

**Texas Education Agency
2017-18 School Report Card
KATHERINE G JOHNSON STEM ACADEMY (116905114)**

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

Total Students: **235**
Grade Span: **KG - 05**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

| | Rating | Scaled Score |
|---------------------|--------------|--------------|
| Overall | Met Standard | 94 |
| Student Achievement | Met Standard | 91 |
| School Progress | Met Standard | 91 |
| Closing the Gaps | Met Standard | 100 |

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

| | |
|------------------------------|-----------------------------|
| ELA/Reading | Mathematics |
| Science | Comparative Academic Growth |
| Comparative Closing the Gaps | Postsecondary Readiness |

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

School and Student Information

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

| | Campus | District | State |
|-------------------------------------|--------|----------|-------|
| Attendance Rate (2016-17) | - | 95.3% | 95.7% |
| Enrollment by Race/Ethnicity | | | |
| African American | 10.2% | 16.5% | 12.6% |
| Hispanic | 36.2% | 41.4% | 52.4% |
| White | 45.1% | 36.6% | 27.8% |
| American Indian | 0.0% | 0.7% | 0.4% |
| Asian | 2.6% | 0.8% | 4.4% |
| Pacific Islander | 0.0% | 0.3% | 0.1% |
| Two or More Races | 6.0% | 3.6% | 2.3% |
| Enrollment by Student Group | | | |
| Economically Disadvantaged | 58.3% | 67.2% | 58.8% |
| English Learners | 16.6% | 20.2% | 18.8% |
| Special Education | 8.1% | 11.1% | 9.1% |
| Mobility Rate (2016-17) | 0.0% | 18.5% | 16.0% |

| | Campus | District | State |
|------------------------------------------------|--------|----------|-------|
| Class Size Averages by Grade or Subject | | | |
| Elementary | | | |
| Kindergarten | 22.0 | 19.4 | 18.7 |
| Grade 1 | 19.0 | 18.1 | 18.8 |
| Grade 2 | 14.5 | 17.3 | 18.8 |
| Grade 3 | 22.0 | 18.0 | 19.0 |
| Grade 4 | 22.0 | 18.0 | 19.2 |
| Grade 5 | 18.0 | 20.5 | 21.2 |

School Financial Information (2016-17)

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

| | Campus | District | State | | Campus | District | State |
|----------------------------------------|--------|----------|-------|---------------------------------|--------|----------|---------|
| Instructional Staff Percent | n/a | 65.8% | 64.4% | Expenditures per Student | | | |
| Instructional Expenditure Ratio | n/a | 64.2% | 63.1% | Total Operating Expenditures | \$0 | \$9,602 | \$9,503 |
| | | | | Instruction | \$0 | \$5,295 | \$5,338 |
| | | | | Instructional Leadership | \$0 | \$102 | \$149 |
| | | | | School Leadership | \$0 | \$571 | \$555 |

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|---------------------------------------------------------------------------------------|------|-------|----------|------------|---------------------|----------|-------|--------------------|-------|---------------------|-------------------------|----------------|
| STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 77% | 68% | 90% | * | 82% | 97% | - | * | - | * | 83% |
| Reading | 2018 | 74% | 62% | 89% | * | 79% | 98% | - | * | - | * | 80% |
| Mathematics | 2018 | 81% | 76% | 94% | * | 90% | 100% | - | * | - | * | 91% |
| Writing | 2018 | 66% | 52% | 79% | * | * | 80% | - | * | - | * | 68% |
| Science | 2018 | 80% | 74% | 91% | * | * | 100% | - | - | - | * | 84% |
| STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 48% | 38% | 63% | * | 49% | 82% | - | * | - | * | 57% |
| Reading | 2018 | 46% | 35% | 60% | * | 40% | 89% | - | * | - | * | 50% |
| Mathematics | 2018 | 50% | 40% | 68% | * | 60% | 78% | - | * | - | * | 66% |
| Writing | 2018 | 41% | 30% | 59% | * | * | 67% | - | * | - | * | 50% |
| Science | 2018 | 51% | 43% | 62% | * | * | 88% | - | - | - | * | 58% |
| STAAR Performance Rates at Masters Grade Level (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 22% | 16% | 37% | * | 24% | 54% | - | * | - | * | 30% |
| Reading | 2018 | 19% | 14% | 38% | * | 25% | 59% | - | * | - | * | 31% |
| Mathematics | 2018 | 24% | 17% | 38% | * | 29% | 52% | - | * | - | * | 33% |
| Writing | 2018 | 13% | 8% | 26% | * | * | 33% | - | * | - | * | 23% |
| Science | 2018 | 23% | 18% | 38% | * | * | 65% | - | - | - | * | 26% |
| Academic Growth Score (All Grades Tested) | | | | | | | | | | | | |
| All Subjects | 2018 | 69 | 65 | 80 | * | 79 | 84 | - | * | - | 81 | 78 |
| Reading | 2018 | 69 | 62 | 80 | * | 77 | 86 | - | * | - | * | 77 |
| Mathematics | 2018 | 70 | 69 | 81 | * | 81 | 83 | - | * | - | * | 78 |

| | | State | District | Campus | African American | Hispanic | White | American Indian | Asian | Pacific Islander | Two or More Races | Econ Disadv |
|-----------------------------------------------------------------------|------|-------|----------|-------------|------------------|----------|-------|-----------------|-------|------------------|-------------------|-------------|
| Progress of Prior-Year Non-Proficient Students | | | | | | | | | | | | |
| Sum of Grades 4-8 | | | | | | | | | | | | |
| Reading | 2018 | 38% | 26% | 50% | - | * | * | - | - | - | * | * |
| Mathematics | 2018 | 47% | 46% | 86% | - | * | * | - | - | - | - | 83% |
| Students Success Initiative | | | | | | | | | | | | |
| Grade 5 Reading | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | |
| | 2018 | 79% | 65% | 91% | * | 75% | 100% | - | - | - | * | 84% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | |
| | 2018 | 21% | 35% | * | * | * | * | - | - | - | * | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | |
| | 2018 | 84% | 70% | 91% | * | 75% | 100% | - | - | - | * | 84% |
| Grade 5 Mathematics | | | | | | | | | | | | |
| Students Meeting Approaches Grade Level on First STAAR Administration | | | | | | | | | | | | |
| | 2018 | 85% | 82% | 100% | * | 100% | 100% | - | - | - | * | 100% |
| Students Requiring Accelerated Instruction | | | | | | | | | | | | |
| | 2018 | 15% | 18% | * | * | * | * | - | - | - | * | * |
| STAAR Cumulative Met Standard | | | | | | | | | | | | |
| | 2018 | 90% | 87% | 100% | * | 100% | 100% | - | - | - | * | 100% |

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.
 '*' Indicates results are masked due to small numbers to protect student confidentiality.

'-' Indicates zero observations reported for this group.
 'n/a' Indicates data reporting is not applicable for this group.

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