96%	99%	94%	96%	92%	94%	98%
Not Included in Accountability: Mobile	3%	4%	1%	1%	1%	1%	*	1%	*	2%	0%	0%	1%	3%	2%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	7%	4%	3%	5%	5%	*	1%	*	2%	1%	6%	3%	6%	4%	1%
Absent	2%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	6%	4%	3%	5%	5%	*	0%	*	2%	1%	6%	3%	6%	4%	1%
Reading																
Assessment Participant	89%	93%	96%	97%	95%	95%	*	99%	*	98%	100%	92%	97%	94%	96%	99%
Included in Accountability	83%	87%	95%	96%	94%	94%	*	99%	*	96%	100%	92%	96%	92%	94%	98%
Not Included in Accountability: Mobile	3%	4%	1%	1%	1%	1%	*	1%	*	2%	0%	0%	1%	3%	2%	1%
Not Included in Accountability: Other Exclusions	3%	2%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	7%	4%	3%	5%	5%	*	1%	*	2%	0%	8%	3%	6%	4%	1%
Absent	2%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	5%	4%	3%	5%	5%	*	0%	*	2%	0%	8%	3%	6%	4%	1%
Mathematics																
Assessment Participant	88%	93%	96%	97%	95%	95%	*	99%	*	98%	100%	96%	97%	94%	96%	99%
Included in Accountability	84%	89%	95%	96%	94%	94%	*	99%	*	96%	100%	96%	96%	92%	94%	98%
Not Included in Accountability: Mobile	4%	4%	1%	1%	1%	1%	*	1%	*	2%	0%	0%	1%	3%	2%	1%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	7%	4%	3%	5%	5%	*	1%	*	2%	0%	4%	3%	6%	4%	1%
Absent	2%	1%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	6%	4%	3%	5%	5%	*	0%	*	2%	0%	4%	3%	6%	4%	1%
Science																
Assessment Participant	87%	92%	97%	97%	98%	96%	-	100%	-	96%	100%	100%	97%	98%	98%	100%
Included in Accountability	84%	88%	96%	96%	97%	95%	-	100%	-	96%	100%	100%	97%	95%	97%	100%
Not Included in Accountability: Mobile	3%	4%	1%	1%	2%	1%	-	0%	-	0%	0%	0%	0%	3%	2%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	8%	3%	3%	2%	4%	-	0%	-	4%	0%	0%	3%	2%	2%	0%
Absent	2%	2%	0%	0%	0%	1%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	6%	2%	3%	2%	3%	-	0%	-	4%	0%	0%	3%	2%	2%	0%
Social Studies																
Assessment Participant	87%	91%	99%	100%	100%	96%	-	100%	-	100%	*	*	98%	100%	100%	100%
Included in Accountability	84%	88%	99%	100%	100%	96%	-	100%	-	100%	*	*	98%	100%	100%	100%
Not Included in Accountability: Mobile	3%	3%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Tested	13%	9%	1%	0%	0%	4%	-	0%	-	0%	*	*	2%	0%	0%	0%
Absent	3%	2%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Other	10%	7%	1%	0%	0%	4%	-	0%	-	0%	*	*	2%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	95.2%	98.8%	98.9%	98.3%	98.8%		* 99.6%		* 99.0%	98.4%	98.1%	99.5%
2019-20	98.3%	98.3%	99.6%	99.7%	99.7%	99.5%		* 99.9%		* 99.8%	99.4%	99.5%	99.8%
Chronic Absenteeism													
2020-21	15.0%	14.5%	1.5%	1.6%	2.7%	1.1%		* 0.0%		* 1.1%	1.3%	3.2%	0.0%
2019-20	6.7%	5.9%	0.8%	0.3%	0.0%	1.6%		* 0.6%		* 1.2%	1.5%	1.1%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.8%	0.9%	2.7%	0.0%	0.8%		* 0.0%		* 0.0%	9.1%	2.9%	0.0%
2019-20	0.5%	0.6%	0.3%	0.0%	0.0%	0.8%		* 0.0%		- 0.0%	7.1%	1.5%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	2.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	1.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	5.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	90.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	91.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	93.7%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	95.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	93.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	93.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	94.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	90.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	90.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	63.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	3.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	81.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	83.4%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	84.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	87.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	14.5%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	12.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	2.7%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	80.4%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	81.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	84.9%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	358,842	100.0%
By Ethnicity:				
African American	-	-	44,018	12.3%
Hispanic	-	-	183,306	51.1%
White	-	-	103,898	29.0%
American Indian	-	-	1,195	0.3%
Asian	-	-	18,030	5.0%
Pacific Islander	-	-	553	0.2%
Two or More Races	-	-	7,842	2.2%
By Graduation Type:				
Minimum H.S. Program	-	-	934	0.3%
Recommended H.S. Program/Distinguished Achievement Program	-	-	729	0.2%
Foundation H.S. Program (No Endorsement)	-	-	56,281	15.7%
Foundation H.S. Program (Endorsement)	-	-	13,582	3.8%
Foundation H.S. Program (DLA)	-	-	287,316	80.1%
Special Education Graduates	-	-	31,028	8.6%
Economically Disadvantaged Graduates	-	-	184,225	51.3%
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	32,809	9.1%
At-Risk Graduates	-	-	155,884	43.4%
CTE Completers	-	-	99,076	27.6%

Texas Education Agency
2021-22 College, Career, and Military Readiness (CCMR) (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

There is no data for this district.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

There is no data for this district.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

There is no data for this district.

Texas Education Agency
2021-22 Student Information (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	1,526	100.0%	5,402,928	100.0%	1,526	100.0%	5,427,370	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	14,290	0.3%	0	0.0%	21,375	0.4%
Pre-Kindergarten	0	0.0%	222,767	4.1%	0	0.0%	223,733	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	33,969	0.6%	0	0.0%	34,259	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	188,798	3.5%	0	0.0%	189,474	3.5%
Kindergarten	173	11.3%	370,054	6.8%	173	11.3%	371,502	6.8%
Grade 1	173	11.3%	384,494	7.1%	173	11.3%	386,232	7.1%
Grade 2	168	11.0%	382,008	7.1%	168	11.0%	383,838	7.1%
Grade 3	174	11.4%	383,078	7.1%	174	11.4%	384,872	7.1%
Grade 4	170	11.1%	383,959	7.1%	170	11.1%	386,011	7.1%
Grade 5	174	11.4%	387,945	7.2%	174	11.4%	389,971	7.2%
Grade 6	176	11.5%	398,640	7.4%	176	11.5%	400,447	7.4%
Grade 7	156	10.2%	418,486	7.7%	156	10.2%	418,788	7.7%
Grade 8	162	10.6%	424,287	7.9%	162	10.6%	424,544	7.8%
Grade 9	0	0.0%	475,437	8.8%	0	0.0%	475,746	8.8%
Grade 10	0	0.0%	408,393	7.6%	0	0.0%	408,700	7.5%
Grade 11	0	0.0%	389,034	7.2%	0	0.0%	389,454	7.2%
Grade 12	0	0.0%	360,056	6.7%	0	0.0%	362,157	6.7%
Ethnic Distribution:								
African American	318	20.8%	690,999	12.8%	318	20.8%	694,302	12.8%
Hispanic	333	21.8%	2,850,147	52.8%	333	21.8%	2,860,754	52.7%
White	566	37.1%	1,420,166	26.3%	566	37.1%	1,427,241	26.3%
American Indian	2	0.1%	17,944	0.3%	2	0.1%	18,028	0.3%
Asian	192	12.6%	259,342	4.8%	192	12.6%	261,788	4.8%
Pacific Islander	2	0.1%	8,443	0.2%	2	0.1%	8,477	0.2%
Two or More Races	113	7.4%	155,887	2.9%	113	7.4%	156,780	2.9%
Sex:								
Female	795	52.1%	2,640,313	48.9%	795	52.1%	2,650,563	48.8%
Male	731	47.9%	2,762,615	51.1%	731	47.9%	2,776,807	51.2%
Economically Disadvantaged	428	28.0%	3,278,452	60.7%	428	28.0%	3,289,420	60.6%
Non-Educationally Disadvantaged	1,098	72.0%	2,124,476	39.3%	1,098	72.0%	2,137,950	39.4%
Section 504 Students	136	8.9%	400,729	7.4%	136	8.9%	401,648	7.4%
EB Students/EL	134	8.8%	1,171,661	21.7%	134	8.8%	1,175,333	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Disciplinary Placements (2020-21)	0	0.0%	34,054	0.6%				
Students w/ Dyslexia	34	2.2%	270,260	5.0%	34	2.2%	270,966	5.0%
Foster Care	5	0.3%	15,338	0.3%	5	0.3%	15,409	0.3%
Homeless	0	0.0%	61,433	1.1%	0	0.0%	61,687	1.1%
Immigrant	0	0.0%	108,510	2.0%	0	0.0%	108,787	2.0%
Migrant	0	0.0%	14,366	0.3%	0	0.0%	14,426	0.3%
Title I	31	2.0%	3,473,996	64.3%	31	2.0%	3,487,333	64.3%
Military Connected	16	1.0%	176,253	3.3%	16	1.0%	176,554	3.3%
At-Risk	477	31.3%	2,892,191	53.5%	477	31.3%	2,901,015	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	134	8.8%	1,182,035	21.9%	134	8.8%	1,185,511	21.8%
Gifted and Talented Education	0	0.0%	434,269	8.0%	0	0.0%	435,356	8.0%
Special Education	64	4.2%	624,256	11.6%	64	4.2%	635,097	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	64		624,256					
By Type of Primary Disability								
Students with Intellectual Disabilities	29	45.3%	268,673	43.0%				
Students with Physical Disabilities	13	20.3%	129,679	20.8%				
Students with Autism	10	15.6%	91,742	14.7%				
Students with Behavioral Disabilities	12	18.8%	125,096	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	9,066	1.5%				
Mobility (2020-21):								
Total Mobile Students	71	5.0%	705,063	13.6%				
By Ethnicity:								
African American	22	1.6%	131,970	2.5%				
Hispanic	13	0.9%	342,504	6.6%				
White	26	1.8%	184,235	3.5%				
American Indian	0	0.0%	2,852	0.1%				
Asian	2	0.1%	16,716	0.3%				
Pacific Islander	0	0.0%	1,690	0.0%				
Two or More Races	8	0.6%	25,096	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	7.8%	102,025	15.7%				
Count and Percent of EB Students/EL who are Mobile	4	4.5%	124,246	12.1%				
Count and Percent of Econ Dis Students who are Mobile	27	8.7%	467,226	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	130	12.5%	772,746	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	2.9%	1.9%	0.0%	5.2%
Grade 1	1.9%	2.9%	0.0%	4.2%
Grade 2	0.0%	1.7%	0.0%	2.2%
Grade 3	0.0%	1.0%	0.0%	1.0%
Grade 4	0.0%	0.7%	0.0%	0.7%
Grade 5	1.2%	0.5%	10.0%	0.7%
Grade 6	0.0%	0.6%	0.0%	0.6%
Grade 7	0.6%	0.7%	0.0%	0.7%
Grade 8	0.0%	0.6%	0.0%	0.8%
Grade 9	-	10.5%	-	14.1%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	2	0.6%	8,781	0.3%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	District	State
Elementary:		
Kindergarten	18.2	18.7
Grade 1	20.5	18.7
Grade 2	20.9	18.6
Grade 3	21.8	18.7
Grade 4	21.2	18.8
Grade 5	21.7	20.2
Grade 6	20.8	19.2
Secondary:		
English/Language Arts	22.5	16.3
Foreign Languages	20.2	18.4
Mathematics	20.9	17.5
Science	21.6	18.5
Social Studies	19.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
Total Staff	163.8	100.0%	749,473.4	100.0%
Professional Staff:	120.2	73.4%	480,632.3	64.1%
Teachers	96.3	58.8%	369,695.8	49.3%
Professional Support	15.4	9.4%	80,190.4	10.7%
Campus Administration (School Leadership)	6.0	3.7%	22,091.4	2.9%
Central Administration	2.5	1.5%	8,654.8	1.2%
Educational Aides:	9.8	6.0%	82,972.4	11.1%
Auxiliary Staff:	33.7	20.6%	185,868.6	24.8%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,194.0	n/a
Part-time Librarians	0.0	n/a	607.0	n/a
Full-time Counselors	3.0	n/a	13,550.0	n/a
Part-time Counselors	0.0	n/a	1,176.0	n/a
Total Minority Staff:	38.3	23.4%	390,611.0	52.1%
Teachers by Ethnicity:				
African American	2.0	2.0%	41,286.1	11.2%
Hispanic	10.1	10.4%	106,866.5	28.9%
White	84.3	87.5%	208,485.4	56.4%
American Indian	0.0	0.0%	1,235.6	0.3%
Asian	0.0	0.0%	6,956.0	1.9%
Pacific Islander	0.0	0.0%	553.2	0.1%
Two or More Races	0.0	0.0%	4,312.0	1.2%
Teachers by Sex:				
Males	12.0	12.4%	89,015.4	24.1%
Females	84.3	87.6%	280,680.4	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	5,187.9	1.4%
Bachelors	68.4	71.1%	268,560.2	72.6%
Masters	26.9	27.9%	93,139.5	25.2%
Doctorate	1.0	1.0%	2,808.1	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.5	5.7%	29,215.8	7.9%
1-5 Years Experience	12.7	13.2%	98,764.8	26.7%
6-10 Years Experience	19.0	19.7%	76,197.2	20.6%

Texas Education Agency
2021-22 Staff Information (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
11-20 Years Experience	42.1	43.8%	105,811.4	28.6%
21-30 Years Experience	15.0	15.5%	48,804.6	13.2%
Over 30 Years Experience	2.0	2.1%	10,902.0	2.9%
Number of Students per Teacher	15.8	n/a	14.6	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.3
Average Years Experience of Principals with District	5.0	5.4
Average Years Experience of Assistant Principals	11.0	5.5
Average Years Experience of Assistant Principals with District	3.7	4.8
Average Years Experience of Teachers:		
Average Years Experience of Teachers:	13.6	11.1
Average Years Experience of Teachers with District:	4.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$48,306	\$51,054
1-5 Years Experience	\$52,539	\$54,577
6-10 Years Experience	\$56,485	\$57,746
11-20 Years Experience	\$63,233	\$61,377
21-30 Years Experience	\$68,110	\$65,949
Over 30 Years Experience	\$72,684	\$71,111
Average Actual Salaries (regular duties only):		
Teachers	\$60,592	\$58,887
Professional Support	\$69,258	\$69,505
Campus Administration (School Leadership)	\$76,402	\$84,990
Central Administration	\$115,925	\$112,797
Instructional Staff Percent:	72.5%	64.9%
Turnover Rate for Teachers:	21.4%	17.7%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,247.4
Educational Aides	0.0	191.7
Auxiliary Staff	0.0	381.6
Contracted Instructional Staff:	0.0	2,113.6

Texas Education Agency
2021-22 Staff Information (TAPR)
ARLINGTON CLASSICS ACADEMY (220802) - TARRANT COUNTY

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	22,926.8	6.2%
Career and Technical Education	0.1	0.1%	19,365.5	5.2%
Compensatory Education	7.9	8.2%	11,037.2	3.0%
Gifted and Talented Education	0.0	0.0%	6,465.0	1.7%
Regular Education	85.3	88.6%	261,685.1	70.8%
Special Education	1.4	1.5%	35,441.0	9.6%
Other	1.6	1.7%	12,775.1	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
 (To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS

Campus Number: 220802101

2022 Accountability Rating: Not Rated

This school is a Charter School.

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This campus is not rated on STAAR Performance (TAPR).

This campus is not rated on Progress (TAPR).

This campus is not rated on Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR).

Texas Education Agency
2021-22 STAAR Participation (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

This campus is not rated on STAAR Participation (TAPR).

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	98.8%	98.9%	98.9%	97.9%	99.1%	-	99.7%	-	99.4%	98.9%	97.5%	99.6%
2019-20	98.3%	99.6%	99.7%	99.7%	99.8%	99.5%	-	99.9%	-	99.8%	99.8%	99.5%	99.6%
Chronic Absenteeism													
2020-21	15.0%	1.5%	2.2%	4.3%	4.2%	0.7%	-	0.0%	-	2.7%	0.0%	7.0%	0.0%
2019-20	6.7%	0.8%	0.3%	0.0%	0.0%	0.7%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	-	358,842
By Ethnicity:				
African American	-	-	-	44,018
Hispanic	-	-	-	183,306
White	-	-	-	103,898
American Indian	-	-	-	1,195
Asian	-	-	-	18,030
Pacific Islander	-	-	-	553
Two or More Races	-	-	-	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	-	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	729
Foundation H.S. Program (No Endorsement)	-	-	-	56,281
Foundation H.S. Program (Endorsement)	-	-	-	13,582
Foundation H.S. Program (DLA)	-	-	-	287,316
Special Education Graduates	-	-	-	31,028
Economically Disadvantaged Graduates	-	-	-	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	32,809
At-Risk Graduates	-	-	-	155,884
CTE Completers	-	-	-	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	514	100.0%	1,526	5,402,928	514	100.0%	1,526	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	173	33.7%	11.3%	6.8%	173	33.7%	11.3%	6.8%
Grade 1	173	33.7%	11.3%	7.1%	173	33.7%	11.3%	7.1%
Grade 2	168	32.7%	11.0%	7.1%	168	32.7%	11.0%	7.1%
Grade 3	0	0.0%	11.4%	7.1%	0	0.0%	11.4%	7.1%
Grade 4	0	0.0%	11.1%	7.1%	0	0.0%	11.1%	7.1%
Grade 5	0	0.0%	11.4%	7.2%	0	0.0%	11.4%	7.2%
Grade 6	0	0.0%	11.5%	7.4%	0	0.0%	11.5%	7.4%
Grade 7	0	0.0%	10.2%	7.7%	0	0.0%	10.2%	7.7%
Grade 8	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.8%
Grade 9	0	0.0%	0.0%	8.8%	0	0.0%	0.0%	8.8%
Grade 10	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.5%
Grade 11	0	0.0%	0.0%	7.2%	0	0.0%	0.0%	7.2%
Grade 12	0	0.0%	0.0%	6.7%	0	0.0%	0.0%	6.7%
Ethnic Distribution:								
African American	95	18.5%	20.8%	12.8%	95	18.5%	20.8%	12.8%
Hispanic	119	23.2%	21.8%	52.8%	119	23.2%	21.8%	52.7%
White	182	35.4%	37.1%	26.3%	182	35.4%	37.1%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	69	13.4%	12.6%	4.8%	69	13.4%	12.6%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	47	9.1%	7.4%	2.9%	47	9.1%	7.4%	2.9%
Sex:								
Female	267	51.9%	52.1%	48.9%	267	51.9%	52.1%	48.8%
Male	247	48.1%	47.9%	51.1%	247	48.1%	47.9%	51.2%
Other Student Information:								
Economically Disadvantaged	170	33.1%	28.0%	60.7%	170	33.1%	28.0%	60.6%
Non-Educationally Disadvantaged	344	66.9%	72.0%	39.3%	344	66.9%	72.0%	39.4%
Section 504 Students	21	4.1%	8.9%	7.4%	21	4.1%	8.9%	7.4%
EB Students/EL	55	10.7%	8.8%	21.7%	55	10.7%	8.8%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	6	1.2%	2.2%	5.0%	6	1.2%	2.2%	5.0%
Foster Care	5	1.0%	0.3%	0.3%	5	1.0%	0.3%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	31	6.0%	2.0%	64.3%	31	6.0%	2.0%	64.3%
Military Connected	1	0.2%	1.0%	3.3%	1	0.2%	1.0%	3.3%
At-Risk	128	24.9%	31.3%	53.5%	128	24.9%	31.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	55	10.7%	8.8%	21.9%	55	10.7%	8.8%	21.8%
Gifted and Talented Education	0	0.0%	0.0%	8.0%	0	0.0%	0.0%	8.0%
Special Education	20	3.9%	4.2%	11.6%	20	3.9%	4.2%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	20							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	45.3%	43.0%				
Students with Physical Disabilities	8	40.0%	20.3%	20.8%				
Students with Autism	6	30.0%	15.6%	14.7%				
Students with Behavioral Disabilities	*	*	18.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	27	7.4%	5.0%	13.6%				
By Ethnicity:								
African American	8	2.2%	1.6%	2.5%				
Hispanic	5	1.4%	0.9%	6.6%				
White	9	2.5%	1.8%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.3%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	1.1%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	3	13.6%	7.8%	15.7%				
Count and Percent of EB Students/EL who are Mobile	3	8.8%	4.5%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	14	14.7%	8.7%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	47	13.6%	12.5%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.9%	2.9%	1.9%	0.0%	0.0%	5.2%
Grade 1	1.9%	1.9%	2.9%	0.0%	0.0%	4.2%
Grade 2	0.0%	0.0%	1.7%	0.0%	0.0%	2.2%
Grade 3	-	0.0%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	1.2%	0.5%	-	10.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.6%
Grade 7	-	0.6%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	-	10.5%	-	-	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.2	18.2	18.7
Grade 1	20.5	20.5	18.7
Grade 2	20.9	20.9	18.6
Grade 3	-	21.8	18.7
Grade 4	-	21.2	18.8
Grade 5	-	21.7	20.2
Grade 6	-	20.8	19.2
Secondary:			
English/Language Arts	-	22.5	16.3
Foreign Languages	-	20.2	18.4
Mathematics	-	20.9	17.5
Science	-	21.6	18.5
Social Studies	-	19.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	42.4	100.0%	100.0%	100.0%
Professional Staff:	38.0	89.6%	73.4%	64.1%
Teachers	34.0	80.2%	58.8%	49.3%
Professional Support	2.0	4.7%	9.4%	10.7%
Campus Administration (School Leadership)	2.0	4.7%	3.7%	2.9%
Educational Aides:	4.4	10.4%	6.0%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	3.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	8.4	19.8%	23.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	2.8%	2.0%	11.2%
Hispanic	4.1	11.9%	10.4%	28.9%
White	29.0	85.3%	87.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	0.0	0.0%	12.4%	24.1%
Females	34.0	100.0%	87.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	26.0	76.5%	71.1%	72.6%
Masters	8.0	23.5%	27.9%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.1	3.1%	5.7%	7.9%
1-5 Years Experience	4.0	11.8%	13.2%	26.7%
6-10 Years Experience	7.0	20.6%	19.7%	20.6%
11-20 Years Experience	16.0	47.1%	43.8%	28.6%
21-30 Years Experience	5.0	14.6%	15.5%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	2.9%	2.1%	2.9%
Number of Students per Teacher	15.1	n/a	15.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.0	6.3
Average Years Experience of Principals with District	6.0	5.0	5.4
Average Years Experience of Assistant Principals	12.0	11.0	5.5
Average Years Experience of Assistant Principals with District	6.0	3.7	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.6	13.6	11.1
Average Years Experience of Teachers with District:	6.4	4.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$50,703	\$48,306	\$51,054
1-5 Years Experience	\$53,041	\$52,539	\$54,577
6-10 Years Experience	\$56,605	\$56,485	\$57,746
11-20 Years Experience	\$62,922	\$63,233	\$61,377
21-30 Years Experience	\$69,014	\$68,110	\$65,949
Over 30 Years Experience	\$72,684	\$72,684	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$61,255	\$60,592	\$58,887
Professional Support	\$63,854	\$69,258	\$69,505
Campus Administration (School Leadership)	\$76,584	\$76,402	\$84,990
Instructional Staff Percent:	n/a	72.5%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.0	0.0%	0.1%	5.2%
Compensatory Education	4.0	11.8%	8.2%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	30.0	88.1%	88.6%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY - ARKANSAS CAMPUS (220802101) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	0.0	0.1%	1.5%	9.6%
Other	0.0	0.0%	1.7%	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY -INTERMEDIATE

Campus Number: 220802102

2022 Accountability Rating: A

This school is a Charter School.

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Texas Education Agency
2021-22 STAAR Performance (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	94%	94%	95%	96%	92%	-	100%	-	90%	*	80%	94%	95%	90%	100%
	2021	67%	81%	81%	73%	77%	83%	-	91%	-	90%	14%	71%	83%	73%	72%	70%
At Meets Grade Level or Above	2022	51%	77%	77%	79%	64%	80%	-	87%	-	71%	*	60%	76%	81%	76%	88%
	2021	39%	53%	53%	36%	36%	71%	-	64%	-	50%	0%	57%	57%	37%	33%	30%
At Masters Grade Level	2022	30%	55%	55%	37%	48%	58%	-	70%	-	71%	*	60%	56%	51%	44%	63%
	2021	19%	26%	26%	15%	18%	32%	-	32%	-	40%	0%	29%	29%	13%	8%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	92%	92%	89%	92%	92%	-	100%	-	90%	*	80%	91%	97%	88%	100%
	2021	62%	75%	75%	58%	64%	85%	-	95%	-	80%	14%	100%	77%	70%	67%	90%
At Meets Grade Level or Above	2022	43%	69%	69%	53%	64%	71%	-	91%	-	71%	*	40%	67%	73%	51%	88%
	2021	31%	44%	44%	33%	41%	49%	-	64%	-	20%	0%	29%	44%	47%	39%	60%
At Masters Grade Level	2022	21%	47%	47%	32%	44%	49%	-	70%	-	48%	*	20%	49%	41%	22%	63%
	2021	14%	21%	21%	6%	21%	29%	-	27%	-	20%	0%	29%	22%	20%	19%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	90%	90%	91%	85%	92%	-	95%	-	100%	56%	90%	93%	84%	88%	93%
	2021	63%	79%	79%	66%	67%	93%	-	86%	-	86%	14%	80%	82%	67%	70%	86%
At Meets Grade Level or Above	2022	54%	71%	71%	66%	67%	73%	-	81%	-	86%	22%	40%	74%	64%	57%	64%
	2021	36%	52%	52%	39%	31%	69%	-	57%	-	71%	0%	60%	53%	44%	40%	29%
At Masters Grade Level	2022	28%	37%	37%	25%	35%	48%	-	24%	-	43%	22%	10%	41%	25%	31%	14%
	2021	17%	26%	26%	10%	14%	43%	-	24%	-	43%	0%	40%	27%	19%	13%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	78%	78%	66%	74%	82%	-	90%	-	86%	33%	60%	81%	70%	59%	79%
	2021	59%	83%	83%	63%	81%	93%	-	90%	-	100%	29%	80%	85%	70%	80%	86%
At Meets Grade Level or Above	2022	43%	48%	48%	41%	35%	55%	-	71%	-	43%	11%	30%	49%	45%	39%	43%
	2021	36%	53%	53%	20%	39%	78%	-	71%	-	71%	0%	60%	57%	33%	50%	50%
At Masters Grade Level	2022	23%	27%	27%	6%	20%	35%	-	52%	-	29%	0%	10%	27%	30%	22%	36%
	2021	21%	38%	38%	10%	17%	64%	-	57%	-	43%	0%	60%	41%	22%	37%	21%
Grade 5 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	94%	94%	93%	93%	97%	-	95%	-	89%	38%	100%	96%	90%	92%	94%
	2021	73%	88%	88%	87%	88%	95%	-	83%	-	69%	43%	80%	90%	83%	85%	91%
At Meets Grade Level or Above	2022	58%	81%	81%	68%	73%	93%	-	86%	-	89%	0%	83%	84%	69%	72%	76%
	2021	46%	62%	62%	61%	48%	73%	-	78%	-	31%	29%	40%	63%	61%	53%	73%
At Masters Grade Level	2022	36%	66%	66%	50%	61%	79%	-	71%	-	78%	0%	67%	71%	51%	56%	53%
	2021	30%	45%	45%	42%	36%	56%	-	56%	-	8%	0%	40%	43%	50%	35%	45%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	91%	91%	84%	88%	97%	-	95%	-	89%	13%	100%	93%	82%	84%	82%
	2021	70%	79%	79%	71%	70%	89%	-	83%	-	77%	43%	80%	81%	75%	74%	82%
At Meets Grade Level or Above	2022	48%	72%	72%	59%	54%	90%	-	81%	-	89%	0%	83%	76%	59%	66%	76%
	2021	44%	53%	53%	34%	52%	63%	-	67%	-	38%	29%	60%	53%	50%	21%	55%
At Masters Grade Level	2022	25%	43%	43%	23%	24%	66%	-	62%	-	44%	0%	33%	46%	36%	34%	47%
	2021	25%	32%	32%	18%	27%	40%	-	50%	-	23%	29%	60%	34%	25%	15%	36%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	82%	82%	64%	80%	90%	-	95%	-	89%	38%	83%	84%	72%	74%	76%
	2021	62%	79%	79%	66%	82%	89%	-	72%	-	69%	29%	60%	83%	64%	68%	73%
At Meets Grade Level or Above	2022	38%	54%	54%	34%	34%	76%	-	71%	-	56%	0%	50%	58%	38%	48%	53%
	2021	31%	45%	45%	29%	39%	55%	-	56%	-	38%	29%	40%	47%	36%	26%	41%
At Masters Grade Level	2022	18%	33%	33%	18%	20%	48%	-	43%	-	44%	0%	50%	36%	23%	26%	29%
	2021	13%	15%	15%	5%	9%	23%	-	28%	-	8%	14%	40%	16%	14%	9%	18%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	89%	89%	83%	86%	92%	-	96%	-	90%	42%	83%	90%	84%	82%	89%
	2021	67%	82%	80%	68%	73%	89%	-	87%	-	81%	24%	80%	82%	70%	72%	80%
At Meets Grade Level or Above	2022	48%	64%	68%	57%	55%	76%	-	81%	-	72%	16%	52%	70%	61%	58%	70%
	2021	41%	52%	51%	35%	38%	66%	-	64%	-	45%	11%	52%	53%	44%	36%	49%
At Masters Grade Level	2022	23%	40%	44%	28%	34%	55%	-	56%	-	54%	8%	31%	47%	36%	34%	44%
	2021	18%	26%	28%	14%	18%	40%	-	37%	-	24%	5%	41%	29%	23%	19%	24%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	93%	93%	93%	90%	94%	-	97%	-	92%	52%	90%	94%	89%	90%	96%
	2021	68%	84%	83%	75%	77%	91%	-	87%	-	80%	24%	76%	85%	75%	76%	85%

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	53%	74%	77%	71%	69%	82%	-	85%	-	78%	19%	57%	78%	71%	68%	77%
	2021	45%	57%	56%	46%	38%	71%	-	66%	-	47%	10%	53%	58%	48%	42%	50%
At Masters Grade Level	2022	25%	51%	53%	39%	47%	62%	-	55%	-	68%	14%	38%	56%	42%	44%	45%
	2021	18%	32%	32%	22%	22%	44%	-	36%	-	27%	0%	35%	33%	29%	19%	26%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	87%	81%	83%	90%	-	95%	-	89%	33%	76%	89%	83%	76%	87%
	2021	66%	79%	79%	64%	71%	89%	-	90%	-	83%	29%	88%	81%	72%	73%	85%
At Meets Grade Level or Above	2022	42%	56%	63%	52%	48%	71%	-	82%	-	70%	19%	48%	65%	58%	52%	70%
	2021	37%	46%	50%	29%	44%	63%	-	67%	-	40%	10%	47%	52%	44%	36%	54%
At Masters Grade Level	2022	20%	32%	39%	21%	27%	50%	-	62%	-	43%	5%	19%	41%	35%	26%	49%
	2021	18%	25%	31%	12%	21%	44%	-	44%	-	27%	10%	47%	32%	23%	23%	26%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	88%	82%	64%	80%	90%	-	95%	-	89%	38%	83%	84%	72%	74%	76%
	2021	71%	86%	79%	66%	82%	89%	-	72%	-	69%	29%	60%	83%	64%	68%	73%
At Meets Grade Level or Above	2022	47%	67%	54%	34%	34%	76%	-	71%	-	56%	0%	50%	58%	38%	48%	53%
	2021	44%	58%	45%	29%	39%	55%	-	56%	-	38%	29%	40%	47%	36%	26%	41%
At Masters Grade Level	2022	21%	33%	33%	18%	20%	48%	-	43%	-	44%	0%	50%	36%	23%	26%	29%
	2021	20%	21%	15%	5%	9%	23%	-	28%	-	8%	14%	40%	16%	14%	9%	18%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	61%	61%	47%	52%	68%	-	78%	-	57%	*	40%	60%	65%	46%	81%
	2021	24%	33%	33%	18%	26%	46%	-	41%	-	20%	0%	29%	35%	27%	25%	20%
Reading and Mathematics Including EOC	2022	36%	61%	61%	47%	52%	68%	-	78%	-	57%	*	40%	60%	65%	46%	81%
	2021	24%	33%	33%	18%	26%	46%	-	41%	-	20%	0%	29%	35%	27%	25%	20%
Reading Including EOC	2022	51%	77%	77%	79%	64%	80%	-	87%	-	71%	*	60%	76%	81%	76%	88%
	2021	38%	53%	53%	36%	36%	71%	-	64%	-	50%	0%	57%	57%	37%	33%	30%
Math Including EOC	2022	43%	69%	69%	53%	64%	71%	-	91%	-	71%	*	40%	67%	73%	51%	88%
	2021	31%	44%	44%	33%	41%	49%	-	64%	-	20%	0%	29%	44%	47%	39%	60%
4th Graders																	
Reading and Mathematics	2022	36%	43%	43%	38%	28%	49%	-	67%	-	43%	11%	20%	45%	39%	33%	36%
	2021	26%	40%	40%	17%	19%	62%	-	52%	-	57%	0%	40%	43%	22%	33%	21%

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	43%	43%	38%	28%	49%	-	67%	-	43%	11%	20%	45%	39%	33%	36%
	2021	26%	40%	40%	17%	19%	62%	-	52%	-	57%	0%	40%	43%	22%	33%	21%
Reading Including EOC	2022	54%	72%	72%	66%	67%	74%	-	81%	-	86%	22%	40%	75%	64%	58%	64%
	2021	36%	52%	52%	39%	31%	69%	-	57%	-	71%	0%	60%	53%	44%	40%	29%
Math Including EOC	2022	43%	48%	48%	41%	35%	54%	-	71%	-	43%	11%	30%	49%	45%	38%	43%
	2021	36%	53%	53%	20%	39%	78%	-	71%	-	71%	0%	60%	57%	33%	50%	50%
5th Graders																	
Reading and Mathematics	2022	41%	69%	69%	56%	44%	88%	-	81%	-	89%	0%	67%	72%	58%	62%	71%
	2021	34%	45%	45%	32%	36%	56%	-	67%	-	23%	14%	40%	44%	47%	21%	50%
Reading and Mathematics Including EOC	2022	41%	69%	69%	56%	44%	88%	-	81%	-	89%	0%	67%	72%	58%	62%	71%
	2021	34%	45%	45%	32%	36%	56%	-	67%	-	23%	14%	40%	44%	47%	21%	50%
Reading Including EOC	2022	58%	81%	81%	70%	73%	93%	-	86%	-	89%	0%	83%	84%	71%	72%	76%
	2021	46%	62%	62%	61%	48%	73%	-	78%	-	31%	29%	40%	63%	61%	53%	73%
Math Including EOC	2022	48%	73%	73%	60%	54%	90%	-	81%	-	89%	0%	83%	76%	61%	66%	76%
	2021	44%	53%	53%	34%	52%	63%	-	67%	-	38%	29%	60%	53%	50%	21%	55%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	51%	58%	48%	39%	68%	-	75%	-	62%	14%	38%	59%	53%	47%	64%
	2021	26%	36%	39%	22%	27%	54%	-	52%	-	30%	5%	35%	41%	33%	26%	35%
Reading and Mathematics Including EOC	2022	36%	51%	58%	48%	39%	68%	-	75%	-	62%	14%	38%	59%	53%	47%	64%
	2021	28%	37%	39%	22%	27%	54%	-	52%	-	30%	5%	35%	41%	33%	26%	35%
Reading Including EOC	2022	53%	75%	77%	72%	69%	82%	-	85%	-	78%	19%	57%	79%	71%	68%	77%
	2021	41%	57%	56%	46%	38%	71%	-	66%	-	47%	10%	53%	58%	48%	42%	50%
Math Including EOC	2022	43%	56%	63%	52%	48%	71%	-	82%	-	70%	19%	48%	65%	59%	52%	70%
	2021	37%	46%	50%	29%	44%	63%	-	67%	-	40%	10%	47%	52%	44%	36%	54%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2022	77	80	80	78	83	82	-	75	-	79	83	85	83	73	82	75
	2019	61	69	69	65	61	72	-	86	*	38	70	*	69	69	66	69
Grade 4 Mathematics	2022	74	74	74	62	68	78	-	93	-	71	72	60	73	76	70	79
	2019	65	64	64	65	57	63	-	79	*	56	70	*	62	71	68	75
Grade 5 ELA/Reading	2022	87	96	96	95	97	94	-	100	-	89	67	100	95	97	95	94
	2019	81	85	85	88	88	86	*	97	*	45	67	*	83	90	91	100
Grade 5 Mathematics	2022	79	83	83	88	72	84	-	100	-	67	42	100	84	77	80	76
	2019	83	83	83	78	74	86	*	94	*	85	83	*	86	76	79	73
All Grades Both Subjects	2022	74	78	83	82	80	84	-	91	-	77	68	83	84	80	82	81
	2019	69	72	75	74	71	76	*	88	*	57	72	75	75	77	76	78
All Grades ELA/Reading	2022	78	84	88	88	90	88	-	87	-	84	77	91	89	83	88	85
	2019	68	73	77	76	75	79	*	91	*	42	69	80	76	80	79	81
All Grades Mathematics	2022	69	72	78	76	70	81	-	96	-	69	60	75	79	76	75	77
	2019	70	72	74	71	66	74	*	86	*	72	75	70	74	73	73	74

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	89%	89%	-	-	-	-	-	-	89%	-	89%	-	-	89%	89%	89%
	2021	67%	82%	80%	-	-	-	-	-	-	74%	-	74%	-	-	80%	74%	97%
At Meets Grade Level or Above	2022	48%	64%	68%	-	-	-	-	-	-	69%	-	69%	-	-	67%	69%	89%
	2021	41%	52%	51%	-	-	-	-	-	-	43%	-	43%	-	-	51%	43%	69%
At Masters Grade Level	2022	23%	40%	44%	-	-	-	-	-	-	41%	-	41%	-	-	44%	41%	78%
	2021	18%	26%	28%	-	-	-	-	-	-	18%	-	18%	-	-	28%	18%	36%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	93%	93%	-	-	-	-	-	-	95%	-	95%	-	-	93%	95%	*
	2021	68%	84%	83%	-	-	-	-	-	-	80%	-	80%	-	-	83%	80%	100%
At Meets Grade Level or Above	2022	53%	74%	77%	-	-	-	-	-	-	75%	-	75%	-	-	77%	75%	*
	2021	45%	57%	56%	-	-	-	-	-	-	43%	-	43%	-	-	56%	43%	75%
At Masters Grade Level	2022	25%	51%	53%	-	-	-	-	-	-	43%	-	43%	-	-	54%	43%	*
	2021	18%	32%	32%	-	-	-	-	-	-	17%	-	17%	-	-	33%	17%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	86%	87%	-	-	-	-	-	-	86%	-	86%	-	-	87%	86%	*
	2021	66%	79%	79%	-	-	-	-	-	-	80%	-	80%	-	-	79%	80%	100%
At Meets Grade Level or Above	2022	42%	56%	63%	-	-	-	-	-	-	68%	-	68%	-	-	62%	68%	*
	2021	37%	46%	50%	-	-	-	-	-	-	49%	-	49%	-	-	50%	49%	75%
At Masters Grade Level	2022	20%	32%	39%	-	-	-	-	-	-	45%	-	45%	-	-	38%	45%	*
	2021	18%	25%	31%	-	-	-	-	-	-	23%	-	23%	-	-	31%	23%	33%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	88%	82%	-	-	-	-	-	-	79%	-	79%	-	-	82%	79%	*
	2021	71%	86%	79%	-	-	-	-	-	-	64%	-	64%	-	-	79%	64%	89%
At Meets Grade Level or Above	2022	47%	67%	54%	-	-	-	-	-	-	50%	-	50%	-	-	54%	50%	*
	2021	44%	58%	45%	-	-	-	-	-	-	36%	-	36%	-	-	45%	36%	56%
At Masters Grade Level	2022	21%	33%	33%	-	-	-	-	-	-	21%	-	21%	-	-	33%	21%	*
	2021	20%	21%	15%	-	-	-	-	-	-	14%	-	14%	-	-	15%	14%	22%
School Progress Domain - Academic Growth Score																		
All Grades Both Subjects	2022	74%	78%	83%	-	-	-	-	-	-	79%	-	79%	-	-	83%	79%	100%
	2019	69%	72%	75%	-	-	-	-	-	-	76%	76%	-	-	-	-	76%	-

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
All Grades ELA/Reading	2022	78%	84%	88%	-	-	-	-	-	-	84%	-	84%	-	-	88%	84%	*
	2019	68%	73%	77%	-	-	-	-	-	-	78%	78%	-	-	-	-	78%	
All Grades Mathematics	2022	69%	72%	78%	-	-	-	-	-	-	75%	-	75%	-	-	78%	75%	*
	2019	70%	72%	74%	-	-	-	-	-	-	75%	75%	-	-	-	-	75%	

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	98%	95%	96%	99%	-	99%	-	98%	100%	100%	99%	94%	97%	97%
Not Included in Accountability: Mobile	5%	1%	2%	5%	4%	1%	-	1%	-	2%	0%	0%	1%	6%	3%	3%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	98%	98%	96%	96%	99%	-	98%	-	97%	100%	100%	99%	94%	97%	96%
Not Included in Accountability: Mobile	5%	1%	2%	4%	4%	1%	-	2%	-	3%	0%	0%	1%	6%	3%	4%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	99%	98%	96%	96%	99%	-	98%	-	97%	100%	100%	99%	94%	97%	96%
Not Included in Accountability: Mobile	5%	1%	2%	4%	4%	1%	-	2%	-	3%	0%	0%	1%	6%	3%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	99%	98%	94%	100%	98%	-	100%	-	100%	100%	100%	99%	95%	96%	100%
Not Included in Accountability: Mobile	4%	1%	2%	6%	0%	2%	-	0%	-	0%	0%	0%	1%	5%	4%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	96%	95%	95%	92%	95%	-	98%	-	97%	98%	96%	95%	93%	95%	100%
Included in Accountability	83%	95%	93%	94%	91%	93%	-	98%	-	93%	98%	96%	94%	89%	93%	98%
Not Included in Accountability: Mobile	3%	1%	1%	1%	1%	2%	-	1%	-	3%	0%	0%	1%	4%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	4%	5%	5%	8%	5%	-	2%	-	3%	2%	4%	5%	7%	5%	0%
Absent	2%	0%	0%	0%	0%	0%	-	1%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	5%	5%	8%	5%	-	1%	-	3%	2%	4%	5%	7%	5%	0%
Reading																
Assessment Participant	89%	96%	95%	96%	92%	96%	-	98%	-	97%	100%	94%	95%	94%	95%	100%
Included in Accountability	83%	95%	94%	95%	91%	94%	-	98%	-	94%	100%	94%	95%	91%	93%	98%
Not Included in Accountability: Mobile	3%	1%	1%	1%	1%	2%	-	0%	-	3%	0%	0%	1%	3%	3%	2%
Not Included in Accountability: Other Exclusions	3%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	4%	5%	4%	8%	4%	-	2%	-	3%	0%	6%	5%	6%	5%	0%
Absent	2%	0%	0%	0%	0%	0%	-	2%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	5%	4%	8%	4%	-	0%	-	3%	0%	6%	4%	6%	5%	0%
Mathematics																
Assessment Participant	88%	96%	95%	96%	92%	96%	-	98%	-	97%	100%	94%	95%	94%	95%	100%
Included in Accountability	84%	95%	94%	95%	91%	94%	-	98%	-	94%	100%	94%	95%	91%	93%	98%
Not Included in Accountability: Mobile	4%	1%	1%	1%	1%	2%	-	0%	-	3%	0%	0%	1%	3%	3%	2%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	4%	5%	4%	8%	4%	-	2%	-	3%	0%	6%	5%	6%	5%	0%
Absent	2%	0%	0%	0%	0%	0%	-	2%	-	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	5%	4%	8%	4%	-	0%	-	3%	0%	6%	4%	6%	5%	0%
Science																
Assessment Participant	87%	97%	95%	95%	97%	94%	-	100%	-	93%	100%	100%	95%	97%	97%	100%
Included in Accountability	84%	96%	94%	93%	94%	93%	-	100%	-	93%	100%	100%	94%	92%	94%	100%
Not Included in Accountability: Mobile	3%	1%	2%	2%	3%	1%	-	0%	-	0%	0%	0%	1%	5%	3%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	13%	3%	5%	5%	3%	6%	-	0%	-	7%	0%	0%	5%	3%	3%	0%
Absent	2%	0%	1%	0%	0%	1%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Other	10%	2%	4%	5%	3%	4%	-	0%	-	7%	0%	0%	4%	3%	3%	0%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	98.8%	99.0%	99.0%	98.8%	98.9%	-	99.4%	-	98.6%	98.7%	98.7%	99.5%
2019-20	98.3%	99.6%	99.6%	99.6%	99.6%	99.6%	-	99.8%	*	99.8%	99.4%	99.3%	99.8%
Chronic Absenteeism													
2020-21	15.0%	1.5%	0.6%	0.8%	0.8%	0.5%	-	0.0%	-	0.0%	0.0%	1.0%	0.0%
2019-20	6.7%	0.8%	0.4%	0.0%	0.0%	0.5%	-	0.0%	*	3.7%	0.0%	0.9%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	-	358,842
By Ethnicity:				
African American	-	-	-	44,018
Hispanic	-	-	-	183,306
White	-	-	-	103,898
American Indian	-	-	-	1,195
Asian	-	-	-	18,030
Pacific Islander	-	-	-	553
Two or More Races	-	-	-	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	-	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	729
Foundation H.S. Program (No Endorsement)	-	-	-	56,281
Foundation H.S. Program (Endorsement)	-	-	-	13,582
Foundation H.S. Program (DLA)	-	-	-	287,316
Special Education Graduates	-	-	-	31,028
Economically Disadvantaged Graduates	-	-	-	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	32,809
At-Risk Graduates	-	-	-	155,884
CTE Completers	-	-	-	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	518	100.0%	1,526	5,402,928	518	100.0%	1,526	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	0	0.0%	11.3%	6.8%	0	0.0%	11.3%	6.8%
Grade 1	0	0.0%	11.3%	7.1%	0	0.0%	11.3%	7.1%
Grade 2	0	0.0%	11.0%	7.1%	0	0.0%	11.0%	7.1%
Grade 3	174	33.6%	11.4%	7.1%	174	33.6%	11.4%	7.1%
Grade 4	170	32.8%	11.1%	7.1%	170	32.8%	11.1%	7.1%
Grade 5	174	33.6%	11.4%	7.2%	174	33.6%	11.4%	7.2%
Grade 6	0	0.0%	11.5%	7.4%	0	0.0%	11.5%	7.4%
Grade 7	0	0.0%	10.2%	7.7%	0	0.0%	10.2%	7.7%
Grade 8	0	0.0%	10.6%	7.9%	0	0.0%	10.6%	7.8%
Grade 9	0	0.0%	0.0%	8.8%	0	0.0%	0.0%	8.8%
Grade 10	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.5%
Grade 11	0	0.0%	0.0%	7.2%	0	0.0%	0.0%	7.2%
Grade 12	0	0.0%	0.0%	6.7%	0	0.0%	0.0%	6.7%
Ethnic Distribution:								
African American	116	22.4%	20.8%	12.8%	116	22.4%	20.8%	12.8%
Hispanic	112	21.6%	21.8%	52.8%	112	21.6%	21.8%	52.7%
White	188	36.3%	37.1%	26.3%	188	36.3%	37.1%	26.3%
American Indian	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.3%
Asian	65	12.5%	12.6%	4.8%	65	12.5%	12.6%	4.8%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	37	7.1%	7.4%	2.9%	37	7.1%	7.4%	2.9%
Sex:								
Female	256	49.4%	52.1%	48.9%	256	49.4%	52.1%	48.8%
Male	262	50.6%	47.9%	51.1%	262	50.6%	47.9%	51.2%
Economically Disadvantaged								
Economically Disadvantaged	142	27.4%	28.0%	60.7%	142	27.4%	28.0%	60.6%
Non-Educationally Disadvantaged	376	72.6%	72.0%	39.3%	376	72.6%	72.0%	39.4%
Section 504 Students	45	8.7%	8.9%	7.4%	45	8.7%	8.9%	7.4%
EB Students/EL	44	8.5%	8.8%	21.7%	44	8.5%	8.8%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	13	2.5%	2.2%	5.0%	13	2.5%	2.2%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	2.0%	64.3%	0	0.0%	2.0%	64.3%
Military Connected	12	2.3%	1.0%	3.3%	12	2.3%	1.0%	3.3%
At-Risk	175	33.8%	31.3%	53.5%	175	33.8%	31.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	44	8.5%	8.8%	21.9%	44	8.5%	8.8%	21.8%
Gifted and Talented Education	0	0.0%	0.0%	8.0%	0	0.0%	0.0%	8.0%
Special Education	20	3.9%	4.2%	11.6%	20	3.9%	4.2%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	20							
By Type of Primary Disability								
Students with Intellectual Disabilities	10	50.0%	45.3%	43.0%				
Students with Physical Disabilities	*	*	20.3%	20.8%				
Students with Autism	*	*	15.6%	14.7%				
Students with Behavioral Disabilities	*	*	18.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	22	4.1%	5.0%	13.6%				
By Ethnicity:								
African American	7	1.3%	1.6%	2.5%				
Hispanic	4	0.7%	0.9%	6.6%				
White	9	1.7%	1.8%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	2	6.1%	7.8%	15.7%				
Count and Percent of EB Students/EL who are Mobile	1	2.8%	4.5%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	7	6.1%	8.7%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	46	13.1%	12.5%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.9%	1.9%	-	0.0%	5.2%
Grade 1	-	1.9%	2.9%	-	0.0%	4.2%
Grade 2	-	0.0%	1.7%	-	0.0%	2.2%
Grade 3	0.0%	0.0%	1.0%	0.0%	0.0%	1.0%
Grade 4	0.0%	0.0%	0.7%	0.0%	0.0%	0.7%
Grade 5	1.2%	1.2%	0.5%	10.0%	10.0%	0.7%
Grade 6	-	0.0%	0.6%	-	0.0%	0.6%
Grade 7	-	0.6%	0.7%	-	0.0%	0.7%
Grade 8	-	0.0%	0.6%	-	0.0%	0.8%
Grade 9	-	-	10.5%	-	-	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.2	18.7
Grade 1	-	20.5	18.7
Grade 2	-	20.9	18.6
Grade 3	21.8	21.8	18.7
Grade 4	21.2	21.2	18.8
Grade 5	21.7	21.7	20.2
Grade 6	-	20.8	19.2
Secondary:			
English/Language Arts	-	22.5	16.3
Foreign Languages	-	20.2	18.4
Mathematics	-	20.9	17.5
Science	-	21.6	18.5
Social Studies	-	19.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	36.9	100.0%	100.0%	100.0%
Professional Staff:	33.5	90.7%	73.4%	64.1%
Teachers	30.2	82.0%	58.8%	49.3%
Professional Support	1.2	3.3%	9.4%	10.7%
Campus Administration (School Leadership)	2.0	5.4%	3.7%	2.9%
Educational Aides:	3.4	9.3%	6.0%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	3.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	5.5	14.9%	23.4%	52.1%
Teachers by Ethnicity:				
African American	1.0	3.3%	2.0%	11.2%
Hispanic	3.0	9.9%	10.4%	28.9%
White	26.2	86.8%	87.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	4.0	13.2%	12.4%	24.1%
Females	26.2	86.8%	87.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	21.3	70.6%	71.1%	72.6%
Masters	7.9	26.1%	27.9%	25.2%
Doctorate	1.0	3.3%	1.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	6.5%	5.7%	7.9%
1-5 Years Experience	2.0	6.6%	13.2%	26.7%
6-10 Years Experience	5.0	16.5%	19.7%	20.6%
11-20 Years Experience	13.3	43.9%	43.8%	28.6%
21-30 Years Experience	7.0	23.2%	15.5%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	1.0	3.3%	2.1%	2.9%
Number of Students per Teacher	17.1	n/a	15.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.0	6.3
Average Years Experience of Principals with District	6.0	5.0	5.4
Average Years Experience of Assistant Principals	3.0	11.0	5.5
Average Years Experience of Assistant Principals with District	3.0	3.7	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	14.8	13.6	11.1
Average Years Experience of Teachers with District:	4.5	4.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,506	\$48,306	\$51,054
1-5 Years Experience	\$53,300	\$52,539	\$54,577
6-10 Years Experience	\$56,462	\$56,485	\$57,746
11-20 Years Experience	\$64,744	\$63,233	\$61,377
21-30 Years Experience	\$67,659	\$68,110	\$65,949
Over 30 Years Experience	\$72,684	\$72,684	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$62,691	\$60,592	\$58,887
Professional Support	\$109,791	\$69,258	\$69,505
Campus Administration (School Leadership)	\$74,737	\$76,402	\$84,990
Instructional Staff Percent:	n/a	72.5%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.0	0.0%	0.1%	5.2%
Compensatory Education	1.9	6.2%	8.2%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	27.3	90.4%	88.6%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY -INTERMEDIATE (220802102) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Program Information	----- Campus -----			
	Count	Percent	District	State
Special Education	1.0	3.3%	1.5%	9.6%
Other	0.0	0.0%	1.7%	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

2021-22 Texas Academic Performance Report (TAPR)

District Name: ARLINGTON CLASSICS ACADEMY

Campus Name: ARLINGTON CLASSICS ACADEMY - MIDDLE

Campus Number: 220802040

2022 Accountability Rating: B

Distinction Designations:

Academic Achievement in ELA/Reading

This school is a Charter School.

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Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2022	70%	89%	89%	89%	91%	93%	-	88%	-	69%	63%	*	89%	90%	77%	96%
	2021	62%	82%	82%	77%	78%	85%	-	87%	*	83%	11%	*	82%	84%	79%	70%
At Meets Grade Level or Above	2022	43%	58%	58%	55%	45%	68%	-	75%	-	31%	25%	*	58%	62%	38%	74%
	2021	32%	42%	42%	34%	41%	42%	-	48%	*	50%	0%	*	41%	45%	38%	45%
At Masters Grade Level	2022	23%	30%	30%	24%	21%	39%	-	38%	-	8%	13%	*	30%	28%	21%	22%
	2021	15%	23%	23%	26%	19%	24%	-	17%	*	33%	0%	*	22%	29%	14%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	86%	86%	82%	79%	87%	-	100%	-	92%	63%	*	87%	82%	82%	96%
	2021	68%	80%	80%	71%	81%	79%	-	96%	*	67%	11%	*	80%	81%	79%	85%
At Meets Grade Level or Above	2022	39%	44%	44%	32%	42%	45%	-	81%	-	38%	25%	*	46%	38%	31%	57%
	2021	36%	39%	39%	23%	28%	45%	-	61%	*	33%	0%	*	38%	42%	41%	50%
At Masters Grade Level	2022	16%	16%	16%	11%	18%	18%	-	31%	-	0%	13%	*	17%	13%	8%	22%
	2021	15%	16%	16%	6%	16%	13%	-	30%	*	33%	0%	*	16%	13%	14%	20%
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	95%	95%	97%	91%	97%	-	95%	*	100%	80%	*	96%	93%	97%	95%
	2021	69%	86%	86%	89%	74%	92%	*	85%	-	89%	14%	*	88%	79%	71%	60%
At Meets Grade Level or Above	2022	56%	79%	79%	71%	65%	84%	-	95%	*	80%	20%	*	80%	72%	76%	77%
	2021	45%	67%	67%	56%	59%	81%	*	65%	-	56%	14%	*	68%	62%	53%	50%
At Masters Grade Level	2022	37%	61%	61%	47%	53%	62%	-	86%	*	80%	10%	*	62%	55%	54%	64%
	2021	25%	37%	37%	36%	24%	45%	*	40%	-	33%	14%	*	37%	38%	24%	30%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	81%	81%	68%	74%	86%	-	95%	*	80%	0%	*	82%	72%	78%	77%
	2021	55%	77%	77%	72%	68%	81%	*	85%	-	78%	14%	*	80%	65%	66%	70%
At Meets Grade Level or Above	2022	31%	46%	46%	32%	29%	52%	-	68%	*	80%	0%	*	48%	38%	46%	45%
	2021	27%	38%	38%	25%	29%	45%	*	55%	-	22%	0%	*	41%	26%	24%	20%
At Masters Grade Level	2022	13%	20%	20%	12%	12%	17%	-	45%	*	40%	0%	*	22%	14%	14%	23%
	2021	12%	16%	16%	6%	6%	18%	*	45%	-	22%	0%	*	16%	15%	5%	20%
Grade 8 Reading																	

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	83%	94%	94%	91%	88%	97%	*	100%	-	100%	43%	*	94%	96%	86%	88%
	2021	73%	90%	90%	89%	77%	92%	-	100%	-	89%	*	*	89%	96%	88%	91%
At Meets Grade Level or Above	2022	58%	81%	81%	79%	67%	92%	*	78%	-	78%	14%	*	81%	78%	73%	63%
	2021	46%	66%	66%	53%	53%	71%	-	86%	-	78%	*	*	69%	54%	63%	55%
At Masters Grade Level	2022	37%	59%	59%	44%	55%	71%	*	56%	-	56%	14%	*	60%	52%	51%	50%
	2021	21%	35%	35%	31%	30%	29%	-	52%	-	44%	*	*	37%	25%	38%	18%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	*	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	62%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2022	40%	*	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	36%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2022	14%	*	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	11%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2022	61%	85%	85%	74%	67%	98%	*	100%	-	78%	29%	*	86%	83%	73%	88%
	2021	57%	76%	76%	72%	70%	78%	-	83%	-	78%	*	*	76%	75%	75%	55%
At Meets Grade Level or Above	2022	31%	48%	48%	35%	36%	56%	*	72%	-	33%	14%	*	51%	30%	30%	50%
	2021	28%	42%	42%	33%	37%	51%	-	48%	-	22%	*	*	45%	25%	46%	27%
At Masters Grade Level	2022	18%	29%	29%	21%	24%	35%	*	44%	-	11%	0%	*	31%	17%	19%	25%
	2021	14%	20%	20%	22%	23%	16%	-	24%	-	11%	*	*	21%	13%	25%	9%
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	91%	91%	85%	82%	98%	*	95%	-	89%	20%	*	92%	87%	85%	89%
	2021	73%	81%	81%	77%	69%	84%	-	93%	-	78%	-	*	84%	63%	78%	60%
At Meets Grade Level or Above	2022	43%	55%	55%	50%	50%	58%	*	75%	-	44%	20%	*	58%	42%	46%	67%
	2021	41%	53%	53%	43%	38%	54%	-	69%	-	78%	-	*	55%	42%	65%	30%
At Masters Grade Level	2022	27%	37%	37%	21%	32%	42%	*	60%	-	33%	0%	*	40%	23%	26%	56%
	2021	23%	29%	29%	31%	21%	20%	-	41%	-	56%	-	*	28%	33%	43%	10%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	96%	96%	94%	86%	100%	*	100%	-	100%	57%	*	96%	96%	92%	100%
	2021	82%	94%	94%	94%	87%	96%	-	97%	-	100%	*	*	95%	88%	100%	91%

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Meets Grade Level or Above	2022	55%	80%	80%	71%	65%	90%	*	89%	-	89%	14%	*	83%	67%	69%	88%
	2021	55%	72%	72%	61%	60%	77%	-	86%	-	89%	*	*	75%	58%	71%	55%
At Masters Grade Level	2022	21%	34%	34%	21%	24%	43%	*	47%	-	33%	0%	*	37%	19%	28%	25%
	2021	22%	27%	27%	28%	20%	21%	-	41%	-	33%	*	*	29%	17%	38%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	89%	90%	85%	82%	95%	*	97%	*	88%	44%	89%	90%	87%	84%	91%
	2021	67%	82%	83%	81%	75%	86%	*	91%	*	83%	12%	76%	84%	79%	77%	74%
At Meets Grade Level or Above	2022	48%	64%	61%	53%	50%	68%	*	79%	*	54%	16%	61%	63%	53%	51%	64%
	2021	41%	52%	53%	43%	44%	59%	*	66%	*	55%	2%	52%	55%	45%	48%	42%
At Masters Grade Level	2022	23%	40%	35%	25%	30%	41%	*	52%	*	26%	6%	44%	37%	27%	27%	34%
	2021	18%	26%	25%	23%	19%	24%	*	36%	*	29%	2%	19%	25%	22%	21%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	93%	93%	92%	90%	95%	*	95%	*	85%	64%	88%	93%	92%	87%	94%
	2021	68%	84%	86%	85%	76%	90%	*	92%	*	88%	16%	83%	86%	85%	78%	73%
At Meets Grade Level or Above	2022	53%	74%	72%	68%	59%	81%	*	84%	*	56%	20%	75%	73%	69%	62%	74%
	2021	45%	57%	58%	48%	51%	64%	*	68%	*	63%	5%	50%	59%	54%	51%	49%
At Masters Grade Level	2022	25%	51%	49%	38%	43%	57%	*	63%	*	37%	12%	50%	51%	43%	42%	43%
	2021	18%	32%	32%	31%	24%	33%	*	38%	*	38%	5%	17%	32%	31%	24%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	86%	86%	78%	77%	91%	*	97%	*	89%	24%	88%	87%	81%	82%	87%
	2021	66%	79%	79%	74%	72%	80%	*	92%	*	75%	11%	71%	81%	70%	73%	73%
At Meets Grade Level or Above	2022	42%	56%	48%	37%	40%	51%	*	74%	*	48%	12%	38%	51%	39%	41%	54%
	2021	37%	46%	43%	31%	31%	47%	*	63%	*	46%	0%	57%	44%	36%	40%	37%
At Masters Grade Level	2022	20%	32%	24%	14%	21%	26%	*	47%	*	19%	4%	25%	26%	16%	16%	28%
	2021	18%	25%	20%	15%	14%	16%	*	39%	*	38%	0%	14%	20%	19%	18%	17%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	88%	96%	94%	86%	100%	*	100%	-	100%	57%	*	96%	96%	92%	100%
	2021	71%	86%	94%	94%	87%	96%	-	97%	-	100%	*	*	95%	88%	100%	91%
At Meets Grade Level or Above	2022	47%	67%	80%	71%	65%	90%	*	89%	-	89%	14%	*	83%	67%	69%	88%
	2021	44%	58%	72%	61%	60%	77%	-	86%	-	89%	*	*	75%	58%	71%	55%

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
At Masters Grade Level	2022	21%	33%	34%	21%	24%	43%	*	47%	-	33%	0%	*	37%	19%	28%	25%
	2021	20%	21%	27%	28%	20%	21%	-	41%	-	33%	*	*	29%	17%	38%	9%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	85%	85%	74%	67%	98%	*	100%	-	78%	29%	*	86%	83%	73%	88%
	2021	73%	76%	76%	72%	70%	78%	-	83%	-	78%	*	*	76%	75%	75%	55%
At Meets Grade Level or Above	2022	50%	48%	48%	35%	36%	56%	*	72%	-	33%	14%	*	51%	30%	30%	50%
	2021	49%	42%	42%	33%	37%	51%	-	48%	-	22%	*	*	45%	25%	46%	27%
At Masters Grade Level	2022	30%	29%	29%	21%	24%	35%	*	44%	-	11%	0%	*	31%	17%	19%	25%
	2021	29%	20%	20%	22%	23%	16%	-	24%	-	11%	*	*	21%	13%	25%	9%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2022	31%	36%	36%	26%	33%	37%	-	69%	-	31%	13%	*	37%	33%	26%	57%
	2021	24%	26%	26%	14%	22%	29%	-	39%	*	33%	0%	*	27%	26%	24%	40%
Reading and Mathematics Including EOC	2022	31%	36%	36%	26%	33%	37%	-	69%	-	31%	13%	*	37%	33%	26%	57%
	2021	24%	26%	26%	14%	22%	29%	-	39%	*	33%	0%	*	27%	26%	24%	40%
Reading Including EOC	2022	43%	58%	58%	55%	45%	68%	-	75%	-	31%	25%	*	58%	62%	38%	74%
	2021	32%	42%	42%	34%	41%	42%	-	48%	*	50%	0%	*	41%	45%	38%	45%
Math Including EOC	2022	40%	44%	44%	32%	42%	45%	-	81%	-	38%	25%	*	46%	38%	31%	57%
	2021	36%	39%	39%	23%	28%	45%	-	61%	*	33%	0%	*	38%	42%	41%	50%
7th Graders																	
Reading and Mathematics	2022	32%	45%	45%	29%	29%	50%	-	68%	*	80%	0%	*	46%	38%	46%	45%
	2021	26%	35%	35%	22%	26%	44%	*	55%	-	22%	0%	*	38%	26%	24%	20%
Reading and Mathematics Including EOC	2022	33%	45%	45%	29%	29%	50%	-	68%	*	80%	0%	*	46%	38%	46%	45%
	2021	27%	35%	35%	22%	26%	44%	*	55%	-	22%	0%	*	38%	26%	24%	20%
Reading Including EOC	2022	56%	79%	79%	71%	65%	84%	-	95%	*	80%	20%	*	80%	72%	76%	77%
	2021	45%	67%	67%	56%	59%	81%	*	65%	-	56%	14%	*	68%	62%	53%	50%
Math Including EOC	2022	37%	46%	46%	32%	29%	52%	-	68%	*	80%	0%	*	48%	38%	46%	45%
	2021	32%	38%	38%	25%	29%	45%	*	55%	-	22%	0%	*	41%	26%	24%	20%
8th Graders																	
Reading and Mathematics	2022	27%	*	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2021	21%	*	*	*	*	*	-	-	-	-	*	-	*	-	*	*

Texas Education Agency
2021-22 STAAR Performance (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	41%	51%	51%	44%	48%	58%	*	53%	-	44%	14%	*	52%	45%	43%	43%
	2021	33%	45%	45%	42%	30%	43%	-	62%	-	67%	*	*	47%	38%	58%	27%
Reading Including EOC	2022	58%	81%	81%	79%	67%	92%	*	76%	-	78%	14%	*	81%	77%	73%	57%
	2021	47%	66%	66%	53%	53%	71%	-	86%	-	78%	*	*	69%	54%	63%	55%
Math Including EOC	2022	48%	56%	56%	47%	52%	60%	*	78%	-	44%	14%	*	57%	50%	49%	71%
	2021	43%	52%	52%	44%	37%	52%	-	69%	-	78%	*	*	54%	42%	63%	27%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	51%	40%	27%	31%	43%	-	68%	*	44%	5%	29%	41%	35%	36%	51%
	2021	26%	36%	31%	19%	24%	36%	*	47%	*	27%	0%	*	32%	26%	24%	32%
Reading and Mathematics Including EOC	2022	36%	51%	44%	33%	37%	48%	*	64%	*	44%	8%	38%	45%	38%	38%	50%
	2021	28%	37%	36%	26%	26%	38%	*	53%	*	42%	0%	33%	37%	29%	33%	32%
Reading Including EOC	2022	53%	75%	72%	68%	59%	81%	*	84%	*	56%	20%	75%	73%	69%	62%	73%
	2021	41%	57%	58%	48%	51%	64%	*	68%	*	63%	5%	50%	59%	54%	51%	49%
Math Including EOC	2022	43%	56%	49%	37%	41%	52%	*	75%	*	48%	12%	38%	51%	41%	42%	54%
	2021	37%	46%	43%	31%	31%	47%	*	63%	*	46%	0%	57%	44%	36%	40%	37%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2022	61	62	62	59	50	70	-	70	-	46	57	*	59	70	65	69
	2019	42	48	48	51	41	44	-	57	-	63	25	50	43	61	44	48
Grade 6 Mathematics	2022	61	61	61	71	50	56	-	70	-	65	57	*	61	58	61	64
	2019	54	60	60	55	56	62	-	64	-	63	50	50	64	47	49	60
Grade 7 ELA/Reading	2022	88	95	95	97	91	96	-	100	*	80	100	*	97	87	93	95
	2019	77	85	85	85	84	85	*	91	-	100	88	*	87	82	84	91
Grade 7 Mathematics	2022	60	71	71	61	61	76	-	84	*	70	22	*	72	65	68	66
	2019	62	73	73	73	77	68	*	81	-	75	56	*	75	68	64	69
Grade 8 ELA/Reading	2022	83	87	87	82	83	89	*	97	-	89	86	*	86	95	85	94
	2019	77	80	80	75	79	85	-	76	-	*	*	*	80	80	77	82
Grade 8 Mathematics	2022	74	*	*	*	*	-	-	-	-	-	*	-	*	-	-	-
	2019	82	*	*	*	-	-	-	-	-	-	*	-	*	-	*	-
End of Course Algebra I	2022	67	74	74	72	69	78	*	86	-	67	20	*	74	79	71	81
	2019	75	82	82	62	89	83	-	94	-	*	*	*	83	81	74	85
All Grades Both Subjects	2022	74	78	74	73	67	77	*	86	*	67	57	78	75	74	74	76
	2019	69	72	70	66	70	71	*	75	-	75	53	79	71	68	64	71
All Grades ELA/Reading	2022	78	84	81	78	75	84	*	91	*	67	83	88	81	82	81	84
	2019	68	73	70	70	67	71	*	72	-	80	56	81	69	73	68	72
All Grades Mathematics	2022	69	72	68	68	59	69	*	81	*	67	30	69	69	66	66	68
	2019	70	72	70	63	73	70	*	78	-	70	50	77	73	63	61	71

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
STAAR Performance Rate by Subject and Performance Level																		
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	89%	90%	-	-	-	-	-	-	85%	-	85%	-	-	90%	85%	95%
	2021	67%	82%	83%	-	-	-	-	-	-	56%	-	56%	-	-	84%	56%	84%
At Meets Grade Level or Above	2022	48%	64%	61%	-	-	-	-	-	-	51%	-	51%	-	-	61%	51%	76%
	2021	41%	52%	53%	-	-	-	-	-	-	27%	-	27%	-	-	54%	27%	57%
At Masters Grade Level	2022	23%	40%	35%	-	-	-	-	-	-	25%	-	25%	-	-	35%	25%	45%
	2021	18%	26%	25%	-	-	-	-	-	-	5%	-	5%	-	-	25%	5%	30%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	93%	93%	-	-	-	-	-	-	91%	-	91%	-	-	93%	91%	100%
	2021	68%	84%	86%	-	-	-	-	-	-	50%	-	50%	-	-	87%	50%	89%
At Meets Grade Level or Above	2022	53%	74%	72%	-	-	-	-	-	-	65%	-	65%	-	-	72%	65%	78%
	2021	45%	57%	58%	-	-	-	-	-	-	28%	-	28%	-	-	59%	28%	69%
At Masters Grade Level	2022	25%	51%	49%	-	-	-	-	-	-	35%	-	35%	-	-	50%	35%	52%
	2021	18%	32%	32%	-	-	-	-	-	-	6%	-	6%	-	-	32%	6%	40%
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	86%	86%	-	-	-	-	-	-	80%	-	80%	-	-	86%	80%	93%
	2021	66%	79%	79%	-	-	-	-	-	-	67%	-	67%	-	-	79%	67%	80%
At Meets Grade Level or Above	2022	42%	56%	48%	-	-	-	-	-	-	37%	-	37%	-	-	48%	37%	78%
	2021	37%	46%	43%	-	-	-	-	-	-	28%	-	28%	-	-	43%	28%	49%
At Masters Grade Level	2022	20%	32%	24%	-	-	-	-	-	-	14%	-	14%	-	-	24%	14%	48%
	2021	18%	25%	20%	-	-	-	-	-	-	6%	-	6%	-	-	20%	6%	29%
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	88%	96%	-	-	-	-	-	-	*	-	*	-	-	96%	*	91%
	2021	71%	86%	94%	-	-	-	-	-	-	*	-	*	-	-	94%	*	100%
At Meets Grade Level or Above	2022	47%	67%	80%	-	-	-	-	-	-	*	-	*	-	-	80%	*	91%
	2021	44%	58%	72%	-	-	-	-	-	-	*	-	*	-	-	74%	*	65%
At Masters Grade Level	2022	21%	33%	34%	-	-	-	-	-	-	*	-	*	-	-	34%	*	36%
	2021	20%	21%	27%	-	-	-	-	-	-	*	-	*	-	-	28%	*	24%
All Grades Social Studies																		
At Approaches Grade Level or Above	2022	75%	85%	85%	-	-	-	-	-	-	*	-	*	-	-	85%	*	91%
	2021	73%	76%	76%	-	-	-	-	-	-	*	-	*	-	-	77%	*	71%

Texas Education Agency
2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content-Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL	
At Meets Grade Level or Above	2022	50%	48%	48%	-	-	-	-	-	-	*	-	*	-	-	47%	*	55%	
	2021	49%	42%	42%	-	-	-	-	-	-	*	-	*	-	-	41%	*	53%	
At Masters Grade Level	2022	30%	29%	29%	-	-	-	-	-	-	*	-	*	-	-	29%	*	27%	
	2021	29%	20%	20%	-	-	-	-	-	-	*	-	*	-	-	20%	*	24%	
School Progress Domain - Academic Growth Score																			
All Grades Both Subjects	2022	74%	78%	74%	-	-	-	-	-	-	73%	-	73%	-	-	74%	73%	80%	
	2019	69%	72%	70%	-	-	-	-	-	-	73%	-	73%	-	*	73%			
All Grades ELA/Reading	2022	78%	84%	81%	-	-	-	-	-	-	88%	-	88%	-	-	80%	88%	81%	
	2019	68%	73%	70%	-	-	-	-	-	-	67%	-	67%	-	*	70%			
All Grades Mathematics	2022	69%	72%	68%	-	-	-	-	-	-	59%	-	59%	-	-	68%	59%	78%	
	2019	70%	72%	70%	-	-	-	-	-	-	80%	-	80%	-	*	77%			

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

- Indicates there are no students in the group.

Blank cell indicates there are no data available in the group.

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	99%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	98%	99%	100%	99%	100%	*	99%	*	100%	100%	100%	100%	98%	99%	100%
Not Included in Accountability: Mobile	5%	1%	0%	0%	1%	0%	*	0%	*	0%	0%	0%	0%	2%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	1%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	99%	*	98%	*	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	92%	98%	99%	100%	98%	99%	*	98%	*	100%	100%	100%	99%	98%	98%	100%
Not Included in Accountability: Mobile	5%	1%	0%	0%	2%	0%	*	0%	*	0%	0%	0%	0%	2%	2%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	1%	*	2%	*	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	2%	*	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	99%	100%	100%	98%	100%	*	100%	*	100%	100%	100%	100%	98%	98%	100%
Not Included in Accountability: Mobile	5%	1%	0%	0%	2%	0%	*	0%	*	0%	0%	0%	0%	2%	2%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	1%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB / EL (Current & Monitored)
Absent	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	99%	99%	100%	100%	98%	*	95%	-	100%	100%	*	99%	100%	100%	100%
Included in Accountability	94%	99%	99%	100%	100%	98%	*	95%	-	100%	100%	*	99%	100%	100%	100%
Not Included in Accountability: Mobile	4%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	1%	0%	0%	2%	*	5%	-	0%	0%	*	1%	0%	0%	0%
Absent	1%	1%	1%	0%	0%	2%	*	5%	-	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	96%	97%	98%	99%	95%	*	100%	*	100%	100%	91%	98%	95%	97%	97%
Included in Accountability	83%	95%	97%	98%	98%	94%	*	99%	*	100%	100%	91%	98%	94%	95%	97%
Not Included in Accountability: Mobile	3%	1%	1%	1%	1%	0%	*	1%	*	0%	0%	0%	0%	1%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	4%	3%	2%	1%	5%	*	0%	*	0%	0%	9%	2%	5%	3%	3%
Absent	2%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	3%	2%	1%	5%	*	0%	*	0%	0%	9%	2%	5%	3%	3%
Reading																
Assessment Participant	89%	96%	97%	98%	99%	94%	*	100%	*	100%	100%	86%	98%	95%	97%	98%
Included in Accountability	83%	95%	96%	97%	98%	94%	*	99%	*	100%	100%	86%	97%	93%	95%	98%
Not Included in Accountability: Mobile	3%	1%	1%	1%	1%	1%	*	1%	*	0%	0%	0%	1%	2%	2%	0%
Not Included in Accountability: Other Exclusions	3%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	11%	4%	3%	2%	1%	6%	*	0%	*	0%	0%	14%	2%	5%	3%	2%
Absent	2%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	3%	2%	1%	6%	*	0%	*	0%	0%	14%	2%	5%	3%	2%
Mathematics																
Assessment Participant	88%	96%	97%	98%	99%	95%	*	100%	*	100%	100%	100%	98%	95%	97%	98%
Included in Accountability	84%	95%	97%	97%	98%	94%	*	99%	*	100%	100%	100%	97%	93%	95%	98%
Not Included in Accountability: Mobile	4%	1%	1%	1%	1%	1%	*	1%	*	0%	0%	0%	1%	2%	2%	0%

Texas Education Agency
2021-22 STAAR Participation (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	12%	4%	3%	2%	1%	5%	*	0%	*	0%	0%	0%	2%	5%	3%	2%
Absent	2%	0%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Other	10%	4%	3%	2%	1%	5%	*	0%	*	0%	0%	0%	2%	5%	3%	2%
Science																
Assessment Participant	87%	97%	99%	100%	100%	98%	-	100%	-	100%	*	*	99%	100%	100%	100%
Included in Accountability	84%	96%	99%	100%	100%	98%	-	100%	-	100%	*	*	99%	100%	100%	100%
Not Included in Accountability: Mobile	3%	1%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Tested	13%	3%	1%	0%	0%	2%	-	0%	-	0%	*	*	1%	0%	0%	0%
Absent	2%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Other	10%	2%	1%	0%	0%	2%	-	0%	-	0%	*	*	1%	0%	0%	0%
Social Studies																
Assessment Participant	87%	99%	99%	100%	100%	96%	-	100%	-	100%	*	*	98%	100%	100%	100%
Included in Accountability	84%	99%	99%	100%	100%	96%	-	100%	-	100%	*	*	98%	100%	100%	100%
Not Included in Accountability: Mobile	3%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Not Tested	13%	1%	1%	0%	0%	4%	-	0%	-	0%	*	*	2%	0%	0%	0%
Absent	3%	0%	0%	0%	0%	0%	-	0%	-	0%	*	*	0%	0%	0%	0%
Other	10%	1%	1%	0%	0%	4%	-	0%	-	0%	*	*	2%	0%	0%	0%

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

- Indicates there are no students in the group.

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	98.8%	98.6%	98.8%	98.0%	98.4%		* 99.7%		* 99.0%	97.4%	97.9%	99.3%
2019-20	98.3%	99.6%	99.6%	99.8%	99.6%	99.4%		* 99.9%		* 99.9%	99.0%	99.6%	100.0%
Chronic Absenteeism													
2020-21	15.0%	1.5%	2.0%	0.9%	3.9%	2.1%		* 0.0%		* 0.0%	4.5%	2.1%	0.0%
2019-20	6.7%	0.8%	1.8%	0.8%	0.0%	3.6%		* 1.4%		* 0.0%	4.8%	2.0%	0.0%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.9%	0.9%	2.7%	0.0%	0.8%		* 0.0%		* 0.0%	9.1%	2.9%	0.0%
2019-20	0.5%	0.3%	0.3%	0.0%	0.0%	0.8%		* 0.0%		- 0.0%	7.1%	1.5%	0.0%
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	-	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	-	-	-	-	-	-	-	-	-	-	-	-

2021-22 Attendance, Graduation, and Dropout Rates (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.0%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	92.6%	-	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	-	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	-	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	-	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	-	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2021-22 Attendance, Graduation, and Dropout Rates (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	-	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2021-22 Graduation Profile (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	-	358,842
By Ethnicity:				
African American	-	-	-	44,018
Hispanic	-	-	-	183,306
White	-	-	-	103,898
American Indian	-	-	-	1,195
Asian	-	-	-	18,030
Pacific Islander	-	-	-	553
Two or More Races	-	-	-	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	-	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	-	729
Foundation H.S. Program (No Endorsement)	-	-	-	56,281
Foundation H.S. Program (Endorsement)	-	-	-	13,582
Foundation H.S. Program (DLA)	-	-	-	287,316
Special Education Graduates	-	-	-	31,028
Economically Disadvantaged Graduates	-	-	-	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	-	32,809
At-Risk Graduates	-	-	-	155,884
CTE Completers	-	-	-	99,076

There is no data for this campus.

Texas Education Agency
2021-22 CCMR-Related Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Other Postsecondary Indicators (TAPR)
ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

There is no data for this campus.

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	494	100.0%	1,526	5,402,928	494	100.0%	1,526	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.4%
Pre-Kindergarten	0	0.0%	0.0%	4.1%	0	0.0%	0.0%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.0%	0.6%	0	0.0%	0.0%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	0.0%	3.5%	0	0.0%	0.0%	3.5%
Kindergarten	0	0.0%	11.3%	6.8%	0	0.0%	11.3%	6.8%
Grade 1	0	0.0%	11.3%	7.1%	0	0.0%	11.3%	7.1%
Grade 2	0	0.0%	11.0%	7.1%	0	0.0%	11.0%	7.1%
Grade 3	0	0.0%	11.4%	7.1%	0	0.0%	11.4%	7.1%
Grade 4	0	0.0%	11.1%	7.1%	0	0.0%	11.1%	7.1%
Grade 5	0	0.0%	11.4%	7.2%	0	0.0%	11.4%	7.2%
Grade 6	176	35.6%	11.5%	7.4%	176	35.6%	11.5%	7.4%
Grade 7	156	31.6%	10.2%	7.7%	156	31.6%	10.2%	7.7%
Grade 8	162	32.8%	10.6%	7.9%	162	32.8%	10.6%	7.8%
Grade 9	0	0.0%	0.0%	8.8%	0	0.0%	0.0%	8.8%
Grade 10	0	0.0%	0.0%	7.6%	0	0.0%	0.0%	7.5%
Grade 11	0	0.0%	0.0%	7.2%	0	0.0%	0.0%	7.2%
Grade 12	0	0.0%	0.0%	6.7%	0	0.0%	0.0%	6.7%
Ethnic Distribution:								
African American	107	21.7%	20.8%	12.8%	107	21.7%	20.8%	12.8%
Hispanic	102	20.6%	21.8%	52.8%	102	20.6%	21.8%	52.7%
White	196	39.7%	37.1%	26.3%	196	39.7%	37.1%	26.3%
American Indian	1	0.2%	0.1%	0.3%	1	0.2%	0.1%	0.3%
Asian	58	11.7%	12.6%	4.8%	58	11.7%	12.6%	4.8%
Pacific Islander	1	0.2%	0.1%	0.2%	1	0.2%	0.1%	0.2%
Two or More Races	29	5.9%	7.4%	2.9%	29	5.9%	7.4%	2.9%
Sex:								
Female	272	55.1%	52.1%	48.9%	272	55.1%	52.1%	48.8%
Male	222	44.9%	47.9%	51.1%	222	44.9%	47.9%	51.2%
Other Student Information:								
Economically Disadvantaged	116	23.5%	28.0%	60.7%	116	23.5%	28.0%	60.6%
Non-Educationally Disadvantaged	378	76.5%	72.0%	39.3%	378	76.5%	72.0%	39.4%
Section 504 Students	70	14.2%	8.9%	7.4%	70	14.2%	8.9%	7.4%
EB Students/EL	35	7.1%	8.8%	21.7%	35	7.1%	8.8%	21.7%

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				
Students w/ Dyslexia	15	3.0%	2.2%	5.0%	15	3.0%	2.2%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	0	0.0%	0.0%	1.1%	0	0.0%	0.0%	1.1%
Immigrant	0	0.0%	0.0%	2.0%	0	0.0%	0.0%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	2.0%	64.3%	0	0.0%	2.0%	64.3%
Military Connected	3	0.6%	1.0%	3.3%	3	0.6%	1.0%	3.3%
At-Risk	174	35.2%	31.3%	53.5%	174	35.2%	31.3%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	35	7.1%	8.8%	21.9%	35	7.1%	8.8%	21.8%
Gifted and Talented Education	0	0.0%	0.0%	8.0%	0	0.0%	0.0%	8.0%
Special Education	24	4.9%	4.2%	11.6%	24	4.9%	4.2%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	24							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	70.8%	45.3%	43.0%				
Students with Physical Disabilities	*	*	20.3%	20.8%				
Students with Autism	*	*	15.6%	14.7%				
Students with Behavioral Disabilities	*	*	18.8%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.5%				
Mobility (2020-21):								
Total Mobile Students	22	4.3%	5.0%	13.6%				
By Ethnicity:								
African American	7	1.4%	1.6%	2.5%				
Hispanic	4	0.8%	0.9%	6.6%				
White	8	1.6%	1.8%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.1%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.6%	0.5%				
Count and Percent of Special Ed Students who are Mobile	1	4.5%	7.8%	15.7%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	4.5%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	6	5.9%	8.7%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	37	10.9%	12.5%	18.9%				

Texas Education Agency
2021-22 Student Information (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	2.9%	1.9%	-	0.0%	5.2%
Grade 1	-	1.9%	2.9%	-	0.0%	4.2%
Grade 2	-	0.0%	1.7%	-	0.0%	2.2%
Grade 3	-	0.0%	1.0%	-	0.0%	1.0%
Grade 4	-	0.0%	0.7%	-	0.0%	0.7%
Grade 5	-	1.2%	0.5%	-	10.0%	0.7%
Grade 6	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 7	0.6%	0.6%	0.7%	0.0%	0.0%	0.7%
Grade 8	0.0%	0.0%	0.6%	0.0%	0.0%	0.8%
Grade 9	-	-	10.5%	-	-	14.1%

Class Size Averages by Grade and Subject
(Derived from teacher responsibility records):

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	18.2	18.7
Grade 1	-	20.5	18.7
Grade 2	-	20.9	18.6
Grade 3	-	21.8	18.7
Grade 4	-	21.2	18.8
Grade 5	-	21.7	20.2
Grade 6	20.8	20.8	19.2
Secondary:			
English/Language Arts	22.5	22.5	16.3
Foreign Languages	20.2	20.2	18.4
Mathematics	20.9	20.9	17.5
Science	21.6	21.6	18.5
Social Studies	19.9	19.9	19.1

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Staff Information	----- Campus -----			
	Count/Average	Percent	District	State
Total Staff	38.2	100.0%	100.0%	100.0%
Professional Staff:	36.2	94.8%	73.4%	64.1%
Teachers	32.1	84.0%	58.8%	49.3%
Professional Support	2.1	5.5%	9.4%	10.7%
Campus Administration (School Leadership)	2.0	5.2%	3.7%	2.9%
Educational Aides:	2.0	5.2%	6.0%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	3.0	13,550.0
Part-time Counselors	0.0	n/a	0.0	1,176.0
Total Minority Staff:	5.0	13.1%	23.4%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	2.0%	11.2%
Hispanic	3.0	9.4%	10.4%	28.9%
White	29.1	90.6%	87.5%	56.4%
American Indian	0.0	0.0%	0.0%	0.3%
Asian	0.0	0.0%	0.0%	1.9%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	8.0	24.9%	12.4%	24.1%
Females	24.1	75.1%	87.6%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	1.4%
Bachelors	21.1	65.8%	71.1%	72.6%
Masters	11.0	34.2%	27.9%	25.2%
Doctorate	0.0	0.0%	1.0%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.5	7.7%	5.7%	7.9%
1-5 Years Experience	6.7	20.9%	13.2%	26.7%
6-10 Years Experience	7.0	21.8%	19.7%	20.6%
11-20 Years Experience	12.9	40.2%	43.8%	28.6%
21-30 Years Experience	3.0	9.4%	15.5%	13.2%

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	2.1%	2.9%
Number of Students per Teacher	15.4	n/a	15.8	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.0	6.3
Average Years Experience of Principals with District	3.0	5.0	5.4
Average Years Experience of Assistant Principals	18.0	11.0	5.5
Average Years Experience of Assistant Principals with District	2.0	3.7	4.8
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	11.5	13.6	11.1
Average Years Experience of Teachers with District:	3.7	4.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,727	\$48,306	\$51,054
1-5 Years Experience	\$52,012	\$52,539	\$54,577
6-10 Years Experience	\$56,382	\$56,485	\$57,746
11-20 Years Experience	\$62,065	\$63,233	\$61,377
21-30 Years Experience	\$67,670	\$68,110	\$65,949
Over 30 Years Experience	-	\$72,684	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$57,910	\$60,592	\$58,887
Professional Support	\$61,850	\$69,258	\$69,505
Campus Administration (School Leadership)	\$77,885	\$76,402	\$84,990
Instructional Staff Percent:	n/a	72.5%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	----- Campus -----			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.0%	6.2%
Career and Technical Education	0.1	0.3%	0.1%	5.2%
Compensatory Education	2.0	6.2%	8.2%	3.0%
Gifted and Talented Education	0.0	0.0%	0.0%	1.7%
Regular Education	28.0	87.4%	88.6%	70.8%

Texas Education Agency
2021-22 Staff Information (TAPR)

ARLINGTON CLASSICS ACADEMY - MIDDLE (220802040) - ARLINGTON CLASSICS ACADEMY - TARRANT COUNTY

Program Information	----- Campus -----		District	State
	Count	Percent		
Special Education	0.4	1.2%	1.5%	9.6%
Other	1.6	5.0%	1.7%	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: [PEIMS Financial Standard Reports 2020-21 Financial Actual Report](#)
(To open link in a new window, press the "Ctrl" key and click on the link.)

Addendum

B

MAP Reports



District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Algebra 1 NWEA 2017
 NWEA Mathematics: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number Sense, Properties, and Number Theory		Computation and Estimation with Real Numbers		Patterns, Functions, and Graphing		Expressions		Equations and Inequalities	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	6	1													
Spring 2017-2018	7	5													
Winter 2017-2018	7	5													
Fall 2017-2018	7	5													
Spring 2017-2018	8	122	246.9	13.4	247	243.4	14.5	241.8	16.7	251.2	15.2	249.3	15.4	249.1	15.6
Winter 2017-2018	8	123	244.9	12.4	244	241.4	14.0	242.8	15.2	248.7	15.5	248.0	13.4	243.8	14.3
Fall 2017-2018	8	125	240.4	10.2	240	238.4	14.3	239.4	13.8	242.7	13.1	239.5	11.0	241.8	13.0
Spring 2017-2018	9	5													
Winter 2017-2018	9	5													
Fall 2017-2018	9	4													

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.



District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Algebra 1 TX 2012

TX Essential Knowledge and Skills Mathematics: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number and Algebraic Methods		Describe & Graph Linear Functions, Equations, & Inequalities		Write & Solve Linear Functions, Equations, & Inequalities		Quadratic and Exponential Functions and Equations	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	7	1											
Fall 2019-2020	7	1											
Spring 2018-2019	7	1											
Winter 2018-2019	7	1											
Fall 2018-2019	7	1											
Winter 2019-2020	8	145	248.8	15.0	253	249.6	16.9	248.3	16.6	248.1	16.8	249.6	14.1
Fall 2019-2020	8	144	242.6	12.0	244	240.9	13.1	242.8	15.0	242.0	13.5	244.9	13.3
Spring 2018-2019	8	128	253.4	14.0	255	253.4	15.6	251.0	17.8	252.5	13.6	<u>257.0</u>	14.7
Winter 2018-2019	8	127	248.2	13.3	250	249.9	16.7	247.3	14.1	247.8	14.9	248.1	13.7
Fall 2018-2019	8	129	242.5	11.3	243	240.4	13.5	242.7	13.1	243.0	13.3	244.0	11.9
Spring 2018-2019	9	2											
Winter 2018-2019	9	2											
Fall 2018-2019	9	2											

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Math: Math K-12

Growth: Geometry NWEA 2017
 NWEA Mathematics: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Properties of Geometric Shapes		Measurement of Geometric Shapes		Geometric Relationships	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	8	1									
Spring 2018-2019	8	6									
Winter 2018-2019	8	6									
Fall 2018-2019	8	5									
Spring 2017-2018	8	2									
Winter 2017-2018	8	2									
Fall 2017-2018	8	2									
Spring 2018-2019	9	6									
Winter 2018-2019	9	6									
Fall 2018-2019	9	6									
Spring 2017-2018	9	10	258.7	11.2	264	258.4	10.8	257.3	12.3	260.3	13.3
Winter 2017-2018	9	10	253.9	8.8	258	252.7	8.3	253.2	10.3	255.8	10.0
Fall 2017-2018	9	10	244.5	8.1	242	243.8	7.5	245.4	10.0	243.9	8.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.



District Summary Report

Aggregate by District

Term: Spring 2021-2022
 District: Arlington Classics Academy
 Grouping: None
 Small Group Display: No

Math: Math K-12

Growth: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Monetary Transactions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	2	172	195.4	9.9	196	195.1	10.4	194.4	12.0	195.2	11.2	196.7	11.6
Winter 2021-2022	2	171	190.8	8.9	191	191.2	9.6	188.8	10.7	191.6	10.7	191.5	11.0
Fall 2021-2022	2	166	184.1	10.2	184	185.6	11.1	180.6	12.9	185.0	11.3	185.0	12.1
Spring 2020-2021	2	175	195.3	10.2	195	195.7	10.3	193.4	12.7	195.0	12.1	196.8	11.6
Winter 2020-2021	2	176	192.1	9.7	192	192.1	9.9	185.3	15.0	195.4	10.4	195.4	12.7
Fall 2020-2021	2	173	187.1	9.8	186	188.1	11.6	178.6	13.8	190.5	10.1	191.3	12.8
Winter 2019-2020	2	174	192.8	10.0	193	192.9	10.7	191.9	11.9	192.5	11.0	193.9	12.1
Fall 2019-2020	2	169	184.5	10.5	185	186.7	11.2	181.9	14.0	184.4	11.3	184.9	12.5
Spring 2018-2019	2	176	199.2	8.9	198	199.7	9.8	197.4	9.7	200.3	10.1	199.2	12.0
Winter 2018-2019	2	176	194.7	9.2	194	193.9	10.0	192.5	10.9	196.5	10.7	195.9	11.8
Fall 2018-2019	2	176	187.3	10.1	188	188.2	10.7	184.1	12.1	187.6	10.9	189.2	12.0
Spring 2017-2018	2	50	201.7	8.5	200	200.4	8.9	201.3	9.0	200.7	10.3	204.3	11.8
Winter 2017-2018	2	50	197.7	8.9	197	198.2	11.2	194.8	10.0	197.8	9.8	200.1	10.1
Fall 2017-2018	2	35	195.9	8.2	196	197.5	10.3	192.9	9.1	195.7	10.0	198.3	11.7
Spring 2021-2022	3	175	209.7	10.5	211	209.6	10.9	208.0	12.0	208.3	12.2	212.6	12.8
Winter 2021-2022	3	176	204.6	10.3	206	203.9	10.4	205.5	11.7	203.2	11.7	205.9	13.4
Fall 2021-2022	3	173	195.8	10.3	196	196.4	11.0	193.0	12.2	195.6	11.8	198.2	12.2
Spring 2020-2021	3	172	208.2	12.3	210	208.5	13.3	209.2	12.9	207.2	13.4	207.7	14.4
Winter 2020-2021	3	174	203.9	11.0	206	202.3	12.2	205.8	12.6	202.6	11.7	204.9	15.1
Fall 2020-2021	3	171	199.6	10.5	201	200.1	10.4	196.6	13.5	200.6	11.5	200.9	15.4
Winter 2019-2020	3	175	208.9	8.6	208	207.8	10.2	211.1	9.3	206.0	10.6	210.2	11.0
Fall 2019-2020	3	170	198.4	9.7	198	199.2	9.6	195.5	11.2	198.5	11.0	200.4	12.8
Spring 2018-2019	3	172	213.3	9.1	212	213.6	9.6	211.7	10.2	212.4	11.5	215.3	11.1
Winter 2018-2019	3	176	206.5	8.1	207	205.1	9.6	207.7	8.9	204.8	8.9	208.5	11.2
Fall 2018-2019	3	179	197.3	9.9	197	198.4	10.7	195.4	11.0	198.0	11.2	197.7	12.2
Spring 2017-2018	3	173	210.3	9.9	211	209.7	11.2	209.9	10.5	208.8	11.8	213.0	11.9
Winter 2017-2018	3	171	202.7	10.0	204	202.6	10.4	203.3	11.4	200.0	11.3	204.6	12.6
Fall 2017-2018	3	174	196.6	9.8	197	197.6	10.2	193.7	12.2	195.7	11.8	199.3	12.3
Spring 2016-2017	3	169	212.6	10.3	212	213.0	11.3	210.0	11.0	210.7	12.6	216.4	12.0
Winter 2016-2017	3	174	205.8	11.1	206	206.4	11.1	206.1	12.0	202.8	12.6	208.0	14.0

Explanatory Notes

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District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Monetary Transactions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	3	170	199.6	10.4	199	201.6	10.8	196.0	12.1	198.0	11.7	202.6	12.9
Spring 2015-2016	3	165	213.3	11.5	213	213.8	12.4	211.8	12.4	211.5	13.2	215.9	13.5
Winter 2015-2016	3	28	190.9	10.3	192	193.3	13.2	193.8	11.3	187.7	11.5	188.1	12.5
Fall 2015-2016	3	174	204.5	10.0	205	207.6	11.1	203.2	10.7	201.1	11.7	206.3	12.4
Spring 2021-2022	4	174	217.0	11.9	219	217.3	13.2	216.5	11.9	216.0	13.0	218.3	14.5
Winter 2021-2022	4	175	213.2	11.6	215	213.8	12.2	214.0	13.3	208.6	11.8	216.2	13.9
Fall 2021-2022	4	166	207.7	11.3	209	208.6	11.6	207.0	12.5	205.8	12.4	209.6	14.2
Spring 2020-2021	4	174	218.9	10.4	219	219.3	11.4	219.3	11.0	218.3	12.2	218.9	13.6
Winter 2020-2021	4	175	216.4	10.6	216	218.6	11.8	216.8	11.1	211.8	12.3	218.3	15.2
Fall 2020-2021	4	174	213.4	10.4	214	215.5	12.5	212.6	11.0	209.4	11.3	216.0	14.5
Winter 2019-2020	4	175	217.6	10.3	217	222.0	9.7	217.1	11.8	212.3	12.5	219.2	12.4
Fall 2019-2020	4	171	211.7	10.1	212	213.3	10.4	210.0	11.9	210.0	11.1	213.4	12.4
Spring 2018-2019	4	175	221.0	13.1	221	222.9	14.1	220.0	13.0	218.5	15.7	222.7	15.6
Winter 2018-2019	4	176	213.8	11.2	214	214.8	12.7	214.1	12.0	210.8	12.3	215.3	13.6
Fall 2018-2019	4	174	209.0	11.2	210	210.2	12.5	208.1	12.3	207.4	11.9	210.2	12.9
Spring 2017-2018	4	174	223.8	10.3	224	224.4	13.0	219.5	11.0	224.8	12.4	227.4	13.6
Winter 2017-2018	4	174	217.2	10.2	217	218.8	11.9	216.7	11.2	213.6	12.1	220.1	12.1
Fall 2017-2018	4	171	210.4	10.0	210	210.5	11.2	209.0	11.5	208.1	12.2	214.2	11.2
Spring 2016-2017	4	175	223.5	12.1	223	223.1	13.0	221.6	13.3	223.9	14.0	225.9	14.8
Winter 2016-2017	4	176	216.2	11.2	216	215.8	12.3	214.2	11.7	215.9	13.6	218.5	12.7
Fall 2016-2017	4	173	212.2	12.2	212	211.6	13.1	209.4	12.5	211.5	13.6	216.2	14.7
Spring 2015-2016	4	170	221.9	12.9	223	220.9	14.2	219.2	12.9	222.7	14.1	224.9	15.5
Winter 2015-2016	4	34	198.0	9.8	199	202.1	12.3	198.9	10.1	195.5	9.4	195.4	14.5
Fall 2015-2016	4	172	215.2	12.4	216	220.0	14.5	213.6	13.0	212.1	14.2	214.7	13.2
Spring 2021-2022	5	175	228.6	12.9	228	227.3	13.6	230.0	13.4	228.3	14.5	229.1	15.2
Winter 2021-2022	5	175	224.1	11.5	225	223.8	13.1	226.2	12.4	220.8	13.1	225.7	13.5
Fall 2021-2022	5	173	218.9	11.7	219	219.9	12.5	218.6	12.6	217.2	13.9	219.8	13.2
Spring 2020-2021	5	175	223.7	12.8	224	224.2	13.1	224.9	14.0	221.2	15.2	224.5	14.7
Winter 2020-2021	5	176	219.9	12.1	219	222.5	14.0	221.9	12.6	213.5	13.0	222.0	16.2

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Math: Math K-12

Growth: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Monetary Transactions	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2020-2021	5	175	217.3	11.3	217	218.9	13.0	218.9	12.3	211.1	13.4	220.4	14.1
Winter 2019-2020	5	175	223.1	10.5	223	223.8	11.4	224.5	11.2	220.0	13.6	224.3	12.0
Fall 2019-2020	5	174	218.7	10.9	219	219.8	11.0	217.8	12.1	217.1	12.8	220.1	12.6
Spring 2018-2019	5	174	231.6	12.2	232	232.6	14.9	230.8	13.1	229.6	14.0	234.2	14.2
Winter 2018-2019	5	174	225.1	11.5	225	228.0	13.5	224.6	11.9	223.2	13.0	225.0	13.2
Fall 2018-2019	5	175	219.8	12.1	218	221.5	13.3	217.3	12.1	219.5	13.0	220.9	15.4
Spring 2017-2018	5	172	232.0	13.8	232	231.1	16.8	232.3	15.0	231.6	15.5	234.4	15.7
Winter 2017-2018	5	173	226.5	13.2	226	227.2	15.7	228.1	13.3	223.5	14.7	228.7	16.6
Fall 2017-2018	5	176	220.8	12.6	220	220.2	13.8	219.2	12.7	221.3	14.4	223.4	15.4
Spring 2016-2017	5	172	229.2	14.0	229	229.1	16.5	230.5	15.8	227.6	15.4	231.0	17.1
Winter 2016-2017	5	169	222.7	13.8	222	224.1	16.0	222.9	13.9	221.5	14.8	222.4	15.8
Fall 2016-2017	5	169	219.9	13.3	221	220.4	14.1	217.5	14.4	219.3	14.5	222.8	15.4
Spring 2015-2016	5	160	229.6	13.8	230	228.5	15.1	230.6	14.9	228.5	14.1	231.4	16.8
Winter 2015-2016	5	31	204.2	10.7	205	205.7	12.5	207.3	12.5	200.3	13.2	203.5	12.7
Fall 2015-2016	5	176	224.8	12.6	227	227.7	14.0	226.1	13.9	222.9	14.9	222.3	13.2

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Math: Math K-12

Growth: Math 6+ TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Probability		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2017-2018	3	1											
Winter 2016-2017	5	1											
Spring 2021-2022	6	172	227.7	11.8	228	228.6	12.4	228.2	13.3	226.4	13.8	227.9	13.5
Winter 2021-2022	6	171	225.6	11.1	225	226.9	12.0	226.1	12.5	226.4	13.1	223.3	11.7
Fall 2021-2022	6	162	220.8	11.2	221	221.3	12.7	221.7	13.4	221.3	12.6	219.0	11.8
Spring 2020-2021	6	161	229.4	12.9	230	228.8	13.2	229.9	13.3	228.5	15.1	230.3	14.6
Winter 2020-2021	6	170	223.8	11.6	223	223.3	12.9	227.5	12.9	222.2	12.6	222.4	12.8
Fall 2020-2021	6	160	222.3	11.4	223	221.9	13.7	223.6	12.3	221.4	12.6	222.5	12.1
Winter 2019-2020	6	184	227.8	10.4	228	228.5	12.3	229.3	11.4	228.3	12.1	225.3	11.9
Fall 2019-2020	6	183	223.0	9.7	223	222.0	11.4	225.0	11.2	224.3	12.0	220.8	10.4
Spring 2018-2019	6	184	232.2	12.6	233	232.2	11.7	231.8	13.6	230.6	14.5	234.4	15.0
Winter 2018-2019	6	184	227.8	11.7	229	229.3	11.9	229.3	13.0	228.0	14.1	225.0	13.3
Fall 2018-2019	6	182	223.1	11.1	224	222.0	12.7	224.6	12.7	224.3	12.6	221.4	11.9
Spring 2017-2018	6	168	233.1	12.4	234	232.8	12.6	233.0	12.4	233.1	14.2	233.4	15.2
Winter 2017-2018	6	171	227.7	12.2	228	228.8	12.6	229.5	13.2	226.0	13.4	226.7	14.4
Fall 2017-2018	6	172	222.9	11.7	224	221.4	13.2	224.5	11.4	223.5	14.3	222.3	13.0
Spring 2016-2017	6	160	231.3	13.5	231	230.9	13.9	231.6	14.0	231.6	15.5	231.1	15.8
Fall 2016-2017	6	165	224.0	12.0	225	224.3	12.8	225.4	13.3	224.8	13.3	221.8	13.9
Spring 2015-2016	6	169	227.0	13.6	228	228.4	13.8	227.4	13.9	226.6	14.8	225.7	16.2
Fall 2015-2016	6	165	224.8	12.5	224	224.7	12.9	226.0	13.6	225.4	14.5	223.1	14.5
Spring 2021-2022	7	155	235.0	14.3	235	233.9	13.9	235.4	15.8	235.3	15.1	235.4	16.3
Winter 2021-2022	7	153	232.7	12.7	233	231.8	14.3	233.3	13.5	232.8	13.8	233.1	14.0
Fall 2021-2022	7	149	228.2	11.3	229	228.0	12.1	229.2	11.7	226.8	13.1	228.9	13.0
Spring 2020-2021	7	166	236.4	14.3	237	236.5	16.5	236.3	15.2	236.7	14.2	236.4	15.2
Winter 2020-2021	7	164	233.5	13.5	233	232.8	15.7	233.9	13.9	233.9	14.1	233.3	15.1
Fall 2020-2021	7	169	230.4	12.6	230	231.2	13.6	230.3	14.0	229.2	13.2	230.9	14.3
Winter 2019-2020	7	169	238.6	12.9	239	237.1	12.9	237.6	14.1	238.0	14.3	241.7	15.4
Fall 2019-2020	7	169	233.3	12.5	234	233.8	13.5	232.3	13.5	232.2	13.4	235.2	14.5
Spring 2018-2019	7	159	239.8	13.6	241	239.0	14.1	239.0	13.5	240.5	15.8	240.5	15.2
Winter 2018-2019	7	161	236.9	13.7	238	236.4	13.6	237.2	14.1	235.6	14.9	238.6	16.2

Explanatory Notes

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District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Math: Math K-12

Growth: Math 6+ TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Probability		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2018-2019	7	164	232.1	11.9	234	232.2	11.8	231.9	13.8	231.0	13.6	233.2	13.6
Spring 2017-2018	7	147	239.1	13.0	241	237.7	13.5	239.1	13.4	240.0	14.5	239.5	14.6
Winter 2017-2018	7	146	235.3	12.9	236	234.3	13.3	236.2	14.4	235.3	13.6	235.6	15.0
Fall 2017-2018	7	148	232.5	12.1	233	231.1	12.3	232.7	13.1	232.4	13.4	234.3	14.3
Spring 2016-2017	7	140	237.4	13.6	238	237.1	13.9	238.3	14.0	237.2	14.8	237.2	15.8
Fall 2016-2017	7	144	229.9	12.5	231	229.5	12.9	231.1	12.9	229.5	14.3	229.8	15.4
Spring 2015-2016	7	126	237.9	14.4	240	237.0	13.8	237.0	15.1	238.3	15.4	239.3	17.3
Fall 2015-2016	7	131	234.8	14.3	235	234.0	14.3	234.8	15.5	235.0	15.1	235.3	16.3
Spring 2021-2022	8	1											
Fall 2021-2022	8	1											
Spring 2020-2021	8	3											
Winter 2020-2021	8	3											
Fall 2020-2021	8	3											
Winter 2019-2020	8	2											
Fall 2019-2020	8	2											
Spring 2018-2019	8	3											
Winter 2018-2019	8	3											
Fall 2018-2019	8	3											
Spring 2017-2018	8	8											
Winter 2017-2018	8	8											
Fall 2017-2018	8	9											
Spring 2016-2017	8	116	242.2	16.3	244	243.0	16.8	244.3	18.7	237.8	15.7	243.5	18.7
Winter 2016-2017	8	11	237.0	7.9	239	240.5	9.9	232.8	8.5	232.9	11.1	241.0	10.1
Fall 2016-2017	8	119	237.2	15.4	239	236.7	14.9	238.3	16.5	236.3	15.6	237.3	18.3
Spring 2015-2016	8	84	245.0	16.4	246	245.5	17.2	247.2	19.6	243.2	15.2	244.1	19.2
Fall 2015-2016	8	85	243.5	13.1	244	242.4	14.3	244.7	15.6	243.0	12.3	243.4	14.7

Explanatory Notes

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A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Math: Math K-12

Growth: Math K-2 TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Money	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	K	174	164.7	9.9	164	163.0	10.8	165.2	11.7	165.1	12.4	165.4	13.4
Winter 2021-2022	K	174	158.9	9.9	158	158.9	11.5	160.8	11.1	158.4	12.7	156.9	13.2
Fall 2021-2022	K	170	146.2	10.2	146	146.4	11.9	147.9	13.1	147.1	12.0	143.4	12.1
Spring 2020-2021	K	178	168.2	12.9	167	166.8	14.0	169.8	15.0	167.5	14.6	168.7	14.9
Winter 2020-2021	K	174	163.3	14.2	163	162.9	14.0	162.4	16.7	163.4	15.0	164.2	17.6
Fall 2020-2021	K	170	157.4	13.5	157	158.6	15.5	155.9	15.4	160.5	14.3	154.5	15.5
Winter 2019-2020	K	178	163.2	10.6	164	163.2	12.8	165.7	11.6	161.5	13.7	161.7	13.0
Fall 2019-2020	K	176	144.5	12.4	143	144.7	13.9	142.8	15.7	146.8	13.5	143.9	14.3
Spring 2018-2019	K	180	175.2	12.2	174	175.9	17.0	174.7	12.0	174.7	14.2	174.9	13.6
Winter 2018-2019	K	178	162.9	12.7	164	163.0	15.4	165.8	13.0	162.3	15.2	159.8	15.3
Fall 2018-2019	K	178	144.9	12.7	144	145.1	14.4	143.9	15.1	146.1	13.9	145.1	14.7
Spring 2017-2018	K	177	173.7	10.8	174	172.4	13.8	172.1	12.7	174.4	11.6	175.7	13.1
Winter 2017-2018	K	178	163.2	11.8	164	165.3	14.4	161.1	13.9	162.3	13.2	163.7	14.0
Fall 2017-2018	K	177	144.9	11.1	145	144.3	12.7	142.5	14.4	146.7	12.2	146.4	13.7
Spring 2016-2017	K	180	174.0	11.5	175	173.5	13.3	172.6	14.0	172.1	12.4	177.6	12.4
Winter 2016-2017	K	178	159.0	13.1	161	162.6	15.5	156.0	15.7	157.4	12.5	159.8	14.2
Fall 2016-2017	K	173	145.7	13.1	145	146.8	15.1	143.3	15.0	147.0	13.8	145.8	14.9
Spring 2015-2016	K	178	170.6	12.2	172	168.1	13.6	170.4	14.3	168.8	12.8	174.9	14.2
Fall 2015-2016	K	177	159.5	12.5	161	162.3	14.0	155.8	14.7	160.0	13.1	159.7	14.6
Spring 2021-2022	1	174	185.5	11.1	186	188.4	14.0	181.9	11.8	185.3	13.4	186.0	13.3
Winter 2021-2022	1	174	178.6	10.9	179	182.4	14.5	178.6	11.7	176.8	12.9	176.4	12.4
Fall 2021-2022	1	170	168.2	11.1	168	166.4	11.6	168.0	13.5	167.8	12.9	170.6	14.1
Spring 2020-2021	1	174	187.4	11.6	186	189.5	14.5	183.7	14.4	188.1	13.7	188.3	13.1
Winter 2020-2021	1	174	181.1	11.7	181	180.6	13.2	179.5	13.7	177.1	13.8	186.6	13.9
Fall 2020-2021	1	170	174.6	11.7	173	173.4	14.0	176.0	13.7	173.0	13.0	175.9	13.3
Winter 2019-2020	1	175	188.0	13.0	188	189.4	14.0	186.9	15.3	184.6	14.6	191.5	15.3
Fall 2019-2020	1	174	174.2	12.4	173	175.0	15.2	172.8	14.3	173.4	14.6	175.4	13.5
Spring 2018-2019	1	173	195.4	13.2	196	197.9	15.1	192.7	15.0	197.4	15.3	193.1	14.7
Winter 2018-2019	1	176	187.3	12.7	186	187.6	15.6	188.1	13.1	184.1	14.0	188.9	15.1

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Math: Math K-12

Growth: Math K-2 TX 2012

TX Essential Knowledge and Skills Math: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Numerical Representations and Relationships		Computations and Algebraic Relationships		Geometry and Measurement		Data Analysis and Money	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2018-2019	1	178	171.5	11.5	171	170.3	13.7	171.3	13.1	171.0	13.3	173.1	13.4
Spring 2017-2018	1	176	198.3	13.2	198	197.7	14.0	196.4	15.5	199.8	15.4	199.6	16.7
Winter 2017-2018	1	170	187.5	11.6	187	185.9	12.2	187.4	13.7	185.7	13.7	191.3	15.8
Fall 2017-2018	1	176	175.0	11.0	174	175.3	12.9	173.2	13.5	173.4	13.1	177.8	12.6
Spring 2016-2017	1	175	192.2	12.7	190	192.5	13.8	189.7	15.2	192.5	14.9	193.8	14.7
Winter 2016-2017	1	172	181.8	11.4	181	184.3	12.7	181.0	12.3	177.3	13.6	184.5	13.0
Fall 2016-2017	1	173	170.6	13.4	171	170.2	15.4	169.5	15.7	169.7	13.7	173.2	14.2
Spring 2015-2016	1	173	189.5	11.1	189	190.9	12.9	187.3	12.7	188.3	12.4	191.4	12.9
Fall 2015-2016	1	176	178.6	10.3	179	176.2	12.7	182.2	10.7	177.1	12.5	178.8	11.8
Winter 2019-2020	2	2											
Fall 2019-2020	2	2											
Spring 2017-2018	2	126	210.3	10.7	212	206.0	12.0	212.4	14.5	213.4	13.0	208.8	15.0
Winter 2017-2018	2	123	198.5	9.5	199	196.8	11.4	192.9	9.1	202.8	14.5	201.3	12.7
Fall 2017-2018	2	140	188.8	9.2	189	189.8	11.1	186.9	11.0	188.8	10.7	189.7	12.8
Spring 2016-2017	2	176	210.2	11.4	212	207.3	11.9	208.6	15.8	214.4	15.1	210.2	12.0
Winter 2016-2017	2	175	195.8	12.9	196	198.1	13.7	193.9	13.4	192.1	14.6	199.2	17.5
Fall 2016-2017	2	170	189.0	10.5	189	191.9	12.4	187.4	11.1	186.7	12.1	189.7	12.9
Spring 2015-2016	2	175	208.5	14.3	209	205.6	15.5	205.1	15.2	213.7	18.5	210.4	15.8
Fall 2015-2016	2	176	198.3	12.1	197	199.6	12.4	201.4	15.1	193.2	14.0	198.7	14.0
Winter 2017-2018	3	1											
Winter 2017-2018	4	1											
Fall 2017-2018	4	1											

Screening: Math 2-5 TX 2012

TX Essential Knowledge and Skills Math: 2012

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2019-2020	2	1			
Spring 2017-2018	3	1			
Winter 2017-2018	4	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Math: Algebra 1

Growth: Algebra 1 TX 2012

TX Essential Knowledge and Skills Mathematics: 2012

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Number and Algebraic Methods		Describe & Graph Linear Functions, Equations, & Inequalities		Write & Solve Linear Functions, Equations, & Inequalities		Quadratic and Exponential Functions and Equations	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2020-2021	4	1											
Winter 2020-2021	7	1											
Spring 2021-2022	8	157	246.9	14.8	247	246.7	17.0	247.0	17.6	243.8	16.8	<u>251.0</u>	14.2
Winter 2021-2022	8	159	243.8	14.9	245	242.7	18.1	244.5	15.6	243.3	17.4	244.9	13.8
Fall 2021-2022	8	158	237.2	12.8	237	232.9	14.5	238.2	13.7	237.4	15.3	<u>240.7</u>	13.6
Spring 2020-2021	8	149	251.7	15.8	253	254.1	18.4	247.9	18.0	248.6	16.7	<u>256.8</u>	16.3
Winter 2020-2021	8	152	247.3	14.7	247	247.4	18.4	247.4	15.2	246.8	17.3	247.6	14.9
Fall 2020-2021	8	153	243.1	14.7	244	241.7	15.6	243.9	15.7	242.5	16.5	244.1	15.8

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Math: Geometry

Growth: Geometry NWEA 2017
 NWEA Mathematics: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Properties of Geometric Shapes		Measurement of Geometric Shapes		Geometric Relationships	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2020-2021	8	1									
Winter 2020-2021	8	1									
Fall 2020-2021	8	1									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Language Arts: Reading

Growth: Reading 2-5 TX 2008

TX English Language Arts and Reading: 2008

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Print Awareness, Phonics, Vocabulary		Literary Concepts		Informational Concepts	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	2	176	201.2	11.2	201	200.4	12.4	202.0	12.6	201.0	11.9
Winter 2018-2019	2	176	197.8	12.9	198	197.3	12.9	198.1	14.2	197.9	14.5
Fall 2018-2019	2	176	189.3	12.9	190	188.9	13.4	189.9	14.7	189.1	14.1
Spring 2017-2018	2	130	202.6	10.8	203	202.2	11.0	203.6	13.3	202.0	11.1
Winter 2017-2018	2	130	197.9	11.4	199	197.4	11.7	198.8	12.5	197.6	12.8
Fall 2017-2018	2	134	189.5	12.7	189	189.3	13.4	190.3	13.7	188.9	14.0
Spring 2018-2019	3	173	209.6	10.8	208	210.3	11.2	209.7	11.9	208.9	12.8
Winter 2018-2019	3	175	207.5	10.4	208	207.4	11.1	208.1	12.1	207.2	11.6
Fall 2018-2019	3	173	199.8	12.3	200	199.9	12.4	200.1	14.2	199.5	12.9
Spring 2017-2018	3	174	209.1	10.6	210	208.8	11.3	209.6	12.2	209.0	11.8
Winter 2017-2018	3	172	204.8	11.5	206	204.9	11.7	205.0	12.8	204.4	12.9
Fall 2017-2018	3	170	197.3	12.4	199	197.3	12.6	197.2	13.8	197.2	13.7
Spring 2016-2017	3	172	209.7	11.3	210	209.2	11.3	210.7	12.9	209.1	12.7
Winter 2016-2017	3	168	205.7	11.2	206	204.1	11.8	206.9	12.8	206.2	12.1
Fall 2016-2017	3	173	200.5	13.4	201	199.7	13.7	201.6	14.6	200.3	15.2
Spring 2015-2016	3	171	206.7	12.8	208	207.2	12.6	207.2	14.2	205.9	14.1
Winter 2015-2016	3	33	187.3	13.1	189	188.4	12.5	187.1	14.3	186.4	15.5
Fall 2015-2016	3	171	202.8	11.5	204	202.3	11.9	202.7	13.1	203.5	13.0
Spring 2018-2019	4	175	216.4	11.0	218	215.5	11.9	218.4	12.9	215.1	11.7
Winter 2018-2019	4	175	213.8	11.2	215	213.3	11.5	215.5	12.8	212.7	11.9
Fall 2018-2019	4	174	208.2	12.4	210	207.7	13.2	208.9	13.7	208.1	13.4
Spring 2017-2018	4	174	218.9	10.2	219	218.0	10.5	221.2	12.3	217.5	11.4
Winter 2017-2018	4	176	216.3	11.0	217	216.2	11.8	218.0	12.6	214.9	12.0
Fall 2017-2018	4	172	209.5	11.6	210	209.5	11.7	209.8	12.6	209.4	13.4
Spring 2016-2017	4	174	216.9	11.8	217	215.7	12.3	219.0	13.8	216.1	12.2
Winter 2016-2017	4	176	213.0	12.0	213	212.0	13.4	214.8	13.2	212.3	12.8
Fall 2016-2017	4	169	207.3	12.7	208	207.9	13.1	207.7	14.5	206.3	13.5
Spring 2015-2016	4	169	215.4	13.4	218	214.6	13.6	217.5	15.9	214.1	13.6
Winter 2015-2016	4	36	191.9	14.9	196	193.1	13.5	190.5	17.0	191.9	18.0
Fall 2015-2016	4	175	210.8	11.7	212	209.7	11.2	212.5	14.6	210.4	12.5

Explanatory Notes

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District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 TX 2008

TX English Language Arts and Reading: 2008

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Print Awareness, Phonics, Vocabulary		Literary Concepts		Informational Concepts	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	5	173	224.2	10.8	225	223.2	10.5	227.2	13.4	222.5	12.2
Winter 2018-2019	5	174	222.2	10.8	223	222.2	11.8	224.1	13.1	220.6	11.6
Fall 2018-2019	5	174	216.3	11.5	219	215.7	11.5	218.3	14.1	215.0	12.1
Spring 2017-2018	5	172	224.0	11.3	225	222.7	11.7	226.8	12.7	222.4	12.8
Winter 2017-2018	5	174	221.5	10.5	221	220.3	10.9	224.0	12.2	220.1	12.1
Fall 2017-2018	5	175	214.6	12.6	216	214.6	12.8	216.3	14.4	213.1	13.5
Spring 2016-2017	5	174	220.6	14.4	222	220.7	14.1	223.3	17.3	217.7	14.7
Winter 2016-2017	5	172	216.7	14.5	219	215.9	14.2	219.1	16.6	215.3	15.6
Fall 2016-2017	5	171	215.3	13.6	218	215.4	14.1	216.6	16.0	214.0	13.8
Spring 2015-2016	5	171	219.9	14.7	223	219.8	14.8	222.0	17.3	217.9	14.9
Winter 2015-2016	5	51	202.5	14.1	204	204.7	13.5	201.0	16.9	202.1	14.8
Fall 2015-2016	5	175	218.2	13.2	221	216.8	12.8	221.0	15.3	216.9	14.1
Fall 2016-2017	6	1									

Explanatory Notes

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Language Arts: Reading

Growth: Reading 2-5 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Vocabulary		Multiple Genres		Author's Purpose and Craft	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	2	172	195.3	12.0	196	195.0	12.7	195.7	12.6	195.4	13.7
Winter 2021-2022	2	170	191.9	13.0	193	191.9	13.8	192.6	14.0	191.1	14.4
Fall 2021-2022	2	166	183.6	13.7	183	183.8	13.8	184.3	14.3	182.8	15.2
Spring 2020-2021	2	174	198.4	12.1	200	199.0	12.1	197.5	13.4	198.6	13.6
Winter 2020-2021	2	176	196.5	13.0	197	196.5	14.8	196.5	13.3	196.5	14.4
Fall 2020-2021	2	170	192.8	14.3	194	192.1	16.0	193.9	15.2	192.5	14.9
Winter 2019-2020	2	171	195.9	12.3	197	196.5	12.7	195.9	13.6	195.2	14.0
Fall 2019-2020	2	169	186.4	14.1	187	186.1	14.0	186.6	14.9	186.4	16.4
Spring 2021-2022	3	175	209.0	11.5	210	208.5	12.8	209.2	13.2	209.2	12.1
Winter 2021-2022	3	172	206.1	11.6	207	205.7	12.2	206.7	13.0	205.8	12.2
Fall 2021-2022	3	173	199.8	11.9	200	199.6	12.6	199.7	12.8	200.1	14.2
Spring 2020-2021	3	173	206.8	12.3	208	206.0	13.3	207.1	12.8	207.3	13.6
Winter 2020-2021	3	174	203.6	12.3	205	203.8	14.0	203.5	12.4	203.7	13.3
Fall 2020-2021	3	170	201.9	11.8	203	201.2	12.3	202.0	13.0	202.5	13.5
Winter 2019-2020	3	175	208.1	11.3	209	206.9	12.8	209.3	12.8	208.2	12.2
Fall 2019-2020	3	170	200.5	13.0	201	200.3	14.0	200.6	13.6	200.6	14.5
Spring 2021-2022	4	174	214.7	10.3	215	213.7	10.8	215.2	11.3	215.4	12.1
Winter 2021-2022	4	175	213.0	11.3	214	212.6	11.9	213.0	12.6	213.3	12.8
Fall 2021-2022	4	168	207.4	11.2	209	208.0	12.2	207.4	12.5	206.8	12.4
Spring 2020-2021	4	173	215.4	12.7	216	214.5	12.6	215.8	14.5	216.0	13.9
Winter 2020-2021	4	175	213.1	13.1	214	213.7	12.6	212.6	15.8	212.9	14.4
Fall 2020-2021	4	176	212.2	12.0	213	211.9	12.9	211.8	13.9	212.9	12.1
Winter 2019-2020	4	172	214.8	10.5	215	214.5	11.3	215.2	11.8	214.7	11.3
Fall 2019-2020	4	174	209.1	11.9	209	209.0	13.0	209.6	13.1	208.8	13.2
Spring 2021-2022	5	175	223.5	12.8	225	222.4	12.6	224.7	15.1	223.3	13.4
Winter 2021-2022	5	172	220.8	12.4	223	220.7	13.3	221.9	14.2	220.1	12.4
Fall 2021-2022	5	172	215.9	12.0	216	215.6	12.3	216.3	13.5	215.8	13.6
Spring 2020-2021	5	174	220.9	11.9	222	221.2	12.3	221.6	14.0	220.2	12.7
Winter 2020-2021	5	176	216.8	13.1	218	218.9	13.5	215.9	14.7	215.7	14.0
Fall 2020-2021	5	175	216.3	11.3	216	217.0	12.7	216.6	11.7	215.5	12.8

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
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District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 2-5 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Vocabulary		Multiple Genres		Author's Purpose and Craft	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2019-2020	5	175	220.6	10.5	222	220.1	11.4	220.4	11.7	221.1	11.8
Fall 2019-2020	5	173	215.8	11.9	217	215.5	12.2	215.7	13.5	215.9	13.2

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Language Arts: Reading

Growth: Reading 6+ TX 2008

TX English Language Arts and Reading: 2008

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Print Awareness, Phonics, Vocabulary		Literary Concepts		Informational Concepts	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2016-2017	4	1									
Spring 2015-2016	4	1									
Spring 2016-2017	5	1									
Spring 2018-2019	6	184	225.0	10.7	226	225.3	12.1	226.3	11.7	223.7	12.1
Winter 2018-2019	6	184	223.5	11.5	224	223.4	12.5	225.3	12.9	222.0	12.3
Fall 2018-2019	6	184	221.1	12.0	222	221.5	12.7	222.3	13.8	219.7	12.5
Spring 2017-2018	6	168	224.1	13.0	226	224.0	13.1	224.6	15.2	223.6	13.8
Winter 2017-2018	6	167	222.2	11.7	223	222.8	12.2	223.3	13.7	220.5	12.3
Fall 2017-2018	6	168	219.9	13.5	222	220.3	14.1	220.6	15.7	218.5	13.5
Spring 2016-2017	6	158	223.9	12.9	225	223.7	12.9	225.5	14.9	222.5	13.7
Fall 2016-2017	6	165	220.2	13.1	222	220.5	13.5	221.3	14.6	218.8	13.9
Spring 2015-2016	6	169	221.1	13.1	223	221.4	13.5	222.5	14.6	219.4	14.3
Fall 2015-2016	6	165	220.0	13.0	220	220.6	13.1	220.5	16.2	218.9	12.6
Spring 2018-2019	7	160	229.4	11.6	230	229.2	12.4	230.9	12.6	228.3	13.2
Winter 2018-2019	7	162	228.0	12.0	229	228.7	13.7	228.8	13.4	226.4	12.2
Fall 2018-2019	7	165	223.9	11.7	226	224.6	12.3	224.2	13.2	222.9	13.0
Spring 2017-2018	7	151	226.0	11.7	227	226.6	11.7	226.7	13.4	224.6	13.3
Winter 2017-2018	7	147	226.6	12.0	229	226.4	12.9	227.9	13.1	225.4	13.4
Fall 2017-2018	7	151	223.3	11.9	225	223.2	12.3	224.4	13.5	222.1	12.9
Spring 2016-2017	7	136	226.5	11.0	226	227.3	11.8	227.1	11.9	225.3	12.7
Fall 2016-2017	7	144	223.0	12.4	225	223.2	13.0	224.4	14.3	221.3	12.8
Spring 2015-2016	7	130	226.1	13.5	228	226.8	13.4	226.8	14.3	224.9	15.7
Fall 2015-2016	7	132	226.1	12.1	228	226.7	12.5	226.8	13.3	224.8	13.3
Spring 2018-2019	8	137	232.9	12.0	235	234.0	11.8	232.9	13.3	231.9	13.4
Winter 2018-2019	8	136	231.7	11.9	235	232.2	12.5	231.8	13.5	231.3	13.0
Fall 2018-2019	8	139	228.7	11.2	229	229.7	12.2	229.2	12.6	227.3	12.9
Spring 2017-2018	8	132	228.7	12.8	230	229.1	13.8	229.0	14.4	228.1	13.2
Winter 2017-2018	8	132	229.6	12.3	230	229.9	12.6	230.8	14.0	228.0	13.1
Fall 2017-2018	8	136	229.2	12.6	230	229.2	13.6	230.4	13.5	228.1	13.4
Spring 2016-2017	8	113	228.4	13.8	230	230.0	14.3	228.4	15.3	227.0	15.0

Explanatory Notes

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District Summary Report

Aggregate by District

Term: Spring 2021-2022
District: Arlington Classics Academy
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ TX 2008

TX English Language Arts and Reading: 2008

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Print Awareness, Phonics, Vocabulary		Literary Concepts		Informational Concepts	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2016-2017	8	119	227.3	12.4	230	227.8	11.8	228.5	14.7	225.5	13.9
Spring 2015-2016	8	85	231.8	10.2	233	232.9	11.1	230.6	11.1	232.4	12.3
Fall 2015-2016	8	82	230.7	9.9	230	230.9	11.2	231.7	10.5	229.3	12.1
Spring 2018-2019	9	8									
Winter 2018-2019	9	8									
Fall 2018-2019	9	8									
Spring 2017-2018	9	15	235.1	6.1	236	235.1	8.8	234.9	7.3	236.3	8.0
Winter 2017-2018	9	15	236.1	6.3	236	236.5	6.5	236.4	10.0	234.8	8.5
Fall 2017-2018	9	14	233.4	9.1	235	234.3	9.6	232.1	11.4	233.3	10.7

Explanatory Notes

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Language Arts: Reading

Growth: Reading 6+ TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Vocabulary		Multiple Genres		Author's Purpose and Craft	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	6	172	222.4	12.6	224	224.0	13.1	221.7	13.5	221.4	14.2
Winter 2021-2022	6	167	221.8	12.3	224	222.6	13.5	221.4	13.3	221.6	13.1
Fall 2021-2022	6	167	219.8	12.2	220	221.5	13.4	219.2	13.1	218.6	13.6
Spring 2020-2021	6	165	223.6	12.8	226	224.6	13.2	222.6	14.7	223.6	13.6
Winter 2020-2021	6	170	223.7	11.5	224	224.8	12.8	223.1	13.0	223.5	12.0
Fall 2020-2021	6	167	222.4	12.1	223	223.1	13.4	221.4	13.2	222.6	13.1
Winter 2019-2020	6	183	225.1	10.5	226	224.7	11.1	225.7	12.1	225.0	11.5
Fall 2019-2020	6	182	222.3	10.9	223	223.2	12.1	222.6	12.1	221.2	12.2
Spring 2021-2022	7	155	228.4	11.1	228	229.5	11.5	227.5	13.0	228.0	11.9
Winter 2021-2022	7	153	227.2	10.1	228	226.9	10.5	227.0	11.7	227.4	11.5
Fall 2021-2022	7	150	224.7	10.0	225	225.2	11.0	224.0	11.3	224.8	11.3
Spring 2020-2021	7	165	226.9	13.6	229	229.1	13.8	225.5	15.4	226.1	14.7
Winter 2020-2021	7	166	228.7	12.3	230	230.0	12.3	227.6	13.6	228.5	13.7
Fall 2020-2021	7	168	226.8	13.2	228	227.0	13.9	226.5	13.6	226.7	14.8
Winter 2019-2020	7	170	229.6	10.3	230	229.2	11.0	229.6	12.6	229.9	11.5
Fall 2019-2020	7	169	225.8	11.1	227	226.1	11.6	225.6	12.4	225.7	12.6
Spring 2021-2022	8	159	234.7	11.6	235	236.1	12.5	233.8	12.9	234.4	12.6
Winter 2021-2022	8	160	233.6	11.5	234	234.0	12.0	233.2	13.0	233.5	13.0
Fall 2021-2022	8	162	229.7	12.0	231	230.2	11.9	229.7	13.8	229.3	13.4
Spring 2020-2021	8	155	231.5	10.3	232	233.8	11.2	230.6	11.9	230.2	11.7
Winter 2020-2021	8	157	232.7	11.9	234	234.8	13.3	231.3	13.6	232.2	12.5
Fall 2020-2021	8	155	231.6	12.2	234	233.6	14.1	230.1	13.8	231.2	13.1
Winter 2019-2020	8	147	231.6	11.2	232	232.8	12.3	230.5	11.9	231.9	13.3
Fall 2019-2020	8	145	230.0	11.7	232	230.7	12.5	229.4	11.9	229.6	13.6

Explanatory Notes

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District Summary Report

Aggregate by District

Term: Spring 2021-2022
 District: Arlington Classics Academy
 Grouping: None
 Small Group Display: No

Language Arts: Reading

Growth: Reading K-2 TX 2008

TX Essential Knowledge and Skills English Language Arts and Reading: 2008

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Skills		Comprehension		Vocabulary		Writing and Language	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2018-2019	K	180	173.5	13.1	172	176.4	17.7	171.8	12.6	173.4	13.6	172.3	14.3
Winter 2018-2019	K	178	162.7	12.9	163	163.6	15.8	162.5	14.0	163.0	15.4	161.4	14.1
Fall 2018-2019	K	179	146.4	11.4	145	147.1	12.5	147.5	12.6	147.0	14.4	143.8	13.0
Spring 2017-2018	K	179	173.7	11.7	173	174.8	14.7	173.7	12.8	173.8	13.0	172.0	12.8
Winter 2017-2018	K	178	164.8	11.9	164	164.1	14.1	165.9	13.6	165.6	13.0	163.1	13.6
Fall 2017-2018	K	177	148.5	11.3	148	146.3	12.9	151.2	14.3	150.7	14.1	145.4	13.1
Spring 2016-2017	K	179	173.7	12.2	173	175.2	17.1	173.7	12.5	174.0	12.6	171.9	12.5
Winter 2016-2017	K	178	160.2	10.6	160	159.3	13.2	160.9	12.1	161.0	11.8	159.3	11.4
Fall 2016-2017	K	173	148.3	10.0	148	147.1	11.4	150.1	12.9	149.8	12.1	145.8	10.2
Spring 2015-2016	K	177	172.0	11.9	171	172.6	14.6	172.3	13.2	171.6	13.3	171.1	12.4
Fall 2015-2016	K	178	161.1	10.4	161	159.9	13.0	162.1	12.0	162.8	12.3	159.0	11.0
Spring 2018-2019	1	174	190.6	11.7	191	189.2	15.8	190.5	11.6	191.4	14.0	191.4	14.4
Winter 2018-2019	1	176	183.7	12.0	184	182.9	15.7	185.2	12.4	184.2	14.4	182.6	13.0
Fall 2018-2019	1	177	173.2	12.5	172	173.7	15.6	174.4	14.3	172.9	14.5	171.6	13.0
Spring 2017-2018	1	176	192.6	10.9	193	191.8	14.7	193.2	11.6	194.1	14.0	191.2	12.5
Winter 2017-2018	1	174	186.4	10.8	188	186.6	14.6	187.5	12.4	185.8	12.5	185.5	11.6
Fall 2017-2018	1	175	176.2	11.9	176	178.3	16.0	176.8	12.7	176.3	14.0	173.3	11.8
Spring 2016-2017	1	176	189.5	10.7	190	188.9	13.3	189.8	12.7	189.7	11.9	189.8	12.6
Winter 2016-2017	1	176	180.9	11.6	181	180.7	14.7	181.3	12.3	181.2	13.8	180.6	12.8
Fall 2016-2017	1	165	170.9	13.0	171	170.8	15.0	171.4	14.2	171.0	14.5	170.5	13.4
Spring 2015-2016	1	170	189.7	12.0	191	189.5	15.8	189.6	13.4	189.5	13.8	190.3	12.6
Fall 2015-2016	1	176	180.9	11.3	181	180.1	13.5	181.9	13.2	178.7	11.9	182.6	12.4
Spring 2017-2018	2	46	195.7	8.0	195	193.8	12.6	196.8	9.5	197.9	10.2	194.6	10.4
Winter 2017-2018	2	43	192.0	8.4	194	190.0	11.0	192.6	10.8	193.2	10.9	193.0	12.3
Fall 2017-2018	2	42	185.6	10.7	186	183.1	11.6	186.6	12.3	187.7	13.6	184.1	13.5
Spring 2016-2017	2	176	200.4	10.8	201	196.5	14.2	201.5	12.0	202.5	12.8	201.6	12.9
Winter 2016-2017	2	176	194.0	11.6	194	192.1	14.5	194.7	13.2	194.5	13.0	195.3	13.3
Fall 2016-2017	2	170	188.1	13.2	188	185.4	15.3	188.4	14.8	188.8	14.4	189.7	15.0
Spring 2015-2016	2	175	200.2	10.9	201	195.8	13.4	201.9	12.9	200.0	12.0	203.3	13.1

Explanatory Notes

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 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Language Arts: Reading

Growth: Reading K-2 TX 2008

TX Essential Knowledge and Skills English Language Arts and Reading: 2008

Instructional Area Performance

Fall 2015-2016	2	175	195.7	10.0	197	192.7	15.0	197.6	11.5	194.6	11.0	198.0	11.6
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Growth: Reading K-2 TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Foundational Language Skills: Beginning Reading and Writing		Foundational Language Skills: Vocabulary		Multiple Genres; Author's Purpose and Craft		Composition; Inquiry and Research	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2020-2021	K	178	163.8	13.0	163	165.1	15.9	163.6	14.8	163.8	14.6	163.0	13.9
Winter 2020-2021	K	177	158.8	13.9	158	158.6	14.3	159.0	17.1	159.0	16.4	158.3	14.0
Fall 2020-2021	K	171	155.3	14.8	153	154.3	15.6	155.8	16.8	156.4	17.0	154.6	15.4
Winter 2019-2020	K	178	161.6	10.9	161	162.8	13.1	161.9	13.8	161.2	13.0	160.1	11.4
Fall 2019-2020	K	176	146.1	9.3	145	145.5	11.8	146.5	11.5	146.9	11.3	145.4	11.1
Spring 2020-2021	1	174	182.8	11.0	182	183.1	14.3	182.7	14.2	182.8	13.4	182.8	11.3
Winter 2020-2021	1	174	177.6	11.6	178	177.5	14.9	176.7	13.1	177.3	14.2	178.5	13.0
Fall 2020-2021	1	172	172.0	12.4	172	171.5	15.1	172.2	13.7	172.2	14.6	171.9	13.3
Winter 2019-2020	1	176	184.3	12.6	184	185.8	16.1	182.0	14.1	184.7	14.2	184.4	13.0
Fall 2019-2020	1	174	173.4	13.4	172	175.1	16.2	172.7	15.6	173.0	14.8	172.9	14.1
Winter 2019-2020	2	2											
Fall 2019-2020	2	2											

Screening: Reading 2-5 TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	3	2			
Spring 2015-2016	4	1			

Explanatory Notes

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Language Arts: Reading

Screening: Reading 6+ TX 2008

TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	6	3			
Spring 2017-2018	7	1			
Winter 2017-2018	7	1			

Screening: Reading 6+ TX 2017

TX Essential Knowledge and Skills Language Arts: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2020-2021	6	2			
Spring 2020-2021	8	1			

Explanatory Notes

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Language Arts: Language Usage

Growth: Language 2-12 TX 2008

TX English Language Arts and Reading: 2008

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Use Elements of the Writing Process		Write Personal Narratives and Literary Texts		Write a Variety of Text; Conduct Research		Use Conventions of Academic Language		Use Appropriate Capitalization and Punctuation		Students Spell Correctly	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	3	174	210.1	10.3	210	209.9	12.6	209.2	13.1	209.8	12.7	210.8	12.3	210.3	11.5	210.7	12.9
Winter 2017-2018	3	173	205.0	11.7	205	204.7	14.0	203.1	14.3	204.9	13.3	206.2	14.0	205.3	13.6	205.5	13.3
Fall 2017-2018	3	168	198.9	11.6	200	198.4	13.6	198.3	13.7	198.9	14.5	200.2	13.6	198.1	13.8	200.0	13.5
Spring 2016-2017	3	172	210.5	10.2	211	210.1	11.5	209.7	13.7	209.3	12.8	210.3	11.0	212.0	12.7	211.7	13.2
Winter 2016-2017	3	169	207.0	11.3	207	207.2	12.4	206.4	13.6	207.2	13.3	207.2	13.0	208.2	14.7	205.9	14.1
Fall 2016-2017	3	169	202.4	12.5	205	202.2	14.3	201.5	13.9	200.9	14.8	204.1	13.9	203.1	14.1	203.0	14.9
Spring 2017-2018	4	2															
Winter 2017-2018	4	167	216.6	9.9	217	215.9	11.5	218.0	12.4	214.7	11.0	217.0	11.9	217.0	13.5	217.0	12.4
Fall 2017-2018	4	173	210.5	10.4	211	210.6	13.1	210.4	12.6	210.3	12.1	211.0	12.6	210.6	12.0	210.3	13.3
Spring 2016-2017	4	172	217.1	11.1	219	216.7	13.0	218.5	14.6	216.0	14.1	217.0	12.6	216.6	12.5	218.1	14.3
Winter 2016-2017	4	171	213.8	9.8	214	214.2	12.2	214.5	13.5	212.8	12.9	214.3	12.4	212.9	11.0	214.7	12.0
Fall 2016-2017	4	169	207.9	11.2	209	208.4	13.6	206.9	13.4	206.1	14.0	208.9	13.2	207.3	12.8	209.9	13.1
Spring 2017-2018	5	171	224.2	9.8	225	225.2	11.2	228.5	13.2	222.9	12.8	223.2	12.4	222.6	12.2	222.8	12.2
Winter 2017-2018	5	174	220.3	10.0	221	220.2	12.3	222.9	13.2	220.5	12.6	219.4	12.1	219.3	12.2	219.2	12.2
Fall 2017-2018	5	173	216.1	10.3	215	215.2	11.6	218.4	13.3	214.8	13.1	216.6	13.0	214.9	12.7	216.9	12.5
Spring 2016-2017	5	175	220.7	11.9	222	220.1	14.3	225.6	17.4	220.0	12.6	219.3	13.2	219.3	13.9	220.2	12.7
Winter 2016-2017	5	157	216.0	13.3	218	214.2	15.4	217.0	17.8	217.4	15.9	215.2	13.5	215.5	14.8	217.0	14.7
Fall 2016-2017	5	167	214.7	12.7	217	214.6	14.4	217.1	16.3	214.6	15.0	213.4	13.2	214.3	15.0	214.1	14.7
Spring 2017-2018	6	1															
Spring 2016-2017	6	1															

Growth: Language 2-12 TX 2017

TX Essential Knowledge and Skills Language Arts and Reading: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Composition: Writing Process, Genres; Inquiry and Research		Composition: Editing Using Conventions of Grammar		Composition: Editing Using Conventions of Mechanics	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Winter 2020-2021	4	22	208.0	16.9	213	206.1	18.9	209.0	16.8	209.0	16.8
Fall 2020-2021	8	1									

Explanatory Notes

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Language Arts: Language Usage

Screening: Language 2-12 TX 2008
 TX English Language Arts and Reading: 2008

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Winter 2017-2018	3	1			
Fall 2017-2018	3	1			
Spring 2016-2017	3	2			
Winter 2016-2017	3	6			
Spring 2016-2017	4	1			
Fall 2016-2017	4	2			
Spring 2017-2018	5	1			
Fall 2017-2018	5	1			
Fall 2016-2017	5	2			

Explanatory Notes

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Science: Science K-12

Growth: General Science 2-5 TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Matter, Energy, Force, and Motion		Earth and Space		Organisms and Environments	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2017-2018	3	172	206.2	9.4	206	205.9	9.8	207.0	11.1	205.8	11.0
Winter 2017-2018	3	172	203.1	9.0	203	204.2	8.7	203.0	10.4	202.3	10.9
Fall 2017-2018	3	173	199.1	9.7	199	200.5	10.2	197.6	10.7	199.0	11.5
Spring 2016-2017	3	173	206.3	8.9	205	206.0	9.3	205.6	10.0	207.2	10.8
Winter 2016-2017	3	171	202.6	9.0	203	204.4	9.7	201.6	9.6	201.9	11.2
Fall 2016-2017	3	171	200.8	8.5	201	202.4	10.0	199.4	9.2	200.9	10.4
Spring 2017-2018	4	172	213.9	9.2	214	213.6	10.2	213.6	10.6	214.5	10.9
Winter 2017-2018	4	168	211.0	9.0	211	211.7	9.5	211.2	10.5	210.0	10.4
Fall 2017-2018	4	148	207.6	9.3	208	207.7	10.3	208.0	10.5	207.1	11.1
Spring 2016-2017	4	168	213.2	10.2	213	212.1	9.7	213.6	11.9	214.1	12.0
Winter 2016-2017	4	173	209.3	10.8	210	211.4	11.5	208.8	11.1	208.0	12.5
Fall 2016-2017	4	173	206.0	9.8	206	206.5	10.1	205.7	10.3	205.9	12.1
Spring 2017-2018	5	172	219.5	9.6	220	218.9	10.8	220.2	10.8	219.5	10.3
Winter 2017-2018	5	172	216.2	10.1	216	215.7	10.1	217.2	11.0	215.5	12.0
Fall 2017-2018	5	170	213.3	10.3	214	212.7	9.9	213.9	12.5	213.3	11.5
Spring 2016-2017	5	171	218.2	10.6	219	216.9	10.7	218.1	11.9	219.4	12.8
Winter 2016-2017	5	173	214.2	11.6	215	214.8	13.5	214.5	11.4	213.6	12.8
Fall 2016-2017	5	168	212.2	10.2	213	212.1	11.1	211.8	10.3	212.8	12.4
Spring 2015-2016	5	167	215.9	11.6	218	214.7	12.4	215.8	12.8	217.0	12.6
Winter 2015-2016	5	172	212.8	10.7	213	213.3	11.7	213.5	11.7	211.7	11.8
Spring 2016-2017	6	3									

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Science: Science K-12

Growth: General Science 6+ TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Matter, Energy, Force, and Motion		Earth and Space		Organisms and Environments	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Fall 2017-2018	3	2									
Fall 2017-2018	4	2									
Spring 2016-2017	5	1									
Winter 2016-2017	5	1									
Winter 2015-2016	5	1									
Spring 2016-2017	6	162	217.3	10.6	219	219.4	12.4	218.0	12.4	214.4	10.4
Fall 2016-2017	6	165	213.0	9.6	214	213.6	10.6	213.9	10.4	211.8	10.5
Spring 2015-2016	6	169	217.4	9.4	219	218.9	10.9	217.7	11.0	215.6	10.2
Fall 2015-2016	6	165	215.7	9.0	216	217.2	10.9	215.8	10.7	214.2	8.9
Spring 2016-2017	7	138	219.7	10.0	220	218.9	11.5	219.3	10.7	221.1	11.8
Fall 2016-2017	7	144	217.3	9.2	218	218.6	10.7	217.9	10.6	215.6	9.4
Spring 2015-2016	7	130	219.3	11.1	221	218.7	11.9	219.0	13.1	220.0	12.5
Fall 2015-2016	7	132	218.2	10.3	219	218.8	11.1	217.9	10.8	217.5	11.7
Spring 2016-2017	8	113	220.3	12.7	221	218.8	13.7	218.2	11.9	224.0	16.1
Fall 2016-2017	8	118	219.3	10.8	220	219.0	12.3	218.2	11.9	220.7	11.4
Spring 2015-2016	8	85	223.2	10.0	225	221.8	11.8	220.1	10.6	227.8	11.7
Fall 2015-2016	8	85	222.8	9.3	223	222.3	10.1	220.9	10.1	224.8	11.3

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Science: Science K-12

Growth: Science 2-5 TX 2017

TX Essential Knowledge and Skills Science: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance					
						Matter, Force, Motion and Energy		Earth and Space		Organisms and Environments	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	3	175	206.6	8.4	207	207.3	9.4	208.9	10.3	203.6	9.8
Winter 2021-2022	3	168	204.7	8.7	205	205.0	9.8	205.6	9.7	203.5	10.5
Fall 2021-2022	3	170	199.7	8.9	199	200.4	9.7	199.0	10.2	199.6	10.7
Winter 2019-2020	3	171	205.0	9.0	205	205.6	10.1	205.0	9.7	204.6	10.9
Fall 2019-2020	3	167	200.2	9.1	200	199.6	10.1	199.6	9.9	201.4	10.6
Spring 2018-2019	3	170	208.2	8.1	208	207.2	8.6	209.4	9.7	207.9	10.0
Winter 2018-2019	3	174	204.5	7.9	205	204.5	8.6	204.6	8.9	204.2	10.1
Fall 2018-2019	3	166	200.0	8.5	200	200.6	9.3	199.3	9.6	200.0	10.4
Spring 2021-2022	4	174	212.6	8.8	212	210.5	8.7	215.2	10.8	212.2	10.7
Winter 2021-2022	4	167	209.5	8.1	210	209.2	9.4	210.3	9.0	208.9	10.4
Fall 2021-2022	4	163	205.2	7.8	205	205.0	8.4	204.8	10.0	205.7	9.8
Spring 2020-2021	4	174	210.2	9.6	211	210.1	9.5	212.5	11.5	208.1	11.7
Winter 2020-2021	4	175	208.3	10.0	209	208.7	10.0	209.7	11.9	206.7	11.6
Fall 2020-2021	4	173	206.8	9.2	207	207.4	9.9	206.2	11.2	206.8	11.1
Winter 2019-2020	4	172	210.5	8.3	211	210.5	9.4	211.7	9.8	209.2	9.6
Fall 2019-2020	4	173	207.0	8.1	207	207.3	9.1	207.3	9.3	206.5	9.6
Spring 2018-2019	4	171	212.5	10.0	213	211.2	9.5	214.0	11.5	212.0	11.9
Winter 2018-2019	4	175	210.4	9.8	212	209.7	9.7	212.6	11.4	208.5	11.5
Fall 2018-2019	4	170	205.7	9.6	206	205.7	10.1	206.5	10.7	205.0	11.2
Spring 2021-2022	5	175	218.3	9.9	218	217.0	10.9	219.5	12.0	218.4	11.5
Winter 2021-2022	5	174	214.7	9.6	216	214.5	9.2	216.6	12.0	212.9	11.7
Fall 2021-2022	5	173	212.0	9.4	212	212.8	10.3	212.0	11.0	211.4	11.2
Spring 2020-2021	5	173	215.7	10.0	216	213.3	10.4	217.6	11.3	216.4	12.5
Winter 2020-2021	5	176	213.0	9.9	214	213.7	10.5	214.2	11.8	211.3	10.8
Fall 2020-2021	5	172	211.8	8.5	212	212.6	9.3	211.9	9.9	210.8	9.8
Winter 2019-2020	5	170	215.1	9.1	215	214.2	9.2	217.5	10.5	213.5	11.0
Fall 2019-2020	5	171	211.2	9.1	212	211.8	9.1	211.8	10.5	210.2	10.8
Spring 2018-2019	5	173	219.1	8.7	219	216.6	8.7	220.2	10.4	220.1	10.6
Winter 2018-2019	5	174	215.9	8.8	217	215.2	9.2	217.9	10.3	214.4	10.9
Fall 2018-2019	5	174	212.8	10.5	213	212.7	10.2	213.1	11.3	212.5	12.5

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.
 A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Science: Science K-12

Growth: Science 6+ TX 2017

TX Essential Knowledge and Skills Science: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Instructional Area Performance					
						Matter, Force, Motion and Energy		Earth and Space		Organisms and Environments	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	6	172	217.4	10.2	218	219.5	11.9	218.6	12.0	214.1	10.7
Winter 2021-2022	6	160	216.7	9.4	218	219.4	10.7	216.3	10.8	214.3	10.6
Fall 2021-2022	6	174	214.2	8.2	215	213.8	8.9	214.7	10.4	214.0	9.7
Spring 2020-2021	6	169	217.8	10.4	219	218.5	11.4	219.7	12.1	215.2	12.0
Winter 2020-2021	6	171	215.9	9.4	216	216.8	9.6	218.2	10.6	212.7	11.4
Spring 2021-2022	7	155	221.1	9.6	221	219.0	9.0	220.3	11.0	223.9	13.5
Winter 2021-2022	7	151	219.4	9.8	220	217.0	10.1	219.4	10.6	221.8	12.3
Fall 2021-2022	7	155	217.2	9.1	217	217.0	9.9	220.2	11.4	214.4	10.5
Spring 2020-2021	7	165	223.7	11.0	224	222.8	12.3	223.3	11.1	225.0	13.3
Winter 2020-2021	7	164	221.2	9.5	222	221.0	10.3	220.5	10.7	222.0	11.2
Spring 2020-2021	8	2									
Winter 2020-2021	8	2									

Screening: General Science 2-5 TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2017-2018	3	1			
Fall 2017-2018	3	1			
Winter 2016-2017	3	3			
Winter 2017-2018	4	5			
Fall 2017-2018	4	18	206.0	7.9	208
Spring 2016-2017	4	1			
Fall 2016-2017	4	1			
Winter 2017-2018	5	1			
Fall 2017-2018	5	1			
Spring 2016-2017	5	2			
Fall 2016-2017	5	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with **bold italic** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Science: Science K-12

Screening: General Science 6+ TX 2009 V2

TX Essential Knowledge and Skills for Science: 2009

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Fall 2017-2018	4	2			
Spring 2016-2017	6	2			
Fall 2016-2017	8	1			

Screening: Science 2-5 TX 2017

TX Essential Knowledge and Skills Science: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2018-2019	3	3			
Fall 2020-2021	4	1			
Winter 2019-2020	4	1			
Spring 2018-2019	4	1			
Winter 2019-2020	5	5			
Fall 2019-2020	5	1			
Spring 2018-2019	5	1			

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Science: Life Sciences

Growth: Science 9-12 Biology TX 2017

TX Essential Knowledge and Skills Science: 2017

Instructional Area Performance

Term	Grade	Student Count	Mean RIT	Std Dev	Median	Cell Structure and Function; Biological Processes and Systems		Mechanisms of Genetics; Biological Evolution and Classification		Interdependence within Environmental Systems	
						Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2021-2022	8	159	228.2	10.9	229	229.6	12.3	230.2	12.2	224.7	11.5
Winter 2021-2022	8	159	226.9	10.7	228	226.9	11.1	229.4	13.8	224.2	10.7
Fall 2021-2022	8	158	222.0	10.0	224	223.4	11.4	220.9	10.2	221.7	11.8
Spring 2020-2021	8	147	228.7	12.3	229	230.6	12.1	228.4	14.5	227.2	14.0
Winter 2020-2021	8	141	228.1	11.3	229	230.0	12.1	228.6	14.0	225.8	11.9

Screening: Science 9-12 Biology TX 2017

TX Essential Knowledge and Skills Science: 2017

Term	Grade	Student Count	Mean RIT	Std Dev	Median
Spring 2020-2021	8	6			
Winter 2020-2021	8	12	222.9	12.3	222

Explanatory Notes

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

A goal mean shown with ***bold italic*** represents performance that might be an area of concern. A goal mean shown with **bold underline** represents an area of relatively strong performance.

Addendum

C

**PEIMS FINANCIAL
REPORTS**

2020 - 2021 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,542

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$26,132,322,677	42.39%	\$4,876
State Operating Funds	\$13,862,420	96.76%	\$8,990	\$13,864,172	91.89%	\$8,991	\$24,792,291,636	40.21%	\$4,626
Federal Funds	\$130,707	0.91%	\$85	\$775,673	5.14%	\$503	\$8,899,057,269	14.43%	\$1,661
Other Local	\$332,994	2.32%	\$216	\$447,276	2.96%	\$290	\$1,829,823,955	2.97%	\$341
Total Operating Revenue	\$14,326,121	100.00%	\$9,291	\$15,087,121	100.00%	\$9,784	\$61,653,495,537	100.00%	\$11,505
Other Revenue									
Local Property Tax from I&S	\$0	0.00%	\$0	\$0	0.00%	\$0	\$8,341,065,357	80.13%	\$1,557
State Assistance for Debt Service	\$0	0.00%	\$0	\$0	0.00%	\$0	\$355,910,306	3.42%	\$66
Other Receipts (excluding debt service financing)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$939,273,230	9.02%	\$175
Total Other Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,408,865,906	100.00%	\$1,942
Subtotal: Operating and Other Revenue	\$14,326,121	100.00%	\$9,291	\$15,087,121	100.00%	\$9,784	\$72,062,361,443	100.00%	\$13,447
Recapture Revenue									
Local Property Tax Recaptured	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	100.00%	\$554
Total Recaptured Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	100.00%	\$554
Subtotal: Operating, Other and Recaptured Revenue	\$14,326,121	100.00%	\$9,291	\$15,087,121	100.00%	\$9,784	\$75,032,970,187	100.00%	\$14,002
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$11,937,813,333	82.63%	\$2,228
Estimated State TRS Contributions	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,509,216,302	17.37%	\$468
Subtotal: Debt Service Financing and TRS Estimate Revenue	\$0	0.00%	\$0	\$0	0.00%	\$0	\$14,447,029,635	100.00%	\$2,696
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	\$14,326,121	100.00%	\$9,291	\$15,087,121	100.00%	\$9,784	\$86,509,391,078	100.00%	\$16,143
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	\$9,411,181	73.42%	\$6,103	\$9,908,728	73.04%	\$6,426	\$47,346,128,779	79.55%	\$8,835
Professional & Contracted Services (Object 62xx)	\$1,505,356	11.74%	\$976	\$1,560,906	11.51%	\$1,012	\$5,485,075,586	9.22%	\$1,024

2020 - 2021 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,542

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	\$904,886	7.06%	\$587	\$1,085,607	8.00%	\$704	\$5,314,672,096	8.93%	\$992
Other Operating Expenditures (Object 64xx)	\$996,987	7.78%	\$647	\$1,011,101	7.45%	\$656	\$1,370,305,583	2.30%	\$256
Total Operating Expenditures by Object	\$12,818,410	100.00%	\$8,313	\$13,566,342	100.00%	\$8,798	\$59,516,182,044	100.00%	\$11,106
Non-Operating Expenditures by Object									
Capital Outlay (Object 61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Debt Services(Object 65xx)	\$1,143,181	100.00%	\$741	\$1,143,181	100.00%	\$741	\$9,364,911,548	47.35%	\$1,748
Capital Outlay(Object 66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Object	\$1,143,181	100.00%	\$741	\$1,143,181	100.00%	\$741	\$19,778,323,488	100.00%	\$3,691
Grand Total: Operating and Non-Operating Expenditures by Object	\$13,961,591	100.00%	\$9,054	\$14,709,523	100.00%	\$9,539	\$79,294,505,532	100.00%	\$14,797
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	\$7,208,185	56.23%	\$4,675	\$7,656,047	56.43%	\$4,965	\$34,074,074,457	57.25%	\$6,358
Instructional Resources & Media Services (Function 12)	\$71,518	0.56%	\$46	\$71,518	0.53%	\$46	\$620,903,003	1.04%	\$116
Curriculum & Staff Development (Function 13)	\$205,683	1.60%	\$133	\$209,217	1.54%	\$136	\$1,355,190,192	2.28%	\$253
Instructional Leadership (Function 21)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$994,704,027	1.67%	\$186
School Leadership (Function 23)	\$893,076	6.97%	\$579	\$893,076	6.58%	\$579	\$3,502,296,166	5.88%	\$654
Guidance Counseling Services (Function 31)	\$272,246	2.12%	\$177	\$302,796	2.23%	\$196	\$2,332,550,758	3.92%	\$435
Social Work Services (Function 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$188,765,383	0.32%	\$35
Health Services (Function 33)	\$223,536	1.74%	\$145	\$223,536	1.65%	\$145	\$709,855,162	1.19%	\$132
Transportation (Function 34)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,599,751,820	2.69%	\$299
Food Services (Function 35)	\$135,761	1.06%	\$88	\$401,747	2.96%	\$261	\$2,564,517,174	4.31%	\$479
Extracurricular (Function 36)	\$140,211	1.09%	\$91	\$140,211	1.03%	\$91	\$1,572,719,628	2.64%	\$293
General Administration (Function 41,92)	\$651,132	5.08%	\$422	\$651,132	4.80%	\$422	\$1,934,297,273	3.25%	\$361
Facilities Maintenance & Operations (Function 51)	\$2,033,819	15.87%	\$1,319	\$2,033,819	14.99%	\$1,319	\$5,884,055,590	9.89%	\$1,098
Security & Monitoring Services (Function 52)	\$85,567	0.67%	\$55	\$85,567	0.63%	\$55	\$638,286,567	1.07%	\$119
Data Processing Services (Function 53)	\$762,396	5.95%	\$494	\$762,396	5.62%	\$494	\$1,219,335,870	2.05%	\$228
Community Services (Function 61)	\$250	0.00%	\$0	\$250	0.00%	\$0	\$307,113,473	0.52%	\$57
Fund Raising CHARTER SCHOOLS ONLY (Function 81)	\$135,030	1.05%	\$88	\$135,030	1.00%	\$88	\$17,765,501	0.03%	\$3
Total Operating Expenditures by Function	\$12,818,410	100.00%	\$8,313	\$13,566,342	100.00%	\$8,798	\$59,516,182,044	100.00%	\$11,106

2020 - 2021 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,542

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (81) (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by Function (1x-9x) (65xx)	\$1,143,181	100.00%	\$741	\$1,143,181	100.00%	\$741	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by Function (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Function	\$1,143,181	100.00%	\$741	\$1,143,181	100.00%	\$741	\$19,778,323,488	100.00%	\$3,691
Grand Total: Operating and Non-Operating Expenditures by Function	\$13,961,591	100.00%	\$9,054	\$14,709,523	100.00%	\$9,539	\$79,294,505,532	100.00%	\$14,797
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	\$7,747,863	60.44%	\$5,025	\$7,854,747	57.90%	\$5,094	\$25,274,728,911	42.47%	\$4,716
Gifted and Talented (PIC 21)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$407,913,365	0.69%	\$76
Career and Technical (PIC 22)	\$47,859	0.37%	\$31	\$47,859	0.35%	\$31	\$1,964,869,701	3.30%	\$367
Students with Disabilities (PICs 23,33)	\$257,727	2.01%	\$167	\$473,685	3.49%	\$307	\$7,563,730,764	12.71%	\$1,411
State Compensatory Education (PICs 24,26,28,29,30,34)	\$605,808	4.73%	\$393	\$764,912	5.64%	\$496	\$5,468,145,158	9.19%	\$1,020
Bilingual (PICs 25,35)	\$41,038	0.32%	\$27	\$41,038	0.30%	\$27	\$702,535,245	1.18%	\$131
High School Allotment (PIC 31)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$91,476,602	0.15%	\$17
PreKindergarten (PIC 32)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$561,611,446	0.94%	\$105
Early Education Allotment (PIC 36)	\$143,404	1.12%	\$93	\$143,404	1.06%	\$93	\$1,125,006,152	1.89%	\$210
Dyslexia or Related Disorder Services (PIC 37)	\$30,545	0.24%	\$20	\$30,545	0.23%	\$20	\$299,949,455	0.50%	\$56
College, Career, and Military Readiness (CCMR) (PIC 38)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$311,574,001	0.52%	\$58
Athletics/Related Activities (PIC 91)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,119,281,429	1.88%	\$209
Un-Allocated (PIC 99)	\$3,944,166	30.77%	\$2,558	\$4,210,152	31.03%	\$2,730	\$14,625,359,815	24.57%	\$2,729
Total Operating Expenditures by Program Intent Code (PIC)	\$12,818,410	100.00%	\$8,313	\$13,566,342	100.00%	\$8,798	\$59,516,182,044	100.00%	\$11,106
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (81) Capital Outlay (61xx-64xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$41,133,764	0.21%	\$8
Non-Operating Expenditures by PIC (1x-9x) (65xx)	\$1,143,181	100.00%	\$741	\$1,143,181	100.00%	\$741	\$9,364,911,548	47.35%	\$1,748
Non-Operating Expenditures by PIC (1x-9x) (66xx)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	52.44%	\$1,936
Total Non-Operating Expenditures by Program Intent Code (PIC)	\$1,143,181	100.00%	\$741	\$1,143,181	100.00%	\$741	\$19,778,323,488	100.00%	\$3,691

2020 - 2021 Actual Financial Data
Totals for ARLINGTON CLASSICS ACADEMY (220802)
Total Enrolled Membership: 1,542

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	\$13,961,591	100.00%	\$9,054	\$14,709,523	100.00%	\$9,539	\$79,294,505,532	100.00%	\$14,797
Disbursements									
Total Disbursements									
Operating Expenditures	\$12,818,410	91.81%	\$8,313	\$13,566,342	92.23%	\$8,798	\$59,516,182,044	70.68%	\$11,106
Recapture	\$0	0.00%	\$0	\$0	0.00%	\$0	\$2,970,608,744	3.53%	\$554
Total Other Uses	\$0	0.00%	\$0	\$0	0.00%	\$0	\$1,287,501,819	1.53%	\$240
Intergovernmental Charge	\$0	0.00%	\$0	\$0	0.00%	\$0	\$653,080,535	0.78%	\$122
Debt Service (Object 6500)	\$1,143,181	8.19%	\$741	\$1,143,181	7.77%	\$741	\$9,364,911,548	11.12%	\$1,748
Capital Projects (Object 6600)	\$0	0.00%	\$0	\$0	0.00%	\$0	\$10,372,278,176	12.32%	\$1,936
Total Disbursements	\$13,961,591	100.00%	\$9,054	\$14,709,523	100.00%	\$9,539	\$84,205,696,630	100.00%	\$15,713
Net Assets**									
Net Assets									
Unrestricted Net Assets	\$0		\$0	\$4,653,682		\$3,018	\$613,944,177		\$1,679
Temporary Restricted Net Assets	\$0		\$0	\$3,976,626		\$2,579	\$1,351,729,922		\$3,696
Total Net Asset Balance**	\$0		\$0	\$8,630,308		\$5,597	\$1,965,884,325		\$5,375
Net Assets Reconciliation									
2019-2020 Total Net Assets (Previous Year)	\$0		\$0	\$8,252,713		\$5,287	\$1,581,100,499		\$4,696
2020-2021 Excess (Deficiency) Operating Expenditures	\$0		\$0	\$299,258		\$194	\$373,460,466		\$1,021
2020-2021 Excess (Deficiency) Non-Operating Expenditures	\$0		\$0	\$78,337		\$51	\$-4,088,370		\$-11
2020-2021 Uncommon Items	\$0		\$0	\$0		\$0	\$15,411,730		\$3
2020-2021 Total Net Assets	\$0		\$0	\$8,630,308		\$5,597	\$1,965,884,325		\$5,375

Addendum

D

DIP (All CIPS)

ARLINGTON CLASSICS ACADEMY -PRI

Campus Improvement Plan 2021/2022



Melissa Fambrough
2800 W. Arkansas Ln.
melissa.fambrough@acaedu.net

ARLINGTON CLASSICS ACADEMY -PRI

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on Western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provides a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice

ARLINGTON CLASSICS ACADEMY - PRI does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Campus Value Statement:

Arlington Classics Academy Primary students will learn to be respectful, responsible, safe, problem solvers through staff modeling and positive reinforcement. Staff will promote social emotional health by fostering a growth mindset in students.

ACA Board Ends Policies

Student Outcomes

1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:

1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:

1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

For a Title 1, Part A TA program, the LEA identifies students in need of service through a description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. These developmentally appropriate measures include:

retained/did not meet passing standard for nine week grading period
below level on Reading Progress Monitoring assessment
below 50th percentile on MAP Math and/or Reading assessment
Covid lag

Additionally, students identified as homeless, in foster care, Dyslexia, or LEP may receive Title IA targeted assistance supplemental services.

ARLINGTON CLASSICS ACADEMY -PRI Site Base

Name	Position
Embry, Cathleen	Teacher
Hopp, Jina	District Manager
Fambrough, Melissa	Campus Administrator
Marsic, Carmen	Teacher
Jantz, Mayre	Teacher
Curtis, Katie	Parent
Burns-Holland, Shea	Literacy Interventionist

Resources

Resource	Source
ARP IDEA (284)	Federal
ESSER II (281)	Federal
ESSER III (282)	Federal
IDEA Special Education (224)	Federal
Title 1 (211)	Federal
Title IIA Principal and Teacher Improvement(255)	Federal
Title III Bilingual / ESL (263)	Federal
TIV Trfr T1 (289)	Federal
Local Charter Funds (198 or 461)	Local
General State Revenue (420)	State
State Compensatory (420 PIC 24)	State
State Dyslexia (420 PIC 37)	State
State ECLP (420 PIC 36)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY -PRI

Goal 1. Students' lifelong learning skills will measurably improve and they will view their education with a growth mindset.

Objective 1. The percentage of second grade students who meet or exceed their expected growth from BOY on EOY Math MAP will increase from 40% to 50%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Math coach will observe second grade math teachers weekly looking for instructional delivery to increase the rigor of TEKS taught, with a frequent feedback loop for continuous improvement. (Title I TA: 3) (Target Group: EB,SPED,2nd)	Director of Academic Services, Math Specialist, Principal, Teacher(s)	August 2021-May 2022		Criteria: TTESS walkthroughs and administrator observation. Math MAP reports Coach feedback form 01/03/23 - Completed (S)
2. Second grade math teachers will attend training (district math academy included) to learn research based practices for high achievers and how to promote student growth based on their data. (Title I TA: 6) (Target Group: 2nd)	Director of Academic Services, Math Specialist, Principal, Teacher(s)	August 2021-December 2021		Criteria: Improvement in student MAP growth and administrator observation through walkthroughs in TTESS domain of "differentiation" 01/03/23 - Completed (S)
3. Second-grade teachers will create a predictable structure for the math block according to district guidelines including a guided math time where students work collaboratively and/or independently in stations based on their data while the teacher works with intentionally formed small groups. (Target Group: EB,SPED,AtRisk,2nd)	Director of Academic Services, Math Specialist, Principal, Teacher(s)	August 2021	(S)General State Revenue (420)	Criteria: Evidence in lesson plans for guided math block 01/03/23 - Completed
4. Second grade math teachers will meet weekly as a team to discuss curriculum implementation and instructional delivery for math concepts taught and upcoming concepts tailored to ACA performance data. (Target Group: EB,SPED,2nd)	Principal, Teacher(s)	August 2021		01/03/23 - Completed

ARLINGTON CLASSICS ACADEMY -PRI

Goal 2. Students will demonstrate high academic achievement.

Objective 1. The percentage of students receiving Title 1 Math services who meet or exceed their growth will increase from 55%-60%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ 2 FTE's to support students meeting criteria for intervention, especially those with learning loss due to Covid. (Title I TA: 2) (Target Group: AtRisk) (Strategic Priorities: 2)	Math Specialist, Principal	August 2021-May 2022	(F)ESSER III (282) - \$51,562, (F)Title 1 (211) - \$56,509	Criteria: EOY Program evaluation; MAP scores for students receiving intervention. 01/03/23 - Significant Progress
2. Math interventionists will use research-based materials including hands-on manipulatives to teach concepts not previously mastered, based on multiple data points. (Target Group: AtRisk)	Math Specialist, Principal	September 2021-May 2022		Criteria: Observation/Notes from interventionists; improvement in student performance. 01/03/23 - Completed (S)
3. Math interventionists will use shared document with classroom teachers to communicate progress of students receiving intervention, that is updated weekly. (Target Group: AtRisk,2nd)	Math Specialist, Principal	September 2021		Criteria: Improved student performance and increase in mobility rate in students receiving intervention services. 01/03/23 - Completed

ARLINGTON CLASSICS ACADEMY -PRI

Goal 3. High academic achievement and behavior expectations.

Objective 1. The number of students designated "ready" for the next grade (in terms of executive functioning and academic discipline) level from BOY to EOY will increase from 60 % to 75%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Define executive functioning for teachers using Developmental milestone chart and research based resources (Target Group: All)	Counselor, Principal	August 2021		01/03/23 - Some Progress
2. Use materials designed to help students focus and improve executive functioning skills, in classrooms and with students who have specific social emotional needs, in order to be successful. (Target Group: All,SPED)	Principal, Special Ed Teachers, Teacher(s)	August 2021-May 2022	(S)State Special Education Funds (420 PIC 23) - \$4,231.42	01/03/23 - Completed
3. Employ 3.5 FTE's in the sped. classroom to support students in special education and in the gen. ed classroom to close achievement gaps in math and reading. (Target Group: SPED)	Special Ed Teachers, Teacher(s)		(F)ARP IDEA (284) - \$35,976, (F)IDEA Special Education (224) - \$121,662	01/03/23 - Significant Progress (S)
4. Provide contracted services to work with staff/students to improve student achievement and performance in the classroom in the areas of reading and math. (Target Group: SPED)	Coordinator of Special Education, Principal	August 2021-May 2022	(F)ARP IDEA (284) - \$3,979, (F)IDEA Special Education (224) - \$413	01/03/23 - Completed

ARLINGTON CLASSICS ACADEMY -PRI

Goal 4. SW demonstrate high academic achievement.

Objective 1. The percentage of Tier 3 reading intervention students ending the year on or above grade level will increase from 68% to 75%, aligned with the Board HB 3 goals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Employ 2 FTE's for reading intervention. (Title I TA: 3) (Target Group: ECD,EB,Dys,504)	Principal	August 2021-May 2022	(S)State Compensatory (420 PIC 24) - \$156,984.55	Criteria: EOY Program evaluation 01/03/23 - Completed (S)
2. Monitor targeted groups of students (receiving intervention services, including Emergent bilingual students) and their reading levels every three weeks, using the Fountas and Pinnell reading kits and research based strategies and materials for small group intervention (Target Group: ESL,EB,Dys,504) (Strategic Priorities: 2)	Reading Specialist, Teacher(s)	every 3 wks, beg. 9/2021	(S)State Compensatory (420 PIC 24) - \$412.45, (S)State ESL Funds (420 PIC 25) - \$7,734	Criteria: Special program evaluation, EOY shared spreadsheet with student reading levels 01/03/23 - Completed
3. Kindergarten and first-grade staff will attend Reading Academy training to strengthen their understanding of reading components and apply them to classroom practice. (Title I TA: 3) (Target Group: All)	Director of Academic Services, Principal, Teacher(s)	August 2021-May 2022		Criteria: Improvement in instruction for foundational reading skills 01/03/23 - Significant Progress
4. Kindergarten and first-grade students' foundational reading skills will be measured using a diagnostic assessment and progress monitoring tool that will target areas of need. (Target Group: All)	Director of Academic Services, Principal, Teacher(s)	August 2021/ 3x yearly		Criteria: Skills will measurably improve in the area of foundational reading over the course of the year. 01/03/23 - Completed
5. Employ 3 FTE's to provide continuation of services due to Covid learning loss	Instructional Specialist, Principal, Teacher(s)	August 2021-May 2022	(F)ESSER II (281) - \$80,378	01/03/23 - Significant Progress
6. Provide .5 FTE to support English Language Learners in the classroom. (Target Group: ESL)	Coordinator of Special Programs and Assessment, Principal, Teacher(s)	August 2021-May 2022	(S)State ESL Funds (420 PIC 25) - \$7,664	01/03/23 - Completed
7. Provide materials and training for teachers and parents of English Language Learners to improve reading and writing comprehension. (Target Group: ESL,EB)	Coordinator of Special Programs and Assessment, Principal	October 2021-May 2022	(S)State ESL Funds (420 PIC 25) - \$10,133	01/03/23 - Completed
8. Employ 1 FTE to provide instruction during the summer to prevent learning loss for emergent bilingual students. (Target Group: ESL,EB)	Coordinator of Special Programs and Assessment, Teacher(s)	June- July 2022	(S)State ESL Funds (420 PIC 25) - \$5,476	01/03/23 - Completed (S)

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

Discipline Referral report
Expulsion/Suspension Records
Mobility Rates
OnData Suite Report
PEIMS Report
Special Student Populations

Demographics Strengths

Diverse student population
Male to Female ratio is almost equitable (46% male, 53% female)
95% of student population met 90% attendance rule
No ELL parents denied ESL services

Demographics Weaknesses

Staff demographics do not reflect student demographics
Student/Teacher ratios remain consistent during the year; spots are filled from waitlist in a timely manner
Students who received in school suspension were all male students, with 2/3 being students with a 504 plan

Demographics Needs

More diverse staff demographics
Teacher training on behavior strategies for students in subpops (specifically 504 students)

Comprehensive Needs Assessment

Demographics Summary

9% of students are English Language Learners

Parents are informed about the ESL program (content based) at the school, and gave permission for student to be enrolled in program

Staff demographics: (1 African American, 6 Hispanic, 45 caucasian)

We moved through the waitlist quicker than usual due to Covid and families not wanting a change in environment.

36 students withdrew from ACA Primary this year for the following reasons:

15 moved, 8 COVID-related, 7 due to stress, 6 for personal reasons

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

MAP performance reports
Multi-Year Trends
Parent Survey (google)
Special Programs Evaluations
Special Student Populations
Staff Survey (google)

Student Achievement Strengths

Adding second math interventionist allowed for more student intervention opportunities, and allowed for smaller group size between interventionists
Students who attended on campus learning showed more growth than students who were remote
57% of kindergarten students who were seen by a math interventionist, met their growth on EOY Math MAP
67% of first grade students who were seen by a math interventionist, met their growth on EOY Math MAP
First grade Math showed the most observed growth overall in both content and grade level
77% of kindergarten students performed in the Hi-Avg and Hi RIT bands on EOY MATH MAP
76% of kindergarten students performed in the Hi-Avg and Hi RIT bands on EOY Reading MAP
79% of first grade students performed in the Hi-Avg and Hi RIT bands on EOY Reading MAP
75% of second grade students receiving reading intervention were reading on grade level at EOY (the other 25% were identified as students with dyslexia or a learning disability in the spring)
84% of kindergarten students receiving reading intervention services were reading on grade level at EOY

Student Achievement Weaknesses

57% of first graders receiving reading intervention services were reading on grade level at the end of the year
In Kindergarten and first grade, the mean RIT has decreased in foundational skills over the past four years on EOY MAP
55% of Title 1 math students met growth at the end of the year
25% of second grade students seeing the math interventionist met growth on EOY Math MAP
59% of second grade students performed in the Hi-Avg or Hi RIT bands on EOY Math MAP
ESSER surveys demonstrated concern over academic loss due to COVID
Staff survey indicated needing more support for students in special education in the classroom

Comprehensive Needs Assessment

Student Achievement Needs

Two full time math interventionists needed full time in order to address math gaps

Two full time reading interventionists (dyslexia) needed to address increasing number of students being diagnosed with dyslexia, to adhere to TEA requirements for dyslexia services for students

More frequent monitoring of second grade math instructional strategies with feedback to ensure student growth

Training for second grade math teachers on research based practices for high achievers and student growth

Three full time special education staff to support students in sped. with content area support in the classroom

Student Achievement Summary

Added second math interventionist part time

Gave MAP three times this year, first admin was a little later in the first semester due to remote learning options at BOY

Interventionists saw smaller groups of students due to COVID protocols and social distancing

RTI process more refined and closely monitored; interventionists took more active role in RTI meetings and in between meetings, to monitor student growth

Two data days, and additional days each nine weeks were given to allow staff to record seesaw, plan lessons, and disaggregate student data

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Community Input
DMAC Report
Expulsion/Suspension Records
Parent Survey (google)
Staff Survey (google)

School Culture and Climate Strengths

Consistent schoolwide expectations: CHAMPS
All staff rated at least "Proficient" in the 'classroom culture' domain on TTESS
Positive parent comments regarding community feel (tribe), parent survey ratings of 8-10 on majority of parent survey

School Culture and Climate Weaknesses

All students who received in school suspension were male
Hospitality committee only has two members
Surveys demonstrate concern over students acclimating to school after COVID with diminished executive function and academic discipline

School Culture and Climate Needs

Increase hospitality committee members to promote high morale
Teacher training for students in subpops for challenging behavior
Social and Emotional support for all students due to COVID (counselor)
Additional support staff to intervene and assist with response due to COVID

School Culture and Climate Summary

Comprehensive Needs Assessment

CHAMPS behavior expectations used consistently in common areas
PBIS committee did not meet as frequently this year
Five students received in school suspension for misbehavior
Hospitality committee hosted five luncheons
Sped. progress reports every three weeks for sped. students

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

AESOP Teacher Attendance Reports
DMAC Report
Failure Lists

Staff Quality, Recruitment and Retention Strengths

Feedback loops between teachers, admin, and district support staff are prevalent and used to determine professional development needs
TTESS conferences are used during the year to focus on teacher goals and ways admin can support
Interview committee for hiring is made up of diverse group (teachers, interventionists, support staff, etc.)

Staff Quality, Recruitment and Retention Weaknesses

Support staff had to cancel groups/prior commitments when used for subbing
Lack of teacher-chosen PD due to Covid

Staff Quality, Recruitment and Retention Needs

Staff attendance incentive to improve staff attendance rate
Continue utilizing support staff to support classroom instruction

Staff Quality, Recruitment and Retention Summary

Campus support staff used to cover "unfilled" sub jobs
100% of grade level teachers are ESL certified
Staff surveys utilized to determine campus PD needs

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

Correlation between staff attendance and student achievement

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus Meeting Agenda
MAP performance reports
Staff Development

Curriculum, Instruction and Assessment Strengths

Multiple forms of assessments are given , for data points to drive instruction
Staff found data days and additional days given beneficial, per staff surveys
Every grade level and subject have a Year at a Glance, and that is refined each nine weeks to reflect any changes
Second grade worked with DAS to gain understanding of MAP data and weak areas, and to plan units each nine weeks
More frequent progress monitoring done than in prior years, in order to monitor student progress for the RTI process

Curriculum, Instruction and Assessment Weaknesses

Lack of fountas and pinnell reading kits made it difficult for staff to have access when needed to progress monitor
Allowing staff to take additional days meant time out of the classroom and more time with subs/support staff
Drop in student achievement for students moving from K-2 MAP test to 2-5 MAP test, especially due to COVID last spring and not taking the MAP test.

Curriculum, Instruction and Assessment Needs

More fountas and pinnell reading kits for teachers to have access to assess more frequently
Teacher training in the area of "differentiation" in order to match our mission/vision and personalized learning

Curriculum, Instruction and Assessment Summary

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary (Continued)

Use MAP, Math skills assessment, and Fountas and Pinnell reading kits to assess students

Teachers in the same pod have common planning time daily for lesson planning

MAP learning continuum is utilized for small groups and reteaching opportunities

Staff had 2 "data" days, 3 additional district given "remote only" days, and two days per nine weeks, to refine curriculum and plan for instruction

TTESS area of "differentiation" show a majority of staff are proficient

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Campus Meeting Agenda
Parent Survey (google)
Sign in Sheets
Special Student Populations

Family and Community Involvement Strengths

Consistent group of drop off and lunch volunteers
Lunch volunteers allowed teachers to have duty free lunch each day
ZOOM allowed staff to safely meet with remote families for conferences

Family and Community Involvement Weaknesses

According to parent survey, some parents of remote students felt disconnected not being on campus
Only 10/30 families attended virtual family Math night

Family and Community Involvement Needs

Increase parent involvement in family nights/parent universities

Family and Community Involvement Summary

Title 1 Math family night held via ZOOM
No on campus events due to COVID
Parent volunteer opportunities: lunch, recess, copies

Comprehensive Needs Assessment

Family and Community Involvement Summary (Continued)

423 district volunteers
Teacher communication included email, Remind, phone calls, ZOOM
DWG works traffic in am/pm

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

Campus Duty Schedule
Campus Master Schedule
Staff Survey (google)

School Context and Organization Strengths

Each grade level has input into the master schedule (lunch/specials times)
"Well checks" sent monthly to staff to promote mental well being, and look for areas of need
Decrease in recess misbehavior than in previous years, due to students having more space and interacting with only their class
Grade level teachers have "extra" 45 minute conference times 2-3 times/week to meet for common planning, make parent phone calls, make copies, etc.
Student subpops are considered when placing students in classes/pods in order to maximize any supports needed

School Context and Organization Weaknesses

Counselor only able to see each class one time per nine weeks for guidance lesson
Support staff over -used to cover lunches due to COVID protocols (students were 6 feet apart in cafeteria, therefore they could not all fit in like previous years)

School Context and Organization Needs

More frequent counseling lessons/mentoring from the counselor.

School Context and Organization Summary

Master schedule reflects "target time" daily for intervention/enrichment
8-10 staff surveys sent during the year gathering staff input
Utilized pecan lot for recess areas to keep students in cohorts (with their class) due to COVID protocols

Comprehensive Needs Assessment

School Context and Organization Summary (Continued)

Class Creator used in order to create diverse, equitable classes in each grade

Comprehensive Needs Assessment

Technology

Technology Data Sources

Staff Survey (google)
Tech Inventory

Technology Strengths

Teachers had tools they needed to record lessons (camera and ring light)
District support staff were available when needed
Teachers increased their knowledge of engaging strategies using technology (i.e. Bitmoji classroom)

Technology Weaknesses

Network was overloaded with many classrooms ZOOMing at once, especially during the first part of the year
Teachers felt unprepared to manage remote and on campus students
MAP testing remote students seemed ineffective in many cases, due to parents at home with students, technical difficulties, etc.
Local funds are used for many curriculum resources (RAZ kids, flocabulary, learning a-z, etc.) and not all staff are using them consistently

Technology Needs

Pare down campus wide subscriptions to ensure we are utilizing resources the most effectively for student achievement

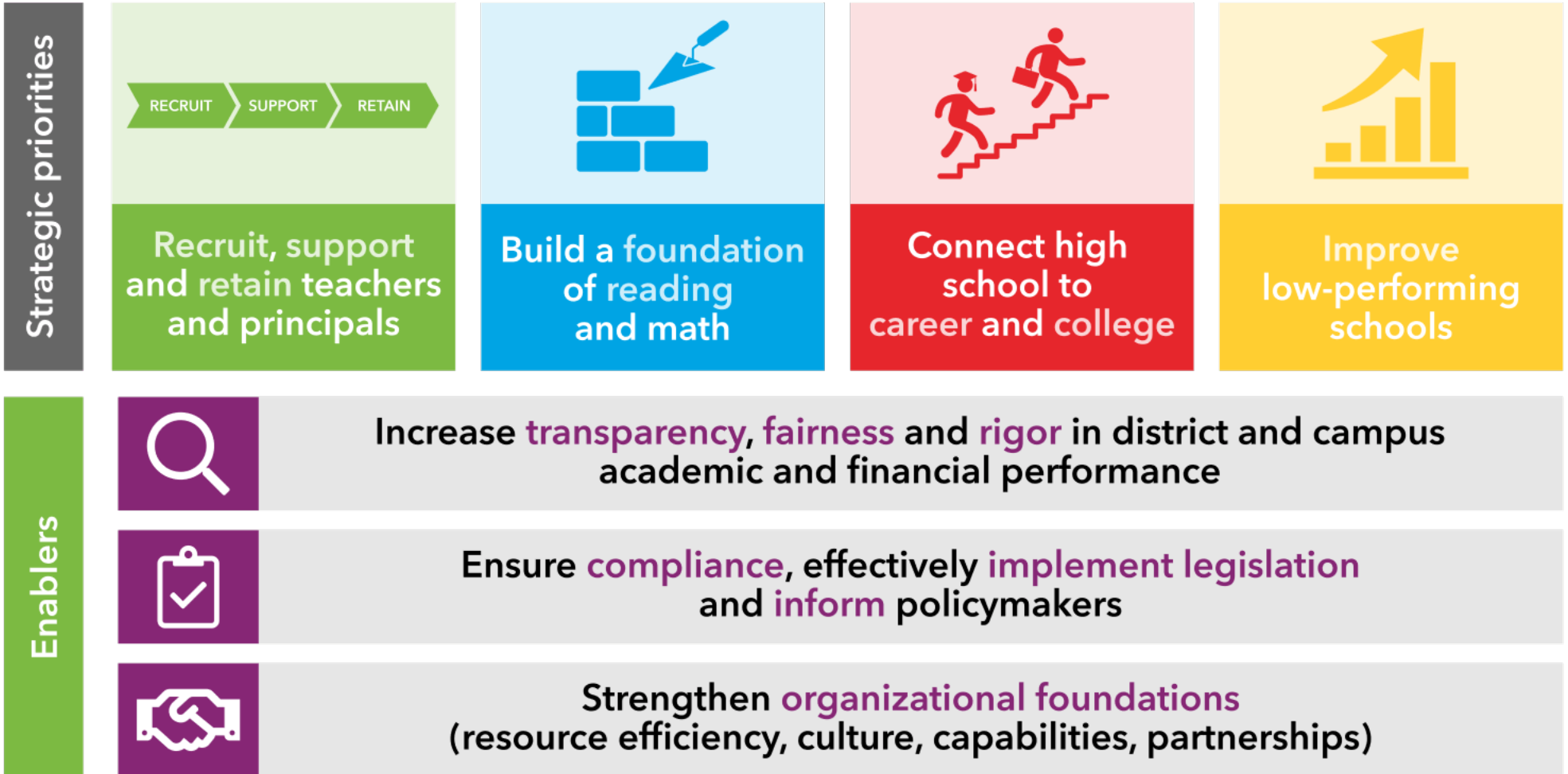
Technology Summary

Scootpad, Seesaw , and ZOOM were utilized
1-1 device ratio

Comprehensive Needs Assessment Data Sources

AESOP Teacher Attendance Reports

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

ARLINGTON CLASSICS ACADEMY

ACA Intermediate CIP

2021/2022

ACA Intermediate strives to build strong positive relationships with our #GriffinTribe and provide rigor and relevance that will inspire all students to become lifelong learners.



Teri Rodgers
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Date Reviewed: 06/14/2021

Date Approved:

Global Ends Statement:

ACA produces excellent outcomes for students, parents, and the local community, with an emphasis on continual improvement.

Student Outcomes

1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

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1. Parents are satisfied with the education of their ACA students.
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2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
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The mission of Arlington Classics Academy is to equip a diverse student body with a comprehensive education, including a special focus on western civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

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ARLINGTON CLASSICS ACADEMY Site Base

Name	Position
Rodgers, Teri	Principal
Kelly, Heath	Assistant Principal
Champion, Patricia	Nurse
Maslonka, Alyssa	3rd Grade Teacher
Aguirre, LeighAnn	4th Grade Teacher
Padilla, Brenda	5th Grade Teacher
Rivera, Carla	Spanish Teacher
Prellwitz, Barb	Parent
Vanecek, Michelle	Parent
Whitehead, Darren	Community Member
Mowry, Jeanne	Counselor

Resources

Resource	Source
ARP IDEA (284)	Federal
ESSER II (281)	Federal
ESSER III (282)	Federal
IDEA Special Education (224)	Federal
Title 1 (211)	Federal
Title III Bilingual / ESL (263)	Federal
Local Charter Funds (198 or 461)	Local
General State Revenue (420)	State
School Safety Allotment 42.168 (420 Function 52)	State
State Compensatory (420 PIC 24)	State
State Dyslexia (420 PIC 37)	State
State ECLP (420 PIC 36)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY

Goal 1. Students will demonstrate high academic achievement in Reading.

Objective 1. Revised goal due to pandemic/COVID - The % of 3rd grade students READING at grade level or above, as measured by Meets Standard or better on the STAAR assessment, will increase from the baseline of 62% to 70% as reported on the August 2024 TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. ELAR teachers will attend HB3 Reading Academy training to learn how to create a guaranteed & viable reading curriculum/dialogue that is research based & improves student growth for all students. (Target Group: EB,SPED,AtRisk,3rd,4th,5th) (Strategic Priorities: 2)	Director of Academic Services, Principal	August 2021 - May 2022	(F)Title III Bilingual / ESL (263) - \$3,583, (S)State Compensatory (420 PIC 24) - \$905, (S)State Special Education Funds (420 PIC 23) - \$930	Criteria: EOY MAP growth HB3 Reading Academy certificates 06/15/22 - Significant Progress (S) 01/02/22 - Some Progress
2. Reading interventionist will work with students who are below the 40th percentile in the Foundational Language Skills/Vocabulary & Multiple Genres category of MAP, 2X a week. (Target Group: EB,SPED,AtRisk,3rd) (Strategic Priorities: 2)	Principal, Reading Specialist, Teacher(s)	August 2021 - May 2022	(S)State Compensatory (420 PIC 24) - \$76,566, (S)State ESL Funds (420 PIC 25) - \$7,935, (S)State Special Education Funds (420 PIC 23) - \$6,644	Criteria: EOY MAP growth 01/04/23 - Significant Progress (S) 06/15/22 - Significant Progress 01/02/22 - On Track

ARLINGTON CLASSICS ACADEMY

Goal 2. Students will demonstrate high academic achievement in Pre-Algebra skills.

Objective 1. Revised goal due to pandemic/COVID - The % of 5th grade students MATH at grade level or above, as measured by Meets Standard or better on the STAAR assessment, will increase from the baseline of 57% to 70%

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Math teachers will meet weekly for common planning to discuss TEKS to be taught, intervention, extension, pre/post assessments, & what content mastery looks like. (Title I TA: 1) (Target Group: EB, SPED, AtRisk, 3rd, 4th, 5th) (Strategic Priorities: 2)	Math Specialist, Principal, Teacher(s)	August 2021 - May 2022	(F)IDEA Special Education (224) - \$240	Criteria: EOY MAP growth 01/04/23 - Significant Progress (S)
2. Math interventionist will work with students who are below the 40th percentile in Numerical Representation, Computation, & Algebraic Reasoning 2X a week. (Title I TA: 1,3,4) (Target Group: EB, 3rd, 4th, 5th) (Strategic Priorities: 2)	Math Specialist, Principal	August 2021 - May 2022	(F)ESSER III (282) - \$63,166	Criteria: EOY MAP growth 01/04/23 - Some Progress (S)

ARLINGTON CLASSICS ACADEMY

Goal 3. Students will demonstrate high academic achievement in Math.

Objective 1. Increase 3rd grade Math MAP High Achievement/High Growth quadrant from BOY to MOY by 3% and decrease High Achievement/Low Growth quadrant from BOY to EOY by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 3rd grade math teachers will attend district Math Academy training to learn how to create a guaranteed & viable math curriculum/dialogue that is research based & improves student growth for all students. (Target Group: 3rd) (Strategic Priorities: 2)	Director of Academic Services, Principal	August 2021 - May 2022	(F)ESSER II (281) - \$750	Criteria: EOY MAP growth 01/04/23 - Significant Progress (S)
2. Math interventionist will work with students who are below the 40th percentile in Numerical Representation, Computation, & Algebraic Reasoning 2X a week. (Title I TA: 4) (Target Group: EB,3rd) (Strategic Priorities: 2)	Math Specialist, Principal	August 2021 - May 2022	(S)State Special Education Funds (420 PIC 23) - \$6,644	Criteria: EOY MAP growth 01/04/23 - Significant Progress (S)

ARLINGTON CLASSICS ACADEMY

Goal 4. High academic achievement & behavior expectations.

Objective 1. Intermediate staff will continue Capturing Kids Hearts practices & high behavioral expectations on campus, which will result in a 10% decrease in out of placement discipline consequences (ISS & OSS).

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. 100% staff will attend Capturing Kids Hearts initial two day training by the Flippen Group. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Principal	July 2021 - July 2022		Criteria: CKH certificates 01/04/23 - Significant Progress
2. Continue CKH practices (greet @ the door, social contact, launch, 4?'s) & bully reporting systems to help students feel safe and secure on campus. (Target Group: EB,SPED,AtRisk,3rd,4th,5th)	Counselor, Principal, Teacher(s)	August 2021 - May 2022	(S)State Special Education Funds (420 PIC 23) - \$439.89	Criteria: EOY discipline out of placement #'s 01/04/23 - Significant Progress
3. Continue Sunshine Committee monthly meetings, staff celebrations, and team building activities. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Counselor, Lead Teacher, Principal	August 2021 - May 2022		Criteria: Meeting agendas Signup Genius / invitations 01/04/23 - Significant Progress
4. Revise 9wks Parent Communication calendar in student planners and list grade level behavior expectations for infractions and how to report bullying to campus personnel. (Target Group: AtRisk,3rd,4th,5th)	Counselor, Lead Teacher, Principal, SBDM Committee	July 2021 - May 2022		Criteria: EOY out of placement discipline #'s 01/04/23 - Significant Progress
5. Revisit explicit, systematic campus discipline procedures @ BOY and quarterly PBIS and Team Leader meetings. (Target Group: 3rd,4th,5th)	Counselor, Lead Teacher, Principal, SBDM Committee	July 2021 - May 2022		Criteria: EOY out of placement discipline #'s 01/04/23 - Significant Progress
6. 3 FTE's will be utilized to meet campus needs in response to Covid (provide SEL, increase student academic discipline & executive function skills, class supervision, & personalized instruction). 2 FTE's will be utilized to meet campus special education needs. (Title I TA: 1) (Target Group: EB,SPED,AtRisk,3rd,4th,5th) (Strategic Priorities: 2)	Principal	August 2021 - May 2022	(F)ARP IDEA (284) - \$3,649, (F)ESSER II (281) - \$87,483, (F)IDEA Special Education (224) - \$37,285, (S)State Special Education Funds (420 PIC 23) - \$44,978	Criteria: EOY MAP growth 01/04/23 - Significant Progress

Comprehensive Needs Assessment

Demographics

Demographics Data Sources

OnData Suite Report

Demographics Strengths

Student population is very diverse:

- 23% African American/Black
- 23% Hispanic
- 12% Asian
- 6% Two or more races
- 36% Caucasian/White

Male to Female ratio is very equitable

- 49.6% male
- 50% female

% Students receiving Specialized Instruction/Supports is less than 20% student population

- 7% LEP (37 students)
- 4% Special Education (21 students)
- 6% Title 1 (32 students)
- 1.7% Dyslexia (9 students)

Demographics Weaknesses

Comprehensive Needs Assessment

Demographics Weaknesses (Continued)

Staff demographics do not match student demographics

There has been an increase in Special Education & 504 #'s over past 4 years

Students w/ sped IEP's:

- 21 / 4% (20-21)
- 18 / 3% (19-20)
- 16 / 3% (18-19)
- 12 / 2% (17-18)

Students w/ 504 plans:

- 60 / 11% (20-21)
- 49 / 9% (19-20)
- 56 / 11% (18-19)
- 0 / 0% (17-18)

Demographics Needs

Systematic & explicit process for sharing individual student IEP's & 504 plans with all staff and substitute teachers.

- BOY training with each grade level & pod
- Professional development for teachers (personalized instruction, RTI, targeted interventions, accommodations/modifications)
- monthly staffings to monitor students progress and support staff needs
- quarterly progress reports
- staffing with special education staff & interventionist

Demographics Summary

The Intermediate campus has a very diverse student population and the staff demographic does not match. ACA also has a very rich curriculum with strong academic vocabulary and we need to ensure that all staff are well trained in ELPS strategies and have a firm understanding of what specialized instruction is

Comprehensive Needs Assessment

Demographics Summary (Continued)

and who is eligible to receive appropriate accommodations & modifications. In efforts to comply with our district Ends Policy and provide "personalized instruction", we need to provide further professional development to train and our support our staff, so they can better support their student's diverse needs.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

MAP performance reports

Student Achievement Strengths

Title 1 students made visible growth in numeration & computation categories of MAP.

- 3rd grade numeration = 88% students served by Title 1 interventionist made growth
- 3rd grade computation = 56% students served by Title 1 interventionist made growth
- 4th grade numeration = 80% students served by Title 1 interventionist made growth
- 4th grade computation = 80% students served by Title 1 interventionist made growth
- 5th grade numeration = 56% students served by Title 1 interventionist made growth
- 5th grade computation = 63% students served by Title 1 interventionist made growth

ELL/LEP population is consistent

- 20/21 = 37 students
- 19/20 = 36 students
- 18/19 = 36 students

TELPAS composite scores have improved

- 2020 = 50% Advanced/3rd grade, 62%/Advanced 4th grade, 62% Advanced/5th grade
- 2019 = 28% Advanced/3rd grade, 21%/Advanced 4th grade, 40% Advanced/5th grade

Great attendance/turnout @ 2021 Griffin Academy

- 3rd grade = 20 students
- 4th grade = 21 students
- 5th grade = 19 students

Comprehensive Needs Assessment

Student Achievement Weaknesses

EOY MAP scores had highs & lows, but almost all 3rd grade math EOY scores dropped since 2019 (no scores in 2020 due to COVID)

- Lo <21% = 4% 2021 / 1% 2019
- LoAvg 21-40% = 11% 2021 / 5% 2019
- Avg 41-60% = 16% 2021 / 17% 2019
- HiAvg 61-80% = 35% 2021 / 45% 2019
- Hi >80% = 34% 2021 / 32% 2019

STAAR masters results dropped from 2018-19

- 3rd Reading = 25% (44%)
- 3rd Math = 21% (43%)
- 4th Reading = 26% (38%)
- 4th Math = 38% (35%)...maintained growth
- 4th Writing = 20% (23%)
- 5th Reading = 44% (52%)
- 5th Math = 32% (47%)
- 5th Science = 15% (34%)

Student Achievement Needs

Based on COVID, remote/on campus learning trends, and 2019-20 assessment results:

- Targeted interventions & personalized learning for ALL students
- Explicit, systematic RTI procedures
- Explicit, systematic progress monitoring procedures
- PD/teacher training on pre/post assessments of TEKS
- monthly staffings to discuss and monitor progress of ALL students, including sub-pops

Student Achievement Summary

Comprehensive Needs Assessment

Student Achievement Summary (Continued)

COVID has made a huge impact on our student's evidence of content mastery...whether remote or on campus. In the Fall of 2021 staff need to re-evaluate current learning systems, teaching methods, intervention, extension, and progress monitoring. Personalized learning is more imperative than ever, to fill the learning gaps that were created during COVID.

Intermediate STAAR Results / 2021

STAAR Reading	All Students 2021	All Students 2020	All Students 2019
3rd Grade	81%	X	93%
4th Grade	79%	X	87%
5th Grade	88%	X	94%

STAAR Math	All Students 2021	All Students 2020	All Students 2019
3rd Grade	76%	X	95%
4th Grade	82%	X	79%
5th Grade	79%	X	94%

STAAR Writing	All Students 2021	All Students 2020	All Students 2019
4th Grade	scores not in yet	X	86%

STAAR Science	All Students 2021	All Students 2020	All Students 2019
5th Grade	78%	X	91%

MAP Math Growth				
	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	Fall 2017 - Spring 2018	Fall 2018 - Spring 2019
Kindergarten	37.6%	87.8%	95.9%	96.4%
1st Grade	26.5%	54.8%	74.4%	77.8%
2nd Grade	44.9%	81.7%	64.0%	28.4%
3rd Grade	35.2%	52.1%	55.9%	69.9%
4th Grade	27.4%	43.4%	60.1%	56.8%
5th Grade	32.1%	47.5%	60.1%	59.2%
6th Grade	25.3%	52.8%	65.0%	60.6%
7th Grade	37.5%	59.4%	55.7%	69.1%
8th Grade	42.5%	52.7%	65.3%	84.9%

MAP Reading Growth				
	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	Fall 2017 - Spring 2018	Fall 2018 - Spring 2019
Kindergarten	46.0%	84.1%	90.7%	87.7%
1st Grade	26.0%	55.7%	53.8%	51.4%
2nd Grade	23.1%	49.7%	47.4%	49.1%
3rd Grade	38.0%	56.7%	64.8%	55.0%
4th Grade	51.3%	66.1%	70.9%	63.3%
5th Grade	43.2%	56.0%	76.5%	70.7%
6th Grade	40.9%	52.7%	52.9%	51.3%
7th Grade	40.2%	53.9%	50.3%	74.5%
8th Grade	45.1%	46.8%	44.5%	64.2%

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Campus Meeting Agenda
Community Input
Discipline Referral report
Parent Survey (google)
Staff Development

School Culture and Climate Strengths

PBIS team continued to meet and implement campus wide behavior expectations.

- Keeping it REAL in the Hallways
- BEST
- RESPECT
- FLUSH
- SHARK

Discipline: ISS and OSS Data

- 17-18: 55 out of placement consequences
- 18-19: 50 out of placement consequences
- 19-20: 11 out of placement consequences (school year discipline data ended in March 2020)
- 20-21: 22.5 out of placement consequences (**55% decrease** from 2018-2019 school year discipline data)

Sunshine Committee

- Hosted monthly luncheons
- Celebrated national holidays
- Provided bereavement flowers/food/cards for staff members
- 14 members on campus Sunshine Committee

Capturing Kids Hearts

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

- 70% staff currently trained (goal is 100% trained)

Positive EOY parent survey results:

- "ACA Covid protocols were amazing"
- "Higher standards than public schools"
- "The communication from administration, how seriously they took situations and the effort to accommodate and adapt this year to keep students and teachers safe."
- "The teachers went above and beyond in making sure my child was succeeding."
- "Dedication of the staff"
- "It's more personal to the child's needs."
- "It's like family."

All staff rated Proficient or higher on "Classroom Culture" domain in T-TESS

- 19 rated Accomplished
- 9 rated Proficient

School Culture and Climate Weaknesses

- Grade level behavior expectations are not consistent across grade levels and send mixed messages to families with multiple students on campus.
- Behavior communications are not consistently documented in the same location in the student planner.

School Culture and Climate Needs

- Behavior expectations listed clearly in student planners, grade level parent communications, and shared at Parent University's.
- Consistent communication home (in student planners) for parents to see and know how to better support/partner with the school & help their child be successful @ school.

Comprehensive Needs Assessment

School Culture and Climate Summary

- Campus needs to revisit PBIS vision and plans for the campus prior to COVID. What were we implementing? What is working? What needs to be revisited/tweaked? What new campus needs do we have post COVID?
- Need to revise 9wks Parent Communication calendar in student planners and list grade level behavior expectations, consequences for infractions, and how to report bullying to campus personnel.
- Overall campus culture is thriving. Sunshine committee has added value & boosted staff morale through monthly luncheons and gatherings.

Discipline Progress Monitoring

	OSS Out of School Suspension	ISS In School Suspension	½ day ISS	Total out of placement consequences
2017-18	18	35	2	55
2018-19	5	44	1	50
2019-20	2	9	0	11
2020-21	5	17	1	22.5



ACA Intermediate

Create and sustain a positive campus culture that celebrates students/staff/parents, builds purposeful relationships, and encourages personal growth for 100% of all stakeholders.

... Campus Improvement Plan 2018-2019

100% of staff will attend Capturing Kids Hearts initial two day training, by the Flippen Group.

Campus Improvement Plan 2019-20, 2020-21

3rd Grade	4th Grade	5th Grade	Additional Staff
Melissa Vesper	April Diaz	Kristy Johnson	Aaron Norris
		Cara Bellah	Lee McGee
			Julie Hernandez
			Kim Hattendorf
			J'vette Helsel
			Patricia Champion
			Lori Goetz
			Neil Sqrow
			Tiffani Menezes
			Shelbi Montez
			Tiffani Menezes
			Michele Vanecek
			Katie Curtis

*to be trained July 22-23, 2021

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

DMAC Report
Teacher Turnover Rates

Staff Quality, Recruitment and Retention Strengths

- Third grade vertically aligned and participated w/ Primary teachers in the Reading Academy this year.
- Math teachers met w/ Primary & Middle School teachers @ the EOY to vertically align for the upcoming school year.
- Common planning time is built into the master schedule to allow content teachers to plan instruction together
- Two campus support staff were hired this year to better support campus needs during COVID & remote learning needs

Staff Quality, Recruitment and Retention Weaknesses

- Two staff members had to unexpectedly leave in the spring semester putting a strain on substitute availability & the use of extra campus support
- One extra campus support staff member will not be returning in the Fall of 2021

Staff Quality, Recruitment and Retention Needs

- Need 2 more extra campus support staff to assist with teacher vacancies, classroom needs, small group intervention, and student supervision.

Staff Quality, Recruitment and Retention Summary

- 41 Total Staff
- 73% (30 staff) used all 5 Local Days provided by the district
- 46% (19 staff) used additional State Days for absences
- 2 Resignations @ EOY

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

- 1 Resignation @ MOY
- 1 New Hire for extra campus support (need 1 per grade level)

20-21 Staff Attendance

Total Staff	Used all 5 Local Days	Used additional State Days
41	73% / 30 staff	46% / 19 staff

...from Frontline report from JPool / June 2021

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Data Sources

Campus Master Schedule
Community Input
Special Student Populations

Curriculum, Instruction and Assessment Strengths

- Weekly common planning time built into the master schedule. Core content teachers can horizontally align 90 minutes a week to plan instruction.
- 3rd & 4th grade math teachers administer weekly TEKS checks to assess content mastery.
- 3rd grade ELAR teachers participated in the HB3 Reading Academy.
- Staff met w/ interventionists for "Coach & Conference" monthly to desegregate data and personalize instruction for tier 2 & tier 3 students.
- Each teacher has "Sub-pop Binder" with all IEP accommodations, 504 accommodations, and LPAC accommodations to provide personalized instruction.
- Multiplication & Division club members/participation continues to increase across grade levels.

Curriculum, Instruction and Assessment Weaknesses

- 5th grade teachers have not consistently administered weekly TEKS checks as often as 3rd & 4th
- Data of student's w/ IEP's has not been included in weekly math TEKS checks to monitor progress.
- It has been difficult to progress monitor remote and on campus learning consistently.

Curriculum, Instruction and Assessment Needs

- Systematic progress monitoring form for all math teachers and admin to monitor weekly
- Include resource teacher in math common planning times
- Include resource teacher in monthly RTI meetings

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Needs (Continued)

- More instructional minutes are needed in the master schedule. We will be moving to a 75 core content block of time in 21-22 school year.

Curriculum, Instruction and Assessment Summary

We are only as good as our systems. Therefore, we will be synchronizing our campus systems in the Fall to increase consistency across teams & grade levels, RTI procedures, progress monitoring, instructional blocks, and frequent monitoring of skill mastery for all learners.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Parent Survey (google)
Sign in Sheets

Family and Community Involvement Strengths

- Due to Covid, students were able to use technology very effectively and learn how to use their email more so than in years past. Students were able to ask for help and collaborate with their teachers via email, Google Classroom, and ZOOM.
- Parent involvement continued to thrive due to the use of ZOOM and other digital formats, despite Covid protocols and/or health concerns.
- After CDC guidelines were minimized, volunteers were able to return to campus and volunteer for science labs and help with cafeteria supervision.

Family and Community Involvement Weaknesses

- Due to Covid protocols & health concerns, on campus parent involvement was reduced.
- Due to Covid protocols & health concerns, no Fine Arts programs or large group gatherings were able to occur on site.
- Per EOY Parent Survey results, some parents/families felt disconnected or lacked personal relationships with the #GriffinTribe, like in years past.
- Per EOY Parent Survey results, communication was a struggle for some remote families.

Family and Community Involvement Needs

- New/innovative ways to bring back/re-establish the close knit community that ACA is known for
- Provide more/unique opportunities for parents to volunteer both on campus and from home - not every parent can participate in-person despite their desire to do so
- Promote Events/Parent University/Family night to promote and re-build ACA culture

Family and Community Involvement Summary

Comprehensive Needs Assessment

- Parent involvement/participation was reduced due to events beyond our control (Covid)
- During the pandemic, the climate and culture survived and in some ways thrived due to the love and dedication of the teachers and staff
- Communication was provided through many avenues however, some families still felt disconnected and "out of the loop" with their child's academics/education
- The Intermediate campus saw an astounding number of parents/families on campus for student awards on the last day of school.
- We must continue to work towards intentional instruction and great customer service/support for all stakeholders involved

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

Campus Duty Schedule
Campus Master Schedule
Staff Survey (google)

School Context and Organization Strengths

- Common planning time is built into the master schedule to allow content teachers time to plan instruction together
- Each grade level and campus leadership provides input into the master schedule (lunch/griffin time/specials/recess)
- Decrease in discipline referrals due to PBIS, open parent communication, positive phone calls home, consistent interaction and follow ups with each individual student and parent
- When assigning students to classrooms, students needs are strongly addressed: MAP RIT levels, special services, accommodations, special needs, behavior/discipline, personality
- Counselor works with students and teachers; plans and implements monthly guidance lessons
- Tech TA plans and implements technology lessons to further support classroom instruction while also addressing internet safety and expectations
- Admin frequently addresses and supports teachers/staff per covid, stress, family issues/concerns/needs
- Staff are provided with the most up to date IEP's and 504's: paperwork/accommodations are kept in the teacher provided "Sub-pop Binder" for quick reference

School Context and Organization Weaknesses

- Covid safety protocols have caused extra stress among all parties, made tutoring/one-on-one/small group work a challenge, and created new and unexpected challenges.
- Increase in technology in some ways caused a disconnect to personalized learning - "one size fits all" for remote students & an increase in tech violations.
- Support staff became stretched - covering classrooms, lunch duty, managing technology, adjusting to daily student/staff needs

School Context and Organization Needs

Comprehensive Needs Assessment

- Continued Counselor support - SEL & reacclimating to "normalcy"
- Staff training to address and identify the needs of students "post covid" -continue to provide strong, positive customer service to students & families

School Context and Organization Summary

- New master schedule will allow for 75 minute core instruction, intervention/extension, physical activity/fine arts, & lunch/recess.
- Teachers/staff heavily influence daily discipline and expectations on campus - greeting at the door, what we say and how we say it matters, restorative practices, utilizing steps and procedures with chain of command
- The needs of students are being addressed and met through multiple and various avenues throughout the campus
- Using teacher/staff and parent feedback, adjustments were made throughout the year with schedules and instructions based off of sound judgement and guidance per ACA district and CDC guidelines

Technology

Technology Data Sources

Tech Inventory

Technology Strengths

- District provide all content teachers with technology: laptop, camera, light ring
- Teachers were provided with overview of how to use and apply the technology within their classroom/lessons
- District staff provided input/insight with technology usage as well as helped with troubleshooting issues
- Teachers were resilient - relied on each other for help/guidance

Technology Weaknesses

- Some teachers felt overwhelmed with teaching a classroom while managing and using technology in ways that were unfamiliar
- The network was not always reliable. Internet would crash or become very slow

Comprehensive Needs Assessment

Technology Weaknesses (Continued)

- Working with remote students did not allow for the same personal connection that a teacher would normally have if the students were in their room
- Technology failures/mishaps would/could cause a disruption in the lesson and/or flow of learning both for in-person and remote students.
- Students did not always use technology for school related interests - students would/could access areas in the internet that were not always school related or school appropriate

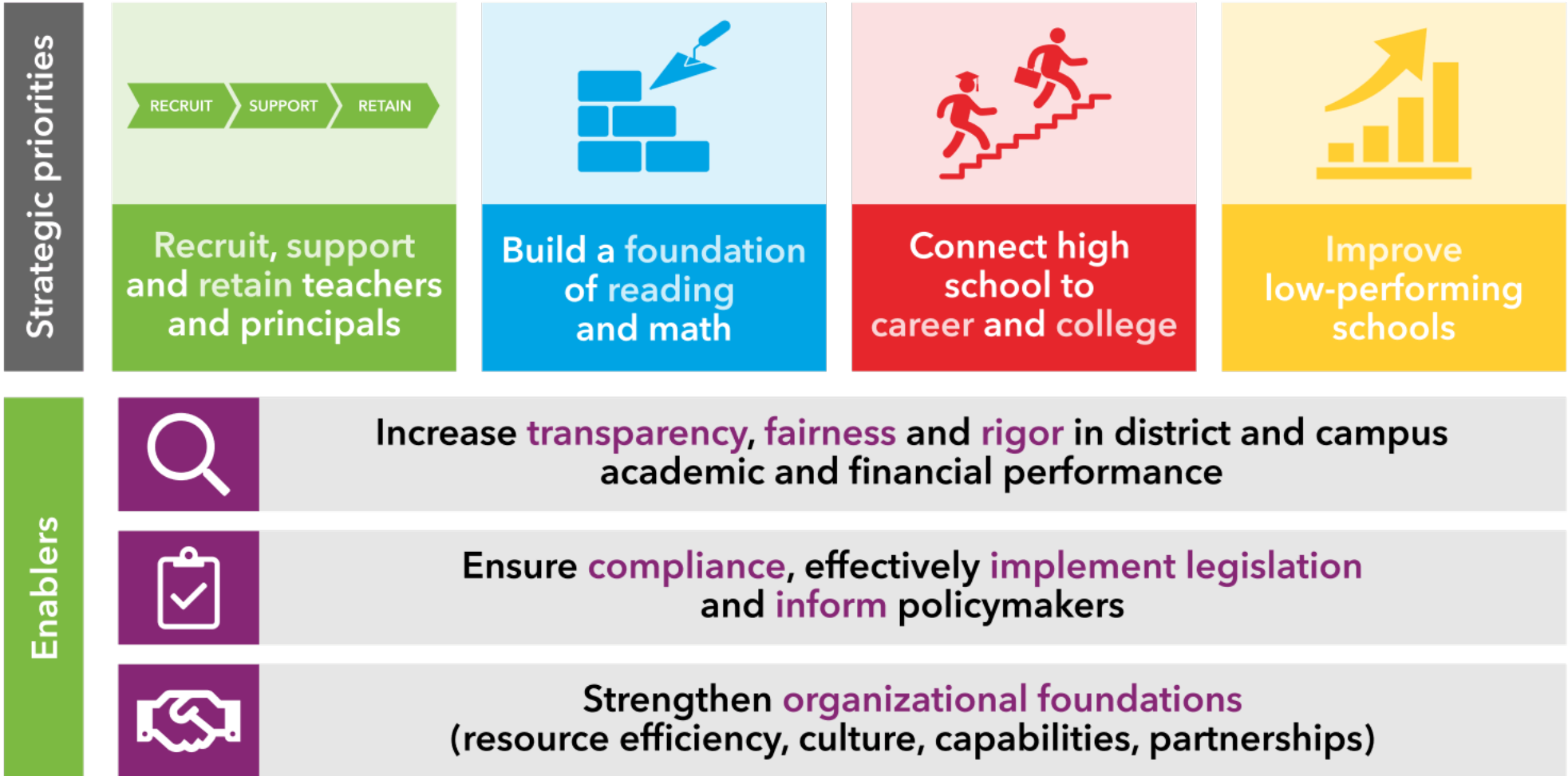
Technology Needs

- The campus needs a strong/reliable network to support the needs of the students, teachers, and staff
- Staff could benefit from some annual basic tech training to assist with common technology issues
- Sub laptops need access to Google & Office (to access slides/powerpoint, etc)

Technology Summary

- The district responded to campus tech needs and the additional technology provided the campus with a means of reaching students who were not on campus
- Chromebooks, reliable network, and the "tech team" proved to be an invaluable resource for teachers
- Zoom allowed for parent/student interaction for various needs: classroom instruction, parent conferences, ARD's/504's, communication via google classroom or Remind

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

ARLINGTON CLASSICS ACADEMY -MIDDLE

Campus Improvement Plan 2021/2022

Make it a great day or not, That choice is yours! Go Griffins!!



Yolonda Dawson
5200 South Bowen
817-987-1909
ydawson@acaedu.net

Date Reviewed: 06/14/2021

Date Approved:

ARLINGTON CLASSICS ACADEMY -MIDDLE

Mission

The mission of Arlington Classics Academy is to equip a diverse student body with comprehensive education, including a special focus on Western Civilization. Students will develop a commanding knowledge of the origins of our liberty and the ability to sustain it through moral leadership. We aim to accomplish this goal through a high level of academic instruction and high behavioral expectations.

Vision

The vision of Arlington Classics Academy is to be an educational institution of academic excellence that provided a college preparatory, liberal arts curriculum delivered through a classical style of instruction.

Nondiscrimination Notice

ARLINGTON CLASSICS ACADEMY - MIDDLE does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

ARLINGTON CLASSICS ACADEMY -MIDDLE Site Base

Name	Position
Dawson, Yolonda	Campus Administrator
Lam, Ryan	Campus Manager
Barrett, Amy	Teacher
Marrocco, Michele	Teacher
Sherman, Jeremy	Teacher
Rodriguez, Manuel	Teacher
Jenson, Angelica	Teacher
Oviedo, Candice	parent
Sant, Janet	parent
obrien, Jackie	teacher

Resources

Resource	Source
ARP IDEA (284)	Federal
ESSER II (281)	Federal
ESSER III (282)	Federal
IDEA Special Education (224)	Federal
Title III Bilingual / ESL (263)	Federal
Local Charter Funds (198 or 461)	Local
General State Revenue (420)	State
School Safety Allotment 42.168 (420 Function 52)	State
State Compensatory (420 PIC 24)	State
State CTE (420 PIC 22)	State
State Dyslexia (420 PIC 37)	State
State ESL Funds (420 PIC 25)	State
State Special Education Funds (420 PIC 23)	State

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 1. Students will demonstrate high academic achievement

Objective 1. By May 2022, The percentage of economically disadvantaged in all grade levels will meet projected growth on the Math MAP test 6th grade will increase from 48% to 51%, 7th grade will increase from 64% to 70% and 8th grade will increase 46%-50%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will use math tutors to work with students in small group to increase skill set. (Target Group: AtRisk) (Strategic Priorities: 2,3)	Principal, Teacher(s)	Septem 2021- April 2022	(F)ESSER III (282) - \$14,210	Criteria: Map Performance 11/01/22 - Significant Progress

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 1. Students will demonstrate high academic achievement

Objective 2. By May 2022, at least 75% of the students who are being serviced through Special Education will increase Reading/Math MAP growth by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The Special Education department will purchase resources that focus on the skills gaps of students. (Target Group: SPED) (Strategic Priorities: 2)	Coordinator of Special Education, Lead Teacher, Principal	September 2021- April 2022	(F)ARP IDEA (284) - \$3,979, (F)IDEA Special Education (224) - \$70,802, (S)State Special Education Funds (420 PIC 23) - \$70,167	Criteria: The students will be evaluated by the Map Scores starting the Fall of 2021 to the Spring of 2022. 11/01/22 - On Track

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 1. Students will demonstrate high academic achievement

Objective 3. By April 2022, at-risk students will increase Reading MAP Projected Growth by 5% in all grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The general interventionist will work with the reading teachers to focus on skills lost during the effects of the Covid pandemic. (Target Group: AtRisk) (Strategic Priorities: 2)	Lead Teacher, Principal, Teacher(s)	October 2021- April 2022	(S)State Compensatory (420 PIC 24) - \$66,167	Criteria: Spring Map Test 11/01/22 - On Track

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 2. SW demonstrates high academic achievement.

Objective 1. By April 2022, 6th and 7th graders who have met expected MAP projected growth will increase by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Build Flextime into the Master Schedule for accelerated instruction based on MAP performance Math/Reading and Science(Biology). (Target Group: All) (Strategic Priorities: 2,3)	Counselor, Director of Academic Services, Lead teacher at each grade level, Principal, Teacher(s)	August 2021-May 2022		Criteria: Adopt Progress Monitoring Tools that align to the goals 11/01/22 - Completed

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 2. SW demonstrates high academic achievement.

Objective 2. By April 2022, 8th-grade students who have met Expected MAP projected growth in Algebra I and Biology will increase by 5%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. FLEX built into the schedule will use FEV tutoring to combat the loss of learning due to COVID 19. (Target Group: All)	Director of Academic Services, Principal, Teacher(s)	September 2021-May 2022		11/01/22 - Completed

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 3. Students possess and can demonstrate the skills and attributes of an effective leader.

Objective 1. By April 2022, the students will develop skills to gain knowledge of leadership, improve executive function and academic discipline needed for success. The number of students failing will decrease by 3% in all Core Classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The master schedule will change to include a seminar class that will focus on leadership skills, organizational skills, and character education to allow the students to be independent beyond the middle school level. (Target Group: ESL,EB) (Strategic Priorities: 2,3)	Counselor, Director of Academic Services, Principal, Teacher(s)	August 2021-May 2022	(F)Title III Bilingual / ESL (263) - \$3,583	Criteria: Master Schedule 11/01/22 - On Track
2. Implementing SOAR curriculum Resource for student development. (Target Group: All) (Strategic Priorities: 2,3)	Counselor, Director of Academic Services, Teacher(s)	August 2021-May 2022	(S)State ESL Funds (420 PIC 25) - \$14,568	Criteria: Monitoring Tools built-in from the SOAR resource. 11/01/22 - On Track
3. The campus support specialists will provide SEL(social-emotional learning) and academic supports to the students throughout the school day. This is needed due to the effects of Covid 19 and Winter Storm Uri. (Target Group: All) (Strategic Priorities: 2,3)	Principal, Teacher(s)	August 2021-May 2022	(F)ESSER II (281) - \$82,120	Criteria: Monitoring tools built into the resource. 11/01/22 - On Track

ARLINGTON CLASSICS ACADEMY -MIDDLE

Goal 3. Students possess and can demonstrate the skills and attributes of an effective leader.

Objective 2. By April 2022, 3% of new teachers will increase MAP projected growth in all Core Classes by 3%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To help with the Covid Slide during last year. Summer School. (Target Group: All)	Director of Academic Services, Principal, Teacher(s)	Summer School	(F)ESSER III (282) - \$27,103	11/01/22 - Completed

Campus Value Statement:

Arlington Classics Academy Middle School values the four pillars of wisdom, vigilance, courage and strength in an effort to provide a safe, creative and challenging learning environment . We aim to model and foster a growth mindset through lifelong learning and awareness of our responsibilities. Each student will possess a willingness to make mistakes and utilize them as part of the learning process. Through academic stamina and high behavioral expectations, we believe every student will then grow towards independence before leaving Arlington Classics Academy Middle School.

ACA Board Ends Policies

Ends policies adopted April 21, 2016

Student Outcomes

1. Students' lifelong learning skills measurably improve.
2. Students demonstrate high academic achievement.
3. Students possess and can demonstrate the skills and attributes of an effective leader.

Family Outcomes:

1. Parents are satisfied with the education of their ACA students.
2. Parents effectively function as co-educators for their ACA students with the help of a support system provided by ACA.
3. Parents are an integral part of the ACA community.
4. Parents financially support ACA.

Public Outcomes:

1. ACA publicly provides current practice and performance information.
2. ACA is perceived as an excellent school, a good neighbor, and a good citizen.
3. ACA receives financial support from sources beyond the ACA community.

State Compensatory Education, a state program, the LEA identifies students in need of service through a description of the LEA's selection criteria, which must be multiple, educationally related, objective criteria, except that children in preschool through grade 2 shall be selected solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures. These developmentally appropriate measures include:

retained/did not meet passing standard for nine week grading period
below level on Reading Progress Monitoring assessment
below 50th percentile on MAP Math and/or Reading assessment
Covid lag

Additionally, students identified as homeless, in foster care, Dyslexia, or LEP may receive targeted assistance supplemental services.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Data Sources

Disaggregated STAAR Data
DMAC Report
Failure Lists
Federal Program Guidelines
MAP performance reports
Parent Survey (google)
Special Student Populations
Staff Survey (google)

Student Achievement Strengths

We have increased growth slightly in past years with our sub populations. The sub populations are making progress on campus except for our students that are being serviced through Special Education.

We have had improvement in reading in all grade levels.

The math teachers broke the MAP data down and use the information they found to form tutoring groups that ultimately increase student's growth on the MAP test.

Student Achievement Weaknesses

Students did not grow as much this year. Both STAAR and MAP tests show a dip in Math in grade 6th and 7th grade. The students that are being serviced through Special Education did not pass any of the 8th grade Math tests.

The students that are being serviced through Special Education are struggling to improve growth in Math due to the effects of Covid and Winter Storm Uri.

Student Achievement Needs

Comprehensive Needs Assessment

- Increase rigor in the classroom through instructional practice in order to reach all students.
- Increase math scores in the sub populations including Special Education.

Student Achievement Summary

Students have grown slightly in Math and Reading but we still have worked to do in our sub populations. The attendance of some of the students were an indicator of their success in some classes.

Social Studies STAAR results were down. 7th grade Math STAAR students results were also down. Students did make growth of some areas of Math and Reading but some students did struggle with growth in certain concepts.

Additional staff to support students due to the effects of Covid and Winter Storm Uri. This includes campus support and a general interventionist.

Comprehensive Needs Assessment

School Culture and Climate

School Culture and Climate Data Sources

Discipline Referral report
Expulsion/Suspension Records
Parent Survey (google)
Staff Survey (google)
Teacher Turnover Rates

School Culture and Climate Strengths

Campus is safe.

Students feel safe and respected

Teachers have high expectations of students.

Students believe teachers care for them and are committed to teaching them.

Students for the most part feel they are treated equally among their teachers.

Students do feel they have a safe place to share concerns.

School Culture and Climate Weaknesses

The Covid year did bring about some changes and misconceptions due to the fact ht half the students were not on campus.

Teacher morale was low this year. New teachers were unfamiliar about the school wide discipline plan.

We also had extensive damage to our building which caused some students to continue to be isolated by being remote.

Students did come to the school to be provided a safe place to do their school work.

Students' perception of some of the teachers changed to a negative stance.

Comprehensive Needs Assessment

School Culture and Climate Weaknesses (Continued)

Many students suffered from isolations, depression and anxiety while being in a remote status during this school year.

We had 6 ISS/OSS this year. Mostly males.

School Culture and Climate Needs

- Expand the social and emotional learning
- Incorporate a proven program to improve executive function and academic discipline.
- Improving academic performance

School Culture and Climate Summary

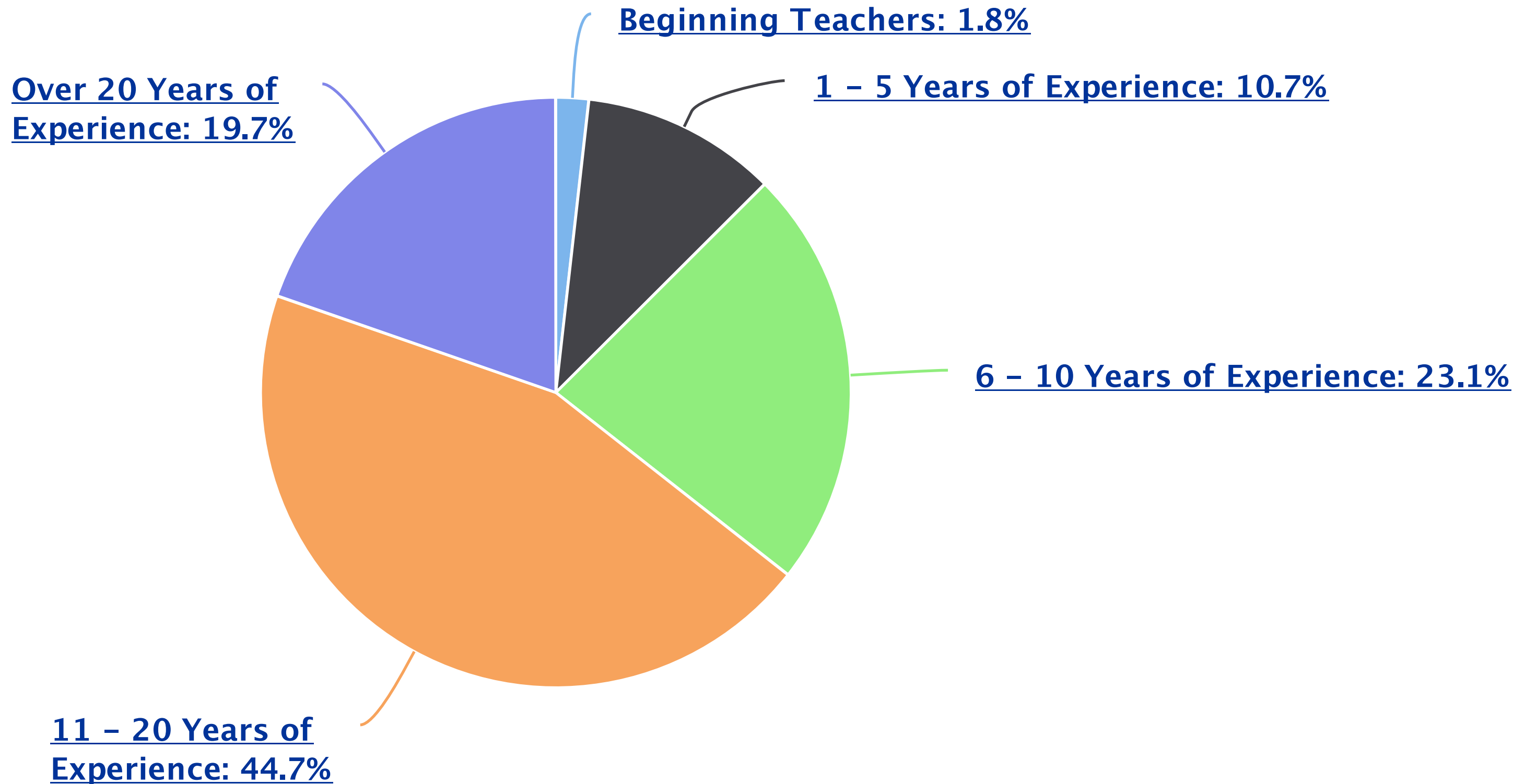
The needs are our campus are minimal but have grown over the past year in part due to the impact of Covid on our students.

We are working on pride of the school inside and out. We are also to work on character education using our four pillars(Courage, Vigilance, Strength, Wisdom).

We have high expectations academically and behaviorally. New teacher training for the implementation of the school wide discipline plan.

As a campus we need to be able to demand the high expectations but also provide supports for those student who are struggling because of factors outside of the school's control.

Teacher FTE Percentage by Years of Experience for 2020 – 2021



Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Data Sources

AESOP Teacher Attendance Reports
DMAC Report
MAP performance reports

Staff Quality, Recruitment and Retention Strengths

100% of the teachers are certified in the field that they are teaching.

Over 64% of the teachers have over 10 years experience in the classroom.

95% of the teachers received a proficient overall on their T-TESS evaluation.

The school only lost 2 staff members last year.

We did have an increase in students who are being serviced through 504.

Staff meetings were also made into Professional development for the staff. Surveys were sent out to staff to inquire about training that they felt is needed in order to be successful in the classroom.

Staff Quality, Recruitment and Retention Weaknesses

We did have an usual amount of failures in core classes. We believe that this is due to the effects of Covid. Compared to 2019-2020 and the 2020-2021 school year, the failure rate increased by more than 50%

More students failed Algebra I this year than in the past.

There were an increase in absenteeism for staff from last year to this year. This also showed in the classroom with the decrease in MAP scores.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Needs

To increase Map scores, training on how to read MAP scores to use to drive instruction.

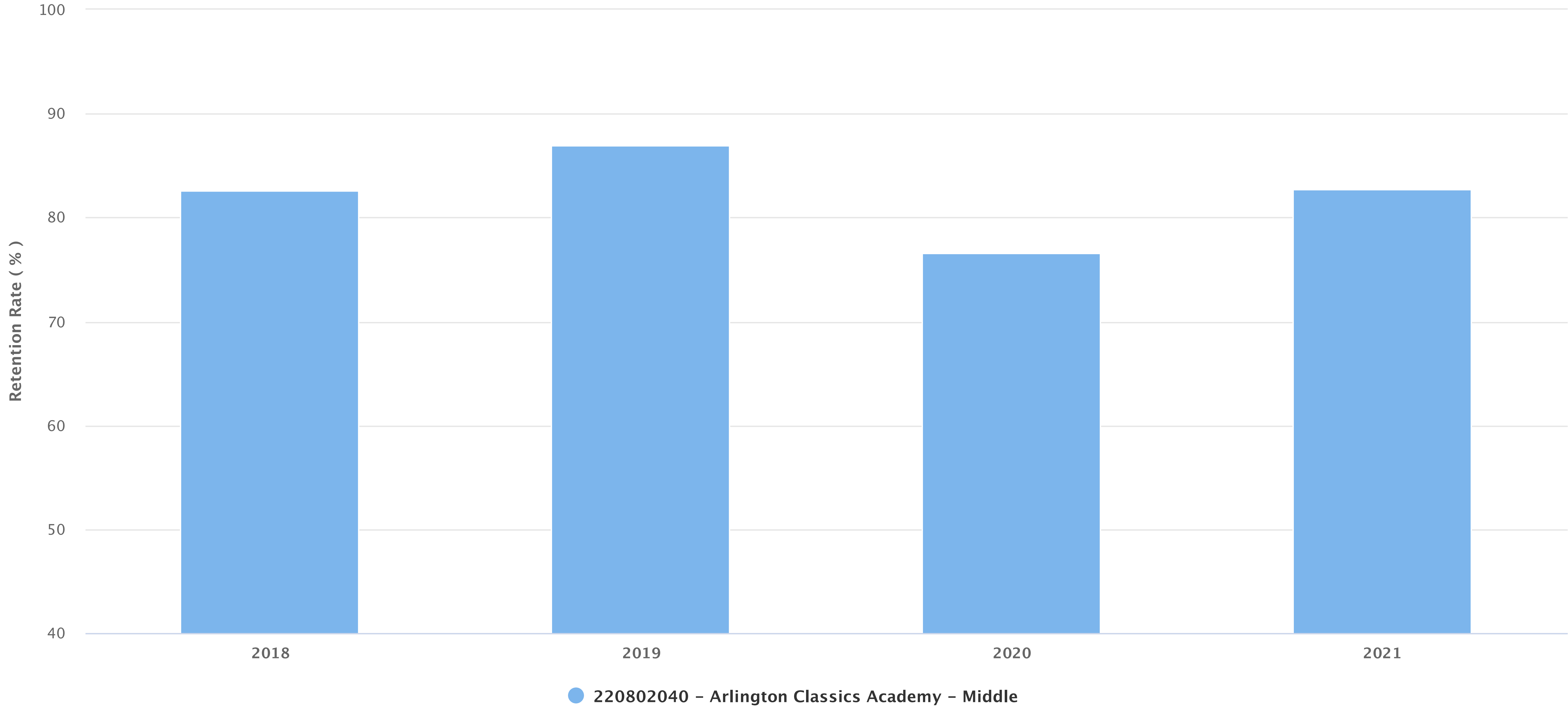
Increase appreciation time throughout the school year with a more active Sunshine Committee.

Staff Quality, Recruitment and Retention Summary

We have a great teacher core in the Middle School. The effects of the Covid Year is evident in both the students dip in MAP scores and the attendance of teachers.

Training is needed to help with the breakdown of data for our teachers to use the MAP data to further instruction.

Campus Teacher Retention Rates



Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Data Sources

Parent Survey (google)
Sign in Sheets

Family and Community Involvement Strengths

We had great participation in the parent university by Zoom.

All parent universities were done through Zoom.

No parent volunteers on campus because of Covid protocols.

More consistent communication with parents and teachers through the common LMS(Google Classroom), Remind, and Zoom.

Family and Community Involvement Weaknesses

The students that were remote felt disconnected.

Volunteers were limited or non existent.

Parent involvement at school reduced.

Family and Community Involvement Needs

More parent opportunities to participate in the school environment.

Parent university that focus on all aspects of campus life for their students.

Comprehensive Needs Assessment

Family and Community Involvement Summary

Great participation on family zoom.

No in person parent universities because of the effects of Covid.

Better communication with parents and teachers through the common LMS(Google Classroom), Remind, and Zoom.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Data Sources

Campus Duty Schedule
Campus Master Schedule
Staff Survey (google)

School Context and Organization Strengths

"Well checks" sent quarterly to staff to promote mental well being, and look for areas of need

Decrease in misbehaviors than in previous years, due to few students on campus.

Grade level teachers have 90 minutes at least twice per week along with 30 minutes in the morning to make phone calls, make copies, etc. We also gave the teams half days to plan each nine weeks.

Student subpops are considered when placing students in classes/teachers.

Counselor working to provide support for students.

School Context and Organization Weaknesses

Counselor had more students to consult because of more students experiencing anxiety and depression.

School Context and Organization Needs

More resources and opportunities for the counselor to consult with the students who are suffering from mental health issues and ability to get them the help they need.

Comprehensive Needs Assessment

School Context and Organization Summary

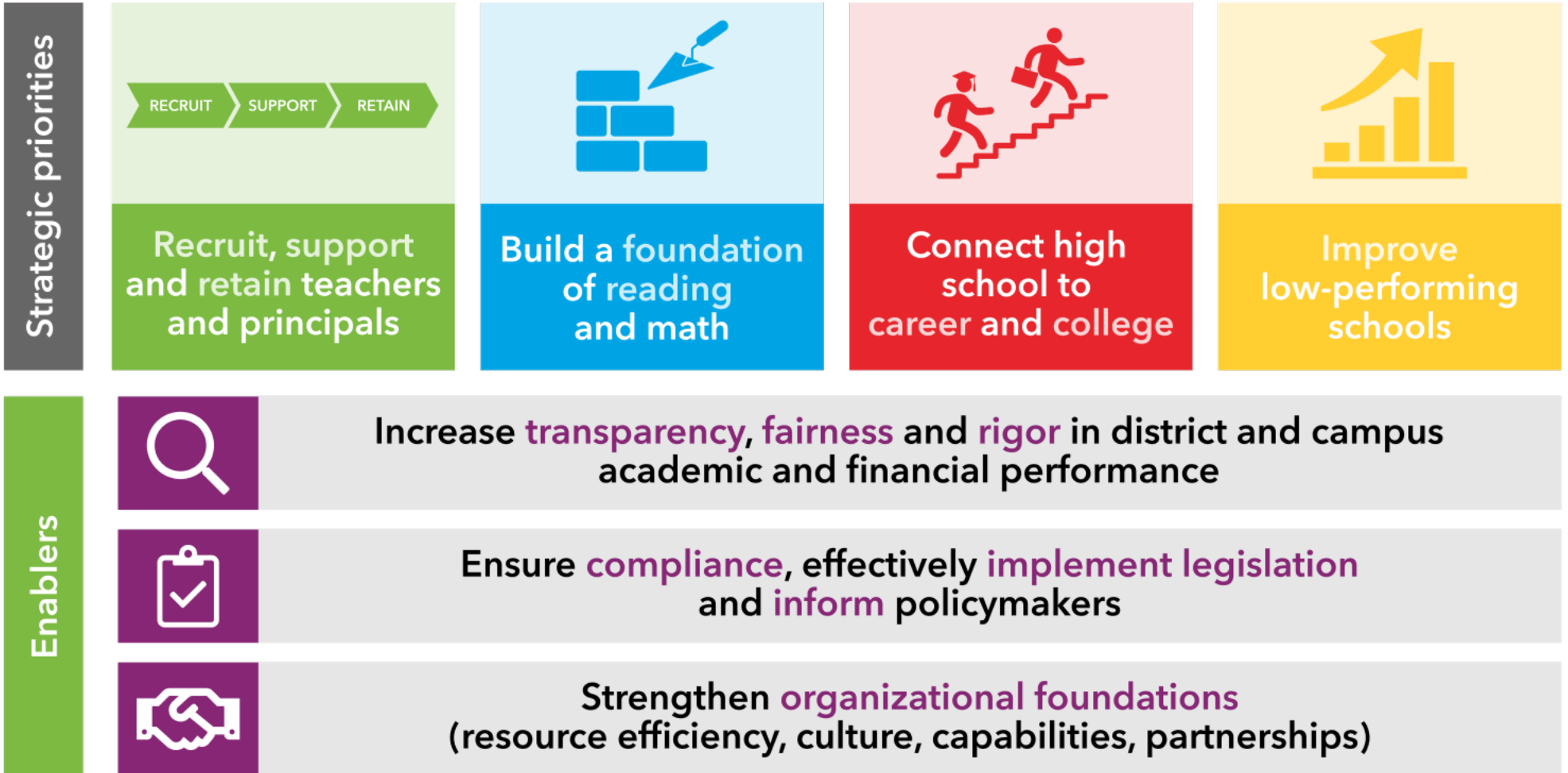
Master schedule reflects "flex time" daily for intervention/extension

4-5 staff surveys sent during the year gathering staff input

Used the back parking lot for students to spread out and play.

Purchased more traditional play items for students as well as picnic tables to having other eating spot options.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

Addendum

E

HB 3 Goals

Department of **ACA**demic Services

Kim Neill, Director of Academic Services
Courtney Boswell, Coordinator of Special Programs and Assessment
Dr. Roy Watts, Coordinator of Special Education/Diagnostician

Melanie Dean, District Math Instructional Specialist
Sherri Sechrist, District Dyslexia Specialist

June 2022

*Build teacher capacity to design and deliver rigorous instruction
that enables all students to realize ACA's Mission, Vision, and Ends Policy Student Outcomes.*

State Assessment:

Due to impacts from COVID-19, the TEA said it "is running additional analyses on the data as part of an enhanced due diligence process." For this reason, STAAR reports and special population analyses will be presented in our July report.

In Accordance with HB4545, Intermediate and Middle School Campus Administration held Accelerated Learning Committee Meetings with families of students in Grades 3, 5, and 8 who Did Not Meet Standard on one or more STAAR assessments or STAAR EoC exams and contacted families of students in Grades 4, 6, and 7 who Did Not Meet Standard on one or more STAAR assessments to inform them of the 30-hour Supplemental Accelerated Instruction requirement.

Students in Grades 3-7 were offered the opportunity to complete the required 30 hours for Reading and/or Mathematics in the ACA Summer Academy in group sizes of no more than 10 students to 1 teacher or to participate in after school tutoring at a minimum of once a week during the school year.

Currently, ACA Summer Academy has been in session for 15 days. Of the 147 eligible students, 104 are participating. Thanks to the efforts of Summer Academy Administrator Melanie Dean and the outstanding ACA Summer Academy staff, many students have already completed the required 30 hours. After we finalized our enrollment, Summer Academy staff collaborated and problem-solved to make sure students who only needed one subject had access to instruction and individualized practice for the entire 3 hours each day, which shortened their Summer Academy session. Parents of students who completed the required 30 hours before July 1 were given the option for their student to continue, since teachers are using students' EoY MAP data to identify each student's personal areas for growth. Teachers are collecting pre-, post-, and mid-unit data to track student progress. All data will be summarized after the completion of the Summer Academy. We will continue to monitor participating students' progress in the fall and share with families at Parent Conferences.



Students who Did Not Meet Standard on the Biology I EoC and/or the Algebra I EoC had the opportunity to retest on June 21 and June 22 at the Middle School Campus. Prior to the retest dates, students who Did Not Meet Standard on the Biology I EoC were offered the opportunity to participate in supplemental instruction delivered by Mrs. Westmoreland. Students needing support before the Algebra I EoC retest were invited to join the ACA Edia class. Edia is an online platform that delivers individualized practice, instruction, and feedback to students in Mathematics for Grades 6-12. Mrs. Neill created assignments aligned to each of the assessed objectives on the Algebra EoC, and families were encouraged to have their students join the class to participate.

In continued accordance with HB 4545, we are monitoring the progress of students who were required to participate in Supplemental Accelerated Instruction during the 2021-2022 school year:

- FEV Tutor Participants' Spring 2022 STAAR Results

Grade Band	4-5		6-8	8	6-8
Subject	Mathematics	Reading	Mathematics	Algebra I	Reading
Number of Students Participating	75	83	65	33	61
Percentage Scoring Approaches or Higher	36/52 48%	68/83 82%	28/65 43%	26/33 79%	38/61 62%
Percentage Scoring Did Not Meet	39/72 52%	15/83 18%	37/65 57%	7/33 21%	23/61 38%

- FEV Tutor Participants' EoY MAP Growth Measures

Grade Band	4-5		6-8		6-8
Subject	Math	Reading	Math	Algebra I	Reading
Number of FEV Students with Valid BoY/EoY MAP Scores	75	83	86		61
Percentage Meeting or Exceeding Projected Growth as measured by EoY MAP	65%	74%	50%		69%

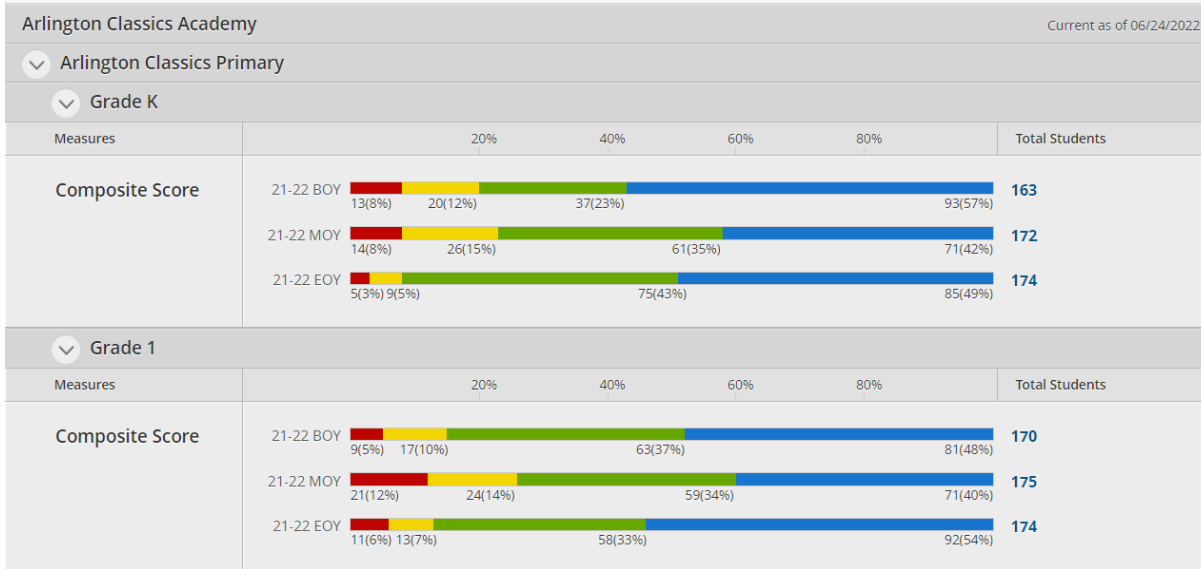
The remaining hours in our FEV contract will be offered as 1:1 tutoring to students who Did Not Meet Standard on the Grade 5 Science STAAR exam. Mrs. Neill will contact families during the week of June 27-July 1st to enroll eligible students, should families choose this option for their students.

District Assessment:

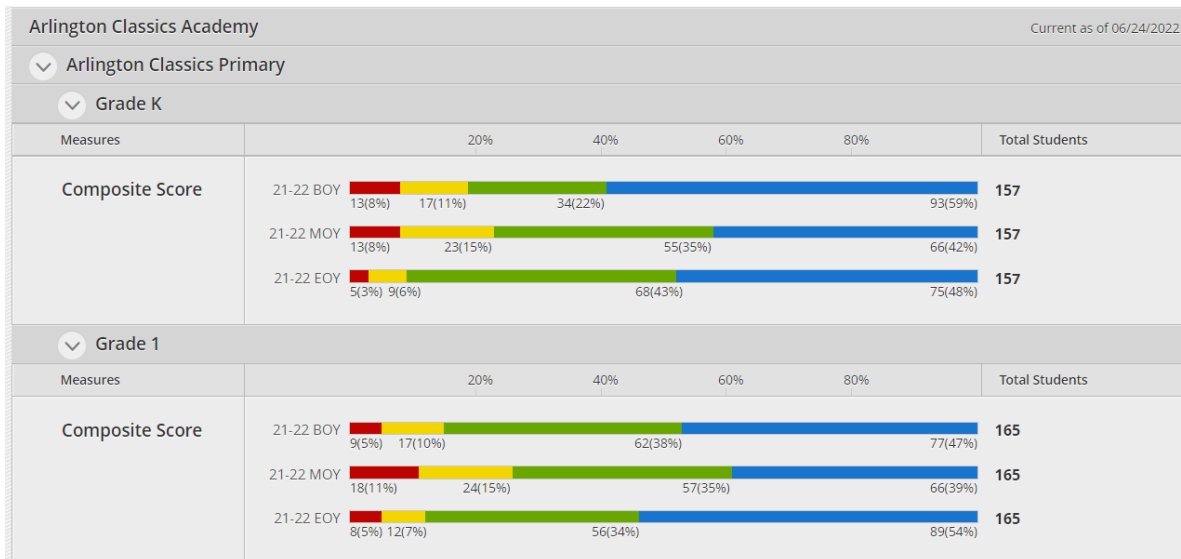
- **EOY Assessment: mclass Amplify, K-1**

The mclass Amplify Assessment goals for each subtest and for the composite score in each grade level increases for each window. To maintain Benchmark (or other same level status), growth is required. To move from one color band to the next requires accelerated growth, just as in MAP.

The Composite Scores below represent all students assessed in each window:



These Composite Scores represent students enrolled continuously, BoY to EoY:



In each grade level, teachers' targeted, systematic, and explicit instruction yielded overall positive movement from one color band to the next. Thanks again to Mrs. Fambrough for affording K-1 teachers the opportunity to spend a half data understanding their MoY results and then designing targeted instruction for the whole class and targeted intervention for those in need of support.

The reports on the following pages show overall grade level performance on the individual measures of the mclass Amplify assessment. For each grade level, there is a report for All Students and a report for Continuously Enrolled Students.

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade K District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Arlington Classics Academy

Current as of 06/24/2022

↳ Arlington Classics Primary

↳ Grade K

Measures	20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY 13(8%) 20(12%) 37(23%) 93(57%)				163
	21-22 EOY 5(3%) 9(5%) 75(43%) 85(49%)				174
Letter Names (LNF)	21-22 BOY 17(10%) 27(17%) 119(73%)				163
	21-22 EOY 6(3%) 8(5%) 160(92%)				174
Phonemic Awareness (PSF)	21-22 BOY 25(15%) 19(12%) 49(30%) 70(43%)				163
	21-22 EOY 35(20%) 31(18%) 59(34%) 49(28%)				174
Letter Sounds (NWF-CLS)	21-22 BOY 25(15%) 5(3%) 10(6%) 46(28%) 77(48%)				163
	21-22 EOY 11(6%) 22(13%) 71(41%) 70(40%)				174
Decoding (NWF-WRC)	21-22 BOY 25(15%) 63(39%) 75(46%)				163
	21-22 EOY 11(6%) 18(10%) 52(30%) 93(54%)				174
Word Reading (WRF)	21-22 BOY 25(15%) 29(18%) 109(67%)				163
	21-22 EOY 10(6%) 11(6%) 61(35%) 92(53%)				174

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade K District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Student Filters: Assessed in All Periods: Yes

Arlington Classics Academy		Current as of 06/24/2022				
↳ Arlington Classics Primary						
↳ Grade K						
Measures		20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY	13(8%)	17(11%)	34(22%)	93(59%)	157
	21-22 EOY	5(3%)	9(6%)	68(43%)	75(48%)	157
Letter Names (LNF)	21-22 BOY	17(11%)	23(15%)	117(74%)		157
	21-22 EOY	6(4%)	7(4%)	144(92%)		157
Phonemic Awareness (PSF)	21-22 BOY	23(15%)	18(11%)	46(29%)	70(45%)	157
	21-22 EOY	30(19%)	28(18%)	53(34%)	46(29%)	157
Letter Sounds (NWF-CLS)	21-22 BOY	23(15%)	5(3%)	8(5%)	45(29%)	76(48%)
	21-22 EOY	10(6%)	21(13%)	65(42%)	61(39%)	157
Decoding (NWF-WRC)	21-22 BOY	23(15%)	59(38%)	75(47%)		157
	21-22 EOY	10(6%)	17(11%)	47(30%)	83(53%)	157
Word Reading (WRF)	21-22 BOY	23(15%)	25(16%)	109(69%)		157
	21-22 EOY	9(6%)	8(5%)	59(38%)	81(51%)	157

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade 1 District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Arlington Classics Academy

Current as of 06/24/2022

↳ Arlington Classics Primary

↳ Grade 1

Measures	20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY 9(5%) 17(10%) 63(37%) 81(48%)	170			
	21-22 EOY 11(6%) 13(7%) 58(33%) 92(54%)	174			
Letter Names (LNF)	21-22 BOY 13(8%) 28(16%) 129(76%)	170			
	21-22 EOY 9(5%) 15(9%) 68(39%) 82(47%)	174			
Phonemic Awareness (PSF)	21-22 BOY 27(16%) 40(24%) 92(54%) 11(6%)	170			
	21-22 EOY 31(18%) 18(10%) 38(22%) 82(47%) 5(3%)	174			
Letter Sounds (NWF-CLS)	21-22 BOY 26(15%) 12(7%) 46(27%) 86(51%)	170			
	21-22 EOY 28(16%) 15(9%) 48(28%) 83(47%)	174			
Decoding (NWF-WRC)	21-22 BOY 13(8%) 31(18%) 65(38%) 61(36%)	170			
	21-22 EOY 28(16%) 15(9%) 49(28%) 82(47%)	174			
Word Reading (WRF)	21-22 BOY 5(3%) 12(7%) 64(38%) 89(52%)	170			
	21-22 EOY 11(6%) 17(10%) 46(26%) 100(58%)	174			
Reading Accuracy (ORF-Accu)	21-22 BOY 16(9%) 28(16%) 126(75%)	170			
	21-22 EOY 19(11%) 8(5%) 147(84%)	174			
Reading Fluency (ORF)	21-22 BOY 12(7%) 5(3%) 75(44%) 78(46%)	170			
	21-22 EOY 9(5%) 13(7%) 52(30%) 100(58%)	174			

Comparing Measures: DIBELS 8th Edition

View	Population	Time	Measure
Segment Results by: School Grade Divider: On	Show Students Enrolled: On Test Day Grade: Grade 1 District: Arlington Classics Academy School: All Schools	School Year: 2021-2022 Period: 2 Periods	Measure: All Measures Level Filter: All Levels

Student Filters: Assessed in All Periods: Yes

Arlington Classics Academy		Current as of 06/24/2022				
↳ Arlington Classics Primary						
↳ Grade 1						
Measures		20%	40%	60%	80%	Total Students
Composite Score	21-22 BOY	9(5%)	17(10%)	62(38%)	77(47%)	165
	21-22 EOY	8(5%)	12(7%)	56(34%)	89(54%)	165
Letter Names (LNF)	21-22 BOY	13(8%)	26(16%)		126(76%)	165
	21-22 EOY	8(5%)	13(8%)	64(39%)	80(48%)	165
Phonemic Awareness (PSF)	21-22 BOY	26(16%)	40(24%)		89(54%) 10(6%)	165
	21-22 EOY	27(16%)	16(10%)	37(22%)	80(49%) 5(3%)	165
Letter Sounds (NWF-CLS)	21-22 BOY	26(16%)	12(7%)	44(27%)	83(50%)	165
	21-22 EOY	24(15%)	15(9%)	45(27%)	81(49%)	165
Decoding (NWF-WRC)	21-22 BOY	13(8%)	30(18%)	64(39%)	58(35%)	165
	21-22 EOY	24(15%)	15(9%)	46(28%)	80(48%)	165
Word Reading (WRF)	21-22 BOY	5(3%)	12(7%)	63(38%)	85(52%)	165
	21-22 EOY	8(5%)	17(10%)	43(26%)	97(59%)	165
Reading Accuracy (ORF-Accu)	21-22 BOY	16(10%)	28(17%)		121(73%)	165
	21-22 EOY	16(10%)	8(5%)		141(85%)	165
Reading Fluency (ORF)	21-22 BOY	12(7%)	5(3%)	74(45%)	74(45%)	165
	21-22 EOY	6(4%)	12(7%)	50(30%)	97(59%)	165

Our data indicates that our areas for Instructional Growth are PSF–Phoneme Segmentation, NWF-Nonsense Word Fluency, and WWR-Whole Word Reading. Through our work with mclass Amplify and the Texas Reading Academy, the Kindergarten and Grade 1 teams recognize this need and those discussions have prompted our research into and purchases of curriculum resources that provide a systematic sequence of instruction in Phonological Awareness, Phonics, and Sight Words beyond what our core resource (Texas Wonders-McGraw Hill) contains. These resources have been purchased or are in the process of being purchased, with explicit training and curriculum mapping planned for both July and August.

In addition to using this data as a tool to analyze the impact of our instruction and our alignment with evidence-based practices for early reading, the Kindergarten EoY data serves as our TEA-required Dyslexia Screening data. In our required PEIMS reporting, we report all students performing in the Below Benchmark and Well Below Benchmark categories as “At Risk for Dyslexia and Related Disorders”. Coding a student as “At Risk..” in PEIMS is not a Dyslexia identification. Mrs. Fambrough, Mrs. Brookby, Ms. Burns-Holland, and Kindergarten teachers used our ACA Dyslexia Identification process and our Reading Difficulties problem-solving tool to determine a course of action for each student represented in the data subset.

- HB3 Goal Tracking, Updated with EoY MAP Data

HB3 Goal 1: Increase the percentage of students reading at grade level.					
The percentage of 3rd Grade students reading at grade level or above, as measured by Meets Standard or better on the STAAR Reading assessment, will increase from the baseline of 62% to 70% as reported on the August 2024 TAPR.					
Performance Data					
	2020	2021	2022	2023	2024
Annual Target	2019: 62%; 2020 No Administration	62%	64%	67%	70%
Actual Performance	No Administration	54%	76%*	XX%	XX%

Our Actual Grade 3 performance surpassed the Annual Target and the 2024 Goal.

**as reported to us by TEA to date*

Percentage of Students On Track for MEETS or Higher as measured by EOY MAP-Projected STAAR Reading Performance Level			
	BoY	MoY	EoY
Grade 3	78%	79%	75%
Grade 2	60%	64%	62%

Percentage of Students Performing at BENCHMARK or higher as measured by mCLASS Amplify			
	BoY	MoY	EoY
Grade 1	85%	75%	86%
Grade K	79%	77%	92%

HB3 Goal 2: Increase the percentage of students applying mathematics at grade level.

The percentage of 3rd Grade students applying mathematics at grade level or above, as measured by Meets Standard or better on the STAAR Mathematics Assessment, will increase from the baseline of 70% to 78% as reported on the August 2024 TAPR.

Performance Data

	2020	2021	2022	2023	2024
Annual Target	2019 Baseline: 70%; 2020 No Administration	70%	72%	75%	78%
Actual Performance		45%	67%*		

Percentage of Students On Track for MEETS or Higher as measured by EOY MAP-Projected STAAR Mathematics Performance Level

	BoY	MoY	EoY
Grade 3	78%	79%	64%
Grade 2	60%	64%	47%

Percentage of Students Performing at 65th Percentile or Higher-MAP Mathematics

	BoY	MoY	EoY
Grade 1	85%	75%	75%
Grade K	79%	77%	72%

Curriculum & Instruction


- Instructional Materials Purchasing for 2022-2023
 - All renewals will have been submitted!
 - Renewals include materials that are purchased yearly:
 - STEMscopes Science for Grades K-8, plus Biology
 - CPM licenses for teacher and student ebooks plus print Toolkits for Grades 6-8 Math and Algebra I (digital product received; toolkits have shipped)
 - Learning.com student licenses for Technology, K-8 (digital product received)
 - Grades K-8 ELAR Adoptions have been paid for 1-5 more years
 - All consumables that autoship have already been confirmed
 - The following have already arrived and have been inventoried:
 - TX Connections (6-8 ELAR)
 - Texas Wonders (K-2 ELAR)
 - HMH Into Reading (3-5 ELAR)
 - HMH Into Writing (1-2)
 - SAVVAS Envision 2.0 Math: Core Curriculum Resource for Grades K-5
 - Last year of paid 8-years is this year.
 - The next TEA Math Adoption year is Spring 2026.
 - After researching options, we have decided to renew Envision for 4 more years.
 - This purchase will provide us with the same resources and student consumables.
 - This purchase will provide us with additional sets of teacher materials at no added cost.
 - K-2 Phonics Curriculum—still pending (*update in italics*)
 - According to TEA, the Commissioner's List of Recommended Phonics Programs will be released in November 2022.
 - Districts must provide use of a phonics curriculum that uses systematic direct instruction K-3, and materials are being vetted through Texas Resource Review to establish the Commissioner's Recommended List of Phonics Programs.
 - Upon release of the approved list, districts may consider swapping materials to meet HB3 requirements
 - Timeline - Publish Phonics Recommended List - Nov/Dec of 22-23
 - Districts can use 22-23 to adopt and launch the new resource and implement in the 23-24 school year - or - Districts can use 23-24 to adopt and launch the new resource with implementation in the 24-25 school year.
 - The problem with this timeline is that ACA and the Primary teachers who have attended Reading Academy would like to launch a new systematic phonics curriculum next year as we had planned. Currently, both Mrs. Neill and Mr. Sims are working to determine if our intended purchase, Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words (SIPPS), published by the Center for Collaborative Classroom, will be on this list. Other materials by this publisher are approved on the Texas Resource Review.
 - *Since our last meeting, TEA has published the list of resources under review and added language that clarifies the purpose of the Commissioner's List. The following text excerpts have been taken directly from "Phonics Programs Currently Under Review" page of the Texas Resource Review, which is an embedded link on TEA's Instructional Materials webpage (<https://tea.texas.gov/academics/instructional-materials>):*

These programs are currently being evaluated for possible inclusion on the commissioner's list; however, they **have yet to be approved**. The final, approved list will be released in November 2022.

Instructional materials are prioritized for review when they meet one of the following criteria:

- Evaluation of material is requested by more than 10% of Texas school districts (Note: Districts may request evaluation of a product through the annual TEKS certification survey. They may also complete the [District TRR Request Form](#) to nominate material(s) for review.)
- The materials are adopted or are under consideration for adoption by the State Board of Education
- Publishers submit materials via application for review
- The materials are classified as Open Education Resources (OER)

Announcements

- EMAT is Open for the 2022-23 School Year. Health and physical education materials adopted under Proclamation 2022 are now orderable in EMAT.
- The 2022-2023 Allotment and TEKS Certification survey form is now available. Information on the revised certification process can be found on the TEA website.
-  English and Spanish phonics programs now under review for possible inclusion on Commissioner's recommended list.
- View a summary of TEA available materials print and digital access (PDF).

Coming Soon: Commissioner's List

The Texas Commissioner's List of Recommended Phonics Programs will be released in November 2022. The list will support districts in selecting K-3 English and Spanish phonics curriculum that uses systematic, direct instruction to ensure all students obtain necessary early-literacy skills.

Resources in Texas Resource Review are not mandated options. Texas Resource Review provides guidance for Resource Selection. To be eligible for State Adoption, a resource must cover at least 50% of the Grade Level's TEKS. The TRR shows the percentage of TEKS covered and houses the rubric showing how each resource is rated beyond its TEKS coverage. The rubric for each subject varies to fit the needs of the course.

Districts are not required to adopt state-adopted materials; however, we must (through our TEKS Certification process) certify that we have purchased and/or developed resources that cover 100% of the TEKS.

Using this information, we have made the decision to move forward with our Phonics Curriculum purchase of SIPPS (Systematic Instruction in Phonics, Phonemic Awareness, and Sight Words), 4th Edition. Even though our preferred resource is not being reviewed, Mrs. Neill has used the TEA English Rubric to evaluate SIPPS to determine that it meets the standard for covering over 50% of the TEKS while also providing a systematic and explicit course of instruction in alignment with our unique goal of accelerating all students by designing access for all to the lessons needed by those students performing in the "blue and green" (MAP scores of 61st percentile or higher).

The screenshot shows the search interface of the Texas Resource Review website. At the top, there are five filter dropdown menus: Subject (ELAR), Grade (Grade 2), % Alignment (All), Publisher (All), and Quality Rubric Criteria (All). Below these is a 'Sort By' dropdown set to 'Select Category'. A message indicates '8 Grade level programs for ELAR, Grade 2'. The main resource card is for 'HMH Texas Into Reading Grade 2', published by HMH in 2020. It shows a TEKS (Student) alignment of 100.00% and a 'View Review' button. A note at the bottom of the card states 'Spanish Version is Available'.

a snip of Texas Resource Review
[\(https://texasresourcereview.org/\)](https://texasresourcereview.org/)

● Curriculum Revision Projects

- **Middle School Seminar Course:** After soliciting feedback from Middle School staff and collaborating with the Middle School Guiding Coalition, Mrs. Dawson and Mrs. Neill worked to identify the course content strands for the Middle School Seminar Course.
 - This year, all grades used the same course content, SOAR.
 - Next year, the content will continue to be differentiated in order to build upon the SOAR foundation for grades 7 & 8.
 - The content strands identified for the course are shown on the following curriculum overview.
 - Mrs. Dawson and her Guiding Coalition will work, using materials selected last year by Middle School staff to draft a scope and sequence document this summer.
- **Origins of Our Liberty Project:** Mr. Baltensperger has completed a crosswalk document and Mrs. Neill is currently preparing for work with a larger team of Social Studies teachers across K-8.
- **Spanish K-5:**
 - Mrs. Boswell, Mrs. Neill, and our two K-5 Spanish teachers met in May to set goals for the program and to evaluate resources.
 - After previewing and having trial access to Vista Higher Learning's ¡Listos! Descubre el español Grades K-5 program, the team is now constructing a scope and sequence with unique objectives for each grade level, K-5.

- **LEAP: Learning through an Early Algebra Progression**
 - This has not yet been implemented as planned due to COVID-19
 - This year's curriculum mapping will include training and decision-making about placement of the LEAP units in Grades 3-5, for implementation in 2023-2024

- **Latin, K-5:**
 - Greek and Latin roots are part of the TEKS in Grades 3-8, as well as part of our Core Knowledge sequence.
 - While our current adopted resources address the instruction in Greek and Latin roots to fulfill the TEKS, our work in the Texas Reading Academy and our student data trends in NWEA MAP*, as well as our continued commitment to our ACA Mission, Vision, and Ends Policy, has prompted discussion on how we can best **systematically and explicitly** provide our students with instruction in Greek and Latin roots beyond the level defined and expected in the TEKS.

MAP Category of Greatest Need by Grade

Year	Grade 2	Grade 3	Grade 4	Grade 5
2020-2021	Multiple Genres	FLS: Vocabulary	Multiple Genres	FLS: Vocabulary
2021-2022	FLS: Vocabulary	FLS: Vocabulary	FLS: Vocabulary	Author's Craft

- Because we accelerate our Phonics instruction, we have an opportunity in Grades 3-5 to fully develop the study of morphology in Grades 3-5.
- During the Administrators' Master Scheduling workshop in May, we were able to define a Greek & Latin word study block for students in Grades 3-5.
- After reviewing potential resources for the course, two were identified that not only met the requirements of the TEKS but also provided for a robust, systematic and explicit course of instruction across the 3 grade levels.

- **Professional Development for 2022-2023**
 - Administrator Workshops: Our Administrator Workshop (June 6-10) was a great success! Thanks to all members of the Admin team, including Jenny Robles and Susan Stewart, for all of the behind-the-scenes work that made facilitation of and learning during these days not only possible, but FUN!
 - New Hire Orientation
 - July 27-29th
 - All New Hires as of 6/20/22 have been invited
 - August Professional Development for All Staff is in development
 - Professional Development: August 3-5
 - Work Days: August 8-9

Special Populations

In accordance with Title 19 of Texas Administrative Code (TAC), §89.1250, ACA must offer 120 hours of supplemental instruction to Emergent Bilingual students entering First Grade. Eleven families confirmed!

- This program has been up and running since June 6th
- Kudos to Mrs. Boswell for her work in communicating with families and making curriculum selections to support English Language Development
- Twelve rising first graders are in attendance and are talking up a storm, thanks to the efforts of Ms. Iacopi!

Arlington Classics Academy Academic Outline **2022-2023**

Knowledge for a Lifetime

High School Credit

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	
English Language Arts and Reading	Developing Foundational Language Skills				Sustaining Foundational Language Skills					
	Oral Language, Print Concepts, Vocabulary, Reading Fluency, Reading Comprehension, Text Analysis, Response Skills Core Knowledge Poetry, Fiction, Sayings & Phrases						Oral Language, Vocabulary, Reading Fluency, Reading Comprehension, Text Analysis, Response Skills Core Knowledge Poetry, Fiction, Sayings & Phrases			
	Phonological Awareness & Single-Syllable Phonics	Polysyllabic Decoding and Morphology	Morphology: Latin & Greek Roots							
	D'Nealian Handwriting	Cursive Handwriting								
	Grammar and Composition									
History and Geography	Core Knowledge History and Geography						World Cultures and Geography	Texas History	American Republic up to 1877	
	Community, State, National Heritage and Citizenship			Texas History	US History					
Math	Mathematics Number and Operations, Algebraic Reasoning, Geometry and Measurement, Data Analysis, and Financial Literacy						Telescoped Mathematics Combined 6th/7th TEKS CPM Courses 1 & 2	Telescoped Mathematics Combined 7th/8th TEKS CPM Courses 2 & 3	Algebra I PAP CPM Course CCA	

	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Science	General Science Investigation and Reasoning, Force, Motion and Energy, Earth and Space, Organisms and Environment						Telescoped Physical Science & Earth Science Combined 6th/8th TEKS	Telescoped Life Science Combined 7th/8th TEKS	Biology I PAP
Language	Immersion Spanish			Spanish			Intro to Spanish	Spanish I	Spanish II
Fine Arts	Core Knowledge Fine Arts Music and Art						Music, Music Appreciation, Band, Choir, Choir 1, Art, Art 1, Theatre, Theatre Arts 1, Journalism, Entrepreneurship, Rocket Science, Speech [0.5 Credit], Computer Science, Logic		
Physical Education	Physical Education						(8 th grade PE [2 – 0.5 credits])		
Lifelong Learning, Citizenship, & Collaboration Skills	Foundations Respectful, Responsible, Safe, Problem Solver			ACA's Four Pillars Wisdom, Vigilance, Courage, and Strength			Middle School Seminar Course Executive Function & Organization Leadership Skills High School/College Readiness Collaboration, Communication, & Academic Discourse Middle School Mantra		
Technology	Technology Applications Creativity & Innovation, Communication & Collaboration, Research & Information Fluency, Critical Thinking, Problem Solving & Decision Making, Digital Citizenship, and Technology Operations & Concepts								