

2022-23
District Annual Report
Public Hearing

Newman International
Academy

January 31, 2024

8 Sections to the District Annual Report

1. 2022-23 Texas Academic Performance Report (PDF TAPR)
 - ❑ For the District and each Campus in the District
2. PEIMS Financial Standard Report (2021-22 Financial Actual Report)
 - ❑ For the District and each Campus in the District
3. 2022-23 District Accreditation Status
4. Campus Performance Objectives
5. Report on Violent or Criminal Incidents on Campuses
6. Student Performance in Postsecondary Institutions
 - ❑ For each High School Campus in the District
7. Progress Toward Board-adopted HB 3 Goals
 - ❑ For the District and each Campus in the District
8. 2022-23 TAPR Glossary

Section 1

2022-23 Texas Academic Performance Report (TAPR)

- Compiled by TEA for every district and campus using
 - ❑ PEIMS
 - ❑ Student Assessment Data

- 2022-23 TAPR is published as a PDF
 - ❑ Includes a wide range of information on the performance of students in each district and campus in the state
 - ❑ Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status
 - ❑ Provides extensive information on school and district staff, programs, and student demographics

ACCESSING THE TAPR AND TPRS REPORTS

The screenshot displays the TEA website's navigation and content for Texas Academic Performance Reports. The top navigation bar includes links for Popular Applications, AskTED, ECOS for Educators, Grant Opportunities, Secure Applications, TEAL Login, TSDS, and Help Desk. A search bar is located to the right of the TEA logo. Below the navigation bar is a row of icons for About TEA, Texas Schools, Academics, Finance & Grants, Reports & Data, Student Assessment, and Texas Educators. The main content area features a breadcrumb trail: Home / Texas Schools / Accountability / Academic Accountability / Performance Reporting. The title is "Texas Academic Performance Reports". A section titled "Looking for the 2020-21 TAPR System (HTML)?" explains that the online TAPR System (HTML version) is no longer published, but data can be accessed through the Texas Performance Reporting System (TPRS). It notes that the TPRS will be updated on a rolling basis as more current data become available. A paragraph describes that the Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics. A note states that the 2020-21 TAPR are available for the state and every public school, district, or region of Texas. A section titled "Final TAPR for the following school years are currently available:" lists links for 2019-20 TAPR, 2018-19 TAPR, 2017-18 TAPR, 2016-17 TAPR, 2015-16 TAPR, 2014-15 TAPR, 2013-14 TAPR, and 2012-13 TAPR. A final note mentions that the TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports, published from 2003-04 to 2011-12, and can be found at the AEIS Archive. On the right side, there are two sidebars: "Related Content" with links for Accountability Ratings, Texas Performance Reporting System (TPRS), School Report Cards, and Snapshot; and "Contact Information" for Performance Reporting, including phone (512) 463-9704, fax (512) 936-6431, and email performance.reporting@tea.texas.gov. Social media icons for Facebook, Twitter, YouTube, LinkedIn, and Instagram are at the bottom right.

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Texas Academic Performance Reports

Looking for the 2020-21 TAPR System (HTML)?
The online TAPR System (HTML version) is no longer be published, but the data can be accessed through our Texas Performance Reporting System (TPRS).
The TPRS will be updated on a rolling basis as more current data become available.

The **Texas Academic Performance Reports (TAPR)** pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

The 2020-21 TAPR are available for the state and every public school, district, or region of Texas.

Final TAPR for the following school years are currently available:

2019-20 TAPR | 2018-19 TAPR | 2017-18 TAPR | 2016-17 TAPR | 2015-16 TAPR | 2014-15 TAPR | 2013-14 TAPR | 2012-13 TAPR

The TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003-04 to 2011-12. They may be found at the [AEIS Archive](#).

Related Content

- Accountability Ratings
- Texas Performance Reporting System (TPRS)
- School Report Cards
- Snapshot

Contact Information

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f t y l i

Section 1

2022-23 Texas Academic Performance Report (TAPR)

➤ **Cover Page**

- ❑ Only includes district or campus name and number
- ❑ Typically, the **Cover Page** includes the following information:
 - Accountability Rating
 - Special Education Determination Status (District TAPR only)
 - Distinction Designations
 - ASVAB Test
 - Only reported on the district’s TAPR and only reported if the district did not offer the ASVAB Test or offered an ASVAB Alternative Test

- ❑ The **2022-23 TAPR Glossary** includes the following language:

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

Section 1

2022-23 Texas Academic Performance Report (TAPR)

➤ **STAAR Performance – reported for 2023 and 2022**

- ❑ All 3 performance rates
 - *Approaches Grade Level or Above*
 - *Meets Grade Level or Above*
 - *Masters Grade Level*

- ❑ Reported for
 - Each Assessment (including SAT/ACT for Accelerated Testers)
 - All Grades All Subjects
 - All Grades by Subject
 - By Enrolled Grade (3rd Graders through 8th Graders) at *Meets Grade Level or Above*
 - Reading and Math
 - » Grade 3-8 assessments only and
 - » Grade 3-8 assessments and EOCs)
 - Reading (Grade 3-8 assessments and EOCs)
 - Math (Grade 3-8 assessments and EOCs)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

- **School Progress (Academic Growth)** – *only reported for 2023 due to change in methodology used to calculate Academic Growth*
 - ❑ **Annual Growth**
 - Reported by Grade and Subject of assessment (RLA and Math)
 - ❑ **Accelerated Learning (4545 Performance)**
 - Reported by Grade and Subject of assessment (RLA and Math)
 - ❑ **Academic Growth (Domain II-A in Accountability)** *which is a combination of Annual Growth and Accelerated Learning is NOT reported*

Section 1

2022-23 Texas Academic Performance Report (TAPR)

➤ **Bilingual Education (BE) / English as a Second Language (ESL)**

❑ Disaggregated data for various BE/ESL program instructional models and groups:

- | | |
|---|--|
| 1. Total BE | 8. Total ESL |
| 2. BE Trans Early Exit | 9. ESL Content Based |
| 3. BE Trans Late Exit | 10. ESL Pull-Out |
| 4. BE Dual Two-Way | 11. EB/ESL with Parental Denial |
| 5. BE Dual One-Way | 12. Never Emergent Bilingual (EB)/English Learner (EL) |
| 6. Alternative Language Program (ALP) Bilingual (Exception) | 13. Total EB/EL |
| 7. ALP ESL (Waiver) | 14. Monitored and Former EB/EL |

❑ **STAAR Performance** – reported for 2023 and 2022

- All Grades All Subjects, All Grades (RLA), All Grades (Math), All Grades (Science), All Grades (Social Studies)

❑ **Annual Growth** - reported only for 2023

- All Grades Both Subjects, All Grades (RLA), All Grades (Math)

❑ **Accelerated Learning** - reported only for 2023

- All Grades Both Subjects, All Grades (RLA), All Grades (Math)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

- **STAAR Participation – reported for 2023 and 2022**
 - ❑ Data reported
 - Assessment Participant
 - Included in Accountability
 - Not Included in Accountability: Mobile
 - Not Included in Accountability: Other
 - Exclusions
 - Not Tested
 - Absent
 - Other
 - ❑ Reported for All Tests, by Subject Area, and for Accelerated Testers

Section 1

2022-23 Texas Academic Performance Report (TAPR)

- **Attendance, Graduation, and Dropout Rates – reported for 2021-22 and 2020-21 (the most recent years for which data have been reported to TEA)**
 - Attendance Rate
 - Chronic Absenteeism
 - Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
 - 4-year Longitudinal Graduation Rate
 - 5-year Extended Longitudinal Graduation Rate
 - 6-year Extended Longitudinal Graduation Rate
 - 4-Year Federal Graduation Rate without Exclusions
 - Graduation Plan Rates (Longitudinal and Annual)
 - RHSP/DAP Graduates, FHSP-E Graduates, FHSP-DLA Graduates, RHSP/DAP/FHSP-E/FHSP-DLA Graduates

- **Graduation Profile – 2021-22 Graduates**
 - Total Graduates
 - By Ethnicity
 - By Graduation Type
 - By Program/Student Attribute (SpEd, EcoDis, EB/EL, At-Risk, CTE Completers)

Section 1

2022-23 Texas Academic Performance Report (TAPR)

- **College, Career and Military Readiness (CCMR) – reported for 2021-22 and 2020-21 graduates**
 - ❑ CCMR Graduates
 - ❑ College Ready Graduates (overall and by specific college ready indicator)
 - ❑ Career/Military Ready Graduates (overall and by specific career/military ready indicator)

- **CCMR-Related Indicators – reported for 2021-22 and 2020-21 graduates**
 - ❑ TSIA Results
 - ❑ Completed and Received Credit for College Prep Courses
 - ❑ AP/IB Results
 - ❑ SAT/ACT Results

- **Other Postsecondary Indicators**
 - ❑ Advanced Dual-Credit Course Completion – 2021-22 and 2020-21 school years
 - ❑ Graduates Enrolled in Texas Institutions of Higher Education (TX IHE) – 2020-21 and 2019-20 school years
 - ❑ Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course – 2020-21 and 2019-20 school years

Section 1

2022-23 Texas Academic Performance Report (TAPR)

➤ **Student Information**

- Student enrollment (including enrollment by grade level, by ethnicity, by certain student identification indicators, and students with disabilities by primary eligibility category) and other student information (including graduation information, retention rates, class size information, mobility, and student attrition)

➤ **Staff Information**

- Staff information (including total staff, staff by classification, teachers by ethnicity and gender, teachers by highest degree held and years of experience, experience of campus leadership, staff salary, and teacher turnover rate information)

➤ **Program Information**

- Student Enrollment by Program
- Teachers by Program (population served)

Section 2

PEIMS Financial Standard Reports (2021-22 Financial Actual Reports)

2022-23 Actual Financial Data (District)

- Revenues
- Expenditures
- Disbursements
- Tax Rates
- Fund Balance

2022-23 Actual Financial Data (Campus)

- Expenditures by Object
- Expenditures by Function
- Program Expenditures by Program

2022-2023 is the most recent year for which these data are available.

Section 3

2022-23 District Accreditation Status

- Generally, each year TEA assigns one of four accreditation statuses to each district in the state:
 1. *Accredited*
 2. *Accredited-Warned*
 3. *Accredited-Probation*
 4. *Not Accredited-Revoked*

- In assigning an accreditation status to a district, TEA considers
 - Academic accountability ratings
 - Financial accountability ratings
 - Data integrity
 - Program-area deficiencies identified through Results Driven Accountability (RDA)

- The District's 2022-23 Accreditation Status is: ***Accredited***

Section 4

Campus Performance Objectives

➤ Campus Improvement Plans (CIPs)

- Each campus has developed and is implementing a CIP, as required by TEC §11.253
- Each CIP includes **performance objectives** (approved by the Board) that are based on data analysis and needs assessments – including data reported in annual TAPR reports
- Each campus **periodically measures progress** toward its performance objectives
- Updated CIPs for the 2022-23 school year (which show both the **objectives of each campus** and each campus's **progress toward meeting its performance objectives**) are posted on the district's website and are available for review at the district's central office or at the applicable campus

Section 5

Report on Violent or Criminal Incidents

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on violent or criminal incidents that occur at each campus
- The report must include
 - ❑ **Number, rate and type of violent or criminal incidents that occurred on each campus (to the extent permitted under FERPA)**
 - ❑ **Descriptions of school violence prevention and violence intervention policies and procedures used to protect students**
 - ❑ **Findings from evaluations (if any) conducted under the Safe and Drug-Free Schools and Communities Act**
- The district's report for the 2022-23 school year is available for review at the district's central office and at each campus in the district

Section 6

Student Performance in Postsecondary Institutions

- TEC Section 39.306 requires each district to publish, as part of its Annual Report, a report on **student performance in postsecondary institutions** during the **first year enrolled after graduation from high school**
- These data are compiled by the Texas Higher Education Coordinating Board (THECB)
- The most current report is for **2019-20 High School Graduates**
 - ❑ Student performance is measured by the Grade Point Average (GPA) earned by 2019-20 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2021
 - ❑ For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2020, Spring 2021, and Summer 2021** are added together and averaged to determine the GPA

NOTE: The THECB anticipates releasing an updated report for 2020-21 High School Graduates in mid-January 2024. That report, when available, will be posted at: [THECB Website](#)

Section 7

Progress of the District and Each Campus Toward Meeting Board-adopted HB 3 Goals

- TEC Section 39.306 requires each district to include, as part of its Annual Report, 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 TEC §11.185; and
 - ❑ CCMR plans adopted under TEC §11.186
- The progress made by the district and each campus is summarized in the HB 3 Progress Report provided to the Board *[as part of this presentation or reference the meeting at which the HB 3 Progress Report was provided]*

Section 8

TAPR Glossary

- Each year, TEA prepares and publishes a *TAPR Glossary*
- The *TAPR Glossary* provides definitions, describes methodologies, and lists sources for each data point in the TAPR
- A Spanish version of the *TAPR Glossary* is scheduled for release in early 2024

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

Resources and Availability of Annual Report

- The District's TAPR will be posted on the district's website within 2 weeks after this meeting
- Paper copies will also be available at the district's central office and on each campus in the district
- For questions or more information, contact:

Name	Jay Tinklenberg
Position	Director of Accountability
Phone	682-207-5175
Email	jtinklenberg@newmanacademy.org

Section 1: TAPR Reports

TAPR reports can be accessed from the TEA website

[https://rptsvr1.tea.texas.gov/perfreport/
tapr/2023/index.html](https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/index.html)

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

District Number: 220817

This district is a Charter District.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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	2023	76%	76%	83%	84%	83%	78%	*	94%	-	56%	58%	*	83%	82%	83%	72%
	2022	76%	77%	74%	75%	81%	65%	-	93%	-	33%	63%	*	76%	70%	75%	66%
At Meets Grade Level or Above	2023	50%	51%	49%	51%	46%	48%	*	56%	-	33%	37%	*	48%	51%	48%	33%
	2022	51%	53%	47%	43%	56%	50%	-	50%	-	22%	50%	*	49%	41%	43%	50%
At Masters Grade Level	2023	20%	20%	19%	19%	15%	18%	*	38%	-	11%	11%	*	19%	18%	19%	11%
	2022	30%	32%	26%	23%	29%	35%	-	21%	-	11%	13%	*	27%	24%	24%	34%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	73%	74%	72%	75%	73%	*	88%	-	67%	42%	*	79%	66%	75%	69%
	2022	71%	72%	74%	76%	73%	65%	-	93%	-	67%	75%	*	79%	64%	71%	68%
At Meets Grade Level or Above	2023	45%	45%	45%	45%	50%	38%	*	56%	-	22%	37%	*	49%	39%	45%	39%
	2022	43%	44%	35%	32%	31%	45%	-	50%	-	33%	38%	*	36%	34%	31%	39%
At Masters Grade Level	2023	19%	19%	15%	13%	13%	15%	*	44%	-	11%	11%	*	16%	13%	13%	14%
	2022	21%	22%	13%	11%	15%	15%	-	21%	-	0%	0%	*	13%	11%	8%	16%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	84%	80%	83%	97%	-	92%	-	*	60%	*	89%	77%	81%	81%
	2022	77%	78%	77%	80%	66%	83%	-	58%	-	100%	71%	71%	83%	70%	75%	62%
At Meets Grade Level or Above	2023	48%	49%	42%	31%	45%	63%	-	75%	-	*	20%	*	41%	43%	35%	50%
	2022	54%	56%	47%	44%	45%	61%	-	42%	-	50%	43%	43%	51%	41%	44%	41%
At Masters Grade Level	2023	22%	22%	16%	14%	13%	27%	-	25%	-	*	20%	*	14%	19%	10%	23%
	2022	28%	30%	21%	21%	16%	35%	-	17%	-	17%	14%	29%	27%	12%	24%	21%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	70%	55%	50%	43%	72%	-	83%	-	*	20%	*	54%	58%	48%	58%
	2022	70%	70%	54%	52%	59%	48%	-	50%	-	67%	43%	71%	60%	46%	50%	59%
At Meets Grade Level or Above	2023	48%	48%	31%	22%	18%	59%	-	75%	-	*	20%	*	28%	35%	20%	23%
	2022	43%	44%	21%	20%	18%	30%	-	33%	-	17%	29%	14%	25%	16%	21%	24%
At Masters Grade Level	2023	22%	22%	13%	10%	5%	24%	-	42%	-	*	20%	*	10%	19%	7%	8%
	2022	23%	24%	9%	8%	5%	22%	-	17%	-	0%	14%	14%	14%	3%	7%	6%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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	2023	81%	81%	90%	91%	84%	89%	*	100%	-	100%	75%	*	89%	92%	86%	84%
	2022	81%	82%	80%	71%	82%	94%	-	91%	*	80%	58%	63%	85%	74%	75%	84%
At Meets Grade Level or Above	2023	57%	57%	54%	58%	47%	47%	*	64%	-	56%	25%	*	57%	50%	53%	48%
	2022	58%	59%	52%	42%	47%	74%	-	55%	*	70%	0%	25%	57%	45%	46%	56%
At Masters Grade Level	2023	28%	29%	24%	27%	13%	26%	*	27%	-	22%	0%	*	27%	19%	20%	19%
	2022	36%	38%	27%	24%	22%	40%	-	36%	*	40%	0%	13%	28%	27%	25%	28%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	79%	82%	84%	74%	74%	*	100%	-	89%	63%	*	86%	76%	77%	81%
	2022	77%	77%	79%	73%	75%	91%	-	91%	*	90%	42%	50%	84%	71%	74%	82%
At Meets Grade Level or Above	2023	51%	50%	49%	53%	42%	32%	*	73%	-	44%	25%	*	53%	44%	46%	48%
	2022	48%	48%	41%	32%	37%	60%	-	73%	*	40%	25%	38%	44%	38%	39%	46%
At Masters Grade Level	2023	21%	22%	17%	21%	8%	16%	*	27%	-	11%	13%	*	21%	13%	16%	19%
	2022	25%	24%	17%	12%	12%	31%	-	27%	*	30%	0%	0%	18%	16%	16%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	66%	65%	63%	63%	68%	*	73%	-	78%	50%	*	65%	65%	63%	61%
	2022	66%	68%	56%	47%	45%	83%	-	73%	*	90%	17%	50%	65%	45%	48%	54%
At Meets Grade Level or Above	2023	36%	37%	28%	26%	21%	37%	*	36%	-	44%	25%	*	31%	24%	28%	32%
	2022	38%	40%	27%	19%	18%	54%	-	45%	*	20%	0%	13%	30%	22%	20%	28%
At Masters Grade Level	2023	16%	16%	9%	7%	3%	21%	*	27%	-	11%	0%	*	11%	6%	8%	6%
	2022	18%	18%	10%	5%	7%	26%	-	18%	*	10%	0%	0%	13%	7%	7%	12%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	78%	91%	85%	90%	100%	-	100%	*	100%	50%	100%	92%	89%	89%	90%
	2022	70%	72%	79%	78%	79%	72%	*	100%	-	86%	40%	50%	76%	81%	78%	71%
At Meets Grade Level or Above	2023	52%	54%	56%	51%	51%	78%	-	29%	*	77%	17%	17%	51%	61%	54%	48%
	2022	43%	45%	42%	40%	36%	53%	*	60%	-	57%	13%	0%	46%	39%	39%	22%
At Masters Grade Level	2023	22%	23%	18%	18%	10%	30%	-	14%	*	38%	0%	17%	19%	17%	16%	20%
	2022	23%	24%	22%	17%	19%	38%	*	30%	-	43%	7%	0%	25%	19%	20%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	77%	78%	72%	74%	100%	-	86%	*	85%	33%	83%	79%	77%	75%	76%
	2022	73%	75%	73%	71%	73%	75%	*	100%	-	43%	33%	33%	78%	69%	75%	78%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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	2023	40%	42%	29%	20%	19%	67%	-	43%	*	46%	8%	17%	31%	27%	22%	30%
	2022	39%	42%	39%	37%	33%	47%	*	80%	-	29%	13%	0%	44%	34%	35%	33%
At Masters Grade Level	2023	16%	17%	9%	4%	5%	19%	-	29%	*	23%	0%	0%	12%	7%	9%	14%
	2022	16%	18%	18%	12%	20%	19%	*	50%	-	29%	7%	0%	19%	17%	16%	13%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	79%	84%	83%	81%	87%	*	100%	-	*	54%	83%	82%	85%	80%	76%
	2022	80%	81%	86%	82%	83%	97%	-	100%	-	90%	41%	43%	91%	80%	80%	76%
At Meets Grade Level or Above	2023	55%	56%	59%	56%	56%	63%	*	100%	-	*	15%	33%	61%	56%	51%	45%
	2022	56%	58%	57%	57%	53%	53%	-	83%	-	80%	18%	0%	60%	54%	51%	49%
At Masters Grade Level	2023	27%	28%	29%	22%	32%	33%	*	67%	-	*	8%	0%	28%	30%	26%	18%
	2022	37%	39%	36%	38%	30%	29%	-	83%	-	60%	12%	0%	38%	33%	29%	34%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	64%	61%	62%	52%	69%	*	*	-	*	38%	67%	55%	65%	54%	50%
	2022	61%	61%	44%	36%	47%	48%	-	*	-	63%	18%	17%	45%	43%	47%	42%
At Meets Grade Level or Above	2023	37%	38%	33%	28%	32%	38%	*	*	-	*	23%	17%	27%	37%	24%	21%
	2022	31%	31%	15%	13%	13%	10%	-	*	-	50%	0%	0%	16%	14%	16%	22%
At Masters Grade Level	2023	11%	11%	7%	7%	8%	4%	*	*	-	*	0%	0%	3%	10%	5%	0%
	2022	13%	12%	4%	5%	3%	3%	-	*	-	0%	0%	0%	3%	5%	5%	6%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	83%	91%	93%	88%	91%	-	80%	-	100%	75%	*	90%	91%	91%	80%
	2022	83%	84%	92%	94%	90%	96%	*	92%	-	75%	53%	*	95%	90%	91%	88%
At Meets Grade Level or Above	2023	58%	57%	65%	70%	58%	61%	-	80%	-	88%	33%	*	65%	64%	63%	50%
	2022	58%	59%	65%	60%	60%	80%	*	77%	-	63%	33%	*	71%	60%	59%	49%
At Masters Grade Level	2023	28%	28%	22%	25%	15%	21%	-	60%	-	38%	17%	*	17%	26%	17%	15%
	2022	37%	38%	45%	42%	37%	60%	*	46%	-	50%	13%	*	48%	41%	34%	28%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	76%	81%	82%	80%	73%	-	100%	-	88%	42%	*	83%	78%	80%	73%
	2022	71%	72%	73%	69%	66%	90%	*	100%	-	67%	53%	*	73%	73%	70%	55%
At Meets Grade Level or Above	2023	46%	46%	43%	43%	43%	27%	-	100%	-	75%	8%	*	47%	40%	45%	42%
	2022	40%	39%	34%	30%	26%	45%	*	64%	-	56%	20%	*	40%	28%	34%	19%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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	2023	17%	17%	13%	10%	14%	13%	-	50%	-	13%	0%	*	15%	11%	15%	23%
	2022	14%	14%	6%	2%	5%	0%	*	36%	-	33%	7%	*	6%	5%	4%	2%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	74%	82%	84%	77%	82%	-	100%	-	100%	42%	*	87%	77%	78%	75%
	2022	74%	75%	78%	77%	71%	87%	*	100%	-	88%	60%	*	78%	79%	75%	56%
At Meets Grade Level or Above	2023	47%	46%	48%	49%	41%	52%	-	80%	-	89%	8%	*	57%	40%	41%	45%
	2022	45%	46%	48%	41%	40%	62%	*	85%	-	63%	33%	*	49%	47%	45%	26%
At Masters Grade Level	2023	17%	16%	13%	14%	9%	12%	-	60%	-	22%	0%	*	16%	10%	9%	10%
	2022	24%	24%	21%	15%	14%	24%	*	62%	-	63%	0%	*	25%	18%	19%	12%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	63%	62%	67%	58%	52%	-	80%	-	89%	17%	*	60%	64%	61%	45%
	2022	61%	64%	57%	56%	48%	67%	*	77%	-	75%	33%	*	61%	54%	53%	30%
At Meets Grade Level or Above	2023	33%	34%	21%	27%	12%	15%	-	80%	-	56%	0%	*	24%	19%	20%	15%
	2022	31%	33%	17%	12%	13%	24%	*	31%	-	25%	20%	*	17%	17%	14%	9%
At Masters Grade Level	2023	16%	17%	8%	13%	2%	3%	-	60%	-	0%	0%	*	8%	8%	7%	5%
	2022	18%	20%	6%	6%	0%	9%	*	15%	-	25%	13%	*	6%	6%	6%	2%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	74%	84%	81%	84%	93%	*	86%	-	75%	43%	*	85%	82%	82%	81%
	2022	65%	68%	69%	69%	60%	78%	-	90%	-	86%	28%	50%	75%	63%	68%	65%
At Meets Grade Level or Above	2023	52%	55%	69%	60%	70%	90%	*	79%	-	63%	17%	*	74%	64%	69%	62%
	2022	47%	50%	53%	52%	43%	68%	-	60%	-	71%	16%	50%	61%	45%	48%	32%
At Masters Grade Level	2023	13%	15%	19%	9%	23%	28%	*	36%	-	25%	4%	*	24%	15%	16%	14%
	2022	11%	11%	6%	5%	3%	11%	-	20%	-	14%	0%	0%	7%	6%	2%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	76%	85%	84%	83%	84%	-	91%	-	100%	43%	*	81%	89%	78%	72%
	2022	72%	74%	73%	67%	65%	91%	-	71%	-	*	26%	*	76%	68%	63%	46%
At Meets Grade Level or Above	2023	54%	57%	59%	59%	50%	71%	-	64%	-	80%	13%	*	63%	53%	51%	38%
	2022	55%	58%	60%	54%	49%	80%	-	57%	-	*	13%	*	64%	53%	50%	25%

Texas Education Agency
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 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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	2023	9%	9%	8%	8%	3%	16%	-	9%	-	20%	0%	*	11%	4%	3%	0%
	2022	9%	9%	9%	6%	3%	18%	-	29%	-	*	4%	*	8%	11%	7%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	78%	87%	90%	85%	89%	*	92%	-	63%	54%	*	90%	84%	88%	86%
	2022	76%	75%	67%	63%	66%	64%	-	93%	-	83%	21%	40%	71%	63%	64%	69%
At Meets Grade Level or Above	2023	43%	43%	35%	31%	29%	49%	*	69%	-	25%	17%	*	43%	27%	36%	25%
	2022	43%	44%	29%	27%	23%	31%	-	64%	-	50%	0%	0%	35%	23%	22%	28%
At Masters Grade Level	2023	23%	23%	14%	10%	9%	19%	*	46%	-	13%	0%	*	16%	12%	15%	11%
	2022	27%	28%	15%	12%	11%	16%	-	43%	-	33%	0%	0%	18%	12%	12%	16%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	89%	96%	94%	96%	100%	*	100%	-	100%	78%	*	97%	96%	94%	97%
	2022	83%	84%	83%	81%	81%	89%	-	100%	-	86%	58%	*	88%	79%	81%	93%
At Meets Grade Level or Above	2023	56%	58%	58%	56%	52%	73%	*	67%	-	56%	33%	*	63%	51%	54%	47%
	2022	55%	57%	47%	47%	40%	60%	-	44%	-	71%	6%	*	54%	41%	46%	37%
At Masters Grade Level	2023	21%	23%	16%	16%	12%	12%	*	42%	-	22%	6%	*	20%	10%	9%	18%
	2022	21%	24%	12%	9%	10%	23%	-	11%	-	0%	3%	*	15%	8%	8%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	94%	92%	90%	94%	88%	-	100%	-	100%	58%	*	89%	95%	89%	90%
	2022	89%	90%	91%	86%	92%	93%	-	100%	-	*	60%	*	92%	88%	86%	96%
At Meets Grade Level or Above	2023	70%	72%	70%	65%	67%	82%	-	67%	-	80%	26%	*	71%	68%	65%	60%
	2022	68%	70%	69%	66%	64%	78%	-	80%	-	*	25%	*	73%	65%	63%	32%
At Masters Grade Level	2023	38%	40%	35%	30%	25%	52%	-	44%	-	60%	5%	*	40%	29%	28%	30%
	2022	42%	44%	40%	42%	28%	49%	-	60%	-	*	15%	*	41%	39%	34%	12%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	93%	88%	88%	100%	-	100%	-	*	-	-	91%	100%	93%	*
	2022	92%	94%	78%	67%	73%	100%	-	*	-	-	-	-	81%	73%	67%	-
At Meets Grade Level or Above	2023	61%	65%	50%	25%	50%	67%	-	60%	-	*	-	-	45%	67%	50%	*
	2022	64%	66%	37%	33%	18%	67%	-	*	-	-	-	-	50%	18%	0%	-

Texas Education Agency
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 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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	2023	12%	13%	0%	0%	0%	0%	-	0%	-	*	-	-	0%	0%	0%	*
	2022	13%	12%	4%	0%	9%	0%	-	*	-	-	-	-	6%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	77%	81%	79%	79%	83%	90%	92%	*	88%	50%	78%	81%	80%	78%	75%
	2022	74%	75%	73%	70%	70%	80%	100%	87%	*	77%	41%	49%	77%	69%	70%	67%
At Meets Grade Level or Above	2023	49%	50%	47%	44%	43%	55%	70%	66%	*	56%	21%	23%	49%	45%	43%	40%
	2022	48%	50%	42%	38%	37%	54%	67%	59%	*	49%	16%	19%	46%	38%	37%	34%
At Masters Grade Level	2023	20%	21%	16%	15%	12%	20%	10%	36%	*	20%	5%	5%	17%	15%	13%	14%
	2022	23%	24%	18%	16%	14%	25%	50%	32%	*	26%	5%	4%	20%	16%	15%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	78%	86%	85%	85%	89%	*	93%	*	90%	54%	88%	86%	86%	84%	80%
	2022	75%	76%	79%	77%	77%	85%	*	87%	*	80%	41%	54%	82%	76%	76%	72%
At Meets Grade Level or Above	2023	53%	55%	57%	54%	54%	65%	*	67%	*	62%	22%	28%	57%	56%	53%	47%
	2022	53%	55%	53%	49%	49%	66%	*	59%	*	61%	19%	24%	57%	48%	47%	42%
At Masters Grade Level	2023	20%	21%	19%	18%	16%	24%	*	32%	*	24%	6%	9%	20%	19%	17%	15%
	2022	25%	26%	25%	23%	21%	33%	*	33%	*	32%	6%	7%	26%	23%	22%	21%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	75%	73%	72%	79%	*	92%	*	81%	44%	72%	77%	73%	72%	72%
	2022	72%	73%	67%	64%	66%	71%	*	87%	*	69%	35%	44%	72%	62%	65%	66%
At Meets Grade Level or Above	2023	45%	45%	38%	35%	34%	45%	*	68%	*	44%	20%	17%	41%	36%	35%	33%
	2022	42%	43%	31%	28%	26%	40%	*	61%	*	38%	12%	13%	35%	27%	28%	31%
At Masters Grade Level	2023	19%	19%	13%	11%	9%	15%	*	38%	*	15%	4%	0%	14%	12%	12%	14%
	2022	20%	21%	12%	9%	10%	14%	*	32%	*	16%	3%	3%	13%	10%	10%	11%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	77%	82%	79%	81%	85%	*	89%	-	93%	61%	78%	83%	80%	78%	78%
	2022	76%	76%	72%	68%	64%	86%	*	91%	*	88%	50%	50%	76%	68%	66%	63%
At Meets Grade Level or Above	2023	47%	48%	45%	42%	41%	55%	*	57%	-	63%	24%	22%	51%	39%	41%	42%
	2022	47%	49%	40%	35%	32%	59%	*	61%	*	48%	12%	14%	44%	37%	35%	29%

Texas Education Agency
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	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	2023	18%	19%	13%	12%	9%	14%	*	39%	-	19%	3%	0%	16%	9%	9%	11%
	2022	21%	22%	15%	10%	10%	24%	*	33%	*	24%	2%	0%	18%	12%	11%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	79%	75%	77%	72%	70%	-	93%	-	93%	42%	57%	73%	77%	71%	60%
	2022	75%	77%	72%	69%	67%	80%	*	83%	-	83%	49%	*	76%	68%	66%	54%
At Meets Grade Level or Above	2023	52%	54%	42%	43%	32%	48%	-	71%	-	64%	16%	29%	45%	39%	36%	30%
	2022	50%	52%	40%	36%	35%	51%	*	44%	-	50%	23%	*	43%	36%	33%	18%
At Masters Grade Level	2023	27%	29%	19%	20%	11%	27%	-	50%	-	21%	3%	14%	22%	16%	14%	13%
	2022	30%	32%	21%	22%	12%	29%	*	28%	-	42%	14%	*	23%	19%	17%	6%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	38%	33%	33%	35%	30%	*	44%	-	22%	32%	*	34%	32%	33%	22%
	2022	36%	38%	28%	22%	25%	43%	-	43%	-	11%	38%	*	28%	27%	22%	32%
Reading and Mathematics Including EOC	2023	37%	38%	33%	33%	35%	30%	*	44%	-	22%	32%	*	34%	32%	33%	22%
	2022	36%	38%	28%	22%	25%	43%	-	43%	-	11%	38%	*	28%	27%	22%	32%
Reading Including EOC	2023	50%	51%	49%	51%	46%	48%	*	56%	-	33%	37%	*	48%	51%	48%	33%
	2022	51%	53%	46%	42%	56%	50%	-	50%	-	22%	50%	*	49%	41%	42%	50%
Math Including EOC	2023	45%	45%	45%	45%	50%	38%	*	56%	-	22%	37%	*	49%	39%	45%	39%
	2022	43%	44%	36%	33%	31%	45%	-	50%	-	33%	38%	*	36%	34%	32%	39%
4th Graders																	
Reading and Mathematics	2023	38%	39%	25%	17%	15%	52%	-	67%	-	*	20%	*	22%	30%	17%	15%
	2022	36%	37%	17%	16%	16%	26%	-	25%	-	8%	29%	14%	21%	11%	17%	18%
Reading and Mathematics Including EOC	2023	38%	39%	25%	17%	15%	52%	-	67%	-	*	20%	*	22%	30%	17%	15%
	2022	36%	37%	17%	16%	16%	26%	-	25%	-	8%	29%	14%	21%	11%	17%	18%
Reading Including EOC	2023	48%	49%	42%	31%	45%	63%	-	75%	-	*	20%	*	41%	43%	35%	50%
	2022	54%	56%	47%	44%	45%	61%	-	42%	-	50%	43%	43%	51%	41%	44%	41%
Math Including EOC	2023	48%	48%	31%	22%	18%	59%	-	75%	-	*	20%	*	28%	35%	20%	23%
	2022	43%	44%	21%	20%	18%	30%	-	33%	-	17%	29%	14%	25%	16%	21%	24%
5th Graders																	
Reading and Mathematics	2023	43%	43%	37%	42%	29%	32%	*	45%	-	33%	25%	*	41%	32%	35%	32%
	2022	41%	41%	34%	26%	28%	57%	-	55%	*	40%	0%	25%	38%	30%	30%	36%

Texas Education Agency
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Reading and Mathematics Including EOC	2023	43%	43%	37%	42%	29%	32%	*	45%	-	33%	25%	*	41%	32%	35%	32%
	2022	41%	41%	34%	26%	28%	57%	-	55%	*	40%	0%	25%	38%	30%	30%	36%
Reading Including EOC	2023	57%	57%	54%	58%	47%	47%	*	64%	-	56%	25%	*	57%	50%	53%	48%
	2022	58%	59%	52%	42%	47%	74%	-	55%	*	70%	0%	25%	57%	45%	46%	56%
Math Including EOC	2023	51%	51%	49%	53%	42%	32%	*	73%	-	44%	25%	*	53%	44%	46%	48%
	2022	48%	48%	41%	32%	37%	60%	-	73%	*	40%	25%	38%	44%	38%	39%	46%
6th Graders																	
Reading and Mathematics	2023	35%	37%	25%	18%	15%	59%	-	29%	*	38%	8%	0%	26%	24%	20%	22%
	2022	31%	33%	28%	27%	24%	38%	*	50%	-	29%	13%	0%	30%	27%	25%	16%
Reading and Mathematics Including EOC	2023	35%	37%	25%	18%	15%	59%	-	29%	*	38%	8%	0%	26%	24%	20%	22%
	2022	31%	33%	28%	27%	24%	38%	*	50%	-	29%	13%	0%	30%	27%	25%	16%
Reading Including EOC	2023	52%	54%	56%	51%	51%	78%	-	29%	*	77%	17%	17%	51%	61%	54%	48%
	2022	43%	45%	42%	40%	36%	53%	*	60%	-	57%	13%	0%	46%	39%	39%	22%
Math Including EOC	2023	40%	43%	29%	20%	19%	67%	-	43%	*	46%	8%	17%	31%	27%	22%	30%
	2022	40%	42%	39%	37%	33%	47%	*	80%	-	29%	13%	0%	44%	34%	35%	33%
7th Graders																	
Reading and Mathematics	2023	37%	39%	38%	34%	35%	40%	*	100%	-	*	8%	0%	41%	35%	30%	21%
	2022	32%	33%	21%	15%	19%	21%	-	83%	-	50%	0%	0%	24%	18%	20%	24%
Reading and Mathematics Including EOC	2023	38%	40%	38%	34%	35%	40%	*	100%	-	*	8%	0%	41%	35%	30%	21%
	2022	33%	34%	21%	15%	19%	21%	-	83%	-	50%	0%	0%	24%	18%	20%	24%
Reading Including EOC	2023	55%	56%	59%	56%	56%	63%	*	100%	-	*	15%	33%	61%	56%	51%	45%
	2022	56%	58%	56%	56%	53%	53%	-	83%	-	80%	18%	0%	60%	53%	50%	49%
Math Including EOC	2023	43%	45%	46%	40%	46%	47%	*	100%	-	*	23%	17%	48%	44%	39%	33%
	2022	37%	37%	21%	16%	20%	21%	-	83%	-	50%	0%	0%	26%	18%	19%	27%
8th Graders																	
Reading and Mathematics	2023	31%	30%	25%	31%	23%	8%	-	*	-	71%	8%	*	25%	25%	27%	23%
	2022	27%	26%	25%	23%	17%	35%	*	43%	-	57%	13%	*	30%	20%	26%	8%
Reading and Mathematics Including EOC	2023	44%	44%	32%	35%	28%	18%	-	80%	-	75%	8%	*	35%	29%	31%	25%
	2022	41%	41%	34%	31%	24%	42%	*	67%	-	63%	13%	*	40%	28%	31%	14%
Reading Including EOC	2023	58%	59%	65%	70%	58%	61%	-	80%	-	88%	33%	*	65%	64%	63%	50%
	2022	58%	60%	66%	60%	60%	80%	*	83%	-	63%	33%	*	72%	59%	59%	49%

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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)
Math Including EOC	2023	51%	50%	39%	38%	38%	24%	-	100%	-	78%	8%	*	41%	38%	39%	38%
	2022	48%	47%	38%	36%	27%	49%	*	67%	-	63%	20%	*	43%	32%	36%	19%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	38%	31%	29%	26%	37%	*	53%	*	39%	17%	7%	31%	30%	27%	23%
	2022	34%	35%	26%	21%	22%	37%	*	47%	*	31%	12%	9%	29%	22%	23%	23%
Reading and Mathematics Including EOC	2023	39%	40%	32%	30%	27%	38%	*	56%	*	40%	17%	7%	33%	30%	28%	23%
	2022	36%	38%	27%	23%	23%	38%	*	51%	*	32%	12%	9%	30%	24%	24%	24%
Reading Including EOC	2023	53%	54%	54%	52%	51%	60%	*	65%	*	60%	26%	30%	53%	55%	51%	46%
	2022	53%	55%	52%	47%	50%	62%	*	60%	*	57%	23%	21%	56%	47%	47%	45%
Math Including EOC	2023	47%	47%	40%	37%	36%	44%	*	70%	*	48%	22%	19%	41%	38%	36%	35%
	2022	43%	44%	33%	29%	28%	43%	*	62%	*	38%	18%	15%	37%	29%	30%	32%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	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 - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	55%	54%	47%	50%	68%	-	77%	-	*	*	*	55%	52%	46%	62%
Grade 4 Mathematics	2023	63%	62%	42%	36%	31%	65%	-	82%	-	*	*	*	38%	50%	34%	35%
Grade 5 ELA/Reading	2023	65%	64%	71%	73%	70%	56%	-	86%	-	78%	64%	*	75%	66%	66%	75%
Grade 5 Mathematics	2023	71%	70%	83%	85%	74%	86%	-	86%	-	83%	93%	*	88%	75%	80%	83%
Grade 6 ELA/Reading	2023	51%	51%	68%	71%	63%	68%	-	64%	*	82%	55%	70%	68%	68%	72%	64%
Grade 6 Mathematics	2023	54%	57%	52%	48%	49%	62%	-	71%	*	64%	59%	80%	59%	45%	50%	52%
Grade 7 ELA/Reading	2023	71%	70%	73%	73%	71%	77%	*	100%	-	*	38%	75%	72%	74%	69%	70%
Grade 7 Mathematics	2023	56%	55%	59%	60%	56%	61%	*	*	-	*	54%	58%	59%	60%	55%	52%
Grade 8 ELA/Reading	2023	63%	62%	58%	59%	57%	56%	-	60%	-	71%	64%	*	56%	61%	57%	55%
Grade 8 Mathematics	2023	74%	73%	76%	80%	70%	79%	-	83%	-	83%	68%	*	77%	74%	76%	70%
End of Course English I	2023	57%	57%	68%	63%	71%	67%	*	82%	-	75%	46%	-	71%	64%	69%	69%
End of Course English II	2023	74%	74%	88%	84%	90%	88%	-	86%	-	100%	68%	*	89%	86%	85%	85%
End of Course Algebra I	2023	76%	77%	81%	83%	77%	77%	*	95%	-	100%	64%	-	84%	77%	83%	87%
All Grades Both Subjects	2023	64%	64%	67%	65%	64%	70%	*	82%	*	77%	58%	59%	68%	65%	64%	65%
All Grades ELA/Reading	2023	63%	62%	67%	66%	67%	68%	*	80%	*	77%	54%	59%	68%	67%	65%	67%
All Grades Mathematics	2023	66%	66%	66%	64%	61%	71%	*	85%	*	77%	63%	59%	67%	63%	62%	63%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	33%	56%	39%	75%	83%	-	-	-	*	*	-	73%	35%	50%	50%
Grade 4 Mathematics	2023	27%	24%	20%	17%	18%	40%	-	*	-	-	*	-	24%	15%	15%	29%
Grade 5 ELA/Reading	2023	37%	36%	59%	54%	54%	*	-	*	-	-	*	-	44%	75%	37%	64%
Grade 5 Mathematics	2023	48%	45%	64%	69%	50%	58%	-	*	-	*	40%	-	68%	58%	55%	67%
Grade 6 ELA/Reading	2023	26%	25%	62%	56%	57%	*	-	*	-	*	20%	*	68%	53%	56%	58%
Grade 6 Mathematics	2023	35%	37%	42%	45%	32%	*	-	*	-	*	13%	*	50%	33%	38%	45%
Grade 7 ELA/Reading	2023	39%	38%	43%	27%	47%	71%	-	-	-	-	25%	*	36%	53%	32%	64%
Grade 7 Mathematics	2023	22%	21%	28%	48%	0%	25%	-	-	-	*	20%	*	28%	29%	26%	14%
Grade 8 ELA/Reading	2023	39%	38%	52%	69%	40%	*	-	-	-	-	50%	*	30%	63%	53%	40%
Grade 8 Mathematics	2023	49%	47%	65%	70%	58%	58%	-	*	-	*	33%	*	65%	64%	60%	47%
End of Course English I	2023	26%	28%	41%	33%	20%	*	-	*	-	*	33%	-	43%	40%	50%	*
End of Course English II	2023	41%	42%	65%	55%	71%	*	-	*	-	*	57%	*	62%	67%	57%	33%
End of Course Algebra I	2023	58%	56%	86%	89%	84%	*	-	-	-	*	33%	-	96%	75%	96%	91%
All Grades Both Subjects	2023	38%	37%	54%	54%	49%	58%	-	81%	-	84%	31%	65%	56%	52%	48%	51%
All Grades ELA/Reading	2023	35%	35%	55%	47%	54%	71%	-	78%	-	88%	37%	63%	54%	56%	47%	50%
All Grades Mathematics	2023	40%	39%	54%	58%	45%	51%	-	86%	-	82%	25%	67%	58%	49%	48%	52%

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	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	2023	76%	77%	81%	-	-	-	-	-	-	74%	79%	73%	-	64%	82%	73%	85%
	2022	74%	75%	73%	-	-	-	-	-	-	63%	66%	61%	-	74%	74%	63%	78%
At Meets Grade Level or Above	2023	49%	50%	47%	-	-	-	-	-	-	36%	35%	36%	-	36%	49%	35%	57%
	2022	48%	50%	42%	-	-	-	-	-	-	29%	32%	27%	-	33%	44%	29%	50%
At Masters Grade Level	2023	20%	21%	16%	-	-	-	-	-	-	9%	7%	9%	-	7%	16%	8%	30%
	2022	23%	24%	18%	-	-	-	-	-	-	11%	12%	11%	-	8%	19%	11%	27%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	78%	86%	-	-	-	-	-	-	78%	80%	78%	-	73%	87%	77%	91%
	2022	75%	76%	79%	-	-	-	-	-	-	67%	63%	69%	-	67%	81%	67%	88%
At Meets Grade Level or Above	2023	53%	55%	57%	-	-	-	-	-	-	43%	40%	44%	-	38%	58%	42%	68%
	2022	53%	55%	53%	-	-	-	-	-	-	34%	38%	33%	-	37%	55%	34%	67%
At Masters Grade Level	2023	20%	21%	19%	-	-	-	-	-	-	9%	7%	10%	-	12%	20%	10%	33%
	2022	25%	26%	25%	-	-	-	-	-	-	17%	13%	19%	-	15%	26%	16%	39%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	75%	-	-	-	-	-	-	73%	77%	72%	-	59%	76%	70%	79%
	2022	72%	73%	67%	-	-	-	-	-	-	64%	74%	60%	-	83%	67%	65%	70%
At Meets Grade Level or Above	2023	45%	45%	38%	-	-	-	-	-	-	29%	29%	29%	-	32%	40%	29%	49%
	2022	42%	43%	31%	-	-	-	-	-	-	29%	33%	28%	-	30%	31%	29%	37%
At Masters Grade Level	2023	19%	19%	13%	-	-	-	-	-	-	10%	6%	10%	-	5%	13%	9%	30%
	2022	20%	21%	12%	-	-	-	-	-	-	9%	14%	7%	-	4%	12%	8%	20%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	77%	82%	-	-	-	-	-	-	76%	88%	75%	-	63%	82%	74%	91%
	2022	76%	76%	72%	-	-	-	-	-	-	56%	61%	54%	-	64%	74%	55%	84%
At Meets Grade Level or Above	2023	47%	48%	45%	-	-	-	-	-	-	38%	38%	38%	-	50%	46%	39%	50%
	2022	47%	49%	40%	-	-	-	-	-	-	21%	25%	19%	-	27%	43%	21%	54%
At Masters Grade Level	2023	18%	19%	13%	-	-	-	-	-	-	3%	0%	3%	-	0%	13%	3%	31%
	2022	21%	22%	15%	-	-	-	-	-	-	5%	7%	4%	-	0%	16%	4%	27%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	79%	75%	-	-	-	-	-	-	56%	*	55%	-	40%	78%	56%	74%
	2022	75%	77%	72%	-	-	-	-	-	-	49%	67%	40%	-	100%	75%	54%	58%
At Meets Grade Level or Above	2023	52%	54%	42%	-	-	-	-	-	-	24%	*	23%	-	20%	44%	21%	53%
	2022	50%	52%	40%	-	-	-	-	-	-	13%	20%	10%	-	40%	44%	16%	21%
At Masters Grade Level	2023	27%	29%	19%	-	-	-	-	-	-	12%	*	10%	-	0%	20%	9%	21%
	2022	30%	32%	21%	-	-	-	-	-	-	7%	13%	3%	-	0%	24%	6%	5%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	64%	67%	-	-	-	-	-	-	63%	63%	63%	-	65%	67%	63%	71%
All Grades ELA/Reading	2023	63%	62%	67%	-	-	-	-	-	-	66%	69%	65%	-	66%	68%	66%	67%

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	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
All Grades Mathematics	2023	66%	66%	66%	-	-	-	-	-	-	59%	57%	60%	-	64%	66%	60%	76%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	37%	54%	-	-	-	-	-	-	51%	58%	49%	-	43%	55%	50%	56%
All Grades ELA/Reading	2023	35%	35%	55%	-	-	-	-	-	-	51%	55%	50%	-	*	57%	48%	67%
All Grades Mathematics	2023	40%	39%	54%	-	-	-	-	-	-	51%	63%	49%	-	*	55%	52%	50%

* 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
2022-23 STAAR Participation (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	100%	98%	100%	100%	*	99%	96%	100%	99%	99%	99%	100%
Included in Accountability	93%	93%	96%	95%	96%	96%	83%	98%	*	97%	92%	96%	98%	94%	98%	96%
Not Included in Accountability: Mobile	4%	4%	3%	4%	3%	2%	17%	1%	*	3%	3%	4%	1%	5%	1%	2%
Not Included in Accountability: Other Exclusions	2%	2%	0%	0%	1%	0%	0%	1%	*	0%	0%	0%	0%	0%	1%	2%
Not Tested	1%	1%	1%	1%	0%	2%	0%	0%	*	1%	4%	0%	1%	1%	1%	0%
Absent	1%	1%	1%	0%	0%	2%	0%	0%	*	1%	3%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	99%	98%	100%	100%	*	98%	98%	100%	99%	99%	99%	100%
Included in Accountability	92%	92%	95%	96%	95%	96%	80%	98%	*	95%	93%	94%	97%	93%	97%	92%
Not Included in Accountability: Mobile	4%	5%	3%	4%	3%	2%	20%	1%	*	3%	3%	6%	1%	5%	1%	3%
Not Included in Accountability: Other Exclusions	3%	3%	1%	0%	2%	0%	0%	1%	*	0%	1%	0%	1%	1%	1%	4%
Not Tested	1%	1%	1%	0%	1%	2%	0%	0%	*	2%	2%	0%	1%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	1%	0%	0%	*	2%	2%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	1%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	98%	100%	100%	*	100%	97%	100%	100%	99%	99%	100%
Included in Accountability	94%	94%	96%	95%	97%	96%	80%	99%	*	96%	94%	97%	98%	93%	99%	97%
Not Included in Accountability: Mobile	5%	5%	4%	5%	3%	2%	20%	1%	*	4%	3%	3%	2%	6%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	2%	0%	0%	*	0%	3%	0%	0%	1%	1%	0%
Absent	1%	1%	0%	0%	0%	2%	0%	0%	*	0%	2%	0%	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	99%	99%	100%	95%	*	100%	*	100%	91%	100%	99%	99%	99%	100%
Included in Accountability	93%	94%	96%	95%	98%	95%	*	100%	*	100%	86%	100%	97%	95%	98%	99%
Not Included in Accountability: Mobile	4%	4%	2%	4%	2%	0%	*	0%	*	0%	5%	0%	1%	4%	1%	1%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	1%	1%	0%	5%	*	0%	*	0%	9%	0%	1%	1%	1%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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%	1%	1%	0%	4%	*	0%	*	0%	7%	0%	1%	1%	1%	0%
Other	0%	0%	0%	0%	0%	1%	*	0%	*	0%	2%	0%	1%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	97%	100%	99%	-	100%	-	100%	94%	100%	99%	98%	98%	100%
Included in Accountability	94%	94%	97%	95%	99%	96%	-	100%	-	100%	91%	100%	98%	95%	96%	98%
Not Included in Accountability: Mobile	4%	4%	2%	3%	0%	3%	-	0%	-	0%	3%	0%	1%	3%	1%	0%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	3%	0%	1%	-	0%	-	0%	6%	0%	1%	2%	2%	0%
Absent	1%	1%	1%	2%	0%	1%	-	0%	-	0%	6%	0%	1%	1%	2%	0%
Other	0%	0%	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	1%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	92%	93%	80%	100%	100%	-	100%	-	*	-	-	96%	86%	100%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	99%	100%	99%	100%	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	96%	97%	95%	97%	100%	99%	*	94%	99%	92%	98%	94%	98%	95%
Not Included in Accountability: Mobile	5%	5%	3%	3%	4%	3%	0%	1%	*	6%	0%	8%	1%	5%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	1%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	2%
Not Tested	1%	1%	0%	1%	0%	1%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	0%	0%	*	0%	1%	0%	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	0%	0%	*	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	99%	100%	99%	*	100%	*	100%	99%	100%	100%	100%	100%	100%
Included in Accountability	92%	92%	96%	97%	94%	97%	*	98%	*	96%	98%	91%	97%	94%	98%	93%
Not Included in Accountability: Mobile	5%	5%	3%	3%	4%	3%	*	1%	*	4%	0%	9%	2%	5%	1%	3%
Not Included in Accountability: Other Exclusions	2%	2%	1%	0%	2%	0%	*	1%	*	0%	1%	0%	1%	0%	1%	4%
Not Tested	1%	1%	0%	1%	0%	1%	*	0%	*	0%	1%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	*	0%	*	0%	1%	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%	99%	100%	99%	*	100%	*	100%	99%	100%	99%	100%	100%	100%
Included in Accountability	93%	94%	96%	96%	95%	97%	*	99%	*	95%	99%	91%	98%	94%	99%	96%

Texas Education Agency
2022-23 STAAR Participation (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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: Mobile	5%	5%	3%	3%	4%	3%	*	1%	*	5%	0%	9%	2%	5%	1%	3%
Not Included in Accountability: Other Exclusions	1%	1%	0%	0%	0%	0%	*	0%	*	0%	0%	0%	0%	0%	0%	1%
Not Tested	1%	1%	0%	1%	0%	1%	*	0%	*	0%	1%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	1%	*	0%	*	0%	1%	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%	99%	*	100%	*	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	94%	97%	97%	98%	96%	*	100%	*	89%	100%	100%	99%	95%	99%	98%
Not Included in Accountability: Mobile	4%	4%	3%	3%	2%	3%	*	0%	*	11%	0%	0%	1%	5%	1%	2%
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%	1%	*	0%	*	0%	0%	0%	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	*	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%	100%	100%	100%	99%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	97%	97%	97%	98%	*	100%	-	92%	100%	*	99%	95%	99%	99%
Not Included in Accountability: Mobile	4%	4%	3%	3%	3%	1%	*	0%	-	8%	0%	*	1%	4%	1%	1%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	2%	1%	0%	0%	0%	1%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	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%
Accelerated Testers																
SAT/ACT Participant	89%	86%	90%	75%	100%	100%	-	*	-	-	-	-	84%	100%	100%	-

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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													
2021-22	92.2%	92.7%	94.3%	95.2%	93.6%	92.9%	*	96.8%	*	94.9%	92.2%	94.2%	94.7%
2020-21	95.0%	95.2%	96.2%	96.5%	95.4%	96.0%	*	98.0%	*	97.1%	95.9%	95.5%	95.5%
Chronic Absenteeism													
2021-22	25.7%	23.8%	18.1%	14.9%	21.5%	24.3%	0.0%	3.8%	*	13.4%	30.0%	19.6%	16.1%
2020-21	15.0%	14.5%	10.0%	9.9%	13.0%	8.5%	0.0%	2.6%	0.0%	4.7%	9.1%	13.2%	14.3%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.8%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	2.1%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	2.1%	0.3%	0.0%	0.7%	0.0%	*	0.0%	-	0.0%	0.0%	0.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	89.5%	97.5%	94.9%	97.6%	100.0%	-	100.0%	-	*	100.0%	96.8%	100.0%
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	3.5%	4.0%	1.6%	5.1%	0.0%	0.0%	-	0.0%	-	*	0.0%	3.2%	0.0%
Dropped Out	6.4%	6.2%	0.8%	0.0%	2.4%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
Graduates and TxCHSE	90.0%	89.8%	97.5%	94.9%	97.6%	100.0%	-	100.0%	-	*	100.0%	96.8%	100.0%
Graduates, TxCHSE, and Continuers	93.6%	93.8%	99.2%	100.0%	97.6%	100.0%	-	100.0%	-	*	100.0%	100.0%	100.0%
Class of 2021													
Graduated	90.0%	90.2%	97.0%	100.0%	93.2%	97.3%	-	*	-	100.0%	93.3%	93.2%	100.0%
Received TxCHSE	0.3%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	3.9%	4.1%	0.7%	0.0%	0.0%	2.7%	-	*	-	0.0%	6.7%	2.3%	0.0%
Dropped Out	5.8%	5.3%	2.2%	0.0%	6.8%	0.0%	-	*	-	0.0%	0.0%	4.5%	0.0%
Graduates and TxCHSE	90.3%	90.5%	97.0%	100.0%	93.2%	97.3%	-	*	-	100.0%	93.3%	93.2%	100.0%
Graduates, TxCHSE, and Continuers	94.2%	94.7%	97.8%	100.0%	93.2%	100.0%	-	*	-	100.0%	100.0%	95.5%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	92.9%	98.5%	100.0%	95.3%	100.0%	-	*	-	100.0%	100.0%	95.3%	100.0%
Received TxCHSE	0.4%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.0%	1.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	5.6%	1.5%	0.0%	4.7%	0.0%	-	*	-	0.0%	0.0%	4.7%	0.0%
Graduates and TxCHSE	92.7%	93.3%	98.5%	100.0%	95.3%	100.0%	-	*	-	100.0%	100.0%	95.3%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	94.4%	98.5%	100.0%	95.3%	100.0%	-	*	-	100.0%	100.0%	95.3%	100.0%

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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 2020													
Graduated	92.2%	93.1%	99.1%	100.0%	100.0%	97.3%	*	100.0%	-	*	87.5%	100.0%	100.0%
Received TxCHSE	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	1.1%	1.3%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.0%	0.9%	0.0%	0.0%	2.7%	*	0.0%	-	*	12.5%	0.0%	0.0%
Graduates and TxCHSE	92.7%	93.7%	99.1%	100.0%	100.0%	97.3%	*	100.0%	-	*	87.5%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	99.1%	100.0%	100.0%	97.3%	*	100.0%	-	*	87.5%	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	93.8%	99.1%	100.0%	100.0%	97.3%	*	100.0%	-	*	87.5%	100.0%	100.0%
Received TxCHSE	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Continued HS	0.5%	0.6%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	0.0%
Dropped Out	6.2%	5.0%	0.9%	0.0%	0.0%	2.7%	*	0.0%	-	*	12.5%	0.0%	0.0%
Graduates and TxCHSE	93.2%	94.4%	99.1%	100.0%	100.0%	97.3%	*	100.0%	-	*	87.5%	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	95.0%	99.1%	100.0%	100.0%	97.3%	*	100.0%	-	*	87.5%	100.0%	100.0%
Class of 2019													
Graduated	92.6%	93.8%	93.3%	100.0%	83.3%	100.0%	*	*	*	*	66.7%	87.5%	*
Received TxCHSE	0.6%	0.7%	1.0%	0.0%	2.4%	0.0%	*	*	*	*	0.0%	0.0%	*
Continued HS	0.6%	0.6%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	0.0%	0.0%	*
Dropped Out	6.2%	4.9%	5.7%	0.0%	14.3%	0.0%	*	*	*	*	33.3%	12.5%	*
Graduates and TxCHSE	93.2%	94.4%	94.3%	100.0%	85.7%	100.0%	*	*	*	*	66.7%	87.5%	*
Graduates, TxCHSE, and Continuers	93.8%	95.1%	94.3%	100.0%	85.7%	100.0%	*	*	*	*	66.7%	87.5%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	89.5%	97.6%	94.9%	97.6%	100.0%	-	100.0%	-	*	100.0%	96.8%	100.0%
Class of 2021	90.0%	90.2%	97.1%	100.0%	93.2%	97.3%	-	*	-	100.0%	93.3%	93.2%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	3.5%	5.9%	0.0%	9.8%	6.1%	-	20.0%	-	*	12.5%	10.0%	0.0%
Class of 2021	3.8%	2.8%	3.8%	2.3%	4.9%	2.9%	-	*	-	14.3%	0.0%	7.3%	28.6%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	84.3%	81.7%	71.4%	81.1%	61.0%	75.8%	-	40.0%	-	*	75.0%	70.0%	80.0%
Class of 2021	81.9%	81.9%	71.5%	77.3%	73.2%	57.1%	-	*	-	85.7%	35.7%	68.3%	57.1%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - 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 2022	88.0%	85.2%	77.3%	81.1%	70.7%	81.8%	-	60.0%	-	*	87.5%	80.0%	80.0%
Class of 2021	85.7%	84.7%	75.6%	79.5%	78.0%	61.1%	-	*	-	100.0%	35.7%	75.6%	85.7%
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	23.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	14.5%	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	3.5%	5.1%	0.0%	9.8%	6.1%	-	*	-	*	12.5%	9.7%	0.0%
2020-21	3.8%	2.7%	4.7%	2.2%	5.1%	2.9%	-	*	-	14.3%	0.0%	7.7%	33.3%
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	79.6%	72.6%	80.6%	61.0%	78.8%	-	*	-	*	75.0%	67.7%	80.0%
2020-21	80.4%	80.4%	69.8%	75.6%	71.8%	55.9%	-	*	-	85.7%	38.5%	66.7%	50.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	83.1%	77.8%	80.6%	70.7%	84.8%	-	*	-	*	87.5%	77.4%	80.0%
2020-21	84.1%	83.0%	74.6%	77.8%	76.9%	60.0%	-	*	-	100.0%	38.5%	74.4%	83.3%

Texas Education Agency
2022-23 Graduation Profile (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	District Count	District Percent	State Count	State Percent
Graduates (2021-22 Annual Graduates)				
Total Graduates	117	100.0%	368,686	100.0%
By Ethnicity:				
African American	36	30.8%	45,227	12.3%
Hispanic	41	35.0%	191,125	51.8%
White	33	28.2%	103,171	28.0%
American Indian	0	0.0%	1,159	0.3%
Asian	4	3.4%	18,794	5.1%
Pacific Islander	0	0.0%	569	0.2%
Two or More Races	3	2.6%	8,641	2.3%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	433	0.1%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	134	0.0%
Foundation H.S. Program (No Endorsement)	26	22.2%	51,023	13.8%
Foundation H.S. Program (Endorsement)	6	5.1%	14,179	3.8%
Foundation H.S. Program (DLA)	85	72.6%	302,917	82.2%
Other Graduation Types:				
Special Education Graduates	8	6.8%	32,447	8.8%
Economically Disadvantaged Graduates	31	26.5%	194,571	52.8%
Emergent Bilingual (EB)/English Learner (EL) Graduates	10	8.5%	40,398	11.0%
At-Risk Graduates	38	32.5%	159,689	43.3%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	66.6%	39.3%	41.7%	34.1%	45.5%	-	*	-	*	87.5%	16.1%	30.0%
2020-21	65.2%	61.8%	34.6%	35.6%	17.9%	40.0%	-	*	-	71.4%	38.5%	25.6%	0.0%
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	50.1%	32.5%	33.3%	29.3%	36.4%	-	*	-	*	12.5%	12.9%	20.0%
2020-21	52.7%	48.8%	30.8%	31.1%	15.4%	34.3%	-	*	-	71.4%	0.0%	20.5%	0.0%
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	58.6%	47.0%	52.8%	34.1%	54.5%	-	*	-	*	25.0%	22.6%	30.0%
2020-21	56.1%	56.6%	43.8%	44.4%	33.3%	51.4%	-	*	-	42.9%	7.7%	25.6%	0.0%
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	47.7%	32.5%	33.3%	29.3%	36.4%	-	*	-	*	0.0%	16.1%	20.0%
2020-21	45.7%	43.5%	28.5%	24.4%	20.5%	31.4%	-	*	-	57.1%	0.0%	28.2%	16.7%
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	42.0%	25.6%	25.0%	24.4%	27.3%	-	*	-	*	0.0%	6.5%	20.0%
2020-21	40.4%	38.8%	23.1%	22.2%	10.3%	28.6%	-	*	-	42.9%	0.0%	15.4%	0.0%
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	20.6%	7.7%	0.0%	7.3%	18.2%	-	*	-	*	0.0%	9.7%	0.0%
2020-21	21.3%	22.1%	3.8%	2.2%	0.0%	8.6%	-	*	-	14.3%	0.0%	2.6%	0.0%
Associate Degree (Annual Graduates)													
2021-22	2.4%	1.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.6%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	18.6%	13.7%	16.7%	9.8%	15.2%	-	*	-	*	12.5%	6.5%	0.0%
2020-21	25.9%	20.3%	13.1%	15.6%	10.3%	5.7%	-	*	-	28.6%	0.0%	7.7%	0.0%
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	5.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	4.4%	5.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	30.1%	7.7%	11.1%	4.9%	9.1%	-	*	-	*	87.5%	3.2%	10.0%
2020-21	24.2%	23.3%	3.8%	4.4%	2.6%	5.7%	-	*	-	0.0%	38.5%	5.1%	0.0%
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	24.9%	1.7%	0.0%	0.0%	6.1%	-	*	-	*	0.0%	0.0%	0.0%

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	18.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	0.7%	0.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	2.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
2020-21	2.4%	2.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	3.8%	6.0%	11.1%	4.9%	3.0%	-	*	-	*	87.5%	3.2%	10.0%
2020-21	4.4%	3.5%	3.8%	4.4%	2.6%	5.7%	-	*	-	0.0%	38.5%	5.1%	0.0%

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	21.2%	21.4%	38.9%	9.8%	12.1%	-	*	-	*	12.5%	9.7%	10.0%
	2020-21	25.9%	24.5%	30.0%	26.7%	25.6%	37.1%	-	*	-	42.9%	0.0%	15.4%	0.0%
Mathematics	2021-22	18.7%	15.3%	11.1%	8.3%	7.3%	18.2%	-	*	-	*	0.0%	6.5%	0.0%
	2020-21	19.4%	15.9%	13.8%	11.1%	12.8%	17.1%	-	*	-	28.6%	0.0%	7.7%	16.7%
Both Subjects	2021-22	12.6%	10.3%	6.8%	8.3%	7.3%	3.0%	-	*	-	*	0.0%	3.2%	0.0%
	2020-21	14.4%	12.0%	10.8%	8.9%	7.7%	14.3%	-	*	-	28.6%	0.0%	5.1%	0.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	12.5%	6.8%	2.8%	12.2%	3.0%	-	*	-	*	0.0%	0.0%	30.0%
	2020-21	8.6%	7.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2021-22	14.0%	13.9%	14.5%	19.4%	22.0%	3.0%	-	*	-	*	0.0%	9.7%	20.0%
	2020-21	10.3%	7.9%	6.2%	6.7%	5.1%	5.7%	-	*	-	14.3%	0.0%	12.8%	0.0%
Both Subjects	2021-22	7.5%	6.8%	5.1%	2.8%	12.2%	0.0%	-	*	-	*	0.0%	0.0%	20.0%
	2020-21	4.9%	2.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	22.1%	4.8%	1.1%	4.7%	8.5%	-	9.1%	-	20.0%	0.0%	4.6%	0.0%
	2021	21.1%	20.9%	5.2%	3.4%	4.0%	9.1%	-	0.0%	-	9.1%	0.0%	6.6%	0.0%
English Language Arts	2022	13.2%	12.1%	3.6%	1.1%	2.3%	6.8%	-	9.1%	-	20.0%	0.0%	4.6%	0.0%
	2021	12.1%	11.3%	3.7%	2.3%	3.0%	7.6%	-	0.0%	-	0.0%	0.0%	5.3%	0.0%
Mathematics	2022	6.9%	6.4%	1.6%	0.0%	2.3%	3.4%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021	6.1%	6.1%	2.2%	3.4%	1.0%	1.5%	-	0.0%	-	9.1%	0.0%	3.9%	0.0%
Science	2022	9.6%	9.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021	8.7%	9.2%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	12.6%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
	2021	11.6%	12.1%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	57.5%	58.3%	*	*	80.0%	-	*	-	*	-	*	-
	2021	48.6%	52.5%	42.9%	*	*	50.0%	-	-	-	*	-	60.0%	-
English Language Arts	2022	53.2%	62.4%	66.7%	*	*	*	-	*	-	*	-	*	-
	2021	42.7%	51.3%	50.0%	*	*	40.0%	-	-	-	-	-	*	-
Mathematics	2022	50.4%	54.0%	*	-	*	*	-	-	-	-	-	-	-
	2021	49.4%	53.4%	16.7%	*	*	*	-	-	-	*	-	*	-
Science	2022	44.7%	48.4%	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	42.4%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	47.5%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	46.7%	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	71.6%	94.0%	94.4%	92.7%	100.0%	-	*	-	*	100.0%	100.0%	90.0%
	2020-21	70.8%	71.9%	100.0%	100.0%	100.0%	100.0%	-	*	-	85.7%	100.0%	100.0%	100.0%
At/Above Criterion for All Examinees	2021-22	32.1%	36.2%	14.5%	11.8%	7.9%	24.2%	-	*	-	*	0.0%	3.2%	0.0%
	2020-21	32.9%	37.2%	14.2%	8.5%	4.5%	22.5%	-	*	-	33.3%	0.0%	6.7%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	1024	909	869	879	977	-	*	-	*	854	879	801
	2020-21	1002	1014	968	913	921	1089	-	1130	-	1155	940	916	810
English Language Arts and Writing	2021-22	506	518	464	446	446	502	-	*	-	*	437	452	404
	2020-21	504	511	503	468	499	567	-	550	-	560	470	473	420
Mathematics	2021-22	496	506	445	423	434	475	-	*	-	*	418	428	397
	2020-21	498	503	464	446	422	522	-	580	-	595	470	443	390
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	19.6	16.5	15.3	15.3	18.8	-	*	-	*	*	15.7	13.0
	2020-21	20.0	21.3	16.3	15.4	15.3	17.5	-	20.0	-	18.8	11.8	15.0	14.9
English Language Arts	2021-22	19.2	19.4	16.1	15.1	14.7	18.4	-	*	-	*	*	15.3	11.9
	2020-21	19.6	21.1	15.7	14.7	14.6	17.1	-	19.5	-	18.0	10.8	13.9	12.4
Mathematics	2021-22	19.3	19.3	16.5	15.4	15.8	18.2	-	*	-	*	*	15.6	14.2
	2020-21	19.9	20.9	16.2	15.6	15.5	16.6	-	19.3	-	20.3	12.9	15.6	17.6
Science	2021-22	19.8	19.8	16.6	15.2	15.1	19.3	-	*	-	*	*	15.7	13.3
	2020-21	20.3	21.5	17.1	16.1	15.8	18.7	-	22.8	-	19.5	12.5	16.5	17.1

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	Academic Year	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.6%	40.4%	40.2%	39.6%	42.6%	*	34.6%	-	46.2%	32.7%	35.6%	37.8%
	2020-21	42.5%	40.9%	37.8%	43.4%	31.6%	37.4%	-	47.1%	-	43.8%	30.9%	31.5%	31.8%
English Language Arts	2021-22	16.6%	13.9%	6.6%	4.0%	5.6%	9.4%	*	19.2%	-	7.7%	0.0%	6.1%	2.3%
	2020-21	16.3%	14.7%	7.6%	5.8%	5.6%	9.8%	-	11.8%	-	33.3%	0.0%	4.5%	0.0%
Mathematics	2021-22	19.9%	18.2%	15.7%	14.2%	13.3%	18.7%	*	28.0%	-	23.1%	5.5%	12.3%	6.8%
	2020-21	19.3%	18.0%	14.8%	16.6%	12.0%	13.1%	-	20.0%	-	40.0%	0.0%	9.6%	4.8%
Science	2021-22	21.1%	19.9%	22.1%	20.0%	20.8%	24.8%	*	30.8%	-	30.8%	9.4%	20.9%	22.2%
	2020-21	20.6%	20.6%	23.6%	25.9%	23.6%	17.6%	-	40.0%	-	33.3%	11.9%	19.0%	30.2%
Social Studies	2021-22	22.8%	22.3%	3.6%	4.5%	2.6%	3.9%	*	3.8%	-	0.0%	1.8%	1.4%	0.0%
	2020-21	22.8%	23.6%	3.3%	3.1%	3.0%	2.1%	-	11.8%	-	13.3%	0.0%	1.6%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	41.1%	46.2%	46.7%	46.2%	45.7%	-	*	-	42.9%	15.4%	36.8%	33.3%
	2019-20	46.1%	41.8%	51.7%	58.8%	47.2%	50.0%	*	50.0%	-	*	42.9%	44.8%	33.3%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	--- District ---		----- State -----		--- District ---		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	2,874	100.0%	5,504,150	100.0%	2,874	100.0%	5,518,432	100.0%
Students by Grade:								
Early Childhood Education	0	0.0%	17,201	0.3%	0	0.0%	25,110	0.5%
Pre-Kindergarten	262	9.1%	243,493	4.4%	262	9.1%	244,284	4.4%
Pre-Kindergarten: 3-year Old	98	3.4%	40,199	0.7%	98	3.4%	40,535	0.7%
Pre-Kindergarten: 4-year Old	164	5.7%	203,294	3.7%	164	5.7%	203,749	3.7%
Kindergarten	247	8.6%	367,180	6.7%	247	8.6%	367,633	6.7%
Grade 1	246	8.6%	399,048	7.2%	246	8.6%	399,419	7.2%
Grade 2	245	8.5%	395,639	7.2%	245	8.5%	395,969	7.2%
Grade 3	255	8.9%	393,583	7.2%	255	8.9%	393,871	7.1%
Grade 4	207	7.2%	393,765	7.2%	207	7.2%	394,020	7.1%
Grade 5	190	6.6%	395,111	7.2%	190	6.6%	395,384	7.2%
Grade 6	213	7.4%	399,341	7.3%	213	7.4%	399,557	7.2%
Grade 7	200	7.0%	409,362	7.4%	200	7.0%	409,566	7.4%
Grade 8	228	7.9%	425,589	7.7%	228	7.9%	425,758	7.7%
Grade 9	189	6.6%	477,875	8.7%	189	6.6%	478,101	8.7%
Grade 10	148	5.1%	436,752	7.9%	148	5.1%	437,002	7.9%
Grade 11	137	4.8%	385,894	7.0%	137	4.8%	386,246	7.0%
Grade 12	107	3.7%	364,317	6.6%	107	3.7%	366,512	6.6%
Ethnic Distribution:								
African American	1,277	44.4%	705,310	12.8%	1,277	44.4%	706,775	12.8%
Hispanic	890	31.0%	2,915,219	53.0%	890	31.0%	2,921,416	52.9%
White	453	15.8%	1,410,571	25.6%	453	15.8%	1,416,240	25.7%
American Indian	5	0.2%	17,920	0.3%	5	0.2%	17,976	0.3%
Asian	149	5.2%	280,306	5.1%	149	5.2%	280,742	5.1%
Pacific Islander	4	0.1%	8,696	0.2%	4	0.1%	8,718	0.2%
Two or More Races	96	3.3%	166,128	3.0%	96	3.3%	166,565	3.0%
Sex:								
Female	1,501	52.2%	2,688,496	48.8%	1,501	52.2%	2,693,780	48.8%
Male	1,373	47.8%	2,815,654	51.2%	1,373	47.8%	2,824,652	51.2%
Economically Disadvantaged	1,710	59.5%	3,415,987	62.1%	1,710	59.5%	3,421,217	62.0%
Non-Educationally Disadvantaged	1,164	40.5%	2,088,163	37.9%	1,164	40.5%	2,097,215	38.0%
Section 504 Students	126	4.4%	407,619	7.4%	126	4.4%	407,904	7.4%
EB Students/EL	390	13.6%	1,269,408	23.1%	390	13.6%	1,270,533	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	87,162	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

Student Information	----- Membership -----				----- Enrollment -----			
	---- District ----		----- State -----		---- District ----		----- State -----	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students w/ Dyslexia	62	2.2%	302,409	5.5%	62	2.2%	302,615	5.5%
Foster Care	8	0.3%	13,415	0.2%	8	0.3%	13,453	0.2%
Homeless	2	0.1%	72,534	1.3%	2	0.1%	72,654	1.3%
Immigrant	0	0.0%	122,390	2.2%	0	0.0%	122,504	2.2%
Migrant	0	0.0%	13,769	0.3%	0	0.0%	13,810	0.3%
Title I	2,874	100.0%	3,555,650	64.6%	2,874	100.0%	3,563,890	64.6%
Military Connected	9	0.3%	199,203	3.6%	9	0.3%	199,325	3.6%
At-Risk	1,136	39.5%	2,935,164	53.3%	1,136	39.5%	2,938,753	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	351	12.2%	1,278,846	23.2%	351	12.2%	1,279,697	23.2%
Career and Technical Education	840	29.2%	1,459,380	26.5%				
Career and Technical Education (9-12 grades only)	475	81.8%	1,203,083	72.3%				
Gifted and Talented Education	160	5.6%	453,585	8.2%	160	5.6%	453,689	8.2%
Special Education	160	5.6%	693,061	12.6%	160	5.6%	702,785	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	160		693,060					
By Type of Primary Disability								
Students with Intellectual Disabilities	67	41.9%	305,800	44.1%				
Students with Physical Disabilities	48	30.0%	138,820	20.0%				
Students with Autism	25	15.6%	107,586	15.5%				
Students with Behavioral Disabilities	20	12.5%	130,018	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	10,836	1.6%				
Mobility (2021-22):								
Total Mobile Students	441	16.1%	893,031	16.8%				
By Ethnicity:								
African American	196	7.1%	176,665	3.3%				
Hispanic	138	5.0%	462,284	8.7%				
White	84	3.1%	180,620	3.4%				
American Indian	1	0.0%	3,221	0.1%				
Asian	11	0.4%	38,716	0.7%				
Pacific Islander	0	0.0%	2,067	0.0%				
Two or More Races	11	0.4%	29,458	0.6%				
Count and Percent of Special Ed Students who are Mobile	42	19.4%	131,925	18.6%				
Count and Percent of EB Students/EL who are Mobile	44	12.3%	191,469	17.1%				
Count and Percent of Econ Dis Students who are Mobile	178	12.6%	604,295	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	744	29.7%	751,495	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	4.9%	1.5%	7.7%	4.5%
Grade 1	0.9%	2.5%	11.8%	3.6%
Grade 2	0.9%	1.6%	0.0%	2.0%
Grade 3	1.9%	0.8%	9.1%	0.9%
Grade 4	2.4%	0.5%	0.0%	0.5%
Grade 5	1.5%	0.3%	0.0%	0.4%
Grade 6	1.0%	0.3%	0.0%	0.4%
Grade 7	0.5%	0.4%	0.0%	0.5%
Grade 8	0.5%	0.4%	0.0%	0.5%
Grade 9	0.7%	8.7%	0.0%	12.6%

	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	16	1.3%	7,322	0.3%

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

Class Size Information	District	State
Elementary:		
Kindergarten	19.4	18.7
Grade 1	20.1	19.1
Grade 2	20.0	19.1
Grade 3	20.2	19.3
Grade 4	18.4	19.4
Grade 5	18.5	20.8
Grade 6	19.5	19.2
Secondary:		
English/Language Arts	14.9	16.2
Foreign Languages	9.8	18.8
Mathematics	14.6	17.5
Science	14.2	18.5
Social Studies	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

Staff Information	---- District ----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	401.1	100.0%	763,729.4	100.0%
Professional Staff:	254.8	63.5%	489,326.8	64.1%
Teachers	197.9	49.3%	371,646.7	48.7%
Professional Support	31.6	7.9%	82,878.8	10.9%
Campus Administration (School Leadership)	17.0	4.2%	25,300.5	3.3%
Central Administration	8.3	2.1%	9,500.8	1.2%
Educational Aides:	38.5	9.6%	86,185.9	11.3%
Auxiliary Staff:	107.9	26.9%	188,216.7	24.6%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	4,258.0	n/a
Part-time Librarians	0.0	n/a	646.0	n/a
Full-time Counselors	9.0	n/a	13,815.0	n/a
Part-time Counselors	2.0	n/a	1,240.0	n/a
Total Minority Staff:	177.1	44.2%	406,630.8	53.2%
Teachers by Ethnicity:				
African American	46.1	23.3%	44,033.4	11.8%
Hispanic	20.2	10.2%	110,015.9	29.6%
White	106.4	53.8%	203,967.5	54.9%
American Indian	2.0	1.0%	1,274.2	0.3%
Asian	19.2	9.7%	7,310.0	2.0%
Pacific Islander	0.0	0.0%	514.6	0.1%
Two or More Races	4.0	2.0%	4,531.1	1.2%
Teachers by Sex:				
Males	41.6	21.0%	90,752.5	24.4%
Females	156.3	79.0%	280,894.2	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	7,591.2	2.0%
Bachelors	137.3	69.4%	268,238.6	72.2%
Masters	53.0	26.8%	92,878.9	25.0%
Doctorate	7.6	3.8%	2,938.0	0.8%
Teachers by Years of Experience:				
Beginning Teachers	32.1	16.2%	36,179.6	9.7%
1-5 Years Experience	76.4	38.6%	97,667.0	26.3%
6-10 Years Experience	34.9	17.6%	76,209.5	20.5%
11-20 Years Experience	33.7	17.0%	101,173.2	27.2%

Texas Education Agency
2022-23 Staff Information (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	---- District ----		----- State -----	
Staff Information	Count	Percent	Count	Percent
21-30 Years Experience	14.0	7.1%	49,550.0	13.3%
Over 30 Years Experience	6.9	3.5%	10,867.4	2.9%
Number of Students per Teacher	14.5	n/a	14.8	n/a

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	2.1	6.1
Average Years Experience of Principals with District	2.0	5.3
Average Years Experience of Assistant Principals	3.7	5.2
Average Years Experience of Assistant Principals with District	3.7	4.4
Average Years Experience of Teachers:	8.1	11.0
Average Years Experience of Teachers with District:	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$45,083	\$53,300
1-5 Years Experience	\$46,919	\$56,516
6-10 Years Experience	\$49,749	\$59,732
11-20 Years Experience	\$58,916	\$63,389
21-30 Years Experience	\$63,863	\$67,876
Over 30 Years Experience	\$68,751	\$72,560
Average Actual Salaries (regular duties only):		
Teachers	\$51,120	\$60,717
Professional Support	\$67,269	\$72,022
Campus Administration (School Leadership)	\$66,832	\$85,167
Central Administration	\$81,986	\$112,702
Instructional Staff Percent:	67.6%	65.1%
Turnover Rate for Teachers:	36.6%	21.4%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,277.2
Educational Aides	0.0	171.8
Auxiliary Staff	0.0	389.8
Contracted Instructional Staff:	0.0	2,105.4

Texas Education Agency
2022-23 Staff Information (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817) - TARRANT COUNTY

	----- District -----		----- State -----	
Designation	Headcount	Average Payout	Headcount	Average Payout
Teacher Incentive Allotment:				
Recognized	13	\$5,321	5,474	\$5,974
Exemplary	12	\$10,313	4,862	\$11,898
Master	*	*	2,224	\$21,920

	----- District -----		----- State -----	
Program Information	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	4.1	2.1%	22,050.2	5.9%
Career and Technical Education	0.3	0.1%	19,907.7	5.4%
Compensatory Education	0.0	0.0%	11,928.5	3.2%
Gifted and Talented Education	2.5	1.3%	6,181.8	1.7%
Regular Education	172.0	86.9%	262,398.5	70.6%
Special Education	12.3	6.2%	36,110.2	9.7%
Other	6.7	3.4%	13,069.7	3.5%

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Number: 220817001

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	76%	83%	73%	74%	69%	68%	*	92%	-	*	71%	*	71%	76%	75%	64%
	2022	76%	74%	67%	72%	63%	46%	-	83%	-	*	71%	-	69%	61%	69%	65%
At Meets Grade Level or Above	2023	50%	49%	37%	34%	38%	37%	*	50%	-	*	43%	*	32%	46%	38%	36%
	2022	51%	47%	37%	35%	50%	38%	-	17%	-	*	57%	-	42%	25%	41%	43%
At Masters Grade Level	2023	20%	19%	10%	6%	7%	5%	*	42%	-	*	14%	*	10%	11%	13%	14%
	2022	30%	26%	19%	22%	13%	23%	-	0%	-	*	14%	-	23%	11%	22%	35%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	65%	57%	69%	63%	*	83%	-	*	71%	*	71%	54%	65%	71%
	2022	71%	74%	73%	80%	56%	69%	-	83%	-	*	86%	-	84%	50%	72%	74%
At Meets Grade Level or Above	2023	45%	45%	35%	40%	38%	21%	*	50%	-	*	57%	*	34%	38%	37%	21%
	2022	43%	35%	34%	35%	38%	31%	-	33%	-	*	43%	-	40%	21%	34%	43%
At Masters Grade Level	2023	19%	15%	10%	6%	10%	5%	*	33%	-	*	14%	*	10%	11%	13%	0%
	2022	21%	13%	12%	13%	13%	8%	-	17%	-	*	0%	-	16%	4%	12%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	86%	84%	89%	93%	-	*	-	-	*	*	89%	78%	85%	81%
	2022	77%	77%	79%	75%	83%	80%	-	75%	-	100%	83%	*	83%	68%	75%	80%
At Meets Grade Level or Above	2023	48%	42%	43%	40%	44%	57%	-	*	-	-	*	*	43%	43%	48%	50%
	2022	54%	47%	45%	40%	50%	50%	-	50%	-	60%	50%	*	47%	41%	45%	53%
At Masters Grade Level	2023	22%	16%	14%	19%	0%	14%	-	*	-	-	*	*	13%	17%	13%	19%
	2022	28%	21%	19%	13%	17%	40%	-	25%	-	20%	17%	*	25%	5%	23%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	55%	55%	56%	44%	62%	-	*	-	-	*	*	50%	65%	58%	56%
	2022	70%	54%	52%	53%	67%	30%	-	50%	-	60%	50%	*	55%	45%	55%	67%
At Meets Grade Level or Above	2023	48%	31%	26%	23%	11%	38%	-	*	-	-	*	*	24%	30%	25%	25%
	2022	43%	21%	17%	18%	8%	20%	-	25%	-	20%	33%	*	21%	9%	17%	27%
At Masters Grade Level	2023	22%	13%	10%	12%	0%	8%	-	*	-	-	*	*	9%	13%	10%	6%
	2022	23%	9%	5%	3%	0%	10%	-	25%	-	0%	17%	*	8%	0%	4%	13%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	81%	90%	86%	88%	78%	80%	*	100%	-	*	83%	-	88%	80%	79%	78%
	2022	81%	80%	83%	82%	77%	100%	-	*	*	83%	*	-	89%	72%	83%	84%
At Meets Grade Level or Above	2023	57%	54%	49%	55%	56%	30%	*	57%	-	*	33%	-	56%	35%	48%	44%
	2022	58%	52%	52%	50%	47%	69%	-	*	*	67%	*	-	60%	38%	46%	60%
At Masters Grade Level	2023	28%	24%	22%	30%	11%	0%	*	29%	-	*	0%	-	26%	15%	21%	22%
	2022	36%	27%	29%	32%	20%	38%	-	*	*	50%	*	-	33%	22%	30%	32%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	76%	81%	67%	50%	*	100%	-	*	67%	-	79%	70%	72%	78%
	2022	77%	79%	83%	76%	80%	100%	-	*	*	100%	*	-	91%	69%	80%	88%
At Meets Grade Level or Above	2023	51%	49%	45%	53%	33%	20%	*	57%	-	*	33%	-	45%	45%	47%	56%
	2022	48%	41%	43%	41%	37%	62%	-	*	*	33%	*	-	53%	25%	43%	48%
At Masters Grade Level	2023	21%	17%	16%	19%	0%	10%	*	29%	-	*	17%	-	19%	10%	22%	33%
	2022	25%	17%	15%	12%	10%	31%	-	*	*	17%	*	-	20%	6%	17%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	65%	65%	63%	67%	60%	*	71%	-	*	50%	-	67%	60%	59%	67%
	2022	66%	56%	53%	41%	47%	77%	-	*	*	100%	*	-	62%	38%	48%	60%
At Meets Grade Level or Above	2023	36%	28%	23%	25%	11%	20%	*	29%	-	*	33%	-	29%	10%	28%	33%
	2022	38%	27%	25%	24%	20%	46%	-	*	*	17%	*	-	29%	19%	22%	32%
At Masters Grade Level	2023	16%	9%	8%	3%	0%	10%	*	29%	-	*	0%	-	10%	5%	9%	0%
	2022	18%	10%	8%	3%	10%	8%	-	*	*	17%	*	-	13%	0%	7%	20%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	84%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	65%	69%	83%	*	*	*	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2023	52%	69%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	47%	53%	50%	*	*	*	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2023	13%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	11%	6%	0%	*	*	*	-	-	-	-	*	-	*	*	*	*
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	72%	73%	*	-	-	-	-	*	-	-	*	-	*	-	*	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	54%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	60%	*	-	-	-	-	*	-	-	*	-	*	-	*	*
At Masters Grade Level	2023	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	9%	9%	*	-	-	-	-	*	-	-	*	-	*	-	*	*
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	87%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	76%	67%	60%	*	-	*	-	-	-	-	*	-	*	*	*	-
At Meets Grade Level or Above	2023	43%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	29%	20%	*	-	*	-	-	-	-	*	-	*	*	*	-
At Masters Grade Level	2023	23%	14%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	27%	15%	0%	*	-	*	-	-	-	-	*	-	*	*	*	-
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83%	83%	100%	-	*	*	-	-	-	-	*	-	*	*	*	*
At Meets Grade Level or Above	2023	56%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	47%	0%	-	*	*	-	-	-	-	*	-	*	*	*	*
At Masters Grade Level	2023	21%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	12%	0%	-	*	*	-	-	-	-	*	-	*	*	*	*
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	89%	91%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Meets Grade Level or Above	2023	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	68%	69%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Masters Grade Level	2023	38%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	42%	40%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	72%	72%	69%	68%	80%	85%	-	60%	68%	*	73%	68%	70%	70%
	2022	74%	73%	70%	69%	68%	73%	-	68%	*	83%	63%	*	76%	59%	69%	75%
At Meets Grade Level or Above	2023	49%	47%	37%	38%	35%	33%	40%	47%	-	20%	39%	*	37%	37%	38%	37%
	2022	48%	42%	36%	35%	35%	43%	-	26%	*	37%	28%	*	41%	26%	36%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	20%	16%	13%	13%	6%	7%	0%	30%	-	20%	13%	*	13%	12%	14%	13%
	2022	23%	18%	15%	14%	12%	21%	-	13%	*	20%	7%	*	19%	7%	16%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	80%	82%	74%	79%	*	91%	-	67%	81%	*	82%	78%	79%	74%
	2022	75%	79%	76%	76%	75%	73%	-	78%	*	83%	70%	*	80%	68%	76%	78%
At Meets Grade Level or Above	2023	53%	57%	42%	42%	43%	42%	*	48%	-	17%	38%	*	42%	43%	44%	44%
	2022	53%	53%	44%	42%	48%	51%	-	28%	*	58%	35%	*	49%	35%	45%	51%
At Masters Grade Level	2023	20%	19%	15%	18%	6%	7%	*	30%	-	17%	13%	*	15%	14%	15%	18%
	2022	25%	25%	22%	22%	16%	32%	-	11%	*	33%	10%	*	26%	13%	24%	31%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	65%	64%	64%	60%	*	83%	-	50%	63%	*	67%	61%	64%	67%
	2022	72%	67%	70%	70%	71%	68%	-	65%	*	75%	58%	*	77%	56%	69%	78%
At Meets Grade Level or Above	2023	45%	38%	35%	37%	32%	26%	*	52%	-	17%	44%	*	34%	38%	36%	31%
	2022	42%	31%	32%	31%	31%	37%	-	29%	*	25%	32%	*	38%	20%	31%	41%
At Masters Grade Level	2023	19%	13%	12%	12%	6%	7%	*	30%	-	17%	19%	*	12%	11%	14%	10%
	2022	20%	12%	11%	9%	9%	16%	-	18%	*	8%	5%	*	15%	4%	11%	16%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	65%	63%	67%	60%	*	71%	-	*	50%	-	67%	60%	59%	67%
	2022	76%	72%	55%	41%	50%	81%	-	*	*	100%	57%	-	64%	41%	49%	63%
At Meets Grade Level or Above	2023	47%	45%	23%	25%	11%	20%	*	29%	-	*	33%	-	29%	10%	28%	33%
	2022	47%	40%	24%	24%	19%	38%	-	*	*	17%	0%	-	28%	18%	22%	30%
At Masters Grade Level	2023	18%	13%	8%	3%	0%	10%	*	29%	-	*	0%	-	10%	5%	9%	0%
	2022	21%	15%	8%	3%	9%	6%	-	*	*	17%	0%	-	12%	0%	7%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2022	75%	72%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Meets Grade Level or Above	2022	50%	40%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
At Masters Grade Level	2022	30%	21%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	37%	33%	24%	26%	24%	21%	*	33%	-	*	43%	*	19%	32%	27%	14%
	2022	36%	28%	22%	22%	25%	23%	-	17%	-	*	43%	-	26%	14%	24%	30%
Reading and Mathematics Including EOC	2023	37%	33%	24%	26%	24%	21%	*	33%	-	*	43%	*	19%	32%	27%	14%
	2022	36%	28%	22%	22%	25%	23%	-	17%	-	*	43%	-	26%	14%	24%	30%
Reading Including EOC	2023	50%	49%	37%	34%	38%	37%	*	50%	-	*	43%	*	32%	46%	38%	36%
	2022	51%	46%	37%	35%	50%	38%	-	17%	-	*	57%	-	42%	25%	41%	43%
Math Including EOC	2023	45%	45%	35%	40%	38%	21%	*	50%	-	*	57%	*	34%	38%	37%	21%
	2022	43%	36%	34%	35%	38%	31%	-	33%	-	*	43%	-	40%	21%	34%	43%
4th Graders																	
Reading and Mathematics	2023	38%	25%	23%	23%	0%	38%	-	*	-	-	*	*	20%	30%	25%	13%
	2022	36%	17%	15%	13%	8%	20%	-	25%	-	20%	33%	*	17%	9%	13%	27%
Reading and Mathematics Including EOC	2023	38%	25%	23%	23%	0%	38%	-	*	-	-	*	*	20%	30%	25%	13%
	2022	36%	17%	15%	13%	8%	20%	-	25%	-	20%	33%	*	17%	9%	13%	27%
Reading Including EOC	2023	48%	42%	43%	40%	44%	57%	-	*	-	-	*	*	43%	43%	48%	50%
	2022	54%	47%	45%	40%	50%	50%	-	50%	-	60%	50%	*	47%	41%	45%	53%
Math Including EOC	2023	48%	31%	26%	23%	11%	38%	-	*	-	-	*	*	24%	30%	25%	25%
	2022	43%	21%	17%	18%	8%	20%	-	25%	-	20%	33%	*	21%	9%	17%	27%
5th Graders																	
Reading and Mathematics	2023	43%	37%	35%	44%	33%	20%	*	29%	-	*	33%	-	38%	30%	38%	33%
	2022	41%	34%	32%	35%	20%	54%	-	*	*	33%	*	-	40%	19%	31%	32%
Reading and Mathematics Including EOC	2023	43%	37%	35%	44%	33%	20%	*	29%	-	*	33%	-	38%	30%	38%	33%
	2022	41%	34%	32%	35%	20%	54%	-	*	*	33%	*	-	40%	19%	31%	32%
Reading Including EOC	2023	57%	54%	49%	55%	56%	30%	*	57%	-	*	33%	-	56%	35%	48%	44%
	2022	58%	52%	52%	50%	47%	69%	-	*	*	67%	*	-	60%	38%	46%	60%
Math Including EOC	2023	51%	49%	45%	53%	33%	20%	*	57%	-	*	33%	-	45%	45%	47%	56%
	2022	48%	41%	43%	41%	37%	62%	-	*	*	33%	*	-	53%	25%	43%	48%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	27%	30%	21%	26%	*	30%	-	17%	38%	*	25%	31%	29%	18%
	2022	34%	26%	23%	23%	19%	33%	-	18%	*	25%	29%	*	28%	15%	23%	30%
Reading and Mathematics Including EOC	2023	39%	32%	27%	30%	21%	26%	*	30%	-	17%	38%	*	25%	31%	29%	18%
	2022	36%	27%	23%	23%	19%	33%	-	18%	*	25%	29%	*	28%	15%	23%	30%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 Including EOC	2023	53%	54%	42%	42%	43%	42%	*	48%	-	17%	38%	*	42%	43%	44%	44%
	2022	53%	52%	44%	41%	48%	53%	-	29%	*	58%	41%	*	49%	34%	44%	52%
Math Including EOC	2023	47%	40%	35%	37%	32%	26%	*	52%	-	17%	44%	*	34%	38%	36%	31%
	2022	43%	33%	32%	31%	31%	39%	-	29%	*	25%	35%	*	38%	20%	32%	41%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	67%	66%	89%	63%	-	*	-	-	*	*	72%	55%	68%	72%
Grade 4 Mathematics	2023	63%	42%	31%	33%	22%	23%	-	*	-	-	*	*	25%	43%	22%	31%
Grade 5 ELA/Reading	2023	65%	71%	72%	81%	75%	30%	-	86%	-	*	50%	-	76%	60%	66%	75%
Grade 5 Mathematics	2023	71%	83%	86%	89%	63%	90%	-	93%	-	*	90%	-	87%	83%	82%	81%
All Grades Both Subjects	2023	64%	67%	63%	64%	62%	51%	-	73%	-	83%	64%	*	65%	58%	58%	60%
All Grades ELA/Reading	2023	63%	67%	69%	72%	82%	48%	-	68%	-	*	64%	*	74%	57%	67%	73%
All Grades Mathematics	2023	66%	66%	56%	56%	41%	55%	-	77%	-	*	64%	*	55%	60%	49%	48%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	56%	72%	60%	*	*	-	-	-	-	*	-	77%	60%	75%	67%
Grade 4 Mathematics	2023	27%	20%	21%	22%	*	*	-	*	-	-	-	-	0%	38%	14%	*
Grade 5 ELA/Reading	2023	37%	59%	54%	67%	*	*	-	*	-	-	*	-	50%	60%	33%	*
Grade 5 Mathematics	2023	48%	64%	60%	77%	*	38%	-	*	-	*	*	-	62%	56%	53%	*
All Grades Both Subjects	2023	38%	54%	55%	58%	46%	44%	-	83%	-	*	40%	-	56%	52%	46%	56%
All Grades ELA/Reading	2023	35%	55%	65%	63%	67%	57%	-	*	-	-	*	-	67%	60%	53%	67%
All Grades Mathematics	2023	40%	54%	48%	55%	29%	33%	-	*	-	*	*	-	48%	47%	41%	43%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	72%	-	-	-	-	-	-	67%	78%	57%	-	57%	72%	65%	89%
	2022	74%	73%	70%	-	-	-	-	-	-	65%	64%	67%	-	100%	69%	67%	96%
At Meets Grade Level or Above	2023	49%	47%	37%	-	-	-	-	-	-	27%	33%	21%	-	29%	37%	28%	72%
	2022	48%	42%	36%	-	-	-	-	-	-	37%	36%	38%	-	50%	33%	37%	57%
At Masters Grade Level	2023	20%	16%	13%	-	-	-	-	-	-	4%	0%	7%	-	7%	13%	4%	44%
	2022	23%	18%	15%	-	-	-	-	-	-	15%	16%	13%	-	10%	12%	14%	43%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	80%	-	-	-	-	-	-	72%	83%	62%	-	57%	81%	69%	100%
	2022	75%	79%	76%	-	-	-	-	-	-	65%	61%	70%	-	*	76%	68%	100%
At Meets Grade Level or Above	2023	53%	57%	42%	-	-	-	-	-	-	36%	33%	38%	-	29%	42%	34%	86%
	2022	53%	53%	44%	-	-	-	-	-	-	40%	39%	40%	-	*	42%	40%	75%
At Masters Grade Level	2023	20%	19%	15%	-	-	-	-	-	-	8%	0%	15%	-	14%	14%	9%	57%
	2022	25%	25%	22%	-	-	-	-	-	-	23%	22%	25%	-	*	18%	23%	50%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	65%	-	-	-	-	-	-	68%	75%	62%	-	57%	64%	66%	71%
	2022	72%	67%	70%	-	-	-	-	-	-	71%	73%	68%	-	*	68%	71%	94%
At Meets Grade Level or Above	2023	45%	38%	35%	-	-	-	-	-	-	20%	33%	8%	-	29%	36%	22%	71%
	2022	42%	31%	32%	-	-	-	-	-	-	41%	36%	47%	-	*	29%	40%	44%
At Masters Grade Level	2023	19%	13%	12%	-	-	-	-	-	-	0%	0%	0%	-	0%	12%	0%	57%
	2022	20%	12%	11%	-	-	-	-	-	-	10%	14%	5%	-	*	9%	9%	33%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	65%	-	-	-	-	-	-	40%	*	*	-	-	64%	40%	*
	2022	76%	72%	55%	-	-	-	-	-	-	50%	55%	40%	-	*	52%	50%	89%
At Meets Grade Level or Above	2023	47%	45%	23%	-	-	-	-	-	-	20%	*	*	-	-	21%	20%	*
	2022	47%	40%	24%	-	-	-	-	-	-	19%	27%	0%	-	*	22%	22%	44%
At Masters Grade Level	2023	18%	13%	8%	-	-	-	-	-	-	0%	*	*	-	-	9%	0%	*
	2022	21%	15%	8%	-	-	-	-	-	-	6%	9%	0%	-	*	3%	6%	44%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	75%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	75%	72%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
At Meets Grade Level or Above	2023	52%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	50%	40%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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 Masters Grade Level	2023	27%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	30%	21%	*	-	-	-	-	-	-	*	-	*	-	-	-	*	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	63%	-	-	-	-	-	-	56%	54%	58%	-	*	63%	56%	71%
All Grades ELA/Reading	2023	63%	67%	69%	-	-	-	-	-	-	78%	67%	85%	-	*	68%	74%	71%
All Grades Mathematics	2023	66%	66%	56%	-	-	-	-	-	-	34%	42%	30%	-	*	58%	38%	71%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	55%	-	-	-	-	-	-	56%	67%	50%	-	-	54%	56%	-
All Grades ELA/Reading	2023	35%	55%	65%	-	-	-	-	-	-	67%	*	60%	-	-	64%	67%	-
All Grades Mathematics	2023	40%	54%	48%	-	-	-	-	-	-	43%	*	40%	-	-	49%	43%	-

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	99%	100%	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	93%	96%	97%	96%	96%	99%	100%	100%	-	88%	90%	*	98%	95%	100%	96%
Not Included in Accountability: Mobile	4%	3%	3%	4%	4%	0%	0%	0%	-	12%	10%	*	2%	5%	0%	4%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	0%	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	1%	0%	0%	-	0%	0%	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	1%	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%	99%	100%	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	92%	95%	97%	97%	96%	100%	*	100%	-	86%	89%	*	99%	94%	100%	95%
Not Included in Accountability: Mobile	4%	3%	3%	3%	4%	0%	*	0%	-	14%	11%	*	1%	6%	0%	5%
Not Included in Accountability: Other Exclusions	3%	1%	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%
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%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	98%	*	100%	-	100%	100%	*	99%	100%	100%	100%
Included in Accountability	94%	96%	97%	96%	96%	98%	*	100%	-	86%	89%	*	98%	94%	100%	95%
Not Included in Accountability: Mobile	5%	4%	3%	4%	4%	0%	*	0%	-	14%	11%	*	1%	6%	0%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	2%	*	0%	-	0%	0%	*	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	2%	*	0%	-	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	100%	100%	100%	100%	*	100%	-	*	100%	-	100%	100%	100%	100%
Included in Accountability	93%	96%	97%	94%	100%	100%	*	100%	-	*	100%	-	95%	100%	100%	100%
Not Included in Accountability: Mobile	4%	2%	3%	6%	0%	0%	*	0%	-	*	0%	-	5%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	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%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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%	1%	0%	0%	0%	0%	*	0%	-	*	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	*	0%	-	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	100%	*	100%	100%	*	100%	100%	99%	100%
Included in Accountability	93%	96%	98%	98%	97%	100%	-	100%	*	100%	100%	*	100%	96%	99%	100%
Not Included in Accountability: Mobile	5%	3%	1%	1%	3%	0%	-	0%	*	0%	0%	*	0%	4%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	*	0%	0%	1%	0%
Absent	1%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	*	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	100%	*	100%	100%	*	99%	100%	99%	100%
Included in Accountability	92%	96%	98%	98%	97%	100%	-	100%	*	100%	100%	*	99%	97%	99%	100%
Not Included in Accountability: Mobile	5%	3%	1%	1%	3%	0%	-	0%	*	0%	0%	*	0%	3%	1%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	*	1%	0%	1%	0%
Absent	1%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	*	1%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	100%	*	100%	100%	*	99%	100%	99%	100%
Included in Accountability	93%	96%	98%	98%	97%	100%	-	100%	*	100%	100%	*	99%	97%	99%	100%
Not Included in Accountability: Mobile	5%	3%	1%	1%	3%	0%	-	0%	*	0%	0%	*	0%	3%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	*	1%	0%	1%	0%
Absent	1%	0%	0%	1%	0%	0%	-	0%	*	0%	0%	*	1%	0%	1%	0%
Other	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%
Included in Accountability	93%	97%	98%	97%	97%	100%	-	*	*	100%	100%	-	100%	94%	98%	100%
Not Included in Accountability: Mobile	4%	3%	2%	3%	3%	0%	-	*	*	0%	0%	-	0%	6%	2%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	1%	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%
Absent	1%	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	0%	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Included in Accountability	94%	97%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Not Included in Accountability: Mobile	4%	3%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Not Included in Accountability: Other Exclusions	1%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Not Tested	2%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Absent	1%	0%	*	-	*	-	-	-	-	-	-	-	-	*	*	*
Other	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

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	94.6%	95.7%	92.9%	92.0%	*	97.8%	*	94.5%	91.0%	94.6%	95.7%
2020-21	95.0%	96.2%	96.3%	96.9%	95.3%	95.5%	*	98.1%	*	97.2%	95.2%	96.0%	95.9%
Chronic Absenteeism													
2021-22	25.7%	18.1%	17.5%	11.6%	22.4%	32.1%	*	2.9%	*	30.0%	42.9%	18.7%	11.9%
2020-21	15.0%	10.0%	10.4%	9.5%	15.3%	9.2%	*	3.8%	*	5.7%	12.7%	12.4%	15.1%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	*	0.0%	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	0.6%	0.0%	1.9%	0.0%	*	0.0%	-	0.0%	0.0%	0.8%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	4.7%	10.2%	11.1%	11.1%	4.0%	-	*	-	*	0.0%	17.6%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	69.8%	61.0%	77.8%	61.1%	52.0%	-	*	-	*	40.0%	52.9%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	74.6%	71.2%	88.9%	72.2%	56.0%	-	*	-	*	40.0%	70.6%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	117	368,686
By Ethnicity:				
African American	-	-	36	45,227
Hispanic	-	-	41	191,125
White	-	-	33	103,171
American Indian	-	-	0	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	26	51,023
Foundation H.S. Program (Endorsement)	-	-	6	14,179
Foundation H.S. Program (DLA)	-	-	85	302,917
Other Graduates:				
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	10	40,398
At-Risk Graduates	-	-	38	159,689

2022-23 College, Career, and Military Readiness (CCMR) (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	39.3%	-	-	-	-	-	-	-	-	-	-	-
2020-21	65.2%	34.6%	39.0%	77.8%	11.1%	36.0%	-	*	-	*	40.0%	29.4%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	52.7%	30.8%	35.6%	77.8%	11.1%	28.0%	-	*	-	*	0.0%	29.4%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	47.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	56.1%	43.8%	42.4%	77.8%	22.2%	40.0%	-	*	-	*	20.0%	29.4%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	32.5%	-	-	-	-	-	-	-	-	-	-	-
2020-21	45.7%	28.5%	42.4%	88.9%	27.8%	28.0%	-	*	-	*	0.0%	58.8%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	25.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	40.4%	23.1%	32.2%	77.8%	11.1%	24.0%	-	*	-	*	0.0%	29.4%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	21.3%	3.8%	6.8%	11.1%	0.0%	8.0%	-	*	-	*	0.0%	5.9%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	13.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	25.9%	13.1%	5.1%	11.1%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2020-21	24.2%	3.8%	3.4%	0.0%	0.0%	8.0%	-	*	-	*	40.0%	0.0%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-

2022-23 College, Career, and Military Readiness (CCMR) (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	4.4%	3.8%	3.4%	0.0%	0.0%	8.0%	-	*	-	*	40.0%	0.0%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	21.4%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	25.9%	30.0%	23.7%	33.3%	16.7%	20.0%	-	*	-	*	0.0%	11.8%	*
Mathematics	2021-22	18.7%	11.1%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.4%	13.8%	16.9%	22.2%	16.7%	12.0%	-	*	-	*	0.0%	17.6%	*
Both Subjects	2021-22	12.6%	6.8%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	14.4%	10.8%	13.6%	22.2%	11.1%	8.0%	-	*	-	*	0.0%	11.8%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	6.8%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	14.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	10.3%	6.2%	13.6%	33.3%	11.1%	8.0%	-	*	-	*	0.0%	29.4%	*
Both Subjects	2021-22	7.5%	5.1%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
	2021	21.1%	5.2%	7.7%	7.7%	6.8%	10.4%	-	0.0%	-	0.0%	0.0%	12.5%	0.0%
English Language Arts	2022	13.2%	3.6%	-	-	-	-	-	-	-	-	-	-	-
	2021	12.1%	3.7%	7.7%	7.7%	6.8%	10.4%	-	0.0%	-	0.0%	0.0%	12.5%	0.0%
Mathematics	2022	6.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
	2021	6.1%	2.2%	1.5%	7.7%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	6.3%	0.0%
Science	2022	9.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	8.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
	2021	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	58.3%	-	-	-	-	-	-	-	-	-	-	-
	2021	48.6%	42.9%	50.0%	*	*	40.0%	-	-	-	-	-	*	-
English Language Arts	2022	53.2%	66.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	50.0%	50.0%	*	*	40.0%	-	-	-	-	-	*	-
Mathematics	2022	50.4%	*	-	-	-	-	-	-	-	-	-	-	-
	2021	49.4%	16.7%	*	*	-	-	-	-	-	-	-	*	-
Science	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	94.0%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	70.8%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
At/Above Criterion for All Examinees	2021-22	32.1%	14.5%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	32.9%	14.2%	18.8%	33.3%	0.0%	21.4%	-	*	-	*	0.0%	10.5%	0.0%
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	909	-	-	-	-	-	-	-	-	-	-	-
	2020-21	1002	968	1034	1038	828	1102	-	-	-	1220	1070	969	810
English Language Arts and Writing	2021-22	506	464	-	-	-	-	-	-	-	-	-	-	-
	2020-21	504	503	538	530	460	571	-	-	-	600	570	507	420
Mathematics	2021-22	496	445	-	-	-	-	-	-	-	-	-	-	-
	2020-21	498	464	496	508	368	531	-	-	-	620	500	461	390
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	16.5	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.0	16.3	16.8	17.8	15.3	16.7	-	20.7	-	19.8	13.1	16.1	15.0
English Language Arts	2021-22	19.2	16.1	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.6	15.7	16.0	17.3	14.3	16.0	-	20.2	-	19.5	12.4	14.7	12.7
Mathematics	2021-22	19.3	16.5	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.9	16.2	17.0	18.3	16.0	16.2	-	20.3	-	21.5	13.7	17.1	18.0
Science	2021-22	19.8	16.6	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.3	17.1	17.7	17.9	16.2	18.0	-	23.0	-	19.3	13.9	17.6	16.8

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.4%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	42.5%	37.8%	35.0%	37.0%	28.2%	36.2%	-	50.0%	-	50.0%	24.0%	27.3%	43.8%
English Language Arts	2021-22	16.6%	6.6%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	16.3%	7.6%	9.6%	8.6%	6.0%	10.9%	-	16.7%	-	33.3%	0.0%	5.3%	0.0%
Mathematics	2021-22	19.9%	15.7%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.3%	14.8%	11.8%	10.3%	10.3%	11.0%	-	20.0%	-	42.9%	0.0%	6.5%	7.1%
Science	2021-22	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.6%	23.6%	22.2%	22.2%	23.1%	19.8%	-	40.0%	-	20.0%	10.0%	16.7%	43.8%
Social Studies	2021-22	22.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	22.8%	3.3%	1.4%	2.8%	0.0%	0.0%	-	8.3%	-	12.5%	0.0%	0.0%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.2%	37.3%	44.4%	27.8%	36.0%	-	*	-	*	20.0%	23.5%	*
	2019-20	46.1%	51.7%	54.4%	53.3%	50.0%	54.5%	*	*	-	*	42.9%	53.8%	80.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	643	100.0%	2,874	5,504,150	643	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	102	15.9%	9.1%	4.4%	102	15.9%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	32	5.0%	3.4%	0.7%	32	5.0%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	70	10.9%	5.7%	3.7%	70	10.9%	5.7%	3.7%
Kindergarten	95	14.8%	8.6%	6.7%	95	14.8%	8.6%	6.7%
Grade 1	96	14.9%	8.6%	7.2%	96	14.9%	8.6%	7.2%
Grade 2	97	15.1%	8.5%	7.2%	97	15.1%	8.5%	7.2%
Grade 3	102	15.9%	8.9%	7.2%	102	15.9%	8.9%	7.1%
Grade 4	78	12.1%	7.2%	7.2%	78	12.1%	7.2%	7.1%
Grade 5	73	11.4%	6.6%	7.2%	73	11.4%	6.6%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 9	0	0.0%	6.6%	8.7%	0	0.0%	6.6%	8.7%
Grade 10	0	0.0%	5.1%	7.9%	0	0.0%	5.1%	7.9%
Grade 11	0	0.0%	4.8%	7.0%	0	0.0%	4.8%	7.0%
Grade 12	0	0.0%	3.7%	6.6%	0	0.0%	3.7%	6.6%
Ethnic Distribution:								
African American	334	51.9%	44.4%	12.8%	334	51.9%	44.4%	12.8%
Hispanic	145	22.6%	31.0%	53.0%	145	22.6%	31.0%	52.9%
White	98	15.2%	15.8%	25.6%	98	15.2%	15.8%	25.7%
American Indian	3	0.5%	0.2%	0.3%	3	0.5%	0.2%	0.3%
Asian	42	6.5%	5.2%	5.1%	42	6.5%	5.2%	5.1%
Pacific Islander	3	0.5%	0.1%	0.2%	3	0.5%	0.1%	0.2%
Two or More Races	18	2.8%	3.3%	3.0%	18	2.8%	3.3%	3.0%
Sex:								
Female	343	53.3%	52.2%	48.8%	343	53.3%	52.2%	48.8%
Male	300	46.7%	47.8%	51.2%	300	46.7%	47.8%	51.2%
Economically Disadvantaged	441	68.6%	59.5%	62.1%	441	68.6%	59.5%	62.0%
Non-Educationally Disadvantaged	202	31.4%	40.5%	37.9%	202	31.4%	40.5%	38.0%
Section 504 Students	17	2.6%	4.4%	7.4%	17	2.6%	4.4%	7.4%
EB Students/EL	88	13.7%	13.6%	23.1%	88	13.7%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	15	2.3%	2.2%	5.5%	15	2.3%	2.2%	5.5%
Foster Care	2	0.3%	0.3%	0.2%	2	0.3%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	643	100.0%	100.0%	64.6%	643	100.0%	100.0%	64.6%
Military Connected	1	0.2%	0.3%	3.6%	1	0.2%	0.3%	3.6%
At-Risk	305	47.4%	39.5%	53.3%	305	47.4%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	77	12.0%	12.2%	23.2%	77	12.0%	12.2%	23.2%
Career and Technical Education	0	0.0%	29.2%	26.5%	0	0.0%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.8%	72.3%	0	-	81.8%	72.2%
Gifted and Talented Education	22	3.4%	5.6%	8.2%	22	3.4%	5.6%	8.2%
Special Education	31	4.8%	5.6%	12.6%	31	4.8%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	31							
By Type of Primary Disability								
Students with Intellectual Disabilities	13	41.9%	41.9%	44.1%				
Students with Physical Disabilities	8	25.8%	30.0%	20.0%				
Students with Autism	5	16.1%	15.6%	15.5%				
Students with Behavioral Disabilities	5	16.1%	12.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	69	13.3%	16.1%	16.8%				
By Ethnicity:								
African American	32	6.2%	7.1%	3.3%				
Hispanic	19	3.7%	5.0%	8.7%				
White	15	2.9%	3.1%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	5	11.9%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	8	9.4%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	35	10.2%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	152	26.2%	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.6%	4.9%	1.5%	0.0%	7.7%	4.5%
Grade 1	1.1%	0.9%	2.5%	12.5%	11.8%	3.6%
Grade 2	1.1%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	2.5%	1.9%	0.8%	11.1%	9.1%	0.9%
Grade 4	4.5%	2.4%	0.5%	0.0%	0.0%	0.5%
Grade 5	1.2%	1.5%	0.3%	0.0%	0.0%	0.4%
Grade 6	-	1.0%	0.3%	-	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	0.0%	0.5%
Grade 9	-	0.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	19.0	19.4	18.7
Grade 1	23.3	20.1	19.1
Grade 2	22.9	20.0	19.1
Grade 3	23.4	20.2	19.3
Grade 4	18.5	18.4	19.4
Grade 5	22.9	18.5	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	14.9	16.2
Foreign Languages	-	9.8	18.8
Mathematics	-	14.6	17.5
Science	-	14.2	18.5
Social Studies	-	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.8	100.0%	100.0%	100.0%
Professional Staff:	52.7	80.2%	63.5%	64.1%
Teachers	42.0	63.8%	49.3%	48.7%
Professional Support	6.3	9.5%	7.9%	10.9%
Campus Administration (School Leadership)	4.5	6.8%	4.2%	3.3%
Educational Aides:	13.0	19.8%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	2.0	n/a	9.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	20.9	31.8%	44.2%	53.2%
Teachers by Ethnicity:				
African American	6.6	15.7%	23.3%	11.8%
Hispanic	4.5	10.8%	10.2%	29.6%
White	28.3	67.4%	53.8%	54.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	1.6	3.7%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	2.4%	2.0%	1.2%
Teachers by Sex:				
Males	5.2	12.4%	21.0%	24.4%
Females	36.8	87.6%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	32.2	76.8%	69.4%	72.2%
Masters	9.7	23.2%	26.8%	25.0%
Doctorate	0.0	0.0%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	5.6	13.4%	16.2%	9.7%
1-5 Years Experience	12.0	28.7%	38.6%	26.3%
6-10 Years Experience	10.2	24.3%	17.6%	20.5%
11-20 Years Experience	9.1	21.7%	17.0%	27.2%
21-30 Years Experience	2.5	5.9%	7.1%	13.3%
Over 30 Years Experience	2.5	5.9%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.3	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	2.1	6.1
Average Years Experience of Principals with District	2.0	2.0	5.3
Average Years Experience of Assistant Principals	5.3	3.7	5.2
Average Years Experience of Assistant Principals with District	5.3	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.5	8.1	11.0
Average Years Experience of Teachers with District:	3.7	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,780	\$45,083	\$53,300
1-5 Years Experience	\$47,893	\$46,919	\$56,516
6-10 Years Experience	\$47,267	\$49,749	\$59,732
11-20 Years Experience	\$54,145	\$58,916	\$63,389
21-30 Years Experience	\$64,893	\$63,863	\$67,876
Over 30 Years Experience	\$74,392	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$51,782	\$51,120	\$60,717
Professional Support	\$59,968	\$67,269	\$72,022
Campus Administration (School Leadership)	\$63,874	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.4%	2.1%	5.9%
Career and Technical Education	0.0	0.0%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	1.5	3.5%	1.3%	1.7%
Regular Education	34.6	82.3%	86.9%	70.6%
Special Education	4.9	11.8%	6.2%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL AT CEDAR HILL

Campus Number: 220817002

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	76%	83%	89%	93%	91%	71%	-	*	-	*	*	*	92%	84%	88%	82%
	2022	76%	74%	83%	79%	92%	67%	-	-	-	-	-	*	85%	79%	82%	80%
At Meets Grade Level or Above	2023	50%	49%	63%	69%	61%	43%	-	*	-	*	*	*	70%	52%	57%	27%
	2022	51%	47%	63%	63%	63%	67%	-	-	-	-	-	*	70%	43%	50%	70%
At Masters Grade Level	2023	20%	19%	35%	41%	30%	43%	-	*	-	*	*	*	38%	32%	29%	18%
	2022	30%	26%	43%	38%	46%	50%	-	-	-	-	-	*	50%	21%	36%	50%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	87%	86%	87%	100%	-	*	-	*	*	*	95%	76%	88%	100%
	2022	71%	74%	80%	79%	83%	67%	-	-	-	-	-	*	83%	71%	75%	70%
At Meets Grade Level or Above	2023	45%	45%	69%	69%	70%	71%	-	*	-	*	*	*	78%	56%	67%	73%
	2022	43%	35%	39%	46%	29%	50%	-	-	-	-	-	*	40%	36%	32%	40%
At Masters Grade Level	2023	19%	15%	29%	24%	26%	43%	-	*	-	*	*	*	32%	24%	19%	36%
	2022	21%	13%	13%	13%	17%	0%	-	-	-	-	-	*	15%	7%	7%	30%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	83%	81%	82%	*	-	*	-	-	*	*	88%	75%	79%	100%
	2022	77%	77%	73%	82%	61%	*	-	*	-	*	*	*	68%	76%	73%	42%
At Meets Grade Level or Above	2023	48%	42%	37%	30%	41%	*	-	*	-	-	*	*	41%	30%	29%	60%
	2022	54%	47%	45%	35%	50%	*	-	*	-	*	*	*	42%	48%	42%	25%
At Masters Grade Level	2023	22%	16%	8%	7%	9%	*	-	*	-	-	*	*	13%	0%	3%	20%
	2022	28%	21%	23%	24%	22%	*	-	*	-	*	*	*	21%	24%	23%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	55%	33%	33%	27%	*	-	*	-	-	*	*	38%	25%	26%	60%
	2022	70%	54%	68%	59%	74%	*	-	*	-	*	*	*	68%	68%	58%	67%
At Meets Grade Level or Above	2023	48%	31%	8%	7%	5%	*	-	*	-	-	*	*	9%	5%	3%	0%
	2022	43%	21%	32%	29%	32%	*	-	*	-	*	*	*	37%	27%	31%	25%
At Masters Grade Level	2023	22%	13%	4%	4%	5%	*	-	*	-	-	*	*	6%	0%	0%	0%
	2022	23%	9%	12%	12%	11%	*	-	*	-	*	*	*	21%	5%	12%	0%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	81%	90%	87%	87%	83%	*	-	*	-	*	*	*	78%	94%	86%	81%
	2022	81%	80%	75%	53%	86%	80%	-	*	-	-	*	50%	78%	71%	69%	83%
At Meets Grade Level or Above	2023	57%	54%	49%	39%	50%	*	-	*	-	*	*	*	43%	53%	49%	56%
	2022	58%	52%	53%	37%	59%	80%	-	*	-	-	*	33%	56%	50%	43%	57%
At Masters Grade Level	2023	28%	24%	20%	22%	17%	*	-	*	-	*	*	*	26%	16%	11%	19%
	2022	36%	27%	25%	21%	28%	40%	-	*	-	-	*	17%	22%	29%	17%	30%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	76%	65%	79%	*	-	*	-	*	*	*	78%	75%	71%	75%
	2022	77%	79%	80%	72%	83%	80%	-	*	-	-	*	50%	81%	79%	74%	82%
At Meets Grade Level or Above	2023	51%	49%	40%	35%	46%	*	-	*	-	*	*	*	43%	38%	31%	50%
	2022	48%	41%	41%	28%	45%	60%	-	*	-	-	*	33%	35%	46%	35%	41%
At Masters Grade Level	2023	21%	17%	9%	9%	13%	*	-	*	-	*	*	*	13%	6%	3%	13%
	2022	25%	17%	15%	17%	14%	20%	-	*	-	-	*	0%	15%	14%	15%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	65%	67%	57%	71%	*	-	*	-	*	*	*	65%	69%	63%	63%
	2022	66%	56%	47%	47%	45%	60%	-	*	-	-	*	33%	63%	32%	46%	52%
At Meets Grade Level or Above	2023	36%	28%	29%	22%	29%	*	-	*	-	*	*	*	35%	25%	26%	38%
	2022	38%	27%	18%	16%	17%	40%	-	*	-	-	*	0%	22%	14%	14%	22%
At Masters Grade Level	2023	16%	9%	5%	9%	4%	*	-	*	-	*	*	*	9%	3%	3%	6%
	2022	18%	10%	5%	5%	3%	20%	-	*	-	-	*	0%	4%	7%	3%	4%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	91%	89%	81%	93%	*	-	*	-	*	*	*	94%	88%	89%	89%
	2022	70%	79%	76%	74%	79%	60%	-	*	-	*	*	*	67%	81%	77%	82%
At Meets Grade Level or Above	2023	52%	56%	54%	52%	59%	*	-	*	-	*	*	*	47%	58%	49%	50%
	2022	43%	42%	40%	33%	38%	50%	-	*	-	*	*	*	53%	31%	40%	29%
At Masters Grade Level	2023	22%	18%	12%	24%	7%	*	-	*	-	*	*	*	12%	13%	14%	11%
	2022	23%	22%	24%	15%	26%	40%	-	*	-	*	*	*	33%	19%	26%	18%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	74%	67%	79%	*	-	*	-	*	*	*	71%	75%	73%	67%
	2022	73%	73%	67%	70%	65%	70%	-	*	-	*	*	*	67%	67%	72%	71%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	40%	29%	18%	14%	17%	*	-	*	-	*	*	*	12%	20%	11%	17%
	2022	39%	39%	32%	30%	38%	20%	-	*	-	*	*	*	40%	27%	26%	24%
At Masters Grade Level	2023	16%	9%	4%	0%	3%	*	-	*	-	*	*	*	6%	3%	0%	11%
	2022	16%	18%	15%	11%	21%	10%	-	*	-	*	*	*	27%	8%	14%	12%
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	84%	84%	81%	81%	92%	-	*	-	*	83%	*	84%	84%	78%	80%
	2022	80%	86%	86%	88%	83%	92%	-	-	-	*	20%	*	90%	83%	79%	69%
At Meets Grade Level or Above	2023	55%	59%	58%	54%	54%	67%	-	*	-	*	17%	*	65%	51%	50%	53%
	2022	56%	57%	53%	66%	46%	46%	-	-	-	*	20%	*	58%	51%	53%	46%
At Masters Grade Level	2023	27%	29%	26%	12%	32%	33%	-	*	-	*	0%	*	32%	21%	20%	27%
	2022	37%	36%	36%	44%	34%	23%	-	-	-	*	20%	*	35%	36%	32%	46%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	59%	60%	50%	67%	-	*	-	*	33%	*	43%	68%	50%	64%
	2022	61%	44%	43%	27%	57%	45%	-	-	-	*	0%	*	41%	44%	52%	42%
At Meets Grade Level or Above	2023	37%	33%	25%	15%	23%	33%	-	*	-	*	17%	*	13%	32%	10%	18%
	2022	31%	15%	10%	10%	11%	0%	-	-	-	*	0%	*	7%	11%	11%	17%
At Masters Grade Level	2023	11%	7%	3%	0%	4%	0%	-	*	-	*	0%	*	0%	5%	0%	0%
	2022	13%	4%	4%	7%	3%	0%	-	-	-	*	0%	*	4%	4%	4%	8%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	91%	89%	91%	87%	92%	-	-	-	*	*	*	90%	88%	91%	78%
	2022	83%	92%	94%	90%	95%	100%	-	80%	-	*	*	-	97%	90%	94%	95%
At Meets Grade Level or Above	2023	58%	65%	56%	64%	48%	54%	-	-	-	*	*	*	55%	57%	53%	33%
	2022	58%	65%	72%	76%	70%	71%	-	80%	-	*	*	-	81%	64%	67%	60%
At Masters Grade Level	2023	28%	22%	18%	27%	13%	8%	-	-	-	*	*	*	12%	22%	13%	11%
	2022	37%	45%	52%	57%	47%	71%	-	40%	-	*	*	-	62%	43%	39%	30%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	81%	79%	81%	77%	73%	-	*	-	*	*	*	85%	74%	80%	59%
	2022	71%	73%	73%	63%	71%	100%	-	*	-	*	*	-	73%	73%	75%	69%
At Meets Grade Level or Above	2023	46%	43%	38%	30%	43%	18%	-	*	-	*	*	*	46%	31%	43%	27%
	2022	40%	34%	29%	16%	29%	43%	-	*	-	*	*	-	27%	30%	28%	13%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	17%	13%	11%	5%	15%	0%	-	*	-	*	*	*	13%	10%	11%	23%
	2022	14%	6%	6%	0%	5%	0%	-	*	-	*	*	-	3%	8%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	82%	78%	85%	73%	77%	-	-	-	*	*	*	83%	75%	73%	61%
	2022	74%	78%	78%	76%	77%	71%	-	100%	-	*	*	-	78%	79%	72%	55%
At Meets Grade Level or Above	2023	47%	48%	44%	42%	42%	46%	-	-	-	*	*	*	55%	37%	35%	39%
	2022	45%	48%	47%	33%	47%	57%	-	80%	-	*	*	-	38%	55%	44%	25%
At Masters Grade Level	2023	17%	13%	11%	12%	10%	8%	-	-	-	*	*	*	10%	12%	7%	11%
	2022	24%	21%	20%	5%	19%	29%	-	60%	-	*	*	-	19%	21%	14%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	62%	62%	69%	60%	54%	-	-	-	*	*	*	60%	64%	61%	39%
	2022	61%	57%	66%	62%	58%	86%	-	100%	-	*	*	-	68%	64%	53%	30%
At Meets Grade Level or Above	2023	33%	21%	14%	22%	8%	8%	-	-	-	*	*	*	17%	12%	9%	6%
	2022	31%	17%	23%	19%	19%	29%	-	40%	-	*	*	-	22%	24%	14%	15%
At Masters Grade Level	2023	16%	8%	3%	6%	2%	0%	-	-	-	*	*	*	0%	5%	0%	0%
	2022	18%	6%	5%	5%	0%	0%	-	20%	-	*	*	-	3%	7%	0%	5%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	84%	88%	77%	93%	100%	-	*	-	*	57%	*	89%	87%	92%	84%
	2022	65%	69%	68%	69%	56%	100%	-	*	-	*	23%	*	75%	63%	68%	60%
At Meets Grade Level or Above	2023	52%	69%	73%	53%	78%	100%	-	*	-	*	14%	*	76%	69%	75%	74%
	2022	47%	53%	46%	44%	39%	80%	-	*	-	*	15%	*	58%	37%	38%	33%
At Masters Grade Level	2023	13%	19%	23%	17%	27%	17%	-	*	-	*	0%	*	28%	18%	19%	11%
	2022	11%	6%	2%	0%	3%	0%	-	*	-	*	0%	*	0%	4%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	85%	82%	79%	81%	100%	-	*	-	*	38%	*	77%	88%	78%	58%
	2022	72%	73%	64%	63%	61%	*	-	*	-	*	25%	-	67%	60%	58%	38%
At Meets Grade Level or Above	2023	54%	59%	49%	47%	43%	71%	-	*	-	*	13%	*	51%	48%	40%	37%
	2022	55%	60%	50%	53%	45%	*	-	*	-	*	25%	-	56%	43%	39%	13%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	9%	8%	2%	3%	0%	0%	-	*	-	*	0%	*	2%	3%	0%	0%
	2022	9%	9%	7%	10%	5%	*	-	*	-	*	13%	-	8%	6%	10%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	87%	88%	91%	87%	88%	-	*	-	*	75%	*	90%	87%	91%	79%
	2022	76%	67%	71%	56%	78%	75%	-	100%	-	*	25%	*	76%	67%	79%	88%
At Meets Grade Level or Above	2023	43%	35%	26%	11%	33%	38%	-	*	-	*	0%	*	33%	18%	22%	29%
	2022	43%	29%	33%	23%	32%	63%	-	60%	-	*	0%	*	41%	27%	23%	41%
At Masters Grade Level	2023	23%	14%	7%	6%	11%	0%	-	*	-	*	0%	*	6%	9%	6%	0%
	2022	27%	15%	20%	13%	15%	50%	-	40%	-	*	0%	*	27%	15%	13%	24%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	97%	93%	98%	100%	-	*	-	*	83%	*	98%	95%	94%	94%
	2022	83%	83%	77%	69%	79%	100%	-	*	-	*	46%	*	78%	77%	77%	86%
At Meets Grade Level or Above	2023	56%	58%	53%	43%	57%	57%	-	*	-	*	17%	*	58%	48%	47%	44%
	2022	55%	47%	36%	29%	38%	80%	-	*	-	*	0%	*	39%	35%	31%	29%
At Masters Grade Level	2023	21%	16%	11%	11%	10%	0%	-	*	-	*	0%	*	13%	7%	0%	11%
	2022	21%	12%	5%	0%	9%	20%	-	*	-	*	0%	*	8%	2%	0%	7%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	92%	92%	89%	93%	100%	-	*	-	*	57%	*	89%	95%	90%	85%
	2022	89%	91%	89%	82%	94%	*	-	-	-	*	71%	-	92%	86%	90%	100%
At Meets Grade Level or Above	2023	70%	70%	63%	53%	64%	100%	-	*	-	*	29%	*	60%	66%	61%	54%
	2022	68%	69%	62%	59%	61%	*	-	-	-	*	29%	-	69%	54%	58%	33%
At Masters Grade Level	2023	38%	35%	22%	14%	21%	50%	-	*	-	*	14%	*	23%	22%	13%	23%
	2022	42%	40%	37%	44%	31%	*	-	-	-	*	14%	-	38%	35%	32%	20%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	87%	83%	*	*	-	*	-	*	-	-	82%	*	83%	*
	2022	92%	78%	*	*	*	-	-	-	-	-	-	-	*	*	*	-
At Meets Grade Level or Above	2023	61%	50%	33%	17%	*	*	-	*	-	*	-	-	27%	*	17%	*
	2022	64%	37%	*	*	*	-	-	-	-	-	-	-	*	*	*	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	12%	0%	0%	0%	*	*	-	*	-	*	-	-	0%	*	0%	*
	2022	13%	4%	*	*	*	-	-	-	-	-	-	-	*	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	80%	79%	80%	84%	-	94%	-	89%	47%	79%	81%	80%	77%	74%
	2022	74%	73%	73%	68%	74%	79%	-	91%	-	81%	33%	57%	76%	71%	71%	68%
At Meets Grade Level or Above	2023	49%	47%	44%	39%	44%	50%	-	66%	-	64%	13%	24%	48%	40%	39%	39%
	2022	48%	42%	41%	38%	40%	50%	-	52%	-	55%	10%	22%	46%	37%	35%	33%
At Masters Grade Level	2023	20%	16%	13%	12%	13%	13%	-	23%	-	18%	3%	9%	15%	12%	9%	12%
	2022	23%	18%	18%	16%	18%	23%	-	25%	-	30%	3%	11%	21%	16%	15%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	86%	84%	87%	92%	-	93%	-	90%	49%	93%	86%	87%	85%	79%
	2022	75%	79%	77%	75%	77%	84%	-	80%	-	89%	28%	60%	79%	76%	75%	71%
At Meets Grade Level or Above	2023	53%	57%	56%	52%	56%	64%	-	80%	-	75%	17%	29%	58%	54%	50%	49%
	2022	53%	53%	53%	51%	51%	63%	-	60%	-	63%	14%	33%	61%	46%	47%	42%
At Masters Grade Level	2023	20%	19%	18%	19%	18%	19%	-	20%	-	20%	3%	21%	20%	16%	14%	13%
	2022	25%	25%	26%	24%	26%	33%	-	20%	-	32%	6%	20%	30%	23%	23%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	74%	72%	73%	81%	-	93%	-	81%	39%	69%	75%	73%	71%	71%
	2022	72%	67%	68%	59%	72%	71%	-	100%	-	56%	26%	60%	71%	65%	69%	72%
At Meets Grade Level or Above	2023	45%	38%	33%	26%	34%	38%	-	57%	-	44%	7%	23%	37%	29%	30%	32%
	2022	42%	31%	30%	25%	30%	35%	-	57%	-	31%	4%	20%	34%	27%	25%	29%
At Masters Grade Level	2023	19%	13%	10%	7%	11%	6%	-	29%	-	13%	4%	0%	11%	8%	6%	13%
	2022	20%	12%	12%	10%	12%	15%	-	29%	-	19%	0%	7%	16%	9%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	83%	80%	83%	83%	-	100%	-	100%	58%	80%	86%	80%	76%	73%
	2022	76%	72%	70%	66%	69%	76%	-	90%	-	100%	42%	43%	74%	67%	65%	61%
At Meets Grade Level or Above	2023	47%	45%	44%	37%	46%	48%	-	60%	-	67%	8%	0%	52%	37%	36%	40%
	2022	47%	40%	36%	27%	36%	59%	-	40%	-	71%	5%	0%	34%	37%	30%	25%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	18%	13%	10%	11%	9%	4%	-	20%	-	17%	0%	0%	11%	8%	4%	10%
	2022	21%	15%	10%	2%	11%	24%	-	30%	-	29%	0%	0%	11%	10%	5%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	75%	75%	79%	71%	71%	-	*	-	86%	45%	*	73%	77%	72%	58%
	2022	75%	72%	77%	75%	75%	91%	-	100%	-	100%	55%	-	80%	75%	70%	60%
At Meets Grade Level or Above	2023	52%	42%	35%	38%	28%	43%	-	*	-	71%	18%	*	36%	34%	28%	26%
	2022	50%	40%	42%	44%	38%	45%	-	40%	-	80%	18%	-	46%	38%	34%	23%
At Masters Grade Level	2023	27%	19%	11%	10%	9%	19%	-	*	-	29%	9%	*	10%	12%	5%	10%
	2022	30%	21%	21%	29%	14%	9%	-	20%	-	60%	9%	-	21%	20%	15%	11%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	33%	55%	59%	52%	43%	-	*	-	*	*	*	62%	44%	48%	27%
	2022	36%	28%	35%	38%	29%	50%	-	-	-	-	-	*	40%	21%	25%	40%
Reading and Mathematics Including EOC	2023	37%	33%	55%	59%	52%	43%	-	*	-	*	*	*	62%	44%	48%	27%
	2022	36%	28%	35%	38%	29%	50%	-	-	-	-	-	*	40%	21%	25%	40%
Reading Including EOC	2023	50%	49%	63%	69%	61%	43%	-	*	-	*	*	*	70%	52%	57%	27%
	2022	51%	46%	63%	63%	63%	67%	-	-	-	-	-	*	70%	43%	50%	70%
Math Including EOC	2023	45%	45%	69%	69%	70%	71%	-	*	-	*	*	*	78%	56%	67%	73%
	2022	43%	36%	39%	46%	29%	50%	-	-	-	-	-	*	40%	36%	32%	40%
4th Graders																	
Reading and Mathematics	2023	38%	25%	4%	4%	5%	*	-	*	-	-	*	*	6%	0%	0%	0%
	2022	36%	17%	23%	18%	28%	*	-	*	-	*	*	*	26%	19%	27%	8%
Reading and Mathematics Including EOC	2023	38%	25%	4%	4%	5%	*	-	*	-	-	*	*	6%	0%	0%	0%
	2022	36%	17%	23%	18%	28%	*	-	*	-	*	*	*	26%	19%	27%	8%
Reading Including EOC	2023	48%	42%	37%	30%	41%	*	-	*	-	-	*	*	41%	30%	29%	60%
	2022	54%	47%	45%	35%	50%	*	-	*	-	*	*	*	42%	48%	42%	25%
Math Including EOC	2023	48%	31%	8%	7%	5%	*	-	*	-	-	*	*	9%	5%	3%	0%
	2022	43%	21%	32%	29%	32%	*	-	*	-	*	*	*	37%	27%	31%	25%
5th Graders																	
Reading and Mathematics	2023	43%	37%	27%	22%	29%	*	-	*	-	*	*	*	30%	25%	23%	38%
	2022	41%	34%	35%	17%	41%	60%	-	*	-	-	*	33%	35%	36%	29%	41%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	43%	37%	27%	22%	29%	*	-	*	-	*	*	*	30%	25%	23%	38%
	2022	41%	34%	35%	17%	41%	60%	-	*	-	-	*	33%	35%	36%	29%	41%
Reading Including EOC	2023	57%	54%	49%	39%	50%	*	-	*	-	*	*	*	43%	53%	49%	56%
	2022	58%	52%	53%	37%	59%	80%	-	*	-	-	*	33%	56%	50%	43%	57%
Math Including EOC	2023	51%	49%	40%	35%	46%	*	-	*	-	*	*	*	43%	38%	31%	50%
	2022	48%	41%	41%	28%	45%	60%	-	*	-	-	*	33%	35%	46%	35%	41%
6th Graders																	
Reading and Mathematics	2023	35%	25%	16%	14%	14%	*	-	*	-	*	*	*	12%	18%	8%	11%
	2022	31%	28%	24%	19%	29%	20%	-	*	-	*	*	*	37%	17%	19%	18%
Reading and Mathematics Including EOC	2023	35%	25%	16%	14%	14%	*	-	*	-	*	*	*	12%	18%	8%	11%
	2022	31%	28%	24%	19%	29%	20%	-	*	-	*	*	*	37%	17%	19%	18%
Reading Including EOC	2023	52%	56%	54%	52%	59%	*	-	*	-	*	*	*	47%	58%	49%	50%
	2022	43%	42%	40%	33%	38%	50%	-	*	-	*	*	*	53%	31%	40%	29%
Math Including EOC	2023	40%	29%	18%	14%	17%	*	-	*	-	*	*	*	12%	20%	11%	17%
	2022	40%	39%	32%	30%	38%	20%	-	*	-	*	*	*	40%	27%	26%	24%
7th Graders																	
Reading and Mathematics	2023	37%	38%	31%	23%	32%	25%	-	*	-	*	0%	*	38%	26%	23%	27%
	2022	32%	21%	15%	13%	15%	8%	-	-	-	*	0%	*	16%	14%	11%	15%
Reading and Mathematics Including EOC	2023	38%	38%	31%	23%	32%	25%	-	*	-	*	0%	*	38%	26%	23%	27%
	2022	33%	21%	15%	13%	15%	8%	-	-	-	*	0%	*	16%	14%	11%	15%
Reading Including EOC	2023	55%	59%	58%	54%	54%	67%	-	*	-	*	17%	*	65%	51%	50%	53%
	2022	56%	56%	53%	65%	46%	46%	-	-	-	*	20%	*	58%	50%	52%	46%
Math Including EOC	2023	43%	46%	36%	23%	41%	33%	-	*	-	*	17%	*	38%	35%	28%	27%
	2022	37%	21%	14%	13%	14%	8%	-	-	-	*	0%	*	16%	14%	11%	15%
8th Graders																	
Reading and Mathematics	2023	31%	25%	21%	19%	22%	9%	-	-	-	*	*	*	26%	18%	24%	17%
	2022	27%	25%	23%	12%	24%	40%	-	*	-	*	*	-	15%	29%	27%	7%
Reading and Mathematics Including EOC	2023	44%	32%	25%	24%	25%	15%	-	-	-	*	*	*	31%	22%	24%	17%
	2022	41%	34%	39%	29%	37%	57%	-	60%	-	*	*	-	41%	38%	33%	20%
Reading Including EOC	2023	58%	65%	56%	64%	48%	54%	-	-	-	*	*	*	55%	57%	53%	33%
	2022	58%	66%	72%	76%	70%	71%	-	80%	-	*	*	-	81%	64%	67%	60%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
Math Including EOC	2023	51%	39%	34%	30%	37%	23%	-	-	-	*	*	*	38%	32%	36%	22%
	2022	48%	38%	41%	29%	40%	57%	-	60%	-	*	*	-	43%	38%	36%	25%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	26%	24%	25%	24%	-	67%	-	42%	5%	17%	32%	22%	22%	22%
	2022	34%	26%	25%	19%	27%	30%	-	44%	-	23%	0%	21%	29%	21%	22%	22%
Reading and Mathematics Including EOC	2023	39%	32%	27%	25%	26%	25%	-	67%	-	46%	5%	17%	32%	23%	22%	22%
	2022	36%	27%	28%	22%	30%	33%	-	55%	-	29%	0%	21%	33%	23%	23%	24%
Reading Including EOC	2023	53%	54%	54%	52%	52%	58%	-	78%	-	69%	20%	33%	55%	52%	49%	46%
	2022	53%	52%	55%	53%	54%	60%	-	64%	-	57%	7%	36%	63%	48%	49%	48%
Math Including EOC	2023	47%	40%	35%	31%	36%	38%	-	67%	-	46%	10%	25%	39%	31%	31%	33%
	2022	43%	33%	32%	28%	32%	33%	-	64%	-	29%	7%	21%	36%	29%	27%	29%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	30%	31%	27%	*	-	-	-	-	*	*	28%	33%	21%	40%
Grade 4 Mathematics	2023	63%	42%	16%	12%	18%	*	-	-	-	-	*	*	20%	8%	15%	0%
Grade 5 ELA/Reading	2023	65%	71%	64%	62%	65%	*	-	*	-	*	*	*	74%	57%	62%	81%
Grade 5 Mathematics	2023	71%	83%	73%	69%	77%	*	-	*	-	*	*	*	83%	65%	70%	88%
Grade 6 ELA/Reading	2023	51%	68%	61%	70%	57%	*	-	*	-	*	*	*	71%	57%	70%	56%
Grade 6 Mathematics	2023	54%	52%	43%	37%	44%	*	-	*	-	*	*	*	50%	41%	38%	44%
Grade 7 ELA/Reading	2023	71%	73%	75%	83%	68%	90%	-	*	-	*	58%	*	78%	72%	67%	71%
Grade 7 Mathematics	2023	56%	59%	58%	58%	50%	70%	-	*	-	*	58%	*	57%	59%	52%	50%
Grade 8 ELA/Reading	2023	63%	58%	52%	55%	51%	46%	-	-	-	*	*	*	48%	56%	51%	53%
Grade 8 Mathematics	2023	74%	76%	75%	81%	70%	80%	-	*	-	*	*	*	76%	75%	75%	63%
End of Course English I	2023	57%	68%	68%	59%	75%	33%	-	*	-	*	*	-	70%	65%	75%	80%
End of Course English II	2023	74%	88%	84%	78%	86%	100%	-	*	-	*	*	-	86%	82%	78%	85%
End of Course Algebra I	2023	76%	81%	75%	80%	71%	71%	-	*	-	*	*	-	72%	79%	71%	91%
All Grades Both Subjects	2023	64%	67%	61%	59%	61%	65%	-	81%	-	74%	60%	53%	63%	60%	58%	66%
All Grades ELA/Reading	2023	63%	67%	63%	62%	62%	62%	-	79%	-	66%	58%	60%	64%	61%	59%	68%
All Grades Mathematics	2023	66%	66%	60%	56%	59%	69%	-	83%	-	86%	63%	45%	62%	58%	56%	62%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	56%	44%	33%	*	-	-	-	-	-	*	-	*	33%	57%	-
Grade 4 Mathematics	2023	27%	20%	0%	0%	0%	-	-	-	-	-	*	-	*	0%	0%	-
Grade 5 ELA/Reading	2023	37%	59%	42%	*	50%	-	-	*	-	-	*	-	17%	67%	29%	57%
Grade 5 Mathematics	2023	48%	64%	42%	22%	56%	-	-	-	-	*	*	-	38%	45%	40%	50%
Grade 6 ELA/Reading	2023	26%	62%	69%	67%	60%	*	-	-	-	*	*	*	83%	57%	64%	60%
Grade 6 Mathematics	2023	35%	42%	46%	50%	40%	*	-	-	-	*	*	*	60%	38%	40%	*
Grade 7 ELA/Reading	2023	39%	43%	50%	43%	20%	*	-	-	-	-	*	-	44%	57%	38%	*
Grade 7 Mathematics	2023	22%	28%	24%	50%	0%	*	-	-	-	*	20%	-	15%	38%	23%	*
Grade 8 ELA/Reading	2023	39%	52%	40%	*	40%	*	-	-	-	-	*	*	*	45%	38%	43%
Grade 8 Mathematics	2023	49%	65%	65%	81%	45%	67%	-	-	-	*	*	*	65%	64%	61%	22%
End of Course English I	2023	26%	41%	60%	*	*	-	-	*	-	-	*	-	*	*	*	*
End of Course English II	2023	41%	65%	56%	50%	57%	*	-	-	-	-	*	-	50%	63%	43%	*
End of Course Algebra I	2023	58%	86%	92%	*	89%	*	-	-	-	*	-	-	100%	83%	100%	*
All Grades Both Subjects	2023	38%	54%	50%	50%	44%	67%	-	*	-	83%	27%	50%	49%	51%	44%	45%
All Grades ELA/Reading	2023	35%	55%	51%	44%	48%	86%	-	*	-	*	33%	*	49%	53%	47%	46%
All Grades Mathematics	2023	40%	54%	50%	54%	42%	55%	-	-	-	80%	20%	*	49%	50%	43%	44%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	80%	-	-	-	-	-	-	75%	100%	75%	-	64%	82%	72%	83%
	2022	74%	73%	73%	-	-	-	-	-	-	66%	66%	66%	-	74%	74%	67%	78%
At Meets Grade Level or Above	2023	49%	47%	44%	-	-	-	-	-	-	39%	60%	38%	-	36%	45%	37%	57%
	2022	48%	42%	41%	-	-	-	-	-	-	29%	30%	28%	-	28%	43%	28%	59%
At Masters Grade Level	2023	20%	16%	13%	-	-	-	-	-	-	10%	20%	10%	-	8%	13%	9%	26%
	2022	23%	18%	18%	-	-	-	-	-	-	13%	11%	14%	-	9%	19%	13%	31%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	86%	-	-	-	-	-	-	80%	*	80%	-	73%	88%	78%	89%
	2022	75%	79%	77%	-	-	-	-	-	-	69%	63%	72%	-	65%	79%	69%	84%
At Meets Grade Level or Above	2023	53%	57%	56%	-	-	-	-	-	-	48%	*	47%	-	40%	58%	45%	78%
	2022	53%	53%	53%	-	-	-	-	-	-	38%	46%	36%	-	29%	56%	37%	79%
At Masters Grade Level	2023	20%	19%	18%	-	-	-	-	-	-	8%	*	8%	-	13%	20%	8%	39%
	2022	25%	25%	26%	-	-	-	-	-	-	19%	4%	24%	-	18%	27%	18%	47%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	74%	-	-	-	-	-	-	74%	*	74%	-	64%	75%	71%	73%
	2022	72%	67%	68%	-	-	-	-	-	-	68%	77%	66%	-	85%	66%	70%	84%
At Meets Grade Level or Above	2023	45%	38%	33%	-	-	-	-	-	-	32%	*	32%	-	27%	33%	30%	40%
	2022	42%	31%	30%	-	-	-	-	-	-	27%	23%	27%	-	23%	30%	26%	42%
At Masters Grade Level	2023	19%	13%	10%	-	-	-	-	-	-	14%	*	14%	-	9%	9%	13%	13%
	2022	20%	12%	12%	-	-	-	-	-	-	12%	23%	10%	-	8%	12%	11%	21%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	83%	-	-	-	-	-	-	75%	*	74%	-	63%	85%	71%	90%
	2022	76%	72%	70%	-	-	-	-	-	-	61%	64%	59%	-	63%	73%	61%	67%
At Meets Grade Level or Above	2023	47%	45%	44%	-	-	-	-	-	-	36%	*	37%	-	50%	45%	38%	50%
	2022	47%	40%	36%	-	-	-	-	-	-	20%	21%	19%	-	25%	39%	20%	56%
At Masters Grade Level	2023	18%	13%	10%	-	-	-	-	-	-	6%	*	6%	-	0%	10%	4%	30%
	2022	21%	15%	10%	-	-	-	-	-	-	5%	7%	4%	-	0%	12%	4%	22%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	75%	75%	-	-	-	-	-	-	58%	*	56%	-	40%	79%	57%	*
	2022	75%	72%	77%	-	-	-	-	-	-	54%	62%	46%	-	100%	83%	61%	*
At Meets Grade Level or Above	2023	52%	42%	35%	-	-	-	-	-	-	26%	*	22%	-	20%	37%	21%	*
	2022	50%	40%	42%	-	-	-	-	-	-	15%	15%	15%	-	40%	48%	19%	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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 Masters Grade Level	2023	27%	19%	11%	-	-	-	-	-	-	16%	*	11%	-	0%	12%	11%	*
	2022	30%	21%	21%	-	-	-	-	-	-	12%	15%	8%	-	0%	23%	10%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	61%	-	-	-	-	-	-	64%	*	63%	-	73%	61%	65%	64%
All Grades ELA/Reading	2023	63%	67%	63%	-	-	-	-	-	-	66%	*	65%	-	77%	62%	67%	63%
All Grades Mathematics	2023	66%	66%	60%	-	-	-	-	-	-	61%	*	61%	-	67%	59%	62%	65%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	50%	-	-	-	-	-	-	49%	*	47%	-	33%	52%	46%	*
All Grades ELA/Reading	2023	35%	55%	51%	-	-	-	-	-	-	56%	-	56%	-	*	53%	46%	*
All Grades Mathematics	2023	40%	54%	50%	-	-	-	-	-	-	43%	*	40%	-	*	52%	46%	*

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)	
2023 STAAR Participation (All Grades)																	
All Tests																	
Assessment Participant	99%	99%	99%	99%	100%	99%	* 100%	-	100%	100%	96%	100%	99%	100%	99%	100%	
Included in Accountability	93%	96%	96%	95%	97%	99%	* 100%	-	96%	92%	97%	97%	97%	96%	97%	96%	
Not Included in Accountability: Mobile	4%	3%	2%	4%	1%	1%	* 0%	-	4%	3%	3%	1%	3%	1%	1%	1%	
Not Included in Accountability: Other Exclusions	2%	0%	1%	0%	1%	0%	* 0%	-	0%	0%	0%	1%	0%	1%	1%	3%	
Not Tested	1%	1%	1%	1%	0%	1%	* 0%	-	0%	4%	0%	1%	0%	1%	0%	0%	
Absent	1%	1%	0%	1%	0%	0%	* 0%	-	0%	4%	0%	1%	0%	1%	0%	0%	
Other	0%	0%	0%	0%	0%	1%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%	
Reading																	
Assessment Participant	99%	99%	100%	100%	100%	98%	* 100%	-	100%	97%	100%	99%	100%	99%	100%	99%	100%
Included in Accountability	92%	95%	95%	95%	96%	98%	* 100%	-	95%	95%	93%	96%	96%	95%	96%	92%	
Not Included in Accountability: Mobile	4%	3%	3%	4%	1%	0%	* 0%	-	5%	3%	7%	1%	4%	1%	1%	1%	
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	3%	0%	* 0%	-	0%	0%	0%	2%	1%	2%	2%	7%	
Not Tested	1%	1%	0%	0%	0%	2%	* 0%	-	0%	3%	0%	1%	0%	1%	0%	0%	
Absent	1%	0%	0%	0%	0%	0%	* 0%	-	0%	3%	0%	1%	0%	1%	0%	0%	
Other	0%	0%	0%	0%	0%	2%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%	
Mathematics																	
Assessment Participant	99%	99%	100%	99%	100%	100%	* 100%	-	100%	97%	100%	100%	100%	100%	100%	100%	
Included in Accountability	94%	96%	96%	94%	99%	98%	* 100%	-	94%	93%	100%	98%	95%	99%	99%	99%	
Not Included in Accountability: Mobile	5%	4%	3%	5%	1%	2%	* 0%	-	6%	3%	0%	2%	5%	1%	1%	1%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%	
Not Tested	1%	1%	0%	1%	0%	0%	* 0%	-	0%	3%	0%	0%	0%	0%	0%	0%	
Absent	1%	0%	0%	0%	0%	0%	* 0%	-	0%	3%	0%	0%	0%	0%	0%	0%	
Other	0%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	0%	
Science																	
Assessment Participant	99%	99%	99%	98%	100%	100%	- 100%	-	100%	93%	100%	98%	100%	99%	99%	100%	
Included in Accountability	93%	96%	98%	95%	98%	100%	- 100%	-	100%	86%	100%	97%	99%	99%	99%	100%	
Not Included in Accountability: Mobile	4%	2%	2%	2%	2%	0%	- 0%	-	0%	7%	0%	2%	1%	0%	0%	0%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	- 0%	-	0%	0%	0%	0%	0%	0%	0%	0%	
Not Tested	1%	1%	1%	2%	0%	0%	- 0%	-	0%	7%	0%	2%	0%	1%	0%	0%	

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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%	1%	0%	1%	0%	0%	-	0%	-	0%	7%	0%	1%	0%	1%	0%
Other	0%	0%	0%	1%	0%	0%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	98%	96%	100%	100%	-	*	-	100%	92%	*	97%	99%	97%	100%
Included in Accountability	94%	97%	97%	94%	99%	100%	-	*	-	100%	92%	*	97%	97%	94%	97%
Not Included in Accountability: Mobile	4%	2%	1%	1%	0%	0%	-	*	-	0%	0%	*	0%	1%	1%	0%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	-	*	-	0%	0%	*	0%	1%	1%	3%
Not Tested	1%	1%	2%	4%	0%	0%	-	*	-	0%	8%	*	3%	1%	3%	0%
Absent	1%	1%	2%	4%	0%	0%	-	*	-	0%	8%	*	3%	1%	3%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	*	0%	0%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	88%	75%	*	*	-	*	-	*	-	-	92%	80%	100%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	96%	94%	96%	95%	93%	-	96%	-	82%	100%	86%	97%	92%	97%	93%
Not Included in Accountability: Mobile	5%	3%	5%	4%	4%	7%	-	4%	-	18%	0%	14%	2%	7%	2%	4%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	-	0%	-	0%	0%	0%	1%	0%	1%	3%
Not Tested	1%	0%	0%	1%	0%	0%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	1%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	100%	100%	99%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	99%
Included in Accountability	92%	96%	93%	96%	93%	93%	-	94%	-	86%	100%	83%	96%	92%	96%	90%
Not Included in Accountability: Mobile	5%	3%	5%	4%	4%	7%	-	6%	-	14%	0%	17%	2%	7%	2%	4%
Not Included in Accountability: Other Exclusions	2%	1%	1%	0%	2%	0%	-	0%	-	0%	0%	0%	2%	1%	2%	5%
Not Tested	1%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Absent	1%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	1%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	99%	98%	100%	100%	-	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	96%	94%	94%	95%	94%	-	93%	-	84%	100%	83%	96%	92%	98%	93%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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: Mobile	5%	3%	5%	4%	4%	6%	-	7%	-	16%	0%	17%	3%	7%	1%	5%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	1%	0%	-	0%	-	0%	0%	0%	0%	1%	1%	2%
Not Tested	1%	0%	1%	2%	0%	0%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	1%	2%	0%	0%	-	0%	-	0%	0%	0%	1%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	97%	95%	96%	98%	89%	-	100%	-	70%	100%	100%	98%	93%	99%	97%
Not Included in Accountability: Mobile	4%	3%	5%	4%	2%	11%	-	0%	-	30%	0%	0%	2%	7%	1%	3%
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%
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%
Social Studies																
Assessment Participant	98%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	97%	97%	98%	96%	100%	-	100%	-	83%	100%	-	100%	94%	97%	97%
Not Included in Accountability: Mobile	4%	3%	3%	2%	4%	0%	-	0%	-	17%	0%	-	0%	6%	3%	3%
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%
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%
Accelerated Testers																
SAT/ACT Participant	89%	90%	57%	40%	*	-	-	-	-	-	-	-	*	*	*	-

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	94.6%	95.1%	94.2%	93.9%	* 97.2%	-	94.6%	94.5%	94.5%	94.1%	
2020-21	95.0%	96.2%	96.5%	96.8%	96.1%	96.5%	* 98.1%	*	97.8%	96.6%	95.8%	95.5%	
Chronic Absenteeism													
2021-22	25.7%	18.1%	15.5%	14.8%	17.6%	14.6%	* 0.0%	-	12.9%	17.5%	16.6%	17.8%	
2020-21	15.0%	10.0%	7.9%	7.7%	9.0%	9.3%	* 0.0%	*	0.0%	7.5%	10.3%	11.5%	
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	0.3%	0.0%	0.0%	0.0%	0.0%	* 0.0%	-	0.0%	0.0%	0.0%	0.0%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	96.3%	95.2%	95.7%	100.0%	-	-	-	* 100.0%	93.3%	*	
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	* 0.0%	0.0%	*	
Continued HS	3.5%	1.6%	1.9%	4.8%	0.0%	0.0%	-	-	-	* 0.0%	6.7%	*	
Dropped Out	6.4%	0.8%	1.9%	0.0%	4.3%	0.0%	-	-	-	* 0.0%	0.0%	*	
Graduates and TxCHSE	90.0%	97.5%	96.3%	95.2%	95.7%	100.0%	-	-	-	* 100.0%	93.3%	*	
Graduates, TxCHSE, and Continuers	93.6%	99.2%	98.1%	100.0%	95.7%	100.0%	-	-	-	* 100.0%	100.0%	*	
Class of 2021													
Graduated	90.0%	97.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	*	
Received TxCHSE	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Continued HS	3.9%	0.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Dropped Out	5.8%	2.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Graduates and TxCHSE	90.3%	97.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	*	
Graduates, TxCHSE, and Continuers	94.2%	97.8%	100.0%	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	*	
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	100.0%	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	*	
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Continued HS	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Dropped Out	6.3%	1.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	* 0.0%	0.0%	*	
Graduates and TxCHSE	92.7%	98.5%	100.0%	100.0%	100.0%	100.0%	-	*	-	* 100.0%	100.0%	*	

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
Class of 2020													
Graduated	92.2%	99.1%	98.1%	100.0%	100.0%	87.5%	-	*	-	*	*	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Dropped Out	6.2%	0.9%	1.9%	0.0%	0.0%	12.5%	-	*	-	*	*	0.0%	0.0%
Graduates and TxCHSE	92.7%	99.1%	98.1%	100.0%	100.0%	87.5%	-	*	-	*	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	99.1%	98.1%	100.0%	100.0%	87.5%	-	*	-	*	*	100.0%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	98.1%	100.0%	100.0%	87.5%	-	*	-	*	*	100.0%	100.0%
Received TxCHSE	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
Dropped Out	6.2%	0.9%	1.9%	0.0%	0.0%	12.5%	-	*	-	*	*	0.0%	0.0%
Graduates and TxCHSE	93.2%	99.1%	98.1%	100.0%	100.0%	87.5%	-	*	-	*	*	100.0%	100.0%
Graduates, TxCHSE, and Continuers	93.8%	99.1%	98.1%	100.0%	100.0%	87.5%	-	*	-	*	*	100.0%	100.0%
Class of 2019													
Graduated	92.6%	93.3%	90.7%	100.0%	80.0%	100.0%	*	*	*	*	*	84.2%	*
Received TxCHSE	0.6%	1.0%	1.9%	0.0%	4.0%	0.0%	*	*	*	*	*	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	*	*	*	0.0%	*
Dropped Out	6.2%	5.7%	7.4%	0.0%	16.0%	0.0%	*	*	*	*	*	15.8%	*
Graduates and TxCHSE	93.2%	94.3%	92.6%	100.0%	84.0%	100.0%	*	*	*	*	*	84.2%	*
Graduates, TxCHSE, and Continuers	93.8%	94.3%	92.6%	100.0%	84.0%	100.0%	*	*	*	*	*	84.2%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	96.3%	95.2%	95.7%	100.0%	-	-	-	*	100.0%	93.3%	*
Class of 2021	90.0%	97.1%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	100.0%	100.0%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	1.9%	0.0%	4.5%	0.0%	-	-	-	*	20.0%	0.0%	*
Class of 2021	3.8%	3.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	73.1%	85.0%	59.1%	75.0%	-	-	-	*	60.0%	71.4%	*
Class of 2021	81.9%	71.5%	78.9%	77.8%	81.8%	66.7%	-	*	-	*	37.5%	77.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	75.0%	85.0%	63.6%	75.0%	-	-	-	*	80.0%	71.4%	*
Class of 2021	85.7%	75.6%	79.2%	77.8%	81.8%	70.0%	-	*	-	*	37.5%	77.3%	*
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	*	-	-	*	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	1.9%	0.0%	4.5%	0.0%	-	-	-	*	20.0%	0.0%	*
2020-21	3.8%	4.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	73.1%	85.0%	59.1%	75.0%	-	-	-	*	60.0%	66.7%	*
2020-21	80.4%	69.8%	77.1%	75.0%	81.0%	66.7%	-	*	-	*	37.5%	77.3%	*
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	75.0%	85.0%	63.6%	75.0%	-	-	-	*	80.0%	66.7%	*
2020-21	84.1%	74.6%	77.5%	75.0%	81.0%	70.0%	-	*	-	*	37.5%	77.3%	*

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	52	100.0%	117	368,686
By Ethnicity:				
African American	20	38.5%	36	45,227
Hispanic	22	42.3%	41	191,125
White	8	15.4%	33	103,171
American Indian	0	0.0%	0	1,159
Asian	0	0.0%	4	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	2	3.8%	3	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	13	25.0%	26	51,023
Foundation H.S. Program (Endorsement)	1	1.9%	6	14,179
Foundation H.S. Program (DLA)	38	73.1%	85	302,917
Special Education Graduates	5	9.6%	8	32,447
Economically Disadvantaged Graduates	15	28.8%	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	4	7.7%	10	40,398
At-Risk Graduates	25	48.1%	38	159,689

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	39.3%	26.9%	30.0%	13.6%	50.0%	-	-	-	*	80.0%	0.0%	*
2020-21	65.2%	34.6%	31.0%	25.0%	23.8%	50.0%	-	*	-	*	37.5%	22.7%	*
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	32.5%	17.3%	25.0%	9.1%	12.5%	-	-	-	*	20.0%	0.0%	*
2020-21	52.7%	30.8%	26.8%	19.4%	19.0%	50.0%	-	*	-	*	0.0%	13.6%	*
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	47.0%	36.5%	60.0%	18.2%	25.0%	-	-	-	*	40.0%	6.7%	*
2020-21	56.1%	43.8%	45.1%	36.1%	42.9%	80.0%	-	*	-	*	0.0%	22.7%	*
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	32.5%	11.5%	10.0%	4.5%	25.0%	-	-	-	*	0.0%	6.7%	*
2020-21	45.7%	28.5%	16.9%	8.3%	14.3%	40.0%	-	*	-	*	0.0%	4.5%	*
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	25.6%	9.6%	10.0%	4.5%	12.5%	-	-	-	*	0.0%	0.0%	*
2020-21	40.4%	23.1%	15.5%	8.3%	9.5%	40.0%	-	*	-	*	0.0%	4.5%	*
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	7.7%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	21.3%	3.8%	1.4%	0.0%	0.0%	10.0%	-	*	-	*	0.0%	0.0%	*
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	2.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	13.7%	11.5%	20.0%	9.1%	0.0%	-	-	-	*	20.0%	0.0%	*
2020-21	25.9%	13.1%	19.7%	16.7%	19.0%	20.0%	-	*	-	*	0.0%	13.6%	*
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	7.7%	11.5%	10.0%	4.5%	37.5%	-	-	-	*	80.0%	0.0%	*
2020-21	24.2%	3.8%	4.2%	5.6%	4.8%	0.0%	-	*	-	*	37.5%	9.1%	*
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	1.7%	3.8%	0.0%	0.0%	25.0%	-	-	-	*	0.0%	0.0%	*

Texas Education Agency
2022-23 College, Career, and Military Readiness (CCMR) (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2020-21	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.0%	7.7%	10.0%	4.5%	12.5%	-	-	-	*	80.0%	0.0%	*
2020-21	4.4%	3.8%	4.2%	5.6%	4.8%	0.0%	-	*	-	*	37.5%	9.1%	*

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	21.4%	23.1%	50.0%	4.5%	0.0%	-	-	-	*	20.0%	0.0%	*
	2020-21	25.9%	30.0%	35.2%	25.0%	33.3%	80.0%	-	*	-	*	0.0%	18.2%	*
Mathematics	2021-22	18.7%	11.1%	9.6%	10.0%	4.5%	25.0%	-	-	-	*	0.0%	6.7%	*
	2020-21	19.4%	13.8%	11.3%	8.3%	9.5%	30.0%	-	*	-	*	0.0%	0.0%	*
Both Subjects	2021-22	12.6%	6.8%	5.8%	10.0%	4.5%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020-21	14.4%	10.8%	8.5%	5.6%	4.8%	30.0%	-	*	-	*	0.0%	0.0%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	6.8%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020-21	8.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Mathematics	2021-22	14.0%	14.5%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020-21	10.3%	6.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Both Subjects	2021-22	7.5%	5.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
	2020-21	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	4.8%	0.8%	0.0%	2.1%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	21.1%	5.2%	2.8%	1.6%	1.8%	5.6%	-	*	-	16.7%	0.0%	2.3%	0.0%
English Language Arts	2022	13.2%	3.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	12.1%	3.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Mathematics	2022	6.9%	1.6%	0.8%	0.0%	2.1%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	6.1%	2.2%	2.8%	1.6%	1.8%	5.6%	-	*	-	16.7%	0.0%	2.3%	0.0%
Science	2022	9.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	8.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies	2022	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	0.0%
	2021	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	58.3%	*	-	*	-	-	-	-	-	-	-	-
	2021	48.6%	42.9%	*	*	*	*	-	-	-	*	-	*	-
English Language Arts	2022	53.2%	66.7%	-	-	-	-	-	-	-	-	-	-	-
	2021	42.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	*	*	-	*	-	-	-	-	-	-	-	-
	2021	49.4%	16.7%	*	*	*	*	-	-	-	*	-	*	-
Science	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	94.0%	75.0%	85.0%	72.7%	75.0%	-	-	-	*	100.0%	78.6%	*
	2020-21	70.8%	100.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	87.5%	100.0%	*
At/Above Criterion for All Examinees	2021-22	32.1%	14.5%	2.6%	0.0%	6.3%	0.0%	-	-	-	-	0.0%	0.0%	*
	2020-21	32.9%	14.2%	10.4%	2.6%	8.3%	25.0%	-	*	-	*	0.0%	3.8%	*
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	909	864	836	875	907	-	-	-	-	884	854	*
	2020-21	1002	968	937	882	953	1070	-	1130	-	1090	810	883	-
English Language Arts and Writing	2021-22	506	464	452	445	444	492	-	-	-	-	458	454	*
	2020-21	504	503	487	452	513	562	-	550	-	520	370	452	-
Mathematics	2021-22	496	445	412	391	431	415	-	-	-	-	426	400	*
	2020-21	498	464	450	430	440	508	-	580	-	570	440	431	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	16.5	*	*	-	-	-	-	-	-	-	*	-
	2020-21	20.0	16.3	15.8	14.8	15.3	19.3	-	18.0	-	17.0	10.3	14.2	14.5
English Language Arts	2021-22	19.2	16.1	*	*	-	-	-	-	-	-	-	*	-
	2020-21	19.6	15.7	15.3	14.0	14.8	19.7	-	17.5	-	15.0	9.1	13.2	11.5
Mathematics	2021-22	19.3	16.5	*	*	-	-	-	-	-	-	-	*	-
	2020-21	19.9	16.2	15.5	14.9	15.2	17.6	-	16.0	-	18.0	12.0	14.5	16.5
Science	2021-22	19.8	16.6	*	*	-	-	-	-	-	-	-	*	-
	2020-21	20.3	17.1	16.6	15.6	15.5	20.5	-	22.0	-	20.0	10.8	15.6	18.0

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)
 NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.4%	45.6%	48.7%	42.6%	50.0%	*	42.9%	-	37.5%	39.1%	38.3%	34.4%
	2020-21	42.5%	37.8%	42.8%	48.4%	35.7%	48.6%	-	40.0%	-	37.5%	40.7%	37.5%	25.0%
English Language Arts	2021-22	16.6%	6.6%	5.9%	5.5%	5.6%	0.0%	*	42.9%	-	0.0%	0.0%	4.3%	3.1%
	2020-21	16.3%	7.6%	5.8%	4.0%	5.7%	8.0%	-	0.0%	-	33.3%	0.0%	3.9%	0.0%
Mathematics	2021-22	19.9%	15.7%	20.7%	20.8%	16.0%	30.4%	*	42.9%	-	37.5%	13.0%	15.1%	6.5%
	2020-21	19.3%	14.8%	18.6%	20.9%	14.0%	21.2%	-	20.0%	-	37.5%	0.0%	13.2%	3.6%
Science	2021-22	21.1%	22.1%	17.9%	19.1%	16.7%	13.0%	*	42.9%	-	12.5%	4.8%	19.1%	12.5%
	2020-21	20.6%	23.6%	26.5%	29.1%	25.2%	14.3%	-	40.0%	-	42.9%	15.8%	22.9%	22.2%
Social Studies	2021-22	22.8%	3.6%	6.3%	8.2%	3.8%	12.5%	*	0.0%	-	0.0%	4.3%	2.1%	0.0%
	2020-21	22.8%	3.3%	5.5%	3.3%	5.4%	9.7%	-	20.0%	-	14.3%	0.0%	3.3%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.2%	53.5%	47.2%	61.9%	70.0%	-	*	-	*	12.5%	47.6%	*
	2019-20	46.1%	51.7%	48.0%	63.2%	45.5%	20.0%	-	*	-	*	-	37.5%	0.0%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	1,004	100.0%	2,874	5,504,150	1,004	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	75	7.5%	9.1%	4.4%	75	7.5%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	35	3.5%	3.4%	0.7%	35	3.5%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	40	4.0%	5.7%	3.7%	40	4.0%	5.7%	3.7%
Kindergarten	60	6.0%	8.6%	6.7%	60	6.0%	8.6%	6.7%
Grade 1	59	5.9%	8.6%	7.2%	59	5.9%	8.6%	7.2%
Grade 2	72	7.2%	8.5%	7.2%	72	7.2%	8.5%	7.2%
Grade 3	69	6.9%	8.9%	7.2%	69	6.9%	8.9%	7.1%
Grade 4	61	6.1%	7.2%	7.2%	61	6.1%	7.2%	7.1%
Grade 5	61	6.1%	6.6%	7.2%	61	6.1%	6.6%	7.2%
Grade 6	68	6.8%	7.4%	7.3%	68	6.8%	7.4%	7.2%
Grade 7	87	8.7%	7.0%	7.4%	87	8.7%	7.0%	7.4%
Grade 8	110	11.0%	7.9%	7.7%	110	11.0%	7.9%	7.7%
Grade 9	89	8.9%	6.6%	8.7%	89	8.9%	6.6%	8.7%
Grade 10	68	6.8%	5.1%	7.9%	68	6.8%	5.1%	7.9%
Grade 11	61	6.1%	4.8%	7.0%	61	6.1%	4.8%	7.0%
Grade 12	64	6.4%	3.7%	6.6%	64	6.4%	3.7%	6.6%
Ethnic Distribution:								
African American	383	38.1%	44.4%	12.8%	383	38.1%	44.4%	12.8%
Hispanic	451	44.9%	31.0%	53.0%	451	44.9%	31.0%	52.9%
White	109	10.9%	15.8%	25.6%	109	10.9%	15.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	27	2.7%	5.2%	5.1%	27	2.7%	5.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	34	3.4%	3.3%	3.0%	34	3.4%	3.3%	3.0%
Sex:								
Female	516	51.4%	52.2%	48.8%	516	51.4%	52.2%	48.8%
Male	488	48.6%	47.8%	51.2%	488	48.6%	47.8%	51.2%
Economically Disadvantaged	586	58.4%	59.5%	62.1%	586	58.4%	59.5%	62.0%
Non-Educationally Disadvantaged	418	41.6%	40.5%	37.9%	418	41.6%	40.5%	38.0%
Section 504 Students	48	4.8%	4.4%	7.4%	48	4.8%	4.4%	7.4%
EB Students/EL	167	16.6%	13.6%	23.1%	167	16.6%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	21	2.1%	2.2%	5.5%	21	2.1%	2.2%	5.5%
Foster Care	1	0.1%	0.3%	0.2%	1	0.1%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	1,004	100.0%	100.0%	64.6%	1,004	100.0%	100.0%	64.6%
Military Connected	4	0.4%	0.3%	3.6%	4	0.4%	0.3%	3.6%
At-Risk	380	37.8%	39.5%	53.3%	380	37.8%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	148	14.7%	12.2%	23.2%	148	14.7%	12.2%	23.2%
Career and Technical Education	423	42.1%	29.2%	26.5%	423	42.1%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	238	84.4%	81.8%	72.3%	238	84.4%	81.8%	72.2%
Gifted and Talented Education	35	3.5%	5.6%	8.2%	35	3.5%	5.6%	8.2%
Special Education	47	4.7%	5.6%	12.6%	47	4.7%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	20	42.6%	41.9%	44.1%				
Students with Physical Disabilities	14	29.8%	30.0%	20.0%				
Students with Autism	8	17.0%	15.6%	15.5%				
Students with Behavioral Disabilities	5	10.6%	12.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	164	17.7%	16.1%	16.8%				
By Ethnicity:								
African American	77	8.3%	7.1%	3.3%				
Hispanic	64	6.9%	5.0%	8.7%				
White	17	1.8%	3.1%	3.4%				
American Indian	1	0.1%	0.0%	0.1%				
Asian	2	0.2%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	3	0.3%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	15	25.4%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	22	13.9%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	81	17.5%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	277	30.2%	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.9%	4.9%	1.5%	0.0%	7.7%	4.5%
Grade 1	0.0%	0.9%	2.5%	0.0%	11.8%	3.6%
Grade 2	2.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	3.6%	1.9%	0.8%	0.0%	9.1%	0.9%
Grade 4	2.4%	2.4%	0.5%	0.0%	0.0%	0.5%
Grade 5	3.5%	1.5%	0.3%	0.0%	0.0%	0.4%
Grade 6	1.3%	1.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 9	1.4%	0.7%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.4	19.4	18.7
Grade 1	19.8	20.1	19.1
Grade 2	18.0	20.0	19.1
Grade 3	23.0	20.2	19.3
Grade 4	20.4	18.4	19.4
Grade 5	20.4	18.5	20.8
Grade 6	22.7	19.5	19.2
Secondary:			
English/Language Arts	14.0	14.9	16.2
Foreign Languages	10.9	9.8	18.8
Mathematics	16.6	14.6	17.5
Science	15.8	14.2	18.5
Social Studies	15.1	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	86.4	100.0%	100.0%	100.0%
Professional Staff:	78.9	91.3%	63.5%	64.1%
Teachers	66.2	76.6%	49.3%	48.7%
Professional Support	9.2	10.6%	7.9%	10.9%
Campus Administration (School Leadership)	3.5	4.0%	4.2%	3.3%
Educational Aides:	7.5	8.7%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	6.0	n/a	9.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	48.4	56.0%	44.2%	53.2%
Teachers by Ethnicity:				
African American	22.9	34.5%	23.3%	11.8%
Hispanic	6.7	10.1%	10.2%	29.6%
White	27.5	41.5%	53.8%	54.9%
American Indian	0.7	1.1%	1.0%	0.3%
Asian	7.2	10.8%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.4	2.1%	2.0%	1.2%
Teachers by Sex:				
Males	17.0	25.6%	21.0%	24.4%
Females	49.3	74.4%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	41.2	62.2%	69.4%	72.2%
Masters	22.4	33.9%	26.8%	25.0%
Doctorate	2.6	3.9%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	12.2	18.5%	16.2%	9.7%
1-5 Years Experience	24.4	36.8%	38.6%	26.3%
6-10 Years Experience	15.7	23.8%	17.6%	20.5%
11-20 Years Experience	7.5	11.3%	17.0%	27.2%
21-30 Years Experience	4.9	7.5%	7.1%	13.3%
Over 30 Years Experience	1.5	2.2%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.2	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.3	2.1	6.1
Average Years Experience of Principals with District	1.3	2.0	5.3
Average Years Experience of Assistant Principals	0.0	3.7	5.2
Average Years Experience of Assistant Principals with District	0.0	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	7.5	8.1	11.0
Average Years Experience of Teachers with District:	3.3	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,305	\$45,083	\$53,300
1-5 Years Experience	\$46,744	\$46,919	\$56,516
6-10 Years Experience	\$50,000	\$49,749	\$59,732
11-20 Years Experience	\$60,381	\$58,916	\$63,389
21-30 Years Experience	\$64,729	\$63,863	\$67,876
Over 30 Years Experience	\$66,295	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$50,568	\$51,120	\$60,717
Professional Support	\$61,801	\$67,269	\$72,022
Campus Administration (School Leadership)	\$69,929	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	1.5%	2.1%	5.9%
Career and Technical Education	0.0	0.0%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.1%	1.3%	1.7%
Regular Education	58.3	88.0%	86.9%	70.6%
Special Education	2.9	4.3%	6.2%	9.7%
Other	4.0	6.1%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL AT CEDAR HILL (220817002) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS

Campus Number: 220817003

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 7 Reading																	
At Approaches Grade Level or Above	2023	78%	84%	85%	87%	78%	90%	*	*	-	-	*	*	85%	85%	83%	69%
	2022	80%	86%	89%	83%	87%	100%	-	*	-	*	80%	*	92%	85%	82%	90%
At Meets Grade Level or Above	2023	55%	59%	61%	55%	59%	70%	*	*	-	-	*	*	64%	58%	54%	38%
	2022	56%	57%	57%	53%	52%	53%	-	*	-	*	0%	*	61%	48%	45%	50%
At Masters Grade Level	2023	27%	29%	33%	32%	33%	30%	*	*	-	-	*	*	31%	35%	31%	13%
	2022	37%	36%	36%	37%	22%	27%	-	*	-	*	0%	*	41%	26%	23%	20%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	63%	66%	55%	67%	*	-	-	-	*	*	69%	57%	58%	36%
	2022	61%	44%	52%	52%	43%	54%	-	*	-	*	40%	*	57%	44%	46%	42%
At Meets Grade Level or Above	2023	37%	33%	41%	38%	40%	50%	*	-	-	-	*	*	46%	37%	39%	18%
	2022	31%	15%	25%	17%	29%	15%	-	*	-	*	0%	*	27%	20%	24%	32%
At Masters Grade Level	2023	11%	7%	14%	14%	15%	17%	*	-	-	-	*	*	8%	20%	11%	0%
	2022	13%	4%	6%	7%	5%	8%	-	*	-	*	0%	*	5%	8%	7%	5%
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	91%	89%	91%	86%	93%	-	80%	-	*	80%	*	87%	93%	88%	79%
	2022	83%	92%	88%	94%	77%	90%	*	100%	-	60%	44%	*	91%	84%	88%	79%
At Meets Grade Level or Above	2023	58%	65%	71%	72%	73%	67%	-	80%	-	*	40%	*	66%	79%	70%	68%
	2022	58%	65%	59%	53%	45%	75%	*	83%	-	60%	44%	*	64%	51%	57%	36%
At Masters Grade Level	2023	28%	22%	25%	25%	14%	27%	-	60%	-	*	20%	*	19%	34%	26%	16%
	2022	37%	45%	36%	33%	18%	50%	*	50%	-	40%	11%	*	38%	32%	33%	21%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	81%	82%	84%	78%	81%	-	*	-	*	40%	*	82%	81%	80%	83%
	2022	71%	73%	73%	71%	63%	83%	*	100%	-	60%	44%	*	75%	70%	73%	53%
At Meets Grade Level or Above	2023	46%	43%	48%	51%	41%	38%	-	*	-	*	0%	*	45%	53%	46%	52%
	2022	40%	34%	44%	41%	21%	61%	*	83%	-	60%	33%	*	49%	38%	44%	27%
At Masters Grade Level	2023	17%	13%	18%	14%	19%	25%	-	*	-	*	0%	*	18%	19%	22%	26%
	2022	14%	6%	7%	3%	4%	0%	*	33%	-	40%	11%	*	10%	3%	6%	7%
Grade 8 Science																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	74%	82%	91%	91%	91%	87%	-	100%	-	*	60%	*	92%	90%	88%	89%
	2022	74%	78%	78%	78%	64%	85%	*	100%	-	80%	56%	*	74%	84%	80%	64%
At Meets Grade Level or Above	2023	47%	48%	56%	59%	41%	53%	-	80%	-	*	20%	*	58%	52%	49%	47%
	2022	45%	48%	49%	44%	27%	65%	*	83%	-	60%	33%	*	55%	41%	47%	21%
At Masters Grade Level	2023	17%	13%	17%	16%	9%	20%	-	60%	-	*	0%	*	21%	10%	14%	11%
	2022	24%	21%	24%	17%	9%	30%	*	67%	-	60%	0%	*	32%	14%	27%	21%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	62%	64%	72%	55%	47%	-	80%	-	*	20%	*	58%	72%	65%	53%
	2022	61%	57%	54%	56%	32%	70%	*	67%	-	60%	33%	*	58%	49%	57%	21%
At Meets Grade Level or Above	2023	33%	21%	31%	34%	18%	27%	-	80%	-	*	0%	*	27%	38%	33%	26%
	2022	31%	17%	14%	11%	5%	30%	*	17%	-	0%	33%	*	15%	14%	16%	0%
At Masters Grade Level	2023	16%	8%	14%	19%	5%	7%	-	60%	-	*	0%	*	13%	17%	16%	11%
	2022	18%	6%	10%	8%	0%	20%	*	17%	-	0%	22%	*	11%	8%	12%	0%
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	84%	80%	83%	67%	91%	*	80%	-	*	38%	*	82%	78%	75%	78%
	2022	65%	69%	68%	67%	48%	84%	-	86%	-	*	29%	*	76%	56%	64%	62%
At Meets Grade Level or Above	2023	52%	69%	67%	65%	52%	87%	*	70%	-	*	19%	*	71%	62%	65%	50%
	2022	47%	53%	57%	57%	40%	72%	-	57%	-	*	21%	*	65%	44%	51%	31%
At Masters Grade Level	2023	13%	19%	16%	4%	15%	30%	*	40%	-	*	6%	*	20%	13%	13%	17%
	2022	11%	6%	9%	10%	0%	12%	-	29%	-	*	0%	*	13%	3%	4%	0%
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	85%	88%	92%	85%	79%	-	100%	-	*	47%	*	85%	91%	79%	100%
	2022	72%	73%	77%	65%	70%	89%	-	*	-	*	15%	*	81%	71%	61%	55%
At Meets Grade Level or Above	2023	54%	59%	68%	77%	59%	71%	-	67%	-	*	13%	*	73%	61%	62%	40%
	2022	55%	60%	66%	50%	57%	79%	-	*	-	*	8%	*	69%	58%	55%	45%
At Masters Grade Level	2023	9%	8%	14%	15%	7%	21%	-	11%	-	*	0%	*	18%	6%	5%	0%
	2022	9%	9%	12%	4%	0%	21%	-	*	-	*	0%	*	8%	19%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	87%	86%	90%	81%	88%	*	91%	-	60%	44%	*	91%	80%	86%	91%
	2022	76%	67%	62%	72%	45%	62%	-	88%	-	*	24%	*	70%	49%	54%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	43%	35%	43%	46%	19%	58%	*	73%	-	20%	25%	*	51%	35%	46%	23%
	2022	43%	29%	27%	28%	14%	27%	-	63%	-	*	0%	*	36%	11%	23%	14%
At Masters Grade Level	2023	23%	14%	19%	13%	6%	27%	*	55%	-	20%	0%	*	22%	15%	22%	18%
	2022	27%	15%	11%	9%	7%	12%	-	38%	-	*	0%	*	16%	3%	13%	7%
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	96%	95%	92%	100%	*	100%	-	100%	75%	*	96%	96%	94%	100%
	2022	83%	83%	87%	94%	76%	91%	-	100%	-	*	62%	*	94%	76%	82%	100%
At Meets Grade Level or Above	2023	56%	58%	62%	64%	42%	79%	*	63%	-	60%	42%	*	69%	54%	59%	50%
	2022	55%	47%	60%	68%	40%	68%	-	67%	-	*	15%	*	72%	41%	61%	55%
At Masters Grade Level	2023	21%	16%	20%	19%	17%	16%	*	50%	-	20%	8%	*	27%	13%	16%	25%
	2022	21%	12%	16%	16%	8%	27%	-	17%	-	*	8%	*	23%	6%	14%	9%
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	92%	91%	92%	96%	84%	-	100%	-	*	58%	*	90%	94%	88%	100%
	2022	89%	91%	91%	92%	86%	92%	-	*	-	*	50%	*	92%	90%	81%	89%
At Meets Grade Level or Above	2023	70%	70%	76%	83%	70%	76%	-	75%	-	*	25%	*	78%	72%	68%	71%
	2022	68%	69%	76%	75%	68%	79%	-	*	-	*	17%	*	77%	73%	72%	33%
At Masters Grade Level	2023	38%	35%	46%	54%	30%	52%	-	50%	-	*	0%	*	52%	38%	41%	43%
	2022	42%	40%	42%	38%	23%	50%	-	*	-	*	8%	*	42%	43%	34%	0%
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2023	90%	93%	100%	*	*	100%	-	*	-	-	-	-	100%	*	100%	-
	2022	92%	78%	78%	71%	67%	100%	-	*	-	-	-	-	80%	75%	63%	-
At Meets Grade Level or Above	2023	61%	50%	69%	*	*	60%	-	*	-	-	-	-	64%	*	75%	-
	2022	64%	37%	39%	43%	11%	67%	-	*	-	-	-	-	47%	25%	0%	-
At Masters Grade Level	2023	12%	0%	0%	*	*	0%	-	*	-	-	-	-	0%	*	0%	-
	2022	13%	4%	4%	0%	11%	0%	-	*	-	-	-	-	7%	0%	0%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	84%	86%	79%	84%	100%	93%	-	86%	49%	68%	85%	83%	81%	79%
	2022	74%	73%	75%	75%	63%	84%	*	90%	-	76%	40%	53%	78%	69%	70%	62%
At Meets Grade Level or Above	2023	49%	47%	57%	58%	47%	64%	100%	76%	-	52%	22%	32%	60%	54%	54%	43%
	2022	48%	42%	48%	44%	35%	61%	*	67%	-	61%	18%	26%	54%	39%	43%	31%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	20%	16%	21%	19%	15%	26%	20%	46%	-	17%	3%	5%	23%	19%	19%	16%
	2022	23%	18%	19%	16%	9%	25%	*	40%	-	32%	5%	0%	21%	14%	16%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	85%	87%	79%	88%	*	89%	-	88%	46%	57%	85%	85%	81%	79%
	2022	75%	79%	80%	79%	70%	90%	*	90%	-	79%	34%	57%	84%	73%	75%	74%
At Meets Grade Level or Above	2023	53%	57%	67%	66%	60%	75%	*	74%	-	50%	18%	43%	69%	64%	63%	51%
	2022	53%	53%	60%	53%	48%	72%	*	71%	-	79%	20%	29%	65%	50%	52%	41%
At Masters Grade Level	2023	20%	19%	21%	18%	17%	26%	*	37%	-	25%	5%	0%	21%	21%	20%	13%
	2022	25%	25%	22%	22%	10%	26%	*	48%	-	43%	2%	0%	24%	20%	18%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	81%	82%	74%	85%	*	94%	-	63%	42%	60%	85%	75%	78%	77%
	2022	72%	67%	65%	66%	54%	70%	*	88%	-	75%	32%	33%	70%	58%	60%	46%
At Meets Grade Level or Above	2023	45%	38%	46%	46%	34%	51%	*	82%	-	38%	21%	0%	49%	41%	46%	34%
	2022	42%	31%	33%	31%	20%	38%	*	71%	-	58%	10%	17%	39%	24%	30%	25%
At Masters Grade Level	2023	19%	13%	17%	13%	12%	23%	*	47%	-	13%	0%	0%	17%	17%	18%	18%
	2022	20%	12%	8%	6%	6%	6%	*	29%	-	17%	3%	0%	11%	4%	8%	6%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	94%	93%	91%	94%	*	100%	-	100%	71%	*	94%	94%	91%	94%
	2022	76%	72%	81%	84%	66%	88%	*	100%	-	75%	59%	*	82%	78%	78%	80%
At Meets Grade Level or Above	2023	47%	45%	59%	62%	41%	68%	*	69%	-	75%	35%	*	64%	53%	54%	49%
	2022	47%	40%	53%	54%	32%	67%	*	75%	-	63%	23%	*	62%	40%	52%	36%
At Masters Grade Level	2023	18%	13%	19%	18%	13%	18%	*	54%	-	13%	6%	*	24%	12%	15%	17%
	2022	21%	15%	20%	16%	8%	29%	*	42%	-	38%	5%	*	27%	10%	20%	16%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	75%	78%	80%	76%	70%	-	92%	-	100%	47%	*	74%	84%	74%	65%
	2022	75%	72%	73%	70%	59%	84%	*	80%	-	71%	43%	*	76%	67%	67%	48%
At Meets Grade Level or Above	2023	52%	42%	54%	55%	44%	58%	-	77%	-	40%	18%	*	53%	56%	47%	38%
	2022	50%	40%	45%	37%	36%	62%	*	40%	-	29%	24%	*	48%	40%	38%	13%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	27%	19%	31%	34%	18%	35%	-	54%	-	20%	0%	*	33%	28%	26%	19%
	2022	30%	21%	26%	20%	11%	40%	*	40%	-	29%	14%	*	27%	24%	21%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
7th Graders																	
Reading and Mathematics	2023	37%	38%	44%	37%	41%	60%	*	*	-	-	*	*	49%	40%	37%	19%
	2022	32%	21%	29%	17%	30%	27%	-	*	-	*	0%	*	31%	26%	30%	30%
Reading and Mathematics Including EOC	2023	38%	38%	44%	37%	41%	60%	*	*	-	-	*	*	49%	40%	37%	19%
	2022	33%	21%	29%	17%	30%	27%	-	*	-	*	0%	*	31%	26%	30%	30%
Reading Including EOC	2023	55%	59%	61%	55%	59%	70%	*	*	-	-	*	*	64%	58%	54%	38%
	2022	56%	56%	57%	53%	52%	53%	-	*	-	*	0%	*	61%	48%	45%	50%
Math Including EOC	2023	43%	46%	56%	50%	52%	70%	*	*	-	-	*	*	64%	48%	52%	38%
	2022	37%	21%	32%	20%	35%	27%	-	*	-	*	0%	*	35%	26%	30%	35%
8th Graders																	
Reading and Mathematics	2023	31%	25%	27%	39%	20%	8%	-	*	-	*	0%	*	19%	38%	27%	28%
	2022	27%	25%	30%	27%	9%	44%	*	*	-	60%	22%	*	38%	20%	29%	14%
Reading and Mathematics Including EOC	2023	44%	32%	39%	45%	27%	27%	-	80%	-	*	0%	*	36%	43%	35%	32%
	2022	41%	34%	34%	31%	9%	47%	*	80%	-	60%	22%	*	42%	22%	33%	14%
Reading Including EOC	2023	58%	65%	71%	72%	73%	67%	-	80%	-	*	40%	*	66%	79%	70%	68%
	2022	58%	66%	60%	53%	45%	75%	*	100%	-	60%	44%	*	65%	51%	57%	36%
Math Including EOC	2023	51%	39%	43%	45%	32%	33%	-	100%	-	*	0%	*	42%	46%	40%	47%
	2022	48%	38%	43%	42%	14%	63%	*	80%	-	60%	33%	*	48%	36%	43%	21%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	37%	38%	32%	32%	*	*	-	*	0%	*	34%	39%	32%	24%
	2022	34%	26%	29%	22%	20%	35%	*	71%	-	67%	14%	*	34%	23%	29%	24%
Reading and Mathematics Including EOC	2023	39%	32%	42%	41%	35%	40%	*	88%	-	*	0%	*	42%	41%	36%	26%
	2022	36%	27%	32%	24%	20%	38%	*	78%	-	67%	14%	*	37%	24%	31%	24%
Reading Including EOC	2023	53%	54%	66%	63%	65%	68%	*	88%	-	*	25%	*	65%	67%	62%	54%
	2022	53%	52%	58%	53%	49%	66%	*	89%	-	78%	29%	*	63%	50%	52%	44%
Math Including EOC	2023	47%	40%	50%	48%	43%	48%	*	100%	-	*	13%	*	52%	47%	46%	43%
	2022	43%	33%	38%	32%	24%	47%	*	78%	-	67%	21%	*	42%	32%	37%	29%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 7 ELA/Reading	2023	71%	73%	73%	73%	71%	69%	*	*	-	-	*	*	76%	71%	71%	66%
Grade 7 Mathematics	2023	56%	59%	63%	64%	65%	*	*	-	-	-	*	*	67%	59%	63%	55%
Grade 8 ELA/Reading	2023	63%	58%	57%	53%	61%	61%	-	60%	-	*	*	*	55%	61%	57%	55%
Grade 8 Mathematics	2023	74%	76%	73%	77%	64%	80%	-	*	-	*	*	*	78%	67%	75%	75%
End of Course English I	2023	57%	68%	68%	64%	59%	78%	*	86%	-	*	35%	-	71%	63%	64%	59%
End of Course English II	2023	74%	88%	91%	93%	95%	84%	-	83%	-	*	71%	*	91%	90%	90%	86%
End of Course Algebra I	2023	76%	81%	89%	85%	94%	88%	*	94%	-	*	65%	-	94%	80%	91%	84%
All Grades Both Subjects	2023	64%	67%	74%	72%	72%	76%	*	84%	-	81%	50%	67%	77%	70%	72%	68%
All Grades ELA/Reading	2023	63%	67%	72%	69%	72%	75%	*	81%	-	79%	46%	70%	73%	70%	69%	63%
All Grades Mathematics	2023	66%	66%	77%	76%	73%	79%	*	88%	-	83%	56%	*	82%	69%	77%	73%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 7 ELA/Reading	2023	39%	43%	36%	20%	50%	*	-	-	-	-	*	*	38%	33%	30%	57%
Grade 7 Mathematics	2023	22%	28%	22%	44%	0%	*	-	-	-	-	*	*	33%	17%	17%	*
Grade 8 ELA/Reading	2023	39%	52%	38%	60%	*	-	-	-	-	-	*	*	20%	*	43%	*
Grade 8 Mathematics	2023	49%	65%	57%	55%	58%	*	-	*	-	-	*	*	65%	38%	50%	67%
End of Course English I	2023	26%	41%	33%	*	*	*	-	*	-	*	29%	-	*	38%	40%	*
End of Course English II	2023	41%	65%	73%	*	86%	*	-	*	-	*	80%	*	80%	70%	71%	*
End of Course Algebra I	2023	58%	86%	84%	88%	80%	*	-	-	-	*	33%	-	94%	71%	94%	88%
All Grades Both Subjects	2023	38%	54%	55%	59%	50%	46%	-	*	-	80%	35%	50%	62%	48%	53%	51%
All Grades ELA/Reading	2023	35%	55%	47%	41%	48%	60%	-	*	-	*	40%	*	41%	52%	45%	36%
All Grades Mathematics	2023	40%	54%	60%	68%	52%	38%	-	*	-	*	27%	*	72%	44%	58%	62%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	84%	-	-	-	-	-	-	78%	75%	79%	-	-	85%	78%	82%
	2022	74%	73%	75%	-	-	-	-	-	-	55%	100%	51%	-	-	77%	55%	69%
At Meets Grade Level or Above	2023	49%	47%	57%	-	-	-	-	-	-	37%	34%	39%	-	-	60%	38%	50%
	2022	48%	42%	48%	-	-	-	-	-	-	23%	60%	21%	-	-	52%	23%	38%
At Masters Grade Level	2023	20%	16%	21%	-	-	-	-	-	-	7%	6%	7%	-	-	22%	7%	27%
	2022	23%	18%	19%	-	-	-	-	-	-	4%	0%	4%	-	-	20%	4%	14%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	85%	-	-	-	-	-	-	73%	67%	76%	-	-	86%	73%	87%
	2022	75%	79%	80%	-	-	-	-	-	-	71%	*	69%	-	-	81%	71%	77%
At Meets Grade Level or Above	2023	53%	57%	67%	-	-	-	-	-	-	45%	42%	48%	-	-	70%	45%	57%
	2022	53%	53%	60%	-	-	-	-	-	-	36%	*	31%	-	-	63%	36%	47%
At Masters Grade Level	2023	20%	19%	21%	-	-	-	-	-	-	9%	8%	10%	-	-	23%	9%	17%
	2022	25%	25%	22%	-	-	-	-	-	-	7%	*	8%	-	-	24%	7%	17%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	81%	-	-	-	-	-	-	79%	79%	79%	-	-	82%	78%	75%
	2022	72%	67%	65%	-	-	-	-	-	-	45%	-	45%	-	-	69%	45%	46%
At Meets Grade Level or Above	2023	45%	38%	46%	-	-	-	-	-	-	27%	29%	26%	-	-	49%	28%	42%
	2022	42%	31%	33%	-	-	-	-	-	-	23%	-	23%	-	-	35%	23%	27%
At Masters Grade Level	2023	19%	13%	17%	-	-	-	-	-	-	9%	7%	11%	-	-	17%	9%	29%
	2022	20%	12%	8%	-	-	-	-	-	-	5%	-	5%	-	-	8%	5%	8%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	94%	-	-	-	-	-	-	95%	*	94%	-	-	94%	95%	93%
	2022	76%	72%	81%	-	-	-	-	-	-	64%	*	60%	-	-	81%	64%	93%
At Meets Grade Level or Above	2023	47%	45%	59%	-	-	-	-	-	-	48%	*	47%	-	-	62%	48%	50%
	2022	47%	40%	53%	-	-	-	-	-	-	9%	*	10%	-	-	56%	9%	57%
At Masters Grade Level	2023	18%	13%	19%	-	-	-	-	-	-	0%	*	0%	-	-	19%	0%	43%
	2022	21%	15%	20%	-	-	-	-	-	-	0%	*	0%	-	-	21%	0%	29%
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	75%	78%	-	-	-	-	-	-	58%	*	60%	-	-	80%	58%	71%
	2022	75%	72%	73%	-	-	-	-	-	-	25%	*	10%	-	-	76%	25%	73%
At Meets Grade Level or Above	2023	52%	42%	54%	-	-	-	-	-	-	25%	*	30%	-	-	57%	25%	50%
	2022	50%	40%	45%	-	-	-	-	-	-	8%	*	0%	-	-	50%	8%	18%

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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 Masters Grade Level	2023	27%	19%	31%	-	-	-	-	-	-	8%	*	10%	-	-	33%	8%	29%
	2022	30%	21%	26%	-	-	-	-	-	-	0%	*	0%	-	-	30%	0%	0%
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	74%	-	-	-	-	-	-	66%	67%	65%	-	-	76%	66%	70%
All Grades ELA/Reading	2023	63%	67%	72%	-	-	-	-	-	-	59%	63%	58%	-	-	74%	59%	67%
All Grades Mathematics	2023	66%	66%	77%	-	-	-	-	-	-	73%	71%	74%	-	-	78%	73%	75%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	55%	-	-	-	-	-	-	48%	40%	53%	-	-	56%	48%	60%
All Grades ELA/Reading	2023	35%	55%	47%	-	-	-	-	-	-	20%	20%	20%	-	-	51%	20%	*
All Grades Mathematics	2023	40%	54%	60%	-	-	-	-	-	-	67%	60%	70%	-	-	59%	67%	50%

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	99%	99%	98%	100%	100%	-	97%	97%	100%	99%	99%	100%	99%
Included in Accountability	93%	96%	96%	97%	95%	95%	100%	99%	-	97%	91%	100%	99%	93%	98%	95%
Not Included in Accountability: Mobile	4%	3%	2%	2%	4%	2%	0%	0%	-	0%	6%	0%	0%	5%	1%	3%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	1%	0%	0%	1%	-	0%	1%	0%	0%	1%	1%	2%
Not Tested	1%	1%	1%	1%	1%	2%	0%	0%	-	3%	3%	0%	1%	1%	0%	1%
Absent	1%	1%	0%	0%	0%	0%	0%	0%	-	3%	0%	0%	1%	0%	0%	1%
Other	0%	0%	1%	0%	1%	1%	0%	0%	-	0%	3%	0%	1%	1%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	98%	99%	* 100%	-	89%	98%	100%	99%	99%	99%	99%	99%
Included in Accountability	92%	95%	95%	99%	91%	95%	* 96%	-	89%	91%	100%	98%	92%	96%	89%	
Not Included in Accountability: Mobile	4%	3%	3%	1%	5%	3%	* 0%	-	0%	5%	0%	0%	6%	1%	4%	
Not Included in Accountability: Other Exclusions	3%	1%	1%	0%	2%	1%	* 4%	-	0%	2%	0%	0%	2%	2%	6%	
Not Tested	1%	1%	1%	0%	2%	1%	* 0%	-	11%	2%	0%	1%	1%	1%	1%	
Absent	1%	0%	1%	0%	1%	0%	* 0%	-	11%	0%	0%	1%	0%	1%	1%	
Other	0%	0%	1%	0%	1%	1%	* 0%	-	0%	2%	0%	0%	1%	0%	0%	
Mathematics																
Assessment Participant	99%	99%	99%	100%	99%	98%	* 100%	-	100%	96%	100%	99%	99%	100%	100%	100%
Included in Accountability	94%	96%	97%	98%	94%	96%	* 100%	-	100%	89%	100%	99%	94%	100%	98%	
Not Included in Accountability: Mobile	5%	4%	2%	2%	5%	2%	* 0%	-	0%	7%	0%	0%	5%	0%	2%	
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	
Not Tested	1%	1%	1%	0%	1%	2%	* 0%	-	0%	4%	0%	1%	1%	0%	0%	
Absent	1%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	0%	0%	0%	0%	0%	
Other	0%	0%	1%	0%	1%	2%	* 0%	-	0%	4%	0%	1%	1%	0%	0%	
Science																
Assessment Participant	99%	99%	98%	99%	100%	94%	* 100%	-	100%	95%	* 98%	99%	100%	100%	100%	
Included in Accountability	93%	96%	97%	96%	98%	94%	* 100%	-	100%	89%	* 98%	95%	99%	97%		
Not Included in Accountability: Mobile	4%	2%	2%	3%	2%	0%	* 0%	-	0%	5%	* 0%	4%	1%	3%		
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	* 0%	-	0%	0%	* 0%	0%	0%	0%		
Not Tested	1%	1%	2%	1%	0%	6%	* 0%	-	0%	5%	* 2%	1%	0%	0%		

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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%	1%	1%	1%	0%	3%	*	0%	-	0%	0%	*	1%	1%	0%	0%
Other	0%	0%	1%	0%	0%	3%	*	0%	-	0%	5%	*	1%	0%	0%	0%
Social Studies																
Assessment Participant	99%	99%	99%	98%	100%	100%	-	100%	-	100%	100%	*	100%	98%	100%	100%
Included in Accountability	94%	97%	97%	95%	100%	95%	-	100%	-	100%	94%	*	99%	94%	100%	100%
Not Included in Accountability: Mobile	4%	2%	2%	3%	0%	5%	-	0%	-	0%	6%	*	1%	5%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	2%	0%	0%	-	0%	-	0%	0%	*	0%	2%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	1%	2%	0%	0%	-	0%	-	0%	0%	*	0%	2%	0%	0%
Accelerated Testers																
SAT/ACT Participant	93%	93%	100%	*	*	100%	-	*	-	-	-	-	100%	*	100%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	*	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	96%	93%	95%	100%	*	98%	-	100%	99%	100%	96%	96%	98%	94%
Not Included in Accountability: Mobile	5%	3%	3%	5%	4%	0%	*	0%	-	0%	0%	0%	3%	3%	2%	2%
Not Included in Accountability: Other Exclusions	1%	0%	1%	0%	1%	0%	*	2%	-	0%	1%	0%	1%	0%	1%	4%
Not Tested	1%	0%	0%	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Absent	1%	0%	0%	1%	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%	99%	98%	100%	100%	*	100%	-	100%	100%	100%	100%	99%	100%	100%
Included in Accountability	92%	96%	95%	92%	92%	100%	*	95%	-	100%	98%	100%	94%	96%	96%	88%
Not Included in Accountability: Mobile	5%	3%	3%	5%	4%	0%	*	0%	-	0%	0%	0%	3%	3%	2%	3%
Not Included in Accountability: Other Exclusions	2%	1%	2%	1%	4%	0%	*	5%	-	0%	2%	0%	3%	0%	2%	9%
Not Tested	1%	0%	1%	2%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	0%	1%	0%	0%	*	0%	-	0%	0%	0%	0%	1%	0%	0%
Mathematics																
Assessment Participant	99%	100%	100%	99%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%
Included in Accountability	93%	96%	96%	94%	95%	100%	*	100%	-	100%	100%	100%	96%	96%	97%	96%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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: Mobile	5%	3%	4%	6%	5%	0%	*	0%	-	0%	0%	0%	3%	4%	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%	1%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%
Absent	1%	0%	0%	1%	0%	0%	*	0%	-	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	99%	99%	100%	100%	*	100%	-	100%	100%	*	99%	100%	100%	100%
Included in Accountability	93%	97%	97%	94%	98%	100%	*	100%	-	100%	100%	*	97%	97%	100%	100%
Not Included in Accountability: Mobile	4%	3%	2%	4%	2%	0%	*	0%	-	0%	0%	*	2%	3%	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%	1%	1%	0%	0%	*	0%	-	0%	0%	*	1%	0%	0%	0%
Absent	1%	0%	1%	1%	0%	0%	*	0%	-	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	*	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	100%	100%	100%	100%	*	100%	-	100%	100%	*	100%	100%	100%	100%
Included in Accountability	94%	97%	96%	94%	98%	98%	*	100%	-	100%	100%	*	97%	96%	99%	100%
Not Included in Accountability: Mobile	4%	3%	4%	6%	2%	2%	*	0%	-	0%	0%	*	3%	4%	1%	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%
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%
Accelerated Testers																
SAT/ACT Participant	89%	90%	100%	100%	100%	100%	-	*	-	-	-	-	100%	100%	100%	-

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

- Indicates there are no students in the group.

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	93.6%	94.8%	92.4%	92.6%	*	96.7%	-	94.9%	91.5%	93.3%	94.3%
2020-21	95.0%	96.2%	95.4%	96.9%	93.6%	89.5%	-	*	-	*	96.9%	95.5%	95.2%
Chronic Absenteeism													
2021-22	25.7%	18.1%	22.7%	15.8%	31.7%	26.2%	*	7.4%	-	13.3%	31.3%	24.9%	26.3%
2020-21	15.0%	10.0%	11.9%	5.4%	22.7%	25.0%	-	*	-	*	0.0%	12.5%	20.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	7.7%	0.0%	15.8%	8.0%	-	*	-	*	*	18.8%	0.0%
2020-21	3.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	72.3%	75.0%	63.2%	80.0%	-	*	-	*	*	68.8%	83.3%
2020-21	80.4%	69.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	80.0%	75.0%	78.9%	88.0%	-	*	-	*	*	87.5%	83.3%
2020-21	84.1%	74.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	65	100.0%	117	368,686
By Ethnicity:				
African American	16	24.6%	36	45,227
Hispanic	19	29.2%	41	191,125
White	25	38.5%	33	103,171
American Indian	0	0.0%	0	1,159
Asian	4	6.2%	4	18,794
Pacific Islander	0	0.0%	0	569
Two or More Races	1	1.5%	3	8,641
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	433
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	134
Foundation H.S. Program (No Endorsement)	13	20.0%	26	51,023
Foundation H.S. Program (Endorsement)	5	7.7%	6	14,179
Foundation H.S. Program (DLA)	47	72.3%	85	302,917
Special Education Graduates	3	4.6%	8	32,447
Economically Disadvantaged Graduates	16	24.6%	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	6	9.2%	10	40,398
At-Risk Graduates	13	20.0%	38	159,689

2022-23 College, Career, and Military Readiness (CCMR) (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2021-22	70.0%	39.3%	49.2%	56.3%	57.9%	44.0%	-	*	-	*	*	31.3%	50.0%
2020-21	65.2%	34.6%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2021-22	52.9%	32.5%	44.6%	43.8%	52.6%	44.0%	-	*	-	*	*	25.0%	33.3%
2020-21	52.7%	30.8%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates in English Language Arts (Annual Graduates)													
2021-22	57.1%	47.0%	55.4%	43.8%	52.6%	64.0%	-	*	-	*	*	37.5%	50.0%
2020-21	56.1%	43.8%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates in Mathematics (Annual Graduates)													
2021-22	48.2%	32.5%	49.2%	62.5%	57.9%	40.0%	-	*	-	*	*	25.0%	33.3%
2020-21	45.7%	28.5%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates in Both Subjects (Annual Graduates)													
2021-22	42.2%	25.6%	38.5%	43.8%	47.4%	32.0%	-	*	-	*	*	12.5%	33.3%
2020-21	40.4%	23.1%	-	-	-	-	-	-	-	-	-	-	-
AP / IB Met Criteria in Any Subject (Annual Graduates)													
2021-22	20.5%	7.7%	13.8%	0.0%	15.8%	24.0%	-	*	-	*	*	18.8%	0.0%
2020-21	21.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Associate Degree (Annual Graduates)													
2021-22	2.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
2020-21	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits in Any Subject (Annual Graduates)													
2021-22	24.0%	13.7%	15.4%	12.5%	10.5%	20.0%	-	*	-	*	*	12.5%	0.0%
2020-21	25.9%	13.1%	-	-	-	-	-	-	-	-	-	-	-
Onramps Course Credits (Annual Graduates)													
2021-22	4.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
2020-21	4.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career / Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2021-22	33.5%	7.7%	4.6%	12.5%	5.3%	0.0%	-	*	-	*	*	6.3%	16.7%
2020-21	24.2%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2021-22	28.0%	1.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%

2022-23 College, Career, and Military Readiness (CCMR) (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
2020-21	18.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
2020-21	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2021-22	2.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	*	0.0%	0.0%
2020-21	2.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates Under an Advanced Diploma Plan and Identified as a Current Special Education Student (Annual Graduates)													
2021-22	5.0%	6.0%	4.6%	12.5%	5.3%	0.0%	-	*	-	*	*	6.3%	16.7%
2020-21	4.4%	3.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
TSIA Results (Graduates >= Criterion) (Annual Graduates)														
Reading	2021-22	22.8%	21.4%	20.0%	25.0%	15.8%	16.0%	-	*	-	*	*	18.8%	16.7%
	2020-21	25.9%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	18.7%	11.1%	12.3%	6.3%	10.5%	16.0%	-	*	-	*	*	6.3%	0.0%
	2020-21	19.4%	13.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	12.6%	6.8%	7.7%	6.3%	10.5%	4.0%	-	*	-	*	*	6.3%	0.0%
	2020-21	14.4%	10.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)														
English Language Arts	2021-22	11.7%	6.8%	12.3%	6.3%	26.3%	4.0%	-	*	-	*	*	0.0%	50.0%
	2020-21	8.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	14.0%	14.5%	26.2%	43.8%	47.4%	4.0%	-	*	-	*	*	18.8%	33.3%
	2020-21	10.3%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects	2021-22	7.5%	5.1%	9.2%	6.3%	26.3%	0.0%	-	*	-	*	*	0.0%	33.3%
	2020-21	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)														
All Subjects	2022	23.0%	4.8%	9.0%	3.1%	7.7%	11.9%	-	14.3%	-	*	0.0%	9.5%	0.0%
	2021	21.1%	5.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	13.2%	3.6%	7.4%	3.1%	5.1%	9.5%	-	14.3%	-	*	0.0%	9.5%	0.0%
	2021	12.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	6.9%	1.6%	2.5%	0.0%	2.6%	4.8%	-	0.0%	-	*	0.0%	0.0%	0.0%
	2021	6.1%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	9.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
	2021	8.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2022	12.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	0.0%	0.0%	0.0%
	2021	11.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Examinees >= Criterion) (Grades 11-12)														
All Subjects	2022	53.3%	58.3%	63.6%	*	*	80.0%	-	*	-	*	-	*	-
	2021	48.6%	42.9%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2022	53.2%	66.7%	66.7%	*	*	*	-	*	-	*	-	*	-
	2021	42.7%	50.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2022	50.4%	*	*	-	*	*	-	-	-	-	-	-	-
	2021	49.4%	16.7%	-	-	-	-	-	-	-	-	-	-	-
Science	2022	44.7%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	41.4%	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 CCMR-Related Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Social Studies	2022	41.9%	-	-	-	-	-	-	-	-	-	-	-	-
	2021	42.2%	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT Results (Annual Graduates)														
Tested	2021-22	71.5%	94.0%	100.0%	100.0%	100.0%	100.0%	-	*	-	*	*	100.0%	100.0%
	2020-21	70.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
At/Above Criterion for All Examinees	2021-22	32.1%	14.5%	21.1%	23.5%	9.1%	29.6%	-	*	-	*	*	5.0%	0.0%
	2020-21	32.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Average SAT Score (Annual Graduates)														
All Subjects	2021-22	1001	909	933	898	883	993	-	*	-	*	*	895	797
	2020-21	1002	968	-	-	-	-	-	-	-	-	-	-	-
English Language Arts and Writing	2021-22	506	464	471	446	447	504	-	*	-	*	*	450	388
	2020-21	504	503	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	496	445	462	452	436	489	-	*	-	*	*	445	408
	2020-21	498	464	-	-	-	-	-	-	-	-	-	-	-
Average ACT Score (Annual Graduates)														
All Subjects	2021-22	19.5	16.5	16.7	16.1	15.3	18.8	-	*	-	*	*	15.9	13.0
	2020-21	20.0	16.3	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	19.2	16.1	16.4	16.0	14.7	18.4	-	*	-	*	*	15.6	11.9
	2020-21	19.6	15.7	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.3	16.5	16.7	15.9	15.8	18.2	-	*	-	*	*	15.8	14.2
	2020-21	19.9	16.2	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	19.8	16.6	16.8	15.7	15.1	19.3	-	*	-	*	*	15.8	13.3
	2020-21	20.3	17.1	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.4%	40.4%	32.9%	41.6%	45.7%	-	35.3%	-	60.0%	34.6%	37.6%	46.2%
	2020-21	42.5%	37.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	16.6%	6.6%	8.1%	2.5%	6.6%	12.8%	-	11.8%	-	20.0%	0.0%	8.4%	0.0%
	2020-21	16.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.9%	15.7%	13.0%	6.7%	11.7%	18.0%	-	25.0%	-	0.0%	0.0%	11.3%	7.7%
	2020-21	19.3%	14.8%	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	21.1%	22.1%	29.0%	23.7%	30.1%	30.8%	-	29.4%	-	60.0%	15.4%	25.0%	46.2%
	2020-21	20.6%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2021-22	22.8%	3.6%	1.5%	0.0%	1.3%	2.2%	-	5.9%	-	0.0%	0.0%	0.9%	0.0%
	2020-21	22.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.2%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	46.1%	51.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	462	100.0%	2,874	5,504,150	462	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	9.1%	4.4%	0	0.0%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	3.4%	0.7%	0	0.0%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	5.7%	3.7%	0	0.0%	5.7%	3.7%
Kindergarten	0	0.0%	8.6%	6.7%	0	0.0%	8.6%	6.7%
Grade 1	0	0.0%	8.6%	7.2%	0	0.0%	8.6%	7.2%
Grade 2	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 3	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.1%
Grade 4	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 5	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	82	17.7%	7.0%	7.4%	82	17.7%	7.0%	7.4%
Grade 8	81	17.5%	7.9%	7.7%	81	17.5%	7.9%	7.7%
Grade 9	100	21.6%	6.6%	8.7%	100	21.6%	6.6%	8.7%
Grade 10	80	17.3%	5.1%	7.9%	80	17.3%	5.1%	7.9%
Grade 11	76	16.5%	4.8%	7.0%	76	16.5%	4.8%	7.0%
Grade 12	43	9.3%	3.7%	6.6%	43	9.3%	3.7%	6.6%
Ethnic Distribution:								
African American	173	37.4%	44.4%	12.8%	173	37.4%	44.4%	12.8%
Hispanic	123	26.6%	31.0%	53.0%	123	26.6%	31.0%	52.9%
White	118	25.5%	15.8%	25.6%	118	25.5%	15.8%	25.7%
American Indian	2	0.4%	0.2%	0.3%	2	0.4%	0.2%	0.3%
Asian	32	6.9%	5.2%	5.1%	32	6.9%	5.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	14	3.0%	3.3%	3.0%	14	3.0%	3.3%	3.0%
Sex:								
Female	218	47.2%	52.2%	48.8%	218	47.2%	52.2%	48.8%
Male	244	52.8%	47.8%	51.2%	244	52.8%	47.8%	51.2%
Economically Disadvantaged	249	53.9%	59.5%	62.1%	249	53.9%	59.5%	62.0%
Non-Educationally Disadvantaged	213	46.1%	40.5%	37.9%	213	46.1%	40.5%	38.0%
Section 504 Students	33	7.1%	4.4%	7.4%	33	7.1%	4.4%	7.4%
EB Students/EL	40	8.7%	13.6%	23.1%	40	8.7%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	9	1.9%	2.2%	5.5%	9	1.9%	2.2%	5.5%
Foster Care	2	0.4%	0.3%	0.2%	2	0.4%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	462	100.0%	100.0%	64.6%	462	100.0%	100.0%	64.6%
Military Connected	0	0.0%	0.3%	3.6%	0	0.0%	0.3%	3.6%
At-Risk	158	34.2%	39.5%	53.3%	158	34.2%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	40	8.7%	12.2%	23.2%	40	8.7%	12.2%	23.2%
Career and Technical Education	393	85.1%	29.2%	26.5%	393	85.1%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	237	79.3%	81.8%	72.3%	237	79.3%	81.8%	72.2%
Gifted and Talented Education	45	9.7%	5.6%	8.2%	45	9.7%	5.6%	8.2%
Special Education	41	8.9%	5.6%	12.6%	41	8.9%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	41							
By Type of Primary Disability								
Students with Intellectual Disabilities	25	61.0%	41.9%	44.1%				
Students with Physical Disabilities	5	12.2%	30.0%	20.0%				
Students with Autism	5	12.2%	15.6%	15.5%				
Students with Behavioral Disabilities	6	14.6%	12.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	76	14.9%	16.1%	16.8%				
By Ethnicity:								
African American	31	6.1%	7.1%	3.3%				
Hispanic	24	4.7%	5.0%	8.7%				
White	18	3.5%	3.1%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	0.2%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	2	0.4%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	7	14.3%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	5	13.2%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	25	11.0%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	119	29.3%	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.9%	1.5%	-	7.7%	4.5%
Grade 1	-	0.9%	2.5%	-	11.8%	3.6%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	1.9%	0.8%	-	9.1%	0.9%
Grade 4	-	2.4%	0.5%	-	0.0%	0.5%
Grade 5	-	1.5%	0.3%	-	0.0%	0.4%
Grade 6	-	1.0%	0.3%	-	0.0%	0.4%
Grade 7	0.0%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 8	1.2%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	0.7%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	20.1	19.1
Grade 2	-	20.0	19.1
Grade 3	-	20.2	19.3
Grade 4	-	18.4	19.4
Grade 5	-	18.5	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	16.9	14.9	16.2
Foreign Languages	9.4	9.8	18.8
Mathematics	14.4	14.6	17.5
Science	13.6	14.2	18.5
Social Studies	13.1	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	40.1	100.0%	100.0%	100.0%
Professional Staff:	35.7	88.9%	63.5%	64.1%
Teachers	33.2	82.7%	49.3%	48.7%
Professional Support	0.5	1.2%	7.9%	10.9%
Campus Administration (School Leadership)	2.0	5.0%	4.2%	3.3%
Educational Aides:	4.4	11.1%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	9.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	22.4	55.9%	44.2%	53.2%
Teachers by Ethnicity:				
African American	5.8	17.6%	23.3%	11.8%
Hispanic	2.9	8.7%	10.2%	29.6%
White	14.2	42.7%	53.8%	54.9%
American Indian	1.3	3.9%	1.0%	0.3%
Asian	8.4	25.4%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.6	1.7%	2.0%	1.2%
Teachers by Sex:				
Males	14.2	42.7%	21.0%	24.4%
Females	19.0	57.3%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	17.1	51.6%	69.4%	72.2%
Masters	11.1	33.4%	26.8%	25.0%
Doctorate	5.0	15.0%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.8	5.5%	16.2%	9.7%
1-5 Years Experience	16.6	50.1%	38.6%	26.3%
6-10 Years Experience	3.3	9.9%	17.6%	20.5%
11-20 Years Experience	8.0	24.0%	17.0%	27.2%
21-30 Years Experience	2.5	7.4%	7.1%	13.3%
Over 30 Years Experience	1.0	3.0%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	13.9	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.5	2.1	6.1
Average Years Experience of Principals with District	1.5	2.0	5.3
Average Years Experience of Assistant Principals	0.0	3.7	5.2
Average Years Experience of Assistant Principals with District	0.0	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	8.7	8.1	11.0
Average Years Experience of Teachers with District:	4.0	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$42,442	\$45,083	\$53,300
1-5 Years Experience	\$48,632	\$46,919	\$56,516
6-10 Years Experience	\$55,441	\$49,749	\$59,732
11-20 Years Experience	\$62,268	\$58,916	\$63,389
21-30 Years Experience	\$58,127	\$63,863	\$67,876
Over 30 Years Experience	\$67,718	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$53,519	\$51,120	\$60,717
Professional Support	\$80,858	\$67,269	\$72,022
Campus Administration (School Leadership)	\$69,500	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	5.9%
Career and Technical Education	0.0	0.0%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	1.3%	1.7%
Regular Education	29.6	89.2%	86.9%	70.6%
Special Education	1.9	5.7%	6.2%	9.7%
Other	1.7	5.1%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH

Campus Number: 220817004

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	76%	83%	92%	92%	88%	*	-	*	-	*	*	-	87%	100%	90%	67%
	2022	76%	74%	88%	92%	*	*	-	-	-	*	*	*	92%	*	92%	-
At Meets Grade Level or Above	2023	50%	49%	63%	67%	38%	*	-	*	-	*	*	-	53%	78%	60%	33%
	2022	51%	47%	50%	50%	*	*	-	-	-	*	*	*	42%	*	54%	-
At Masters Grade Level	2023	20%	19%	25%	25%	13%	*	-	*	-	*	*	-	27%	22%	25%	0%
	2022	30%	26%	25%	17%	*	*	-	-	-	*	*	*	8%	*	23%	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	71%	75%	50%	*	-	*	-	*	*	-	67%	78%	70%	33%
	2022	71%	74%	88%	83%	*	*	-	-	-	*	*	*	92%	*	92%	-
At Meets Grade Level or Above	2023	45%	45%	46%	42%	38%	*	-	*	-	*	*	-	47%	44%	40%	33%
	2022	43%	35%	25%	17%	*	*	-	-	-	*	*	*	25%	*	23%	-
At Masters Grade Level	2023	19%	15%	8%	8%	0%	*	-	*	-	*	*	-	7%	11%	0%	17%
	2022	21%	13%	0%	0%	*	*	-	-	-	*	*	*	0%	*	0%	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	87%	82%	*	*	-	-	-	*	*	*	90%	80%	92%	*
	2022	77%	77%	75%	82%	*	*	-	-	-	*	-	*	75%	75%	73%	*
At Meets Grade Level or Above	2023	48%	42%	7%	0%	*	*	-	-	-	*	*	*	0%	20%	8%	*
	2022	54%	47%	45%	64%	*	*	-	-	-	*	-	*	50%	42%	55%	*
At Masters Grade Level	2023	22%	16%	7%	0%	*	*	-	-	-	*	*	*	0%	20%	8%	*
	2022	28%	21%	25%	45%	*	*	-	-	-	*	-	*	38%	17%	27%	*
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	55%	53%	45%	*	*	-	-	-	*	*	*	50%	60%	50%	*
	2022	70%	54%	55%	55%	*	*	-	-	-	*	-	*	63%	50%	45%	*
At Meets Grade Level or Above	2023	48%	31%	20%	18%	*	*	-	-	-	*	*	*	20%	20%	17%	*
	2022	43%	21%	25%	36%	*	*	-	-	-	*	-	*	38%	17%	27%	*
At Masters Grade Level	2023	22%	13%	0%	0%	*	*	-	-	-	*	*	*	0%	0%	0%	*
	2022	23%	9%	10%	18%	*	*	-	-	-	*	-	*	25%	0%	0%	*
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	81%	90%	100%	100%	*	*	-	*	-	*	-	-	100%	100%	100%	*
	2022	81%	80%	86%	71%	100%	-	-	-	-	*	*	-	89%	80%	89%	*
At Meets Grade Level or Above	2023	57%	54%	36%	50%	*	*	-	*	-	*	-	-	50%	17%	40%	*
	2022	58%	52%	43%	14%	60%	-	-	-	-	*	*	-	44%	40%	44%	*
At Masters Grade Level	2023	28%	24%	0%	0%	*	*	-	*	-	*	-	-	0%	0%	0%	*
	2022	36%	27%	21%	14%	40%	-	-	-	-	*	*	-	22%	20%	22%	*
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	93%	100%	*	*	-	*	-	*	-	-	100%	83%	100%	*
	2022	77%	79%	64%	57%	60%	-	-	-	-	*	*	-	67%	60%	56%	*
At Meets Grade Level or Above	2023	51%	49%	43%	38%	*	*	-	*	-	*	-	-	63%	17%	40%	*
	2022	48%	41%	21%	0%	40%	-	-	-	-	*	*	-	11%	40%	11%	*
At Masters Grade Level	2023	21%	17%	7%	13%	*	*	-	*	-	*	-	-	13%	0%	0%	*
	2022	25%	17%	14%	0%	20%	-	-	-	-	*	*	-	11%	20%	0%	*
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	65%	43%	50%	*	*	-	*	-	*	-	-	38%	50%	40%	*
	2022	66%	56%	36%	29%	20%	-	-	-	-	*	*	-	44%	20%	22%	*
At Meets Grade Level or Above	2023	36%	28%	7%	0%	*	*	-	*	-	*	-	-	0%	17%	0%	*
	2022	38%	27%	7%	0%	20%	-	-	-	-	*	*	-	0%	20%	0%	*
At Masters Grade Level	2023	16%	9%	0%	0%	*	*	-	*	-	*	-	-	0%	0%	0%	*
	2022	18%	10%	0%	0%	0%	-	-	-	-	*	*	-	0%	0%	0%	*
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	91%	87%	83%	86%	-	-	-	-	*	*	*	78%	100%	88%	*
	2022	70%	79%	75%	75%	60%	*	-	-	-	-	*	*	80%	73%	67%	*
At Meets Grade Level or Above	2023	52%	56%	47%	33%	57%	-	-	-	-	*	*	*	33%	67%	50%	*
	2022	43%	42%	35%	33%	20%	*	-	-	-	-	*	*	80%	20%	42%	*
At Masters Grade Level	2023	22%	18%	0%	0%	0%	-	-	-	-	*	*	*	0%	0%	0%	*
	2022	23%	22%	25%	25%	0%	*	-	-	-	-	*	*	40%	20%	25%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	73%	83%	57%	-	-	-	-	*	*	*	67%	83%	63%	*
	2022	73%	73%	75%	58%	100%	*	-	-	-	-	*	*	60%	80%	58%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	40%	29%	13%	0%	14%	-	-	-	-	*	*	*	11%	17%	0%	*
	2022	39%	39%	25%	25%	0%	*	-	-	-	-	*	*	20%	27%	25%	*
At Masters Grade Level	2023	16%	9%	0%	0%	0%	-	-	-	-	*	*	*	0%	0%	0%	*
	2022	16%	18%	5%	8%	0%	*	-	-	-	-	*	*	0%	7%	8%	*
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	84%	80%	67%	*	*	-	-	-	-	*	*	67%	*	60%	*
	2022	80%	86%	63%	60%	*	*	-	-	-	*	*	*	83%	50%	55%	*
At Meets Grade Level or Above	2023	55%	59%	60%	67%	*	*	-	-	-	-	*	*	50%	*	60%	*
	2022	56%	57%	44%	40%	*	*	-	-	-	*	*	*	50%	40%	36%	*
At Masters Grade Level	2023	27%	29%	30%	33%	*	*	-	-	-	-	*	*	17%	*	40%	*
	2022	37%	36%	44%	40%	*	*	-	-	-	*	*	*	50%	40%	36%	*
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	38%	*	*	*	-	-	-	-	*	*	20%	*	*	*
	2022	61%	44%	27%	14%	*	-	-	-	-	-	*	-	*	33%	22%	*
At Meets Grade Level or Above	2023	37%	33%	25%	*	*	*	-	-	-	-	*	*	0%	*	*	*
	2022	31%	15%	0%	0%	*	-	-	-	-	-	*	-	*	0%	0%	*
At Masters Grade Level	2023	11%	7%	0%	*	*	*	-	-	-	-	*	*	0%	*	*	*
	2022	13%	4%	0%	0%	*	-	-	-	-	-	*	-	*	0%	0%	*
Grade 8 Reading																	
At Approaches Grade Level or Above	2023	83%	91%	100%	100%	*	-	-	-	-	*	*	-	*	100%	100%	*
	2022	83%	92%	93%	100%	86%	*	-	-	-	-	-	-	100%	90%	88%	83%
At Meets Grade Level or Above	2023	58%	65%	55%	57%	*	-	-	-	-	*	*	-	*	43%	40%	*
	2022	58%	65%	47%	50%	29%	*	-	-	-	-	-	-	40%	50%	25%	33%
At Masters Grade Level	2023	28%	22%	27%	14%	*	-	-	-	-	*	*	-	*	14%	0%	*
	2022	37%	45%	40%	33%	29%	*	-	-	-	-	-	-	40%	40%	13%	33%
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	81%	77%	67%	*	-	-	-	-	*	*	-	60%	88%	67%	*
	2022	71%	73%	55%	67%	29%	*	-	-	-	*	-	*	44%	64%	40%	33%
At Meets Grade Level or Above	2023	46%	43%	46%	33%	*	-	-	-	-	*	*	-	60%	38%	17%	*
	2022	40%	34%	0%	0%	0%	*	-	-	-	*	-	*	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	17%	13%	8%	11%	*	-	-	-	-	*	*	-	20%	0%	0%	*
	2022	14%	6%	0%	0%	0%	*	-	-	-	*	-	*	0%	0%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	82%	55%	43%	*	-	-	-	-	*	*	-	*	57%	20%	*
	2022	74%	78%	53%	67%	29%	*	-	-	-	-	-	-	60%	50%	38%	33%
At Meets Grade Level or Above	2023	47%	48%	36%	14%	*	-	-	-	-	*	*	-	*	29%	0%	*
	2022	45%	48%	33%	17%	29%	*	-	-	-	-	-	-	40%	30%	25%	33%
At Masters Grade Level	2023	17%	13%	18%	14%	*	-	-	-	-	*	*	-	*	0%	0%	*
	2022	24%	21%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	62%	45%	43%	*	-	-	-	-	*	*	-	*	29%	20%	*
	2022	61%	57%	60%	50%	57%	*	-	-	-	-	-	-	80%	50%	50%	67%
At Meets Grade Level or Above	2023	33%	21%	18%	14%	*	-	-	-	-	*	*	-	*	0%	0%	*
	2022	31%	17%	13%	0%	14%	*	-	-	-	-	-	-	20%	10%	13%	17%
At Masters Grade Level	2023	16%	8%	9%	14%	*	-	-	-	-	*	*	-	*	0%	0%	*
	2022	18%	6%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	75%	72%	69%	100%	-	80%	-	94%	38%	100%	72%	79%	70%	68%
	2022	74%	73%	67%	66%	55%	95%	-	-	-	90%	23%	75%	72%	63%	61%	53%
At Meets Grade Level or Above	2023	49%	47%	36%	30%	31%	82%	-	60%	-	56%	13%	25%	36%	36%	30%	37%
	2022	48%	42%	28%	26%	21%	55%	-	-	-	40%	5%	13%	30%	26%	27%	20%
At Masters Grade Level	2023	20%	16%	9%	9%	3%	27%	-	20%	-	17%	0%	0%	11%	7%	6%	5%
	2022	23%	18%	14%	15%	10%	25%	-	-	-	15%	5%	0%	15%	14%	11%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	91%	88%	92%	100%	-	*	-	100%	60%	*	87%	97%	89%	88%
	2022	75%	79%	79%	79%	69%	100%	-	-	-	89%	40%	*	87%	73%	77%	62%
At Meets Grade Level or Above	2023	53%	57%	45%	44%	36%	80%	-	*	-	57%	20%	*	40%	51%	44%	35%
	2022	53%	53%	44%	43%	35%	63%	-	-	-	56%	10%	*	49%	39%	44%	31%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	20%	19%	15%	12%	8%	60%	-	*	-	29%	0%	*	13%	16%	15%	6%
	2022	25%	25%	30%	29%	23%	63%	-	-	-	22%	10%	*	29%	30%	25%	23%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	70%	68%	56%	100%	-	*	-	100%	30%	*	63%	78%	64%	59%
	2022	72%	67%	62%	59%	54%	88%	-	-	-	89%	10%	*	64%	61%	55%	54%
At Meets Grade Level or Above	2023	45%	38%	34%	26%	28%	80%	-	*	-	57%	10%	*	35%	32%	24%	41%
	2022	42%	31%	17%	16%	8%	38%	-	-	-	33%	0%	*	18%	16%	16%	8%
At Masters Grade Level	2023	19%	13%	4%	6%	0%	0%	-	*	-	0%	0%	*	6%	3%	0%	6%
	2022	20%	12%	5%	5%	4%	0%	-	-	-	11%	0%	*	7%	4%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	48%	47%	40%	*	-	*	-	*	*	-	42%	54%	30%	*
	2022	76%	72%	45%	46%	25%	*	-	-	-	*	*	-	50%	40%	29%	25%
At Meets Grade Level or Above	2023	47%	45%	20%	7%	40%	*	-	*	-	*	*	-	17%	23%	0%	*
	2022	47%	40%	21%	8%	25%	*	-	-	-	*	*	-	14%	27%	12%	25%
At Masters Grade Level	2023	18%	13%	8%	7%	0%	*	-	*	-	*	*	-	17%	0%	0%	*
	2022	21%	15%	0%	0%	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	75%	45%	43%	*	-	-	-	-	*	*	-	*	29%	20%	*
	2022	75%	72%	60%	50%	57%	*	-	-	-	-	-	-	80%	50%	50%	67%
At Meets Grade Level or Above	2023	52%	42%	18%	14%	*	-	-	-	-	*	*	-	*	0%	0%	*
	2022	50%	40%	13%	0%	14%	*	-	-	-	-	-	-	20%	10%	13%	17%
At Masters Grade Level	2023	27%	19%	9%	14%	*	-	-	-	-	*	*	-	*	0%	0%	*
	2022	30%	21%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	33%	42%	33%	38%	*	-	*	-	*	*	-	40%	44%	35%	33%
	2022	36%	28%	7%	0%	*	*	-	-	-	*	*	*	0%	*	9%	-
Reading and Mathematics Including EOC	2023	37%	33%	42%	33%	38%	*	-	*	-	*	*	-	40%	44%	35%	33%
	2022	36%	28%	7%	0%	*	*	-	-	-	*	*	*	0%	*	9%	-
Reading Including EOC	2023	50%	49%	63%	67%	38%	*	-	*	-	*	*	-	53%	78%	60%	33%
	2022	51%	46%	43%	40%	*	*	-	-	-	*	*	*	30%	*	45%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
Math Including EOC	2023	45%	45%	46%	42%	38%	*	-	*	-	*	*	-	47%	44%	40%	33%
	2022	43%	36%	29%	20%	*	*	-	-	-	*	*	*	30%	*	27%	-
4th Graders																	
Reading and Mathematics	2023	38%	25%	7%	0%	*	*	-	-	-	*	*	*	0%	20%	8%	*
	2022	36%	17%	20%	36%	*	*	-	-	-	*	-	*	38%	8%	18%	*
Reading and Mathematics Including EOC	2023	38%	25%	7%	0%	*	*	-	-	-	*	*	*	0%	20%	8%	*
	2022	36%	17%	20%	36%	*	*	-	-	-	*	-	*	38%	8%	18%	*
Reading Including EOC	2023	48%	42%	7%	0%	*	*	-	-	-	*	*	*	0%	20%	8%	*
	2022	54%	47%	45%	64%	*	*	-	-	-	*	-	*	50%	42%	55%	*
Math Including EOC	2023	48%	31%	20%	18%	*	*	-	-	-	*	*	*	20%	20%	17%	*
	2022	43%	21%	25%	36%	*	*	-	-	-	*	-	*	38%	17%	27%	*
5th Graders																	
Reading and Mathematics	2023	43%	37%	14%	13%	*	*	-	*	-	*	-	-	25%	0%	0%	*
	2022	41%	34%	21%	0%	40%	-	-	-	-	*	*	-	11%	40%	11%	*
Reading and Mathematics Including EOC	2023	43%	37%	14%	13%	*	*	-	*	-	*	-	-	25%	0%	0%	*
	2022	41%	34%	21%	0%	40%	-	-	-	-	*	*	-	11%	40%	11%	*
Reading Including EOC	2023	57%	54%	36%	50%	*	*	-	*	-	*	-	-	50%	17%	40%	*
	2022	58%	52%	43%	14%	60%	-	-	-	-	*	*	-	44%	40%	44%	*
Math Including EOC	2023	51%	49%	43%	38%	*	*	-	*	-	*	-	-	63%	17%	40%	*
	2022	48%	41%	21%	0%	40%	-	-	-	-	*	*	-	11%	40%	11%	*
6th Graders																	
Reading and Mathematics	2023	35%	25%	7%	0%	14%	-	-	-	-	*	*	*	0%	17%	0%	*
	2022	31%	28%	15%	17%	0%	*	-	-	-	-	*	*	20%	13%	17%	*
Reading and Mathematics Including EOC	2023	35%	25%	7%	0%	14%	-	-	-	-	*	*	*	0%	17%	0%	*
	2022	31%	28%	15%	17%	0%	*	-	-	-	-	*	*	20%	13%	17%	*
Reading Including EOC	2023	52%	56%	47%	33%	57%	-	-	-	-	*	*	*	33%	67%	50%	*
	2022	43%	42%	35%	33%	20%	*	-	-	-	-	*	*	80%	20%	42%	*
Math Including EOC	2023	40%	29%	13%	0%	14%	-	-	-	-	*	*	*	11%	17%	0%	*
	2022	40%	39%	25%	25%	0%	*	-	-	-	-	*	*	20%	27%	25%	*
7th Graders																	

Texas Education Agency
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NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	37%	38%	30%	33%	*	*	-	-	-	-	*	*	17%	*	20%	*
	2022	32%	21%	0%	0%	*	*	-	-	-	*	*	*	0%	0%	0%	*
Reading and Mathematics Including EOC	2023	38%	38%	30%	33%	*	*	-	-	-	-	*	*	17%	*	20%	*
	2022	33%	21%	0%	0%	*	*	-	-	-	*	*	*	0%	0%	0%	*
Reading Including EOC	2023	55%	59%	60%	67%	*	*	-	-	-	-	*	*	50%	*	60%	*
	2022	56%	56%	44%	40%	*	*	-	-	-	*	*	*	50%	40%	36%	*
Math Including EOC	2023	43%	46%	40%	33%	*	*	-	-	-	-	*	*	17%	*	20%	*
	2022	37%	21%	0%	0%	*	*	-	-	-	*	*	*	0%	0%	0%	*
8th Graders																	
Reading and Mathematics	2023	31%	25%	27%	14%	*	-	-	-	-	*	*	-	*	14%	0%	*
	2022	27%	25%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Reading and Mathematics Including EOC	2023	44%	32%	27%	14%	*	-	-	-	-	*	*	-	*	14%	0%	*
	2022	41%	34%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Reading Including EOC	2023	58%	65%	55%	57%	*	-	-	-	-	*	*	-	*	43%	40%	*
	2022	58%	66%	47%	50%	29%	*	-	-	-	-	-	-	40%	50%	25%	33%
Math Including EOC	2023	51%	39%	36%	14%	*	-	-	-	-	*	*	-	*	29%	0%	*
	2022	48%	38%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	22%	16%	20%	80%	-	*	-	29%	10%	*	21%	24%	16%	24%
	2022	34%	26%	11%	11%	8%	25%	-	-	-	11%	0%	*	12%	11%	10%	8%
Reading and Mathematics Including EOC	2023	39%	32%	22%	16%	20%	80%	-	*	-	29%	10%	*	21%	24%	16%	24%
	2022	36%	27%	11%	11%	8%	25%	-	-	-	11%	0%	*	12%	11%	10%	8%
Reading Including EOC	2023	53%	54%	45%	44%	36%	80%	-	*	-	57%	20%	*	40%	51%	44%	35%
	2022	53%	52%	42%	41%	35%	63%	-	-	-	56%	10%	*	47%	39%	42%	31%
Math Including EOC	2023	47%	40%	34%	26%	28%	80%	-	*	-	57%	10%	*	35%	32%	24%	41%
	2022	43%	33%	17%	16%	8%	38%	-	-	-	33%	0%	*	19%	16%	16%	8%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	21%	5%	*	*	-	-	-	*	*	*	20%	*	27%	*
Grade 4 Mathematics	2023	63%	42%	43%	35%	*	*	-	-	-	*	*	*	30%	*	45%	*
Grade 5 ELA/Reading	2023	65%	71%	54%	31%	*	-	-	*	-	*	-	-	50%	60%	40%	*
Grade 5 Mathematics	2023	71%	83%	65%	69%	*	-	-	*	-	*	-	-	81%	40%	70%	*
Grade 6 ELA/Reading	2023	51%	68%	57%	80%	43%	-	-	-	-	*	*	*	50%	70%	50%	*
Grade 6 Mathematics	2023	54%	52%	61%	80%	50%	-	-	-	-	*	*	*	50%	80%	64%	*
Grade 7 ELA/Reading	2023	71%	73%	67%	50%	*	-	-	-	-	-	*	*	50%	*	60%	*
Grade 7 Mathematics	2023	56%	59%	36%	*	*	-	-	-	-	-	*	*	30%	*	*	*
Grade 8 ELA/Reading	2023	63%	58%	73%	71%	*	-	-	-	-	*	*	-	*	71%	80%	*
Grade 8 Mathematics	2023	74%	76%	86%	88%	*	-	-	-	-	-	*	-	*	81%	75%	*
All Grades Both Subjects	2023	64%	67%	56%	51%	59%	*	-	*	-	73%	50%	69%	49%	67%	52%	75%
All Grades ELA/Reading	2023	63%	67%	52%	42%	62%	*	-	*	-	83%	43%	*	45%	65%	47%	73%
All Grades Mathematics	2023	66%	66%	59%	61%	56%	*	-	*	-	60%	57%	*	53%	69%	58%	77%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	56%	*	*	-	-	-	-	-	*	*	-	*	*	*	-
Grade 4 Mathematics	2023	27%	20%	*	*	*	-	-	-	-	-	*	-	*	*	*	*
Grade 5 ELA/Reading	2023	37%	59%	*	*	*	-	-	-	-	-	-	-	*	*	*	-
Grade 5 Mathematics	2023	48%	64%	*	*	*	-	-	-	-	-	-	-	*	*	*	-
Grade 6 ELA/Reading	2023	26%	62%	*	*	*	-	-	-	-	-	-	-	*	*	*	*
Grade 6 Mathematics	2023	35%	42%	33%	*	*	-	-	-	-	-	*	*	*	*	*	*
Grade 7 ELA/Reading	2023	39%	43%	*	*	*	-	-	-	-	-	*	*	*	*	*	*
Grade 7 Mathematics	2023	22%	28%	*	*	-	-	-	-	-	-	*	*	*	-	*	-
Grade 8 ELA/Reading	2023	39%	52%	100%	*	*	-	-	-	-	-	*	-	*	*	*	*
Grade 8 Mathematics	2023	49%	65%	57%	50%	*	-	-	-	-	-	*	-	*	80%	*	*
All Grades Both Subjects	2023	38%	54%	58%	54%	62%	-	-	-	-	*	20%	*	39%	73%	48%	75%
All Grades ELA/Reading	2023	35%	55%	76%	60%	100%	-	-	-	-	*	40%	*	57%	90%	70%	*
All Grades Mathematics	2023	40%	54%	43%	50%	29%	-	-	-	-	-	0%	*	27%	58%	33%	*

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	75%	-	-	-	-	-	-	68%	-	68%	-	*	76%	68%	-
	2022	74%	73%	67%	-	-	-	-	-	-	55%	-	55%	-	43%	70%	53%	-
At Meets Grade Level or Above	2023	49%	47%	36%	-	-	-	-	-	-	32%	-	32%	-	*	36%	37%	-
	2022	48%	42%	28%	-	-	-	-	-	-	18%	-	18%	-	29%	30%	20%	-
At Masters Grade Level	2023	20%	16%	9%	-	-	-	-	-	-	5%	-	5%	-	*	10%	5%	-
	2022	23%	18%	14%	-	-	-	-	-	-	9%	-	9%	-	0%	16%	8%	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	91%	-	-	-	-	-	-	87%	-	87%	-	*	92%	88%	-
	2022	75%	79%	79%	-	-	-	-	-	-	70%	-	70%	-	*	82%	62%	-
At Meets Grade Level or Above	2023	53%	57%	45%	-	-	-	-	-	-	27%	-	27%	-	*	47%	35%	-
	2022	53%	53%	44%	-	-	-	-	-	-	30%	-	30%	-	*	45%	31%	-
At Masters Grade Level	2023	20%	19%	15%	-	-	-	-	-	-	7%	-	7%	-	*	17%	6%	-
	2022	25%	25%	30%	-	-	-	-	-	-	30%	-	30%	-	*	31%	23%	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	70%	-	-	-	-	-	-	60%	-	60%	-	*	72%	59%	-
	2022	72%	67%	62%	-	-	-	-	-	-	50%	-	50%	-	*	64%	54%	-
At Meets Grade Level or Above	2023	45%	38%	34%	-	-	-	-	-	-	40%	-	40%	-	*	32%	41%	-
	2022	42%	31%	17%	-	-	-	-	-	-	0%	-	0%	-	*	18%	8%	-
At Masters Grade Level	2023	19%	13%	4%	-	-	-	-	-	-	7%	-	7%	-	*	4%	6%	-
	2022	20%	12%	5%	-	-	-	-	-	-	0%	-	0%	-	*	6%	0%	-
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	48%	-	-	-	-	-	-	*	-	*	-	-	48%	*	-
	2022	76%	72%	45%	-	-	-	-	-	-	29%	-	29%	-	*	52%	25%	-
At Meets Grade Level or Above	2023	47%	45%	20%	-	-	-	-	-	-	*	-	*	-	-	14%	*	-
	2022	47%	40%	21%	-	-	-	-	-	-	29%	-	29%	-	*	19%	25%	-
At Masters Grade Level	2023	18%	13%	8%	-	-	-	-	-	-	*	-	*	-	-	10%	*	-
	2022	21%	15%	0%	-	-	-	-	-	-	0%	-	0%	-	*	0%	0%	-
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	75%	45%	-	-	-	-	-	-	*	-	*	-	-	50%	*	-
	2022	75%	72%	60%	-	-	-	-	-	-	67%	-	67%	-	-	56%	67%	-
At Meets Grade Level or Above	2023	52%	42%	18%	-	-	-	-	-	-	*	-	*	-	-	25%	*	-
	2022	50%	40%	13%	-	-	-	-	-	-	17%	-	17%	-	-	11%	17%	-

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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 Masters Grade Level	2023	27%	19%	9%	-	-	-	-	-	-	*	-	*	-	-	13%	*	-
	2022	30%	21%	0%	-	-	-	-	-	-	0%	-	0%	-	-	0%	0%	-
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	56%	-	-	-	-	-	-	75%	-	75%	-	*	52%	75%	-
All Grades ELA/Reading	2023	63%	67%	52%	-	-	-	-	-	-	67%	-	67%	-	*	48%	73%	-
All Grades Mathematics	2023	66%	66%	59%	-	-	-	-	-	-	83%	-	83%	-	*	55%	77%	-
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	58%	-	-	-	-	-	-	71%	-	71%	-	*	53%	75%	-
All Grades ELA/Reading	2023	35%	55%	76%	-	-	-	-	-	-	*	-	*	-	*	69%	*	-
All Grades Mathematics	2023	40%	54%	43%	-	-	-	-	-	-	*	-	*	-	-	42%	*	-

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	87%	85%	87%	85%	-	100%	-	100%	100%	80%	91%	82%	94%	91%
Not Included in Accountability: Mobile	4%	3%	13%	15%	13%	15%	-	0%	-	0%	0%	20%	9%	18%	6%	9%
Not Included in Accountability: Other Exclusions	2%	0%	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%	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%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	95%	87%	86%	86%	83%	-	*	-	100%	100%	80%	90%	84%	96%	89%
Not Included in Accountability: Mobile	4%	3%	13%	14%	14%	17%	-	*	-	0%	0%	20%	10%	16%	4%	11%
Not Included in Accountability: Other Exclusions	3%	1%	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%
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%
Mathematics																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	96%	86%	83%	86%	83%	-	*	-	100%	100%	80%	90%	80%	93%	89%
Not Included in Accountability: Mobile	5%	4%	14%	17%	14%	17%	-	*	-	0%	0%	20%	10%	20%	7%	11%
Not Included in Accountability: Other Exclusions	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%
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%
Science																
Assessment Participant	99%	99%	100%	100%	100%	*	-	*	-	*	*	-	100%	100%	100%	*
Included in Accountability	93%	96%	86%	83%	83%	*	-	*	-	*	*	-	100%	76%	91%	*
Not Included in Accountability: Mobile	4%	2%	14%	17%	17%	*	-	*	-	*	*	-	0%	24%	9%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	*	-	*	-	*	*	-	0%	0%	0%	*
Not Tested	1%	1%	0%	0%	0%	*	-	*	-	*	*	-	0%	0%	0%	*

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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%	1%	0%	0%	0%	*	-	*	-	*	*	-	0%	0%	0%	*
Other	0%	0%	0%	0%	0%	*	-	*	-	*	*	-	0%	0%	0%	*
Social Studies																
Assessment Participant	99%	99%	100%	100%	*	-	-	-	-	*	*	-	*	100%	100%	*
Included in Accountability	94%	97%	92%	88%	*	-	-	-	-	*	*	-	*	88%	83%	*
Not Included in Accountability: Mobile	4%	2%	8%	13%	*	-	-	-	-	*	*	-	*	13%	17%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	*	-	-	-	-	*	*	-	*	0%	0%	*
Not Tested	1%	1%	0%	0%	*	-	-	-	-	*	*	-	*	0%	0%	*
Absent	1%	1%	0%	0%	*	-	-	-	-	*	*	-	*	0%	0%	*
Other	0%	0%	0%	0%	*	-	-	-	-	*	*	-	*	0%	0%	*
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	99%	100%	100%	-	-	-	100%	100%	100%	100%	99%	99%	100%
Included in Accountability	93%	96%	98%	99%	96%	100%	-	-	-	100%	100%	100%	100%	96%	99%	93%
Not Included in Accountability: Mobile	5%	3%	2%	1%	4%	0%	-	-	-	0%	0%	0%	0%	3%	1%	7%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	0%	1%	0%	0%	-	-	-	0%	0%	0%	0%	1%	1%	0%
Absent	1%	0%	0%	1%	0%	0%	-	-	-	0%	0%	0%	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	99%	98%	100%	100%	-	-	-	100%	100%	*	100%	98%	98%	100%
Included in Accountability	92%	96%	98%	98%	96%	100%	-	-	-	100%	100%	*	100%	97%	98%	93%
Not Included in Accountability: Mobile	5%	3%	1%	0%	4%	0%	-	-	-	0%	0%	*	0%	2%	0%	7%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	1%	2%	0%	0%	-	-	-	0%	0%	*	0%	2%	2%	0%
Absent	1%	0%	1%	2%	0%	0%	-	-	-	0%	0%	*	0%	2%	2%	0%
Other	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%
Included in Accountability	93%	96%	98%	98%	96%	100%	-	-	-	100%	100%	*	100%	97%	98%	93%
Not Included in Accountability: Mobile	5%	3%	2%	2%	4%	0%	-	-	-	0%	0%	*	0%	3%	2%	7%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	1%	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%
Absent	1%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	-	-	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	100%	100%	100%	*	-	-	-	*	*	-	100%	100%	100%	100%
Included in Accountability	93%	97%	97%	100%	92%	*	-	-	-	*	*	-	100%	94%	100%	89%
Not Included in Accountability: Mobile	4%	3%	3%	0%	8%	*	-	-	-	*	*	-	0%	6%	0%	11%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	*	*	-	0%	0%	0%	0%
Social Studies																
Assessment Participant	98%	100%	100%	100%	100%	*	-	-	-	-	-	-	100%	100%	100%	100%
Included in Accountability	94%	97%	100%	100%	100%	*	-	-	-	-	-	-	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	3%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	*	-	-	-	-	-	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	93.2%	92.2%	93.6%	96.3%	-	-	-	95.6%	91.3%	93.1%	93.4%
2020-21	95.0%	96.2%	92.7%	92.0%	93.6%	96.7%	-	-	-	92.4%	95.3%	92.2%	95.3%
Chronic Absenteeism													
2021-22	25.7%	18.1%	23.5%	35.0%	11.8%	0.0%	-	-	-	0.0%	27.8%	22.4%	9.5%
2020-21	15.0%	10.0%	28.5%	32.1%	22.5%	9.1%	-	-	-	33.3%	10.5%	31.7%	10.0%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	*	0.0%	0.0%	0.0%
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	*	-	-	-	-	-	0.0%	*
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	69.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	74.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	117	368,686
By Ethnicity:				
African American	-	-	36	45,227
Hispanic	-	-	41	191,125
White	-	-	33	103,171
American Indian	-	-	0	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	26	51,023
Foundation H.S. Program (Endorsement)	-	-	6	14,179
Foundation H.S. Program (DLA)	-	-	85	302,917
Special Education Graduates				
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	10	40,398
At-Risk Graduates	-	-	38	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	212	100.0%	2,874	5,504,150	212	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	38	17.9%	9.1%	4.4%	38	17.9%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	16	7.5%	3.4%	0.7%	16	7.5%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	22	10.4%	5.7%	3.7%	22	10.4%	5.7%	3.7%
Kindergarten	30	14.2%	8.6%	6.7%	30	14.2%	8.6%	6.7%
Grade 1	33	15.6%	8.6%	7.2%	33	15.6%	8.6%	7.2%
Grade 2	17	8.0%	8.5%	7.2%	17	8.0%	8.5%	7.2%
Grade 3	25	11.8%	8.9%	7.2%	25	11.8%	8.9%	7.1%
Grade 4	17	8.0%	7.2%	7.2%	17	8.0%	7.2%	7.1%
Grade 5	14	6.6%	6.6%	7.2%	14	6.6%	6.6%	7.2%
Grade 6	16	7.5%	7.4%	7.3%	16	7.5%	7.4%	7.2%
Grade 7	11	5.2%	7.0%	7.4%	11	5.2%	7.0%	7.4%
Grade 8	11	5.2%	7.9%	7.7%	11	5.2%	7.9%	7.7%
Grade 9	0	0.0%	6.6%	8.7%	0	0.0%	6.6%	8.7%
Grade 10	0	0.0%	5.1%	7.9%	0	0.0%	5.1%	7.9%
Grade 11	0	0.0%	4.8%	7.0%	0	0.0%	4.8%	7.0%
Grade 12	0	0.0%	3.7%	6.6%	0	0.0%	3.7%	6.6%
Ethnic Distribution:								
African American	124	58.5%	44.4%	12.8%	124	58.5%	44.4%	12.8%
Hispanic	62	29.2%	31.0%	53.0%	62	29.2%	31.0%	52.9%
White	13	6.1%	15.8%	25.6%	13	6.1%	15.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	4	1.9%	5.2%	5.1%	4	1.9%	5.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	9	4.2%	3.3%	3.0%	9	4.2%	3.3%	3.0%
Sex:								
Female	125	59.0%	52.2%	48.8%	125	59.0%	52.2%	48.8%
Male	87	41.0%	47.8%	51.2%	87	41.0%	47.8%	51.2%
Economically Disadvantaged	147	69.3%	59.5%	62.1%	147	69.3%	59.5%	62.0%
Non-Educationally Disadvantaged	65	30.7%	40.5%	37.9%	65	30.7%	40.5%	38.0%
Section 504 Students	6	2.8%	4.4%	7.4%	6	2.8%	4.4%	7.4%
EB Students/EL	29	13.7%	13.6%	23.1%	29	13.7%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	6	2.8%	2.2%	5.5%	6	2.8%	2.2%	5.5%
Foster Care	3	1.4%	0.3%	0.2%	3	1.4%	0.3%	0.2%
Homeless	2	0.9%	0.1%	1.3%	2	0.9%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	212	100.0%	100.0%	64.6%	212	100.0%	100.0%	64.6%
Military Connected	1	0.5%	0.3%	3.6%	1	0.5%	0.3%	3.6%
At-Risk	99	46.7%	39.5%	53.3%	99	46.7%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	26	12.3%	12.2%	23.2%	26	12.3%	12.2%	23.2%
Career and Technical Education	22	10.4%	29.2%	26.5%	22	10.4%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.8%	72.3%	0	-	81.8%	72.2%
Gifted and Talented Education	9	4.2%	5.6%	8.2%	9	4.2%	5.6%	8.2%
Special Education	18	8.5%	5.6%	12.6%	18	8.5%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	18							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	41.9%	44.1%				
Students with Physical Disabilities	11	61.1%	30.0%	20.0%				
Students with Autism	*	*	15.6%	15.5%				
Students with Behavioral Disabilities	*	*	12.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	25	13.8%	16.1%	16.8%				
By Ethnicity:								
African American	21	11.6%	7.1%	3.3%				
Hispanic	4	2.2%	5.0%	8.7%				
White	0	0.0%	3.1%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	16.7%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	2	9.5%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	15	11.8%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	87	36.3%	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	14.3%	4.9%	1.5%	25.0%	7.7%	4.5%
Grade 1	0.0%	0.9%	2.5%	0.0%	11.8%	3.6%
Grade 2	0.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	1.9%	0.8%	0.0%	9.1%	0.9%
Grade 4	0.0%	2.4%	0.5%	-	0.0%	0.5%
Grade 5	0.0%	1.5%	0.3%	0.0%	0.0%	0.4%
Grade 6	6.7%	1.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	0.0%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.5%	0.4%	-	0.0%	0.5%
Grade 9	-	0.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	15.0	19.4	18.7
Grade 1	16.5	20.1	19.1
Grade 2	17.0	20.0	19.1
Grade 3	12.5	20.2	19.3
Grade 4	17.0	18.4	19.4
Grade 5	14.0	18.5	20.8
Grade 6	16.0	19.5	19.2
Secondary:			
English/Language Arts	11.0	14.9	16.2
Foreign Languages	5.5	9.8	18.8
Mathematics	7.3	14.6	17.5
Science	7.3	14.2	18.5
Social Studies	11.0	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	25.2	100.0%	100.0%	100.0%
Professional Staff:	22.3	88.2%	63.5%	64.1%
Teachers	19.3	76.4%	49.3%	48.7%
Professional Support	1.0	3.9%	7.9%	10.9%
Campus Administration (School Leadership)	2.0	7.9%	4.2%	3.3%
Educational Aides:	3.0	11.8%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	9.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	9.8	38.8%	44.2%	53.2%
Teachers by Ethnicity:				
African American	5.7	29.6%	23.3%	11.8%
Hispanic	1.1	5.7%	10.2%	29.6%
White	10.5	54.4%	53.8%	54.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	2.0	10.3%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
Teachers by Sex:				
Males	1.8	9.5%	21.0%	24.4%
Females	17.4	90.5%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	13.7	71.1%	69.4%	72.2%
Masters	5.6	28.9%	26.8%	25.0%
Doctorate	0.0	0.0%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	3.0	15.4%	16.2%	9.7%
1-5 Years Experience	8.8	45.4%	38.6%	26.3%
6-10 Years Experience	3.0	15.5%	17.6%	20.5%
11-20 Years Experience	1.5	7.7%	17.0%	27.2%
21-30 Years Experience	2.1	10.8%	7.1%	13.3%
Over 30 Years Experience	1.0	5.1%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	11.0	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	2.1	6.1
Average Years Experience of Principals with District	2.0	2.0	5.3
Average Years Experience of Assistant Principals	1.0	3.7	5.2
Average Years Experience of Assistant Principals with District	1.0	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	8.1	8.1	11.0
Average Years Experience of Teachers with District:	2.7	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,068	\$45,083	\$53,300
1-5 Years Experience	\$44,741	\$46,919	\$56,516
6-10 Years Experience	\$51,302	\$49,749	\$59,732
11-20 Years Experience	\$50,115	\$58,916	\$63,389
21-30 Years Experience	\$68,279	\$63,863	\$67,876
Over 30 Years Experience	\$66,208	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$49,717	\$51,120	\$60,717
Professional Support	\$55,342	\$67,269	\$72,022
Campus Administration (School Leadership)	\$68,082	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.6%	2.1%	5.9%
Career and Technical Education	0.3	1.5%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	1.3%	1.7%
Regular Education	17.9	92.8%	86.9%	70.6%
Special Education	1.0	5.1%	6.2%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD

Campus Number: 220817005

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	76%	83%	89%	85%	100%	92%	-	*	-	*	20%	*	94%	81%	89%	*
	2022	76%	74%	73%	68%	86%	75%	-	100%	-	33%	-	*	72%	75%	70%	40%
At Meets Grade Level or Above	2023	50%	49%	47%	48%	36%	58%	-	*	-	*	0%	*	50%	43%	46%	*
	2022	51%	47%	47%	37%	57%	50%	-	75%	-	17%	-	*	42%	54%	30%	40%
At Masters Grade Level	2023	20%	19%	13%	11%	9%	17%	-	*	-	*	0%	*	12%	14%	14%	*
	2022	30%	26%	22%	11%	14%	35%	-	38%	-	0%	-	*	14%	33%	10%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	76%	74%	82%	67%	-	*	-	*	0%	*	82%	67%	79%	*
	2022	71%	74%	67%	58%	71%	60%	-	100%	-	67%	-	*	61%	75%	50%	40%
At Meets Grade Level or Above	2023	45%	45%	33%	26%	45%	33%	-	*	-	*	0%	*	44%	14%	36%	*
	2022	43%	35%	37%	16%	29%	50%	-	63%	-	33%	-	*	28%	50%	25%	20%
At Masters Grade Level	2023	19%	15%	11%	11%	0%	17%	-	*	-	*	0%	*	15%	5%	11%	*
	2022	21%	13%	17%	11%	14%	25%	-	25%	-	0%	-	*	11%	25%	5%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2023	77%	84%	84%	68%	71%	100%	-	100%	-	*	-	-	89%	76%	68%	*
	2022	77%	77%	80%	86%	*	82%	-	*	-	-	-	*	96%	61%	81%	67%
At Meets Grade Level or Above	2023	48%	42%	55%	26%	71%	69%	-	100%	-	*	-	-	50%	62%	37%	*
	2022	54%	47%	54%	50%	*	73%	-	*	-	-	-	*	70%	33%	38%	50%
At Masters Grade Level	2023	22%	16%	31%	21%	43%	38%	-	43%	-	*	-	-	25%	38%	21%	*
	2022	28%	21%	22%	23%	*	36%	-	*	-	-	-	*	35%	6%	25%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2023	71%	55%	80%	63%	86%	85%	-	100%	-	*	-	-	79%	81%	63%	*
	2022	70%	54%	44%	45%	*	55%	-	*	-	-	-	*	65%	17%	25%	33%
At Meets Grade Level or Above	2023	48%	31%	63%	37%	71%	77%	-	100%	-	*	-	-	57%	71%	42%	*
	2022	43%	21%	17%	9%	*	36%	-	*	-	-	-	*	22%	11%	13%	17%
At Masters Grade Level	2023	22%	13%	31%	16%	14%	46%	-	57%	-	*	-	-	18%	48%	16%	*
	2022	23%	9%	12%	9%	*	27%	-	*	-	-	-	*	17%	6%	13%	0%
Grade 5 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	81%	90%	97%	96%	*	100%	-	*	-	-	-	-	96%	100%	95%	100%
	2022	81%	80%	80%	67%	75%	94%	-	100%	-	*	*	*	81%	79%	60%	86%
At Meets Grade Level or Above	2023	57%	54%	76%	79%	*	80%	-	*	-	-	-	-	75%	79%	70%	40%
	2022	58%	52%	53%	44%	17%	76%	-	83%	-	*	*	*	58%	48%	52%	43%
At Masters Grade Level	2023	28%	24%	39%	36%	*	80%	-	*	-	-	-	-	38%	43%	40%	20%
	2022	36%	27%	29%	17%	8%	41%	-	67%	-	*	*	*	27%	31%	28%	14%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2023	80%	82%	95%	96%	*	100%	-	*	-	-	-	-	100%	86%	90%	100%
	2022	77%	79%	75%	72%	50%	88%	-	100%	-	*	*	*	81%	69%	68%	71%
At Meets Grade Level or Above	2023	51%	49%	71%	71%	*	60%	-	*	-	-	-	-	71%	71%	70%	20%
	2022	48%	41%	45%	33%	17%	59%	-	100%	-	*	*	*	46%	45%	44%	57%
At Masters Grade Level	2023	21%	17%	34%	36%	*	40%	-	*	-	-	-	-	33%	36%	35%	20%
	2022	25%	17%	24%	11%	8%	35%	-	50%	-	*	*	*	19%	28%	20%	14%
Grade 5 Science																	
At Approaches Grade Level or Above	2023	65%	65%	71%	71%	*	80%	-	*	-	-	-	-	71%	71%	75%	60%
	2022	66%	56%	75%	67%	50%	94%	-	100%	-	*	*	*	81%	69%	60%	57%
At Meets Grade Level or Above	2023	36%	28%	42%	39%	*	60%	-	*	-	-	-	-	42%	43%	40%	20%
	2022	38%	27%	42%	22%	17%	65%	-	83%	-	*	*	*	50%	34%	28%	43%
At Masters Grade Level	2023	16%	9%	18%	11%	*	60%	-	*	-	-	-	-	21%	14%	15%	20%
	2022	18%	10%	22%	11%	8%	41%	-	33%	-	*	*	*	27%	17%	16%	14%
Grade 6 Reading																	
At Approaches Grade Level or Above	2023	77%	91%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	70%	79%	86%	83%	100%	70%	-	*	-	*	*	*	77%	91%	83%	*
At Meets Grade Level or Above	2023	52%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	43%	42%	61%	67%	63%	50%	-	*	-	*	*	*	38%	74%	56%	*
At Masters Grade Level	2023	22%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	23%	22%	31%	33%	13%	30%	-	*	-	*	*	*	23%	35%	33%	*
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	73%	73%	89%	92%	100%	70%	-	*	-	*	*	*	92%	87%	83%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	40%	29%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	39%	39%	67%	67%	63%	50%	-	*	-	*	*	*	46%	78%	67%	*
At Masters Grade Level	2023	16%	9%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	16%	18%	47%	42%	50%	30%	-	*	-	*	*	*	31%	57%	56%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	84%	81%	82%	88%	-	100%	-	92%	10%	*	87%	79%	81%	71%
	2022	74%	73%	74%	69%	69%	77%	-	92%	-	59%	56%	56%	77%	71%	64%	62%
At Meets Grade Level or Above	2023	49%	47%	54%	48%	49%	62%	-	92%	-	42%	0%	*	55%	53%	48%	29%
	2022	48%	42%	46%	36%	31%	57%	-	73%	-	45%	19%	19%	44%	48%	39%	38%
At Masters Grade Level	2023	20%	16%	24%	20%	11%	37%	-	50%	-	8%	0%	*	22%	28%	21%	19%
	2022	23%	18%	24%	17%	14%	34%	-	38%	-	27%	0%	0%	21%	27%	22%	11%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	89%	85%	90%	97%	-	100%	-	83%	20%	*	93%	84%	85%	77%
	2022	75%	79%	79%	76%	84%	81%	-	90%	-	50%	67%	71%	81%	78%	72%	70%
At Meets Grade Level or Above	2023	53%	57%	58%	54%	48%	67%	-	91%	-	33%	0%	*	57%	59%	51%	38%
	2022	53%	53%	53%	48%	39%	62%	-	67%	-	40%	17%	14%	52%	53%	44%	40%
At Masters Grade Level	2023	20%	19%	26%	23%	19%	37%	-	45%	-	0%	0%	*	23%	30%	24%	23%
	2022	25%	25%	26%	20%	10%	36%	-	38%	-	30%	0%	0%	23%	28%	24%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	82%	80%	81%	80%	-	100%	-	100%	0%	*	86%	77%	78%	69%
	2022	72%	67%	68%	63%	61%	69%	-	90%	-	70%	67%	29%	71%	65%	58%	55%
At Meets Grade Level or Above	2023	45%	38%	54%	46%	57%	57%	-	91%	-	50%	0%	*	56%	50%	48%	23%
	2022	42%	31%	41%	27%	29%	50%	-	76%	-	50%	33%	14%	34%	48%	38%	35%
At Masters Grade Level	2023	19%	13%	24%	22%	5%	33%	-	55%	-	17%	0%	*	21%	29%	19%	15%
	2022	20%	12%	23%	15%	19%	29%	-	38%	-	30%	0%	0%	17%	30%	23%	10%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	71%	71%	*	80%	-	*	-	-	-	-	71%	71%	75%	60%
	2022	76%	72%	75%	67%	50%	94%	-	100%	-	*	*	*	81%	69%	60%	57%
At Meets Grade Level or Above	2023	47%	45%	42%	39%	*	60%	-	*	-	-	-	-	42%	43%	40%	20%
	2022	47%	40%	42%	22%	17%	65%	-	83%	-	*	*	*	50%	34%	28%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	18%	13%	18%	11%	*	60%	-	*	-	-	-	-	21%	14%	15%	20%
	2022	21%	15%	22%	11%	8%	41%	-	33%	-	*	*	*	27%	17%	16%	14%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2023	37%	33%	20%	15%	18%	25%	-	*	-	*	0%	*	26%	10%	25%	*
	2022	36%	28%	33%	16%	14%	50%	-	63%	-	17%	-	*	25%	46%	20%	20%
Reading and Mathematics Including EOC	2023	37%	33%	20%	15%	18%	25%	-	*	-	*	0%	*	26%	10%	25%	*
	2022	36%	28%	33%	16%	14%	50%	-	63%	-	17%	-	*	25%	46%	20%	20%
Reading Including EOC	2023	50%	49%	47%	48%	36%	58%	-	*	-	*	0%	*	50%	43%	46%	*
	2022	51%	46%	47%	37%	57%	50%	-	75%	-	17%	-	*	42%	54%	30%	40%
Math Including EOC	2023	45%	45%	33%	26%	45%	33%	-	*	-	*	0%	*	44%	14%	36%	*
	2022	43%	36%	37%	16%	29%	50%	-	63%	-	33%	-	*	28%	50%	25%	20%
4th Graders																	
Reading and Mathematics	2023	38%	25%	55%	26%	71%	69%	-	100%	-	*	-	-	50%	62%	37%	*
	2022	36%	17%	15%	9%	*	27%	-	*	-	-	-	*	22%	6%	13%	17%
Reading and Mathematics Including EOC	2023	38%	25%	55%	26%	71%	69%	-	100%	-	*	-	-	50%	62%	37%	*
	2022	36%	17%	15%	9%	*	27%	-	*	-	-	-	*	22%	6%	13%	17%
Reading Including EOC	2023	48%	42%	55%	26%	71%	69%	-	100%	-	*	-	-	50%	62%	37%	*
	2022	54%	47%	54%	50%	*	73%	-	*	-	-	-	*	70%	33%	38%	50%
Math Including EOC	2023	48%	31%	63%	37%	71%	77%	-	100%	-	*	-	-	57%	71%	42%	*
	2022	43%	21%	17%	9%	*	36%	-	*	-	-	-	*	22%	11%	13%	17%
5th Graders																	
Reading and Mathematics	2023	43%	37%	63%	64%	*	60%	-	*	-	-	-	-	63%	64%	60%	20%
	2022	41%	34%	40%	28%	8%	59%	-	83%	-	*	*	*	46%	34%	36%	29%
Reading and Mathematics Including EOC	2023	43%	37%	63%	64%	*	60%	-	*	-	-	-	-	63%	64%	60%	20%
	2022	41%	34%	40%	28%	8%	59%	-	83%	-	*	*	*	46%	34%	36%	29%
Reading Including EOC	2023	57%	54%	76%	79%	*	80%	-	*	-	-	-	-	75%	79%	70%	40%
	2022	58%	52%	53%	44%	17%	76%	-	83%	-	*	*	*	58%	48%	52%	43%

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
Math Including EOC	2023	51%	49%	71%	71%	*	60%	-	*	-	-	-	-	71%	71%	70%	20%
	2022	48%	41%	45%	33%	17%	59%	-	100%	-	*	*	*	46%	45%	44%	57%
6th Graders																	
Reading and Mathematics	2022	31%	28%	53%	58%	50%	40%	-	*	-	*	*	*	23%	70%	56%	*
Reading and Mathematics Including EOC	2022	31%	28%	53%	58%	50%	40%	-	*	-	*	*	*	23%	70%	56%	*
Reading Including EOC	2022	43%	42%	61%	67%	63%	50%	-	*	-	*	*	*	38%	74%	56%	*
Math Including EOC	2022	40%	39%	67%	67%	63%	50%	-	*	-	*	*	*	46%	78%	67%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	44%	36%	38%	50%	-	91%	-	33%	0%	*	44%	43%	39%	23%
	2022	34%	26%	35%	24%	19%	47%	-	62%	-	40%	17%	0%	30%	40%	32%	20%
Reading and Mathematics Including EOC	2023	39%	32%	44%	36%	38%	50%	-	91%	-	33%	0%	*	44%	43%	39%	23%
	2022	36%	27%	35%	24%	19%	47%	-	62%	-	40%	17%	0%	30%	40%	32%	20%
Reading Including EOC	2023	53%	54%	58%	54%	48%	67%	-	91%	-	33%	0%	*	57%	59%	51%	38%
	2022	53%	52%	53%	48%	39%	62%	-	67%	-	40%	17%	14%	52%	53%	44%	40%
Math Including EOC	2023	47%	40%	54%	46%	57%	57%	-	91%	-	50%	0%	*	56%	50%	48%	23%
	2022	43%	33%	41%	27%	29%	50%	-	76%	-	50%	33%	14%	34%	48%	38%	35%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 4 ELA/Reading	2023	55%	54%	68%	47%	79%	73%	-	100%	-	*	-	-	68%	69%	55%	*
Grade 4 Mathematics	2023	63%	42%	84%	71%	71%	100%	-	100%	-	*	-	-	80%	88%	82%	*
Grade 5 ELA/Reading	2023	65%	71%	87%	84%	*	100%	-	*	-	-	-	-	81%	96%	80%	60%
Grade 5 Mathematics	2023	71%	83%	99%	98%	*	100%	-	*	-	-	-	-	98%	100%	98%	90%
All Grades Both Subjects	2023	64%	67%	83%	78%	80%	90%	-	100%	-	83%	-	-	81%	86%	79%	72%
All Grades ELA/Reading	2023	63%	67%	76%	69%	80%	81%	-	100%	-	*	-	-	74%	80%	68%	61%
All Grades Mathematics	2023	66%	66%	90%	87%	80%	100%	-	100%	-	*	-	-	88%	93%	90%	83%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 4 ELA/Reading	2023	33%	56%	40%	17%	*	*	-	-	-	*	-	-	60%	20%	0%	*
Grade 4 Mathematics	2023	27%	20%	38%	29%	*	*	-	-	-	-	-	-	50%	*	38%	*
Grade 5 ELA/Reading	2023	37%	59%	83%	*	*	*	-	*	-	-	-	-	*	*	*	*
Grade 5 Mathematics	2023	48%	64%	89%	91%	*	*	-	*	-	-	-	-	100%	75%	78%	*
All Grades Both Subjects	2023	38%	54%	65%	56%	57%	82%	-	*	-	*	-	-	72%	53%	46%	63%
All Grades ELA/Reading	2023	35%	55%	56%	33%	*	*	-	*	-	*	-	-	63%	50%	14%	*
All Grades Mathematics	2023	40%	54%	69%	67%	60%	75%	-	*	-	-	-	-	76%	55%	59%	80%

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	84%	-	-	-	-	-	-	64%	-	64%	-	-	86%	64%	89%
	2022	74%	73%	74%	-	-	-	-	-	-	64%	63%	65%	-	*	75%	58%	78%
At Meets Grade Level or Above	2023	49%	47%	54%	-	-	-	-	-	-	23%	-	23%	-	-	57%	23%	44%
	2022	48%	42%	46%	-	-	-	-	-	-	36%	50%	32%	-	*	47%	29%	78%
At Masters Grade Level	2023	20%	16%	24%	-	-	-	-	-	-	14%	-	14%	-	-	25%	14%	33%
	2022	23%	18%	24%	-	-	-	-	-	-	10%	25%	6%	-	*	26%	5%	33%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	89%	-	-	-	-	-	-	70%	-	70%	-	-	91%	70%	*
	2022	75%	79%	79%	-	-	-	-	-	-	69%	*	69%	-	*	80%	63%	*
At Meets Grade Level or Above	2023	53%	57%	58%	-	-	-	-	-	-	30%	-	30%	-	-	60%	30%	*
	2022	53%	53%	53%	-	-	-	-	-	-	31%	*	23%	-	*	54%	25%	*
At Masters Grade Level	2023	20%	19%	26%	-	-	-	-	-	-	20%	-	20%	-	-	26%	20%	*
	2022	25%	25%	26%	-	-	-	-	-	-	6%	*	0%	-	*	27%	0%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	82%	-	-	-	-	-	-	60%	-	60%	-	-	84%	60%	*
	2022	72%	67%	68%	-	-	-	-	-	-	63%	*	62%	-	*	70%	56%	*
At Meets Grade Level or Above	2023	45%	38%	54%	-	-	-	-	-	-	20%	-	20%	-	-	57%	20%	*
	2022	42%	31%	41%	-	-	-	-	-	-	38%	*	38%	-	*	42%	31%	*
At Masters Grade Level	2023	19%	13%	24%	-	-	-	-	-	-	10%	-	10%	-	-	25%	10%	*
	2022	20%	12%	23%	-	-	-	-	-	-	13%	*	8%	-	*	25%	6%	*
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	71%	-	-	-	-	-	-	*	-	*	-	-	73%	*	*
	2022	76%	72%	75%	-	-	-	-	-	-	57%	*	60%	-	-	77%	50%	*
At Meets Grade Level or Above	2023	47%	45%	42%	-	-	-	-	-	-	*	-	*	-	-	45%	*	*
	2022	47%	40%	42%	-	-	-	-	-	-	43%	*	40%	-	-	42%	33%	*
At Masters Grade Level	2023	18%	13%	18%	-	-	-	-	-	-	*	-	*	-	-	18%	*	*
	2022	21%	15%	22%	-	-	-	-	-	-	14%	*	20%	-	-	23%	17%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	83%	-	-	-	-	-	-	67%	-	67%	-	-	85%	67%	83%
All Grades ELA/Reading	2023	63%	67%	76%	-	-	-	-	-	-	58%	-	58%	-	-	78%	58%	*
All Grades Mathematics	2023	66%	66%	90%	-	-	-	-	-	-	75%	-	75%	-	-	91%	75%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	65%	-	-	-	-	-	-	50%	-	50%	-	-	65%	50%	*

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	35%	55%	56%	-	-	-	-	-	-	*	-	*	-	-	62%	*	-
All Grades Mathematics	2023	40%	54%	69%	-	-	-	-	-	-	*	-	*	-	-	67%	*	*

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	99%	100%	98%	96%	-	100%	*	100%	92%	*	100%	97%	98%	100%
Included in Accountability	93%	96%	96%	98%	96%	96%	-	92%	*	100%	83%	*	99%	92%	98%	100%
Not Included in Accountability: Mobile	4%	3%	3%	2%	2%	0%	-	8%	*	0%	8%	*	1%	5%	0%	0%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	2%	4%	-	0%	*	0%	8%	*	0%	3%	2%	0%
Absent	1%	1%	1%	0%	2%	4%	-	0%	*	0%	8%	*	0%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	100%	100%	97%	-	100%	-	100%	100%	*	100%	98%	99%	100%
Included in Accountability	92%	95%	97%	97%	95%	97%	-	92%	-	100%	83%	*	99%	93%	99%	100%
Not Included in Accountability: Mobile	4%	3%	3%	3%	5%	0%	-	8%	-	0%	17%	*	1%	5%	0%	0%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	3%	-	0%	-	0%	0%	*	0%	2%	1%	0%
Absent	1%	0%	1%	0%	0%	3%	-	0%	-	0%	0%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	99%	100%	100%	97%	-	100%	*	100%	100%	*	100%	98%	99%	100%
Included in Accountability	94%	96%	97%	97%	100%	97%	-	92%	*	100%	100%	*	99%	93%	99%	100%
Not Included in Accountability: Mobile	5%	4%	3%	3%	0%	0%	-	8%	*	0%	0%	*	1%	5%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	1%	0%	0%	3%	-	0%	*	0%	0%	*	0%	2%	1%	0%
Absent	1%	0%	1%	0%	0%	3%	-	0%	*	0%	0%	*	0%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	*	0%	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	95%	100%	*	83%	-	*	*	-	*	-	100%	88%	95%	100%
Included in Accountability	93%	96%	93%	100%	*	83%	-	*	*	-	*	-	100%	82%	95%	100%
Not Included in Accountability: Mobile	4%	2%	2%	0%	*	0%	-	*	*	-	*	-	0%	6%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	*	0%	-	*	*	-	*	-	0%	0%	0%	0%
Not Tested	1%	1%	5%	0%	*	17%	-	*	*	-	*	-	0%	12%	5%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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%	1%	5%	0%	*	17%	-	*	*	-	*	-	0%	12%	5%	0%
Other	0%	0%	0%	0%	*	0%	-	*	*	-	*	-	0%	0%	0%	0%
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%	96%	99%	99%	97%	99%	-	100%	-	100%	100%	100%	99%	98%	100%	100%
Not Included in Accountability: Mobile	5%	3%	1%	1%	3%	1%	-	0%	-	0%	0%	0%	1%	2%	0%	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%
Reading																
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%	100%	100%	100%
Included in Accountability	92%	96%	98%	99%	97%	98%	-	100%	-	100%	100%	100%	99%	98%	100%	100%
Not Included in Accountability: Mobile	5%	3%	2%	1%	3%	2%	-	0%	-	0%	0%	0%	1%	2%	0%	0%
Not Included in Accountability: Other Exclusions	2%	1%	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%	96%	98%	99%	97%	98%	-	100%	-	100%	100%	100%	99%	98%	100%	100%
Not Included in Accountability: Mobile	5%	3%	2%	1%	3%	2%	-	0%	-	0%	0%	0%	1%	2%	0%	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%
Included in Accountability	93%	97%	100%	100%	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
Not Included in Accountability: Mobile	4%	3%	0%	0%	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	1%	0%	0%	0%	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%
Not Tested	2%	0%	0%	0%	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	*	*	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	*	*	0%	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
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	93.9%	95.3%	92.0%	92.4%	-	95.9%	-	95.1%	89.6%	93.1%	94.1%
2020-21	95.0%	96.2%	96.5%	97.6%	95.1%	95.9%	-	98.2%	-	98.4%	95.7%	95.4%	95.2%
Chronic Absenteeism													
2021-22	25.7%	18.1%	19.8%	11.2%	36.9%	27.7%	-	2.9%	-	7.1%	45.8%	28.5%	20.7%
2020-21	15.0%	10.0%	7.2%	6.0%	10.8%	7.9%	-	0.0%	-	0.0%	7.4%	11.4%	11.8%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	*	*	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	-	0.0%	0.0%	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	69.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	74.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	117	368,686
By Ethnicity:				
African American	-	-	36	45,227
Hispanic	-	-	41	191,125
White	-	-	33	103,171
American Indian	-	-	0	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	26	51,023
Foundation H.S. Program (Endorsement)	-	-	6	14,179
Foundation H.S. Program (DLA)	-	-	85	302,917
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	10	40,398
At-Risk Graduates	-	-	38	159,689

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.4%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	42.5%	37.8%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
English Language Arts	2021-22	16.6%	6.6%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	16.3%	7.6%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Mathematics	2021-22	19.9%	15.7%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	19.3%	14.8%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Science	2021-22	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	20.6%	23.6%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Social Studies	2021-22	22.8%	3.6%	-	-	-	-	-	-	-	-	-	-	-
	2020-21	22.8%	3.3%	0.0%	*	0.0%	0.0%	-	-	-	-	*	0.0%	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.2%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	46.1%	51.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	331	100.0%	2,874	5,504,150	331	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	9.1%	4.4%	0	0.0%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	3.4%	0.7%	0	0.0%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	5.7%	3.7%	0	0.0%	5.7%	3.7%
Kindergarten	62	18.7%	8.6%	6.7%	62	18.7%	8.6%	6.7%
Grade 1	58	17.5%	8.6%	7.2%	58	17.5%	8.6%	7.2%
Grade 2	59	17.8%	8.5%	7.2%	59	17.8%	8.5%	7.2%
Grade 3	59	17.8%	8.9%	7.2%	59	17.8%	8.9%	7.1%
Grade 4	51	15.4%	7.2%	7.2%	51	15.4%	7.2%	7.1%
Grade 5	42	12.7%	6.6%	7.2%	42	12.7%	6.6%	7.2%
Grade 6	0	0.0%	7.4%	7.3%	0	0.0%	7.4%	7.2%
Grade 7	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 9	0	0.0%	6.6%	8.7%	0	0.0%	6.6%	8.7%
Grade 10	0	0.0%	5.1%	7.9%	0	0.0%	5.1%	7.9%
Grade 11	0	0.0%	4.8%	7.0%	0	0.0%	4.8%	7.0%
Grade 12	0	0.0%	3.7%	6.6%	0	0.0%	3.7%	6.6%
Ethnic Distribution:								
African American	172	52.0%	44.4%	12.8%	172	52.0%	44.4%	12.8%
Hispanic	52	15.7%	31.0%	53.0%	52	15.7%	31.0%	52.9%
White	66	19.9%	15.8%	25.6%	66	19.9%	15.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	33	10.0%	5.2%	5.1%	33	10.0%	5.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	8	2.4%	3.3%	3.0%	8	2.4%	3.3%	3.0%
Sex:								
Female	183	55.3%	52.2%	48.8%	183	55.3%	52.2%	48.8%
Male	148	44.7%	47.8%	51.2%	148	44.7%	47.8%	51.2%
Economically Disadvantaged	161	48.6%	59.5%	62.1%	161	48.6%	59.5%	62.0%
Non-Educationally Disadvantaged	170	51.4%	40.5%	37.9%	170	51.4%	40.5%	38.0%
Section 504 Students	9	2.7%	4.4%	7.4%	9	2.7%	4.4%	7.4%
EB Students/EL	35	10.6%	13.6%	23.1%	35	10.6%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	4	1.2%	2.2%	5.5%	4	1.2%	2.2%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	331	100.0%	100.0%	64.6%	331	100.0%	100.0%	64.6%
Military Connected	1	0.3%	0.3%	3.6%	1	0.3%	0.3%	3.6%
At-Risk	102	30.8%	39.5%	53.3%	102	30.8%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	31	9.4%	12.2%	23.2%	31	9.4%	12.2%	23.2%
Career and Technical Education	0	0.0%	29.2%	26.5%	0	0.0%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.8%	72.3%	0	-	81.8%	72.2%
Gifted and Talented Education	24	7.3%	5.6%	8.2%	24	7.3%	5.6%	8.2%
Special Education	12	3.6%	5.6%	12.6%	12	3.6%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	12							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	41.9%	44.1%				
Students with Physical Disabilities	7	58.3%	30.0%	20.0%				
Students with Autism	*	*	15.6%	15.5%				
Students with Behavioral Disabilities	0	0.0%	12.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	55	15.4%	16.1%	16.8%				
By Ethnicity:								
African American	20	5.6%	7.1%	3.3%				
Hispanic	14	3.9%	5.0%	8.7%				
White	18	5.0%	3.1%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	0.8%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	8	32.0%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	4	13.3%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	12	8.4%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	78	26.5%	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	5.3%	4.9%	1.5%	0.0%	7.7%	4.5%
Grade 1	1.8%	0.9%	2.5%	25.0%	11.8%	3.6%
Grade 2	0.0%	0.9%	1.6%	0.0%	0.0%	2.0%
Grade 3	0.0%	1.9%	0.8%	-	9.1%	0.9%
Grade 4	0.0%	2.4%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	1.5%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	1.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	0.0%	0.5%
Grade 9	-	0.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	20.5	19.4	18.7
Grade 1	18.3	20.1	19.1
Grade 2	19.7	20.0	19.1
Grade 3	19.6	20.2	19.3
Grade 4	17.0	18.4	19.4
Grade 5	14.0	18.5	20.8
Grade 6	-	19.5	19.2
Secondary:			
English/Language Arts	-	14.9	16.2
Foreign Languages	-	9.8	18.8
Mathematics	-	14.6	17.5
Science	-	14.2	18.5
Social Studies	-	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	32.0	100.0%	100.0%	100.0%
Professional Staff:	25.2	78.9%	63.5%	64.1%
Teachers	21.3	66.5%	49.3%	48.7%
Professional Support	2.0	6.2%	7.9%	10.9%
Campus Administration (School Leadership)	2.0	6.3%	4.2%	3.3%
Educational Aides:	6.7	21.1%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	1.0	n/a	9.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	8.8	27.5%	44.2%	53.2%
Teachers by Ethnicity:				
African American	1.0	4.5%	23.3%	11.8%
Hispanic	3.9	18.1%	10.2%	29.6%
White	15.4	72.7%	53.8%	54.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	1.0	4.7%	2.0%	1.2%
Teachers by Sex:				
Males	1.0	4.7%	21.0%	24.4%
Females	20.3	95.3%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	18.6	87.5%	69.4%	72.2%
Masters	2.6	12.5%	26.8%	25.0%
Doctorate	0.0	0.0%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	7.7	36.2%	16.2%	9.7%
1-5 Years Experience	8.6	40.5%	38.6%	26.3%
6-10 Years Experience	0.0	0.0%	17.6%	20.5%
11-20 Years Experience	3.0	14.0%	17.0%	27.2%
21-30 Years Experience	1.0	4.7%	7.1%	13.3%
Over 30 Years Experience	1.0	4.7%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	15.6	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	2.1	6.1
Average Years Experience of Principals with District	1.0	2.0	5.3
Average Years Experience of Assistant Principals	2.0	3.7	5.2
Average Years Experience of Assistant Principals with District	2.0	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	6.0	8.1	11.0
Average Years Experience of Teachers with District:	2.5	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,589	\$45,083	\$53,300
1-5 Years Experience	\$45,298	\$46,919	\$56,516
6-10 Years Experience	-	\$49,749	\$59,732
11-20 Years Experience	\$65,286	\$58,916	\$63,389
21-30 Years Experience	\$65,956	\$63,863	\$67,876
Over 30 Years Experience	\$61,912	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$49,204	\$51,120	\$60,717
Professional Support	\$65,405	\$67,269	\$72,022
Campus Administration (School Leadership)	\$62,384	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	4.7%	2.1%	5.9%
Career and Technical Education	0.0	0.0%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	1.3%	1.7%
Regular Education	19.3	90.7%	86.9%	70.6%
Special Education	1.0	4.7%	6.2%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL ACADEMY AT PIONEER

Campus Number: 220817006

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	77%	91%	93%	90%	92%	100%	-	*	*	100%	*	*	94%	92%	93%	91%
	2022	70%	79%	79%	79%	74%	78%	*	*	-	*	29%	*	81%	76%	80%	67%
At Meets Grade Level or Above	2023	52%	56%	58%	52%	50%	73%	-	*	*	100%	*	*	52%	69%	57%	50%
	2022	43%	42%	38%	40%	26%	56%	*	*	-	*	14%	*	40%	36%	33%	21%
At Masters Grade Level	2023	22%	18%	21%	14%	15%	36%	-	*	*	43%	*	*	22%	19%	18%	32%
	2022	23%	22%	15%	12%	13%	33%	*	*	-	*	14%	*	19%	9%	10%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	79%	69%	77%	100%	-	*	*	86%	*	*	80%	77%	77%	86%
	2022	73%	73%	72%	70%	70%	78%	*	*	-	*	43%	*	83%	55%	78%	79%
At Meets Grade Level or Above	2023	40%	29%	32%	24%	23%	64%	-	*	*	43%	*	*	32%	31%	27%	36%
	2022	39%	39%	36%	37%	22%	67%	*	*	-	*	14%	*	48%	18%	35%	42%
At Masters Grade Level	2023	16%	9%	14%	7%	12%	27%	-	*	*	29%	*	*	18%	8%	16%	23%
	2022	16%	18%	10%	5%	13%	22%	*	*	-	*	14%	*	13%	6%	6%	13%
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	86%	79%	85%	100%	-	*	*	93%	*	*	87%	85%	85%	89%
	2022	74%	73%	75%	74%	72%	78%	*	100%	-	*	36%	*	82%	65%	79%	73%
At Meets Grade Level or Above	2023	49%	47%	45%	38%	37%	68%	-	*	*	71%	*	*	42%	50%	42%	43%
	2022	48%	42%	37%	38%	24%	61%	*	67%	-	*	14%	*	44%	27%	34%	31%
At Masters Grade Level	2023	20%	16%	18%	10%	13%	32%	-	*	*	36%	*	*	20%	13%	17%	27%
	2022	23%	18%	12%	8%	13%	28%	*	33%	-	*	14%	*	16%	8%	8%	13%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	93%	90%	92%	100%	-	*	*	100%	*	*	94%	92%	93%	91%
	2022	75%	79%	79%	79%	74%	78%	*	*	-	*	29%	*	81%	76%	80%	67%
At Meets Grade Level or Above	2023	53%	57%	58%	52%	50%	73%	-	*	*	100%	*	*	52%	69%	57%	50%
	2022	53%	53%	38%	40%	26%	56%	*	*	-	*	14%	*	40%	36%	33%	21%
At Masters Grade Level	2023	20%	19%	21%	14%	15%	36%	-	*	*	43%	*	*	22%	19%	18%	32%
	2022	25%	25%	15%	12%	13%	33%	*	*	-	*	14%	*	19%	9%	10%	13%
All Grades Mathematics																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	75%	75%	79%	69%	77%	100%	-	*	*	86%	*	*	80%	77%	77%	86%
	2022	72%	67%	72%	70%	70%	78%	*	*	-	*	43%	*	83%	55%	78%	79%
At Meets Grade Level or Above	2023	45%	38%	32%	24%	23%	64%	-	*	*	43%	*	*	32%	31%	27%	36%
	2022	42%	31%	36%	37%	22%	67%	*	*	-	*	14%	*	48%	18%	35%	42%
At Masters Grade Level	2023	19%	13%	14%	7%	12%	27%	-	*	*	29%	*	*	18%	8%	16%	23%
	2022	20%	12%	10%	5%	13%	22%	*	*	-	*	14%	*	13%	6%	6%	13%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	25%	26%	21%	15%	55%	-	*	*	43%	*	*	26%	27%	25%	27%
	2022	31%	28%	25%	26%	13%	56%	*	*	-	*	14%	*	29%	18%	22%	17%
Reading and Mathematics Including EOC	2023	35%	25%	26%	21%	15%	55%	-	*	*	43%	*	*	26%	27%	25%	27%
	2022	31%	28%	25%	26%	13%	56%	*	*	-	*	14%	*	29%	18%	22%	17%
Reading Including EOC	2023	52%	56%	58%	52%	50%	73%	-	*	*	100%	*	*	52%	69%	57%	50%
	2022	43%	42%	38%	40%	26%	56%	*	*	-	*	14%	*	40%	36%	33%	21%
Math Including EOC	2023	40%	29%	32%	24%	23%	64%	-	*	*	43%	*	*	32%	31%	27%	36%
	2022	40%	39%	36%	37%	22%	67%	*	*	-	*	14%	*	48%	18%	35%	42%
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	26%	21%	15%	55%	-	*	*	43%	*	*	26%	27%	25%	27%
	2022	34%	26%	25%	26%	13%	56%	*	*	-	*	14%	*	29%	18%	22%	17%
Reading and Mathematics Including EOC	2023	39%	32%	26%	21%	15%	55%	-	*	*	43%	*	*	26%	27%	25%	27%
	2022	36%	27%	25%	26%	13%	56%	*	*	-	*	14%	*	29%	18%	22%	17%
Reading Including EOC	2023	53%	54%	58%	52%	50%	73%	-	*	*	100%	*	*	52%	69%	57%	50%
	2022	53%	52%	38%	40%	26%	56%	*	*	-	*	14%	*	40%	36%	33%	21%
Math Including EOC	2023	47%	40%	32%	24%	23%	64%	-	*	*	43%	*	*	32%	31%	27%	36%
	2022	43%	33%	36%	37%	22%	67%	*	*	-	*	14%	*	48%	18%	35%	42%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	68%	72%	78%	65%	60%	-	*	*	80%	*	*	69%	78%	78%	66%
Grade 6 Mathematics	2023	54%	52%	55%	52%	52%	60%	-	*	*	60%	*	*	57%	50%	52%	52%
All Grades Both Subjects	2023	64%	67%	63%	65%	59%	60%	-	*	*	70%	*	*	63%	64%	65%	59%
All Grades ELA/Reading	2023	63%	67%	72%	78%	65%	60%	-	*	*	80%	*	*	69%	78%	78%	66%
All Grades Mathematics	2023	66%	66%	55%	52%	52%	60%	-	*	*	60%	*	*	57%	50%	52%	52%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	62%	62%	50%	60%	-	-	*	-	*	*	-	67%	*	57%	60%
Grade 6 Mathematics	2023	35%	42%	50%	45%	50%	-	-	*	-	-	*	-	55%	43%	46%	*
All Grades Both Subjects	2023	38%	54%	55%	47%	55%	-	-	*	-	*	*	-	60%	45%	50%	63%
All Grades ELA/Reading	2023	35%	55%	62%	50%	60%	-	-	*	-	*	*	-	67%	*	57%	60%
All Grades Mathematics	2023	40%	54%	50%	45%	50%	-	-	*	-	-	*	-	55%	43%	46%	*

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	86%	-	-	-	-	-	-	86%	83%	86%	-	*	85%	84%	100%
	2022	74%	73%	75%	-	-	-	-	-	-	68%	69%	*	-	*	76%	69%	100%
At Meets Grade Level or Above	2023	49%	47%	45%	-	-	-	-	-	-	36%	33%	36%	-	*	45%	34%	67%
	2022	48%	42%	37%	-	-	-	-	-	-	20%	22%	*	-	*	39%	26%	67%
At Masters Grade Level	2023	20%	16%	18%	-	-	-	-	-	-	18%	33%	14%	-	*	14%	16%	58%
	2022	23%	18%	12%	-	-	-	-	-	-	5%	6%	*	-	*	13%	5%	67%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	93%	-	-	-	-	-	-	86%	*	82%	-	*	94%	88%	100%
	2022	75%	79%	79%	-	-	-	-	-	-	60%	61%	*	-	*	84%	62%	*
At Meets Grade Level or Above	2023	53%	57%	58%	-	-	-	-	-	-	50%	*	55%	-	*	61%	44%	67%
	2022	53%	53%	38%	-	-	-	-	-	-	10%	11%	*	-	*	45%	14%	*
At Masters Grade Level	2023	20%	19%	21%	-	-	-	-	-	-	21%	*	18%	-	*	17%	19%	67%
	2022	25%	25%	15%	-	-	-	-	-	-	5%	6%	*	-	*	16%	5%	*
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	79%	-	-	-	-	-	-	86%	*	91%	-	*	76%	81%	100%
	2022	72%	67%	72%	-	-	-	-	-	-	75%	78%	*	-	*	68%	76%	*
At Meets Grade Level or Above	2023	45%	38%	32%	-	-	-	-	-	-	21%	*	18%	-	*	30%	25%	67%
	2022	42%	31%	36%	-	-	-	-	-	-	30%	33%	*	-	*	34%	38%	*
At Masters Grade Level	2023	19%	13%	14%	-	-	-	-	-	-	14%	*	9%	-	*	11%	13%	50%
	2022	20%	12%	10%	-	-	-	-	-	-	5%	6%	*	-	*	9%	5%	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	63%	-	-	-	-	-	-	52%	67%	48%	-	*	65%	48%	88%
All Grades ELA/Reading	2023	63%	67%	72%	-	-	-	-	-	-	71%	*	64%	-	*	75%	63%	75%
All Grades Mathematics	2023	66%	66%	55%	-	-	-	-	-	-	32%	*	32%	-	*	56%	34%	100%
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	55%	-	-	-	-	-	-	63%	*	50%	-	-	52%	63%	-
All Grades ELA/Reading	2023	35%	55%	62%	-	-	-	-	-	-	60%	*	*	-	-	63%	60%	-
All Grades Mathematics	2023	40%	54%	50%	-	-	-	-	-	-	*	-	*	-	-	47%	*	-

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	100%	*	*	100%	100%	100%	100%
Included in Accountability	93%	96%	97%	97%	96%	100%	-	*	*	100%	*	*	100%	93%	100%	96%
Not Included in Accountability: Mobile	4%	3%	3%	3%	4%	0%	-	*	*	0%	*	*	0%	7%	0%	4%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	100%	100%	100%	100%	-	*	*	100%	*	*	100%	100%	100%	100%
Included in Accountability	92%	95%	97%	97%	96%	100%	-	*	*	100%	*	*	100%	93%	100%	96%
Not Included in Accountability: Mobile	4%	3%	3%	3%	4%	0%	-	*	*	0%	*	*	0%	7%	0%	4%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Other	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%
Included in Accountability	94%	96%	97%	97%	96%	100%	-	*	*	100%	*	*	100%	93%	100%	96%
Not Included in Accountability: Mobile	5%	4%	3%	3%	4%	0%	-	*	*	0%	*	*	0%	7%	0%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Not Tested	1%	1%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	*	0%	*	*	0%	0%	0%	0%
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	100%	100%	100%	100%	*	100%	-	*	100%	100%	100%	100%	100%	100%
Included in Accountability	93%	96%	95%	98%	92%	100%	*	100%	-	*	100%	67%	100%	89%	100%	96%
Not Included in Accountability: Mobile	5%	3%	5%	2%	8%	0%	*	0%	-	*	0%	33%	0%	11%	0%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	0%	-	*	0%	0%	0%	0%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 Tested	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%
Other	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%
Included in Accountability	92%	96%	95%	98%	92%	100%	*	*	-	*	100%	*	100%	89%	100%	96%
Not Included in Accountability: Mobile	5%	3%	5%	2%	8%	0%	*	*	-	*	0%	*	0%	11%	0%	4%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	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%
Included in Accountability	93%	96%	95%	98%	92%	100%	*	*	-	*	100%	*	100%	89%	100%	96%
Not Included in Accountability: Mobile	5%	3%	5%	2%	8%	0%	*	*	-	*	0%	*	0%	11%	0%	4%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	*	*	-	*	0%	*	0%	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
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	98.5%	99.1%	98.4%	96.1%	*	*	-	*	97.2%	98.4%	99.0%
2020-21	95.0%	96.2%	96.7%	97.4%	94.0%	98.1%	*	96.6%	*	97.8%	96.4%	96.3%	94.7%
Chronic Absenteeism													
2021-22	25.7%	18.1%	3.2%	1.9%	3.7%	10.0%	*	*	-	*	10.0%	3.4%	0.0%
2020-21	15.0%	10.0%	10.4%	9.1%	21.7%	2.0%	*	9.1%	*	0.0%	5.3%	11.0%	21.9%
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

Texas Education Agency
2022-23 Attendance, Graduation, and Dropout Rates (TAPR)
 NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	69.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	74.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	117	368,686
By Ethnicity:				
African American	-	-	36	45,227
Hispanic	-	-	41	191,125
White	-	-	33	103,171
American Indian	-	-	0	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	26	51,023
Foundation H.S. Program (Endorsement)	-	-	6	14,179
Foundation H.S. Program (DLA)	-	-	85	302,917
Special Education Graduates				
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	10	40,398
At-Risk Graduates	-	-	38	159,689

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	82	100.0%	2,874	5,504,150	82	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	0	0.0%	9.1%	4.4%	0	0.0%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	0	0.0%	3.4%	0.7%	0	0.0%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	0	0.0%	5.7%	3.7%	0	0.0%	5.7%	3.7%
Kindergarten	0	0.0%	8.6%	6.7%	0	0.0%	8.6%	6.7%
Grade 1	0	0.0%	8.6%	7.2%	0	0.0%	8.6%	7.2%
Grade 2	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 3	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.1%
Grade 4	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 5	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 6	82	100.0%	7.4%	7.3%	82	100.0%	7.4%	7.2%
Grade 7	0	0.0%	7.0%	7.4%	0	0.0%	7.0%	7.4%
Grade 8	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 9	0	0.0%	6.6%	8.7%	0	0.0%	6.6%	8.7%
Grade 10	0	0.0%	5.1%	7.9%	0	0.0%	5.1%	7.9%
Grade 11	0	0.0%	4.8%	7.0%	0	0.0%	4.8%	7.0%
Grade 12	0	0.0%	3.7%	6.6%	0	0.0%	3.7%	6.6%
Ethnic Distribution:								
African American	31	37.8%	44.4%	12.8%	31	37.8%	44.4%	12.8%
Hispanic	28	34.1%	31.0%	53.0%	28	34.1%	31.0%	52.9%
White	12	14.6%	15.8%	25.6%	12	14.6%	15.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	2	2.4%	5.2%	5.1%	2	2.4%	5.2%	5.1%
Pacific Islander	1	1.2%	0.1%	0.2%	1	1.2%	0.1%	0.2%
Two or More Races	8	9.8%	3.3%	3.0%	8	9.8%	3.3%	3.0%
Sex:								
Female	39	47.6%	52.2%	48.8%	39	47.6%	52.2%	48.8%
Male	43	52.4%	47.8%	51.2%	43	52.4%	47.8%	51.2%
Other Student Information:								
Economically Disadvantaged	49	59.8%	59.5%	62.1%	49	59.8%	59.5%	62.0%
Non-Educationally Disadvantaged	33	40.2%	40.5%	37.9%	33	40.2%	40.5%	38.0%
Section 504 Students	3	3.7%	4.4%	7.4%	3	3.7%	4.4%	7.4%
EB Students/EL	13	15.9%	13.6%	23.1%	13	15.9%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	3	3.7%	2.2%	5.5%	3	3.7%	2.2%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	82	100.0%	100.0%	64.6%	82	100.0%	100.0%	64.6%
Military Connected	0	0.0%	0.3%	3.6%	0	0.0%	0.3%	3.6%
At-Risk	46	56.1%	39.5%	53.3%	46	56.1%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	12	14.6%	12.2%	23.2%	12	14.6%	12.2%	23.2%
Career and Technical Education	0	0.0%	29.2%	26.5%	0	0.0%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.8%	72.3%	0	-	81.8%	72.2%
Gifted and Talented Education	12	14.6%	5.6%	8.2%	12	14.6%	5.6%	8.2%
Special Education	2	2.4%	5.6%	12.6%	2	2.4%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	41.9%	44.1%				
Students with Physical Disabilities	**	**	30.0%	20.0%				
Students with Autism	**	**	15.6%	15.5%				
Students with Behavioral Disabilities	**	**	12.5%	18.8%				
Students with Non-Categorical Early Childhood	**	**	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	17	17.3%	16.1%	16.8%				
By Ethnicity:								
African American	10	10.2%	7.1%	3.3%				
Hispanic	5	5.1%	5.0%	8.7%				
White	1	1.0%	3.1%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	1	1.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	1	10.0%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	3	13.0%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	6	10.3%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	-	-	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.9%	1.5%	-	7.7%	4.5%
Grade 1	-	0.9%	2.5%	-	11.8%	3.6%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	1.9%	0.8%	-	9.1%	0.9%
Grade 4	-	2.4%	0.5%	-	0.0%	0.5%
Grade 5	-	1.5%	0.3%	-	0.0%	0.4%
Grade 6	0.0%	1.0%	0.3%	0.0%	0.0%	0.4%
Grade 7	-	0.5%	0.4%	-	0.0%	0.5%
Grade 8	-	0.5%	0.4%	-	0.0%	0.5%
Grade 9	-	0.7%	8.7%	-	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	20.1	19.1
Grade 2	-	20.0	19.1
Grade 3	-	20.2	19.3
Grade 4	-	18.4	19.4
Grade 5	-	18.5	20.8
Grade 6	20.0	19.5	19.2
Secondary:			
English/Language Arts	-	14.9	16.2
Foreign Languages	-	9.8	18.8
Mathematics	-	14.6	17.5
Science	-	14.2	18.5
Social Studies	-	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	11.5	100.0%	100.0%	100.0%
Professional Staff:	10.6	91.4%	63.5%	64.1%
Teachers	6.6	56.8%	49.3%	48.7%
Professional Support	1.0	8.7%	7.9%	10.9%
Campus Administration (School Leadership)	3.0	26.0%	4.2%	3.3%
Educational Aides:	1.0	8.6%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	9.0	13,815.0
Part-time Counselors	0.0	n/a	2.0	1,240.0
Total Minority Staff:	5.4	46.5%	44.2%	53.2%
Teachers by Ethnicity:				
African American	2.2	33.8%	23.3%	11.8%
Hispanic	1.2	17.7%	10.2%	29.6%
White	3.2	48.5%	53.8%	54.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
Teachers by Sex:				
Males	1.6	23.7%	21.0%	24.4%
Females	5.0	76.3%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	6.0	91.9%	69.4%	72.2%
Masters	0.5	8.1%	26.8%	25.0%
Doctorate	0.0	0.0%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	16.2%	9.7%
1-5 Years Experience	2.7	41.4%	38.6%	26.3%
6-10 Years Experience	0.7	10.3%	17.6%	20.5%
11-20 Years Experience	2.2	33.2%	17.0%	27.2%
21-30 Years Experience	1.0	15.1%	7.1%	13.3%
Over 30 Years Experience	0.0	0.0%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	12.5	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	2.1	6.1
Average Years Experience of Principals with District	6.0	2.0	5.3
Average Years Experience of Assistant Principals	3.0	3.7	5.2
Average Years Experience of Assistant Principals with District	3.0	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	9.1	8.1	11.0
Average Years Experience of Teachers with District:	5.1	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$45,083	\$53,300
1-5 Years Experience	\$47,011	\$46,919	\$56,516
6-10 Years Experience	\$44,127	\$49,749	\$59,732
11-20 Years Experience	\$59,156	\$58,916	\$63,389
21-30 Years Experience	\$59,891	\$63,863	\$67,876
Over 30 Years Experience	-	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$52,689	\$51,120	\$60,717
Professional Support	\$43,375	\$67,269	\$72,022
Campus Administration (School Leadership)	\$68,000	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	15.1%	2.1%	5.9%
Career and Technical Education	0.0	0.0%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	0.0	0.0%	1.3%	1.7%
Regular Education	5.6	84.9%	86.9%	70.6%
Special Education	0.0	0.0%	6.2%	9.7%
Other	0.0	0.0%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

2022-23 Texas Academic Performance Report (TAPR)

District Name: NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON

Campus Name: NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST

Campus Number: 220817007

This school is a Charter School.

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Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	77%	91%	88%	79%	82%	100%	-	*	-	*	*	-	91%	85%	81%	83%
	2022	70%	79%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	52%	56%	58%	57%	27%	85%	-	*	-	*	*	-	61%	55%	57%	33%
	2022	43%	42%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	22%	18%	28%	29%	9%	31%	-	*	-	*	*	-	26%	30%	24%	17%
	2022	23%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2023	75%	78%	86%	86%	64%	100%	-	*	-	*	*	-	91%	80%	81%	67%
	2022	73%	73%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2023	40%	29%	47%	29%	18%	77%	-	*	-	*	*	-	52%	40%	38%	50%
	2022	39%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2023	16%	9%	12%	7%	0%	15%	-	*	-	*	*	-	9%	15%	14%	0%
	2022	16%	18%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2023	78%	84%	77%	83%	-	71%	-	-	-	-	*	*	71%	83%	83%	-
	2022	80%	86%	87%	81%	83%	100%	-	*	-	*	*	*	95%	81%	94%	50%
At Meets Grade Level or Above	2023	55%	59%	54%	67%	-	43%	-	-	-	-	*	*	43%	67%	33%	-
	2022	56%	57%	67%	56%	72%	67%	-	*	-	*	*	*	63%	70%	69%	50%
At Masters Grade Level	2023	27%	29%	15%	0%	-	29%	-	-	-	-	*	*	0%	33%	17%	-
	2022	37%	36%	33%	25%	28%	44%	-	*	-	*	*	*	32%	33%	31%	50%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2023	63%	61%	73%	*	-	71%	-	-	-	-	*	*	60%	83%	60%	-
	2022	61%	44%	34%	33%	29%	43%	-	*	-	*	*	*	23%	41%	45%	*
At Meets Grade Level or Above	2023	37%	33%	36%	*	-	29%	-	-	-	-	*	*	20%	50%	20%	-
	2022	31%	15%	11%	17%	0%	14%	-	*	-	*	*	*	0%	18%	18%	*
At Masters Grade Level	2023	11%	7%	0%	*	-	0%	-	-	-	-	*	*	0%	0%	0%	-
	2022	13%	4%	3%	0%	0%	0%	-	*	-	*	*	*	0%	5%	0%	*
Grade 8 Reading																	

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	83%	91%	96%	100%	100%	80%	-	-	-	*	*	*	100%	91%	100%	-
	2022	83%	92%	98%	94%	100%	100%	-	*	-	-	*	*	100%	96%	94%	*
At Meets Grade Level or Above	2023	58%	65%	87%	100%	89%	60%	-	-	-	*	*	*	92%	82%	92%	-
	2022	58%	65%	72%	61%	73%	88%	-	*	-	-	*	*	79%	68%	67%	*
At Masters Grade Level	2023	28%	22%	26%	25%	22%	40%	-	-	-	*	*	*	17%	36%	8%	-
	2022	37%	45%	51%	44%	45%	63%	-	*	-	-	*	*	53%	50%	39%	*
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2023	76%	81%	89%	100%	100%	*	-	-	-	*	*	*	90%	89%	91%	-
	2022	71%	73%	83%	74%	77%	100%	-	*	-	-	*	*	83%	84%	70%	40%
At Meets Grade Level or Above	2023	46%	43%	53%	75%	43%	*	-	-	-	*	*	*	50%	56%	64%	-
	2022	40%	34%	38%	37%	38%	36%	-	*	-	-	*	*	52%	24%	35%	40%
At Masters Grade Level	2023	17%	13%	5%	13%	0%	*	-	-	-	*	*	*	10%	0%	9%	-
	2022	14%	6%	6%	5%	8%	0%	-	*	-	-	*	*	4%	8%	0%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2023	74%	82%	78%	88%	67%	80%	-	-	-	*	*	*	92%	64%	83%	-
	2022	74%	78%	87%	78%	91%	94%	-	*	-	-	*	*	95%	82%	83%	*
At Meets Grade Level or Above	2023	47%	48%	48%	63%	22%	60%	-	-	-	*	*	*	58%	36%	50%	-
	2022	45%	48%	53%	50%	45%	56%	-	*	-	-	*	*	58%	50%	50%	*
At Masters Grade Level	2023	17%	13%	9%	13%	11%	0%	-	-	-	*	*	*	8%	9%	0%	-
	2022	24%	21%	23%	28%	18%	19%	-	*	-	-	*	*	21%	25%	17%	*
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2023	62%	62%	65%	63%	67%	60%	-	-	-	*	*	*	67%	64%	67%	-
	2022	61%	57%	47%	50%	36%	50%	-	*	-	-	*	*	47%	46%	44%	*
At Meets Grade Level or Above	2023	33%	21%	22%	25%	22%	0%	-	-	-	*	*	*	25%	18%	25%	-
	2022	31%	17%	13%	11%	9%	13%	-	*	-	-	*	*	11%	14%	6%	*
At Masters Grade Level	2023	16%	8%	4%	13%	0%	0%	-	-	-	*	*	*	8%	0%	0%	-
	2022	18%	6%	2%	6%	0%	0%	-	*	-	-	*	*	0%	4%	6%	*
End of Course English I																	
At Approaches Grade Level or Above	2023	72%	84%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2022	65%	69%	78%	*	100%	50%	-	-	-	-	*	*	71%	82%	71%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	52%	69%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2022	47%	53%	67%	*	75%	50%	-	-	-	-	*	*	57%	73%	71%	-
At Masters Grade Level	2023	13%	19%	*	*	-	-	-	-	-	-	-	-	-	*	*	-
	2022	11%	6%	17%	*	13%	17%	-	-	-	-	*	*	0%	27%	0%	-
End of Course English II																	
At Approaches Grade Level or Above	2023	74%	85%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	72%	73%	92%	83%	*	*	-	*	-	-	*	-	*	89%	83%	-
At Meets Grade Level or Above	2023	54%	59%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	60%	75%	67%	*	*	-	*	-	-	*	-	*	78%	83%	-
At Masters Grade Level	2023	9%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	9%	9%	0%	0%	*	*	-	*	-	-	*	-	*	0%	0%	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2023	79%	87%	90%	*	*	*	-	-	-	-	-	-	83%	*	83%	-
	2022	76%	67%	69%	57%	78%	67%	-	*	-	-	*	-	56%	76%	50%	*
At Meets Grade Level or Above	2023	43%	35%	30%	*	*	*	-	-	-	-	-	-	33%	*	17%	-
	2022	43%	29%	27%	43%	11%	22%	-	*	-	-	*	-	11%	35%	20%	*
At Masters Grade Level	2023	23%	14%	10%	*	*	*	-	-	-	-	-	-	17%	*	0%	-
	2022	27%	15%	15%	29%	11%	0%	-	*	-	-	*	-	0%	24%	10%	*
End of Course Biology																	
At Approaches Grade Level or Above	2023	88%	96%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	83%	83%	88%	*	100%	60%	-	-	-	-	*	-	83%	90%	100%	-
At Meets Grade Level or Above	2023	56%	58%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	55%	47%	56%	*	57%	40%	-	-	-	-	*	-	17%	80%	43%	-
At Masters Grade Level	2023	21%	16%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	21%	12%	31%	*	29%	20%	-	-	-	-	*	-	0%	50%	14%	-
End of Course U.S. History																	
At Approaches Grade Level or Above	2023	94%	92%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	89%	91%	92%	83%	*	*	-	*	-	-	*	-	*	89%	83%	-
At Meets Grade Level or Above	2023	70%	70%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	68%	69%	75%	67%	*	*	-	*	-	-	*	-	*	89%	50%	-

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	38%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	2022	42%	40%	42%	33%	*	*	-	*	-	-	*	-	*	44%	33%	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2023	76%	81%	84%	84%	80%	84%	-	*	-	100%	64%	67%	86%	81%	82%	75%
	2022	74%	73%	76%	72%	75%	80%	-	93%	-	*	48%	9%	76%	76%	74%	46%
At Meets Grade Level or Above	2023	49%	47%	50%	53%	37%	52%	-	*	-	80%	29%	17%	53%	47%	48%	42%
	2022	48%	42%	46%	45%	43%	47%	-	79%	-	*	17%	9%	44%	48%	44%	33%
At Masters Grade Level	2023	20%	16%	14%	15%	7%	16%	-	*	-	30%	7%	0%	13%	16%	10%	8%
	2022	23%	18%	20%	20%	17%	20%	-	50%	-	*	9%	0%	16%	23%	15%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2023	77%	86%	89%	86%	90%	88%	-	*	-	*	67%	*	90%	87%	88%	83%
	2022	75%	79%	90%	86%	92%	91%	-	100%	-	*	56%	20%	94%	88%	89%	67%
At Meets Grade Level or Above	2023	53%	57%	65%	69%	55%	68%	-	*	-	*	33%	*	67%	63%	63%	33%
	2022	53%	53%	70%	61%	72%	76%	-	80%	-	*	22%	20%	69%	71%	70%	56%
At Masters Grade Level	2023	20%	19%	25%	21%	15%	32%	-	*	-	*	17%	*	19%	32%	18%	17%
	2022	25%	25%	34%	30%	28%	44%	-	60%	-	*	11%	0%	33%	35%	26%	44%
All Grades Mathematics																	
At Approaches Grade Level or Above	2023	75%	75%	86%	87%	81%	85%	-	*	-	*	67%	*	86%	85%	81%	67%
	2022	72%	67%	64%	58%	58%	77%	-	*	-	*	14%	*	60%	67%	59%	33%
At Meets Grade Level or Above	2023	45%	38%	45%	43%	33%	46%	-	*	-	*	33%	*	45%	44%	40%	50%
	2022	42%	31%	27%	32%	17%	27%	-	*	-	*	0%	*	29%	25%	27%	22%
At Masters Grade Level	2023	19%	13%	8%	10%	0%	8%	-	*	-	*	0%	*	9%	8%	9%	0%
	2022	20%	12%	7%	8%	6%	0%	-	*	-	*	0%	*	2%	11%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2023	77%	82%	78%	88%	67%	80%	-	-	-	*	*	*	92%	64%	83%	-
	2022	76%	72%	87%	82%	94%	86%	-	*	-	-	*	*	92%	84%	88%	*
At Meets Grade Level or Above	2023	47%	45%	48%	63%	22%	60%	-	-	-	*	*	*	58%	36%	50%	-
	2022	47%	40%	54%	55%	50%	52%	-	*	-	-	*	*	48%	58%	48%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	2023	18%	13%	9%	13%	11%	0%	-	-	-	*	*	*	8%	9%	0%	-
	2022	21%	15%	25%	32%	22%	19%	-	*	-	-	*	*	16%	32%	16%	*
All Grades Social Studies																	
At Approaches Grade Level or Above	2023	78%	75%	65%	63%	67%	60%	-	-	-	*	*	*	67%	64%	67%	-
	2022	75%	72%	56%	58%	46%	58%	-	*	-	-	*	*	55%	57%	54%	*
At Meets Grade Level or Above	2023	52%	42%	22%	25%	22%	0%	-	-	-	*	*	*	25%	18%	25%	-
	2022	50%	40%	25%	25%	23%	21%	-	*	-	-	*	*	14%	32%	17%	*
At Masters Grade Level	2023	27%	19%	4%	13%	0%	0%	-	-	-	*	*	*	8%	0%	0%	-
	2022	30%	21%	10%	13%	8%	11%	-	*	-	-	*	*	5%	14%	13%	*
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
6th Graders																	
Reading and Mathematics	2023	35%	25%	42%	29%	18%	69%	-	*	-	*	*	-	48%	35%	38%	33%
Reading and Mathematics Including EOC	2023	35%	25%	42%	29%	18%	69%	-	*	-	*	*	-	48%	35%	38%	33%
Reading Including EOC	2023	52%	56%	58%	57%	27%	85%	-	*	-	*	*	-	61%	55%	57%	33%
Math Including EOC	2023	40%	29%	47%	29%	18%	77%	-	*	-	*	*	-	52%	40%	38%	50%
7th Graders																	
Reading and Mathematics	2023	37%	38%	46%	67%	-	29%	-	-	-	-	*	*	43%	50%	33%	-
	2022	32%	21%	26%	25%	17%	33%	-	*	-	*	*	*	26%	26%	31%	33%
Reading and Mathematics Including EOC	2023	38%	38%	46%	67%	-	29%	-	-	-	-	*	*	43%	50%	33%	-
	2022	33%	21%	26%	25%	17%	33%	-	*	-	*	*	*	26%	26%	31%	33%
Reading Including EOC	2023	55%	59%	54%	67%	-	43%	-	-	-	-	*	*	43%	67%	33%	-
	2022	56%	56%	67%	56%	72%	67%	-	*	-	*	*	*	63%	70%	69%	50%
Math Including EOC	2023	43%	46%	46%	67%	-	29%	-	-	-	-	*	*	43%	50%	33%	-
	2022	37%	21%	26%	25%	17%	33%	-	*	-	*	*	*	26%	26%	31%	33%
8th Graders																	
Reading and Mathematics	2023	31%	25%	41%	67%	29%	*	-	-	-	*	*	*	38%	44%	60%	-
	2022	27%	25%	28%	33%	22%	27%	-	*	-	-	*	*	41%	16%	27%	*
Reading and Mathematics Including EOC	2023	44%	32%	43%	63%	44%	0%	-	-	-	*	*	*	42%	45%	58%	-
	2022	41%	34%	35%	44%	18%	33%	-	*	-	-	*	*	42%	30%	33%	*
Reading Including EOC	2023	58%	65%	87%	100%	89%	60%	-	-	-	*	*	*	92%	82%	92%	-
	2022	58%	66%	72%	61%	73%	87%	-	*	-	-	*	*	79%	67%	67%	*

Texas Education Agency
2022-23 STAAR Performance (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
Math Including EOC	2023	51%	39%	48%	63%	56%	0%	-	-	-	*	*	*	42%	55%	58%	-
	2022	48%	38%	35%	44%	18%	33%	-	*	-	-	*	*	42%	30%	33%	*
3rd - 8th Graders																	
Reading and Mathematics	2023	37%	31%	42%	46%	22%	48%	-	*	-	*	33%	*	45%	40%	43%	33%
	2022	34%	26%	27%	29%	19%	30%	-	*	-	*	0%	*	33%	22%	29%	25%
Reading and Mathematics Including EOC	2023	39%	32%	43%	46%	30%	44%	-	*	-	*	33%	*	45%	41%	44%	33%
	2022	36%	27%	30%	35%	17%	33%	-	*	-	*	0%	*	34%	28%	32%	22%
Reading Including EOC	2023	53%	54%	66%	71%	55%	68%	-	*	-	*	33%	*	67%	65%	64%	33%
	2022	53%	52%	70%	59%	72%	79%	-	*	-	*	40%	*	71%	69%	68%	56%
Math Including EOC	2023	47%	40%	47%	46%	35%	48%	-	*	-	*	33%	*	48%	46%	44%	50%
	2022	43%	33%	30%	35%	17%	33%	-	*	-	*	0%	*	34%	28%	32%	22%

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

- Indicates there are no students in the group.

Texas Education Agency
2022-23 Progress (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
School Progress - Annual Growth by Grade and Subject																	
Grade 6 ELA/Reading	2023	51%	68%	75%	61%	82%	83%	-	*	-	*	*	-	74%	76%	71%	67%
Grade 6 Mathematics	2023	54%	52%	58%	46%	55%	67%	-	*	-	*	*	-	74%	39%	60%	42%
Grade 7 ELA/Reading	2023	71%	73%	55%	50%	-	*	-	-	-	-	*	*	36%	*	58%	-
Grade 7 Mathematics	2023	56%	59%	69%	*	-	*	-	-	-	-	*	*	70%	*	50%	-
Grade 8 ELA/Reading	2023	63%	58%	80%	86%	78%	70%	-	-	-	*	*	*	79%	80%	71%	-
Grade 8 Mathematics	2023	74%	76%	83%	79%	93%	*	-	-	-	*	*	*	75%	94%	86%	-
End of Course Algebra I	2023	76%	81%	42%	*	*	*	-	-	-	-	-	-	*	*	*	-
All Grades Both Subjects	2023	64%	67%	69%	63%	74%	68%	-	*	-	88%	63%	*	71%	66%	68%	54%
All Grades ELA/Reading	2023	63%	67%	74%	65%	80%	76%	-	*	-	*	58%	*	69%	80%	69%	67%
All Grades Mathematics	2023	66%	66%	64%	61%	68%	60%	-	*	-	*	67%	*	73%	53%	67%	42%
School Progress - Accelerated Learning by Grade and Subject																	
Grade 6 ELA/Reading	2023	26%	62%	50%	*	*	-	-	-	-	*	*	-	60%	*	33%	*
Grade 6 Mathematics	2023	35%	42%	25%	*	20%	-	-	-	-	*	*	-	*	*	20%	*
Grade 7 ELA/Reading	2023	39%	43%	*	*	-	*	-	-	-	-	*	-	*	-	*	-
Grade 7 Mathematics	2023	22%	28%	*	*	-	*	-	-	-	-	*	*	*	*	*	-
Grade 8 ELA/Reading	2023	39%	52%	*	-	*	-	-	-	-	-	-	-	-	*	-	-
Grade 8 Mathematics	2023	49%	65%	90%	*	100%	*	-	-	-	*	*	*	*	83%	100%	-
All Grades Both Subjects	2023	38%	54%	59%	50%	57%	57%	-	-	-	*	33%	*	63%	53%	52%	*
All Grades ELA/Reading	2023	35%	55%	50%	40%	*	*	-	-	-	*	*	-	50%	*	38%	*
All Grades Mathematics	2023	40%	54%	64%	60%	60%	60%	-	-	-	*	*	*	73%	55%	62%	*

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

Texas Education Agency
2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)
 NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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	2023	76%	81%	84%	-	-	-	-	-	-	70%	*	63%	-	-	84%	70%	100%
	2022	74%	73%	76%	-	-	-	-	-	-	25%	*	*	-	-	78%	25%	65%
At Meets Grade Level or Above	2023	49%	47%	50%	-	-	-	-	-	-	30%	*	38%	-	-	50%	30%	100%
	2022	48%	42%	46%	-	-	-	-	-	-	25%	*	*	-	-	47%	25%	40%
At Masters Grade Level	2023	20%	16%	14%	-	-	-	-	-	-	0%	*	0%	-	-	15%	0%	17%
	2022	23%	18%	20%	-	-	-	-	-	-	13%	*	*	-	-	21%	13%	20%
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2023	77%	86%	89%	-	-	-	-	-	-	80%	*	*	-	-	89%	80%	*
	2022	75%	79%	90%	-	-	-	-	-	-	*	*	*	-	-	92%	*	100%
At Meets Grade Level or Above	2023	53%	57%	65%	-	-	-	-	-	-	20%	*	*	-	-	67%	20%	*
	2022	53%	53%	70%	-	-	-	-	-	-	*	*	*	-	-	71%	*	83%
At Masters Grade Level	2023	20%	19%	25%	-	-	-	-	-	-	0%	*	*	-	-	26%	0%	*
	2022	25%	25%	34%	-	-	-	-	-	-	*	*	*	-	-	33%	*	67%
All Grades Mathematics																		
At Approaches Grade Level or Above	2023	75%	75%	86%	-	-	-	-	-	-	60%	*	*	-	-	87%	60%	*
	2022	72%	67%	64%	-	-	-	-	-	-	*	*	*	-	-	67%	*	50%
At Meets Grade Level or Above	2023	45%	38%	45%	-	-	-	-	-	-	40%	*	*	-	-	43%	40%	*
	2022	42%	31%	27%	-	-	-	-	-	-	*	*	*	-	-	27%	*	17%
At Masters Grade Level	2023	19%	13%	8%	-	-	-	-	-	-	0%	*	*	-	-	9%	0%	*
	2022	20%	12%	7%	-	-	-	-	-	-	*	*	*	-	-	8%	*	0%
All Grades Science																		
At Approaches Grade Level or Above	2023	77%	82%	78%	-	-	-	-	-	-	-	-	-	-	-	77%	-	*
	2022	76%	72%	87%	-	-	-	-	-	-	-	-	-	-	-	88%	-	*
At Meets Grade Level or Above	2023	47%	45%	48%	-	-	-	-	-	-	-	-	-	-	-	45%	-	*
	2022	47%	40%	54%	-	-	-	-	-	-	-	-	-	-	-	54%	-	*
At Masters Grade Level	2023	18%	13%	9%	-	-	-	-	-	-	-	-	-	-	-	9%	-	*
	2022	21%	15%	25%	-	-	-	-	-	-	-	-	-	-	-	27%	-	*
All Grades Social Studies																		
At Approaches Grade Level or Above	2023	78%	75%	65%	-	-	-	-	-	-	-	-	-	-	-	64%	-	*
	2022	75%	72%	56%	-	-	-	-	-	-	-	-	-	-	-	58%	-	*
At Meets Grade Level or Above	2023	52%	42%	22%	-	-	-	-	-	-	-	-	-	-	-	18%	-	*
	2022	50%	40%	25%	-	-	-	-	-	-	-	-	-	-	-	27%	-	*

2022-23 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	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 Masters Grade Level	2023	27%	19%	4%	-	-	-	-	-	-	-	-	-	-	-	5%	-	*
	2022	30%	21%	10%	-	-	-	-	-	-	-	-	-	-	-	11%	-	*
School Progress - Annual Growth																		
All Grades Both Subjects	2023	64%	67%	69%	-	-	-	-	-	-	55%	*	69%	-	-	71%	55%	*
All Grades ELA/Reading	2023	63%	67%	74%	-	-	-	-	-	-	60%	*	*	-	-	75%	60%	*
All Grades Mathematics	2023	66%	66%	64%	-	-	-	-	-	-	50%	*	*	-	-	66%	50%	*
School Progress - Accelerated Learning																		
All Grades Both Subjects	2023	38%	54%	59%	-	-	-	-	-	-	*	-	*	-	-	65%	*	-
All Grades ELA/Reading	2023	35%	55%	50%	-	-	-	-	-	-	*	-	*	-	-	55%	*	-
All Grades Mathematics	2023	40%	54%	64%	-	-	-	-	-	-	*	-	*	-	-	70%	*	-

* 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
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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)
2023 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	97%	100%	100%	92%	-	*	-	100%	78%	100%	100%	94%	95%	100%
Included in Accountability	93%	96%	92%	95%	95%	86%	-	*	-	100%	78%	100%	93%	92%	93%	86%
Not Included in Accountability: Mobile	4%	3%	5%	5%	5%	6%	-	*	-	0%	0%	0%	7%	3%	2%	14%
Not Included in Accountability: Other Exclusions	2%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Not Tested	1%	1%	3%	0%	0%	8%	-	*	-	0%	22%	0%	0%	6%	5%	0%
Absent	1%	1%	3%	0%	0%	8%	-	*	-	0%	22%	0%	0%	6%	5%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	0%	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	98%	100%	100%	93%	-	*	-	*	86%	*	100%	95%	95%	100%
Included in Accountability	92%	95%	92%	94%	95%	86%	-	*	-	*	86%	*	91%	93%	93%	86%
Not Included in Accountability: Mobile	4%	3%	6%	6%	5%	7%	-	*	-	*	0%	*	9%	2%	2%	14%
Not Included in Accountability: Other Exclusions	3%	1%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	2%	0%	0%	7%	-	*	-	*	14%	*	0%	5%	5%	0%
Absent	1%	0%	2%	0%	0%	7%	-	*	-	*	14%	*	0%	5%	5%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	98%	100%	100%	93%	-	*	-	*	86%	*	100%	95%	96%	100%
Included in Accountability	94%	96%	91%	94%	91%	87%	-	*	-	*	86%	*	92%	91%	93%	86%
Not Included in Accountability: Mobile	5%	4%	7%	6%	9%	7%	-	*	-	*	0%	*	8%	5%	2%	14%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	2%	0%	0%	7%	-	*	-	*	14%	*	0%	5%	4%	0%
Absent	1%	0%	2%	0%	0%	7%	-	*	-	*	14%	*	0%	5%	4%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	99%	99%	96%	100%	100%	83%	-	-	-	*	*	*	100%	92%	92%	-
Included in Accountability	93%	96%	96%	100%	100%	83%	-	-	-	*	*	*	100%	92%	92%	-
Not Included in Accountability: Mobile	4%	2%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	-
Not Tested	1%	1%	4%	0%	0%	17%	-	-	-	*	*	*	0%	8%	8%	-

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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%	1%	4%	0%	0%	17%	-	-	-	*	*	*	0%	8%	8%	-
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	-
Social Studies																
Assessment Participant	99%	99%	96%	100%	100%	83%	-	-	-	*	*	*	100%	92%	92%	-
Included in Accountability	94%	97%	96%	100%	100%	83%	-	-	-	*	*	*	100%	92%	92%	-
Not Included in Accountability: Mobile	4%	2%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	-
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	-
Not Tested	1%	1%	4%	0%	0%	17%	-	-	-	*	*	*	0%	8%	8%	-
Absent	1%	1%	4%	0%	0%	17%	-	-	-	*	*	*	0%	8%	8%	-
Other	0%	0%	0%	0%	0%	0%	-	-	-	*	*	*	0%	0%	0%	-
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	100%	98%	100%	100%	95%	-	100%	-	*	92%	100%	99%	98%	99%	100%
Included in Accountability	93%	96%	94%	98%	95%	88%	-	100%	-	*	92%	100%	97%	93%	99%	100%
Not Included in Accountability: Mobile	5%	3%	4%	2%	5%	7%	-	0%	-	*	0%	0%	1%	6%	0%	0%
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	2%	0%	0%	5%	-	0%	-	*	8%	0%	1%	2%	1%	0%
Absent	1%	0%	2%	0%	0%	5%	-	0%	-	*	8%	0%	1%	2%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	100%	98%	100%	100%	95%	-	100%	-	*	90%	100%	98%	99%	98%	100%
Included in Accountability	92%	96%	94%	98%	95%	87%	-	100%	-	*	90%	100%	96%	93%	98%	100%
Not Included in Accountability: Mobile	5%	3%	5%	2%	5%	8%	-	0%	-	*	0%	0%	2%	6%	0%	0%
Not Included in Accountability: Other Exclusions	2%	1%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Not Tested	1%	0%	2%	0%	0%	5%	-	0%	-	*	10%	0%	2%	1%	2%	0%
Absent	1%	0%	2%	0%	0%	5%	-	0%	-	*	10%	0%	2%	1%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	100%	98%	100%	100%	94%	-	*	-	*	88%	*	98%	99%	98%	100%
Included in Accountability	93%	96%	93%	97%	95%	86%	-	*	-	*	88%	*	96%	91%	98%	100%
Not Included in Accountability: Mobile	5%	3%	5%	3%	5%	9%	-	*	-	*	0%	*	2%	7%	0%	0%

Texas Education Agency
2022-23 STAAR Participation (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	1%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	2%	0%	0%	6%	-	*	-	*	13%	*	2%	1%	2%	0%
Absent	1%	0%	2%	0%	0%	6%	-	*	-	*	13%	*	2%	1%	2%	0%
Other	0%	0%	0%	0%	0%	0%	-	*	-	*	0%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	100%	98%	100%	100%	96%	-	*	-	-	*	*	100%	98%	100%	*
Included in Accountability	93%	97%	95%	100%	100%	88%	-	*	-	-	*	*	100%	93%	100%	*
Not Included in Accountability: Mobile	4%	3%	3%	0%	0%	8%	-	*	-	-	*	*	0%	5%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	-	*	*	0%	0%	0%	*
Not Tested	2%	0%	2%	0%	0%	4%	-	*	-	-	*	*	0%	2%	0%	*
Absent	1%	0%	2%	0%	0%	4%	-	*	-	-	*	*	0%	2%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	-	*	*	0%	0%	0%	*
Social Studies																
Assessment Participant	98%	100%	98%	100%	100%	95%	-	*	-	-	*	*	100%	97%	100%	*
Included in Accountability	94%	97%	97%	100%	93%	95%	-	*	-	-	*	*	100%	95%	100%	*
Not Included in Accountability: Mobile	4%	3%	2%	0%	7%	0%	-	*	-	-	*	*	0%	3%	0%	*
Not Included in Accountability: Other Exclusions	1%	0%	0%	0%	0%	0%	-	*	-	-	*	*	0%	0%	0%	*
Not Tested	2%	0%	2%	0%	0%	5%	-	*	-	-	*	*	0%	3%	0%	*
Absent	1%	0%	2%	0%	0%	5%	-	*	-	-	*	*	0%	3%	0%	*
Other	0%	0%	0%	0%	0%	0%	-	*	-	-	*	*	0%	0%	0%	*

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

- Indicates there are no students in the group.

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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													
2021-22	92.2%	94.3%	93.5%	95.3%	92.9%	92.1%	-	*	-	*	91.5%	93.9%	*
2020-21	95.0%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Chronic Absenteeism													
2021-22	25.7%	18.1%	20.5%	11.4%	25.0%	28.9%	-	14.3%	-	0.0%	35.7%	19.2%	*
2020-21	15.0%	10.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2021-22	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
2020-21	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2021-22	2.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	-
2020-21	2.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2022													
Graduated	89.7%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.5%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.4%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.0%	97.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.6%	99.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021													
Graduated	90.0%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	97.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	92.2%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	1.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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	93.7%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
Graduated	92.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.7%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	0.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	99.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
Graduated	92.6%	93.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	5.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2022	89.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	90.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2022	59.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	87.5%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2022	3.7%	5.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	3.8%	3.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

2022-23 Attendance, Graduation, and Dropout Rates (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - 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 2022	84.3%	71.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	81.9%	71.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2022	88.0%	77.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2021	85.7%	75.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2021-22	23.6%	-	-	-	-	-	-	-	-	-	-	-	-
2020-21	43.8%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2021-22	3.9%	5.1%	-	-	-	-	-	-	-	-	-	-	-
2020-21	3.8%	4.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2021-22	82.3%	72.6%	-	-	-	-	-	-	-	-	-	-	-
2020-21	80.4%	69.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2021-22	86.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-
2020-21	84.1%	74.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Graduation Profile (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Campus Count	Campus Percent	District Count	State Count
Graduates (2021-22 Annual Graduates)				
Total Graduates	-	-	117	368,686
By Ethnicity:				
African American	-	-	36	45,227
Hispanic	-	-	41	191,125
White	-	-	33	103,171
American Indian	-	-	0	1,159
Asian	-	-	4	18,794
Pacific Islander	-	-	0	569
Two or More Races	-	-	3	8,641
By Graduation Type:				
Minimum H.S. Program	-	-	0	433
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	134
Foundation H.S. Program (No Endorsement)	-	-	26	51,023
Foundation H.S. Program (Endorsement)	-	-	6	14,179
Foundation H.S. Program (DLA)	-	-	85	302,917
Special Education Graduates	-	-	8	32,447
Economically Disadvantaged Graduates	-	-	31	194,571
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	10	40,398
At-Risk Graduates	-	-	38	159,689

There is no data for this campus.

There is no data for this campus.

Texas Education Agency
2022-23 Other Postsecondary Indicators (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

	Academic Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Advanced/Dual-Credit Course Completion (Grades 9-12)														
Any Subject	2021-22	44.2%	40.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
	2020-21	42.5%	37.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts	2021-22	16.6%	6.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
	2020-21	16.3%	7.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics	2021-22	19.9%	15.7%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
	2020-21	19.3%	14.8%	-	-	-	-	-	-	-	-	-	-	-
Science	2021-22	21.1%	22.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
	2020-21	20.6%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies	2021-22	22.8%	3.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	-
	2020-21	22.8%	3.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)														
	2020-21	46.7%	46.2%	-	-	-	-	-	-	-	-	-	-	-
	2019-20	46.1%	51.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course														
	2020-21	-	-	-	-	-	-	-	-	-	-	-	-	-
	2019-20	-	-	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Total Students	140	100.0%	2,874	5,504,150	140	100.0%	2,874	5,518,432
Students by Grade:								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.5%
Pre-Kindergarten	47	33.6%	9.1%	4.4%	47	33.6%	9.1%	4.4%
Pre-Kindergarten: 3-year Old	15	10.7%	3.4%	0.7%	15	10.7%	3.4%	0.7%
Pre-Kindergarten: 4-year Old	32	22.9%	5.7%	3.7%	32	22.9%	5.7%	3.7%
Kindergarten	0	0.0%	8.6%	6.7%	0	0.0%	8.6%	6.7%
Grade 1	0	0.0%	8.6%	7.2%	0	0.0%	8.6%	7.2%
Grade 2	0	0.0%	8.5%	7.2%	0	0.0%	8.5%	7.2%
Grade 3	0	0.0%	8.9%	7.2%	0	0.0%	8.9%	7.1%
Grade 4	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.1%
Grade 5	0	0.0%	6.6%	7.2%	0	0.0%	6.6%	7.2%
Grade 6	47	33.6%	7.4%	7.3%	47	33.6%	7.4%	7.2%
Grade 7	20	14.3%	7.0%	7.4%	20	14.3%	7.0%	7.4%
Grade 8	26	18.6%	7.9%	7.7%	26	18.6%	7.9%	7.7%
Grade 9	0	0.0%	6.6%	8.7%	0	0.0%	6.6%	8.7%
Grade 10	0	0.0%	5.1%	7.9%	0	0.0%	5.1%	7.9%
Grade 11	0	0.0%	4.8%	7.0%	0	0.0%	4.8%	7.0%
Grade 12	0	0.0%	3.7%	6.6%	0	0.0%	3.7%	6.6%
Ethnic Distribution:								
African American	60	42.9%	44.4%	12.8%	60	42.9%	44.4%	12.8%
Hispanic	29	20.7%	31.0%	53.0%	29	20.7%	31.0%	52.9%
White	37	26.4%	15.8%	25.6%	37	26.4%	15.8%	25.7%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	9	6.4%	5.2%	5.1%	9	6.4%	5.2%	5.1%
Pacific Islander	0	0.0%	0.1%	0.2%	0	0.0%	0.1%	0.2%
Two or More Races	5	3.6%	3.3%	3.0%	5	3.6%	3.3%	3.0%
Sex:								
Female	77	55.0%	52.2%	48.8%	77	55.0%	52.2%	48.8%
Male	63	45.0%	47.8%	51.2%	63	45.0%	47.8%	51.2%
Economically Disadvantaged	77	55.0%	59.5%	62.1%	77	55.0%	59.5%	62.0%
Non-Educationally Disadvantaged	63	45.0%	40.5%	37.9%	63	45.0%	40.5%	38.0%
Section 504 Students	10	7.1%	4.4%	7.4%	10	7.1%	4.4%	7.4%
EB Students/EL	18	12.9%	13.6%	23.1%	18	12.9%	13.6%	23.0%
Students w/ Disciplinary Placements (2021-22)	0	0.0%	0.0%	1.5%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students w/ Dyslexia	4	2.9%	2.2%	5.5%	4	2.9%	2.2%	5.5%
Foster Care	0	0.0%	0.3%	0.2%	0	0.0%	0.3%	0.2%
Homeless	0	0.0%	0.1%	1.3%	0	0.0%	0.1%	1.3%
Immigrant	0	0.0%	0.0%	2.2%	0	0.0%	0.0%	2.2%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	140	100.0%	100.0%	64.6%	140	100.0%	100.0%	64.6%
Military Connected	2	1.4%	0.3%	3.6%	2	1.4%	0.3%	3.6%
At-Risk	46	32.9%	39.5%	53.3%	46	32.9%	39.5%	53.3%
Students by Instructional Program:								
Bilingual/ESL Education	17	12.1%	12.2%	23.2%	17	12.1%	12.2%	23.2%
Career and Technical Education	2	1.4%	29.2%	26.5%	2	1.4%	29.2%	26.5%
Career and Technical Education (9-12 grades only)	0	0.0%	81.8%	72.3%	0	-	81.8%	72.2%
Gifted and Talented Education	13	9.3%	5.6%	8.2%	13	9.3%	5.6%	8.2%
Special Education	9	6.4%	5.6%	12.6%	9	6.4%	5.6%	12.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	9							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	41.9%	44.1%				
Students with Physical Disabilities	*	*	30.0%	20.0%				
Students with Autism	*	*	15.6%	15.5%				
Students with Behavioral Disabilities	*	*	12.5%	18.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.6%				
Mobility (2021-22):								
Total Mobile Students	35	23.2%	16.1%	16.8%				
By Ethnicity:								
African American	5	3.3%	7.1%	3.3%				
Hispanic	8	5.3%	5.0%	8.7%				
White	15	9.9%	3.1%	3.4%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	3	2.0%	0.4%	0.7%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	4	2.6%	0.4%	0.6%				
Count and Percent of Special Ed Students who are Mobile	3	21.4%	19.4%	18.6%				
Count and Percent of EB Students/EL who are Mobile	0	0.0%	12.3%	17.1%				
Count and Percent of Econ Dis Students who are Mobile	4	7.4%	12.6%	18.7%				
Student Attrition (2021-22):								
Total Student Attrition	31	49.2%	29.7%	18.1%				

Texas Education Agency
2022-23 Student Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	4.9%	1.5%	-	7.7%	4.5%
Grade 1	-	0.9%	2.5%	-	11.8%	3.6%
Grade 2	-	0.9%	1.6%	-	0.0%	2.0%
Grade 3	-	1.9%	0.8%	-	9.1%	0.9%
Grade 4	-	2.4%	0.5%	-	0.0%	0.5%
Grade 5	-	1.5%	0.3%	-	0.0%	0.4%
Grade 6	-	1.0%	0.3%	-	0.0%	0.4%
Grade 7	2.3%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 8	0.0%	0.5%	0.4%	0.0%	0.0%	0.5%
Grade 9	0.0%	0.7%	8.7%	0.0%	0.0%	12.6%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	19.4	18.7
Grade 1	-	20.1	19.1
Grade 2	-	20.0	19.1
Grade 3	-	20.2	19.3
Grade 4	-	18.4	19.4
Grade 5	-	18.5	20.8
Grade 6	15.7	19.5	19.2
Secondary:			
English/Language Arts	11.5	14.9	16.2
Foreign Languages	7.3	9.8	18.8
Mathematics	9.0	14.6	17.5
Science	11.5	14.2	18.5
Social Studies	11.3	13.8	18.9

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	12.0	100.0%	100.0%	100.0%
Professional Staff:	9.7	80.9%	63.5%	64.1%
Teachers	9.4	78.2%	49.3%	48.7%
Professional Support	0.3	2.7%	7.9%	10.9%
Campus Administration (School Leadership)	0.0	0.0%	4.2%	3.3%
Educational Aides:	2.3	19.1%	9.6%	11.3%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,258.0
Part-time Librarians	0.0	n/a	0.0	646.0
Full-time Counselors	0.0	n/a	9.0	13,815.0
Part-time Counselors	1.0	n/a	2.0	1,240.0
Total Minority Staff:	3.2	26.7%	44.2%	53.2%
Teachers by Ethnicity:				
African American	2.0	21.1%	23.3%	11.8%
Hispanic	0.0	0.0%	10.2%	29.6%
White	7.4	78.9%	53.8%	54.9%
American Indian	0.0	0.0%	1.0%	0.3%
Asian	0.0	0.0%	9.7%	2.0%
Pacific Islander	0.0	0.0%	0.0%	0.1%
Two or More Races	0.0	0.0%	2.0%	1.2%
Teachers by Sex:				
Males	0.9	9.9%	21.0%	24.4%
Females	8.5	90.1%	79.0%	75.6%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.0%	2.0%
Bachelors	8.4	89.5%	69.4%	72.2%
Masters	1.0	10.5%	26.8%	25.0%
Doctorate	0.0	0.0%	3.8%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	1.7	18.4%	16.2%	9.7%
1-5 Years Experience	3.2	34.2%	38.6%	26.3%
6-10 Years Experience	2.0	21.2%	17.6%	20.5%
11-20 Years Experience	2.5	26.2%	17.0%	27.2%
21-30 Years Experience	0.0	0.0%	7.1%	13.3%
Over 30 Years Experience	0.0	0.0%	3.5%	2.9%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Number of Students per Teacher	14.9	n/a	14.5	14.8

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	2.1	6.1
Average Years Experience of Principals with District	0.0	2.0	5.3
Average Years Experience of Assistant Principals	0.0	3.7	5.2
Average Years Experience of Assistant Principals with District	0.0	3.7	4.4
Average Years Experience of Teachers:			
Average Years Experience of Teachers:	7.0	8.1	11.0
Average Years Experience of Teachers with District:	3.0	3.5	6.9
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$42,629	\$45,083	\$53,300
1-5 Years Experience	\$45,915	\$46,919	\$56,516
6-10 Years Experience	\$50,712	\$49,749	\$59,732
11-20 Years Experience	\$58,702	\$58,916	\$63,389
21-30 Years Experience	-	\$63,863	\$67,876
Over 30 Years Experience	-	\$68,751	\$72,560
Average Actual Salaries (regular duties only):			
Teachers	\$49,684	\$51,120	\$60,717
Professional Support	\$80,463	\$67,269	\$72,022
Campus Administration (School Leadership)	-	\$66,832	\$85,167
Instructional Staff Percent:			
Instructional Staff Percent:	n/a	67.6%	65.1%
Contracted Instructional Staff (not incl. above):			
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,105.4

Program Information	---- Campus ----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	2.1%	5.9%
Career and Technical Education	0.0	0.0%	0.1%	5.4%
Compensatory Education	0.0	0.0%	0.0%	3.2%
Gifted and Talented Education	1.0	10.5%	1.3%	1.7%
Regular Education	6.8	72.0%	86.9%	70.6%
Special Education	0.6	6.6%	6.2%	9.7%
Other	1.0	10.8%	3.4%	3.5%

Texas Education Agency
2022-23 Staff Information (TAPR)

NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007) - NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON - TARRANT COUNTY

- Indicates there is no data for the item.
- * Indicates results are masked due to small numbers.
- ** 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.

Section 2:

PEIMS Financial Data: 2022-2023

Financial Report by Campus

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 643

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,055,040	100.00%	\$4,751	\$3,438,751	100.00%	\$5,348
Operating-Payroll	\$2,830,013	92.63%	\$4,401	\$2,931,300	85.24%	\$4,559
Other Operating	\$225,027	7.37%	\$350	\$507,451	14.76%	\$789
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,055,040	100.00%	\$4,751	\$3,438,751	100.00%	\$5,348
Instruction (11,95) *	\$2,364,276	77.39%	\$3,677	\$2,364,276	68.75%	\$3,677
Instructional Res/Media (12) *	\$62,852	2.06%	\$98	\$62,852	1.83%	\$98
Curriculum/Staff Develop (13) *	\$1,904	0.06%	\$3	\$1,904	0.06%	\$3
Instructional Leadership (21) *	\$83,409	2.73%	\$130	\$83,409	2.43%	\$130
School Leadership (23) *	\$302,158	9.89%	\$470	\$302,158	8.79%	\$470
Guidance/Counseling Svcs (31) *	\$117,844	3.86%	\$183	\$117,844	3.43%	\$183
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$70,825	2.32%	\$110	\$70,825	2.06%	\$110
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$383,711	11.16%	\$597
Extracurricular (36) **	\$1,845	0.06%	\$3	\$1,845	0.05%	\$3
Plant Maint/Operation (51) **	\$13,723	0.45%	\$21	\$13,723	0.40%	\$21
Security/Monitoring (52) **	\$8,755	0.29%	\$14	\$8,755	0.25%	\$14

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 643

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$27,449	0.90%	\$43	\$27,449	0.80%	\$43
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,055,040	100.00%	\$4,751	\$3,438,751	100.00%	\$5,348
Regular	\$909,384	29.77%	\$1,414	\$909,384	26.45%	\$1,414
Gifted & Talented	\$79,813	2.61%	\$124	\$79,813	2.32%	\$124
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$367,884	12.04%	\$572	\$367,884	10.70%	\$572
State Compensatory ED	\$463,492	15.17%	\$721	\$463,492	13.48%	\$721
Bilingual	\$38,099	1.25%	\$59	\$38,099	1.11%	\$59
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$1,091,287	35.72%	\$1,697	\$1,091,287	31.73%	\$1,697
Dyslexia or Related Disorder Serv	\$53,309	1.74%	\$83	\$53,309	1.55%	\$83
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$1,845	0.06%	\$3	\$1,845	0.05%	\$3
Un-Allocated	\$49,927	1.63%	\$78	\$433,638	12.61%	\$674

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON (220817001)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 643

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL AT CEDAR HILL (220817002)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 1,004

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$6,677,788	100.00%	\$6,651	\$7,123,883	100.00%	\$7,096
Operating-Payroll	\$5,464,703	81.83%	\$5,443	\$5,555,668	77.99%	\$5,534
Other Operating	\$1,212,851	18.16%	\$1,208	\$1,567,981	22.01%	\$1,562
Non-Operating(Equipt/Supplies)	\$234	0.00%	\$0	\$234	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$6,677,554	100.00%	\$6,651	\$7,123,649	100.00%	\$7,095
Instruction (11,95) *	\$4,004,062	59.96%	\$3,988	\$4,004,062	56.21%	\$3,988
Instructional Res/Media (12) *	\$74,519	1.12%	\$74	\$74,519	1.05%	\$74
Curriculum/Staff Develop (13) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Instructional Leadership (21) *	\$139,451	2.09%	\$139	\$139,451	1.96%	\$139
School Leadership (23) *	\$727,272	10.89%	\$724	\$727,272	10.21%	\$724
Guidance/Counseling Svcs (31) *	\$226,774	3.40%	\$226	\$226,774	3.18%	\$226
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$105,705	1.58%	\$105	\$105,705	1.48%	\$105
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$446,095	6.26%	\$444
Extracurricular (36) **	\$355,673	5.33%	\$354	\$355,673	4.99%	\$354
Plant Maint/Operation (51) **	\$855,745	12.82%	\$852	\$855,745	12.01%	\$852
Security/Monitoring (52) **	\$54,745	0.82%	\$55	\$54,745	0.77%	\$55

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL AT CEDAR HILL (220817002)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 1,004

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$133,608	2.00%	\$133	\$133,608	1.88%	\$133
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$6,677,554	100.00%	\$6,651	\$7,123,649	100.00%	\$7,095
Regular	\$2,981,948	44.66%	\$2,970	\$2,981,948	41.86%	\$2,970
Gifted & Talented	\$7,533	0.11%	\$8	\$7,533	0.11%	\$8
Career & Technical	\$182,375	2.73%	\$182	\$182,375	2.56%	\$182
Students with Disabilities	\$404,376	6.06%	\$403	\$404,376	5.68%	\$403
State Compensatory ED	\$423,674	6.34%	\$422	\$423,674	5.95%	\$422
Bilingual	\$126,307	1.89%	\$126	\$126,307	1.77%	\$126
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$996,336	14.92%	\$992	\$996,336	13.99%	\$992
Dyslexia or Related Disorder Serv	\$126,290	1.89%	\$126	\$126,290	1.77%	\$126
CCMR	\$28,944	0.43%	\$29	\$28,944	0.41%	\$29
Athletic Programming	\$355,621	5.33%	\$354	\$355,621	4.99%	\$354
Un-Allocated	\$1,044,150	15.64%	\$1,040	\$1,490,245	20.92%	\$1,484

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL AT CEDAR HILL (220817002)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 1,004

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 212

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,671,395	100.00%	\$7,884	\$1,828,779	100.00%	\$8,626
Operating-Payroll	\$1,513,843	90.57%	\$7,141	\$1,546,697	84.58%	\$7,296
Other Operating	\$157,552	9.43%	\$743	\$282,082	15.42%	\$1,331
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,671,395	100.00%	\$7,884	\$1,828,779	100.00%	\$8,626
Instruction (11,95) *	\$1,330,014	79.58%	\$6,274	\$1,330,014	72.73%	\$6,274
Instructional Res/Media (12) *	\$23,134	1.38%	\$109	\$23,134	1.26%	\$109
Curriculum/Staff Develop (13) *	\$655	0.04%	\$3	\$655	0.04%	\$3
Instructional Leadership (21) *	\$14,669	0.88%	\$69	\$14,669	0.80%	\$69
School Leadership (23) *	\$164,730	9.86%	\$777	\$164,730	9.01%	\$777
Guidance/Counseling Svcs (31) *	\$1,664	0.10%	\$8	\$1,664	0.09%	\$8
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$55,087	3.30%	\$260	\$55,087	3.01%	\$260
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$157,384	8.61%	\$742
Extracurricular (36) **	\$14,817	0.89%	\$70	\$14,817	0.81%	\$70
Plant Maint/Operation (51) **	\$49,342	2.95%	\$233	\$49,342	2.70%	\$233
Security/Monitoring (52) **	\$4,147	0.25%	\$20	\$4,147	0.23%	\$20

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 212

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$13,136	0.79%	\$62	\$13,136	0.72%	\$62
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,671,395	100.00%	\$7,884	\$1,828,779	100.00%	\$8,626
Regular	\$905,570	54.18%	\$4,272	\$905,570	49.52%	\$4,272
Gifted & Talented	\$523	0.03%	\$2	\$523	0.03%	\$2
Career & Technical	\$9,324	0.56%	\$44	\$9,324	0.51%	\$44
Students with Disabilities	\$37,457	2.24%	\$177	\$37,457	2.05%	\$177
State Compensatory ED	\$100,749	6.03%	\$475	\$100,749	5.51%	\$475
Bilingual	\$27,541	1.65%	\$130	\$27,541	1.51%	\$130
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$448,084	26.81%	\$2,114	\$448,084	24.50%	\$2,114
Dyslexia or Related Disorder Serv	\$60,119	3.60%	\$284	\$60,119	3.29%	\$284
CCMR	\$586	0.04%	\$3	\$586	0.03%	\$3
Athletic Programming	\$14,817	0.89%	\$70	\$14,817	0.81%	\$70
Un-Allocated	\$66,625	3.99%	\$314	\$224,009	12.25%	\$1,057

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH (220817004)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 212

Note: Some amounts may not total due to rounding.

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- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

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**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 462

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$3,671,950	100.00%	\$7,948	\$3,831,872	100.00%	\$8,294
Operating-Payroll	\$3,138,229	85.46%	\$6,793	\$3,170,322	82.74%	\$6,862
Other Operating	\$533,721	14.54%	\$1,155	\$661,550	17.26%	\$1,432
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$3,671,950	100.00%	\$7,948	\$3,831,872	100.00%	\$8,294
Instruction (11,95) *	\$2,388,633	65.05%	\$5,170	\$2,388,633	62.34%	\$5,170
Instructional Res/Media (12) *	\$38,479	1.05%	\$83	\$38,479	1.00%	\$83
Curriculum/Staff Develop (13) *	\$737	0.02%	\$2	\$737	0.02%	\$2
Instructional Leadership (21) *	\$67,673	1.84%	\$146	\$67,673	1.77%	\$146
School Leadership (23) *	\$283,484	7.72%	\$614	\$283,484	7.40%	\$614
Guidance/Counseling Svcs (31) *	\$123,858	3.37%	\$268	\$123,858	3.23%	\$268
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$62,883	1.71%	\$136	\$62,883	1.64%	\$136
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$159,922	4.17%	\$346
Extracurricular (36) **	\$324,639	8.84%	\$703	\$324,639	8.47%	\$703
Plant Maint/Operation (51) **	\$269,865	7.35%	\$584	\$269,865	7.04%	\$584
Security/Monitoring (52) **	\$6,912	0.19%	\$15	\$6,912	0.18%	\$15

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 462

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$104,787	2.85%	\$227	\$104,787	2.73%	\$227
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$3,671,950	100.00%	\$7,948	\$3,831,872	100.00%	\$8,294
Regular	\$2,187,674	59.58%	\$4,735	\$2,187,674	57.09%	\$4,735
Gifted & Talented	\$1,175	0.03%	\$3	\$1,175	0.03%	\$3
Career & Technical	\$228,719	6.23%	\$495	\$228,719	5.97%	\$495
Students with Disabilities	\$76,677	2.09%	\$166	\$76,677	2.00%	\$166
State Compensatory ED	\$443,253	12.07%	\$959	\$443,253	11.57%	\$959
Bilingual	\$1,732	0.05%	\$4	\$1,732	0.05%	\$4
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$728	0.02%	\$2	\$728	0.02%	\$2
CCMR	\$25,789	0.70%	\$56	\$25,789	0.67%	\$56
Athletic Programming	\$324,639	8.84%	\$703	\$324,639	8.47%	\$703
Un-Allocated	\$381,564	10.39%	\$826	\$541,486	14.13%	\$1,172

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS (220817003)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 462

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 140

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,142,636	100.00%	\$8,162	\$1,238,666	100.00%	\$8,848
Operating-Payroll	\$954,049	83.50%	\$6,815	\$968,706	78.21%	\$6,919
Other Operating	\$188,587	16.50%	\$1,347	\$269,960	21.79%	\$1,928
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,142,636	100.00%	\$8,162	\$1,238,666	100.00%	\$8,848
Instruction (11,95) *	\$658,614	57.64%	\$4,704	\$658,614	53.17%	\$4,704
Instructional Res/Media (12) *	\$15,306	1.34%	\$109	\$15,306	1.24%	\$109
Curriculum/Staff Develop (13) *	\$308	0.03%	\$2	\$308	0.02%	\$2
Instructional Leadership (21) *	\$22,645	1.98%	\$162	\$22,645	1.83%	\$162
School Leadership (23) *	\$193,458	16.93%	\$1,382	\$193,458	15.62%	\$1,382
Guidance/Counseling Svcs (31) *	\$53,556	4.69%	\$383	\$53,556	4.32%	\$383
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$38,816	3.40%	\$277	\$38,816	3.13%	\$277
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$96,030	7.75%	\$686
Extracurricular (36) **	\$76,190	6.67%	\$544	\$76,190	6.15%	\$544
Plant Maint/Operation (51) **	\$70,432	6.16%	\$503	\$70,432	5.69%	\$503
Security/Monitoring (52) **	\$4,079	0.36%	\$29	\$4,079	0.33%	\$29

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 140

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$9,232	0.81%	\$66	\$9,232	0.75%	\$66
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,142,636	100.00%	\$8,162	\$1,238,666	100.00%	\$8,848
Regular	\$544,467	47.65%	\$3,889	\$544,467	43.96%	\$3,889
Gifted & Talented	\$40,924	3.58%	\$292	\$40,924	3.30%	\$292
Career & Technical	\$49,596	4.34%	\$354	\$49,596	4.00%	\$354
Students with Disabilities	\$18,426	1.61%	\$132	\$18,426	1.49%	\$132
State Compensatory ED	\$112,973	9.89%	\$807	\$112,973	9.12%	\$807
Bilingual	\$692	0.06%	\$5	\$692	0.06%	\$5
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$165,817	14.51%	\$1,184	\$165,817	13.39%	\$1,184
Dyslexia or Related Disorder Serv	\$46,978	4.11%	\$336	\$46,978	3.79%	\$336
CCMR	\$2,830	0.25%	\$20	\$2,830	0.23%	\$20
Athletic Programming	\$76,190	6.67%	\$544	\$76,190	6.15%	\$544
Un-Allocated	\$83,743	7.33%	\$598	\$179,773	14.51%	\$1,284

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST (220817007)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 140

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 331

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$2,069,914	100.00%	\$6,254	\$2,243,617	100.00%	\$6,778
Operating-Payroll	\$1,826,906	88.26%	\$5,519	\$1,878,215	83.71%	\$5,674
Other Operating	\$243,008	11.74%	\$734	\$365,402	16.29%	\$1,104
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$2,069,914	100.00%	\$6,254	\$2,243,617	100.00%	\$6,778
Instruction (11,95) *	\$1,553,573	75.05%	\$4,694	\$1,553,573	69.24%	\$4,694
Instructional Res/Media (12) *	\$29,428	1.42%	\$89	\$29,428	1.31%	\$89
Curriculum/Staff Develop (13) *	\$2,494	0.12%	\$8	\$2,494	0.11%	\$8
Instructional Leadership (21) *	\$27,167	1.31%	\$82	\$27,167	1.21%	\$82
School Leadership (23) *	\$235,474	11.38%	\$711	\$235,474	10.50%	\$711
Guidance/Counseling Svcs (31) *	\$53,402	2.58%	\$161	\$53,402	2.38%	\$161
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$58,547	2.83%	\$177	\$58,547	2.61%	\$177
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$173,703	7.74%	\$525
Extracurricular (36) **	\$32,456	1.57%	\$98	\$32,456	1.45%	\$98
Plant Maint/Operation (51) **	\$53,186	2.57%	\$161	\$53,186	2.37%	\$161
Security/Monitoring (52) **	\$5,990	0.29%	\$18	\$5,990	0.27%	\$18

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 331

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$18,197	0.88%	\$55	\$18,197	0.81%	\$55
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$2,069,914	100.00%	\$6,254	\$2,243,617	100.00%	\$6,778
Regular	\$818,301	39.53%	\$2,472	\$818,301	36.47%	\$2,472
Gifted & Talented	\$72,366	3.50%	\$219	\$72,366	3.23%	\$219
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$83,960	4.06%	\$254	\$83,960	3.74%	\$254
State Compensatory ED	\$234,811	11.34%	\$709	\$234,811	10.47%	\$709
Bilingual	\$66,992	3.24%	\$202	\$66,992	2.99%	\$202
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$640,497	30.94%	\$1,935	\$640,497	28.55%	\$1,935
Dyslexia or Related Disorder Serv	\$43,158	2.09%	\$130	\$43,158	1.92%	\$130
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$32,456	1.57%	\$98	\$32,456	1.45%	\$98
Un-Allocated	\$77,373	3.74%	\$234	\$251,076	11.19%	\$759

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD (220817005)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 331

Note: Some amounts may not total due to rounding.

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**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 82

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	\$1,062,237	100.00%	\$12,954	\$1,173,977	100.00%	\$14,317
Operating-Payroll	\$981,314	92.38%	\$11,967	\$1,014,260	86.40%	\$12,369
Other Operating	\$80,923	7.62%	\$987	\$159,717	13.60%	\$1,948
Non-Operating(Equipt/Supplies)	\$0	0.00%	\$0	\$0	0.00%	\$0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	\$1,062,237	100.00%	\$12,954	\$1,173,977	100.00%	\$14,317
Instruction (11,95) *	\$809,924	76.25%	\$9,877	\$809,924	68.99%	\$9,877
Instructional Res/Media (12) *	\$10,411	0.98%	\$127	\$10,411	0.89%	\$127
Curriculum/Staff Develop (13) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Instructional Leadership (21) *	\$14,309	1.35%	\$175	\$14,309	1.22%	\$175
School Leadership (23) *	\$124,670	11.74%	\$1,520	\$124,670	10.62%	\$1,520
Guidance/Counseling Svcs (31) *	\$14,650	1.38%	\$179	\$14,650	1.25%	\$179
Social Work Services (32) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Health Services (33) *	\$52,445	4.94%	\$640	\$52,445	4.47%	\$640
Transportation(34) *	\$0	0.00%	\$0	\$0	0.00%	\$0
Food (35) **	\$0	0.00%	\$0	\$111,740	9.52%	\$1,363
Extracurricular (36) **	\$19,159	1.80%	\$234	\$19,159	1.63%	\$234
Plant Maint/Operation (51) **	\$5,128	0.48%	\$63	\$5,128	0.44%	\$63
Security/Monitoring (52) **	\$2,765	0.26%	\$34	\$2,765	0.24%	\$34

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 82

	General Fund	%	Per Student	All Funds	%	Per Student
Data Processing Svcs (53) **	\$8,776	0.83%	\$107	\$8,776	0.75%	\$107
Fund Raising CHARTER ONLY (81) **	\$0	0.00%	\$0	\$0	0.00%	\$0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	\$1,062,237	100.00%	\$12,954	\$1,173,977	100.00%	\$14,317
Regular	\$770,037	72.49%	\$9,391	\$770,037	65.59%	\$9,391
Gifted & Talented	\$49,318	4.64%	\$601	\$49,318	4.20%	\$601
Career & Technical	\$0	0.00%	\$0	\$0	0.00%	\$0
Students with Disabilities	\$55,734	5.25%	\$680	\$55,734	4.75%	\$680
State Compensatory ED	\$105,816	9.96%	\$1,290	\$105,816	9.01%	\$1,290
Bilingual	\$44,627	4.20%	\$544	\$44,627	3.80%	\$544
High School Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Prekindergarten	\$0	0.00%	\$0	\$0	0.00%	\$0
Early Education Allotment	\$0	0.00%	\$0	\$0	0.00%	\$0
Dyslexia or Related Disorder Serv	\$877	0.08%	\$11	\$877	0.07%	\$11
CCMR	\$0	0.00%	\$0	\$0	0.00%	\$0
Athletic Programming	\$19,159	1.80%	\$234	\$19,159	1.63%	\$234
Un-Allocated	\$16,669	1.57%	\$203	\$128,409	10.94%	\$1,566

**2022-2023 PEIMS BUDGETED FINANCIAL DATA BY CAMPUS
TOTALS FOR NEWMAN INTERNATIONAL ACADEMY AT PIONEER (220817006)
NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON**

Total Enrolled Membership: 82

Note: Some amounts may not total due to rounding.

- * Please refer to sections A.1 through A.8 of Module 1 in the Financial Accountability System Resource Guide (FASRG) and Appendix A.6 of the FAR Appendices for information concerning requirements for accounting for expenditures by campus.
- ** Please note that, in many instances, expenditures under function codes 34-99 are not directly attributable to a specific campus. It is recommended that district-level data.

Link to [PEIMS Financial Standard Reports](#) to be used for the analysis of costs reported by comparable school districts.

Section 3:

District Accreditation Status: 2022-
2023

Accredited



2022-2023 Accreditation Statuses

The Texas Education Agency awards an accreditation status to each public school district and charter school. The accreditation status is based on the academic accountability rating and financial ratings from the Financial Integrity Rating System of Texas. A district or charter must be accredited by the state to operate as a public school.

The district accreditation statuses for 2022-2023 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2020 FIRST Rating | 2020 Accountability Rating | 2021 FIRST Rating | 2021 Accountability Rating | 2022 FIRST Rating | 2022 Accountability Rating | 2022-2023 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	DISTRICT NAME	ESC	2022 FIRST Rating	2022 Accountability Rating	2022-2023 Accreditation Status	Reason For Status	Notes
220817	NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON	11	A - Superior Achievement	B	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,206 total entries)

Previous Next

Section 4: District and Campus Performance Objectives

2022-23 Campus Improvement Plan

Accountability Rating: B

School Name

Newman International Academy of Arlington

Address

2011. S Fielder Rd
Arlington, TX 76013

School ID

220817001

Principal

Ashley Blakeslee

District Name

Newman International Academy

Date of School Board Approval



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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

District Description

Newman International Academy is an open-enrollment, public charter school that serves (Oct 2022 data) approximately 3000 students at 7 campuses in grades PreK-12. The campuses are located in Arlington, Cedar Hill, Mansfield, and Fort Worth—all in the Dallas- Fort Worth Metroplex. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

School Description

NIAA is an open-enrollment, public charter school that serves approximately 650 students PK3 - 5th grade. The school is located in central Arlington in a sub-urban area. The student population is from the Dallas-Fort Worth Metroplex.

Race/Ethnicity

As of December 2022, the campus student ethnicity percentages are as follows:

African American - 52%
Hispanic- 23%
White- 15%
American Indian- .5%
Asian/Pacific Islander- 4%
Two-or-More Races- 3%

As of Oct. 2022, the staff ethnicity percentages are as follows:

African American - 17%
Hispanic - 9%
White - 65%
Other - 9%

Student Groups

As of December 2022, approximately 68% of NIAA students are economically disadvantaged (free/reduced lunch), and about 14% are ESL students. Approximately 5% of students require special education services. Approximately 3% of students are identified Gifted and Talented.

For teachers, as of December 2022, as calculated for the Equity Report approximately 59% of NIAA teachers were certified in the field of their teaching assignment, and 73% we experienced (2 or more years of experience). Approximately 13% of NIAA teachers were new to NIAA in 2022-2023. As a charter school, per state statute, Newman only requires SPED, ESL, and PreK teachers to be certified, while the rest must have at least a bachelor degree. In hiring, there is preference for teachers with a certification, and teachers are encouraged to obtain certification, but the focus is on hiring teachers who can best serve the needs of the students. As per Newman's charter, Newman makes efforts to hire highly qualified teachers. In Elementary, highly qualified means teachers have Bachelor's degrees and have passed the content exam/ certified/ alternative certification/ more than 10 years of experience.

Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides. (See further details in the Processes and Programs section.)

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by experienced teachers.

Summary of Needs

What were the identified needs?

Hiring staff that more closely reflects student demographics.

Increasing the number of staff with an ESL supplemental certification, to more equitably serve our EL population.

Increasing the percentage of teachers certified in the field of their teaching.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

No demographic priorities are identified for the use of federal and state funding.

Student Achievement

Overall Summary

Due to COVID-19, all schools received a "Not Rated" score for 2022-2023; therefore, all data from 2019-2020 still applies. Per TXSchools.org, NIAA's rating was as follows: 87 out of 100 overall. This rating was compiled from scores from the 3 categories of Student Achievement, School Progress, and Closing the Gaps. Student Achievement was B or 88 out of 100; School Progress was B or 84 out of 100, and Closing the Gaps was B or 83 out of 100.

STAAR Scores May 2022

Mathematics

3rd Grade: 27% did not meet, 40% approached, 20% met, 12% mastered

4th Grade: 49% did not meet, 36% approached, 11% met, 4% mastered

5th Grade: 18% did not meet, 39% approached, 28% met, 15% mastered

Reading

3rd Grade: 35% did not meet, 30% approached, 16% met, 19% mastered

4th Grade: 22% did not meet, 34% approached, 26% met, 18% mastered

5th Grade: 17% did not meet, 33% approached, 22% met, 28% mastered

Science

5th Grade: 48% did not meet, 27% approached, 17% met and 8% mastered\

TELPAS

Beginning 7%

Intermediate 38%

Advanced 38%

Advanced High 16%

Title 1 funds will be used to support intervention activities, such as Instructional Guides, Instructional Coaches, remediation

software and devices, additional Counselors, and summer remediation instruction.

Summary of Strengths

What were the identified strengths?

EL students demonstrated progress on the TELPAS test, with 16% scoring advanced high.

Summary of Needs

What were the identified needs?

Problem Statement 1: 67% of our students failed the 4th Grade STAAR Math test.

Root Cause: 72% of students were unable to solve with fluency one- and two-step problems involving multiplication and division, including interpreting remainders.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Title 1 funds will be used to support intervention activities, such as Instructional Guides, Instructional Coaches, remediation software and devices, additional Counselors, and summer remediation instruction.

Processes & Programs

Overall Summary

Newman makes every effort to attract highly qualified teachers. New staff find Newman through word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. Although Newman was able to significantly raise experienced teachers' salaries this year, Newman continues to struggle with high turnover and recruiting sufficient qualified instructors. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards.

For 2022-2023, approximately 13% of NIAA teachers were new to Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides. Lead Teachers mentor campus teachers within their subject areas, Instructional Coaches assist teachers with the implementation of curriculum, and Instructional Guides maintain the integrity of programs. The New-to-Newman binder helps the onboarding process of teachers who are new to the district, and this binder is reviewed during August in-service. The New-to-Newman session was recorded and is available to teachers who join during the school year, and the District Mentor is also willing to meet with new teachers.

In 2019-2020, the Newman district implemented the Newman Teacher Incentive Program and paid many teachers a small stipend based on their previous year's performance. Newman also applied and was approved for TEA's Teacher Incentive Allotment (TIA) and continues to nominate teachers. Newman will continue to train teachers how to participate in the TIA opportunity.

Programs and Opportunities for Students

Newman operates numerous programs to support students, including GT, support for ESL and SPED students. Instructional Guides and Instructional Coaches continue to work in the areas of teacher support and helping to align the elementary curriculum.

GT Program

NIAA has a full-time GT teacher serving 22 students with more nominated. The GT teacher meets with students on average three times a week to set up the Renzulli Learning profile and engage in the Renzulli Learning enrichment activities and projects, help students complete activities, and set them up to work on their year-end GT Expo project.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022. NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.
4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.
5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2021-22 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Technology

In 2019-2020, the Newman district drafted a multi-year technology plan and purchased many devices for faculty, staff and students (over 1500 devices specifically for students alone). While some of these technology purchases were instigated by COVID-19 needs, many of the purchases had already been completed before COVID became widespread. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes. Newman is in the process of becoming a 1:1 district.

Summary of Strengths

What were the identified strengths?

Newman operates numerous programs to support students at all levels, including GT and support for ESL and SPED students.

Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff. Newman is making strides in improving dual credit options and is now setting specific goals regarding student participation and performance on CCMR indicators.

Newman has purchased more technology for the classrooms.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments and will prioritize purchasing technology to facilitate student instruction.

Perceptions

Overall Summary

Student Engagement

As of December 2022, attendance is at 94%.

Staff Engagement

As of December 2022, approximately 13% of NIAA's teachers are new to the campus. Due to staffing changes each year, Newman is constantly working to educate new employees in Newman culture and values.

Parent Engagement

Parents and guardians are engaged throughout the year with events such as Parent Orientation, Warrior Showcase, Veteran's Day Event, Christmas programs, Math and Science Night, Health and Wellness Night, countless athletic events, numerous fine arts events, and also various campus events such as literacy nights, book fairs, fall and spring festivals, International Day celebrations, and drama and music presentations. NIAA makes effort to maintain a PSC (Parent-Student Collaboration) that involves parents in the fundraising and planning for special events, teacher appreciation, and other school activities. Newman implemented a new parent communication platform, School Messenger, in Fall 2021 with the goal of improving parent access to timely communication and student progress data. Newman currently measures parent participation rates by having parents sign in to numerous school events and by doing parent surveys.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events as well as PSC (Parent-Student Collaboration).

Summary of Needs

What were the identified needs?

Problem Statement 1: Increasing parent engagement and access to student progress.

Root Cause: Parents are not engaged on School Messenger, the new communication platform, and are lacking access to crucial communications and information regarding their students' achievement.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Increasing parent engagement and access.

Root Cause 3: Parents are still adjusting to School Messenger, the new communication platform, and are lacking access to crucial communications and information regarding their students' achievement.

Problem Statement 3 Areas: Perceptions

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1439	16	20	64	80	29	36	17	21
	4	88	1498	28	32	60	68	28	32	13	15
	5	75	1548	14	19	61	81	31	41	13	17
	6	73	1603	20	27	53	73	34	47	19	26

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	85	1422	23	27	62	73	30	35	17	20
	4	96	1469	37	39	59	61	30	31	8	8
	5	95	1559	23	24	72	76	42	44	28	29
	8	82	1704	14	17	68	83	50	61	28	34

2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	89		31	35	58	65	31	35	17	19

	4	73		16	22	57	78	32	44	13	18
	5	89		15	17	74	83	45	51	25	28

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	22	1405	6	27	16	73
	4	22	1490	7	32	15	68	7	32	2	9
	5	21	1521	5	24	16	76	7	33	3	14
	6	18	1561	5	28	13	72	7	39	2	11

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	16	1396	6	38	10	63
	4	32	1432	18	56	14	44	5	16	1	3
	5	23	1531	8	35	15	65	10	43	9	39
	8	20	1629	6	30	14	70	10	50	2	10

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	17		7	41	10	59
	4	12		2	17	10	83	6	50	2	17
	5	31		7	23	24	77	14	45	6	19

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	33	1442	6	18	27	82
	4	32	1475	12	38	20	63	6	19	4	13
	5	23	1531	7	30	16	70	9	39	2	9
	6	24	1580	7	29	17	71	9	38	7	29

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	47	1410	13	28	34	72
	4	37	1459	15	41	22	59	12	32	3	8
	5	52	1549	12	23	40	77	18	35	12	23
	8	32	1692	5	16	27	84	19	59	12	38

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	53		15	28	38	72
	4	39		10	26	29	74	15	38	5	13
	5	35		6	17	29	83	17	49	11	31

2018-19 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	20	1453	4	20	16	80
	4	24	1517	7	29	17	71	10	42	5	21
	5	18	1568	1	6	17	94	8	44	4	22
	6	18	1619	6	33	12	67	8	44	4	22

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	8	1437	2	25	6	75	2	25	1	13
	4	16	1549	2	13	14	88	9	56	4	25
	5	12	1642	2	17	10	83	10	83	6	50
	8	17	1721	2	12	15	88	12	71	6	35

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	12		7	56	5	42	4	33	3	25
	4	9									
	5	13		0	0	13	100	9	69	5	38
Two or More Races	3	1									
	4	4									
	5	6	1591	0	0	6	100	4	67	1	17
	6	7	1637	1	14	6	86	6	86	2	29
Two or More Races	3	5	1526	1	20	4	80	4	80	2	40

	4	6	1531	0	0	6	100	3	50	0	0
	5	0									
	8	3									

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1407	10	27	27	73	9	24	4	11
4	43	1478	17	40	26	60	13	30	6	14	
5	32	1558	4	13	28	88	15	47	8	25	
6	27	1572	9	33	18	67	11	41	6	22	

2020-21 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	59	1398	20	34	39	66	16	27	11	19
4	61	1457	28	46	33	54	17	28	6	10	
5	54	1538	16	30	38	70	18	33	12	22	
8	35	1690	8	23	27	77	18	51	12	34	

2021-22 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	57		18	32	39	68	23	40	13	23
4	51		13	25	38	75	22	43	11	22	
5	55		9	16	46	84	25	45	16	29	

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	21	1381	7	33	14	67
	4	14	1458	6	43	8	57	4	29	1	7
	5	12	1514	5	42	7	58	3	25	3	25
	6	12	1521	5	42	7	58	2	17	0	0

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	12	1426	3	25	9	75
	4	26	1457	11	42	15	58	6	23	1	4
	5	21	1536	6	29	15	71	10	48	6	29
	8	10	1656	3	30	7	70	4	40	1	10

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	20		8	40	12	60
	4	7									
	5	18		4	23	14	78	9	50	5	28
Special Education	3	8	1302	5	63	3	38	0	0	0	0
	4	7	1389	4	57	3	43	1	14	1	14
	5	5	1442	2	40	3	60	0	0	0	0

	6	8	1495	5	63	3	38	1	13	1	13
Special Education	3	5	1369	3	60	2	40	2	40	0	0
	4	6	1352	5	83	1	17	0	0	0	0
	5	5	1440	2	40	3	60	1	20	0	0
	8	6	1586	4	67	2	33	0	0	0	0

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
At-Risk	3	61		26	43	35	57	15	25	10	16
	4	43		12	28	31	72	15	35	9	21
	5	47		12	26	35	74	22	47	10	21

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1504	15	19	65	81	43	54	25	31
	4	88	1567	28	32	60	68	41	47	23	26
	5	75	1615	15	20	60	80	40	53	19	25
	6	73	1679	12	16	61	84	37	51	20	27

2020-21 Mathematics STAAR Results											
Student Group											

All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	85	1406	31	36	54	64	21	25	9	11
4	96	1470	56	58	40	42	18	19	9	9	
5	95	1554	36	38	59	62	34	36	11	12	
8	66	1611	24	36	42	64	24	36	3	5	

2021-22 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	89		24	27	65	73	29	33	11	12
4	73		36	49	37	51	11	15	3	4	
5	89		16	18	73	82	38	43	13	15	

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	22	1504	5	23	17	77	12	55	7	32
4	22	1502	10	45	12	55	6	27	3	14	
5	21	1579	5	24	16	76	7	33	4	19	
6	18	1627	5	28	13	72	6	33	3	17	

2020-21 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
3	16	1381	5	31	11	69	2	13	0	0	

	4	32	1444	20	63	12	38	2	6	2	6
	5	23	1554	8	35	15	65	10	43	4	17
	8	18	1599	7	39	11	61	6	33	0	0

2021-22 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17			7	41	10	59	6	35	2
4	12			4	33	8	67	2	25	2	25
5	31			6	19	25	81	12	39	3	10
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
	6	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	2									
	8	0									

2018-19 Mathematics STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	33	1478		6	18	27	82	14	42	7
4	32	1552		11	34	21	66	15	47	7	22
5	23	1605		4	17	19	83	10	43	5	22
6	24	1690		0	0	24	100	11	46	7	29

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	47	1396	18	38	29	62
4	37	1449	22		59	15	41	6	16	1	3
5	52	1537	24		46	28	54	15	29	5	10
8	27	1615	9		33	18	67	10	37	2	7

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	53		11	21	42	79
4	39		19		49	20	51	6	15	1	3
5	35		9		26	26	74	14	40	4	11

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	20	1505	4	20	16	80
4	24	1624	6		25	18	75	12	50	10	42
5	18	1628	4		22	14	78	13	72	6	33
6	18	1682	6		33	12	67	10	56	6	33

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	8	1405	3	38	5	63
	4	16	1549	7	44	9	56	6	38	4	25
	5	12	1602	3	25	9	75	6	50	2	17
	8	13	1578	6	46	7	54	3	23	0	0

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	12		4	33	8	67	3	25	1	8
	4	9									
	5	13		0	0	13	100	8	62	4	31
Two or More Races	3	1									
	4	4									
	5	6	1624	1	17	5	83	4	67	1	17
	6	7	1674	1	14	6	86	5	71	1	14
Two or More Races	3	5	1452	2	40	3	60	2	40	1	20
	4	6	1460	5	83	1	17	1	17	1	17
	5	0									
	8	2									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	37	1478	8	22	29	78	18	49	8	22

	4	43	1539	15	35	28	65	17	40	11	26
	5	32	1602	7	22	25	78	16	50	7	22
	6	27	1702	3	11	24	89	15	56	10	37

2020-21 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	59	1389	25	42	34	58	15	25	6	10
4	61	1468	36	59	25	41	9	15	4	7	
5	54	1548	20	37	34	63	18	33	5	9	
8	33	1634	12	36	21	64	12	36	3	9	

2021-22 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	57		16	28	41	72	19	45	7	12
4	51		24	47	27	53	7	14	1	2	
5	55		11	20	44	80	24	44	2	11	

2018-19 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	21	1475	6	29	15	71	11	52	5	24
4	14	1499	6	43	8	57	5	36	3	21	
5	12	1579	4	33	8	67	5	42	2	17	
6	12	1646	3	25	9	75	4	33	3	25	

2020-21 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	12	1436	3	25	9	75	5	42	2	17
4	26	1459	15	58	11	42	3	12	2	8	
5	21	1563	7	33	14	67	9	43	4	19	
8	10	1658	2	20	8	80	5	50	0	0	

2021-22 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	20		6	30	12	70	9	44	2	10
4	7										
5	18		3	17	15	83	8	44	2	11	
Special Education	3	8	1353	4	50	4	50	2	25	0	0
	4	7	1451	5	71	2	29	2	29	1	14
	5	5	1474	2	40	3	60	0	0	0	0
	6	8	1560	4	50	4	50	1	13	1	13
Special Education	3	5	1364	3	60	2	40	1	20	0	0
	4	6	1416	3	50	3	50	0	0	0	0
	5	5	1471	3	60	2	40	0	0	0	0
	8	6	1541	5	83	1	17	0	0	0	0

2021-22 Mathematics STAAR Results

Student Group											
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At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	61		24	39	37	61	15	25	4	7
4	43		24	56	19	44	4	9	2	5	
5	47		10	21	37	79	18	38	5	11	

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	75	3917	14	19	61	81	38	51	16	21
Hispanic/ American Indian or Black or African	5	21	3822	5	24	16	76	9	43	4	19
White	5	1									
Two or More Races	5	23	3809	4	17	19	83	10	43	1	4
Economically Limited English	5	18	3968	4	22	14	78	9	50	6	33
Special Education	5	6	4109	1	17	5	83	5	83	2	33
	5	32	3865	8	25	24	75	15	47	7	22
	5	12	3859	4	33	8	67	6	50	3	25
	5	5	3419	3	60	2	40	1	20	0	0

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	91	3554	42	46	49	54	13	14	4	4
	8	81	3854	22	27	59	73	40	49	20	25
Hispanic/ Latino	5	22	3473	11	50	11	50	4	18	0	0
	8	20	3715	9	45	11	55	9	45	4	20

American Indian or Alaska Native	5	2									
	8	0									
Black or African American	5	48	3537	25	52	23	48	5	10	2	4
	8	32	3756	6	19	26	81	14	44	4	13
White	5	12	3708	3	25	9	75	3	25	2	17
	8	17	3927	5	29	12	71	9	53	6	35
Two or More Races	5	0									
	8	3									
Economically Disadvantaged	5	51	3538	24	47	27	53	5	10	2	4
	8	35	3815	11	31	24	69	15	43	5	14
Limited English Proficient	5	21	3539	8	38	13	62	4	19	1	5
	8	10	3769	3	30	7	70	3	30	1	10
Special Education	5	5	3018	5	100	0	0	0	0	0	0
	8	6	3377	5	83	1	17	0	0	0	0

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	89		43	48	46	52	22	25	7	8
Hispanic/	5	31		17	55	14	45	6	19	3	10
Black or African	5	35		21	60	14	40	8	23	1	3
White	5	13		3	23	10	77	6	46	1	8
Economically	5	55		29	53	26	47	12	22	4	7
Limited English	5	18		9	50	9	50	3	19	1	6
At-Risk	5	47		28	60	19	40	9	19	5	11

Goals and Strategies

Goal 1:

Support and retain highly-qualified teachers who can enable students to excel academically.

Performance Objective 1:

Reduction of teacher turnover rate.

Evaluation Data Source(s):

Staff turnover rate from the 2022-2023 school year to the 2023-2024 school year.

Summative Evaluation:

Strategy/Activity 1

NIA will hire certified and highly-qualified teachers and support them with instructional coaches (elementary) and instructional guides (secondary). Encourage all non-certified teachers to obtain certification in their subject area as well as ESL. Status on progress toward certification will be monitored and discussed at each DIP meeting. Teachers will become more effective through professional development, PLC, the observation feedback cycle and tutorials.

Timeline

September 2023

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
Continued implementation of TIA nominations and processes to provide additional compensation for qualified staff.

January

March

Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction.

Timeline

May 2023

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
New curriculum was implemented in ELAR and Social Studies. Curriculum did not change for math and science. Instructional coaches provide support to teachers to implement curricula and Newman culture.

January

March

Summative

Resources

Goal 2:

Improve teaching strategies and interventions in core subjects of reading and math.

Performance Objective 1:

The percentage of students who meet or master grade level performance standards in math and ELAR will increase by 3% by May 2023.

Evaluation Data Source(s):

MAP Growth Test and STAAR Test Scores

Summative Evaluation:

Strategy/Activity 1

NIA Principals will oversee district-recommended STAAR benchmark tests in STAAR tested grades/subjects and assist their teachers to disaggregate data and adjust teaching strategies accordingly. Instructional coaches and instructional guides will be involved in supporting teachers. Interventionists will be assigned to support the lowest-performing students.

Timeline

May 2023

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
MAP Growth Test results and STAAR/EOCs are being used with the RTI process and accelerated instruction to address students' needs, in order to improve their content area knowledge.

January

March

Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

May 2022

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
Newman has integrated digital curricula to support the digital literacy and access of our students.

January

March

Summative

Resources

Strategy/Activity 3

Needs will be addressed for NIA students of special programs, including but not limited to: suicide prevention, conflict resolution, violence prevention, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. Improving campus security and parent involvement will also be addressed. These topics will be addressed in the Student Handbook and throughout the year in POWWOW (weekly school assemblies), special speakers, and annual Wellness Fair events.

Timeline

May 2023

Person(s) Responsible/Monitor

Principals at each campus will monitor student behavior and arrange additional training in POWWOWs (assemblies) according to campus needs.

Strategy's Expected Result/Impact

Students will be able to study (and perform well in school) without the distraction of these issues.

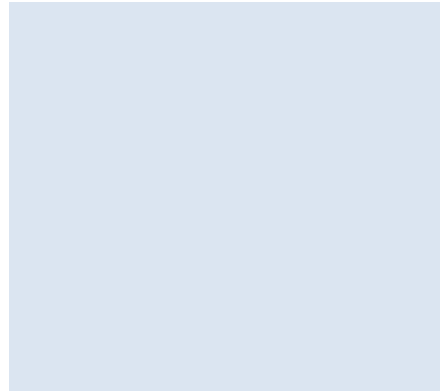
Reviews

Formative

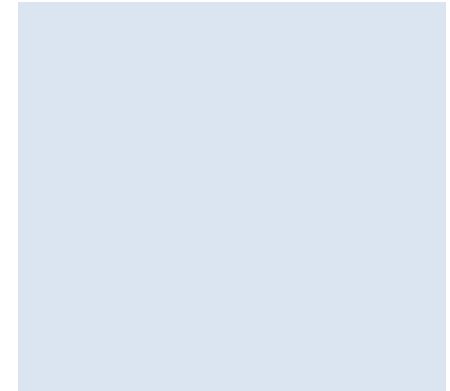
November

Some Progress
POWWOW presentations have addressed some of these topics.

January



March



Teachers facilitate discussions in conjunction with their lessons to address the above health and wellness topics.

Counseling and administrative staff work individually with students as needed in order to support students in areas of concern.

Summative

Resources

Strategy/Activity 4

Strategies will be created at the campus level for the following topics: adjusting instructional methods for student groups not achieving their full potential, dyslexia treatment programs, accelerated instruction, integration of technology in instructional and administrative programs, and strategies for recruiting highly effective teachers

Timeline

May 2023

Person(s) Responsible/Monitor

Campus administrators will monitor needs in these areas and notify the district if funding or professional development is needed to address these issues.

Strategy's Expected Result/Impact

Students at all levels will be served by appropriate programs, enabling students to perform well in school.

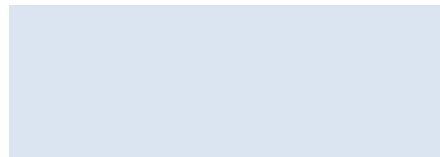
Reviews

Formative

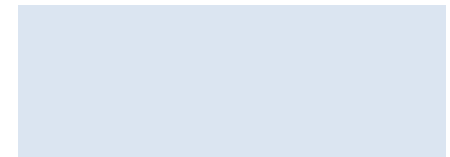
November

Some Progress
Special programs have adapted to meet the needs of remote learners through the integration of digital curricula.

January

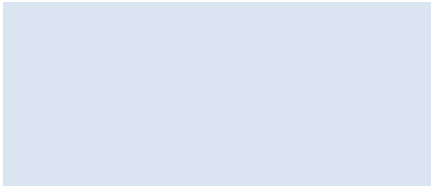
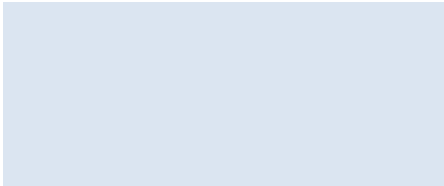


March



RTI process is being used to address needs of students at the individual level.

Dyslexia and other related services are integrated into students' schedules.



Summative

Resources

Goal 3:

Increase parent engagement and access.

Performance Objective 1:

Increase PSC (Parent School Collaboration) membership to 50 families.

Evaluation Data Source(s):

PSC sign in forms and membership applications.

Summative Evaluation:

Strategy/Activity 1

Advertise PSC membership at all campus events and communicate regularly with all families about opportunities to join, volunteer and assist.

Timeline

May 2023

Person(s) Responsible/Monitor

PSC Administrator

Strategy's Expected Result/Impact

Increased parent satisfaction and increased participation in school events.

Reviews

Formative

November

No Progress
PSC is struggling, with an all new board elected. Only one, stop by meeting has taken place, one event was sponsored, and no fundraising has taken place.

January

March

Summative

Resources

Strategy/Activity 2

Communicate features of School Messenger and get families connected.

Timeline

May 2023

Person(s) Responsible/Monitor

Social Media Coordinator, Principal

Strategy's Expected Result/Impact

Increased parent satisfaction and communication.

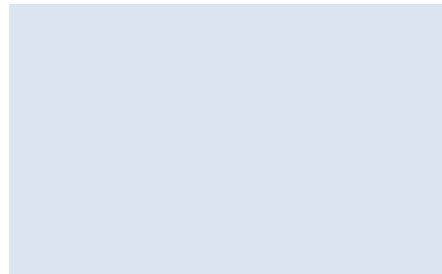
Reviews

Formative

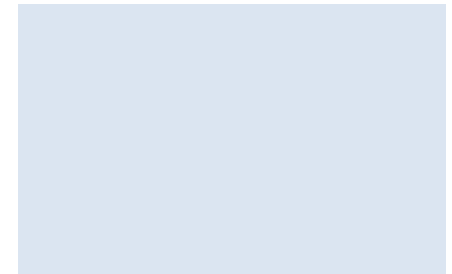
November

Some Progress
Regular Social Media posts regarding features have gone out.

January



March



Summative

Resources

Strategy/Activity 3

Translation of campus communication into Spanish.

Timeline

May 2023

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Increased involvement from Spanish speaking families.

Reviews

Formative

November

No Progress
We are looking for a translator willing to review our weekly newsletter(s).

January

March

Summative

Resources

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

This year, all campuses districtwide qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus-specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2022-2023, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAM- Instructional Coaches and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

NIAME- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.624 million State Compensatory Education (SCE) Allotment, of which 55% (\$1,443,200) is required to be spent on accelerated instruction for at-risk and economically disadvantaged students. Newman implemented schoolwide SCE programs on all campuses. Below is the breakdown of spending per campus (some positions may be part-time):

NIAA: \$349,634 SCE funds on these additional staff: 8 aides, 2 interventionists, 1 PreK Liaison, and 1 permanent sub.

NICH: \$309,817 SCE funds on these additional staff: 3 aides, 1 interventionist, 1 permanent sub, 1 PreK Liaison, and 1 mentorship contractor.

NIAAG: \$330,702 SCE funds on these additional staff: 4 aides, 1 interventionist, 3 permanent subs, and 1 mentorship contractor.

NIAFW: \$68,562 SCE funds on these additional staff: 2 aides and 1 interventionist.

NIAM: \$163,551 SCE funds on these additional staff: 5 aides.

NIAP: \$83,913 SCE funds on these additional staff: 1 aide and 2 interventionists.

NIAME: \$84,162 SCE funds on these additional staff: 1 aide, 1 PreK Liaison, and 1 permanent sub.

To reach the required 55%, Newman district will allocate the remaining required \$52,859 to Reading Academies and additional supplemental salaries or curricula.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

For 2022-2023, the Parent Family Engagement (PFE) Policy and School Compact were written at the district level, included in the Student Handbook, and parents signed acknowledgement. Parents were invited to comment on possible revisions but no comments on the specific policies were received. Throughout the year, parents were invited to meet with principals and share comments on effective ways to communicate with the school and share responsibility for their child's academic progress. In addition, several campuses had specific PFE events with panel discussions and small-group breakout sessions, plus comments on many topics were also collected in the end-of-year parent/teacher satisfaction and school improvement survey.

Parent Engagement Policy

Each campus will convene an annual meeting (usually at the same time as Parent/Student Orientation), to inform parents of the campus participation in Title 1 funding and explain the requirements of this part and the right of parents to be involved. There will be flexible meetings enabling parents to become involved. Since communication is vital throughout the year, parents are encouraged to speak regularly with teachers and meet at least annually with teachers (for elementary students) to discuss the campus School Compact and how it relates to their child's achievement. The campus will provide materials and training to help parents work with their children, such as literacy training and using technology. Parent input is invited in the planning, review, and improvement of campus-level documents including: Parent and Family Engagement Policy, School Compact, and the Schoolwide Program Plan (Campus Improvement Plan).

School Compact

Parents, the entire school staff and students all share the responsibility for improved student academic achievement, and parents are a valuable partner to help children achieve Newman's and the State's high standards. Parents are a student's first and most influential teachers. The following are recommendations for how you can encourage your student to do his/her best and the value that you place on his/her learning:

Spend time each day talking to your student about what he or she is learning in school. Offer encouragement.

Respect learning style differences in your students. Students have differing interests and talents; encourage those interests and talents.

Treat each student as an individual.

Communicate a value for learning. Look over their homework and talk to them about their futures and the skills they will need to be successful.

Use positive statements such as: "I knew you could do it!" "You're a really hard-working kid!" "I'm so proud of you!"

Ask to see your student's planner and schoolwork on a daily basis. Backpacks sometimes contain important information for parents.

Stay in contact with your student's teachers. Don't hesitate to get in touch with them if you have questions.

Talk with your student and together plan a focused time and place for study each day.

The following are the expectations and responsibilities that apply to the parents of students attending Newman International Academy:

Be sure that the student attends school regularly. Promptly report and explain all absences and tardies to the school office.

Participate in meaningful parent/teacher conferences to discuss the student's progress and welfare.

Be involved in activities in your student's classroom and school. Attend as many school gatherings, such as POWWOWS and meetings as possible.

Be sure your student meets grooming, uniform/dress code regulations.

Stay informed of academic requirements and school policies.

Discuss school assignments and report cards with your student.

Bring to the attention of school personnel any learning problems or conditions that may relate to the student's education.

Maintain up-to-date home, work, and emergency telephone numbers and other contact information.

Cooperate with school administrators and teachers.

Arrange to have students at school during the drop-off time (or during breakfast time if participating in breakfast program).

Arrange to have students off campus by the end of the pick-up time at the end of the school day.

When waiting for students to be released, it is the parent/guardian's responsibility to supervise any other children with them.

Strive to build meaningful relationships with the student's teachers and other school staff.

We are a college-prep academy, and parents must work with NIA to encourage their student to prepare for college.

Sign the School Compact Acknowledgement form in this handbook.

Parent-Teacher Collaboration Training Meeting

Teachers and other campus instructional and non-instructional staff are regularly trained in weekly staff meetings on a variety of topics, including effective ways to collaborate with parents. Since Newman campuses (elementary or secondary) are generally small (200-600 students), parents are active in school events, and there are 2 Parent-Teacher Conference days in the school calendar, there are many opportunities for parents to connect with the school and share comments, concerns, and suggestions.

Translation Policy

This plan will be posted on the website and is available upon request in the campus office. Newman International Academy is truly an international school that serves students speaking over 25 different native languages including some Spanish but also languages such as Arabic, Igbo, Swahili, and Portuguese. Therefore, parents are encouraged to contact their campus office regarding documents if they would like further interpretation and explanation.

Coordination of Services Policy

In addition to the Title 1 and SCE expenditures, the Title I, Part A Schoolwide program plan is developed in coordination and integration with other Federal, State, and local services, resources, and programs, such as programs supported under this Act,

violence prevention programs, nutrition programs, housing programs, Head Start programs, adult education programs, career and technical education programs, and schools implementing comprehensive support and improvement activities or targeted support and improvement activities under section 1111(d). All Title 1 activities are supplemental to the programs listed above.

Title I

The purpose of Title I is:

To provide supplemental resources to LEAs to help schools with high concentrations of students from low-income families provide high-quality education that will enable all children to meet the challenging state academic standards.

At Newman, the district plans for the salaries of staff who will serve multiple campuses (such as the Parent Family Engagement Specialist, Instructional Coaches and Guides, etc.) and then the remainder of budgeting and planning is addressed at the campus level. Therefore, planning, monitoring, and evaluation of Title I expenditures is completed in both DIP and CIP meetings.

2022-23 Campus Improvement Plan

Accountability Rating: B

School Name	Newman International Academy of Cedar Hill
Address	1114 W. FM 1382 Cedar Hill, TX 75104
School ID	22081702
Principal	Demethria Ross/ Holly Temte
District Name	Newman International Academy
Date of School Board Approval	6/4/2022

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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

Demographics

School Description

Newman International Academy of Cedar Hill is an open-enrollment, public charter school that serves (Oct 2020 data) approximately 1004 students in Cedar Hill, Texas. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

Race/Ethnicity

As of Oct. 2020, the NICH student ethnicity percentages are as follows:

Hispanic- 43%

American Indian- 0%

Asian – 3%

African American – 39%

Pacific Islander- 0%

White- 11%

Two-or-More Races- 4%

Student Groups

As of October 2020, approximately 43% of NICH students are economically disadvantaged (free/reduced lunch), and about 16% are ESL students. Newman also has a substantial number of students requiring special education services. NICH also offers a gifted and talented (GT) program.

Staff Data

As of October 2020, approximately 36% of NICH teachers were certified in the field of their teaching assignment, and 77% were experienced (2 or more years of experience). Approximately 24% of NICH teachers were new to NICH in 2020-2021.

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by a diverse staff. Newman is accredited by TEA, NCA CASI, NWAC, and SACS CASI.

Summary of Needs

What were the identified needs?

For 2020-2021, there are no demographic needs.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

No demographic priorities are identified for the use of federal and state funding.

Student Achievement

Overall Summary

Due to COVID-19, all schools received a "Not Rated" score for 2019-2020; therefore, all data from 2019-2020 still applies. Per TXSchools.org, Newman's 2018-2019 District ratings was as follows: B or 86 out of 100 overall. This rating was compiled from scores from the 3 categories of Student Achievement, School Progress, and Closing the Gaps. Student Achievement was B or 87 out of 100; School Progress was B or 82 out of 100, and Closing the Gaps was B or 85 out of 100.

For Student Achievement, the score is calculated by the categories of STAAR Performance, College, Career and Military Readiness (CCMR), and Graduation Rate. Newman scored below the state average in STAAR Masters Grade level (19% versus 24%) and Meets Grade Level (44% versus 50%). For Approaches Grade level, Newman and state averages were both at 78%. For CCMR, Newman districtwide scored 62% versus the statewide average of 65% of students who are college, career, or military-ready upon graduation. For 4-year Graduation Rate, Newman celebrated a 98.6% graduation rate compared to the state average of 90%.

For School Progress 2018-2019, the score is compiled based on Academic Growth (one year's growth in reading and math compared to state raw scores) and Relative Growth (STAAR performance of economically disadvantaged students in elementary and middle school and CCMR for high school students, compared to similar schools across the state). Newman's scaled score was 82 out of 100 (based on the 46% of students who were economically disadvantaged and how they scored on STAAR). The Academic Growth score was 73 out of 100. The percentage of Students who Grew a Year Academically was close to the state percentages (67% compared to statewide 69%).

For Closing the Gaps 2018-2019, the score is compiled by Grade Level Performance, Academic Growth/Graduation Rate, English Language Proficiency, and CCMR. For Grade Level Performance, Newman met half of TEA's 24 targets (math and reading STAAR target scores for different categories of students). See Exhibit B for further details of the 24 categories that were set by TEA. For Academic Growth/Graduation Rate, Newman met both of TEA's 2 goals. For English Language Proficiency, Newman met TEA's 1 target. For CCMR, Newman met all of TEA's 4 targets. Therefore, the overall score for Closing the Gaps was a B or 85 out of 100.

In setting student achievement goals, it is important to note that while total student enrollment districtwide is similar to last year, there was 32% student turnover from 2018-2019 to 2019-2020, and approximately 15% student turnover from 2019-2020 to 2020-2021, so approximately 48% of students are new to Newman.

June 2020 update: Due to COVID-19, Newman switched to remote instruction effective March 17, 2020 through the end of the 2019-2020 school year. STAAR tests were cancelled due to the pandemic, so it was not possible to measure student progress as usual. Newman faculty and staff rose to the challenge of instructing students remotely, and students were still served with a variety student supports services, co-curricular instruction, core subjects, elective subjects, dual credit class options, and even an in-person graduation ceremony.

August 2020: Students were allowed to select remote or in-person instruction, and approximately 32% chose in-person instruction, and were on campus from the first day of school onward. Newman allows students to switch methods of instruction at every grading period (every 9 weeks). All students will continue to take NWEA MAP and STAAR benchmark assessments.

Title 1 funds will be used to support intervention activities, such as instructional guides, instructional coaches, remediation software and devices, additional counselors, and summer remediation instruction.

Summary of Strengths

What were the identified strengths?

Newman made significant improvements in 2019-2020, bringing the overall rating up from a C to a B. Improvements were made in every single category: Student Achievement scores went from 72 to 87, School Progress scores went from 69 to 82, and Closing the Gaps went from 75 to 85. However, students were still below state averages in both STAAR Masters and STAAR Meets Grade Level, and CCMR scores were below state average. All students missed Math STAAR targets, and some groups (Asian, White, and SPED) missed Reading targets. Therefore, both math and reading continue to be areas of focus.

Summary of Needs

What were the identified needs?

Problem Statement 1: 32% of our students failed the 4th Grade STAAR Writing test.

Root Cause: 66% of students were unable to use the complete subject and the complete predicate in a sentence. 40% of our students were unable to revise drafts for coherence, organization, use of simple and compound sentences, and audience.

Problem Statement 2: The majority of the students who failed the 4th Grade STAAR writing test were African American.

Root Cause: According to our data, 25% of the students who took the 4th grade STAAR Writing test last year were ESL students. Of these students, 80% were African American. Therefore, we conclude that language learning is a cause of the achievement gap.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Title 1 funds will be used to support intervention activities, such as Instructional Guides, Instructional Coaches, remediation software and devices, additional Counselors, and summer remediation instruction.

Processes & Programs

Overall Summary

Personnel - Policy and Procedures

Newman makes every effort to attract highly qualified teachers. New staff find Newman through word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. Although Newman was able to significantly raise experienced teachers' salaries with HB3 funding, Newman continues to struggle with high turnover and recruiting sufficient qualified instructors. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards. For 2020-2021, approximately 24% of NICH teachers were new to NICH in 2020-2021. COVID has also caused a higher turnover than usual since teachers across the state are retiring, and surrounding DFW school districts offer much more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides.

For 2020-2021, the Newman district hired a Director of Culture, Improvement, and Mentorship whose responsibility is to mentor principals in order to support their teachers more effectively in the classroom. She also works with new teachers to understand T-TESS (teacher evaluation system). In addition, Lead Teachers mentor campus teachers within their subject areas, Instructional Coaches assist teachers with the implementation of curriculum, and Instructional Guides maintain the integrity of programs. The New-to-Newman binder helps the onboarding process of teachers who are new to the district, and this binder is reviewed during August in-service. The New-to-Newman session was recorded and is available to teachers who join during the school year, and

the District Mentor is also willing to meet with new teachers. She has also met with teachers at every campus to explain T-TESS, since understanding the evaluation rubric will definitely impact effective classroom instruction.

In 2019-2020, the Newman district implemented the Newman Teacher Incentive Program and paid many teachers a small stipend based on their previous year's performance. Newman also applied and was approved for TEA's Teacher Incentive Allotment (TIA) and has several approved teachers for 2020-2021. Newman will continue to train teachers how to participate in the TIA opportunity.

Professional Practices

Professional development is planned in consultation with the entire Administrative team (District staff, Principals, Assistant Principals) with recommendations from teachers, instructional coaches and instructional guides, and advice from ESC Regions, TEA, and industry-advised best practices.

Programs and Opportunities for Students

Newman operates numerous programs to support students at all levels, including GT, CTE, AP, and of course support for ESL and SPED students. Instructional Guides and Instructional Coaches continue to work in the areas of teacher support and helping to align the elementary curriculum.

GT Program

As of August 2020, NICH has a full-time GT teacher serving 17 students with 26 more nominated. Additional stipend-only Secondary GT Teachers are being appointed for NICH Middle School and High School students. In elementary, GT teachers meet with students on average three times a week to set up the Renzulli Learning profile and engage in the Renzulli Learning enrichment activities and projects, help students complete activities, and set them up to work on their year-end GT Expo project. In secondary, GT teachers meet with students once a week during Enrichment.

CCMR, CTE, and Curriculum

Newman continues to look for ways to improve CCMR, STAAR scores, and curriculum. A Curriculum Committee was formed in Fall 2019 and will meet regularly in 2020-2021 to evaluate curriculum. Subcommittees were formed for math, science, ELAR, social studies, and CTE, with representatives from various campuses who can gather teacher input and make recommendations to Administration regarding curriculum purchases and implementation.

Technology

In 2019-2020, the Newman district drafted a multi-year technology plan and purchased many devices for faculty, staff and students (over 1500 devices specifically for students alone). While some of these technology purchases were instigated by COVID-19 needs, many of the purchases had already been completed before COVID became widespread. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes.

Remote Instruction/ Virtual Learning

Due to COVID, Newman is now implementing an Asynchronous Instruction Plan, with many students learning from home while others are on campus. Instructional Technologists (teachers with an additional stipend to assist other teachers with implementing instructional technology) have been selected for each campus since incorporating technology into lesson planning, learning new curriculum (such as Edgenuity and Zearn), and overseeing both in-person and remote students simultaneously is a huge challenge for both first-year teachers as well as experienced teachers.

Due to COVID- 19, many of the CCMR plans did not come together as planned--no students completed industry-based certificates (IBC's), and it was difficult to implement additional testing (TSI, SAT, ACT). In previous years, Newman focused on practicum participation, but TEA does not count that as a CCMR indicator, and with COVID, it is a challenge to get students placed onsite, so the focus has switched to WIN internships, Project-Based Learning, and on-campus Practicums--at least for 2020-2021. Now that the new accountability system rewards specific indicators, Newman is tracking student TSI math and reading scores, SAT and ACT tests, AP tests, dual credit courses, and other indicators. The Fall 2019 CCMR accountability score showed that 61% of May 2017 graduates met one of TEA's criteria for college, career, or military success. Newman intends for this percentage to increase each year, with the coordinated efforts of the CCMR/CTE Coordinator, the CCMR team, and all the secondary administration, faculty, and staff. Newman is continuing the WIN program which requires all high school students to complete 10 hours of volunteer work and 20 hours of work-based experience/internship as a graduation requirement. The CCMR Coordinator oversees the WIN Coordinator as well as the Work-Based Learning Coordinator, who help students find volunteer, internship, and practicum placements.

Dual Credit

Newman continues to work on dual credit MOU's. As of September 2020, there is an MOU with the University of Texas at Arlington, with MOU's drafted for both Dallas College, Tarrant County College, and Dallas Baptist University. There is also a MOU drafted with Valley Forge Military Academy (although it is not a dual credit agreement).

Procedures

In 2020-2021, Newman continued the secondary class schedule of 75 minutes for accredited classes and 45 minutes for Enrichment and Co-curricular classes (Chess, Robotics, C.S. Lewis, Debate, and Cybersecurity--with an emphasis on STEM and classical education). (Enrichment occurs 6 times a week, POWWOW/Assembly 1 time, and Co-Curricular 3 times.) In keeping with the Charter Education Plan, all co-curricular activities are a continuum of the core-curricular to increase engagement and interest in core subjects and see how they connect with life and vocation. Enrichment has two components. The first is focused on RTI/STAAR Tutoring for students who are not yet "on level." The second is for students who have met or exceeded academic expectations, so they can now focus on CCMR (college, career, and military readiness) preparation. Students focus on CCMR topics, SAT and AP exam prep, ASVAB, industry-based certifications, and other matters relating to applying for jobs, the military, and higher education. CTE instructional time is also made up during Enrichment. Finally, several groups meet during this period: GT, computer coding, Student Council, Honor Society, Civil Air Patrol, Media and Journalism, Mentorship, and WIN program oversight. These schedule changes have brought more structure, mitigated student discipline issues as rosters could be developed for these classes, and have fostered greater interest in core-curricular and co-curricular topics. The goal of this schedule is to maintain quality instruction in TEA-approved courses, maximize student productivity, foster positive morale, and ensure that Newman students are fully prepared to strategically engage in vocational pursuits, higher education, and life.

Due to the high percentage of economically disadvantaged students, there continues to be a need for more transportation options and drivers (for athletics programs and field trips) so all students have access to events.

In 2018-2019, Newman identified a need to improve food services (since many students need the free and reduced-price meals but found the food unappetizing, containers that were difficult to open, food was delivered late, and other vendor-quality issues). Newman was able to bid for a new vendor in January 2019 and has seen improvements in food quality and student participation since the food is fresher and more appealing.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022.

NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.

4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.
5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2021-22 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Summary of Strengths

What were the identified strengths?

Newman operates numerous programs to support students at all levels, including GT, CTE, AP, and of course support for ESL and SPED students. Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff.

Newman is making strides in improving dual credit options and is now setting specific goals regarding student participation and performance on CCMR indicators.

Newman has purchased more technology for the classrooms.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments and will prioritize purchasing technology to facilitate student instruction.

Perceptions

Overall Summary

Student Engagement

As of October 2020, attendance is at 94%. The Mentoring Program covers both high schools, and students are gaining skills that should decrease discipline referrals and improve study habits. As of June 2020, the graduation rate was 100%.

Staff Engagement

As of October 2020, 24% of NICH's teachers are new to the campus (and 23% of all teachers have less than 2 years of teaching experience). Due to constant staffing changes each year, Newman is constantly working to educate new employees in Newman culture and values.

Parent Engagement

Although COVID-19 protocols have changed many meetings from in-person to online, parents and guardians are engaged throughout the year with events such as Parent Orientation, Warrior Showcase, Veteran's Day Event, Christmas programs, Math and Science Night, Health and Wellness Night, countless athletic events, numerous fine arts events, and also various campus-specific events such as literacy nights, book fairs, fall and spring festivals, international day celebrations, and drama and music presentations. NICH makes effort to maintain a PSC (Parent-Student Collaboration) that involves parents in the fundraising and planning for special events, teacher appreciation, and other school activities. Newman changed to a new SIS (student information system) of Skyward in Fall 2020 with the goal of improving reporting and parent access to timely communication and student progress data. Newman currently measures parent participation rates by having parents sign in to numerous school events and by doing parent surveys. There is often limited response on parent surveys, so each campus is implementing surveys and looking for incentives (such as free Jean Days) that will encourage parents to give meaningful feedback.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events as well as PSC (Parent-Student Collaboration).

Summary of Needs

What were the identified needs?

Problem Statement 1: There are no major problems identified for 2020-2021 in the Perceptions category.

Root Cause: There are no major problems identified for 2020-2021 in the Perceptions category.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Problem Statement 2 Areas: District Processes & Programs

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	77	1460	13	17	64	83
4	86	1486	30		35	56	65	27	31	15	17
5	91	1568	21		23	70	77	44	48	24	26
6	101	1582	28		28	73	72	39	39	16	16
7	112	1658	23		21	89	79	55	49	30	27
8	115	1697	17		15	98	85	59	51	26	23

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	44	1427	11	25	33	75
4	53	1441	26		49	27	51	16	30	5	9
5	73	1563	15		21	58	79	37	51	26	36
6	83	1563	29		35	54	65	29	35	10	12
7	88	1666	18		20	70	80	48	55	21	24
8	106	1684	19		18	87	82	53	50	16	15

2018-19 Reading STAAR Results

Student Group											

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	28	1445	4	14	24	86
	4	28	1456	10	36	18	64	4	14	2	7
	5	32	1574	6	19	26	81	13	41	7	22
	6	45	1586	15	33	30	67	20	44	8	18
	7	47	1673	8	17	39	83	25	53	16	34
	8	44	1671	10	23	34	77	18	41	8	18

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	20	1401	6	30	14	70	7	35	1	5
	4	22	1440	13	59	9	41	6	27	2	9
	5	30	1567	7	23	23	77	16	53	14	47
	6	39	1539	16	41	23	59	9	23	3	8
	7	46	1641	13	28	33	72	23	50	9	20
	8	47	1691	8	17	39	83	25	53	7	15
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	1									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									

	6	0									
	7	0									
	8	0									

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	33	1459	6	18	27	82
	4	39	1497	15	38	24	62	16	41	9	23
	5	37	1553	10	27	27	73	17	46	9	24
	6	44	1555	13	30	31	70	9	20	5	11
	7	50	1638	14	28	36	72	22	44	11	22
	8	50	1694	5	10	45	90	24	48	7	14

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	16	1431	4	25	12	75
	4	24	1440	11	46	13	54	7	29	3	13
	5	25	1544	5	20	20	80	10	40	5	20
	6	27	1582	8	30	19	70	13	48	4	15
	7	28	1689	4	14	24	86	15	54	8	29
	8	45	1673	10	22	35	78	21	47	8	18

2018-19 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	12	1449	3	25	9	75
	4	13	1518	3	23	10	77	6	46	3	23
	5	14	1577	3	21	11	79	10	71	5	36
	6	5	1676	0	0	5	100	5	100	1	20
	7	8	1670	0	0	8	100	4	50	1	13
	8	13	1730	2	15	11	85	9	69	6	46

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	1									
	4	5	1500	1	20	4	80	3	60	0	0
	5	11	1558	3	27	8	73	5	45	4	36
	6	11	1582	3	27	8	73	4	36	2	18
	7	9	1715	1	11	8	89	7	78	3	33
	8	6	1670	1	17	5	83	3	50	0	0
Two or More Races	3	1									
	4	5	1491	2	40	3	60	1	20	1	20
	5	5	1576	1	20	4	80	2	40	1	20
	6	4									
	7	6	1705	1	17	5	83	4	67	2	33
	8	3									
Two or More Races	3	5	1478	0	0	5	100	2	40	1	20
	4	0									
	5	3									

	6	5	1620	1	20	4	80	3	60	1	20
	7	1									
	8	3									

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	44	1460	6	14	38	86	20	45	11	25
4	39	1453	17	44	22	56	9	23	4	10	
5	38	1557	10	26	28	74	15	39	8	21	
6	47	1569	16	34	31	66	16	34	8	17	
7	46	1647	10	22	36	78	19	41	12	26	
8	47	1684	6	13	41	87	19	40	7	15	

2020-21 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	27	1402	8	30	19	70	7	26	4	15
4	27	1403	17	63	10	37	4	15	2	7	
5	39	1563	7	18	32	82	19	49	11	28	
6	37	1534	17	46	20	54	8	22	3	8	
7	35	1655	8	23	27	77	20	57	6	17	
8	43	1664	9	21	34	79	21	49	4	9	

2018-19 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	14	1381	3	21	11	79
	4	8	1347	7	88	1	13	0	0	0	0
	5	12	1477	5	42	7	58	1	8	0	0
	6	9	1509	4	44	5	56	2	22	1	11
	7	12	1653	2	17	10	83	5	42	3	25
	8	12	1662	4	33	8	67	6	50	3	25

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	9	1381	4	44	5	56	2	22	2	22
	4	13	1383	9	69	4	31	3	23	1	8
	5	13	1523	5	38	8	62	5	38	4	31
	6	7	1412	7	100	0	0	0	0	0	0
	7	21	1626	7	33	14	67	8	38	3	14
	8	15	1638	5	33	10	67	8	53	0	0
Special Education	3	3									
	4	6	1394	4	67	2	33	1	17	1	17
	5	3									
	6	9	1417	8	89	1	11	0	0	0	0
	7	6	1508	5	83	1	17	0	0	0	0
	8	1									
Special Education	3	2									
	4	3									
	5	3									

	6	5	1400	5	100	0	0	0	0	0	0
	7	4									
	8	9	1581	5	56	4	44	1	11	0	0

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

**2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	81	3482	46	57	35	43	20	25	1	1
	7	118	3755	44	37	74	63	39	33	12	10
Hispanic/Latino	4	31	3469	20	65	11	35	6	19	1	3
	7	35	3673	15	43	20	57	11	31	5	14
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	32	3480	17	53	15	47	9	28	0	0
	7	59	3683	25	42	34	58	14	24	2	3
White	4	12	3579	5	42	7	58	4	33	0	0
	7	16	3819	4	25	12	75	7	44	1	6
Two or More Races	4	4									
	7	3									
Economically Disadvantaged	4	35	3490	19	54	16	46	9	26	1	3
	7	43	3690	18	42	25	58	13	30	3	7
Limited English Proficient	4	12	3240	10	83	2	17	1	8	0	0
	7	7	3489	3	43	4	57	2	29	0	0
Special Education	4	3									
	7	4									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	86	3622	36	42	50	58	24	28	6	7
	7	111	3766	32	29	79	71	31	28	10	9
Hispanic/Latino	4	27	3507	14	52	13	48	9	33	1	4
	7	46	3763	11	24	35	76	11	24	4	9
American Indian or Alaska Native	4	0									
	7	1									
Black or African American	4	39	3695	15	38	24	62	10	26	4	10
	7	50	3720	17	34	33	66	15	30	4	8
White	4	14	3684	5	36	9	64	4	29	1	7
	7	8	3886	3	38	5	63	3	38	1	13
Two or More Races	4	5	3538	1	20	4	80	1	20	0	0
	7	6	4081	0	0	6	100	2	33	1	17
Economically Disadvantaged	4	40	3522	20	50	20	50	9	23	1	3
	7	46	3677	16	35	30	65	10	22	3	7
Limited English Proficient	4	8	2977	7	88	1	13	0	0	0	0
	7	12	3592	4	33	8	67	2	17	0	0
Special Education	4	6	3322	4	67	2	33	1	17	0	0
	7	6	3091	5	83	1	17	0	0	0	0

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	53	3438	32	60	21	40	11	21	5	9
	7	89	3757	26	29	63	71	26	29	3	3
Hispanic/Latino	4	22	3412	15	68	7	32	4	18	2	9
	7	47	3738	16	34	31	66	13	28	2	4
American Indian or Alaska Native	4	0									
	7	0									

Black or African American	4	24	3391	14	58	10	42	4	17	1	4
	7	28	3687	9	32	19	68	7	25	0	0
White	4	5	3833	2	40	3	60	2	40	2	40
	7	9	3903	1	11	8	89	4	44	0	0
Two or More Races	4	0									
	7	1									
Economically Disadvantaged	4	29	3295	20	69	9	31	4	14	2	7
	7	36	3674	10	28	26	72	7	19	0	0
Limited English Proficient	4	14	3244	11	79	3	21	3	21	0	0
	7	21	3601	8	38	13	62	4	19	1	5
Special Education	4	4									
	7	4									

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	115	3992	34	30	81	70	60	52	8	7
Hispanic/Latino	48	3901	16	33	32	67	21	44	1	2
Black or African American	48	3975	16	33	32	67	25	52	3	6
White	15	4176	2	13	13	87	11	73	2	13
Economically Disadvantaged	41	3891	18	44	23	56	18	44	1	2
Limited English Proficient	11	3754	5	45	6	55	2	18	0	0
Special Education	9	3687	5	56	4	44	2	22	0	0

2020-21 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	71	4010	20	28	51	72	41	58	8	11
Hispanic/Latino	36	3998	11	31	25	69	20	56	4	11
Black or African American	27	4049	7	26	20	74	16	59	4	15
White	5	4068	0	0	5	100	4	80	0	0
Economically Disadvantaged	25	3828	10	40	15	60	11	44	2	8
Limited English Proficient	11	3742	6	55	5	45	2	18	0	0
Special Education	6	3375	5	83	1	17	1	17	0	0

2021-22 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	98	3987	26	27	72	73	47	48	3	3
Hispanic/Latino	36	3941	10	28	26	72	16	44	2	6
Black or African American	37	3963	12	32	25	68	17	46	1	3
White	18	4124	3	17	15	83	11	61	0	0

Two or More Races	5	4026	0	0	5	100	2	40	0	0
Economically Disadvantaged	34	3916	11	32	23	68	16	47	0	0
Limited English Proficient	9	3747	4	44	5	56	1	11	0	0
Special Education	10	3557	7	70	3	30	0	0	0	0

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	83	3998	22	27	61	73	44	53	4	5
Hispanic/Latino	28	3980	7	25	21	75	14	50	0	0
Black or African American	36	3965	9	25	27	75	20	56	0	0
White	10	4272	2	20	8	80	7	70	2	20
Economically Disadvantaged	29	3916	8	28	21	72	12	41	1	3
Limited English Proficient	12	3610	8	67	4	33	2	17	0	0

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	78	1423	23	29	55	71
	4	86	1537	36	42	50	58	32	37	17	20
	5	91	1544	35	38	56	62	24	26	13	14
	6	101	1614	23	23	78	77	35	35	9	9
	7	92	1603	33	36	59	64	18	20	2	2
	8	103	1666	29	28	74	72	38	37	5	5

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	44	1429	15	34	29	66	14	32	6	14
	4	52	1481	28	54	24	46	12	23	6	12
	5	72	1529	31	43	41	57	19	26	4	6
	6	83	1566	34	41	49	59	16	19	7	8
	7	69	1561	39	57	30	43	4	6	0	0
	8	104	1619	46	44	58	56	26	25	2	2

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	28	1438	8	29	20	71	10	36	4	14
	4	28	1525	12	43	16	57	9	32	4	14
	5	32	1550	11	34	21	66	9	28	4	13
	6	45	1630	9	20	36	80	18	40	6	13
	7	37	1610	12	32	25	68	9	24	2	5

8	47	1673	12	26	35	74	19	40	3	6
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2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	20	1399	6	30	14	70
4	21	1468	12		57	9	43	4	19	3	14
5	29	1546	10		34	19	66	11	38	2	7
6	39	1559	19		49	20	51	8	21	4	10
7	38	1567	21		55	17	45	3	8	0	0
8	48	1615	22		46	26	54	8	17	1	2
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	1									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									

2018-19 Mathematics STAAR Results

Student Group	
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	34	1401	11	32	23	68
	4	39	1552	16	41	23	59	17	44	8	21
	5	37	1517	17	46	20	54	5	14	3	8
	6	44	1581	14	32	30	68	11	25	2	5
	7	44	1597	18	41	26	59	7	16	0	0
	8	39	1641	16	41	23	59	12	31	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	16	1389	9	56	7	44	3	19	2	13
	4	24	1479	13	54	11	46	6	25	2	8
	5	25	1498	14	56	11	44	3	12	1	4
	6	27	1577	9	33	18	67	5	19	3	11
	7	22	1544	15	68	7	32	1	5	0	0
	8	39	1597	21	54	18	46	9	23	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	12	1392	4	33	8	67	1	8	0	0
	4	13	1525	5	38	8	62	5	38	4	31
	5	14	1586	3	21	11	79	7	50	3	21
	6	5	1682	0	0	5	100	3	60	0	0
	7	7	1603	2	29	5	71	1	14	0	0

8	12	1709	1	8	11	92	4	33	2	17
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2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	1					
	4	5	1562	2	40	3	60	2	40	1	20
	5	11	1501	6	55	5	45	1	9	0	0
	6	11	1554	4	36	7	64	0	0	0	0
	7	6	1582	2	33	4	67	0	0	0	0
	8	9	1671	2	22	7	78	5	56	0	0
Two or More Races	3	1									
	4	5	1543	2	40	3	60	1	20	1	20
	5	5	1490	4	80	1	20	1	20	1	20
	6	4									
	7	4									
	8	4									
Two or More Races	3	5	1530	0	0	5	100	3	60	2	40
	4	0									
	5	3									
	6	5	1627	1	20	4	80	3	60	0	0
	7	1									
	8	2									

2018-19 Mathematics STAAR Results

Student Group	
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	45	1428	12	27	33	73
	4	39	1514	18	46	21	54	14	36	6	15
	5	38	1523	18	47	20	53	7	18	5	13
	6	47	1593	14	30	33	70	15	32	3	6
	7	40	1596	16	40	24	60	8	20	0	0
	8	38	1657	10	26	28	74	12	32	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	27	1386	12	44	15	56	6	22	2	7
	4	26	1455	15	58	11	42	3	12	2	8
	5	38	1524	17	45	21	55	8	21	3	8
	6	37	1542	19	51	18	49	6	16	1	3
	7	31	1566	17	55	14	45	2	6	0	0
	8	38	1616	15	39	23	61	8	21	1	3

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	15	1421	5	33	10	67	5	33	2	13
	4	8	1454	6	75	2	25	2	25	0	0
	5	12	1510	4	33	8	67	1	8	0	0
	6	9	1539	6	67	3	33	2	22	1	11
	7	10	1590	4	40	6	60	2	20	0	0

8	9	1592	6	67	3	33	1	11	0	0
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2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	3	9	1384	5	56	4	44
	4	13	1493	5	38	8	62	3	23	1	8
	5	13	1518	7	54	6	46	4	31	0	0
	6	7	1452	6	86	1	14	0	0	0	0
	7	18	1558	10	56	8	44	1	6	0	0
	8	17	1629	6	35	11	65	4	24	2	12
Special Education	3	3									
	4	6	1450	4	67	2	33	1	17	1	17
	5	3									
	6	9	1511	6	67	3	33	0	0	0	0
	7	6	1578	4	67	2	33	1	17	0	0
	8	1									
Special Education	3	2									
	4	3									
	5	3									
	6	5	1473	5	100	0	0	0	0	0	0
	7	4									
	8	9	1513	8	89	1	11	0	0	0	0

Algebra I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	124	3969	17	14	107	86	55	44	25	20
Hispanic/Latino	50	3869	8	16	42	84	16	32	7	14
Black or African American	51	3953	8	16	43	84	23	45	10	20
White	15	3982	1	7	14	93	9	60	1	7
Economically Disadvantaged	54	3924	7	13	47	87	22	41	10	19
Limited English Proficient	15	3939	1	7	14	93	5	33	2	13
Special Education	9	3671	4	44	5	56	2	22	1	11

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	82	3796	21	26	61	74	23	28	7	9
Hispanic/Latino	38	3788	9	24	29	76	9	24	5	13
Black or African American	32	3766	9	28	23	72	10	31	1	3
White	5	4009	1	20	4	80	1	20	1	20
Economically Disadvantaged	30	3689	11	37	19	63	6	20	1	3
Limited English Proficient	12	3597	5	42	7	58	1	8	0	0
Special Education	6	3515	4	67	2	33	1	17	0	0

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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			#	%	#	%	#	%	#	%
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Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	92	3671	34	37	58	63	29	32	8	9
	8	118	3889	21	18	97	82	42	36	16	14
Hispanic/Latino	5	33	3635	13	39	20	61	10	30	0	0
	8	44	3819	7	16	37	84	12	27	4	9
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	37	3637	14	38	23	62	9	24	5	14
	8	53	3811	13	25	40	75	16	30	4	8
White	5	14	3896	3	21	11	79	9	64	3	21
	8	13	4126	1	8	12	92	8	62	3	23
Two or More Races	5	5	3547	3	60	2	40	1	20	0	0
	8	3									
Economically Disadvantaged	5	38	3617	17	45	21	55	10	26	2	5
	8	48	3862	8	17	40	83	15	31	7	15
Limited English Proficient	5	12	3437	7	58	5	42	0	0	0	0
	8	13	3831	4	31	9	69	5	38	2	15
Special Education	5	3									
	8	1									

2020-21 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	

				#	%	#	%	#	%	#	%
All Students	5	73	3587	35	48	38	52	13	18	3	4
	8	106	3781	36	34	70	66	34	32	14	13
Hispanic/ Latino	5	30	3681	14	47	16	53	9	30	2	7
	8	47	3788	16	34	31	66	12	26	9	19
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	25	3417	15	60	10	40	1	4	1	4
	8	45	3682	17	38	28	62	13	29	1	2
White	5	11	3674	3	27	8	73	2	18	0	0
	8	6	4071	2	33	4	67	4	67	3	50
Two or More Races	5	3									
	8	3									
Economically Disadvantaged	5	39	3577	20	51	19	49	6	15	2	5
	8	43	3715	16	37	27	63	12	28	4	9
Limited English Proficient	5	13	3573	8	62	5	38	3	23	0	0
	8	14	3584	6	43	8	57	2	14	1	7
Special Education	5	3									
	8	9	3371	6	67	3	33	0	0	0	0

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

All Students	107	4081	15	14	92	86	65	61	18	17
Hispanic/ Latino	45	4012	7	16	38	84	26	58	5	11
Black or African American	45	4061	7	16	38	84	25	56	7	16
White	14	4215	1	7	13	93	11	79	3	21
Economically Disadvantaged	43	3955	8	19	35	81	23	53	3	7
Limited English Proficient	12	3824	2	17	10	83	6	50	0	0
Special Education	6	3815	4	67	2	33	2	33	1	17

2020-21 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	70	3827	18	26	52	74	21	30	5	7
Hispanic/ Latino	35	3843	9	26	26	74	11	31	3	9
Black or African American	27	3815	8	30	19	70	9	33	1	4
White	5	3872	0	0	5	100	1	20	1	20
Economically Disadvantaged	23	3679	9	39	14	61	5	22	1	4
Limited English Proficient	11	3613	6	55	5	45	2	18	0	0
Special Education	5	3344	4	80	1	20	0	0	0	0

2021-22 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	118	3732	38	32	80	68	33	28	19	16
Hispanic/Latino	8	44	3670	14	32	30	68	10	23	5	11
American Indian or Alaska Native	8	0									
Black or African American	8	53	3659	20	38	33	62	13	25	6	11
White	8	13	3939	4	31	9	69	5	38	4	31
Two or More Races	8	3									
Economically Disadvantaged	8	48	3658	18	38	30	63	11	23	5	10
Limited English Proficient	8	13	3647	2	15	11	85	3	23	1	8
Special Education	8	1									

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	106	3552	57	54	49	46	15	14	8	8
Hispanic/Latino	8	47	3593	26	55	21	45	9	19	5	11
American Indian or Alaska Native	8	0									
Black or African American	8	45	3471	27	60	18	40	4	9	1	2
White	8	6	3656	2	33	4	67	1	17	1	17
Two or More Races	8	3									

Economically Disadvantaged	8	43	3517	25	58	18	42	6	14	4	9
Limited English Proficient	8	14	3454	9	64	5	36	1	7	1	7
Special Education	8	9	3183	9	100	0	0	0	0	0	0

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	94	4158	10	11	84	89	61	65	26	28
Hispanic/Latino	32	4155	1	3	31	97	22	69	6	19
Black or African American	38	4111	6	16	32	84	23	61	10	26
White	16	4277	3	19	13	81	12	75	8	50
Two or More Races	5	4318	0	0	5	100	4	80	2	40
Economically Disadvantaged	30	4035	4	13	26	87	16	53	6	20
Limited English Proficient	9	4007	0	0	9	100	5	56	0	0
Special Education	9	3653	4	44	5	56	2	22	0	0

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1:

Recruit, support and retain highly qualified teachers who can enable students to excel academically.

Performance Objective 1:

NIA will hire certified and highly-qualified teachers and support them with instructional coaches (elementary) and instructional guides (secondary). Encourage all non-certified teachers to obtain certification in their subject area as well as ESL.

Evaluation Data Source(s):

Status on progress toward certification will be monitored and discussed at each DIP meeting. Teachers will become more effective through professional development, PLC, tutoring, and Saturday school options if necessary

Summative Evaluation:

Strategy/Activity 1

Prioritize teacher retention through performance-based incentive payments such as TIA (Teacher Incentive Allotment)

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved teacher effectiveness and student STAAR academic success

Reviews

Formative

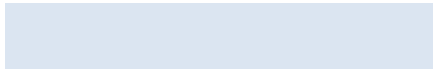
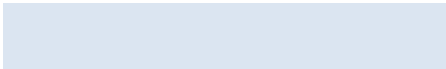
November

Some Progress
Teachers have received training over the TIA district rubric and TTESS rubric.
Newman was one of 15 districts that

January

March

received the TIA allotment in 19-20.



Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

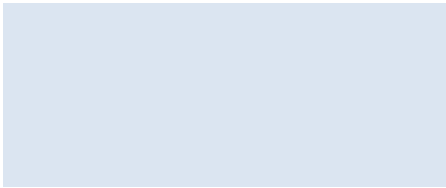
Reviews

Formative

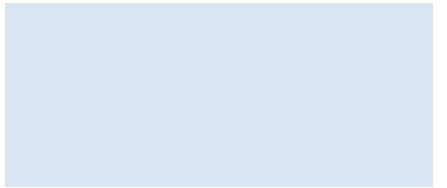
November

Some Progress
New digital curriculum was implemented to increase teacher effectiveness with online learning and to provide interventions due to pandemic learning gaps.

January



March



Summative

Resources

Objective 2:

The district will provide training and professional development to enhance appropriate curriculum and instruction for all students and support professional growth in district personnel.

Evaluation Data Source(s):

Professional Development opportunities, through in district, campus and region 11.

Summative Evaluation:

Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Staff development planned early in the year to meet specific campus needs.

Strategy/Activity 1

Professional development in the area of TTESS

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Improve STAAR test scores and teacher effectiveness

Reviews

Formative

November

Some Progress
Professional development was held in August and has been ongoing through staff development days and trainings such as RTI, MAP Growth, Pathblazer, etc.

January

March

Summative

Resources

Objective 3:

The district will implement and use technology to increase the effectiveness of student learning, instructional technology, staff development and administration.

Evaluation Data Source(s):

Number of laptops per classroom for secondary.

Summative Evaluation:

Strategy/Activity 1

Add at least 5 laptops per classroom for secondary

Timeline

Person(s) Responsible/Monitor

IT

Strategy's Expected Result/Impact

Reviews

Formative

November

Some Progress
Some teachers have received 2-3 laptops per classroom for student use.

January

March

Summative

Resources

Strategy/Activity 2

Add more technology for student use by purchasing "COW"

Timeline

Person(s) Responsible/Monitor

IT

Strategy's Expected Result/Impact

Increased student success

Reviews

Formative

November

Considerable
COWS have been added to elementary, middle, and high school for teacher check out and student use.

January

March

Summative

Resources

Objective 4:

Evaluation Data Source(s):

Summative Evaluation:

Strategy/Activity 1

Timeline

Person(s) Responsible/Monitor

Counselor, IT

Strategy's Expected Result/Impact

Increased student learning

Reviews

Formative
Summative

Resources

Goal 2:

Improve teaching strategies and interventions in core subjects of math, reading and writing.

Performance Objective 1:

The percentage of students who meet or exceed grade level performance standards in math will increase by 15%, in ELAR will increase by 13%, and writing will increase by 13% by May 2021.

Evaluation Data Source(s):

MAP Growth Assessments, Benchmark tests , STAAR, EOC test scores

Summative Evaluation:

Strategy/Activity 1

NIA Principals will oversee district-recommended STAAR benchmark tests and assist their teachers to adjust teaching strategies accordingly. Instructional coaches and instructional guides will be involved in supporting teachers. Interventionists will be assigned to support the lowest-performing students.

Timeline

August 2020-June 2021

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR and EOC test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
Due to gaps created by the pandemic, MAP growth test results are being used with the RTI process to address students needs, in order to improve their content area knowledge.

January

March

Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress

In response to the pandemic, Newman has implemented a variety of digital curricula as well as the Canvas LMS, to support the learning of students that are on campus as well as remote learners. These programs allow students to build digital literacy, and allow teachers to customize learning to meet the needs of individual students.

January

March

Summative

Resources

Strategy/Activity 3

NIA District Coordinator of School Improvement will meet with principals, SPED teachers, and ESL teachers to set goals for improving STAAR scores in each subject. See Exhibit A and Exhibit B for STAAR scores broken down by subject and student population.

Timeline

Person(s) Responsible/Monitor

District Coordinator of School Improvement

Strategy's Expected Result/Impact

Improved STAAR test scores

Reviews

Formative

November

No Progress
Due to changes presented by the pandemic, these meetings have not yet taken place.

January

March

Summative

Resources

Strategy/Activity 4

Raise student engagement and interest in core subjects and access to well-rounded education by improving structure and supplies of co-curricular and enrichment activities

Timeline

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Improved STAAR scores, better attendance, lower dropout rates

Reviews

Formative

November

Some Progress
Cyberstart America has been integrated to equip students with analytical technology skills.

Coder Z has been incorporated into the robotics program.

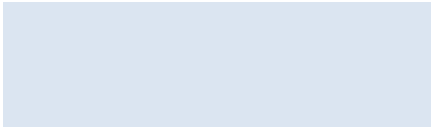
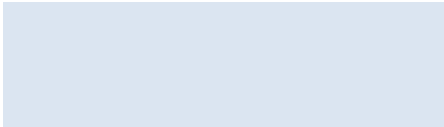
The debate program builds analytical, logical and rhetorical skills. Students must demonstrate proficiency in oral communications.

CS Lewis expands student vocabulary and helps students to become college ready.

January

March

It exposes students to classical literature to improve performance in reading, TSI, ACT, SAT.



Summative

Resources

Strategy/Activity 5

Strategies will be created at the NIA campus level for the following topics: adjusting instructional methods for student groups not achieving their full potential, dyslexia treatment programs, accelerated education, dropout reduction, integration of technology in instructional and administrative programs, and strategies for recruiting highly effective teachers

Timeline

Person(s) Responsible/Monitor

Campus administrators will monitor needs in these areas and notify the district if funding or professional development is needed to address these issues.

Strategy's Expected Result/Impact

Students at all levels will be served by appropriate programs, enabling students to perform well in school.

Reviews

Formative

November

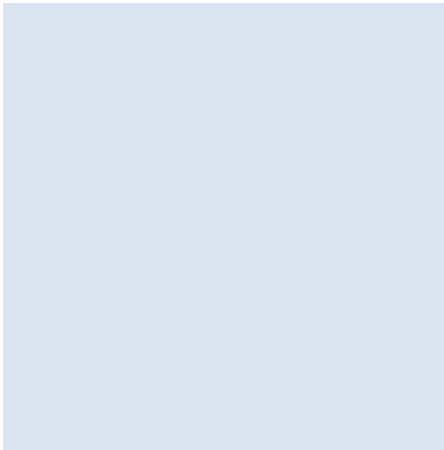
Some Progress
Special programs have adapted to meet the needs of remote learners through the integration of digital curricula.

RTI process is being used to address needs of students at the individual level.

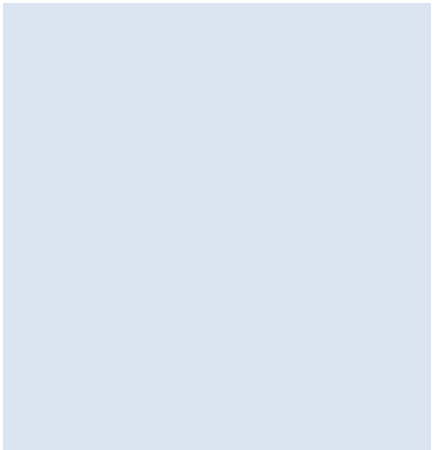
At the secondary level, GT, RTI and ESL students meet during enrichment periods.

Dyslexia and other related services are integrated into students' schedules.

January



March



Summative

Resources

Objective 2:

All students in Newman International Academy will participate in all safety drills

Evaluation Data Source(s):

Record of safety drills

Summative Evaluation:

Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Emergency siren in place and tinted windows

Strategy/Activity 1

Scheduling of monthly fire drill and bi-yearly lockdown, and severe weather drills

Timeline

Person(s) Responsible/Monitor

Principal and Security officer

Strategy's Expected Result/Impact

Student safety

Reviews

Formative

November

Some Progress
Students and teachers participate in monthly safety drills.

January

March

Considerable
80%

Summative

Resources

Objective 3:

Needs will be addressed for NIA students of special programs, including but not limited to: suicide prevention, conflict resolution, violence prevention, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children.

Improving campus security and parent involvement will also be addressed. These topics will be addressed in the Student Handbook and throughout the year in POWWOW (weekly school assemblies), special speakers, and annual Wellness Fair events.

Evaluation Data Source(s):

Health classes, mentor programs, and POWWOW

Summative Evaluation:

Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: POWWOW student panels

Strategy/Activity 1

Student awareness through POWWOW, health classes and mentoring

Timeline

Person(s) Responsible/Monitor

Principals at each campus will monitor student behavior and arrange additional training in POWWOWs (assemblies) according to campus needs.

Strategy's Expected Result/Impact

Student awareness

Reviews

Formative

November

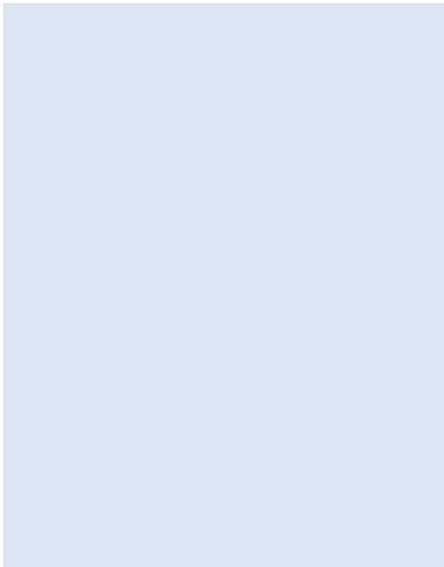
Some Progress
POWWOW presentations have addressed some of these topics.

Teachers facilitate discussions in conjunctions with their lessons to address the above health and wellness topics.

Counseling and administrative staff work individually with students as needed in order to support students in areas of concern.

At the Secondary level the Parent and Family Engagement Coordinator holds mentorship classes to address issues like conflict resolution, bullying, managing stress, inter-personal relationships, etc.

January



March

Considerable
85%

Summative

Resources

Strategy/Activity 2

Student awareness through participation in Red Ribbon Week

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Students will be able to study (and perform well in school) without the distraction of these issues.

Reviews

Formative

November	Accomplished All students participated in Red Ribbon week.	January		March	Accomplished 100%
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Summative

Resources

Objective 4:

All students in Newman International Academy will be educated in the areas of bullying and cyber-bullying.

Evaluation Data Source(s):

Cyber-bullying classes, POWWOW

Summative Evaluation:

Met Performance Objective

Next Year's Recommendation 4: Counseling for peer groups

Strategy/Activity 1

Student awareness through POWWOW and health classes and Anti-bullying awareness week.

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Student awareness

Reviews

Formative

November

Some Progress
Students have been exposed to the topic of cyberbullying in POWWOW, mentorship, and Red Ribbon Week.

January

March

Summative

Resources

Strategy/Activity 2

Behavior Counselor available for small group or one on one counseling in the area of bullying.

Timeline

Person(s) Responsible/Monitor

Behavior Counselor

Strategy's Expected Result/Impact

Student awareness and safety

Reviews

Formative

November

Some Progress
Behavior counselor meets with individual students and small groups.

January

March

Summative

Resources

Goal 3:

Connect high school to career and college

Performance Objective 1:

In May 2021, at least 80% of Newman high school graduates will meet TEA college, career, or military-ready (CCMR) criteria.

Evaluation Data Source(s):

CCMR data as reported to TEA

Summative Evaluation:

Strategy/Activity 1

Encourage students to connect with college by taking the TSI, ACT, SAT and/or enroll in dual credit classes.

Timeline

Person(s) Responsible/Monitor

CCMR Coordinator, Academic Counselors, Secondary Principals

Strategy's Expected Result/Impact

70% of seniors will enroll in college classes during and/or after high school.

Reviews

Formative

November

Some Progress
In order to achieve the 70% campus will encourage 30% of 11th and 12th grade students to take dual-credit or AP classes prior to graduation.

January

March

Summative

Resources

Strategy/Activity 2

Facilitate and prepare students to take and pass industry-based certifications.

Timeline

Person(s) Responsible/Monitor

CCMR Coordinator in partnership with teachers and secondary principals

Strategy's Expected Result/Impact

10% of seniors will obtain industry-based certifications that prepare them for successful employment.

Reviews

Formative

November

Some Progress

January

March

Summative

Resources

Strategy/Activity 3

Connect students to military by providing the ASVAB and opportunities to connect with military recruiters.

Timeline

Person(s) Responsible/Monitor

Academic Counselors and CCMR team

Strategy's Expected Result/Impact

2% of seniors will enlist in the military.

Reviews

Formative

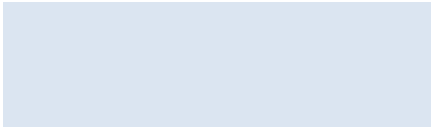
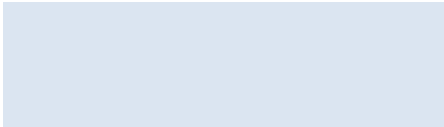
November

Considerable
We offered the ASVAB to all 10th-11th graders Oct. 8th.

January

March

Students connect with representatives from the military through campus visits and coordination with CCMR staff.



Summative

Resources

Strategy/Activity 4

Raise student engagement and interest in core subjects and access to well-rounded education by improving structure and supplies of co-curricular and enrichment activities

Timeline

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Increase in graduating seniors admitted to college, improved TSI/SAT/ACT scores, completion of industry-based certifications, increased military enlistment

Reviews

Formative

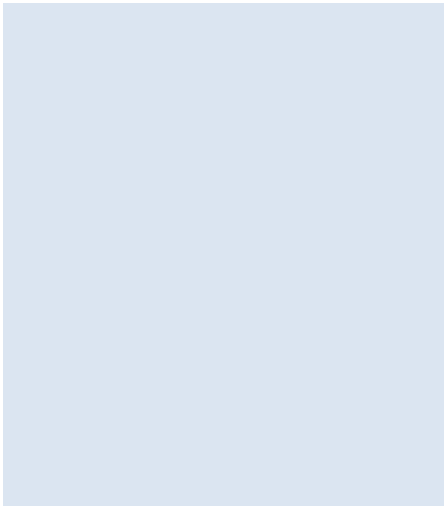
November

Some Progress
Enrichment programs equip and train students to enter the workforce by developing their critical, rhetorical and mathematical thinking skills.

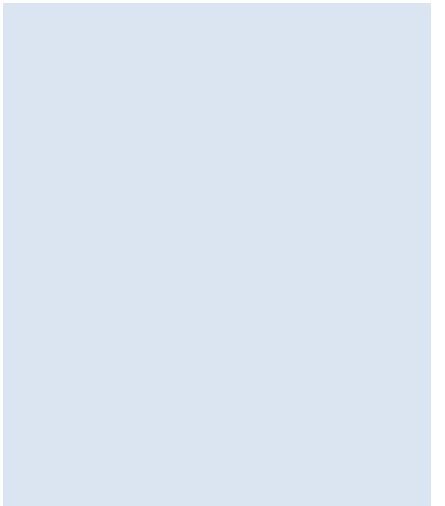
Special emphasis is given during daily enrichment periods on test preparation, industry certification preparation and academic performance.

Students are required to accumulate a minimum number of WIN hours in order to better prepare them for the work force.

January



March



Summative

Resources

Strategy/Activity 5

NIA Counselors and campus administration provide the following: career education options for students to help them develop the knowledge, skills, and competencies necessary for a broad range of career opportunities; information for middle and high school students and their teachers, counselors, and parents will be provided regarding higher education admissions and financial aid opportunities, the TEXAS grant program and Teach for Texas grant program, the need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. Students and parents will be informed regarding students' many options and responsibilities in these areas.

Timeline

Person(s) Responsible/Monitor

Principals and Secondary Counselors

Strategy's Expected Result/Impact

Increase in graduating seniors admitted to college, improved TSI/SAT/ACT scores, and completion of industry-based certifications

Reviews

Formative

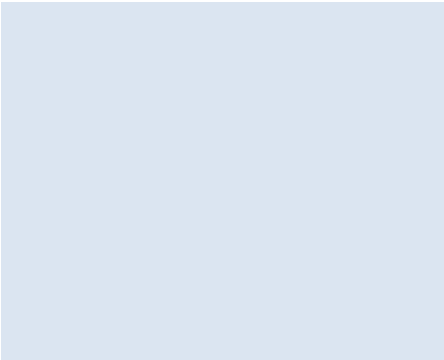
November

Some Progress
A virtual college fair was held to share information with students.

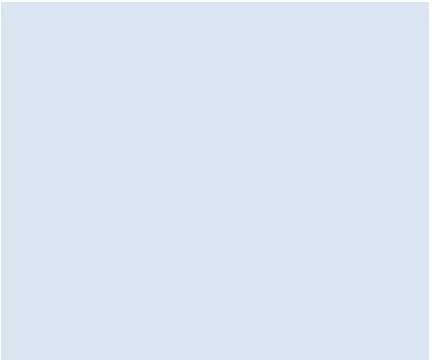
The campus hosted a FAFSA and CCMR preparation night in-person and virtually.

Counseling staff regularly shares information about opportunities for students and families.

January



March



Summative

Resources

Strategy/Activity 6

NIA District Staff will have access to ESC professional development throughout the year in order to ensure they are trained to properly report data (financial data, student data, food services data, etc.) and flag any discrepancies

Timeline

Person(s) Responsible/Monitor

District administration

Strategy's Expected Result/Impact

Correct reporting that will support Accountability scores, evaluation of student data for planning purposes, and correct data available for grant writing purposes

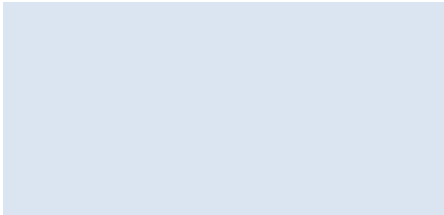
Reviews

Formative

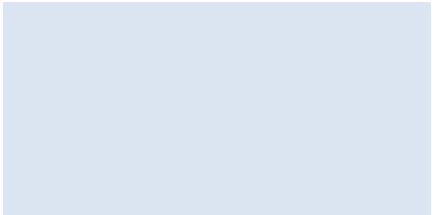
November

Some Progress
There is increased accountability for accurate data entry from the district administration to ensure that reports are submitted in a timely and accurate manner.

January



March



Summative

Resources

Objective 2:

Continue to build and support classes for all five tracks of State Endorsements that are offered in grades 9-12. All high school students will have opportunity to complete one or more of the endorsements prior to graduation.

Evaluation Data Source(s):

Graduation Plans

Summative Evaluation:

Significant progress made toward meeting Performance Objective

Strategy/Activity 1

Graduation plan meetings with 8th -12th grade at the end of year to develop or update course selections.

Timeline

Person(s) Responsible/Monitor

Counselors

Strategy's Expected Result/Impact

Students enrolled in endorsement classes.

Reviews

Formative

November

Some Progress
Secondary Counselor has meet with all 9th-12th grade students in regard to their endorsement tracks.

January

March

Considerable
90%

Summative

Resources

Objective 3:

Improve performance on reading scores on PSAT, SAT. and ACT to meet or exceed state averages.

Evaluation Data Source(s):

ACT report, SAT report, PSAT score report

Summative Evaluation:

Strategy/Activity 1

Provide practice assessment and training on specific components of the areas of the tests.

Timeline

Person(s) Responsible/Monitor

Principal and Counselor

Strategy's Expected Result/Impact

Improved test scores

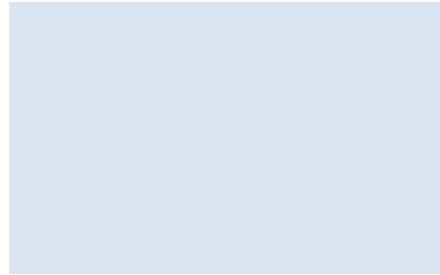
Reviews

Formative

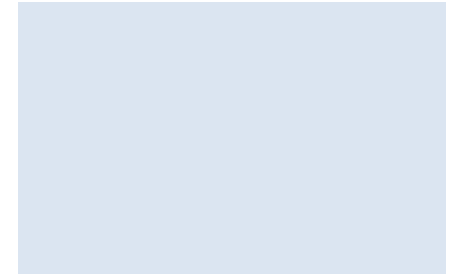
November

Some Progress
The school-based SAT was offered to all 11th grade students in the Fall. Opportunities were provided for practice prior to the assessment. Counseling staff advises and assists students regarding taking and preparing for the PSAT, ACT, SAT and TSI.

January



March



Summative

Resources

Strategy/Activity 2

Implement grade level WIN liaisons to streamline the WIN hours

Timeline

Person(s) Responsible/Monitor

Counselors and WIN director

Strategy's Expected Result/Impact

Increased student WIN hours

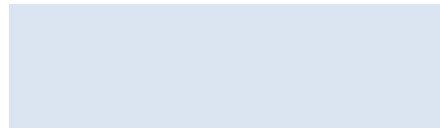
Reviews

Formative

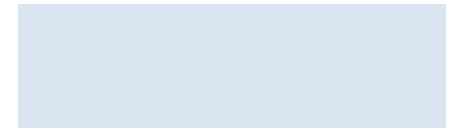
November

Some Progress
Teachers 9-12 are the WIN liaisons and collect WIN hours monthly from students during the Enrichment period.

January



March



Summative

Resources

Goal 4:

Parents and Community will be partners in the education of students in Newman International Academy.

Performance Objective 1:

By May 2020 at least 90% of all students, parents, and/or family members will participate in at least one school sponsored activity for/with their child(ren).

Evaluation Data Source(s):

Sign in sheets for warrior showcase, career fairs, orientation, parent teacher conferences, and fall festival

Summative Evaluation:

Some progress made toward meeting Performance Objective

Next Year's Recommendation 1: NICH nights

Strategy/Activity 1

Advertising for campus events through flyers, email blasts ,social media and newsletter

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased parent involvement

Reviews

Formative

November		January		March	Considerable 85%
----------	--	---------	--	-------	---------------------

Summative

Resources

Strategy/Activity 2

Parent teacher conference days

Timeline

Person(s) Responsible/Monitor

Principal

Strategy's Expected Result/Impact

Increased parental involvement

Reviews

Formative

November

January

March

Accomplished
100%

Summative

Resources

Objective 2:

Business and community members will participate with Newman International Academy in partnership in education activities.

Evaluation Data Source(s):

Civil Air Patrol, Practicum and Internships, WIN program.

Summative Evaluation:

Significant progress made toward meeting Performance Objective

Next Year's Recommendation 2: Seek out community partners

Strategy/Activity 1

Partner with businesses in the community

Timeline

Person(s) Responsible/Monitor

Principal

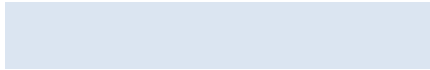
Strategy's Expected Result/Impact

Gain more partnerships in the community

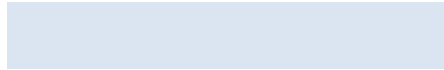
Reviews

Formative

November



January



March

Considerable
85%

Summative

Resources

Goal 5:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In order to determine allocation of Title I funds, since Newman was rearranging grade levels served at multiple campuses and adding an additional campus, Title I funds were allocated to campuses based on economic disadvantaged data from May 2021 allocated to the campus that would serve that grade in Fall 2021. Therefore, all NIA campuses except NIA-Mansfield and NIA- Mansfield East qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus- specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2021-2022, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.3 million State Compensatory Education (SCE) Allotment, of which 55% is required to be spent on accelerated instruction for at-risk students. Newman implemented schoolwide SCE programs on all campuses by hiring additional core teachers to provide smaller class sizes and more individualized instruction, as well as additional teacher aides and interventionists. Below is the breakdown of spending per campus:

NIAA: \$262,825 SCE funds on these additional staff: 7 aides, & 2 interventionists.

NICH: \$197,875 SCE funds on these additional staff: 2 core teachers, 1 aide, & 2 interventionists.

NIAAG: \$176,690 SCE funds on these additional staff: 2 interventionists and 2 aides.

NIAFW: \$122,428 SCE funds on these additional staff: 2 aides & 2 interventionists.

NIAM: \$250,500 SCE funds on these additional staff: 2 core teachers & 6 aides.

NIAP: \$157,675 SCE funds on these additional staff: 1 core teacher, 1 aide, & 2 interventionists.

NIAME: \$140,000 SCE funds on these additional staff: 3 core teachers.

Therefore, of the \$2.3 million allotment, Newman spent \$1.3 million on SCE-related expenses, which met the 55% district-level SCE spending requirement for 2021-2022.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

2022-23 Campus Improvement Plan

Accountability Rating: D

School Name	Newman International Academy at Fort Worth
Address	6801 Meadowbrook Dr. Fort Worth, TX 76112
School ID	220817004
Principal	Dale Duncan
District Name	Newman International Academy
Date of School Board Approval	6/4/2022

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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

School Description - District Wide

Newman International Academy is an open-enrollment, public charter school that serves (Oct. 2020 data) approximately 3200 students at 6 campuses (7 locations), in grades PreK-12. The campuses are located in Arlington, Cedar Hill, Mansfield, and Fort Worth—all in the Dallas- Fort Worth Metroplex. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

School Description Ft. Worth Campus:

Newman International Academy of Ft. Worth is in it's sixth year of operation. We ended last year with 232 students and this year we have 256 students. We offer Pre-K through 8th grade this year.

Race/Ethnicity

As of Jan. 2022, the student ethnicity percentages for NIAFW are as follows:

African American - 59%

Hispanic- 27%

White- 9%

American Indian- 0%

Asian/Pacific Islander- 0.3%

Two-or-More Races- 6%

Student Groups

Approximately 76% are economically disadvantaged, and about 10% are ESL students. 8% of students at NIAFW are served by special education.

As of January 2022 (Free/Reduced Lunch): Economically disadvantaged for NIAFW-...76%

Every year, Newman has a fair amount of turnover of students. Total student enrollment increase 10% from last year. Approximately 40% of students are new to Newman in 2020-2021.

Staff Data

As of January 2022, teacher ethnicity is as follows:

Hispanic- 13%

White- 57%

African American- 26%

Asian -4%

American Indian- 0%

Pacific Islander- 0%

Two-or-More Races- 0%

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by a diverse staff. Newman is accredited by TEA, NCA CASI, NWAC, and SACS CASI.

Summary of Needs

What were the identified needs?

Increase academic performance in African American and Economically Disadvantaged sub-populations

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Title 1 funds will be to support interventions activities, such as Instructional Coaches, remediation software and devices, additional summer remediation instruction

Student Achievement

Overall Summary

Due to Covid, in 2020/2021 we were "Not Rated/State of Emergency," therefore, all data from 2019-2020 still applies. The rating for the Ft. Worth campus has an overall rating of "D," or 67. For Domain 1 (STAAR scores) we scored 64, Domain 2 Academic Progress we scored an 83 and received a Distinction from the state, Domain 3 Closing the Gaps, we received a score of 30. All students will continue to take NWEA MAP and STAAR benchmark assessments. As a result of Covid, student scores regressed from our 2019 scores. 3rd grade reading 9/11 did not meet, 3/5 approaches

Summary of Strengths

What were the identified strengths?

Newman made significant improvements in 2018-2019, bringing the overall rating up from an F to a D (67) and earning a distinction for Academic Growth (83). Student Achievement scores for all students went up 2% at the approaches, meets, and masters levels. In 2018, only 27% of 3rd grade African American students met standard in math. This number increased to 43% in 2019.

Summary of Needs

What were the identified needs?

Problem Statement 1: Only 22% of economically disadvantaged students met standard in reading in 2021

Root Cause:

Problem Statement 2: Only 8% of economically disadvantaged students met standard in math in 2021

Root Cause:

Problem Statement 3: Only 26% African American students met standard in reading in 2021

Root Cause:

Problem Statement 4: Only 14% African American students met standard in math in 2021.

Root Cause:

Problem Statement 5: Only 30% of 4th grade African American students met standard in reading (from 9% in 2018).

Root Cause:

Problem Statement 6: Only 20% of 4th grade African American students met standard in math (from 0% in 2018).

Root Cause:

Problem Statement 7: In 2021 17% for all African American met standard in Math and Reading

Problem Statement 8 26% Reading African American, 22% for Economically Disadvantaged met standard, Math 14% met standard for African American, 8% Math Eco Dis met standard.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Title 1 funds will be used to support intervention activities, such as Instructional Guides, Instructional Coaches, remediation software and devices, additional Counselors, and summer remediation instruction.

Processes & Programs

Overall Summary

Personnel - Policy and Procedures

Newman makes every effort to attract highly qualified teachers. New staff find Newman through word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. Although Newman was able to significantly raise experienced teachers' salaries with HB3 funding, Newman continues to struggle with high turnover and recruiting sufficient qualified instructors. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards. For 2021-2022, approximately 41% of NIAFW teachers were new to NIAFW in 2021-2022. COVID has also caused a higher turnover than usual since teachers across the state are retiring, and surrounding DFW school districts offer much more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides.

Newman has a TEA approved Teacher allotment program that is expanding, and will continue to train teachers how to participate in the TIA opportunity.

Professional Practices Professional development is planned in consultation with the entire Administrative team (District staff, Principals, Assistant Principals) with recommendations from teachers, instructional coaches and instructional guides, and advice from ESC Regions, TEA, and industry-advised best practices. This year the Ft. Worth campus has partnered with Region 11 to implement Lesson Alignment Formative Assessment to equip our teacher with a tool that will help them daily objectives to standards.

Programs and Opportunities for Students

This year the Fort Worth campus has partnered with Region 11 to implement Newman operates numerous programs to support students at all levels, including CTE, support for ESL and SPED students. Instructional Guides and Instructional Coaches continue to work in the areas of teacher support and helping to align the curriculum. During enrichment and class time we are providing students tutorials to complete Accelerating Learning.

CCMR, CTE, and Curriculum

Newman continues to look for ways to improve CCMR, STAAR scores, and curriculum. A Curriculum Committee was formed in Fall 2019 and will continue to meet regularly to evaluate curriculum. Subcommittees were formed for math, science, ELAR, social studies, and CTE, with representatives from various campuses who can gather teacher input and make recommendations to Administration regarding curriculum purchases and implementation.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022.

NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.

4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.
5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2021-22 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Technology. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes. In the last two years, Newman has purchased numerous student Chromebooks and laptops for teachers. In 2021, the District purchased Membean, No Red Ink, Mind Play, Dreambox, All In Learning, Canvas, Maps and Edgenuity to support student learning. In addition, the campus purchased four smart boards for classroom use.

Summary of Strengths

What were the identified strengths?

We have several strengths including, cohesiveness among staff, buy-in for implementation of LAFA, family environment and work ethic.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, low salary budgets, and COVID, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments and will prioritize purchasing technology to facilitate student instruction.

Perceptions

Overall Summary

Student Engagement

In 2021, Newman Ft. Worth offered Middle School which increased class offering. Students can also participate in sports, band, student council, and dance.

Staff Engagement

As of October 2021, 38% of NAFW's teachers are new to the campus (and 38% of all the teachers have less than 2 years of teaching experience). Due to constant staffing changes each year, Newman is constantly working to educate new employees in Newman culture and values

Parent Engagement

Parents and guardians are engaged throughout the year with events such as Parent Orientation, Warrior Showcase, Veteran's Day Event, Christmas programs, Math and Science Night, Health and Wellness Night, Founders Days, countless athletic events, numerous fine arts events, and also various campus-specific events such as literacy nights, book fairs, fall and spring festivals, international day celebrations, and drama and music presentations. NIAFW makes effort to maintain a PSC (Parent-Student Collaboration) that involves parents in the fundraising and planning for special events, teacher appreciation, and other school activities. A few meaningful activities that families and community members get the opportunity to be involved in are science night, Thanksgiving program, Christmas program, Grandparents Day, Book Fair, Black History Month, Veterans Day, Hispanic Heritage month, and POWWOW. We partner with Bethel Church as a community establishment. There are a few patterns and trends.. Parents typically come out for programs and events where their students are performing because those are the type of events we host more often rather than student display of work.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events as well as PSC (Parent-Student Collaboration).

Summary of Needs

What were the identified needs?

Problem Statement 1: There are no major problems identified for 2020-2021 in the Perceptions category.

Root Cause: There are no major problems identified for 2021-2022 in the Perceptions category.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Problem Statement 2 Areas: District Processes & Programs

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements
- Submissions from faculty committees reviewing elements of Campus Needs Assessment

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	17	1418	2	12	15	88	4	24	1	6
	4	12	1450	6	50	6	50	3	25	1	8
	5	16	1528	5	31	11	69	7	44	2	13

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	19	1417	4	21	15	79	6	32	4	21
	4	14	1389	11	79	3	21	0	0	0	0
	5	17	1522	5	29	12	71	5	29	3	18
	6	22	1534	10	45	12	55	6	27	4	18
	7	13	1635	3	23	10	77	7	54	1	8
Hispanic/ Latino	3	2									
	4	1									
	5	4									
Hispanic/ Latino	3	1									
	4	4									
	5	3									

	6	4									
	7	5	1694	0	0	5	100	4	80	1	20
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									

2018-19 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				3	14	1408	2	14	12	86	2
4	10	1456	5	50	5	50	3	30	1	10	
5	11	1493	5	45	6	55	3	27	0	0	

2020-21 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				3	13	1446	1	8	12	92	5
4	9	1385	8	89	1	11	0	0	0	0	
5	11	1474	5	45	6	55	2	18	1	9	
6	16	1518	9	56	7	44	5	31	3	19	
7	5	1597	2	40	3	60	2	40	0	0	

White	3	1									
	4	1									
	5	1									
White	3	1									
	4	0									
	5	2									
	6	1									
	7	2									
Two or More Races	3	0									
	4	0									
	5	0									
Two or More Races	3	4									
	4	1									
	5	0									
	6	1									
	7	0									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	11	1401	2	18	9	82	1	9	1	9
	4	7	1385	5	71	2	29	0	0	0	0
	5	14	1505	5	36	9	64	5	36	0	0

2020-21 Reading STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	12	1388	3	25	9	75	2	17	2	17
	4	10	1388	7	70	3	30	0	0	0	0
	5	12	1518	5	42	7	58	5	42	3	25
	6	15	1508	8	53	7	47	3	20	2	13
	7	6	1651	1	17	5	83	3	50	0	0
Limited English Proficient	3	0									
	4	0									
	5	3									
Limited English Proficient	3	0									
	4	0									
	5	0									
	6	0									
	7	4									
Special Education	3	1									
	4	3									
	5	1									
Special Education	3	0									
	4	1									
	5	3									
	6	3									
	7	0									

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

**2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	15	3201	10	67	5	33	2	13	0	0
Hispanic/	4	3									
American Indian or	4	0									
Black or African	4	11	3151	7	64	4	36	1	9	0	0
White	4	1									
Two or More Races	4	0									
Economically	4	10	3123	7	70	3	30	1	10	0	0
Limited English	4	1									
Special Education	4	2									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	12	3493	6	50	6	50	3	25	0	0
Hispanic/	4	1									
American Indian or	4	0									
Black or African	4	10	3491	5	50	5	50	3	30	0	0
White	4	1									
Two or More Races	4	0									
Economically	4	7	3218	5	71	2	29	0	0	0	0
Limited English	4	0									
Special Education	4	3									

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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				#	%	#	%	#	%	#	%
All Students	4	15	3172	12	80	3	20	1	7	0	0
	7	14	3390	10	71	4	29	1	7	0	0
Hispanic/ Latino	4	4									
	7	5	3463	3	60	2	40	0	0	0	0
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	10	3177	7	70	3	30	1	10	0	0
	7	6	3342	5	83	1	17	0	0	0	0
White	4	0									
	7	2									
Two or More Races	4	1									
	7	0									
Economically Disadvantaged	4	10	3250	7	70	3	30	1	10	0	0
	7	7	3460	5	71	2	29	1	14	0	0
Limited English Proficient	4	0									
	7	4									
Special Education	4	1									
	7	0									

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters				

			#	%	#	%	#	%	#	%
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2021-22 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	17	1468	2	12	15	88	8	47	2	12
4	12	1476	7	58	5	42	2	17	1	8	
5	16	1595	3	19	13	81	6	38	3	19	

2020-21 Mathematics STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	19	1408	6	32	13	68	5	26	1	5
4	14	1392	11	79	3	21	0	0	0	0	
5	17	1538	9	53	8	47	4	24	3	18	
6	22	1526	14	64	8	36	3	14	0	0	
7	13	1555	8	62	5	38	0	0	0	0	
Hispanic/ Latino	3	2									
	4	1									
	5	4									
Hispanic/ Latino	3	1									
	4	4									
	5	3									
	6	4									
	7	5	1566	3	60	2	40	0	0	0	0
American Indian or Alaska Native	3	0									
	4	0									
	5	0									

American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	14	1454	2	14	12	86
	4	10	1470	7	70	3	30	2	20	1	10
	5	11	1545	3	27	8	73	2	18	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	13	1432	3	23	10	77
	4	9	1393	7	78	2	22	0	0	0	0
	5	11	1499	7	64	4	36	1	9	1	9
	6	16	1509	12	75	4	25	2	13	0	0
	7	5	1506	4	80	1	20	0	0	0	0
White	3	1									
	4	1									
	5	1									
White	3	1									
	4	0									

	5	2									
	6	1									
	7	2									
Two or More Races	3	0									
	4	0									
	5	0									
Two or More Races	3	4									
	4	1									
	5	0									
	6	1									
	7	0									

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	11	1462	1	9	10	91	5	45	1	9
	4	7	1422	5	71	2	29	0	0	0	0
	5	14	1573	3	21	11	79	4	29	1	7

2020-21 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	12	1346	6	50	6	50	2	17	0	0
	4	10	1381	9	90	1	10	0	0	0	0
	5	12	1545	6	50	6	50	3	25	2	17
	6	15	1507	12	80	3	20	1	7	0	0

	7	6	1560	3	50	3	50	0	0	0	0
Limited English Proficient	3	0									
	4	0									
	5	3									
Limited English Proficient	3	0									
	4	0									
	5	0									
	6	0									
	7	4									
Special Education	3	1									
	4	3									
	5	1									
Special Education	3	0									
	4	1									
	5	3									
	6	3									
	7	0									

Algebra I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	17	3589	8	47	9	53	5	29	1	6
Hispanic/	5	4									
American Indian or	5	0									
Black or African	5	11	3347	8	73	3	27	2	18	0	0
White	5	1									
Two or More Races	5	1									
Economically	5	14	3458	8	57	6	43	4	29	0	0
Limited English	5	3									
Special Education	5	1									

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

All Students	5	17	3474	9	53	8	47	3	18	0	0
Hispanic/ American Indian or Black or African	5	3									
White	5	0									
Two or More Races	5	11	3305	7	64	4	36	0	0	0	0
Economically Limited English	5	2									
Special Education	5	0									
	5	12	3486	6	50	6	50	3	25	0	0
	5	0									
	5	3									

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
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			#	%	#	%	#	%	#	%
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Social Studies

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1:

Support and retain highly-qualified teachers who can enable students to excel academically

Performance Objective 1:

Increase STAAR ELA/Reading at the Meets level 6%

Evaluation Data Source(s):

MAP tests, Benchmark tests and STAAR test scores

Summative Evaluation:

Some progress based on Fall MAP assessment

Strategy/Activity 1

Campus will address academic needs by strengthening tier 1 instruction and the RTI process as well as implementing LAFA with all teachers to ensure lesson alignment.

Timeline

By May 2022

Person(s) Responsible/Monitor

Principal, Assistant Principal, Teachers, RTI coordinator, instructional coaches

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
Due to gaps created by the pandemic, MAP Growth test results are being used with the RTI process to address students' needs, in order to improve their content area knowledge.

January

Considerable
Campus met the mid-year goal in ELAR

March

Summative

Resources

Strategy/Activity 2

We will take inventory of all ELAR resources currently on campus, create a list of resources needed to supplement the district ELAR curriculum, and use grant money to purchase as many of these resources as possible in order to strengthen ELAR instruction for the benefit of all learners, including our economically disadvantaged sub-population.

Timeline

By May 2022

Person(s) Responsible/Monitor

Principal, Assistant to the Principal, ELAR Teachers, Office Coordinator

Strategy's Expected Result/Impact

Improved Reading STAAR test scores

Reviews

Formative

November

Some Progress
Reading A-Z benchmarks show growth in student reading levels. This should positively impact future reading assessments, including STAAR.

January

Some Progress
Campus met mid-year goal in approaches category for ELAR

March

Summative

Resources

Goal 2:

Improve teaching strategies and interventions in core subjects

Performance Objective 1:

Increase STAAR Reading for the African American sub-population from 26% meets to 32% meets and STAAR math for the African American sub-population from 14% meets to 24% meets

Evaluation Data Source(s):

MAP Assessments and STAAR test scores

Summative Evaluation:

Improved STAAR test scores for this demographic and grade

Strategy/Activity 1

Campus administration will oversee MAP assessments and district-recommended STAAR benchmark tests and assist their teachers to adjust teaching strategies accordingly. District Instructional Coaches will be involved in supporting teachers as much as possible. Interventionists will be assigned to support the lowest-performing students. Campus will partner with Region 11 to implement Lesson Alignment Formative Assessment (LAFA) in order to coach teachers in lessons and daily objectives.

Timeline

May 2022

Person(s) Responsible/Monitor

Principal, Assistant to the Principal, Teachers, District Instructional Coaches, Interventionists

Strategy's Expected Result/Impact

Improved MAP and STAAR test scores

Reviews

Formative

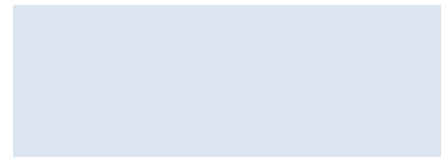
November

Some Progress
Teachers and Campus Leaders were trained in LAFA. Data from the Beginning of the Year MAP showed students met initial performance goals.

January

Some Progress
Mid-year MAP and Benchmark data showed students were slightly below the mid-year goal.

March



Summative

Resources

Strategy/Activity 2

NIAFW will partner with Lead4ward to provide content area training, including strategies for data-driven instruction, for administrators and core content area teachers.

Timeline

January 2022

Person(s) Responsible/Monitor

Principal, Assistant to the Principal, Core Content Area Teachers, Lead4ward Trainers

Strategy's Expected Result/Impact

Improved MAP and STAAR test scores

Reviews

Formative

November

Some Progress
Teachers and administrators have registered for the January/February trainings

January

Considerable
Teachers attending Lead4ward Rockin' Review STAAR prep training. Campus purchased supplemental STAAR review materials for all tested subjects.

March

Summative

Resources

Strategy/Activity 3

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Improved STAAR test scores

Reviews

Formative

Summative

Resources

Goal 3:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 4:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 5:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In order to determine allocation of Title I funds, since Newman was rearranging grade levels served at multiple campuses and adding an additional campus, Title I funds were allocated to campuses based on economic disadvantaged data from May 2021 allocated to the campus that would serve that grade in Fall 2021. Therefore, all NIA campuses except NIA-Mansfield and NIA- Mansfield East qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus- specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2021-2022, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.3 million State Compensatory Education (SCE) Allotment, of which 55% is required to be spent on accelerated instruction for at-risk students. Newman implemented schoolwide SCE programs on all campuses by hiring additional core teachers to provide smaller class sizes and more individualized instruction, as well as additional teacher aides and interventionists. Below is the breakdown of spending per campus:

NIAA: \$262,825 SCE funds on these additional staff: 7 aides, & 2 interventionists.

NICH: \$197,875 SCE funds on these additional staff: 2 core teachers, 1 aide, & 2 interventionists.

NIAAG: \$176,690 SCE funds on these additional staff: 2 interventionists and 2 aides.

NIAFW: \$122,428 SCE funds on these additional staff: 2 aides & 2 interventionists.

NIAM: \$250,500 SCE funds on these additional staff: 2 core teachers & 6 aides.

NIAP: \$157,675 SCE funds on these additional staff: 1 core teacher, 1 aide, & 2 interventionists.

NIAME: \$140,000 SCE funds on these additional staff: 3 core teachers.

Therefore, of the \$2.3 million allotment, Newman spent \$1.3 million on SCE-related expenses, which met the 55% district-level SCE spending requirement for 2021-2022.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

2022-23 Campus Improvement Plan

Accountability Rating: B

School Name	Newman International Academy at Gibbins
Address	1111 Gibbins Rd. Arlington, TX 76011
School ID	220817003
Principal	Wanda Swift Horne /Ericka Mataitis
District Name	Newman International Academy
Date of School Board Approval	6/4/2022

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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

Please note that in 2021-2022, TEA approved for the NIA Grace campus ID 220817003 that previously served grades K-6th to be transferred to NIA Arlington Gibbins, which serves grades 7-12. Therefore, this Needs Assessment contains data referencing NIAG (that earned the B rating in 2019-2020) as well as new data for NIAAG.

School Description

Newman International Academy at Gibbins is an open-enrollment, public charter school that serves (April 2022) approximately 454 students in Arlington, Texas. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

Race/Ethnicity

As of April 2022, the NIAAG student ethnicity percentages are as follows:

Hispanic- 28%

American Indian- 1%

Asian – 7%

African American – 37%

Pacific Islander- 1%

White- 57%

Two-or-More Races- 6%

Student Groups

As of April 2022, approximately 47% of NIAAG students are economically disadvantaged (free/reduced lunch), and about 15% are ESL students. Newman also has a substantial number of students requiring special education services. NIAAG also offers a gifted and talented (GT) program.

Staff Data

As of April 2020, approximately 40% of NIAAG teachers were certified in the field of their teaching assignment, and 60% were experienced (2 or more years of experience). Approximately 17% of NIAAG teachers were new to NIAAG in 2021-2022.

Parent/Community Data

As stated earlier, Newman serves communities in 4 cities, so the community demographics vary per campus.

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by a diverse staff. Newman is accredited by TEA, NCA CASI, NWAC, and SACS CASI.

Summary of Needs

What were the identified needs?

For 2021-2022, there are no demographic needs.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

No demographic priorities are identified for the use of federal and state funding.

Student Achievement

Overall Summary

Due to COVID-19, all schools received a "Not Rated" score for 2019-2020; therefore, all data from 2019-2020 still applies. Per TXSchools.org, given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 and 2021 accountability ratings.

August 2020: Students were allowed to select remote or in-person instruction, and approximately 53% chose in-person instruction, and about 47% of students were on campus from the first day of school onward. Newman allows students to switch methods of instruction at every grading period (every 9 weeks). All students will continue to take NWEA MAP and STAAR benchmark assessments.

Title 1 funds will be used to support intervention activities, such as Instructional Coaches, remediation software and devices, and summer remediation instruction.

August 2021: Students returned to in-person instruction. Online instruction was not an option anymore. All students will continue to take NWEA MAP, District Benchmarks, and STAAR benchmark assessments.

Summary of Strengths

What were the identified strengths?

Newman made significant improvements in 2019-2020, bringing the overall rating up from a C to a B. Improvements were made in every single category: Student Achievement scores went from 72 to 87, School Progress scores went from 69 to 82, and Closing the Gaps went from 75 to 85. However, students were still below state averages in both STAAR Masters and STAAR Meets Grade Level, and CCMR scores were below state average. All students missed Math STAAR targets, and some groups (Asian, White, and SPED) missed Reading targets. Therefore, both math and reading continue to be areas of focus.

Summary of Needs

What were the identified needs?

Problem Statement 1: In 2019-2020, 32% of our students failed the 4th Grade STAAR Writing test.

Root Cause: 66% of students were unable to use the complete subject and the complete predicate in a sentence. 40% of our students were unable to revise drafts for coherence, organization, use of simple and compound sentences, and audience.

Problem Statement 2: In 2019-2020 the majority of the students who failed the 4th Grade STAAR writing test were African American.

Root Cause: According to our data, 25% of the students who took the 4th grade STAAR Writing test last year were ESL students. Of these students, 80% were African American. Therefore, we conclude that language learning is a cause of the achievement gap.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Title 1 funds will be used to support intervention activities, such as Instructional Guides, Instructional Coaches, remediation software and devices, additional Counselors, and summer remediation instruction.

Processes & Programs

Overall Summary

Personnel - Policy and Procedures

Newman makes every effort to attract highly qualified teachers. New staff find Newman through word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. Although Newman was able to significantly raise experienced teachers' salaries with HB3 funding, Newman continues to struggle with high turnover and recruiting sufficient qualified instructors. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards. For 2020-2021, approximately 30% of NIAG teachers were new to NIAG in 2020-2021. COVID has also caused a higher turnover than usual since teachers across the state are retiring, and surrounding DFW school districts offer much more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides.

For 2020-2021, the Newman district hired a Director of Culture, Improvement, and Mentorship whose responsibility is to mentor principals in order to support their teachers more effectively in the classroom. She also works with new teachers to understand T-TESS (teacher evaluation system). In addition, Lead Teachers mentor campus teachers within their subject areas, Instructional Coaches assist teachers with the implementation of curriculum, and Instructional Guides maintain the integrity of programs. The New-to-Newman binder helps the onboarding process of teachers who are new to the district, and this binder is reviewed during August in-service. The New-to-Newman session was recorded and is available to teachers who join during the school year, and the District Mentor is also willing to meet with new teachers. She has also met with teachers at every campus to explain T-TESS, since understanding the evaluation rubric will definitely impact effective classroom instruction.

In 2019-2020, the Newman district implemented the Newman Teacher Incentive Program and paid many teachers a small stipend based on their previous year's performance. Newman also applied and was approved for TEA's Teacher Incentive Allotment (TIA) and has several approved teachers for 2020-2021. Newman will continue to train teachers how to participate in the TIA opportunity.

Professional Practices

Professional development is planned in consultation with the entire Administrative team (District staff, Principals, Assistant Principals) with recommendations from teachers, instructional coaches and instructional guides, and advice from ESC Regions, TEA, and industry-advised best practices.

Programs and Opportunities for Students

Newman operates numerous programs to support students at all levels, including GT, CTE, AP, and of course support for ESL and SPED students. Instructional Guides and Instructional Coaches continue to work in the areas of teacher support and helping to align the elementary curriculum.

GT Program

As of August 2020, NIAG has an ESL/GT teacher serving 9 GT students with more kindergartners nominated for January testing. In elementary, GT teachers meet with students on average three times a week to set up the Renzulli Learning profile and engage in the Renzulli Learning enrichment activities and projects, help students complete activities, and set them up to work on their year-end GT Expo project.

CCMR, CTE, and Curriculum

Newman continues to look for ways to improve CCMR, STAAR scores, and curriculum. A Curriculum Committee was formed in

Fall 2019 and will continue to meet regularly in 2020-2021 to evaluate curriculum. Subcommittees were formed for math, science, ELAR, social studies, and CTE, with representatives from various campuses who can gather teacher input and make recommendations to Administration regarding curriculum purchases and implementation.

Technology

In 2019-2020, the Newman district drafted a multi-year technology plan and purchased many devices for faculty, staff and students (over 1500 devices specifically for students alone). While some of these technology purchases were instigated by COVID-19 needs, many of the purchases had already been completed before COVID became widespread. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes.

Remote Instruction/ Virtual Learning

Due to COVID, Newman is now implementing an Asynchronous Instruction Plan, with many students learning from home while others are on campus. Instructional Technologists (teachers with an additional stipend to assist other teachers with implementing instructional technology) have been selected for each campus since incorporating technology into lesson planning, learning new curriculum (such as Edgenuity and Zearn), and overseeing both in-person and remote students simultaneously is a huge challenge for both first-year teachers as well as experienced teachers.

Processes and Programs Strengths:

Newman operates numerous programs to support students at all levels, including GT, CTE, AP, and of course support for ESL and SPED students. Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum.

Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff. Newman is making strides in improving dual credit options and is now setting specific goals regarding student participation and performance on CCMR indicators. Newman has purchased more technology for the classrooms.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022.

NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.

4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.
5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2021-22 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Summary of Strengths

What were the identified strengths?

Newman operates numerous programs to support students at all levels, including GT, CTE, AP, and of course support for ESL and SPED students. Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff.

Newman is making strides in improving dual credit options and is now setting specific goals regarding student participation and performance on CCMR indicators.

Newman has purchased more technology for the classrooms. In 201-2020, NIAAG had a 1:1 device ratio per student.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments and will prioritize purchasing technology to facilitate student instruction.

Perceptions

Overall Summary

Student Engagement

As of April 2022, attendance is at 90%.

Staff Engagement

As of April 2022, 17% of NIAG's teachers are new to the campus (although 60% of all teachers have more than 2 years of teaching experience). Due to constant staffing changes each year, Newman is constantly working to educate new employees on Newman's culture and values.

Parent Engagement

Although COVID-19 protocols have changed many meetings from in-person to online, parents and guardians are engaged throughout the year with events such as Parent Orientation, Warrior Showcase, Veteran's Day Event, Christmas programs, Math and Science Night, Health and Wellness Night, countless athletic events, numerous fine arts events, and also various campus-specific events such as literacy nights, book fairs, fall and spring festivals, international day celebrations, and drama and music presentations. NIAAG makes effort to maintain a PSC (Parent-Student Collaboration) that involves parents in the fundraising and planning for special events, teacher appreciation, and other school activities. Newman changed to a new SIS (student information system) of Skyward in Fall 2020 with the goal of improving reporting and parent access to timely communication and student progress data. Newman currently measures parent participation rates by having parents sign in to numerous school events and by doing parent surveys. There is often limited response on parent surveys, so each campus is implementing surveys and looking for incentives (such as free Jean Days) that will encourage parents to give meaningful feedback.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events as well as PSC (Parent-Student Collaboration).

Summary of Needs

What were the identified needs?

Problem Statement 1: There are no major problems identified for 2021-2022 in the Perceptions category.

Root Cause: There are no major problems identified for 2021-2022 in the Perceptions category.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Problem Statement 2 Areas: District Processes & Programs

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1439	16	20	64	80	29	36	17	21
	4	88	1498	28	32	60	68	28	32	13	15
	5	75	1548	14	19	61	81	31	41	13	17
	6	73	1603	20	27	53	73	34	47	19	26
All Students	3	3									
	4	3									
	5	5	1473	2	40	3	60	1	20	0	0
	6	0									

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	22	1405	6	27	16	73	6	27	3	14
	4	22	1490	7	32	15	68	7	32	2	9
	5	21	1521	5	24	16	76	7	33	3	14
	6	18	1561	5	28	13	72	7	39	2	11
Hispanic/ Latino	3	1									
	4	1									

	5	3									
	6	0									
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
	6	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	33	1442	6	18	27	82	11	33	6	18
	4	32	1475	12	38	20	63	6	19	4	13
	5	23	1531	7	30	16	70	9	39	2	9
	6	24	1580	7	29	17	71	9	38	7	29
Black or African American	3	2									
	4	2									
	5	1									
	6	0									

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

	3	20	1453	4	20	16	80	9	45	5	25
	4	24	1517	7	29	17	71	10	42	5	21
	5	18	1568	1	6	17	94	8	44	4	22
	6	18	1619	6	33	12	67	8	44	4	22
White	3	0									
	4	0									
	5	1									
	6	0									
Two or More Races	3	1									
	4	4									
	5	6	1591	0	0	6	100	4	67	1	17
	6	7	1637	1	14	6	86	6	86	2	29
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	37	1407	10	27	27	73	9	24	4	11
	4	43	1478	17	40	26	60	13	30	6	14
	5	32	1558	4	13	28	88	15	47	8	25
	6	27	1572	9	33	18	67	11	41	6	22
Economically Disadvantaged	3	2									
	4	1									
	5	3									

6

0

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	21	1381	7	33	14	67	3	14	2	10
	4	14	1458	6	43	8	57	4	29	1	7
	5	12	1514	5	42	7	58	3	25	3	25
	6	12	1521	5	42	7	58	2	17	0	0
Limited English Proficient	3	0									
	4	1									
	5	3									
	6	0									
Special Education	3	8	1302	5	63	3	38	0	0	0	0
	4	7	1389	4	57	3	43	1	14	1	14
	5	5	1442	2	40	3	60	0	0	0	0
	6	8	1495	5	63	3	38	1	13	1	13
Special Education	3	0									
	4	1									
	5	0									
	6	0									

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

**2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	83	3590	40	48	43	52	21	25	4	5
Hispanic/	4	23	3431	14	61	9	39	4	17	0	0
American Indian or	4	0									
Black or African	4	23	3518	12	52	11	48	6	26	1	4
White	4	23	3671	10	43	13	57	6	26	2	9
Two or More Races	4	7	3697	2	29	5	71	2	29	0	0
Economically	4	34	3587	17	50	17	50	11	32	0	0
Limited English	4	16	3474	11	69	5	31	3	19	0	0
Special Education	4	8	3076	7	88	1	13	0	0	0	0

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	88	3581	39	44	49	56	15	17	4	5
Hispanic/	4	22	3573	11	50	11	50	3	14	1	5
American Indian or	4	0									
Black or African	4	32	3452	17	53	15	47	5	16	0	0
White	4	24	3696	9	38	15	63	5	21	3	13
Two or More Races	4	4									
Economically	4	43	3543	20	47	23	53	6	14	2	5
Limited English	4	14	3456	7	50	7	50	1	7	0	0
Special Education	4	7	3220	6	86	1	14	0	0	0	0

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

All Students	4	5	3206	3	60	2	40	1	20	0	0
Hispanic/	4	3									
American Indian or	4	0									
Black or African	4	2									
White	4	0									
Two or More Races	4	0									
Economically	4	2									
Limited English	4	2									
Special Education	4	2									

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	
All Students	89	4099	25	28	64	72	53	60	13	15	
Hispanic/ Latino	22	3976	8	36	14	64	10	45	3	14	
Black or African American	21	3897	10	48	11	52	9	43	1	5	
White	35	4250	5	14	30	86	25	71	7	20	
Economically Disadvantaged	32	4041	10	31	22	69	20	63	4	13	
Limited English Proficient	15	3753	9	60	6	40	3	20	1	7	
Special Education	5	3603	4	80	1	20	0	0	0	0	

2020-21 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	

2021-22 English I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	71	4071	11	15	60	85	41	58	4	6
Hispanic/Latino	19	4032	1	5	18	95	12	63	0	0
Black or African American	10	4034	2	20	8	80	4	40	1	10
White	33	4101	7	21	26	79	19	58	3	9
Economically Disadvantaged	20	3982	3	15	17	85	10	50	1	5
Limited English Proficient	11	3790	4	36	7	64	3	27	0	0
Special Education	7	3645	4	57	3	43	0	0	0	0

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	80	1504	15	19	65	81	43	54	25	31
	4	88	1567	28	32	60	68	41	47	23	26
	5	75	1615	15	20	60	80	40	53	19	25
	6	73	1679	12	16	61	84	37	51	20	27
All Students	3	3									
	4	5	1379	4	80	1	20	0	0	0	0
	5	5	1514	3	60	2	40	2	40	1	20
	6	2									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	3	22	1504	5	23	17	77	12	55	7	32
	4	22	1502	10	45	12	55	6	27	3	14
	5	21	1579	5	24	16	76	7	33	4	19
	6	18	1627	5	28	13	72	6	33	3	17

Hispanic/ Latino	3	1									
	4	3									
	5	3									
	6	0									
American Indian or Alaska Native	3	1									
	4	0									
	5	1									
	6	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	33	1478	6	18	27	82
	4	32	1552	11	34	21	66	15	47	7	22
	5	23	1605	4	17	19	83	10	43	5	22
	6	24	1690	0	0	24	100	11	46	7	29
Black or African American	3	2									
	4	2									
	5	1									
	6	2									

2018-19 Mathematics STAAR Results

Student Group	
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	20	1505	4	20	16	80	12	60	7	35
	4	24	1624	6	25	18	75	12	50	10	42
	5	18	1628	4	22	14	78	13	72	6	33
	6	18	1682	6	33	12	67	10	56	6	33
White	3	0									
	4	0									
	5	1									
	6	0									
Two or More Races	3	1									
	4	4									
	5	6	1624	1	17	5	83	4	67	1	17
	6	7	1674	1	14	6	86	5	71	1	14
Two or More Races	3	0									
	4	0									
	5	0									
	6	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	37	1478	8	22	29	78	18	49	8	22
	4	43	1539	15	35	28	65	17	40	11	26
	5	32	1602	7	22	25	78	16	50	7	22
	6	27	1702	3	11	24	89	15	56	10	37

Economically Disadvantaged	3	2									
	4	2									
	5	3									
	6	0									

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Limited English Proficient	3	21	1475	6	29	15	71	11	52	5	24
	4	14	1499	6	43	8	57	5	36	3	21
	5	12	1579	4	33	8	67	5	42	2	17
	6	12	1646	3	25	9	75	4	33	3	25
Limited English Proficient	3	0									
	4	2									
	5	3									
	6	0									
Special Education	3	8	1353	4	50	4	50	2	25	0	0
	4	7	1451	5	71	2	29	2	29	1	14
	5	5	1474	2	40	3	60	0	0	0	0
	6	8	1560	4	50	4	50	1	13	1	13
Special Education	3	0									
	4	2									
	5	0									
	6	1									

Algebra I

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	61	3825	16	26	45	74	21	34	9	15
Hispanic/Latino	16	3806	5	31	11	69	4	25	3	19
Black or African American	15	3786	5	33	10	67	5	33	2	13
White	24	3888	5	21	19	79	11	46	4	17
Economically Disadvantaged	23	3727	9	39	14	61	7	30	1	4
Limited English Proficient	11	3592	4	36	7	64	0	0	0	0
Special Education	6	3415	5	83	1	17	0	0	0	0

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	75	3917	14	19	61	81	38	51	16	21
Hispanic/	5	21	3822	5	24	16	76	9	43	4	19
American Indian or	5	1									
Black or African	5	23	3809	4	17	19	83	10	43	1	4
White	5	18	3968	4	22	14	78	9	50	6	33
Two or More Races	5	6	4109	1	17	5	83	5	83	2	33
Economically	5	32	3865	8	25	24	75	15	47	7	22
Limited English	5	12	3859	4	33	8	67	6	50	3	25
Special Education	5	5	3419	3	60	2	40	1	20	0	0

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	9	3565	4	44	5	56	1	11	0	0
Hispanic/	5	4									
American Indian or	5	0									
Black or African	5	4									
White	5	1									
Two or More Races	5	0									
Economically	5	5	3493	3	60	2	40	0	0	0	0
Limited English	5	3									
Special Education	5	0									

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	81	4198	8	10	73	90	48	59	18	22
Hispanic/Latino	20	4067	3	15	17	85	10	50	3	15
Black or African American	18	4079	3	17	15	83	10	56	2	11
White	34	4355	2	6	32	94	23	68	12	35
Economically Disadvantaged	29	4088	4	14	25	86	15	52	4	14
Limited English Proficient	14	3765	4	29	10	71	2	14	1	7
Special Education	5	3837	2	40	3	60	2	40	0	0

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies

***2019-20 STAAR Data N/A Due to COVID-19**

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	73	4126	4	5	69	95	43	59	19	26
Hispanic/Latino	20	4108	1	5	19	95	13	65	3	15
Black or African American	11	4047	2	18	9	82	6	55	2	18
White	33	4181	1	3	32	97	20	61	13	39
Economically Disadvantaged	22	4101	1	5	21	95	14	64	4	18
Limited English Proficient	12	3866	1	8	11	92	4	33	0	0
Special Education	8	3912	1	13	7	88	2	25	1	13

2020-21 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1:

Support and retain highly-qualified teachers who can enable students to excel academically.

Performance Objective 1:

The percentage of students who meet or exceed grade level performance standards in math will increase by 3% by May 2022.

Evaluation Data Source(s):

Map Growth Testing, Benchmark tests, and STAAR test scores

Summative Evaluation:

Strategy/Activity 1

NIA will hire certified and highly-qualified teachers and support them with instructional coaches (elementary) and instructional guides (secondary). Encourage all non-certified teachers to obtain certification in their subject area as well as ESL. Status on progress toward certification will be monitored and discussed at each DIP meeting. Teachers will become more effective through professional development, PLC, tutoring, and Saturday school options if necessary.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress

Due to the pandemic, we have noticed some gaps in learning. We are using Map Data, TPRI, and or TX-KEA with the RTI Meetings to determine how to help the students improve their content area knowledge.

January

March

Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
In response to the pandemic, Newman has implemented a variety of digital curricula as well as the Canvas LMS, to support the learning of students who are on campus as well as remote learners. These programs allow students to build digital literacy, and allow teachers to customize learning to meet the needs of individual students. These programs are still being used currently.

January

March

Summative

Resources

Goal 2:

Improve teaching strategies and interventions in core subjects of reading and math.

Performance Objective 1:

The percentage of students who meet or exceed grade level performance standards in ELAR will increase by 3% by May 2021.

Evaluation Data Source(s):

Benchmark tests and STAAR test scores

Summative Evaluation:

Strategy/Activity 1

NIA Principals will oversee district-recommended STAAR benchmark tests and assist their teachers to adjust teaching strategies accordingly. Instructional coaches and instructional guides will be involved in supporting teachers. Interventionists will be assigned to support the lowest-performing students.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
Due to gaps created by the pandemic, MAP Growth Test results and STAAR are being used with the RTI process to address students' needs, in order to improve their content area knowledge.

January

March

Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

Some Progress
In response to the pandemic, Newman has integrated digital curricula to support the digital literacy and access of our students.

January

March

Summative

Resources

Strategy/Activity 3

NIA District Coordinator of School Improvement will meet with principals, SPED teachers, and ESL teachers to set goals for improving STAAR scores in each subject. See Exhibit A and Exhibit B for STAAR scores broken down by subject and student population.

Timeline

Person(s) Responsible/Monitor

District Coordinator of School Improvement

Strategy's Expected Result/Impact

Improved STAAR test scores

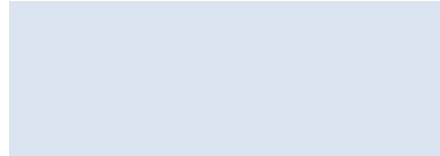
Reviews

Formative

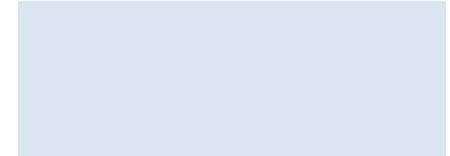
November

No Progress
Due to challenges presented by the pandemic, these meetings have not yet been scheduled.

January



March



Summative

Resources

Strategy/Activity 4

Needs will be addressed for NIA students of special programs, including but not limited to: suicide prevention, conflict resolution, violence prevention, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. Improving campus security and parent involvement will also be addressed. These topics will be addressed in the Student Handbook and throughout the year in POWWOW (weekly school assemblies), special speakers, and annual Wellness Fair events.

Timeline

Person(s) Responsible/Monitor

Principals at each campus will monitor student behavior and arrange additional training in POWWOWs (assemblies) according to campus needs.

Strategy's Expected Result/Impact

Students will be able to study (and perform well in school) without the distraction of these issues.

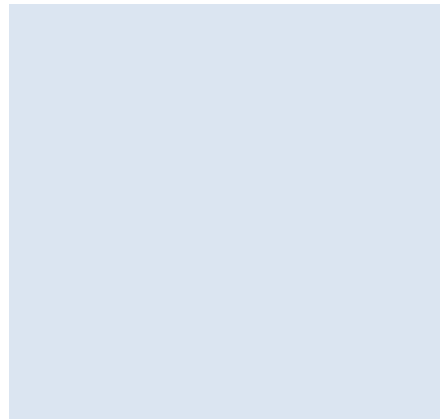
Reviews

Formative

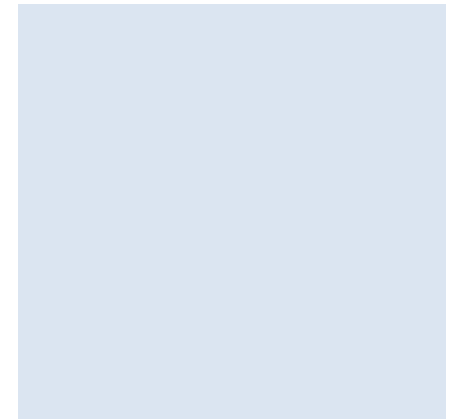
November

Some Progress
POWWOW presentations have addressed some of these topics.

January



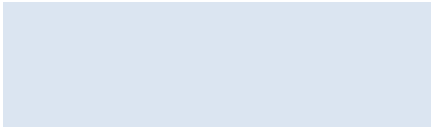
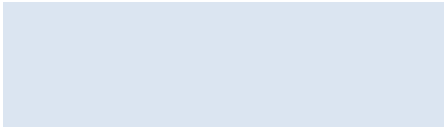
March



Teachers facilitate discussions in conjunction with their lessons to address the above health and wellness topics. Counseling and administrative staff work individually with students as needed in order to support students in areas of concern.

At the secondary level the parent and family engagement coordinator holds

mentorship classes to address issues like conflict resolution, bullying, managing stress, inter-personal relationships etc.



Summative

Resources

Strategy/Activity 5

Strategies will be created at the NIA campus level for the following topics: adjusting instructional methods for student groups not achieving their full potential, dyslexia treatment programs, accelerated education, dropout reduction, integration of technology in instructional and administrative programs, and strategies for recruiting highly effective teachers

Timeline

Person(s) Responsible/Monitor

Campus administrators will monitor needs in these areas and notify the district if funding or professional development is needed to address these issues.

Strategy's Expected Result/Impact

Students at all levels will be served by appropriate programs, enabling students to perform well in school.

Reviews

Formative

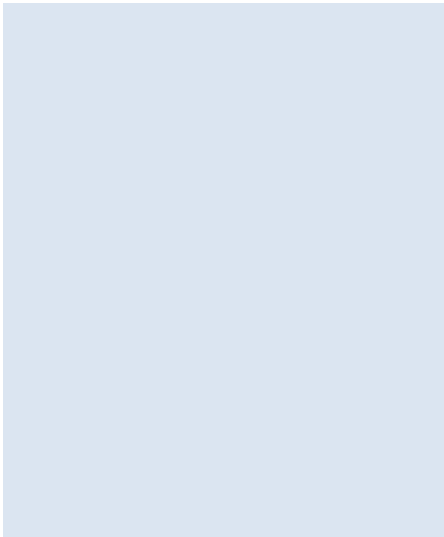
November

Some Progress
Special programs have adapted to meet the needs of remote learners through the integration of digital curricula and working closely with the teachers.
.
RTI process is being used to address needs of students at the individual level.

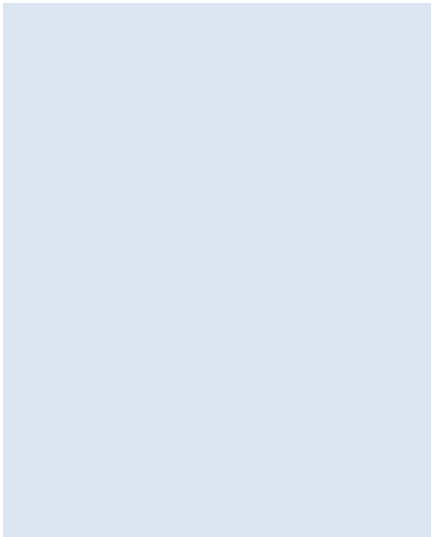
GT, RTI and ESL students meet during enrichment block.
Dyslexia and other related services are integrated into students' schedules.

If students receive more than one service, the services are integrated into students' schedules.

January



March



Summative

Resources

Strategy/Activity 6

Raise student engagement and interest in core subjects and access to well-rounded education by improving structure and supplies of co-curricular and enrichment activities

Timeline

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Improved STAAR scores, better attendance, lower dropout rates

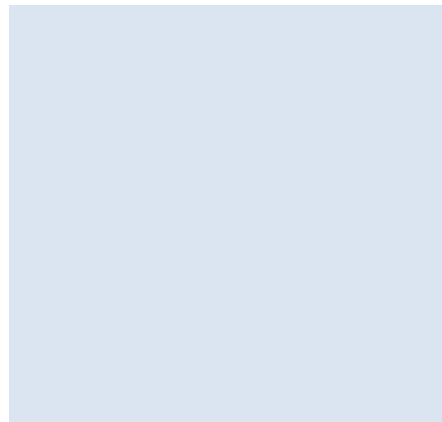
Reviews

Formative

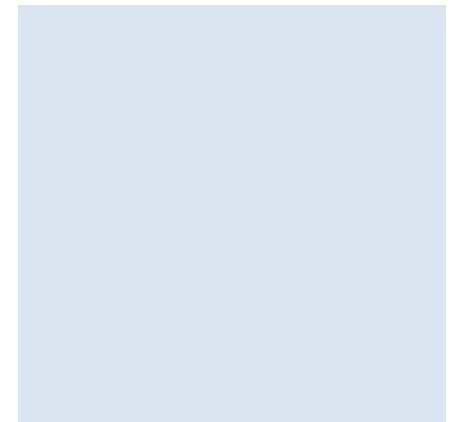
November

Some Progress
Cyberstart America has been integrated to equip students with analytical technology skills.
Coder Z has been incorporated into the robotics program.
Online chess has been incorporated to help improve memory and cognitive abilities.
CS Lewis expands student vocabulary and helps students to become college ready.
It exposes students to classical literature to improve performance in reading.

January



March



Summative

Resources

Goal 3: Connect high school to career and college.

Performance Objective 1:

In May 2021, at least 80% of Newman high school graduates will meet TEA college, career, or military-ready (CCMR) criteria.

Evaluation Data Source(s):

CCMR data as reported to TEA

Summative Evaluation:

Strategy/Activity 1

Encourage students to connect with college by taking the TSI, ACT, SAT and/or enroll in dual credit classes.

Timeline

Person(s) Responsible/Monitor

CCMR Coordinator, Academic Counselors, Secondary Principals

Strategy's Expected Result/Impact

70% of seniors will enroll in college classes during and/or after high school.

Reviews

Formative

November

No Progress

January

March

Summative

Resources

Strategy/Activity 2

Celebrate staff members' contributions and strengths regularly.

Timeline

Person(s) Responsible/Monitor

CCMR Coordinator in partnership with teachers and secondary principals

Strategy's Expected Result/Impact

10% of seniors will obtain industry-based certifications that prepare them for successful employment.

Reviews

Formative

November	No Progress	January		March	
----------	-------------	---------	--	-------	--

Summative

Resources

Strategy/Activity 3

Connect students to military by providing the ASVAB and opportunities to connect with military recruiters.

Timeline

Person(s) Responsible/Monitor

Academic Counselors and CCMR team

Strategy's Expected Result/Impact

2% of seniors will enlist in the military.

Reviews

Formative

November	No Progress	January		March	
----------	-------------	---------	--	-------	--

Summative

Resources

Strategy/Activity 4

Raise student engagement and interest in core subjects and access to well-rounded education by improving structure and supplies of co-curricular and enrichment activities

Timeline

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Increase in graduating seniors admitted to college, improved TSI/SAT/ACT scores, completion of industry-based certifications, increased military enlistment

Reviews

Formative

November

No Progress

January

March

Summative

Resources

Strategy/Activity 5

NIA Counselors and campus administration provide the following: career education options for students to help them develop the knowledge, skills, and competencies necessary for a broad range of career opportunities; information for middle and high school students and their teachers, counselors, and parents will be provided regarding higher education admissions and financial aid opportunities, the TEXAS grant program and Teach for Texas grant program, the need for students to make informed curriculum choices to be prepared for success beyond high school, and sources of information on higher education admissions and financial aid. Students and parents will be informed regarding students' many options and responsibilities in these areas.

Timeline

Person(s) Responsible/Monitor

Principals and Secondary Counselors

Strategy's Expected Result/Impact

Increase in graduating seniors admitted to college, improved TSI/SAT/ACT scores, and completion of industry-based certifications

Reviews

Formative

November

No Progress

January

March

Summative

Resources

Strategy/Activity 6

NIA District Staff will have access to ESC professional development throughout the year in order to ensure they are trained to properly report data (financial data, student data, food services data, etc.) and flag any discrepancies

Timeline

Person(s) Responsible/Monitor

District administration

Strategy's Expected Result/Impact

Correct reporting that will support Accountability scores, evaluation of student data for planning purposes, and correct data available for grant writing purposes

Reviews

Formative

November

Some Progress

There is increased accountability for accurate data entry from the district administration to ensure that reports are submitted in a timely and accurate manner.

January

March

Summative

Resources

Goal 4:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 5:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In order to determine allocation of Title I funds, since Newman was rearranging grade levels served at multiple campuses and adding an additional campus, Title I funds were allocated to campuses based on economic disadvantaged data from May 2021 allocated to the campus that would serve that grade in Fall 2021. Therefore, all NIA campuses except NIA-Mansfield and NIA- Mansfield East qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus- specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2021-2022, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.3 million State Compensatory Education (SCE) Allotment, of which 55% is required to be spent on accelerated instruction for at-risk students. Newman implemented schoolwide SCE programs on all campuses by hiring additional core teachers to provide smaller class sizes and more individualized instruction, as well as additional teacher aides and interventionists. Below is the breakdown of spending per campus:

NIAA: \$262,825 SCE funds on these additional staff: 7 aides, & 2 interventionists.

NICH: \$197,875 SCE funds on these additional staff: 2 core teachers, 1 aide, & 2 interventionists.

NIAAG: \$176,690 SCE funds on these additional staff: 2 interventionists and 2 aides.

NIAFW: \$122,428 SCE funds on these additional staff: 2 aides & 2 interventionists.

NIAM: \$250,500 SCE funds on these additional staff: 2 core teachers & 6 aides.

NIAP: \$157,675 SCE funds on these additional staff: 1 core teacher, 1 aide, & 2 interventionists.

NIAME: \$140,000 SCE funds on these additional staff: 3 core teachers.

Therefore, of the \$2.3 million allotment, Newman spent \$1.3 million on SCE-related expenses, which met the 55% district-level SCE spending requirement for 2021-2022.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

2022-23 Campus Improvement Plan

Accountability Rating: C

School Name	Newman International Academy of Mansfield
Address	1201 Hwy 360 N. Mansfield, TX 76063
School ID	220817005
Principal	Laura DeLagerheim, M.Ed.
District Name	Newman International Academy
Date of School Board Approval	6/4/2022

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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

Note: In 2023-2023, NIAM served grades K-5th..

School Description: Newman International Academy of Mansfield is an open-enrollment, public charter school that serves (Oct 2022 data) approximately 333 students in Mansfield, Texas. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

Race/Ethnicity As of Oct. 2022 at the NIAM student ethnicity percentages are as follows: Hispanic- 15.71% American Indian- 0% Asian – 9.97% African American – 51.96% Pacific Islander- 0% White- 19.94% Two-or-More Races- 2.42%

Student Groups: As of October 2022, approximately 48.64% of NIAM students are economically disadvantaged, 48.64% are in the free/reduced lunch program, 19.94% are ESL students, 3.63% require special education services, and 7.25% are a part of the gifted and talented (GT) program.

Staff Data: As of October 2022, approximately 43% of NIAM teachers were certified in the field of their teaching assignment, and 75% were experienced (2 or more years of experience). Approximately 25% of NIAM teachers were new to NIAM in 2021-2022.

NIAM does qualify for Title 1 funds.

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by a diverse staff. Newman is accredited by TEA, NCA CASI, NWAC, and SACS CASI. The discipline program is strong and balanced by weekly rewards. The staff has a family culture and is very supportive of each other, jumping in wherever needed to help where needed. Communication is strong with Newsletters campus, district and grade level, Website, Facebook, emails, Messenger, phone calls and parent teacher conferences.

Summary of Needs

What were the identified needs?

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Our demographic priority identified for the use of federal and state funding is White students math instruction. This subgroup did not meet the expectation on the STAAR and need classroom aids, data disaggregation training and a tutorial period during the day as well as AI tutoring after school.

Student Achievement

Overall Summary

Due to COVID-19, all schools received a "Not Rated" score for the school years 2019-2020 and 2020-2021; therefore, all data from 2018-2019 still applies. Per TXSchools.org, NIAM's 2018-2019 ratings was an overall C, or 73 out of 100. In student achievement, it was rated a C or 77 out of 100. In school progress, it was rated an F or 58 out of 100. In Closing the Gaps, it was rated a D or 65 out of 100.

In 2020-2021 STAAR accountability data, the student achievement raw component score was a 37, and the academy achievement status for closing the gaps % of indicators met was 44% with 95% school-wide participation. The state has required 30 hours of accelerated instruction for both reading and math for any student who failed the STAAR test.

Summary of Strengths

What were the identified strengths?

Summary of Needs

What were the identified needs?

Problem Statement 1: Only 61% of students showed a year's worth of growth academically in 2018-2019 according to STAAR data on TxSchools.org. The STAAR test was not given during the 2019-2020 school year so there was no data to compare to the prior year's academic growth.

Root Cause: There wasn't an emphasis of STAAR readiness instruction, or targeted interventions for at-risk or struggling students. Therefore, we conclude that the lack of targeted interventions prior to STAAR testing is the cause of the lack of demonstrating a year's worth of growth in a number of students. The students were at home for the remainder of the 2019-2020 school year and were not required to attend in person for the 2020-2021 school year. This proved to be detrimental to student's education for over 12 months.

Problem Statement 2:

For 2021-2022 STAAR, COVID is the biggest contributing factor for low student achievement.

Root Cause: From March 2020 to present, COVID has hindered student learning by causing excessive absences for staff and students which has made it difficult to teach with excellence and to the rigor needed to fill in student gaps. This has created a cycle where teachers are trying to catch-up students who have been out for up to two weeks or more and continuing to work with students to reduce major gaps in their education.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

State and local funds will be used to support intervention activities, such as remediation software and devices and summer remediation instruction. Further, teachers are using devices and software programs with fidelity to fill in gaps from COVID. We have also added Aids to help with tutoring students who are needing extra help. Funding is also going to supplemental resources for targeted intervention.

Processes & Programs

Overall Summary

Personnel - Policy and Procedures

Newman makes every effort to attract highly qualified teachers. New staff find Newman through the Region 11 website, word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. For 2021-2022, Newman continued to raise teachers' salaries, which has helped with recruitment and hiring. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards.

For 2021-2022, approximately 21% of NIAM teachers were new to NIAM. A national shortage of teachers and COVID has caused a higher turnover than usual since teachers across the state are retiring, leaving the profession altogether, or moving to a surrounding DFW school district which offers more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides. The Director of Culture, Improvement, and Mentorship continues to work on solutions to support their teachers more effectively in the classroom and help retain quality teachers. She also works with new teachers to understand T-TESS (teacher evaluation system). In addition, Lead Teachers mentor campus teachers within their subject areas, Instructional Coaches assist teachers with the implementation of curriculum, and Instructional Guides maintain the integrity of programs. The New-to-Newman binder helps the onboarding process of teachers who are new to the district, and this binder is reviewed during August in-service. The New-to-Newman session was recorded and is available to teachers who join during the school year, and the District Mentor is also willing to meet with new teachers. She has also met with teachers at every campus to explain T-TESS, since understanding the evaluation rubric will definitely impact effective classroom instruction.

Professional Practices:

Professional development is planned in consultation with the entire Administrative team (District staff, Principals, Assistant Principals) with recommendations from teachers, instructional coaches and instructional guides, and advice from ESC Regions, TEA, and industry-advised best practices.

Programs and Opportunities for Students:

Newman operates numerous programs to support students at all levels, including GT, guided reading, tiered learning, co-curricular courses, and student support for ESL and SPED students. Instructional Coaches continue to work in the areas of teacher support and helping to align the elementary curriculum. As of August 2021, NIAM has a full-time GT teacher serving 42 students, with 62 more nominated. In elementary, GT teachers meet with students an average of three times a week to work on enrichment activities and projects, help students complete activities, and guide them to work on their year-end GT Expo project.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022.

NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.

4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.

5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2021-22 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Technology

In 2020-2021: the Newman district drafted a multi-year technology plan and purchased many devices for faculty, staff and students. While some of these technology purchases were instigated by COVID-19 needs, many of the purchases had already been completed before COVID became widespread. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes. In 2021-2022, second through sixth grade students have been provided enough devices to be one-to-one, and Kindergarten and first grade have 10 computers for each classroom.

Processes and Programs Strengths:

Newman operates numerous programs to support students at all levels, including GT, guided reading, tiered learning, co-curricular courses, and student support for ESL and SPED students. Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff. For 2021-2022, some co-curricular classes, C.S. Lewis and chess, were implemented in elementary along with guided reading to strengthen student's reading skills. The co-curricular classes curricular are a continuum of the core-curricular to increase engagement and interest in core subjects and see how they connect with life and vocation.

Summary of Strengths

What were the identified strengths?

Newman operates numerous programs to support students at all levels, including GT, guided reading, tiered learning, co-curricular courses, and student support for ESL and SPED students. Instructional Coaches support teachers and help to align the elementary curriculum and provided needed guidance for new and veteran teachers. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff.

Newman has purchased more technology and software programs for the classrooms which will help close the gaps created by COVID related absences and online learning.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified teachers.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments, TIA allotments which are based on performance, and NIA rubric for all staff including non-STAAR tested subjects. Raises are also in the works.

Perceptions

Overall Summary

Student Engagement:

As of October 2021, attendance is at 93% for Elementary. The campus is still struggling with attendance due to COVID related absences which causes issues in the classroom teaching students and lack of enough staff to teach classes.

Staff Engagement

As of October 2021, 21% of NIAM's teachers are new to the campus. Due to constant staffing changes each year, Newman is constantly working to educate new employees in Newman culture and values, providing curriculum guidance, and all other new employee related needs.

Parent Engagement

Parents and guardians are engaged throughout the year with events such as Parent Orientation, Warrior Showcase, Veteran's Day Event, Christmas programs, STEM Night, Health and Wellness Day, athletic events, numerous fine arts events, and also various campus-specific events such as literacy nights, book fairs, fall and spring festivals, international day celebrations, and drama and music presentations. NIAM makes effort to maintain a PSC (Parent-Student Collaboration) that involves parents in the fundraising and planning for special events, teacher appreciation, and other school activities. Skyward has provided a better reporting system and parent access to timely communication and student progress data. Newman currently measures parent participation rates by having parents sign in to numerous school events and by doing parent surveys. There is often limited response on parent surveys, so each campus is implementing surveys and looking for incentives (such as free Jean Days) that will encourage parents to give meaningful feedback.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events as well as PSC (Parent-Student Collaboration).

Summary of Needs

What were the identified needs?

Problem Statement 1: As of Fall 21-22, attendance is at 94.5% for Elementary.

Root Cause: The campus is still struggling with attendance due to COVID related absences which causes issues in the classroom teaching students and staffing issues.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified teachers.

Problem Statement 2 Areas: District Processes & Programs

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	37	1445	10	27	27	73	17	46	12	32
4	46	1506	13	28	33	72	19	41	7	15	
5	36	1639	2	6	34	94	26	72	14	39	
6	31	1563	15	48	16	52	10	32	5	16	
7	38	1652	7	18	31	82	19	50	10	26	

2020-21 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	49	1410	16	33	33	67	20	41	6	12
4	43	1508	13	30	30	70	19	44	8	19	
5	35	1520	15	43	20	57	12	34	9	26	
6	41	1568	13	32	28	68	8	20	7	17	
7	42	1689	3	7	39	93	27	64	13	31	
8	27	1703	4	15	23	85	17	63	6	22	

2021-22 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	62		16	26	46	74
	4	42		8	19	34	81	23	55	9	21
	5	55		11	20	44	80	29	53	16	29
	6	36		5	14	31	86	22	61	11	31

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	6	1423	2	33	4	67
4	11	1481	2		18	9	82	4	36	0	0
5	13	1653	0		0	13	100	9	69	7	54
6	14	1531	7		50	7	50	3	21	1	7
7	14	1602	3		21	11	79	7	50	3	21

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/ Latino	3	5	1380	2	40	3	60
4	6	1451	3		50	3	50	1	17	0	0
5	5	1529	2		40	3	60	3	60	1	20
6	13	1540	3		23	10	77	1	8	1	8
7	10	1728	0		0	10	100	8	80	5	50
8	10	1724	1		10	9	90	8	80	2	20

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	3	8		1	12	7	88
	4	4		1	25	3	75	1	25	0	0
	5	12		3	25	9	75	2	17	1	8
	6	8		0	0	8	100	5	63	1	13
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
Asian	3	8		0	0	8	100	6	75	3	38
	4	3		2	66	1	33	1	33	0	0
	5	6		0	0	6	100	5	83	4	67
	6	4		0	0	4	100	2	50	1	25

2018-19 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	14	1449	4	29	10	71	6	43	4	29
4	11	1464	5	45	6	55	4	36	0	0	
5	6	1574	1	17	5	83	5	83	0	0	
6	7	1585	3	43	4	57	4	57	2	29	
7	10	1663	3	30	7	70	4	40	3	30	

2020-21 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	24	1402	7	29	17	71	9	38	3	13
4	12	1485	5	42	7	58	4	33	2	17	
5	12	1472	6	50	6	50	2	17	2	17	
6	13	1596	4	31	9	69	4	31	3	23	
7	12	1655	2	17	10	83	6	50	2	17	
8	3										

2021-22 Reading STAAR Results

Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	19		6	32	13	68	7	37	2	11
4	23		3	13	20	87	12	52	5	22	
5	18		6	33	12	67	8	44	3	17	
6	12		2	17	10	83	8	67	4	33	

2021-22 Reading STAAR Results

2021-22 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									
	6	010									

2018-19 Reading STAAR Results

2018-19 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	12	1442	4	33	8	67	5	42	5	42
	4	22	1526	6	27	16	73	9	41	6	27
	5	16	1628	1	6	15	94	11	69	6	38
	6	7	1611	3	43	4	57	2	29	2	29
	7	13	1685	1	8	12	92	7	54	3	23

2020-21 Reading STAAR Results

2020-21 Reading STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	14	1429	5	36	9	64	7	50	3	21
	4	18	1531	3	17	15	83	10	56	5	28
	5	13	1480	7	54	6	46	3	23	2	15
	6	13	1554	6	46	7	54	2	15	2	15
	7	17	1685	1	6	16	94	10	59	5	29

8	10	1685	2	20	8	80	5	50	2	20
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2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	21		5	24	16	76
	4	11		2	18	9	82	8	73	4	36
	5	17		1	6	16	94	13	76	7	41
	6	10		3	30	7	70	5	50	3	30
Two or More Races	3	4									
	4	1									
	5	1									
	6	2									
	7	1									
Two or More Races	3	0									
	4	3									
	5	1									
	6	1									
	7	0									
	8	2									
Two or More Races	3	6		4	67	2	33	1	17	0	0
	4	0									
	5	2		1	50	1	50	1	50	1	50
	6	2		0	0	2	100	2	100	2	100

2018-19 Reading STAAR Results

Student Group	
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	9	1435	2	22	7	78
	4	9	1507	2	22	7	78	5	56	0	0
	5	12	1580	2	17	10	83	6	50	2	17
	6	8	1489	6	75	2	25	1	13	0	0
	7	9	1631	3	33	6	67	4	44	1	11

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	18	1413	6	33	12	67
	4	13	1455	4	31	9	69	3	23	0	0
	5	10	1502	5	50	5	50	3	30	3	30
	6	15	1605	4	27	11	73	3	20	3	20
	7	14	1627	3	21	11	79	7	50	1	7
	8	5	1732	0	0	5	100	4	80	1	20

2021-22 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	20		6	30	14	70
	4	16		3	19	13	81	6	38	4	25
	5	25		10	40	15	60	13	52	7	28
	6	18		3	17	15	83	10	56	6	33
Limited English Proficient	3	3									

	4	5	1506	1	20	4	80	3	60	0	0
	5	7	1611	0	0	7	100	3	43	3	43
	6	5	1547	2	40	3	60	1	20	1	20
	7	2									
Limited English Proficient	3	3									
	4	3									
	5	2									
	6	0									
	7	1									
	8	0									
Limited English Proficient	3	5		3	60	2	40	2	40	0	0
	4	3		2	66	1	33	0	0	0	0
	5	6		1	17	5	83	2	33	0	0
	6	2		0	0	2	100	0	0	0	0
Special Education	3	1									
	4	1									
	5	1									
	6	1									
	7	4									
Special Education	3	3									
	4	2									
	5	4									
	6	4									
	7	0									
	8	0									
Special Education	3	0									
	4	0									

	5	4		4	50	2	50	0	0	0	0
	6	2		0	0	2	100	1	50	0	0

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				At-Risk	3	10		7	70	3	30
4	24		6		25	18	75	11	46	3	13
5	28		8		29	20	71	8	29	3	11
6	17		5		29	12	71	5	29	1	6

Writing

**2019-20 STAAR Data N/A Due to COVID-19*

**2021-22 Writing STAAR Results Not Reported.*

2017-18 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	29	3743	8	28	21	72	9	31	2	7
Hispanic/	4	8	3782	2	25	6	75	3	38	0	0
American Indian or	4	0									
Black or African	4	4									
White	4	16	3843	3	19	13	81	6	38	2	13
Two or More Races	4	1									
Economically	4	9	3395	5	56	4	44	1	11	0	0
Limited English	4	5	3680	1	20	4	80	1	20	0	0
Special Education	4	1									

2018-19 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	46	3803	13	28	33	72	17	37	1	2
	7	38	4110	6	16	32	84	20	53	11	29
Hispanic/Latino	4	11	3754	3	27	8	73	2	18	0	0
	7	13	3958	3	23	10	77	5	38	3	23
American Indian or Alaska Native	4	0									
	7	0									
Black or African American	4	11	3722	4	36	7	64	3	27	0	0
	7	10	4101	2	20	8	80	5	50	3	30
White	4	22	3852	6	27	16	73	11	50	1	5
	7	14	4207	1	7	13	93	9	64	4	29
Two or More Races	4	1									
	7	1									
Economically Disadvantaged	4	9	3593	4	44	5	56	2	22	0	0
	7	9	4032	1	11	8	89	5	56	1	11
Limited English Proficient	4	5	3584	2	40	3	60	0	0	0	0
	7	2									
Special Education	4	1									
	7	4									

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	4	43	3776	15	35	28	65	18	42	4	9
	7	42	3887	8	19	34	81	17	40	1	2
Hispanic/Latino	4	7	3412	4	57	3	43	1	14	0	0
	7	10	4101	0	0	10	100	6	60	1	10
American Indian or Alaska Native	4	0									
	7	0									

Black or African American	4	12	3706	6	50	6	50	5	42	1	8
	7	12	3730	3	25	9	75	4	33	0	0
White	4	18	3918	3	17	15	83	9	50	2	11
	7	17	3849	5	29	12	71	6	35	0	0
Two or More Races	4	3									
	7	0									
Economically Disadvantaged	4	14	3691	5	36	9	64	4	29	0	0
	7	13	3650	5	38	8	62	3	23	0	0
Limited English Proficient	4	3									
	7	1									
Special Education	4	2									
	7	0									

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 English I STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	15	4215	3	20	12	80	12	80	1	7
Hispanic/Latino	5	4198	1	20	4	80	4	80	0	0

2021-22 English I STAAR Results										
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Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 English II STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	37	1487	6	16	31	84
	4	46	1547	15	33	31	67	15	33	9	20
	5	36	1697	2	6	34	94	27	75	14	39
	6	31	1589	11	35	20	65	9	29	3	10
	7	37	1628	12	32	25	68	13	35	1	3

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	49	1396	22	45	27	55
	4	44	1518	14	32	30	68	16	36	5	11
	5	35	1552	16	46	19	54	9	26	7	20
	6	41	1610	11	27	30	73	16	39	3	7
	7	42	1636	11	26	31	74	14	33	3	7
	8	27	1609	12	44	15	56	2	7	0	0

2021-22 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	62		20	32	42	68
	4	42		23	55	19	45	8	19	6	14
	5	55		14	25	41	75	25	45	13	24
	6	36		4	11	32	89	24	67	17	47

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	6	1460	1	17	5	83	3	50	2	33
4	11	1518	4	36	7	64	3	27	1	9	
5	13	1705	1	8	12	92	9	69	7	54	
6	14	1569	6	43	8	57	2	14	2	14	
7	13	1597	6	46	7	54	4	31	0	0	

2020-21 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1347	3	60	2	40	1	20	0	0
4	7	1488	2	29	5	71	2	29	0	0	
5	5	1547	3	60	2	40	2	40	2	40	
6	13	1619	2	15	11	85	6	46	0	0	
7	10	1636	3	30	7	70	5	50	0	0	
8	10	1610	5	50	5	50	1	10	0	0	

2021-22 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	8		2	25	6	75	2	25	1	13
4	4		4	100	0	0	0	0	0	0	
5	12		6	50	6	50	2	17	1	8	
6	8		0	0	8	100	5	63	4	50	

American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
Asian	3	8		0	0	8	100	5	63	2	25
	4	3		2	66	1	33	1	33	0	0
	5	6		0	0	6	100	6	100	3	50
	6	4		0	0	4	100	4	100	3	75

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	14	1480	2	14	12	86	8	57	3	21
	4	11	1489	6	55	5	45	2	18	1	9
	5	6	1618	1	17	5	83	4	67	1	17
	6	7	1578	2	29	5	71	3	43	0	0

	7	10	1612	3	30	7	70	1	10	0	0
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2020-21 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	24	1358	13	54	11	46
4	12	1438	9		75	3	25	1	8	1	8
5	12	1546	5		42	7	58	3	25	2	17
6	13	1590	5		38	8	62	3	23	2	15
7	12	1608	3		25	9	75	1	8	0	0
8	3										

2021-22 Mathematics STAAR Results

Student Group											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	19		8	42	11	58
4	23		12		52	11	48	3	13	3	13
5	18		5		28	13	72	6	33	2	11
6	12		1		8	11	92	8	67	5	42
Native Hawaiian or Other Pacific Islander	3	0									
	4	0									
	5	0									
	6	0									

2018-19 Mathematics STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	12	1497	3	25	9	75
	4	22	1581	5	23	17	77	9	41	6	27
	5	16	1704	0	0	16	100	13	81	5	31
	6	7	1604	3	43	4	57	2	29	1	14
	7	13	1664	3	23	10	77	7	54	1	8

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	14	1447	5	36	9	64	6	43	3	21
	4	18	1563	2	11	16	89	9	50	3	17
	5	13	1532	7	54	6	46	2	15	1	8
	6	13	1612	4	31	9	69	5	38	1	8
	7	17	1637	5	29	12	71	6	35	2	12
	8	10	1610	4	40	6	60	0	0	0	0

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	3	21		8	38	13	62	10	48	5	24
	4	11		5	45	6	55	4	36	3	27
	5	17		2	12	15	88	10	59	6	35
	6	10		3	30	7	70	5	50	3	30
Two or More Races	3	4									

	4	1									
	5	1									
	6	2									
	7	1									
Two or More Races	3	0									
	4	3									
	5	1									
	6	1									
	7	0									
	8	2									
Two or More Races	3	6		2	33	6	67	2	33	0	0
	4	0									
	5	2		1	50	1	50	1	50	1	50
	6	2		0	0	2	100	2	100	2	100

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	9	1521	1	11	8	89
	4	9	1527	2	22	7	78	3	33	0	0
	5	12	1644	2	17	10	83	7	58	4	33
	6	8	1532	4	50	4	50	1	13	0	0
	7	9	1628	1	11	8	89	2	22	0	0

2020-21 Mathematics STAAR Results

Student Group

	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	18	1413	6	33	12	67
	4	14	1518	4	29	10	71	6	43	1	7
	5	10	1554	6	60	4	40	4	40	3	30
	6	15	1602	4	27	11	73	5	33	1	7
	7	14	1598	4	29	10	71	2	14	0	0
	8	5	1574	3	60	2	40	0	0	0	0

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Economically Disadvantaged	3	20		10	50	10	50	5	25	1	5
	4	16		12	75	4	25	2	13	2	13
	5	25		8	32	17	68	11	44	5	20
	6	18		3	17	15	83	12	67	10	56
Limited English Proficient	3	3									
	4	5	1520	1	20	4	80	1	20	0	0
	5	7	1705	1	14	6	86	4	57	3	43
	6	5	1515	4	80	1	20	1	20	1	20
	7	2									
Limited English Proficient	3	3									
	4	3									
	5	2									
	6	0									
	7	1									
	8	0									

Limited English Proficient	3	5		3	60	2	40	1	20	0	0
	4	3		2	66	1	33	0	0	0	0
	5	6		2	33	4	67	3	50	0	0
	6	2		0	0	2	100	1	50	1	50
Special Education	3	1									
	4	1									
	5	1									
	6	1									
	7	4									
Special Education	3	3									
	4	2									
	5	4									
	6	4									
	7	0									
	8	0									
Special Education	3	0									
	4	0									
	5	4		2	50	2	50	1	25	0	0
	6	2		0	0	2	100	1	50	0	0

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				At-Risk	3	10	7	70	3	30	1
	4	24	17	71	7	29	1	4	0	0	
	5	28	12	43	16	57	6	21	2	7	
	6	17	4	24	13	76	6	35	2	12	

Algebra I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	14	3734	2	14	12	86	2	14	0	0
Hispanic/Latino	5	3666	1	20	4	80	1	20	0	0
White	6	3806	0	0	6	100	0	0	0	0
Economically Disadvantaged	5	3638	2	40	3	60	0	0	0	0

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet	Approaches	Meets	Masters
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				#	%	#	%	#	%	#	%
All Students	5	35	4125	4	11	31	89	23	66	13	37
Hispanic/ American Indian or Black or African	5	13	4149	1	8	12	92	9	69	5	38
White	5	0									
Two or More Races	5	6	3754	2	33	4	67	1	17	1	17
Economically Limited English	5	15	4226	1	7	14	93	12	80	6	40
Special Education	5	1									
	5	12	3844	3	25	9	75	5	42	2	17
	5	7	4044	1	14	6	86	5	71	2	29
	5	1									

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	35	3442	21	60	14	40	3	9	0	0
	8	27	3780	10	37	17	63	9	33	2	7
Hispanic/ Latino	5	5	3358	4	80	1	20	0	0	0	0
	8	10	3729	4	40	6	60	2	20	1	10
American Indian or Alaska Native	5	0									
	8	0									
Black or African American	5	11	3288	9	82	2	18	1	9	0	0
	8	3									
White	5	13	3487	6	46	7	54	1	8	0	0
	8	10	3707	4	40	6	60	3	30	0	0
Two or More Races	5	1									
	8	2									
Economically Disadvantaged	5	10	3495	5	50	5	50	2	20	0	0
	8	5	3726	2	40	3	60	2	40	0	0
Limited English Proficient	5	2									
	8	0									
Special Education	5	4									

	8	0								
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2021-22 Science STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	5	55		14	25	41	75	23	42	12	22
Hispanic/	5	12		6	50	6	50	2	17	1	8
Asian	5	6		0	0	6	100	5	83	2	33
Black or African	5	18		6	33	12	67	4	22	2	11
White	5	17		1	6	16	94	11	65	7	41
Two or More Races	5	2		1	50	1	50	1	50	0	0
Economically	5	25		10	40	15	60	7	28	4	16
Limited English	5	6		3	50	3	50	2	33	1	17
Special Education	5	4		3	75	1	25	0	0	0	0
At-Risk	5	28		12	43	16	57	9	32	5	18

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 Biology STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	15	4173	0	0	15	100	12	80	1	7
Hispanic/	6	4202	0	0	6	100	5	83	1	17

Latino										
White	6	4127	0	0	6	100	5	83	0	0
Economically Disadvantaged	5	4057	0	0	5	100	4	80	0	0

2021-22 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Social Studies

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

2020-21 Social Studies STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	27	3504	18	67	9	33	3	11	0	0
Hispanic/Latino	8	10	3466	8	80	2	20	1	10	0	0
American Indian or Alaska Native	8	0									
Black or African American	8	3									
White	8	10	3445	8	80	2	20	1	10	0	0
Two or More Races	8	2									

Economically Disadvantaged	8	5	3338	4	80	1	20	0	0	0	0
Limited English Proficient	8	0									
Special Education	8	0									

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1:

Support and retain highly-qualified teachers who can enable students to excel academically.

Performance Objective 1:

The percentage of students who meet or exceed grade level performance standards in math will increase by 3% by May 2022.

Evaluation Data Source(s):

Benchmark tests and STAAR test scores

Summative Evaluation:

Strategy/Activity 1

NIA will hire certified and highly-qualified teachers and support them with instructional coaches (elementary) and instructional guides (secondary). Encourage all non-certified teachers to obtain certification in their subject area as well as ESL. Status on progress toward certification will be monitored and discussed at each DIP meeting. Teachers will become more effective through professional development, PLC, tutoring, and Saturday school options if necessary.

Timeline

by 2022/23 school year

Person(s) Responsible/Monitor

Principals

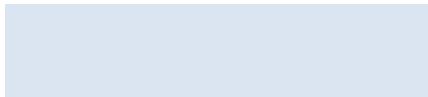
Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

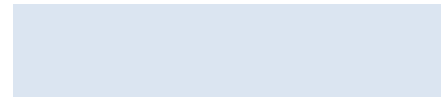
November



January

Some Progress
Review MOY MAP data for progress measures

March



Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision. Additionally, NIA will continue to increase technology, materials, and improving scheduling efficiency and instruction.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative
Summative

Resources

Goal 2:

Improve teaching strategies and interventions in core subjects of reading and math.

Performance Objective 1:

The percentage of students who meet or exceed grade level performance standards in ELAR will increase by 3% by May 2022.

Evaluation Data Source(s):

Benchmark tests and STAAR test scores

Summative Evaluation:

Strategy/Activity 1

NIA Principals will oversee district-recommended STAAR benchmark tests and assist their teachers to adjust teaching strategies accordingly. Instructional coaches will be involved in supporting teachers. Interventionists will be assigned to support the lowest-performing students.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November		January	Some Progress MOY Map Data progress measures	March	
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Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision. Additionally, NIA will continue to increase technology, materials, and improving scheduling efficiency and instruction.

Timeline

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative
Summative

Resources

Strategy/Activity 3

NIA District Coordinator of School Improvement will meet with principals, SPED teachers, and ESL teachers to set goals for improving STAAR scores in each subject.

Timeline

Person(s) Responsible/Monitor

District Coordinator of School Improvement

Strategy's Expected Result/Impact

Improved STAAR test scores

Reviews

Formative
Summative

Resources

Strategy/Activity 4

Needs will be addressed for NIA students of special programs, including but not limited to: suicide prevention, conflict resolution, violence prevention, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. Improving campus security and parent involvement will also be addressed. These topics will be addressed in the Student Handbook and throughout the year in POWWOW (weekly school assemblies), special speakers, and annual Wellness Fair events.

Timeline

Person(s) Responsible/Monitor

Principals at each campus will monitor student behavior and arrange additional training in POWWOWs (assemblies) according to campus needs.

Strategy's Expected Result/Impact

Students will be able to study (and perform well in school) without the distraction of these issues.

Reviews

- Formative
- Summative

Resources

Strategy/Activity 5

Strategies will be created at the NIA campus level for the following topics: adjusting instructional methods for student groups not achieving their full potential, dyslexia program, accelerated education, integration of technology in instructional and administrative programs, and strategies for recruiting highly effective teachers.

Timeline

Person(s) Responsible/Monitor

Campus administrators will monitor needs in these areas and notify the district if funding or professional development is needed to address these issues.

Strategy's Expected Result/Impact

Students at all levels will be served by appropriate programs, enabling students to perform well in school.

Reviews

- Formative
- Summative

Resources

Strategy/Activity 6

Raise student engagement and interest in core subjects and access to well-rounded education by improving structure and supplies of co-curricular and enrichment activities

Timeline

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Improved STAAR scores, better attendance, lower dropout rates

Reviews

Formative
Summative

Resources

Goal 3:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 4:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Goal 5:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In order to determine allocation of Title I funds, since Newman was rearranging grade levels served at multiple campuses and adding an additional campus, Title I funds were allocated to campuses based on economic disadvantaged data from May 2021 allocated to the campus that would serve that grade in Fall 2021. Therefore, all NIA campuses except NIA-Mansfield and NIA- Mansfield East qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus- specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2021-2022, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.3 million State Compensatory Education (SCE) Allotment, of which 55% is required to be spent on accelerated instruction for at-risk students. Newman implemented schoolwide SCE programs on all campuses by hiring additional core teachers to provide smaller class sizes and more individualized instruction, as well as additional teacher aides and interventionists. Below is the breakdown of spending per campus:

NIAA: \$262,825 SCE funds on these additional staff: 7 aides, & 2 interventionists.

NICH: \$197,875 SCE funds on these additional staff: 2 core teachers, 1 aide, & 2 interventionists.

NIAAG: \$176,690 SCE funds on these additional staff: 2 interventionists and 2 aides.

NIAFW: \$122,428 SCE funds on these additional staff: 2 aides & 2 interventionists.

NIAM: \$250,500 SCE funds on these additional staff: 2 core teachers & 6 aides.

NIAP: \$157,675 SCE funds on these additional staff: 1 core teacher, 1 aide, & 2 interventionists.

NIAME: \$140,000 SCE funds on these additional staff: 3 core teachers.

Therefore, of the \$2.3 million allotment, Newman spent \$1.3 million on SCE-related expenses, which met the 55% district-level SCE spending requirement for 2021-2022.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

2022-23 Campus Improvement Plan

Accountability Rating: N/A

School Name	Newman International Academy of Mansfield
Address	7000 Matlock Drive Arlington, Texas 76002
School ID	220817007
Principal	Dale Duncan
District Name	Newman International Academy
Date of School Board Approval	6/4/2022

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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

NIAME serves grades Pre-K and 6th -8th grades

School Description: Newman International Academy of Mansfield East is an open-enrollment, public charter school that serves (as of Jan. 2023) approximately 135 students in Arlington, Texas. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

Race/Ethnicity As of May 25, 2023, the NIAME student ethnicity percentages are as follows: Hispanic- 20% American Indian- .0% Asian – 4% African American – 44% Pacific Islander- 0% White- 28% Two-or-More Races- 4%

Student Groups: As of May 25, 2023 approximately 100% of NIAME students are economically disadvantaged (free/reduced lunch), and about 12% are ESL students. Newman also has a substantial number of students requiring special education services. NIAME also offers a gifted and talented (GT) program.

Staff Data: As of May 25, 2023, approximately 64% of NIAME teachers were certified in the field of their teaching assignment, and 81% were experienced (2 or more years of experience). Approximately 36% of NIAME teachers were new to NIAME in 2023-2023. As per Newman's charter, Newman makes efforts to hire highly qualified teachers.

NIAME qualifies for Title 1 funds.

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by a diverse staff. Newman is accredited by TEA, NCA CASI, NWAC, and SACS CASI.

Summary of Needs

What were the identified needs?

For 2022=2023, there are no demographic needs.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

No demographic priorities are identified for the use of federal and state funding.

Student Achievement

Overall Summary

This school year, 2022-2023, is Newman International Academy of Mansfield East's first year as a campus with Middle School and PreK.. We do not have a summary of achievement at this time.

Summary of Strengths

What were the identified strengths?

We created an Accelerated Learning plan for all students who did not pass the STAAR test last year and students were tutored for forty five minutes each day.

Summary of Needs

What were the identified needs?

Problem Statement 1: Previous STAAR scores indicated there were approximately twenty seven students that needed Accelerated Instruction. Some of the students failed more than one subject, and several students needed Accelerated Instruction for Math, Reading and Science.

Root Cause: Students are still struggling to "catch up" in school due to the impact of COVID.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

State and local funds will be used to support intervention activities, such as remediation software and devices and summer remediation instruction.

Processes & Programs

Overall Summary

Newman operates numerous programs to support students at all levels, including GT, guided reading, tiered learning, co-curricular courses, and student support for ESL and SPED students. Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff.

Summary of Strengths

What were the identified strengths?

Newman operates numerous programs to support students at all levels, including GT, and support for ESL and SPED students. Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff.

Newman has purchased more technology for the classrooms. NIAME were one-to-one for student Chromebook use.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments and will prioritize purchasing technology to facilitate student instruction. In addition, the district has given each full time teacher two mental health days and implemented TIA to help with retention.

Perceptions

Overall Summary

Personnel - Policy and Procedures

Newman makes every effort to attract highly qualified teachers. New staff find Newman through the Region 11 website, word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. For 2022-2023, Newman continued to raise teachers' salaries, which has helped with recruitment and hiring. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards.

For 2022-2023, approximately 36% of NIAME teachers were new to NIAME. A national shortage of teachers and COVID has caused a higher turnover than usual since teachers across the state are retiring, leaving the profession altogether, or moving to a surrounding DFW school district which offers more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides. The Director of Culture, Improvement, and Mentorship continues to work on solutions to support their teachers more effectively in the classroom and help retain quality teachers. She also works with new teachers to understand T-TESS (teacher evaluation system). In addition, Lead Teachers mentor campus teachers within their subject areas, Instructional Coaches assist teachers with the implementation of curriculum, and Instructional Guides maintain the integrity of programs. The New-to-Newman binder helps the onboarding process of teachers who are new to the district, and this binder is reviewed during August in-service. The New-to-Newman session was recorded and is available to teachers who join during the school year, and the District Mentor is also willing to meet with new teachers. She has also met with teachers at every campus to explain T-TESS, since understanding the evaluation rubric will definitely impact effective classroom instruction.

Professional Practices:

Professional development is planned in consultation with the entire Administrative team (District staff, Principals, Assistant Principals) with recommendations from teachers, instructional coaches and instructional guides, and advice from ESC Regions, TEA, and industry-advised best practices.

Programs and Opportunities for Students:

Newman operates numerous programs to support students at all levels, including GT, guided reading, tiered learning, co-curricular courses, and student support for ESL and SPED students. Instructional Coaches continue to work in the areas of teacher support and helping to align the elementary curriculum.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022. NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.
4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.
5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2022-2023 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Technology

In 2022-2023: the Newman district drafted a multi-year technology plan and purchased many devices for faculty, staff and students. While some of these technology purchases were instigated by COVID-19 needs, many of the purchases had already been completed before COVID became widespread. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes. In 2022-2023, all secondary students attending NIAME have a computer to use and are one-to-one.

Processes and Programs Strengths:

Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff. In secondary, the classes are 75 minutes for core classes and 45 minutes for Enrichment and Co-Curricular classes (Chess, Robotics, C.S. Lewis, and Debate -- with an emphasis on STEM and classical education). Enrichment occurs 6 times a week, POWWOW/Assembly 1 time, and Co-Curricular 3 times). In keeping with the Charter Education Plan, all Co-Curricular activities are a continuum of the core-curricular to increase engagement and interest in core subjects and see how they connect with life and vocation. Enrichment has two components: the first is focused on RTI/STAAR tutoring for students who are not yet "on level", and the second is for students who have met or exceeded academic expectations, so they can focus on CCMR (college, career, and military readiness) preparation. Students focus on CCMR topics, SAT and AP exam prep, ASVAB, industry-based certifications, and other matters relating to applying for jobs, the military, and higher education. CTE instructional time is also made up during Enrichment. Finally, several groups meet during this period: GT, computer coding, Student Council, Honor Society, Civil Air Patrol, Mentorship, and WIN program oversight.. These schedule changes have brought structure, mitigated student discipline issues as roster could be developed for these classes, and have fostered great interest in core-curricular and co-curricular topics. The goal of this is to maintain quality instruction in TEA-approved courses, maximize student productivity, foster positive morale, and ensure that Newman students are fully prepared to strategically engage in vocational pursuits, higher education, and life.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Problem Statement 2 Areas: District Processes & Programs

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data

- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	37	1445	10	27	27	73
4	46	1506	13		28	33	72	19	41	7	15
5	36	1639	2		6	34	94	26	72	14	39
6	31	1563	15		48	16	52	10	32	5	16
7	38	1652	7		18	31	82	19	50	10	26

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	3	49	1410	16	33	33	67
4	43	1508	13		30	30	70	19	44	8	19
5	35	1520	15		43	20	57	12	34	9	26
6	41	1568	13		32	28	68	8	20	7	17
7	42	1689	3		7	39	93	27	64	13	31
8	27	1703	4		15	23	85	17	63	6	22

2021-22 Reading STAAR Results

Student Group											
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All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	49				43	88	33	67	17	35
8	47				46	9	34	72	24	51	

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	6	1423	2	33	4	67	4	67	1	17
4	11	1481	2	18	9	82	4	36	0	0	
5	13	1653	0	0	13	100	9	69	7	54	
6	14	1531	7	50	7	50	3	21	1	7	
7	14	1602	3	21	11	79	7	50	3	21	

2020-21 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1380	2	40	3	60	1	20	0	0
4	6	1451	3	50	3	50	1	17	0	0	
5	5	1529	2	40	3	60	3	60	1	20	
6	13	1540	3	23	10	77	1	8	1	8	
7	10	1728	0	0	10	100	8	80	5	50	
8	10	1724	1	10	9	90	8	80	2	20	

2021-22 Reading STAAR Results

Student Group											
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Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	19				16	84	14	74	6	32
	8	11				11	100	8	73	5	45
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Asian	7	2				2	100	2	100	2	100

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	14	1449	4	29	10	71	6	43	4	29
	4	11	1464	5	45	6	55	4	36	0	0
	5	6	1574	1	17	5	83	5	83	0	0
	6	7	1585	3	43	4	57	4	57	2	29
	7	10	1663	3	30	7	70	4	40	3	30

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	24	1402	7	29	17	71
	4	12	1485	5	42	7	58	4	33	2	17
	5	12	1472	6	50	6	50	2	17	2	17
	6	13	1596	4	31	9	69	4	31	3	23
	7	12	1655	2	17	10	83	6	50	2	17
	8	3									

2021-22 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	7	17			14	82	10
	8	18			17	94	11	61	8	44	

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	12	1442	4	33	8	67
	4	22	1526	6	27	16	73	9	41	6	27
	5	16	1628	1	6	15	94	11	69	6	38
	6	7	1611	3	43	4	57	2	29	2	29
	7	13	1685	1	8	12	92	7	54	3	23

2020-21 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	14	1429	5	36	9	64
	4	18	1531	3	17	15	83	10	56	5	28
	5	13	1480	7	54	6	46	3	23	2	15
	6	13	1554	6	46	7	54	2	15	2	15
	7	17	1685	1	6	16	94	10	59	5	29
	8	10	1685	2	20	8	80	5	50	2	20

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	7	10				10	100	6	60	4	40
	8	16				16	100	14	88	10	63
Two or More Races	3	4									
	4	1									
	5	1									
	6	2									
	7	1									
	8	0									
Two or More Races	3	0									
	4	3									
	5	1									
	6	1									
	7	0									
	8	2									
Two or More Races	7	1				1	100	1	100	0	0

2018-19 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	9	1435	2	22	7	78
	4	9	1507	2	22	7	78	5	56	0	0
	5	12	1580	2	17	10	83	6	50	2	17
	6	8	1489	6	75	2	25	1	13	0	0
	7	9	1631	3	33	6	67	4	44	1	11

2020-21 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	18	1413	6	33	12	67
	4	13	1455	4	31	9	69	3	23	0	0
	5	10	1502	5	50	5	50	3	30	3	30
	6	15	1605	4	27	11	73	3	20	3	20
	7	14	1627	3	21	11	79	7	50	1	7
	8	5	1732	0	0	5	100	4	80	1	20

2021-22 Reading STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	7	16			15	94	11
	8	18			17	94	12	67	7	39	
Limited English Proficient	3	3									

	4	5	1506	1	20	4	80	3	60	0	0
	5	7	1611	0	0	7	100	3	43	3	43
	6	5	1547	2	40	3	60	1	20	1	20
	7	2									
Limited English Proficient	3	3									
	4	3									
	5	2									
	6	0									
	7	1									
	8	0									
Limited English Proficient	7	4				1	25	1	25	1	25
Special Education	3	1									
	4	1									
	5	1									
	6	1									
	7	4									
Special Education	3	3									
	4	2									
	5	4									
	6	4									
	7	0									
	8	0									
Special Education	7	3				1	33	1	33	0	0
	8	2				2	100	1	50	1	50

2021-22 Reading STAAR Results

Student Group

At-Risk	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	25				20	80	12	48	4	16

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results

2018-19 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	37	1487	6	16	31	84	20	54	9	24
	4	46	1547	15	33	31	67	15	33	9	20
	5	36	1697	2	6	34	94	27	75	14	39
	6	31	1589	11	35	20	65	9	29	3	10
	7	37	1628	12	32	25	68	13	35	1	3

2020-21 Mathematics STAAR Results

2020-21 Mathematics STAAR Results											
Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	3	49	1396	22	45	27	55	11	22	4	8
	4	44	1518	14	32	30	68	16	36	5	11
	5	35	1552	16	46	19	54	9	26	7	20
	6	41	1610	11	27	30	73	16	39	3	7
	7	42	1636	11	26	31	74	14	33	3	7
	8	27	1609	12	44	15	56	2	7	0	0

2021-22 Mathematics STAAR Results

2021-22 Mathematics STAAR Results											
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Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	37				12	32	4	11	1	3
8	49				41	84	19	39	3	6	

2018-19 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	6	1460	1	17	5	83	3	50	2	33
4	11	1518	4	36	7	64	3	27	1	9	
5	13	1705	1	8	12	92	9	69	7	54	
6	14	1569	6	43	8	57	2	14	2	14	
7	13	1597	6	46	7	54	4	31	0	0	

2020-21 Mathematics STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	3	5	1347	3	60	2	40	1	20	0	0
4	7	1488	2	29	5	71	2	29	0	0	
5	5	1547	3	60	2	40	2	40	2	40	
6	13	1619	2	15	11	85	6	46	0	0	
7	10	1636	3	30	7	70	5	50	0	0	
8	10	1610	5	50	5	50	1	10	0	0	

2021-22 Mathematics STAAR Results

Student Group											
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Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	15				4	27	0	0	0	0
	8	13				10	77	5	38	1	8
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
American Indian or Alaska Native	3	0									
	4	0									
	5	0									
	6	0									
	7	0									
	8	0									
Asian	7	1				1	100	1	100	1	100

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	3	14	1480	2	14	12	86	8	57	3	21
	4	11	1489	6	55	5	45	2	18	1	9
	5	6	1618	1	17	5	83	4	67	1	17
	6	7	1578	2	29	5	71	3	43	0	0
	7	10	1612	3	30	7	70	1	10	0	0

2020-21 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Black or African American	3	24	1358	13	54	11	46
	4	12	1438	9	75	3	25	1	8	1	8
	5	12	1546	5	42	7	58	3	25	2	17
	6	13	1590	5	38	8	62	3	23	2	15
	7	12	1608	3	25	9	75	1	8	0	0
	8	3									

2021-22 Mathematics STAAR Results

Student Group												
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
				#	%	#	%	#	%	#	%	
				Black or African American	7	12					4	33
	8	20					15	75	8	40	1	5

2018-19 Mathematics STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	12	1497	3	25	9	75
	4	22	1581	5	23	17	77	9	41	6	27
	5	16	1704	0	0	16	100	13	81	5	31
	6	7	1604	3	43	4	57	2	29	1	14
	7	13	1664	3	23	10	77	7	54	1	8

2020-21 Mathematics STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				White	3	14	1447	5	36	9	64
	4	18	1563	2	11	16	89	9	50	3	17
	5	13	1532	7	54	6	46	2	15	1	8
	6	13	1612	4	31	9	69	5	38	1	8
	7	17	1637	5	29	12	71	6	35	2	12
	8	10	1610	4	40	6	60	0	0	0	0

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
White	7	8				3	38	1	13	0	0
	8	14				14	100	5	36	0	0
Two or More Races	3	4									
	4	1									
	5	1									
	6	2									
	7	1									
Two or More Races	3	0									
	4	3									
	5	1									
	6	1									
	7	0									
	8	2									
Two or More Races	7	1				0	0	0	0	0	0

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	9	1521	1	11	8	89
	4	9	1527	2	22	7	78	3	33	0	0
	5	12	1644	2	17	10	83	7	58	4	33
	6	8	1532	4	50	4	50	1	13	0	0
	7	9	1628	1	11	8	89	2	22	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	3	18	1413	6	33	12	67
	4	14	1518	4	29	10	71	6	43	1	7
	5	10	1554	6	60	4	40	4	40	3	30
	6	15	1602	4	27	11	73	5	33	1	7
	7	14	1598	4	29	10	71	2	14	0	0
	8	5	1574	3	60	2	40	0	0	0	0

2021-22 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Economically Disadvantaged	7	11			5	45	2
	8	20			14	70	7	35	0	0	
Limited English Proficient	3	3									

	4	5	1520	1	20	4	80	1	20	0	0
	5	7	1705	1	14	6	86	4	57	3	43
	6	5	1515	4	80	1	20	1	20	1	20
	7	2									
Limited English Proficient	3	3									
	4	3									
	5	2									
	6	0									
	7	1									
	8	0									
Limited English Proficient	7	3				0	0	0	0	0	0
	8	1				100	1	1	100	0	0
Special Education	3	1									
	4	1									
	5	1									
	6	1									
	7	4									
Special Education	3	3									
	4	2									
	5	4									
	6	4									
	7	0									
	8	0									
Special Education	7	3				0	0	0	0	0	0
	8	2				1	50	0	0	0	0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In order to determine allocation of Title I funds, since Newman was rearranging grade levels served at multiple campuses and adding an additional campus, Title I funds were allocated to campuses based on economic disadvantaged data from May 2021 allocated to the campus that would serve that grade in Fall 2021. Therefore, all NIA campuses except NIA-Mansfield and NIA- Mansfield East qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus- specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2021-2022, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.3 million State Compensatory Education (SCE) Allotment, of which 55% is required to be spent on accelerated instruction for at-risk students. Newman implemented schoolwide SCE programs on all campuses by hiring additional core teachers to provide smaller class sizes and more individualized instruction, as well as additional teacher aides and interventionists. Below is the breakdown of spending per campus:

NIAA: \$262,825 SCE funds on these additional staff: 7 aides, & 2 interventionists.

NICH: \$197,875 SCE funds on these additional staff: 2 core teachers, 1 aide, & 2 interventionists.

NIAAG: \$176,690 SCE funds on these additional staff: 2 interventionists and 2 aides.

NIAFW: \$122,428 SCE funds on these additional staff: 2 aides & 2 interventionists.

NIAM: \$250,500 SCE funds on these additional staff: 2 core teachers & 6 aides.

NIAP: \$157,675 SCE funds on these additional staff: 1 core teacher, 1 aide, & 2 interventionists.

NIAME: \$140,000 SCE funds on these additional staff: 3 core teachers.

Therefore, of the \$2.3 million allotment, Newman spent \$1.3 million on SCE-related expenses, which met the 55% district-level SCE spending requirement for 2021-2022.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

2022-23 Campus Improvement Plan

Accountability Rating: B

School Name	Newman International Academy at Pioneer
Address	1619 W. Pioneer Pkwy Arlington, TX 76013
School ID	220817006
Principal	Ashley Blakeslee
District Name	Newman International Academy
Date of School Board Approval	6/4/2022

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Mission Statement

The mission of Newman International Academy is to train and educate future generations of young men and women with wisdom, stature and favor; to give students opportunities to become whole individuals ready to serve the world by helping them reach their highest potential, and to provide in partnership with parents and community a well-rounded education within the context of American heritage.

Vision

Newman International Academy is dedicated to raising a generation/generations of well-rounded individuals who will realize their worth and purpose, find their interest and gifting, develop their skills, reach their highest potential, and meet the demands of this nation and world by receiving personalized educational experiences in a disciplined, nurturing and character-building environment facilitated through partnership between faculty, students, parents and community.

Core Beliefs

Building the whole person for the whole world by raising warriors of wisdom, stature and favor.

State Goals and Objectives

The State of Texas Public Education Mission and Academic Goals

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family and that parental involvement in the school is essential for the maximum educational achievement of a child.

The State of Texas Public Education Goals

- GOAL #1:** The students in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2:** The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3:** The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4:** The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

The State of Texas Public Education Objectives

- Objective #1:** Parents will be full partners with educators in the education of their children.
- Objective #2:** Students will be encouraged and challenged to meet their full educational potential.
- Objective #3:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4:** A well-balanced and appropriate curriculum will be provided to all students. Through that curriculum, students will be prepared to succeed in a variety of postsecondary activities, including employment and enrollment in institutions of higher education.
- Objective #5:** Educators will prepare students to be thoughtful, active citizens who have an appreciation for the basic values of our state and national heritage and who can understand and productively function in a free enterprise society.
- Objective #6:** Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #7:** The state's students will demonstrate exemplary performance in comparison to national and international standards.
- Objective #8:** School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #9:** Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.
- Objective #10:** Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.
- Objective #11:** The State Board of Education, the agency, and the commissioner shall assist school districts and charter schools in providing career and technology education to students.

TEA Strategic Plan

By the year 2030, projections indicate that most jobs will require some training beyond high school. This could be a traditional 4-year degree, a 2-year associate's, or an industry credential. But today, too few Texas students are obtaining postsecondary credentials. Without bold action, Texas faces a future of diminished incomes, opportunities and resources. Initiated by the Higher Education Coordinating Board, the 60x30TX Plan is designed to ensure that a competitive and prosperous future remains for students seeking to better their lives and the lives of their families. The state has adopted 60x30TX as our collective goal.

In an effort to support far more rapid improvements in student outcomes to meet the goals of 60x30TX, the Texas Education Agency has adopted a strategic plan. The plan includes four strategic priorities and built on three supporting actions to guide our work on behalf of the more than five million school children in our state.

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

TEA Commissioner's Strategic Priorities:

1	2	3	4
Recruit, support, retain teachers & principals	Build a foundation of reading and math	Connect high school to career and college	Improve low-performing schools

Enablers

Increase **transparency, fairness** and **rigor** in district and campus academic and financial performances

Ensure **compliance**, effectively **implement legislation** and **inform** policymakers

Strengthen **organizational foundations** (resource efficiency, culture, capabilities, partnerships)

Federal, State and Local Funding Sources

Federal funding sources will be integrated and coordinated with State and Local funds to meet the needs of all students.

This schoolwide program will consolidate funds in the following way: **Title I, Part A only** [ESSA Sec. 1114(b)(7)(B)]

Federal Programs

Total Expenditures

Subtotal of additional federal funds included for this school: \$

State or Local Programs

Total Expenditure

Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$

Comprehensive Needs Assessment Summary

Demographics

Overall Summary

Please note that in 2021-2022, TEA approved for the NIA Pioneer campus ID 220817006 that previously served grades 7-8 to instead serve grade 6. Therefore, this Needs Assessment contains data referencing the 7-8 grades that earned the B rating in 2019-2020 as well as new data. In addition, the NIA Arlington campus ID 220817001 is across the street from NIAP, and the 5th graders from NIAA are served in partnership with the NIAP 6th graders, so some NIAA programs and teachers are referenced since they also serve NIAP.

School Description

Newman International Academy at Pioneer is an open-enrollment, public charter school that serves (Oct 2021 data) approximately 91 students in Arlington, Texas. Newman is accredited by TEA and received AdvancEd accreditation in August 2018. AdvancEd provides the accreditation from the following: the NCA Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the SACS Commission on Accreditation and School Improvement (SACS CASI).

Race/Ethnicity

As of Oct. 2021, the NIAP student ethnicity percentages are as follows:

African American -56%
Hispanic- 28%
White- 10%
American Indian- 1%
Asian/Pacific Islander- 3%
Two-or-More Races- 1%

Student Groups

As of October 2021, approximately 58% of NIAP students are economically disadvantaged (free/reduced lunch), and about 21% are ESL students. Approximately 6.5% of students receive special education services and 14% of students are identified as gifted and talented.

Every year, Newman has a fair amount of turnover of students. While total student enrollment districtwide is similar to last year, approximately 15% of students are new to Newman in 2021-2022.

Staff Data

As of October 2021, teacher ethnicity is as follows:

Hispanic- 10%
White- 60%
African American- 30%
Asian -0%
American Indian- 0%
Pacific Islander- 0%
Two-or-More Races- 0%

As of October 2021, approximately 54% of NIAP teachers were certified in the field of their teaching assignment, and 77% were experienced (2 or more years of experience). Approximately 30% of NIAP teachers were new to NIAP in 2021-2022. In Elementary, highly qualified means teachers have Bachelor's degrees and have passed the content exam/ certified/ alternative certification/ more than 10 years of experience.

As a district, Newman successfully focused on hiring more experienced teachers for students who are minority and high-poverty. In addition, Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders,

lead teachers, instructional coaches, and instructional guides.

Summary of Strengths

What were the identified strengths?

Newman has a diverse student population served by experienced teachers.

Summary of Needs

What were the identified needs?

Hiring staff that more closely reflects student demographics.

Increasing the percentage of teachers certified in the field of their teaching.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

No demographic priorities are identified for the use of federal and state funding.

Student Achievement

Overall Summary

Student Achievement

Due to COVID-19, all schools received a "Not Rated" score for 2020-2021; therefore, all data from 2018-2019 still applies. Per TXSchools.org, NIAP's rating was as follows:

Student Achievement Score: 83 with B rating

Academic Growth Score: 86 with a B rating

Relative Performance: 79 with C rating

Closing the Gaps: 87 with a B rating

For Student Achievement, the score is calculated by the categories of STAAR Performance, College, Career and Military Readiness (CCMR), and Graduation Rate. For School Progress, the score is compiled based on Academic Growth (one year's growth in reading and math compared to state raw scores) and Relative Growth (STAAR performance of economically disadvantaged students in elementary and middle school and CCMR for high school students, compared to similar schools across the state). For Closing the Gaps, the score is compiled by Grade Level Performance, Academic Growth/Graduation Rate, English Language Proficiency, and CCMR.

IN 2019, NIAP Earned Distinctions in Academic Achievement in ELAR, Top 25% in Comparative Academic Growth, and Top 25% in Closing the Gaps.

STAAR Scores May 2021

Reading
Approaches 66%
Meets: 29%
Masters: 13%

Math:
Approaches: 62%
Meets: 23%
Masters: 7%

Title 1 funds will be used to support intervention activities, such as Instructional Coaches, Instructional Guides, remediation software and devices, and summer remediation instruction.

Summary of Strengths

What were the identified strengths?

IN 2019, NIAP Earned Distinctions in Academic Achievement in ELAR, Top 25% in Comparative Academic Growth, and Top 25% in Closing the Gaps.

Summary of Needs

What were the identified needs?

Problem Statement 1: 34% of our students failed the STAAR Reading test.

Root Cause: Staffing instability, CoVid absences of staff and students, all 6th grade students received online instruction for the first quarter of the school year.

Problem Statement 2: 36% of our students failed the STAAR Math test.

Root Cause: Staffing instability, CoVid absences of staff and students, all 6th grade students received online instruction for the first quarter of the school year.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Title 1 funds will be used to support intervention activities, such as Instructional Guides, Instructional Coaches, remediation software and devices, additional Counselors, and summer remediation instruction.

Processes & Programs

Overall Summary

Newman makes every effort to attract highly qualified teachers. New staff find Newman through word of mouth, online searches, flyers about the school, and through relationships in various local universities and community connections. Due to enrollment growth and turnover, the need for qualified teachers is a challenge each year, especially in light of surrounding public school salary levels. Although Newman was able to significantly raise experienced teachers' salaries this year, Newman continues

to struggle with high turnover and recruiting sufficient qualified instructors. Newman differentiates itself as a supportive, family-based work environment that enables staff to support students as they learn character growth and life skills in addition to meeting the state's challenging academic standards.

For 2021-2022, approximately 20% of NIAA teachers were new to Newman. COVID has caused a higher turnover than usual since teachers across the state are retiring, and surrounding DFW school districts offer much more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides. Lead Teachers mentor campus teachers within their subject areas, Instructional Coaches assist teachers with the implementation of curriculum, and Instructional Guides maintain the integrity of programs. The New-to-Newman binder helps the onboarding process of teachers who are new to the district, and this binder is reviewed during August in-service. The New-to-Newman session was recorded and is available to teachers who join during the school year, and the District Mentor is also willing to meet with new teachers.

In 2019-2020, the Newman district implemented the Newman Teacher Incentive Program and paid many teachers a small stipend based on their previous year's performance. Newman also applied and was approved for TEA's Teacher Incentive Allotment (TIA) and continues to nominate teachers. Newman will continue to train teachers how to participate in the TIA opportunity.

Programs and Opportunities for Students

Newman operates numerous programs to support students, including GT, support for ESL and SPED students. Instructional Guides and Instructional Coaches continue to work in the areas of teacher support and helping to align the elementary curriculum.

GT Program

NIAA has a full-time GT teacher serving 22 students with more nominated. The GT teacher meets with students on average three times a week to set up the Renzulli Learning profile and engage in the Renzulli Learning enrichment activities and projects, help students complete activities, and set them up to work on their year-end GT Expo project.

Safety and Security

The NIA DPS (Department of Public Services) completed the following:

1. Per the guidelines established in TEC 37.108.a, NIA DPS developed a district multi-hazard emergency operations plan (EOP) with required annexes and attachments as well as campus level plans. This district EOP was properly approved and submitted to the Texas School Safety Center within the required timelines and reporting cycle.
2. Per the guidelines established in TEC 37.108.b, NIA DPS completed safety and security audits of all campuses, facilities, and the district. NIA DPS completed the appropriate audit reports and briefed the required administrators as required by law. NIA DPS submitted the initial reports within the required deadlines and will submit the final report to the Texas School Safety Center by the deadline of 9/15/2022 for this reporting cycle.
3. Per the guidelines of TEC 37.109, NIA properly and appropriately established a district Safety and Security Committee. This committee met as required by law through the 2021-22 school year. This committee approved the district EOP and will approve the final Safety and Security audit report prior to its submission in September of 2022.

NIA Board of Trustees legally established the NIA DPS in December of 2021. This included both a licensed internal district security department under the authority of a Government Letter of Authority issued by the Texas Department of Public Safety Private Security Bureau (TXDPSPSB) as well as a licensed school district police agency under the authority of the Texas Commission on Law Enforcement (TCOLE). NIA DPS commissioned armed security officers and police officers across the district and on each campus.

4. NIA DPS conducted and documented Standard Response Protocol (SRP) staff trainings and SRP drills as required by law.
5. Per the guidelines of TEC 37.115, NIA properly and appropriately established the NIA Safe and Supportive Schools Program and Threat Assessment Team. This program and team were operational in the 2021-22 school year. Threat Assessment forms were completed as required on a case-by-case basis.
6. NIA DPS is reviewing, editing, and improving all safety and security protocols, procedures, and infrastructure across the district and on each campus in corporation the directives recently received by the district from the Governor of Texas, TEA Commissioner, and Regional 11 Executive Director.

Technology

In 2019-2020, the Newman district drafted a multi-year technology plan and purchased many devices for faculty, staff and students (over 1500 devices specifically for students alone). While some of these technology purchases were instigated by COVID-19 needs, many of the purchases had already been completed before COVID became widespread. Newman continues to use grant and other funding to prioritize technology expansion and upgrades to improve student learning outcomes. Newman is

in the process of becoming a 1:1 district.

Summary of Strengths

What were the identified strengths?

Newman operates numerous programs to support students at all levels, including GT and support for ESL and SPED students.

Instructional Guides and Instructional Coaches support teachers and help to align the elementary curriculum. Newman again implemented the New-to-Newman on-boarding training and is seeking additional ways to recruit and retain staff.

Newman has purchased more technology for the classrooms.

Summary of Needs

What were the identified needs?

Problem Statement 1: Recruiting and retaining qualified staff is a constant challenge.

Root Cause: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

The district will continue to prioritize teacher retention through performance-based incentive payments and will prioritize purchasing technology to facilitate student instruction.

Perceptions

Overall Summary

Student Engagement

As of October 2021, attendance is at 98%.

Staff Engagement

For 2021-2022, approximately 30% of NIAP teachers were new to NIAP in 2021-2022. COVID has also caused a higher turnover than usual since teachers across the state are retiring, and surrounding DFW school districts offer much more lucrative salaries to certified teachers who had originally committed to serving at Newman. Retaining sufficient staff continues to be an on-going challenge. Newman continues to make efforts to support all teachers with mentoring, New-to-Newman information binders, lead teachers, instructional coaches, and instructional guides.

Parent Engagement

Parents and guardians are engaged throughout the year with events such as Parent Orientation, Warrior Showcase, Veteran's Day Event, Christmas programs, Math and Science Night, Health and Wellness Night, athletic events, fine arts events, and also various campus-specific events such as literacy nights, book fairs, fall and spring festivals, international day celebrations, and drama and music presentations. The campus makes effort to maintain a PSC (Parent-Student Collaboration) that involves parents in the fundraising and planning for special events, teacher appreciation, and other school activities. Newman changed to a new communication system in Fall of 2021 with the goal of streamlining communication and facilitating parent access to timely communication and student progress data.

Newman currently measures parent participation rates by having parents sign in to numerous school events and by doing parent surveys. There is often limited response on parent surveys, so each campus is implementing surveys and looking for incentives (such as free Jean Days) that will encourage parents to give meaningful feedback.

Summary of Strengths

What were the identified strengths?

Parents are engaged throughout the year with various campus and district events as well as PSC (Parent-Student Collaboration).

Summary of Needs

What were the identified needs?

Problem Statement 1: Increasing parent engagement and access to student progress.

Root Cause: Parents are still adjusting to School Messenger, the new communication platform, and are lacking access to crucial communications and information regarding their students' achievement.

Priorities

What are the priorities for the campus, including how federal and state program funds will be used?

Problem Statement 1: Many students fall short of state reading and math STAAR score targets.

Root Cause 1: Students need support in all core (STAAR-tested) subjects so that scores meet or surpass TEA targets.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Recruiting and retaining qualified staff is a constant challenge.

Root Cause 2: Due to enrollment growth, turnover, and low salary budgets, the district must strategize in order to attract, train, and retain qualified talent.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: Increasing parent engagement and access.

Root Cause 3: Parents are still adjusting to School Messenger, the new communication platform, and are lacking access to crucial communications and information regarding their students' achievement.

Problem Statement 3 Areas: Perceptions

Additional Information

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals

- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data

Employee Data

- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

Student Performance Data

Reading

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	99	1689	15	15	84	85	60	61	35	35
8	81	1729	13	16	68	84	50	62	26	32	

2020-21 Reading STAAR Results

Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	90	1570	28	31	62	69	25	28	10	11
7	100	1660	21	21	79	79	50	50	33	33	
8	0										

2018-19 Reading STAAR Results

Student Group											
Hispanic/ Latino	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	30	1685	5	17	25	83	18	60	10	33
8	23	1711	3	13	20	87	12	52	6	26	

2020-21 Reading STAAR Results

Student Group											
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	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Hispanic/ Latino	6	26	1581	9	35	17	65	11	42	4	15
	7	27	1599	9	33	18	67	9	33	6	22
	8	0									
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	1									
	8	0									

2018-19 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	7	26	1693	2	8	24	92	14	54	10	38
	8	30	1704	7	23	23	77	16	53	8	27

2020-21 Reading STAAR Results

Student Group											
	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
Black or African American	6	36	1552	13	36	23	64	6	17	2	6
	7	39	1676	5	13	34	87	21	54	13	33
	8	0									

2018-19 Reading STAAR Results

Student Group											
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White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	37	1691	7	19	30	81	24	65	14	38
8	22	1754	2	9	20	91	17	77	8	36	

2020-21 Reading STAAR Results

Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	19	1580	5	26	14	74	6	32	3	16
7	20	1701	4	20	16	80	12	60	10	50	
8	0										
Two or More Races	7	2									
	8	3									
Two or More Races	6	3									
	7	6	1718	1	17	5	83	4	67	3	50
	8	0									

2018-19 Reading STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	33	1693	5	15	28	85	19	58	12	36
8	40	1728	9	23	31	78	24	60	15	38	

2020-21 Reading STAAR Results

Student Group											
---------------	--	--	--	--	--	--	--	--	--	--	--

Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	47	1556	17	36	30	64	12	26	2	4
7	46	1676	8	17	38	83	26	57	17	37	
8	0										

2018-19 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	8	1593	2	25	6	75	1	13	0	0
8	14	1646	4	29	10	71	4	29	0	0	

2020-21 Reading STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	14	1569	3	21	11	79	5	36	0	0
7	11	1561	3	27	8	73	2	18	1	9	
8	0										
Special Education	7	7	1494	6	86	1	14	0	0	0	0
	8	3									
Special Education	6	5	1498	4	80	1	20	0	0	0	0
	7	5	1494	3	60	2	40	0	0	0	0
	8	0									

Writing

***2019-20 STAAR Data N/A Due to COVID-19**

***2021-22 Writing STAAR Results Not Reported.**

2017-18 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	95	3959	17	18	78	82	47	49	14	15
	7	26	3863	7	27	19	73	12	46	4	15
	7	1									
	7	34	3960	5	15	29	85	17	50	4	12
	7	27	3978	3	11	24	89	13	48	4	15
	7	3									
	7	48	3993	7	15	41	85	24	50	6	13
	7	14	3663	4	29	10	71	5	36	0	0
	7	3									

2018-19 Writing STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	100	3981	16	16	84	84	53	53	16	16
	7	30	3987	4	13	26	87	18	60	4	13
	7	0									
	7	27	4037	3	11	24	89	14	52	6	22
	7	37	3944	8	22	29	78	18	49	5	14
	7	2									
	7	34	3936	5	15	29	85	18	53	5	15
	7	8	3687	2	25	6	75	2	25	0	0
	7	7	3133	6	86	1	14	0	0	0	0

2020-21 Writing STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				7	102	3764	35	34	67	66	29
7	28	3501	12	43	16	57	3	11	0	0	
7	1										
7	39	3802	12	31	27	69	12	31	3	8	
7	21	3814	7	33	14	67	7	33	2	10	
7	6	4154	2	33	4	67	3	50	2	33	
7	47	3745	16	34	31	66	13	28	4	9	
7	11	3713	4	36	7	64	3	27	0	0	
7	6	2940	6	100	0	0	0	0	0	0	

English I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	

2020-21 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	

2021-22 English I STAAR Results											
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters		
			#	%	#	%	#	%	#	%	

English II

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 English II STAAR Results										
Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Mathematics

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Mathematics STAAR Results											
Student Group											
All Students	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	73	1641	15	21	58	79	28	38	1	1
8	76	1688	10	13	66	87	35	46	2	3	

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				All Students	6	91	1579	31	34	60	66
7	86	1600	41		48	45	52	15	17	3	3
8	13	1737	1		8	12	92	7	54	1	8

2018-19 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	7	22	1638	4	18	18	82
8	25	1691	2		8	23	92	12	48	0	0

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Hispanic/Latino	6	26	1576	9	35	17	65
7	24	1568	14		58	10	42	1	4	1	4
8	3										
American Indian or Alaska Native	7	0									
	8	0									
American Indian or Alaska Native	6	0									
	7	1									
	8	0									

2018-19 Mathematics STAAR Results

2018-19 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	22	1639	3	14	19	86	8	36	1	5
8	24	1661	6	25	18	75	10	42	1	4	

2020-21 Mathematics STAAR Results

2020-21 Mathematics STAAR Results											
Student Group											
Black or African American	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	36	1562	15	42	21	58	6	17	1	3
7	36	1605	15	42	21	58	7	19	0	0	
8	4										

2018-19 Mathematics STAAR Results

2018-19 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	27	1655	7	26	20	74	13	48	0	0
8	22	1726	1	5	21	95	12	55	1	5	

2020-21 Mathematics STAAR Results

2020-21 Mathematics STAAR Results											
Student Group											
White	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	19	1585	6	32	13	68	5	26	2	11
7	15	1610	7	47	8	53	4	27	0	0	

	8	4									
Two or More Races	7	0									
	8	3									
Two or More Races	6	4									
	7	5	1643	2	40	3	60	1	20	1	20
	8	0									

2018-19 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	26	1638	4	15	22	85	11	42	0	0
8	30	1677	6	20	24	80	13	43	1	3	

2020-21 Mathematics STAAR Results

Student Group											
Economically Disadvantaged	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	6	47	1585	16	34	31	66	12	26	4	9
7	40	1591	19	48	21	53	4	10	2	5	
8	0										

2018-19 Mathematics STAAR Results

Student Group											
Limited English Proficient	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	7	8	1596	3	38	5	63	2	25	0	0
8	13	1634	4	31	9	69	4	31	0	0	

2020-21 Mathematics STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
				Limited English Proficient	6	14	1545	6	43	8	57
	7	11	1586	7	64	4	36	2	18	1	9
	8	0									
Special Education	7	7	1515	7	100	0	0	0	0	0	0
	8	2									
Special Education	6	5	1513	3	60	2	40	0	0	0	0
	7	4									
	8	0									

Algebra I

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%
All Students	30	4207	1	3	29	97	21	70	13	43
Hispanic/Latino	6	4318	0	0	6	100	5	83	3	50
Black or African American	10	4264	0	0	10	100	8	80	5	50
White	10	4024	1	10	9	90	4	40	3	30
Economically Disadvantaged	17	4238	0	0	17	100	12	71	7	41

2020-21 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 Algebra I STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Science

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
	8	80	4001	8	10	72	90	40	50	17	21
	8	22	4031	0	0	22	100	9	41	5	23
	8	0									
	8	30	3955	4	13	26	87	15	50	5	17
	8	22	4016	3	14	19	86	12	55	5	23
	8	3									
	8	40	3979	4	10	36	90	18	45	9	23
	8	14	3727	2	14	12	86	2	14	0	0
	8	3									

2020-21 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

8	0									
8	0									
8	0									
8	0									
8	0									
8	0									
8	0									
8	0									
8	0									

2021-22 Science STAAR Results

Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

Biology

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 Biology STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
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			#	%	#	%	#	%	#	%
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Social Studies

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	80	3745	20	25	60	75	24	30	9	11
Hispanic/Latino	8	22	3818	4	18	18	82	8	36	3	14
American Indian or Alaska Native	8	0									
Black or African American	8	30	3668	10	33	20	67	7	23	2	7
White	8	22	3722	5	23	17	77	6	27	2	9
Two or More Races	8	3									
Economically Disadvantaged	8	40	3729	11	28	29	73	13	33	4	10
Limited English Proficient	8	14	3473	7	50	7	50	0	0	0	0
Special Education	8	3									

2020-21 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%
All Students	8	0									
Hispanic/Latino	8	0									
American Indian or Alaska Native	8	0									

Black or African American	8	0									
White	8	0									
Two or More Races	8	0									
Economically Disadvantaged	8	0									
Limited English Proficient	8	0									
Special Education	8	0									

2021-22 Social Studies STAAR Results											
Student Group	Grade Level	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
				#	%	#	%	#	%	#	%

U.S History

**2019-20 STAAR Data N/A Due to COVID-19*

2018-19 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2020-21 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

2021-22 U.S. History STAAR Results

Student Group	# Students Tested	Average Scale Score	Did Not Meet		Approaches		Meets		Masters	
			#	%	#	%	#	%	#	%

Goals and Strategies

Goal 1:

Support and retain highly-qualified teachers who can enable students to excel academically.

Performance Objective 1:

Reduction of teacher turnover rate.

Evaluation Data Source(s):

Staff turnover rate from the 2021-2022 school year to the 2022-2023 school year.

Summative Evaluation:

Strategy/Activity 1

NIA will hire certified and highly-qualified teachers and support them with instructional coaches (elementary) and instructional guides (secondary). Encourage all non-certified teachers to obtain certification in their subject area as well as ESL. Status on progress toward certification will be monitored and discussed at each DIP meeting. Teachers will become more effective through professional development, PLC, tutoring, and Saturday school options if necessary.

Timeline

May 2022

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

Reviews

Formative

November

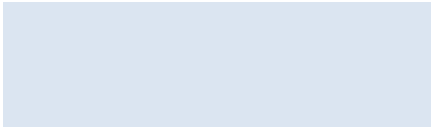
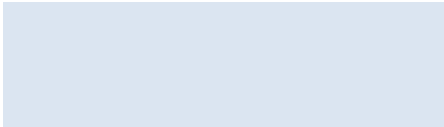
Some Progress

January

March

Continued implementation of TIA nominations and processes to provide additional compensation for qualified staff.

Increased systematic observation and feedback to support teachers in the classrooms.



Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

May 2022

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

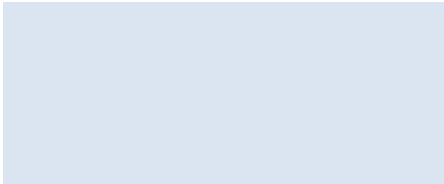
Reviews

Formative

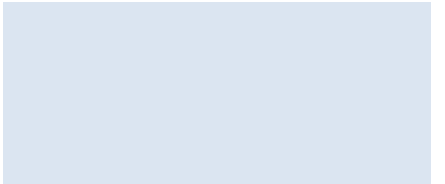
November

Some Progress
The campus uses district adopted curriculum. In addition, a significant amount of technology has been deployed at the campus. Teachers have received training for integration of technology.

January



March



Summative

Resources

Goal 2:

Improve teaching strategies and interventions in core subjects of reading and math.

Performance Objective 1:

The percentage of students who meet or master grade level performance standards in math and ELAR will increase by 3% by May 2021.

Evaluation Data Source(s):

MAP Growth tests and STAAR test scores

Summative Evaluation:

Strategy/Activity 1

NIA Principals will oversee district-recommended STAAR benchmark tests and assist their teachers to adjust teaching strategies accordingly. Instructional coaches and instructional guides will be involved in supporting teachers. Interventionists will be assigned to support the lowest-performing students.

Timeline

May 2022

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

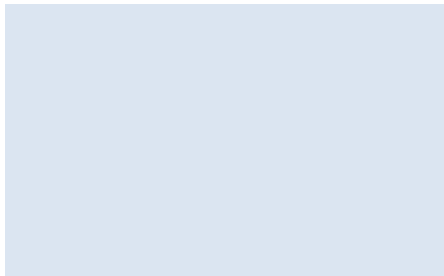
Reviews

Formative

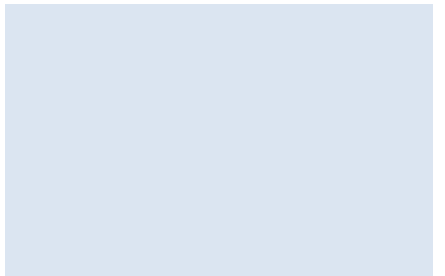
November

Some Progress
Due to gaps created by the pandemic, MAP Growth Test results and STAAR are being used with the RTI process and accelerated instruction to address students' needs, in order to improve their content area knowledge.

January



March



Summative

Resources

Strategy/Activity 2

NIA will provide comprehensive and structured curriculum in line with Newman vision of increasing technology and materials and improving scheduling efficiency and instruction

Timeline

May 2022

Person(s) Responsible/Monitor

Principals

Strategy's Expected Result/Impact

Improved STAAR test scores (teacher effectiveness and success)

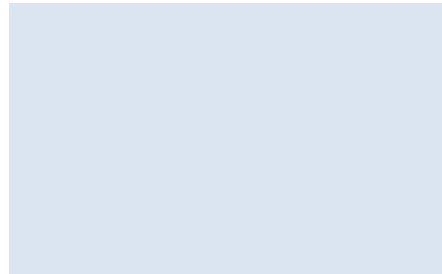
Reviews

Formative

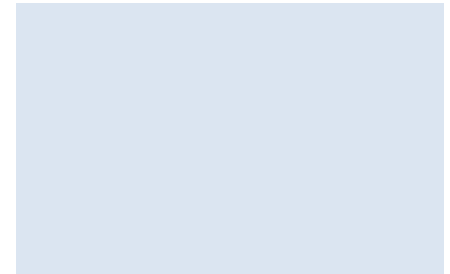
November

Some Progress
Teachers are provided with YAG to build their lessons. 6th grade staff is coordinating with teachers at another campus to fulfill instructional needs. The district provides instructional guides to assist math and ELAR teachers in implementing strategies to improve student achievement.

January



March



Summative

Resources

Strategy/Activity 3

NIA District Coordinator of School Improvement will meet with principals, SPED teachers, and ESL teachers to set goals for improving STAAR scores in each subject.

Timeline

May 2022

Person(s) Responsible/Monitor

District Coordinator of School Improvement

Strategy's Expected Result/Impact

Improved STAAR test scores

Reviews

Formative

November

No Progress
Due to challenges presented by the pandemic, these meetings have not yet taken place.

January

March

Summative

Resources

Strategy/Activity 4

Needs will be addressed for NIA students of special programs, including but not limited to: suicide prevention, conflict resolution, violence prevention, discipline management including unwanted physical or verbal aggression and sexual harassment, dating violence, sexual abuse, sex trafficking, and other maltreatment of children. Improving campus security and parent involvement will also be addressed. These topics will be addressed in the Student Handbook and throughout the year in POWWOW (weekly school assemblies), special speakers, and annual Wellness Fair events.

Timeline

May 2022

Person(s) Responsible/Monitor

Principals at each campus will monitor student behavior and arrange additional training in POWWOWs (assemblies) according to campus needs.

Strategy's Expected Result/Impact

Students will be able to study (and perform well in school) without the distraction of these issues.

Reviews

Formative

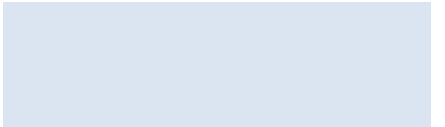
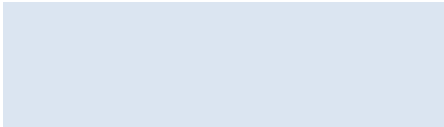
November

Considerable
Weekly POWWOW's address relevant topics to assist students. Counselor meets with students and student groups

January

March

in addition to meeting with specific individuals as needed or to address a potential concern with individual students.



Summative

Resources

Strategy/Activity 5

Strategies will be created at the campus level for the following topics: adjusting instructional methods for student groups not achieving their full potential, dyslexia treatment programs, accelerated education, dropout reduction, integration of technology in instructional and administrative programs, and strategies for recruiting highly effective teachers

Timeline

May 2022

Person(s) Responsible/Monitor

Campus administrators will monitor needs in these areas and notify the district if funding or professional development is needed to address these issues.

Strategy's Expected Result/Impact

Students at all levels will be served by appropriate programs, enabling students to perform well in school.

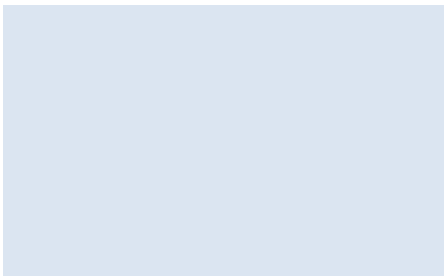
Reviews

Formative

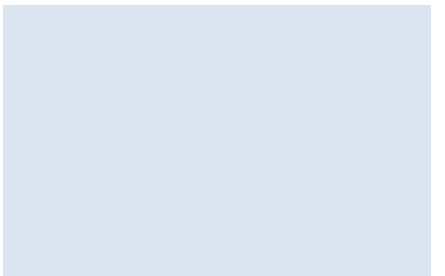
November

Some Progress
Special programs have adapted to meet the needs of remote learners through the integration of digital curricula.
RTI process is being used to address needs of students at the individual level.
Dyslexia and other related services are integrated into students' schedules.

January



March



Summative

Resources

Strategy/Activity 6

Raise student engagement and interest in core subjects and access to well-rounded education by improving structure and supplies of co-curricular and enrichment activities

Timeline

May 2022

Person(s) Responsible/Monitor

Superintendent

Strategy's Expected Result/Impact

Improved STAAR scores, better attendance, lower dropout rates

Reviews

Formative

November

Some Progress
Students attend co-curricular classes each week. Co-curricular classes enhance reading skills, critical thinking, coding, logic, and analytical skills.

January

[Redacted]

March

[Redacted]

Summative

Resources

Goal 3: Increase parent engagement and access.

Performance Objective 1:

Increase PSC (Parent School Collaboration) membership to 20% of families.

Evaluation Data Source(s):

PSC membership applications.

Summative Evaluation:

Strategy/Activity 1

Advertise PSC membership at all campus events and communicate regularly with all families about opportunities to join, volunteer and assist.

Timeline

May 2022

Person(s) Responsible/Monitor

PSC Administrator

Strategy's Expected Result/Impact

Increased parent satisfaction and increased participation in school events.

Reviews

Formative

November

Some Progress
Parents are participating in the PSC and events.

January

March

Summative

Resources

Strategy/Activity 2

Communicate features of the communication system and get families connected.

Timeline

May 2022

Person(s) Responsible/Monitor

Social Media Coordinator/Principal

Strategy's Expected Result/Impact

Increased parent satisfaction and participation.

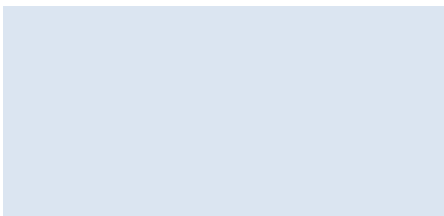
Reviews

Formative

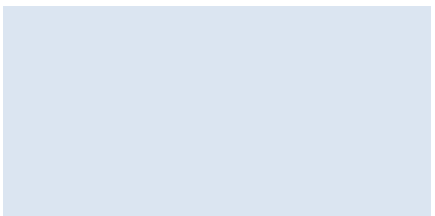
November

Some Progress
Regular Social Media posts regarding features have gone out.
All campus and district communication comes through the platform, in an effort to streamline communication at all levels.

January



March



Summative

Resources

Strategy/Activity 3

Translation of campus communication into Spanish.

Timeline

May 2022

Person(s) Responsible/Monitor

Administration

Strategy's Expected Result/Impact

Increased involvement from Spanish speaking families.

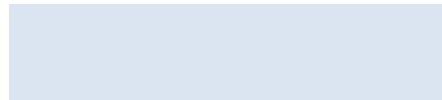
Reviews

Formative

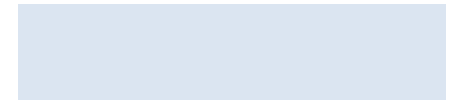
November

No Progress
We are looking for a translator willing to review weekly newsletters.

January



March



Summative

Resources

Goal 4:

Support and retain highly-qualified teachers who can enable students to excel academically.

Performance Objective 1:

Support teacher by providing opportunities to growth professionally. These opportunities include, professional development on campus as Region 11 training opportunities

Evaluation Data Source(s):

Region 11 certificate of course completion

Summative Evaluation:

Some progress made toward meeting Performance Objective

Strategy/Activity 1

TEA Priorities

Recruit, support, retain teachers and principals

ESF Levers

Lever 2: Effective, Well-Supported Teachers

Ensure teachers are highly qualified in their teaching field.

Timeline

Person(s) Responsible/Monitor

Strategy's Expected Result/Impact

Reviews

Formative
Summative

Resources

Goal 5:

Performance Objective 1:

Evaluation Data Source(s):

Summative Evaluation:

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

In order to determine allocation of Title I funds, since Newman was rearranging grade levels served at multiple campuses and adding an additional campus, Title I funds were allocated to campuses based on economic disadvantaged data from May 2021 allocated to the campus that would serve that grade in Fall 2021. Therefore, all NIA campuses except NIA-Mansfield and NIA- Mansfield East qualified as schoolwide for Title 1 funds. The district will address overall goals, while additional campus- specific goals will be in individual campus plans. For Title I purposes, "economically disadvantaged" is defined as students receiving Free and Reduced Lunch.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Improvement Plans are developed and revised annually at each campus.

2.2: Regular monitoring and revision

Campus Improvement Plans are monitored and updated throughout the year.

2.3: Available to parents and community in an understandable format and language

District Improvement Plans and Campus Improvement Plans are posted on the school website and also available upon request. Parents who need translation or interpretation are encouraged to contact the school for assistance.

2.4: Opportunities for all children to meet State standards

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies. Title 1 funds are allocated to the campuses based on the percentage of economically disadvantaged students at each campus. Funds are designated to cover expenses that support overall student academic improvement. For 2021-2022, Title 1 funds are allocated as follows:

NIAA – Instructional Coaches and technology software and devices to support student learning

NICH – Instructional Coaches, Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAAG- Instructional Guides, Parent Family Engagement Specialist, and technology software and devices to support student learning

NIAFW- Instructional Coaches, Instructional Guides, and technology software and devices to support student learning

NIAP- Instructional Coaches and technology software and devices to support student learning

2.5: Increased learning time and well-rounded education

Newman excels at providing students with opportunities for a well-rounded education and aims at time on task.

2.6: Address needs of all students, particularly at-risk

Since schools are schoolwide for Title 1 funds, all students are supported by intervention strategies.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The district has developed a Parent-School Compact to serve as a starting template, and each campus has stakeholders give input into the campus version of the Parent-School Compact.

3.2: Offer flexible number of parent involvement meetings

Parents are invited to numerous meetings at different times of day throughout the year where they can give input into school policies and decisions.

STATE COMPENSATORY EDUCATION (SCE) ALLOTMENT

Newman received approximately \$2.3 million State Compensatory Education (SCE) Allotment, of which 55% is required to be spent on accelerated instruction for at-risk students. Newman implemented schoolwide SCE programs on all campuses by hiring additional core teachers to provide smaller class sizes and more individualized instruction, as well as additional teacher aides and interventionists. Below is the breakdown of spending per campus:

NIAA: \$262,825 SCE funds on these additional staff: 7 aides, & 2 interventionists.

NICH: \$197,875 SCE funds on these additional staff: 2 core teachers, 1 aide, & 2 interventionists.

NIAAG: \$176,690 SCE funds on these additional staff: 2 interventionists and 2 aides.

NIAFW: \$122,428 SCE funds on these additional staff: 2 aides & 2 interventionists.

NIAM: \$250,500 SCE funds on these additional staff: 2 core teachers & 6 aides.

NIAP: \$157,675 SCE funds on these additional staff: 1 core teacher, 1 aide, & 2 interventionists.

NIAME: \$140,000 SCE funds on these additional staff: 3 core teachers.

Therefore, of the \$2.3 million allotment, Newman spent \$1.3 million on SCE-related expenses, which met the 55% district-level SCE spending requirement for 2021-2022.

Students are coded in PEIMS each fall, and principals monitor their academic progress each quarter (at report card times) to ensure appropriate remediation measures are taken.

Section 5: Report on Violent or Criminal Incidents on Campuses

Newman International Academy

Department of Public Safety

2022-23 TEXAS ACADEMIC PERFORMANCE - ANNUAL YEAR REPORT



2022-23 SCHOOL YEAR REPORT ON VIOLENT OR CRIMINAL INCIDENTS



**STUDENT DISCIPLINARY ACTION INCIDENT COUNTS
BY PEIMS/TSDS ACTION REASON CODE**



Newman International Academy

2022-23 School Year Report on Violent or Criminal Incidents

Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

(To comply with FERPA, data are masked with an asterisk () if the number of students involved is less than 5)*

Reason Code	Description	220817001	220817002	220817003	220817004	220817005
		NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON	NEWMAN INTERNATIONAL AT CEDAR HILL	NEWMAN INTERNATIONAL ACADEMY OF ARLINGTON GIBBINS	NEWMAN INTERNATIONAL ACADEMY AT FORT WORTH	NEWMAN INTERNATIONAL ACADEMY OF MANSFIELD
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)					
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)					
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)					
16	Arson – TEC §37.007(a)(2)(B)					
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)					
18	Indecency With A Child – TEC §37.007(a)(2)(D)					
19	Aggravated Kidnapping – TEC §37.007(a)(2)€					
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)					
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)			*		
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)					
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)					
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)					
37	Felony Alcohol Violation – TEC §37.007(a)(3)					
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)					
47	Manslaughter – TEC §37.007(a)(2)(G)					
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)					
49	Engages in Deadly Conduct - TEC §37.007(b)(3)					
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)					
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)					
Total Incidents		0	0	*	0	0
Student Enrollment (Fall 2022 PEIMS Snapshot)		643	1,004	462	212	331
Incident Rate		0.0%	0.0%	*	0.0%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at:

<https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

Newman International Academy

2022-23 School Year Report on Violent or Criminal Incidents

Student Disciplinary Action Incident Counts by PEIMS/TSDS Action Reason Code (C165)

(To comply with FERPA, data are masked with an asterisk () if the number of students involved is less than 5)*

Reason Code	Description	220817006	220817007
		NEWMAN INTERNATIONAL ACADEMY AT PIONEER	NEWMAN INTERNATIONAL ACADEMY MANSFIELD EAST
11	Brought a Firearm to School - TEC 37.007(e) or Unlawful Carrying of a Handgun under Penal Code 46.02 – TEC 37.007(a)(1)		
12	Unlawful Carrying of a Location-Restricted Knife under Penal Code 46.02 - TEC 37.007(a)(1) (Location-Restricted Knife - blade longer than 5.5 inches)		
14	Conduct Containing the Elements of an Offense Relating to Prohibited Weapons Under Penal Code 46.05 – TEC 37.007(a)(1)		
16	Arson – TEC §37.007(a)(2)(B)		
17	Murder, Capital Murder, Criminal Attempt to Commit Murder, Or Capital Murder – TEC §37.007(a)(2)(C)		
18	Indecency With A Child – TEC §37.007(a)(2)(D)		
19	Aggravated Kidnapping – TEC §37.007(a)(2)€		
29	Aggravated Assault under Penal Code §22.02 against a school district employee or volunteer – TEC §37.007(d)		
30	Aggravated Assault under Penal Code §22.02 against someone other than a school district employee or volunteer – TEC §37.007 (a)(2)(A)		
31	Sexual Assault under Penal Code §22.011 Or Aggravated Sexual Assault under Penal Code §22.021 against a school district employee or volunteer – TEC §37.007(d)		
32	Sexual Assault under Penal Code §22.011 or Aggravated Sexual Assault under Penal Code §22.021 against someone other than a school district employee or volunteer – TEC §37.007(a)(2)(A)		
36	Felony Controlled Substance Violation – TEC §37.007(a)(3)		
37	Felony Alcohol Violation – TEC §37.007(a)(3)		
46	Aggravated Robbery – TEC §37.007(a)(2)(F), TEC §37.007(C)-(D) (HB9680)		
47	Manslaughter – TEC §37.007(a)(2)(G)		
48	Criminally Negligent Homicide – TEC §37.007(a)(2)(H)		
49	Engages in Deadly Conduct - TEC §37.007(b)(3)		
57	Continuous Sexual Abuse of Young Child or Disabled Individual under §21.02 Penal Code – TEC §37.007(a)(2)(I)		
59	Serious Misbehavior, as defined by TEC §37.007(c)*, while expelled to/placed in a Disciplinary Alternative Education Program (DAEP)		
Total Incidents		0	0
Student Enrollment (Fall 2022 PEIMS Snapshot)		82	140
Incident Rate		0.0%	0.0%

TEA uses the mandatory expulsion incidents referenced in this table as the basis for identification of persistently dangerous schools and to create the identified campuses and "watch lists" referenced in the Unsafe School Choice Option Guidance Handbook posted on TEA's webpage at: <https://tea.texas.gov/finance-and-grants/grants/essa-program/uscohandbook.pdf>

For information concerning school violence prevention and violence intervention policies that the district is using to protect students, please refer to the District's Student Code of Conduct and School Board Policies (both of which are available on the District's webpage and at all campuses and at the District's Central Administrative Offices).

* TEC §37.007(c) defines "serious misbehavior" as: (1) deliberate violent behavior that poses a direct threat to the health or safety of others; (2) extortion, meaning the gaining of money or other property by force or threat; (3) conduct that constitutes coercion, as defined by Section 1.07, Penal Code; or (4) conduct that constitutes the offense of: (A) public lewdness under Section 21.07, Penal Code; (B) indecent exposure under Section 21.08, Penal Code; (C) criminal mischief under Section 28.03, Penal Code; (D) personal hazing under Section 37.152; or (E) harassment under Section 42.07(a)(1), Penal Code, of a student or district employee.

2022-23 SCHOOL YEAR REPORT ON PROTECTIVE MEASURES



SECURITY POSTURE

NIA has a school district police department and government security department, NIA Department of Public Safety (NIA DPS)

NIA DPS deploys armed defenders in compliance with 2023 HB3 at all campuses during regular school hours. These include campus-based plain-clothed armed guardians, campus-based uniformed armed security officers, campus-based uniformed police officers, police patrol vehicles, k-9 detection unit, and investigators.

NIA DPS employs trainers, emergency management personnel, physical security specialists, and administrators.



2022-23 SCHOOL YEAR REPORT ON PROTECTIVE MEASURES



SECURITY POSTURE

NIA DPS deploys extensive physical security countermeasures including but not limited to security cameras, LPR cameras, advanced remote access control, silent panic alarm technologies, CJIS complaint public safety communications infrastructure, mechanical locking mechanisms, 3M ballistic and intruder resistant film, fencing, virtual detection technologies, etc.

NIA DPS employs Standard Response Protocols (SRP), Standard Reunification Method (SRM), Daily Security Threat Awareness Protocol, Behavioral and Digital Threat Assessment Teams, and has a multi-disciplinary School Safety and Security Committee.



2022-23 SCHOOL YEAR REPORT ON PROTECTIVE MEASURES



SECURITY POSTURE

NIA DPS conducts numerous daily campus security checks of all exterior door, classroom doors, ID policy compliance, common area, and campus exteriors. NIA DPS conducts comprehensive physical security audits bi-annually. NIA has board approved policies and M-EOP.

NIA DPS conducts district administrative investigations, Title IX investigations, threat investigations, and criminal investigations.

NIA DPS partners with local, state, and federal law enforcement agencies, fire services, emergency management professionals, and NGOs.



2022-23 SCHOOL YEAR REPORT ON PROTECTIVE MEASURES

TRAININGS PROVIDED: NIA DPS provides trainings to students, staff, parents, and partners related to prevention, protection, safety, and security topics such as, but not limited to:



- Stop the Bleed, Schools,
- Gun Safety, Bullying, Security Protocols,
- Stranger Awareness, Use of Restraints by Educators,
- Title IX, Inappropriate Relationships,
- SRP, Dangers Associated with the Internet/Dark Web/Social Media,
- SRM, Threats,
- Possession/Use of Drugs, Vaping,
- Possession of Weapons on
- Solo-Officer Response to an Active Threat,
- SSBO,
- SBLE,
- Guardian Certifications,
- Security Certifications,
- Warrior Week, etc.





QUESTIONS???

Contact Information:

Chief Matthew Antkowiak, CPP, PCI, PSP

Cell: 405-615-3209

Email: Mantkowiak@NIADPS.org



Section 6: Student Performance in Post Secondary Institutions

**Texas High School Graduates From FY 2022
Enrolled in Texas Public or Independent Higher Education Fall 2022**

County=TARRANT

District	Code	Institution	Students
		Not found	1,393
		<i>Total high school graduates</i>	2,933
NEWMAN INTERNATIONAL ACADEMY OF AR	220817	DALLAS COLLEGE DISTRICT (009331)	16
		TARRANT COUNTY COLLEGE DIST (003626)	14
		UNIVERSITY OF NORTH TEXAS (003594)	7
		U. OF TEXAS AT ARLINGTON (003656)	6
		Other Pub/Ind 4-yr Institution (8)	10
		Other Pub/Ind 2-yr Institution (2)	2
		Not trackable	8
		Not found	54
		<i>Total high school graduates</i>	117
WESTLAKE ACADEMY CHARTER SCHOOL	220810	TEXAS A&M UNIVERSITY (003632)	6
		U. OF TEXAS AT DALLAS (009741)	5
		Other Pub/Ind 4-yr Institution (10)	18
		Other Pub/Ind 2-yr Institution (2)	4
		Not trackable	9
		Not found	24
		<i>Total high school graduates</i>	66
WHITE SETTLEMENT ISD	220920	TARRANT COUNTY COLLEGE DIST (003626)	83
		U. OF TEXAS AT ARLINGTON (003656)	23
		TEXAS A&M UNIVERSITY (003632)	12
		TARLETON STATE UNIVERSITY (003631)	11
		UNIVERSITY OF NORTH TEXAS (003594)	11
		WEATHERFORD COLLEGE (003664)	11
		U. OF TEXAS AT AUSTIN (003658)	6
		TEXAS CHRISTIAN UNIVERSITY (003636)	5
		TEXAS STATE UNIVERSITY (003615)	5
		Other Pub/Ind 4-yr Institution (15)	20
		Other Pub/Ind 2-yr Institution (3)	3
		Not trackable	12

Districts with more than 25 graduates

"Other" records combine records where total Students for one institution < 5.

"Not trackable" graduates have non-standard ID numbers that will not find a match at Texas higher education institutions.

"Not found" graduates have standard ID numbers that were not found in the specified Fall term at Texas higher education institutions.

Section 7: Progress Toward HB3 Goals



CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR Outcomes Bonuses will increase from 37% to 60% by August 2024.

Yearly Target Goals

2021	2022	2023	2024	2025
42%	50%	53%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	37%	28%	52%	n/a	n/a	n/a	n/a	0%	35%	n/a	n/a	n/a	n/a
2022	42%	35%	55%	n/a	n/a	n/a	n/a	5%	42%	n/a	n/a	n/a	n/a
2023	50%	43%	57%	n/a	n/a	n/a	n/a	10%	50%	n/a	n/a	n/a	n/a
2024	55%	51%	59%	n/a	n/a	n/a	n/a	15%	55%	n/a	n/a	n/a	n/a
2025	60%	60%	60%	n/a	n/a	n/a	n/a	25%	60%	n/a	n/a	n/a	n/a

2019 NIA TAPR	32	21	48	n/a	n/a	n/a	n/a	0	30	n/a	n/a	n/a	n/a
2019 State TAPR	27	34	55	37	80	36	51	5	29	n/a	10	n/a	n/a

As of January 2020, we only have data regarding TSI passing scores (which will only fulfill college outcome IF students enrolled in the Fall after graduation). Data is reported on December 2019 TAPR for 2017-2018 graduates, so data will always lag significantly.

CCMR - Action Plan

Here are the areas of improvement and the corresponding strategies to achieve them:

1. Increase the number of students who meet TSI (Texas Success Initiative) requirements by 15% through:

- Creating a College Bound Culture: Emphasize discussions about college during instructional time, communicate the importance of post-secondary education through emails to parents and students, and explain the reasons behind focusing on higher education.
- Implementing Khan Academy in CCMR (College, Career, and Military Readiness) Enrichment courses to prepare students for TSI testing.
- Introducing TSI A2 (Texas Success Initiative Assessment 2) testing on both campuses.
- Identifying struggling students who haven't met TSI benchmarks and enroll them in appropriate College Preparatory Courses.

2. Increase the number of students taking Dual Credit courses by 25% through:

- Improving the advertisement of dual credit eligibility to ensure students are aware of the opportunity.
- Enhancing marketing efforts to promote associate degree eligibility for dual credit students.

3. Increase Military Involvement by 5% through:

- Fostering parent partnerships to gather necessary documentation for Military enlistment and facilitate the involvement of more students in Military programs.

4. Increase the number of students obtaining Industry-Based Certifications (IBCs) by 5% through:

- Implementing IBCs in most Level 3 CTE (Career and Technical Education) courses to provide students with relevant and valuable certifications aligned with their career interests.

Early Childhood Literacy Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 42% to 60% by June 2024.

Yearly Target Goals

2021	2022	2023	2024	2025
45%	49%	53%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	42%	45%	48%	n/a	71%	n/a	65%	20%	42%	n/a	35%	45%	48%
2022	47%	48%	52%	n/a	72%	n/a	65%	23%	45%	n/a	38%	48%	52%
2023	52%	52%	55%	n/a	73%	n/a	65%	26%	48%	n/a	42%	52%	55%
2024	56%	56%	58%	n/a	74%	n/a	65%	29%	52%	n/a	45%	56%	58%
2025	60%	60%	60%	n/a	75%	n/a	65%	32%	55%	n/a	48%	60%	60%

2019 NIA	38	43	45	n/a	71	n/a	63	14	38	n/a	31	39	45
2019 State	33	39	56	42	72	47	51	27	35	39	39	46	42

Early Childhood Math Board Outcome Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 44% to 60% by June 2024.

Yearly Target Goals

2021	2022	2023	2024	2025
47%	50%	53%	57%	60%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2021	43%	44%	50%	n/a	86%	n/a	75%	33%	45%	n/a	48%	55%	40%
2022	48%	48%	52%	n/a	86%	n/a	75%	36%	48%	n/a	52%	56%	45%
2023	52%	52%	55%	n/a	86%	n/a	75%	39%	52%	n/a	55%	57%	50%
2024	57%	57%	58%	n/a	86%	n/a	75%	42%	57%	n/a	58%	59%	55%
2025	60%	60%	60%	n/a	86%	n/a	75%	45%	60%	n/a	60%	60%	60%

2019 NIA	40	41	47	n/a	86	n/a	75	29	42	n/a	45	54	37
2019 State	33	43	60	44	79	53	54	30	40	47	45	50	44

Section 8: 2022-2023 TAPR Glossary

2022–23 Texas Academic Performance Report (TAPR) Glossary

Cover Page

Currently, the TAPR does not include scale scores, A–F ratings, Distinction Designations, or Special Education Determination Status. The initial release does not include the Campus or District 2023 Accountability Reports. The issuance of the A–F ratings under 2023 rule is pending and subject to change.

2023 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) (*districts serving grades 10–12*): Senate Bill 1843 requires that each school year, each school district and open-enrollment charter school provide students in grades 10–12 the opportunity to take the ASVAB and consult with a military recruiter.

STAAR: A comprehensive testing program for public school students in grades 3–8 or high school courses with end-of-course (EOC) assessments. The STAAR program is designed to measure to what extent a student has learned, understood, and is able to apply the concepts and skills expected at each grade level or after completing each course for which an EOC assessment exists. Each STAAR assessment is linked directly to the Texas Essential Knowledge and Skills (TEKS). The TEKS are the state-mandated content standards that describe what a student should know and be able to do upon completion of a course. For more information on the TEKS, see the *Texas Essential Knowledge and Skills* website at <http://tea.texas.gov/curriculum/teks/>.

Other Important Information:

STAAR (with and without accommodations) and STAAR Alternate 2. The TAPR and the Texas Performance Reporting System (TPRS) include performance on STAAR and STAAR Alternate 2.

Spanish STAAR. All STAAR assessments in grades 3, 4, and 5 are available in both English and Spanish. The TAPR and the TPRS include performance on the Spanish STAAR.

Rounding of STAAR results. STAAR performance shown on the TAPR and TPRS is rounded to whole numbers. For example, 49.877% is rounded to 50%; 49.4999% is rounded to 49%; and 59.5% is rounded to 60%.

Masking. STAAR performance rates are masked when necessary to comply with FERPA. For more information, see the Explanation of Masking at <https://rptsvr1.tea.texas.gov/perfreport/tapr/2023/masking.html>.

STAAR Performance (2022–23)

The STAAR Performance section displays performance results by grade, subject and performance level for students in the accountability subset, which are students enrolled in the same district/campus on both the snapshot date (PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TPRS displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

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STAAR:

Grade 3 – reading and mathematics

Grade 4 – reading and mathematics

Grade 5 – reading mathematics, and science

Grade 6 – reading and mathematics

Grade 7 – reading and mathematics

Grade 8 – reading, mathematics, science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

Accelerated Testers:

SAT/ACT

Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

Percentage at Masters Grade Level. The percentage of assessments that met the Masters Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics. The percentage of students who took both the reading and mathematics STAAR and met or exceeded the Meets Grade Level standard on both assessments (excluding EOC assessments).

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Both Reading and Mathematics Including EOC. The percentage of students who took both the reading and mathematics STAAR or EOC and met or exceeded the Meets Grade Level standard on both assessments.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Reading Including EOC. The percentage of students who took the reading STAAR or the English I or II EOC and met or exceeded the Meets Grade Level standard.

STAAR Performance Rate by Enrolled Grade at Meets Grade Level or Above on Mathematics Including EOC. The percentage of students who took the mathematics STAAR or the Algebra I EOC and met or exceeded the Meets Grade Level standard.

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Progress (Annual Growth, Accelerated Learning and STAAR Progress Measure)

School Progress Domain—Annual Growth is the percentage of students that grew academically by at least one school year. For STAAR assessments (with or without accommodations), annual growth is measured by a transition table. Individual student growth is calculated as the change between Low Did Not Meet Grade Level, High Did Not Meet Grade Level, Low Approaches Grade Level, High Approaches Grade Level, Meets Grade Level, and Masters Grade Level performance from the prior year to the current year.

School Progress Domain—Accelerated Learning is the percentage of students who earned Did Not Meet Grade Level in the prior year and were accelerated to Approaches Grade Level or above in the current year.

The above measures were used to determine the Annual Growth, Accelerated Learning and STAAR Progress in the Bilingual Education/ESL report.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the development of literacy and academic skills in the primary language and English. This category includes the following:

- *BE Trans Early Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than two or later than five years after the student enrolls in school.
- *BE Trans Late Exit.* Bilingual program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school.
- *BE Dual Two-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are integrated with non-EB/non-EL students and are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in English and another language with at least half of the instruction delivered in the non-English program language for the duration of the program.
- *BE Dual One-Way.* Bilingual/biliteracy program model in which students identified as EB students/ELs are served in both English and another language and are prepared to meet reclassification criteria in order to be successful in English-only instruction not earlier than six or later than seven years after the student enrolls in school. This model provides ongoing instruction in literacy and academic content in the students' primary language as well as English,

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with at least half of the instruction delivered in the students' primary language for the duration of the program.

English as a Second Language (ESL): An English acquisition program that enables emergent bilingual (EB) students/English learners (ELs) to become proficient in listening, speaking, reading, and writing in the English language through the integrated use of second language acquisition methods. This category includes the following:

- *ESL Content-Based.* An English acquisition program that serves students identified as EB students/ELs through English instruction by a teacher appropriately certified in ESL under TEC, §29.061(c), through English language arts and reading, mathematics, science, and social studies.
- *ESL Pull-Out.* An English program that serves students identified as EB students/ELs through English instruction provided by an appropriately certified ESL teacher under the TEC, §29.061(c), through English language arts and reading. Instruction shall be provided by the ESL teacher in a pull-out or inclusionary delivery model.

Alternative Language Program (ALP): An alternative language program provided to emergent bilingual (EB) students/English learners (ELs) for whom the local education agency (LEA) does not have the appropriately certified teachers for the required bilingual education or English as a second language (ESL) program for the current school year. This category includes the following:

- *ALP Bilingual (Exception).* An alternative language program to the required bilingual education (BE) program approved by the TEA for the current school year due to the LEA's submission of a bilingual education exception application.
- *ALP ESL (Waiver).* An alternative language program to the required English as a second language (ESL) program approved by the TEA for the current school year due to the LEA's submission of an ESL waiver application.

Emergent Bilingual (EB) Students/English Learner (EL): The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. As a result of the 87th Texas Legislature, the term "emergent bilingual student" replaced the term of "limited English proficient (LEP) student" used in the Texas Education Code (TEC), Chapter 29, Subchapter B, and thus, will be changing the term of "English learner (EL)" used in 19 TAC Chapter 89, Subchapter BB. These terms describe the same group of Texas students. In the revised Texas Education Data Standards (TEDS), the terms of "emergent bilingual" and "English learner" have been bridged as EB/EL. The term "English learner" is still used in federal regulations and guidance. This category includes:

- *EB/EL with Parental Denial.* Students identified as emergent bilingual (EB) students/English learners (ELs) whose parents have denied all bilingual and ESL program services.
- *Never EB/EL.* Students who have never been identified as EB students/ELs (non-EB/non-EL students).
- *Total EB/EL (Current).* Students currently identified as EB students/ELs, including those served in a standard or alternative bilingual or ESL program as well as those with a parental denial of services.
- *Monitored & Former EB/EL.* Students who were once identified as EB students/ELs but have reclassified as English proficient, including students within their four years of state and federal monitoring and those beyond monitoring years.

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STAAR Participation (2022–23)

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), TELPAS Alternate, and/or an SAT/ACT. The details on the participation categories are as follows:

Assessment Participant: 1) number of answer documents with a score code of S, 2) number of STAAR Alternate 2 testers with a score code of N, 3) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, 4) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1 asylee/refugees and students with interrupted formal education (SIFEs), and 5) number of accelerated testers' EBRW SAT, ELA ACT assessments, ACT science, and mathematics SAT and ACT assessments.

- *Included in Accountability:* scored answer documents
 - ◆ *Accelerated Testers:* SAT/ACT results for students who completed STAAR end-of-course (EOC) assessments while in middle school
- *Not included in Accountability:* answer documents counted as participants but not included in performance calculations
 - ◆ *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the TSDS PEIMS fall snapshot.
 - ◆ *Other Exclusions.* The following answer documents were excluded from performance calculations:
 - ❖ Answer documents for students who were tested only on the TELPAS/TELPAS Alternate or TELPAS/TELPAS Alternate plus STAAR assessments with score codes of A or O.
 - ❖ Answer documents of students who are an Emergent Bilingual/English learner (EB/EL) who has been in school in the U.S. for one year.
 - ❖ Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O or accelerated testers without an SAT/ACT assessment

- *Absent:* answer documents with score code A
- *Other:* answer documents with score code O

The denominator for participation is the sum of these five categories: Included in Accountability, Mobile, Other Exclusions, and Not Tested (Absent and Other). STAAR Participation Rate is rounded to a whole number. For example, 94.49% is rounded to 94%. Small values may show as zero: 0.4% is rounded to 0%, and 0.6% is rounded to 1%. (Data source: STAAR and TELPAS File)

Attendance, Graduation, and Dropout Rates (2022–23)

Attendance Rate: The percentage of days that students were present based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation.

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Attendance is calculated as follows:

total number of days that students in grades 1–12 were present during the 2021–22 school year

total number of days that students in grades 1–12 were in membership during the 2021–22 school year

(Data source: PEIMS 42400)

Chronic Absenteeism: The unduplicated number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days. Chronic Absenteeism is calculated as follows:

total number of K–12 students enrolled for at least 10 days and absent for 10 percent or more days during the 2021–22 school year

total number of K–12 students enrolled for at least 10 days during the 2021–22 school year

(Data source: PEIMS 42400)

Annual Dropout Rate: The percentage of students who drop out of school during a school year. Annual dropout rates are shown for districts and campuses that serve grades 7–8 and/or 9–12. State law prohibits including a student who meets any of the following criteria from campus and district annual dropout rate calculations:

- Is ordered by a court to attend a high school equivalency certificate program but has not earned a high school equivalency certificate
- Was previously reported to the state as a dropout (previous dropout exclusions do not apply to completion measure calculations for AEA campuses)
- Was in attendance but not in membership for purposes of average daily attendance (i.e., students for whom school districts are not receiving state Foundation School Program [FSP] funds)
- Was initially enrolled in a school in the United States in any grade 7 through 12 as an unschooled refugee or asylee as defined by [TEC §39.027\(a-1\)](#)
- Attends a district exclusively as a function of having been detained at a county detention facility and is not otherwise a student of the district in which the facility is located

- Is incarcerated in a state jail or federal penitentiary as an adult or as a person certified to stand trial as an adult
- Is a student who has suffered a condition, injury, or illness that requires substantial medical care and leaves the student unable to attend school and assigned to a medical or residential treatment facility
- Is a student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

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- Is at least 18 years of age as of September 1 and has satisfied the credit requirements for high school graduation; has not completed his or her individualized education program (IEP); and is enrolled and receiving IEP services
- Is a student who (a) is at least 18 years of age and under 26 years of age; (b) has not been previously reported as a dropout; and (c) has not been enrolled in school during the previous nine months before enrolling in a high school equivalency program, a dropout recovery school, or an adult education program provided under a high school diploma and industry certification charter school program (previous dropout/previous dropout exclusions do not apply to completion measure calculations for AEA campuses)

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 7 and 8 during the 2021–22 school year}}{\text{number of students in grades 7 and 8 in attendance at any time during the 2021–22 school year}}$$

Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

$$\frac{\text{number of dropouts in grades 9–12 during the 2021–22 school year}}{\text{number of students in grades 9–12 in attendance at any time during the 2021–22 school year}}$$

Both annual dropout rates appear on campus, district, region, and state TAPRs. The state and region annual dropout rates that are reported on district and campus TAPRs, however, are calculated without the exclusions required for campus and district calculations.

Note that with all annual dropout rate calculations, a cumulative count of students is used in the denominator. This method for calculating the dropout rate neutralizes the effect of mobility by including in the denominator every student ever reported in attendance at the district or campus throughout the school year, regardless of length of enrollment. For a more complete description of dropout rates and exclusions, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#) reports, available on the TEA website at [Completion, Graduation, and Dropout | Texas Education Agency](#).

For detailed information on data sources, see Appendix H in the [2023 Accountability Manual](#). (*Data source: PEIMS 40203, 40110, 42400, and 42500*)

Longitudinal Rates: The status of a group (cohort) of students after four years in high school (*4-Year Longitudinal Rate*), after five years in high school (*5-Year Extended Longitudinal Rate*), or after six years in high school (*6-Year Extended Longitudinal Rate*).

For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2017–18. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2021.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2016–17. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2020.

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Additional Information on Cohorts:

A student transfers into a campus, district, or state cohort when he or she moves into the cohort from another high school in Texas, from another district in Texas, or from out of state.

A student transfers out of a campus or district cohort when he or she moves to another public high school in Texas or moves to another district in Texas. Note that these students are transferred into the cohort of the high school or district to which they moved. There are also students who move out of state or out of the country and students who transfer to private schools or who are home-schooled. These types of transfer students cannot be tracked and are not included in longitudinal rate calculations.

A student does not change cohorts if he or she repeats or skips a grade. A student who begins with the 2018–19 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2018–19 but takes 5 years to graduate (i.e., graduates in May 2023) is still part of the 2022 cohort; he or she is not switched to the 2023 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2022. This is also true for the five-year and six-year extended longitudinal cohorts.

There are four student outcomes used in computing each longitudinal rate:

4-Year Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma in four years or fewer by August 31, 2022 for the 2022 cohort.

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (2) *Received TxCHSE*: For the 2022 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2022. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2022}}{\text{number of students in the 2022 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2022 cohort still enrolled as students in the fall after his or her anticipated graduation. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2022 cohort*}}$$

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- (4) *Dropped Out*: The percentage of the 2022 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

number of students in the 2022 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2022 cohort. It is calculated as follows:

number of students from the 2022 cohort who received a high school diploma by August 31, 2022 plus number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2022 cohort*

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2022 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022 plus

number of students from the cohort who received a TxCHSE by August 31, 2022

plus

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2022 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the four-year rates.

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2021 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2021 cohort*

- (2) *Received TxCHSE*: For the 2021 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2021 cohort*

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- (3) *Continued High School*: The percentage of the 2021 cohort still enrolled as students in the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2021 cohort who dropped out and did not return by the fall of the **2022–23** school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2022–23 school year}}{\text{number of students in the 2021 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2022} \end{aligned}}{\text{number of students in the 2021 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2021 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2022} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2022–23 school year} \end{aligned}}{\text{number of students in the 2021 cohort*}}$$

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the five-year rates.

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2022, for the 2020 cohort. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a high school diploma by August 31, 2022}}{\text{number of students in the 2020 cohort*}}$$

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- (2) *Received TxCHSE*: For the 2020 cohort, the percentage who received a TxCHSE certificate by August 31, 2022. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2020 cohort*

- (3) *Continued High School*: The percentage of the 2020 cohort still enrolled as students in the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2020 cohort*

- (4) *Dropped Out*: The percentage of the 2020 cohort who dropped out and did not return by the fall of the 2022–23 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2022–23 school year

number of students in the 2020 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022
plus

number of students from the cohort who received a TxCHSE by August 31, 2022

number of students in the 2020 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2020 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022
plus

number of students from the cohort who received a TxCHSE by August 31, 2022
plus

number of students from the cohort who were enrolled in the fall of the 2022–23 school year

number of students in the 2020 cohort*

The graduation rate calculation is modified to credit AEA campuses for graduates, continuing students (continuers), TxCHSE recipients, and previous dropouts who complete. The completion rate component includes the six-year rates.

- * The cohort in the denominator of the formulas shown above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with the leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, 88, 89

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or 90. See *Annual Dropout Rate* for a list of all the exclusions mandated by state statute for districts and campuses.

The graduation, continuation, TxCHSE recipient, and dropout rates sum to 100% (some totals may not equal exactly 100% due to rounding). Students served through special education who graduate with an individualized education program (IEP) are included as graduates.

Additional Information about Federal Graduation Rates

In addition to the detailed breakdown of the four-, five- and six-year longitudinal rates, the district and campus reports show federal graduation rates for the following:

- (1) *4-Year Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2018–19. They are followed through their expected graduation with the Class of 2022. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2022 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2017–18. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2021. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2021 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2016–17. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2020. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2022

number of students in the 2020 cohort**

** The cohort in the denominator above includes those students who graduated, continued in school, received a TxCHSE, or dropped out. It does not include data errors or leavers with leaver reason codes 03, 16, 24, 60, 66, 78, 81, 82, 83, 85, 86, 87, or 90. Students with leaver codes 88 and 89 are included in the federal rates.

A student in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district is excluded from district and campus graduation rates calculated for federal accountability purposes. Students served by special education who graduate with an individualized education program (IEP) are included as graduates.

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For further information on these rates, see the [Secondary School Completion and Dropouts in Texas Public Schools, 2021-22](#). (Data source: PEIMS 40203 and Texas Certificate of High School Equivalency Information File)

Graduation Program: The percentage of students who graduated under one of the following programs:

RHSP/DAP Graduates (Longitudinal Rate) (Class of 2022) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2022 with reported graduation plans
(excludes graduates with FHSP graduation plans)**

FHSP-E Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in the Class of 2022 who complete a 4-year FHSP-E

number of graduates in the Class of 2022 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in the Class of 2022 who complete a 4-year FHSP-DLA

number of graduates in the Class of 2022 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates in the Class of 2022 who complete a 4-year RHSP or DAP or
FHSP-E or FHSP-DLA**

number of graduates in the Class of 2022 with reported graduation plans

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RHSP/DAP Graduates (Annual Rate) (2021-22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2021-22 reported with graduation codes for RHSP or DAP

number of graduates in SY 2021-22 with reported graduation plans (excludes graduates with FHSP graduation plans)

FHSP-E Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2021–22 who earn an FHSP-E

number of graduates in SY 2021–22 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2021–22 who earn an FHSP-DLA

number of graduates in SY 2021–22 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2021–22) The percentage of graduates who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

number of graduates in SY 2021–22 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2021–22 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 35, 54, 55, 56, or 57. FHSP graduates with code type 35 are eligible for endorsements starting with the Class of 2020. See the [Texas Education Data Standards](#) for more information. *(Data source: PEIMS 40203)*

For additional information about graduation programs please see

https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile (2022-2023)

Annual Graduates: The count and percentage of students who graduate at some time during the school year. It includes summer graduates and is reported by districts in the fall of the following school year. It includes all students in grade 12 who graduated, as well as graduates from other grades. Students served by special education who graduate are included in the totals. Counts of students graduating under the following graduation types in 2021–22 are also shown:

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- Minimum High School Program (MHSP)
- Recommended High School Program (RHSP)
- Distinguished Achievement Program (DAP)
- Foundation High School Program (FHSP)

(Data source: PEIMS 40203)

Special Education: The count and percentage of graduates served by special education programs. *(Data source: PEIMS 41163)*

Economically Disadvantaged: The count and percentage of graduates eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: PEIMS 40100 and STAAR)*

number of graduates in the 2021–22 school year eligible for free or reduced-price lunch or other public assistance

total number of graduates in the 2021-22 school year

Emergent Bilingual (EB)/English Learner (EL): The count and percentage of graduates whose primary language is other than English and who are in the process of acquiring English. The terms “Emergent Bilingual,” “English learner” and “Limited English Proficient” (LEP) are used interchangeably. *(Data source: PEIMS 40110)*

At-Risk: The count and percentage of graduates identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#). *(Data source: PEIMS 40100)*

number of graduates in the 2021–22 school year considered as at risk

total number of graduates in the 2021-22 school year

CTE Completers: The count and percentage of graduates who completed and passed three or more Career and Technical Education (CTE) courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study. *(Data source: PEIMS Course Completion Records)*

College, Career, or Military* Readiness (CCMR) (2022–23)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

- 1) **Texas Success Initiative (TSI) Criteria:** Meet Texas Success Initiative (TSI) Criteria in RLA and Mathematics. A student meeting the TSI college readiness standards in both RLA and mathematics; specifically, meeting the college-ready criteria on the TSIA1 and/or TSIA2 assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014 and TEC §51.338, in both RLA and mathematics. The criteria for successful completion of a college prep course should be in alignment between

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- an LEA and the partnering IHE(s). In accordance with TEC §51.338(e), upon successful completion of a college prep course, students earn a TSI exemption from the partnering IHE(s) in that content area. Students should only be reported as successfully completing a course if they have met TSI exemption requirements. The assessment results considered include TSIA1 and/or TSIA2 assessments through October 2022, SAT and ACT results through the July 2022 administration, and course completion data via TSDS PEIMS. See Appendix H for additional information. A student must meet the TSI requirement for both RLA and mathematics but does not necessarily need to meet them on the same assessment. For example, a student may meet the TSI criteria for college readiness in RLA on the SAT and complete and earn credit for a college prep course in mathematics. *(Data source: PEIMS 43415, THECB, College Board, and ACT, Inc.)*
- 2) **Earn Dual Course Credits:** A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*
 - 3) **Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. *(Data source: College Board or IB)*
 - 4) **Earn an Associate Degree:** A graduate earning an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*
 - 5) **Earn OnRamps Course Credits:** A graduate completing an OnRamps dual enrollment course and qualifying for at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

Career/Military Readiness

- 6) **Earn an Industry-Based Certification:** A graduate earning an IBC under 19 TAC, §74.1003. See Appendix J for a complete list of approved IBCs. The sunset IBC limit applied within the Student Achievement and School Progress, Part B: Relative Performance domains is not applied within Closing the Gaps. *(Data source: PEIMS 40100)*
- 7) **Graduate with Completed IEP and Workforce Readiness:** A graduate receiving a graduation type code of 04, 05, 54, or 55 which indicates the student has completed his/her IEP and has either demonstrated self-employment with self-help skills to maintain employment or has demonstrated mastery of specific employability and self-help skills that do not require public school services. *(Data source: PEIMS 40203)*
- 8) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who is identified as receiving special education services during the year of graduation and whose graduation plan type is identified as a Recommended High School Plan (RHSP), Distinguished Achievement Plan (DAP), Foundation High School Plan with an Endorsement (FHSP-E), or Foundation High School Plan with a Distinguished Level of Achievement (FHSP-DLA) *(Data source: PEIMS 40203 and 40110)*
- 9) **Graduate with Level I or Level II Certificate:** A graduate earning a level I or level II certificate in any workforce education area. *(Data source: THECB)*

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10) ***Enlist in the Armed Forces** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, Marines, or Texas National Guard (*Data source: PEIMS 40203*)

**Due to discrepancies between annual enlistment counts for Texas military enlistees aged 17–19 released by the United States Department of Defense and PEIMS military enlistment data for 2017 and 2018 annual graduates, military enlistment data is excluded from accountability calculations until such data can be obtained directly from the United States Armed Forces. Enlistment data reported in PEIMS for 2021 and 2022 annual graduates is included for indicators displaying military readiness.*

College, Career, or Military Ready Graduates

College, Career, or Military Ready (Student Achievement): The percentage of annual graduates who demonstrated college, career, or military readiness by meeting at least one of the nine criteria described in *College, Career, or Military Readiness*.

Only College Ready: The percentage of annual graduates who demonstrated only college readiness by meeting college ready criteria 1, 2, 3, 4, or 5 but did not meet any of the career and military ready criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*.

Only Career/Military Ready: The percentage of annual graduates who demonstrated only career or military readiness by meeting career or military ready criteria 6, 7, 8, or 9 but did not meet any of the college ready criteria 1, 2, 3, 4, and 5 described in *College, Career, or Military Readiness*.

College Ready Graduates

College Ready: The percentage of annual graduates who demonstrated college readiness by meeting criteria 1, 2, 3, 4, or 5 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met career or military ready criteria 6, 7, 8, or 9. (*Data source: PEIMS 43415, THECB, College Board, ACT, IB, and PEIMS 49010*)

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA1 and/or TSIA2), the SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics. The criteria for each are as follows:

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TSI Criteria						
TSIA1 and/or TSIA2		SAT		ACT		College Prep Course
>= ELAR criteria shown below	or	>=480 on the Evidence-Based Reading and Writing (EBRW)	or	>=19 on English and >= 23 Composite	or	Complete and earn credit for ELA college prep course
>= Mathematics criteria shown below	or	>=530 on Mathematics	or	>=19 on Mathematics and >=23 Composite	or	Complete and earn credit for mathematics college prep course

Subject	Assessment Version	Score Requirements for CCMR				
English Language Arts and Reading (ELAR)	TSIA1	Score ≥ 351 on Reading				
	TSIA2	Score ≥ 945 on the ELAR College Readiness Classification (CRC)	AND		Score ≥ 5 on the essay	
		OR				
	Combination	Score < 945 on the ELAR CRC	AND	Score ≥ 5 on the diagnostic	AND	Score ≥ 5 on the essay
		OR				
	Mathematics	TSIA1	Score ≥ 350 on Mathematics			
TSIA2		Score ≥ 950 on the Mathematics CRC				
	OR					
		Score < 950 on the Mathematics CRC	AND	Score = 6 on the diagnostic		

The percentages are calculated as follows:

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English Language Arts.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA

number of 2021-22 annual graduates

Mathematics.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics

number of 2021-22 annual graduates

Both Subjects.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics

number of 2021-22 annual graduates

Any Subject.

number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics

number of 2021-22 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2021-22 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2021-22 annual graduates

Associate Degree: The percentage of annual graduates who earned an associate degree by August 31 immediately following high school graduation. *(Data source: PEIMS 40100)*

number of 2021-22 annual graduates who earned an associate degree by August 31 immediately following high school graduation.

number of 2021-22 annual graduates

Dual Course Credits: A graduate completing and earning credit for at least three credit hours in ELA or mathematics or at least nine credit hours in any subject. *(Data source: PEIMS 43415)*

number of 2021-22 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

Number of 2021-22 annual graduates

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OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps dual enrollment course and qualified for at least three hours of university or college credit in any subject area (*Data source: OnRamps program*)

$$\frac{\text{number of 2021-22 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2021-22 annual graduates}}$$

Career/Military Ready Graduates

Career or Military Ready Graduates: The percentage of annual graduates who demonstrated career or military readiness by meeting criteria 6, 7, 8, or 9 described in *College, Career, or Military Readiness*. This percentage includes graduates who may have met college ready criteria 1, 2, 3, 4, or 5.

Approved Industry-Based Certification: The percentage of annual graduates who earned an approved industry-based certification. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 48011*)

$$\frac{\text{number of 2021-22 annual graduates who earned an approved industry-based certification}}{\text{number of 2021-22 annual graduates}}$$

Graduates with Level I or Level II Certificate: The percentage of annual graduates who earned a level I or level II certificate (*Data source: THECB*)

$$\frac{\text{number of 2021-22 annual graduates who earned a level I or level II certificate}}{\text{number of 2021-22 annual graduates}}$$

Graduates with Completed IEP and Workforce Readiness: The percentage of annual graduates who received a graduation type code of 04, 05, 54, or 55. For additional information, see Chapter 2 of the [2023 Accountability Manual](#). (*Data source: PEIMS 40203*)

$$\frac{\text{number of 2021-22 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2021-22 annual graduates}}$$

Graduates Under an Advanced Diploma Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced diploma plan and identified as a current special education student (*Data source: PEIMS 40203 and 42401*)

$$\frac{\text{number of 2021-22 annual graduates who graduated under an advanced diploma plan and were identified as a current special education student}}{\text{number of 2021-22 annual graduates}}$$

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CCMR-related Indicators (2022–23)

TSIA Results (Graduates \geq Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA1 and/or TSIA2 (*Data source: THECB and PEIMS 40203*)

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in mathematics}}{\text{number of 2021-22 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who met or exceeded the college-ready criteria on the TSIA1 and/or TSIA2 in both ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (*Data source: PEIMS 43415*)

English Language Arts.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2021-22 annual graduates}}$$

Mathematics.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics}}{\text{number of 2021-21 annual graduates}}$$

Both Subjects.

$$\frac{\text{number of 2021-22 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics}}{\text{number of 2021-22 annual graduates}}$$

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) examinations. (*Data source: College Board and IB*)

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All Subjects.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts.

number of students in grades 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in ELA

total students enrolled in grades 11 & 12

Mathematics.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in mathematics

total students enrolled in grades 11 & 12

Science.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

Social Studies.

number of students in grade 11 & 12 in the 2021-22 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

(Data source: College Board, IB, and PEIMS 40110)

AP/IB Results (Examinees >= Criterion) (Grades 11–12): The percentage of students with at least one AP or IB examination in grades 11 and 12 at or above the criterion score. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

number of 11th and 12th graders with at least one AP or IB examination

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English Language Arts.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in ELA

number of 11th and 12th graders with at least one AP or IB examination in ELA

Mathematics.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in mathematics

number of 11th and 12th graders with at least one AP or IB examination in mathematics

Science.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion in social studies

number of 11th and 12th graders with at least one AP or IB examination in social studies

(Data source: The College Board, The International Baccalaureate Organization, and PEIMS 40110)

AP/IB Results (11th & 12th Graders >= Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school students may take one or more of these examinations, ideally upon completion of AP or IB courses, and may receive advanced placement or credit, or both, upon entering college. Generally, colleges will award credit or advanced placement for scores of 3, 4, or 5 on AP examinations and scores of 4, 5, 6, or 7 on IB examinations. Requirements vary by college and by subject tested. *(Data source: College Board and IB)*

All Subjects.

number of 11th and 12th graders in the 2021-22 school year with at least one AP or IB score at or above criterion

total students enrolled in 11th and 12th grades

SAT/ACT Results (Annual Graduates): Participation and performance of annual graduates from all Texas public schools on the College Board’s SAT and ACT, Inc.’s ACT assessment. ACT and SAT scores are based on each student’s highest section scores across all exams taken, and the SAT total and ACT composite scores are calculated using the highest section scores.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2021-22 graduates who took either the SAT or the ACT

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number of 2021-22 graduates reported

- (2) *At/Above Criterion for All Graduates*: The percentage of graduates who scored at or above the criterion score of 480 on the SAT evidence-based reading and writing *or* 19 on ACT English section and 23 on the ACT composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2021-22 graduating examinees who scored at or above the criterion score
on either the SAT or the ACT

number of 2021-22 graduates reported

Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *All Subjects*: The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

- (2) *English Language Arts and Writing*: The average score for the SAT evidence-based reading and writing. The maximum score is 800.

sum of SAT evidence-based reading and writing scores of all 2021-22 graduates who took the
SAT

number of 2021-22 graduates who took the SAT

- (3) *Mathematics*: The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2021-22 graduates who took the SAT

number of 2021-22 graduates who took the SAT

(Data source: College Board and PEIMS 40203)

Average ACT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the ACT Inc.’s ACT assessment. If a student takes the ACT more than once, the best result by subject area is selected, and the ACT composite scores is calculated as the average of the highest section scores.

- (1) *All Subjects*: The average score for the ACT composite. The maximum score is 36.

sum of ACT composite scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

- (2) *English Language Arts*: The average score for the ACT English and reading combined. The maximum score is 36.

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sum of ACT English and reading combined scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

(3) *Mathematics*: The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

(4) *Science*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2021-22 graduates who took the ACT

number of 2021-22 graduates who took the ACT

Other Postsecondary Indicators (2022–23)

Advanced/Dual-Credit Course Completion (Grades 9–12): The percentage of students who completed and received credit for at least one advanced or dual-credit course. Decisions about awarding high school credit for college courses are described in [Texas Administrative Code §74.25](#).

Appendix A lists all courses identified as advanced courses. Courses for which a student can earn dual credit are not listed because they vary from campus to campus.

Course completion information is reported by districts through the PEIMS after the close of the school year. For example, the values, expressed as percentages for grades 9–12, are calculated as follows: (Data source: PEIMS 43415)

Any Subject.

number of students in grades 9–12 in 2021-22 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2021-22

English Language Arts.

number of students in grades 9–12 in 2021-22 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2021-22

Mathematics.

number of students in grades 9–12 in 2021-22 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2021-22

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Science.

number of students in grades 9–12 in 2021-22 who received credit for at least
one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2021-22

Social Studies.

number of students in grades 9–12 in 2021-22 who received credit for at least
one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2021-22

(Data source: PEIMS 43415)

Graduates Enrolled in Texas Institution of Higher Education (TX IHE): The percentage of students who enrolled and began instruction at an institution of higher education in Texas for the school year following high school graduation.

number of graduates during the 2020-21 school year who attended a public or independent
college or university in Texas in the following academic year

number of graduates during the 2020-21 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.

(Data source: THECB)

Additional reports showing students enrolled in Texas public colleges and universities are available on the Texas Higher Education Coordinating Board (THECB) site at <http://www.txhighereddata.org/generatelinks.cfm?Section=HS2Col>.

For more information on the data used in this indicator, contact the Texas Higher Education Coordinating Board at (512) 427-6153. *(Data source: THECB)*

Student Information (2022–23)

Please note, the Enrollment section of this report was added beginning with 2019–20. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year’s report to reports prior to 2020–2021, use the data displayed under Membership.

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Enrollment: Students reported as enrolled as of the last Friday in October (October 28, 2022).

Membership: Membership differs from enrollment, as it does not include those students who are served for less than two hours per day. A student is in membership if he/she is enrolled and is either

- scheduled to attend at least two hours of instruction each school day or
- participating in an alternative attendance accounting program.

For example, the count of *Total Students* excludes students who attend a non-public school but receive some services, such as speech therapy—for less than two hours per day—from their local school district.

Total Students: The total number of public school students who were reported at any grade from early childhood education through grade 12. (*Data source: PEIMS 40110*)

Students by Grade: The count of students in each grade divided by the total number of students. (*Data source: PEIMS 40110*)

Ethnic Distribution: The number and percentage of students who are identified as belonging to one of the following groups: African American, Hispanic, white, American Indian, Asian, Pacific Islander, and two or more races. (*Data source: PEIMS 40100, 30040, 30050, 30090*)

Male/Female: The number and percentage of students who are identified as male or female. (*Data source: PEIMS 40100*)

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

number of students eligible for free or reduced-price lunch or other public assistance

total number of students

(*Data source: PEIMS 40100 and TEA Student Assessment Division*)

Non-Educationally Disadvantaged: Those students not eligible to participate in free or reduced-price lunch or to receive any other public assistance. This is the complementary count and percentage to Economically Disadvantaged.

Section 504 Students: The count and percentage of students identified as receiving section 504 services. (*Data source: PEIMS 40110*)

Emergent bilingual students/English learner (EB/EL) : The count and percentage of students whose primary language is other than English and who are in the process of acquiring English. The terms “English Learner” (EL) and “Emergent Bilingual” (EB) are used interchangeably.

The percentage of EB/ELs is calculated by dividing the number of EB/ELs by the total number of students in the district or campus. Not all students identified as EB/ELs receive bilingual or English as a second language instruction. (*Data source: TELPAS file*)

Students with Disciplinary Placements: The count and percentage of students placed in alternative education programs under [Chapter 37 of the Texas Education Code](#) (Discipline; Law and Order). Districts

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report the disciplinary actions taken toward students who are removed from the classroom for at least one day. Although students can have multiple removals throughout the year, this measure counts students only once and includes only those whose removal results in a placement in a disciplinary alternative education program or juvenile justice alternative education program. It is calculated as follows:

number of students with one or more disciplinary placements

number of students who were in attendance at any time during the school year

For 2022–23, the following 19 disciplinary action codes are included as disciplinary placements: 02, 03, 04, 07, 08, 10, 12, 13, 14, 15, 51, 52, 53, 54, 55, 57, 59, 60, and 61. *(Data source: PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: PEIMS 40100)*

Foster Care: The count and percentage of students identified as in the conservatorship of the Department of Family and Protective Services (DFPS). *(Data source: PEIMS 40100)*

Homeless: The count and percentage of students meeting the criteria defined by 42 U.S.C. Section 11434(a), the term “homeless children and youths” —

(A) individuals who lack a fixed, regular, and adequate nighttime residence [within the meaning of section 11302(a)(1)]; and

(B) includes —

(i) children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;

(ii) children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings [within the meaning of section 11302(a)(2) (C)];

(iii) children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

(iv) migratory children (as such term is defined in section 6399 of title 20) who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).

(Data source: PEIMS 40100)

Immigrant: The count and percentage of students identified under the definition found under Title III of the No Child Left Behind Act of 2001 (NCLB), where the term ‘immigrant children and youth’ is defined as, “individuals who are aged 3 through 21; were not born in any state; and have not been attending one or more schools in any one or more states for more than 3 full academic years.” The term ‘State’ means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(Data source: PEIMS 40100)

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Migrant: The count and percentage of students that meet the following criteria: Student is (ages 3-21), or the student's parent, spouse, or guardian is a migratory agricultural worker, including a migratory dairy worker, or a migratory fisher, and who, in the preceding 36 months, in order to obtain, or accompany such parent, spouse, or guardian in order to obtain, temporary or seasonal employment in agricultural or fishing work: 1) has moved from one school district to another; or 2) resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. *(Data source: PEIMS 40100)*

Title I: The count and percentage of students participating in a program authorized under Elementary and Secondary Education Act (ESEA), Title I, Part A of the Improving America's Schools Act. *(Data source: PEIMS 41461)*

Military Connected: The count and percentage of students who are dependents of an active duty or former member of the United States military, the Texas National Guard, or a reserve force of the United States military, or who are dependents of a member of the United States military, the Texas National Guard, or a reserve force of the United States military who was killed in the line of duty. *(Data source: PEIMS 40100)*

At-Risk: The count and percentage of students identified as being at risk of dropping out of school as defined by [TEC §29.081\(d\) and \(d-1\)](#).

number of students in the 2022–23 school year considered as at risk

total number of students

(Data source: PEIMS 40110)

Student by Instructional Program:

The count and percentage of students served in programs and/or courses for special education, career and technical education, career and technical education (grades 9– 12 only), bilingual/ESL education, or gifted and talented education. The percentages do not total to 100 because students may participate in more than one of these programs. *(Data source: TSDS PEIMS 40110, 41163 and 41169)*

Students with Disabilities by Type of Primary Disability: The count of students disaggregated by primary disability. The TAPR and Texas Performance Reporting System (TPRS) uses five categories of primary disability: Students with Intellectual Disabilities, Students with Physical Disabilities, Students with Autism, Students with Behavioral Disabilities, and Students with Non-Categorical Early Childhood. Additional information is provided below.

Students with Intellectual Disabilities (PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)
- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (PEIMS disability codes 01, 03, 04, 05, 09)

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- 01—Orthopedic Impairment (OI)
- 03—Auditory Impairment (AI)
- 04—Visual Impairment (VI)
- 05—Deaf-Blind (DB)
- 09—Speech Impairment

Students with Autism (PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)
- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: PEIMS 41163)

Mobility: The count and percentage of students who have been in membership for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2021–22

**number of students who were in membership at any time during the
2021–22 school year**

This rate is calculated at the state, region, district, and campus level and is disaggregated by race/ethnicity, economically disadvantaged status, special education status, and emergent bilingual students/English learner status. The mobility rates shown are based on the count of mobile students identified at the campus level. The district mobility rate reflects school-to-school mobility within the same district or from outside the district. The region mobility rate reflects school-to-school mobility within the same region or from outside the region. *(Data source: PEIMS 42400)*

Attrition Rate: The percentage of students enrolled in fall 2021-22 who did not return to the same campus in the fall of 2022-23. This calculation is adjusted to account for the grade levels available to students at each campus as well as additional factors. For instance, students were excluded from the calculation if the campus in which they were enrolled in 2021-22 did not offer the next grade they were expected to move into in 2022-23 or if they were at a campus in 2021-22 that was no longer active in 2022-23. Students who were retained in grade, including those in Grade 12, remained in the calculation.

Some campuses may not receive an attrition rate because all of their students are excluded from the attrition denominator due to their subsequent grade level not being offered at that campus in 2022-23.

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Examples of such campuses are campuses that serve single grade levels or campuses that changed the grades offered in 2022-23. Attrition Rate is calculated as follows:

number of students enrolled in fall 2021 – number of students who returned in fall 2022

number of students enrolled in fall 2021

Aggregations of campus denominators and numerators are created for district, region and state levels, and rates for each of those levels are calculated from these sums.

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2022 in the same grade in which they were reported for the last six-week period of the prior school year (2021–22).

number of students enrolled in the same grade from one school year to the next

number of students enrolled from one school year who return the next year or who graduate

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR and TPRS show retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2021–22](#) available from TEA. (Data source: PEIMS 40110)

Data Quality (*not on campus profile*): The percentage of errors made by the district in the PEIMS Student Leaver Data.

Percent of Underreported Students. Underreported students are 7th–12th graders who were enrolled at any time during the prior year, who are not accounted for through district records or TEA processing in the current year, and for whom the district did not submit a leaver record. A district is required to submit a leaver record for any student served in grades 7–12 the previous year unless the student received a Texas high school equivalency certificate (TxCHSE) certificate by August 31, is a previous Texas public school graduate, moved to and enrolled in another Texas public school district, or returned to the district by the end of the school start window. (For 2021–22 the end of the school-start window was September 30, 2022)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2021–22 school year

(Data source: Texas High School Equivalency Certificate Information File; PEIMS 40100, 40110, 42400, and 42500)

Class Size Averages by Grade and Subject: The average class size by grade (elementary) or selected subjects (secondary classes).

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For secondary classes, averages are determined by totaling the number of students served (in a subject at the campus) and dividing that sum by the count of classes for that subject.

For elementary classes, the average is determined based on the instructional model. If an elementary teacher teaches all subjects to the same group of fourth graders all day, the class size average is simply the number of fourth grade students served by that teacher. If an elementary teacher teaches a single subject to five different sections of fourth graders each day, however, the average is calculated the same way as for secondary subjects. For example, one fourth grade science teacher teaches five science classes each day with 18, 20, 19, 21, and 22 students in each class. The total of 100 students divided by the five classes produces an average class size of 20 students for that teacher.

The following rules apply to the average class sizes:

- Classes identified as serving regular, compensatory/remedial, gifted and talented, career and technical, and honors students are included in the calculation.
- English language arts (ELA), mathematics, science, social studies, languages other than English, computer science, and career and technical education are included in the calculation, as are self-contained classrooms.
- Classes where the number of students served is reported as zero are not included.
- Service codes with the “SR” prefix are not included.
- Teacher roles coded as “teacher” and/or “substitute teacher” are included.
- Only class settings coded as “regular class” are included.
- Missing partial FTE counts are not included.
- Elementary classes in which the number of students exceeds 100 are not included.
- Mixed grade-level class averages are not included.

(Data source: PEIMS 30090)

Staff Information (2022–23)

Total Staff: The total count of staff which includes professional staff (teachers, professional support, administrators), educational aides, and (on the district profile) auxiliary staff. *(Data source: PEIMS 30040, 30050, and 30090)*

Professional Staff: The full-time equivalent (FTE) count of teachers, professional support staff, campus administrators, and on the district profile, central office administrators. Staff are grouped according to roles as reported in PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30040, 30050, and 30090)*

Educational Aides: The count and percentage of paraprofessional staff who are reported with a role of 033 (Educational Aide) or 036 (Certified Interpreter). The FTE counts of educational aides are expressed as a percentage of the total staff FTEs. See Appendix B for all PEIMS Role IDs. *(Data source: PEIMS 30090)*

Auxiliary Staff *(not on campus profile):* The count of full-time equivalent (FTE) staff reported in PEIMS employment and payroll records who are not reported in the PEIMS 30090 Staff – Responsibilities

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record. The auxiliary staff (and educational aide who performs routine classroom tasks under the general supervision of a certified teacher or teaching team) are expressed as a percentage of total staff. For auxiliary staff, the FTE is the value of the percentage of day worked. *(Data source: PEIMS 30060 and 30090)*

Librarians and Counselors (Headcount): The headcount of librarians and counselors is based on full-time equivalent (FTE) for full-time and part-time headcounts. Librarians and counselors are considered part-time when the FTE count is less than or equal to .85 (For example, if an FTE count is less than or equal to .85, the part-time headcount is equal to 1).

Librarians and counselors are headcounts, not sums of FTEs. The district headcount is not a sum of the campus headcount. For example, a counselor spends 50 percent of their time at the elementary (0.50 FTE) and 50 percent of their time at the high school (0.50 FTE). On each of the campus reports, this counselor will be reflected as 1.0 part-time counselor. On the district report, the counselor will be reflected as 1.0 full-time counselor since the FTE count is greater than .85 (0.50 FTE plus 0.50 FTE=1.0 FTE). See Appendix B for PEIMS Role IDs (Professional Support Staff). *(Data source: PEIMS 30040, 30050, and 30090)*

Total Minority Staff: The total count of minority staff is the sum of the FTE counts for all non-white staff groups (African American, Hispanic, American Indian, Asian, Pacific Islander, and Two or More Races). The minority staff FTE count is expressed as a percentage of the total staff FTE. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Ethnicity and Sex: The counts of teacher FTEs by ethnic group and by sex. Counts are also expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Highest Degree Held: The distribution of degrees held by teachers. The FTE counts of teachers with no degree, a bachelor's degree, a master's degree, or a doctorate are expressed as a percentage of the total teacher FTEs. *(Data source: PEIMS 30040, 30050, and 30090)*

Teachers by Years of Experience: The FTE count of teachers by total years of experience for the individual, not necessarily years of experience in the district or campus. Teacher counts within each range of experience are expressed as a percentage of total teacher FTEs. Teachers are reported with zero years of experience (first year teachers), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: PEIMS 30040, 30050, and 30090)*

Experience of Campus Leadership: The average years of experience for principals and assistant principals.

Average Years as Principal: The number of completed years of experience as a principal, regardless of district or interruption in service. These amounts are added together and divided by the number of all principals reported for the campus.

Average Years as Principal with District: The number of years a principal is employed in the district regardless of any interruption in service. The amounts are added together and divided by the number of principals reported for the district.

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Average Years as Assistant Principal: The number of completed years of experience as assistant principal, regardless of district or interruption of service. The amounts are added together and divided by the number of assistant principals reported for the campus.

Average Years as Assistant Principal with District: The number of years employed as assistant principal in the district regardless of any interruption in service. These amounts are added together and divided by the number of assistant principals reported for the district.

(Data source: PEIMS 30050)

Average Years Experience of Teachers: The average number of completed years of professional experience, regardless of district. Weighted averages are calculated by multiplying each teacher’s FTE coefficient (1 for a full-time teacher, .75 for a three-quarter-time teacher, and .5 for a half-time teacher, for example) by his or her years of experience. These amounts are added together and divided by the sum of all teachers’ FTE coefficients. *(Data source: PEIMS 30040, 30050, and 30090)*

Average Years Experience of Teachers with District: The average number of years employed in the district regardless of any interruption in service. Weighted averages are calculated by multiplying each teacher’s FTE coefficient by his or her years of experience in the district. These amounts are added together and divided by the sum of all teacher’s coefficients. *(Data source: PEIMS 30050)*

Average Teacher Salary by Years of Experience (regular duties only): Total pay for all teachers in each category divided by the total teacher FTE count in that category. For the purpose of this calculation, the total actual salary amount is pay for regular duties only and does not include supplemental pay. For teachers who also have non-teaching roles, only the portion of time and pay dedicated to classroom responsibilities is factored into the average teacher salary calculation. Teachers are reported with zero years of experience (first year teacher), 1–5 years, 6–10 years, 11–20 years, 21–30 years, and over 30 years. *(Data source: PEIMS 30060)*

Average Actual Salaries (regular duties only): For each category, the total salary for that category divided by the total FTE count for that category. Only payment for regular duties is included in the total salary; supplemental payments for extra duties (e.g., coaching, band and orchestra assignments, club sponsorships) are not included. See Appendix B for lists of the PEIMS role IDs included in each category.

Teachers. Teachers, special duty teachers, and substitute teachers. Substitute teachers are either temporarily hired to replace a teacher or hired permanently on an as-needed basis. The District Teacher Salary Report and Graph also uses this definition in creating counts for various salary ranges.

Professional Support. Therapists, nurses, librarians, counselors, and other campus professional personnel.

Campus Administration (School Leadership). Principals, assistant principals, and other administrators reported with a specific school ID.

Central Administration (not on campus profile). Superintendents, presidents, chief executive officers, chief administrative officers, business managers, athletic directors, and other administrators reported with a central office ID and not a specific school ID.

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Instructional Staff Percent (*district profile only*): The percentage of the district's FTEs whose job function was to provide classroom instruction directly to students during the 2021–22 school year. The instructional staff percent is a district-level measure and is calculated as follows:

$$\frac{\text{total number of hours for district staff who were reported under expenditure object codes 6112, 6119, and 6129, and function codes 11, 12, 13, and 31}}{\text{total number of hours worked by all district employees}}$$

Contact the Division of Financial Compliance at (512) 463-9095 for further details about this measure. (*Data source: PEIMS 30040, 30050, and 30090*)

Turnover Rate for Teachers (*not on campus profile*): The percentage of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23. It is calculated as the total FTE count of teachers from the fall of 2021–22 who were not employed in the district in the fall of 2022–23, divided by the total teacher FTE count for the fall of 2021–22. Staff who remained employed in the district but not as teachers also count toward teacher turnover. (*Data source: PEIMS 30040 and 30090*)

Staff Exclusions (*not on campus profile*): The counts of individuals who serve public school students but are not included in the FTE totals for any of the other employee statistics. There are two types of these entries: individuals participating in a shared services arrangement and individuals on contract with the district to provide instructional services.

Shared Services Arrangement (SSA) Staff are staff who work in schools located in districts other than their employing district or whose assigned organization (in PEIMS) shows a code of 751, indicating that they are employed by the fiscal agent of an SSA. Only the portion of a person's total FTE amount associated with the school in another district (or with the 751 organization code) is counted as SSA. SSA staff are grouped into three categories: Professional Staff (which includes teachers, administrators, and professional support); Educational Aides; and Auxiliary Staff. Note that SSA Auxiliary Staff are identified by the type of fund from which they are paid.

Contracted Instructional Staff (District and Campus Profiles) refers to counts of instructors for whom the district has entered into a contractual agreement with some outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They are never employees of the reporting school district. (*Data source: PEIMS 30055 and 30060*)

Contracted Instructional Staff: The count of individuals who are not regular classroom teachers who have signed a contract with a district, nor are they shared services arrangement employees. Rather, these are instructors for whom the district has entered into a contractual agreement with an outside organization. Through the contract, the outside organization has committed to supplying instructional staff for the district. They include, but are not limited to, speech therapists, occupational therapists, and any other professional contracted staff working in a classroom on a dedicated basis. (*Data source: PEIMS 30055*)

Teacher Incentive Allotment (TIA): The headcount of teachers who received incentive allotment per House Bill 3 and TEC Sec. 48.112 and average TIA payout by categories of Recognized, Exemplary and Master for the 2022-23 school year. (*Data source: Division of District Talent Systems*)

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Teachers by Program (*population served*): The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. (*Data source: PEIMS 30040, 30050, and 30090*)

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Appendix A

Advanced Academic Courses

- All courses shown were for the 2020–21 school year.
- An “A” prefix indicates a College Board Advanced Placement course.
- An “I” prefix indicates an International Baccalaureate course.
- Dual credit courses are not specifically shown on this list.

English Language Arts

Course Code	Course Name
I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVEL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVEL
I3220900	IB LITERATURE & PERF STD LEVEL
I3366020	IB PHILOSOPHY HIGHER LEVEL
03221100	RESEARCH/TECHNICAL WRITING
03221200	CREATIVE WRITING
03221500	LITERARY GENRES (LIT GENR)
03221600	HUMANITIES (FIRST TIME TAKEN)
03221800	INDEP STUDY/ENGLISH (1ST TIME)
03231000	INDEP STUDY/JOURNALISM (1ST)
03231902	ADV BROADCAST JOURNALISM III
03240400	ORAL INTERPRETATION III
03240800	DEBATE III (DEBATE 3)
03241100	PUBLIC SPEAKING III (PUBSPKG3)
03241200	INDEP STUDY/SPEECH (1ST TIME)
A3220100	AP ENGLISH LANGUAGE AND COMP
A3220200	AP ENGLISH LITERATURE AND COMP

Mathematics

Course Code	Course Name
A3580110	AP COMPUTER SCIENCE A - MATH
A3580120	AP COMPUTER SCIENCE A - LOTE
I3580310	IB COMP SCI A - HIGHR LVL MATH
I3580320	IB COMP SCI A - HIGHR LVL LOTE
03101100	PRECALCULUS (PRE CALC)
03102500	INDEP STUDY IN MATH (1ST TIME)
03102501	INDEP STUDY IN MATH (2ND TIME)

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Course Code	Course Name
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES
13016700	ACCOUNTING II
13016900	STAT & BUSINESS DECISION MAKING
13018000	FINANCIAL MATHEMATICS
13020970	MATH FOR MEDICAL PROFESSIONALS
13032950	MANU ENGINEERING TECHNOLOGY II
13036700	ENGINEERING MATHEMATICS
13037050	ROBOTICS II
13037600	DIGITAL ELECTRONICS
A3100101	AP CALCULUS AB
A3100102	AP CALCULUS BC
A3100200	AP STATISTICS (APSTATS)
I3100100	IB MATHEMATICAL STUDIES STAN.
I3100200	IB MATHEMATICS STANDARD LEVEL
I3100300	IB MATHEMATICS HIGHER LEVEL
I3100400	IB FURTHER MTHEMATICS HIGH LVL
I3100500	IB MATH ANALYS & APRCH STD LVL
I3100600	IB MATH ANALYS & APRCH HGH LVL
I3100700	IB MATH APS & INTERPT STD LVL
I3100800	IB MATH APPS & INTERPT HGH LVL

Technology Applications

Course Code	Course Name
03580200	COMPUTER SCIENCE I
03580300	COMPUTER SCIENCE II (TACS2)
A3580300	AP COMPUTER SCIENCE PRINCIPLES
I3580200	IB COMPUTER SCIENCE STD LEVEL
I3580400	IB INFO TECH-GLOBL SOC STD LVL
I3580500	IB INFO TECH-GLOBL SOC HIGH LVL

Fine Arts

Course Code	Course Name
03150400	MUSIC IV, BAND IV
03150800	MUSIC IV, ORCHESTRA IV
03151200	MUSIC IV, CHOIR IV
03151600	MUSIC IV, JAZZ ENSEMBLE IV
03152000	MUSIC IV, INSTRUMENTL ENSEM IV
03152400	MUSIC IV, VOCAL ENSEMBLE IV
03250400	THEATRE IV, THEATRE ARTS IV
03251000	THEATRE IV, THEATRE PROD IV

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Course Code	Course Name
03251200	TECHNICAL THEATRE IV (TH4TECH)
03502300	ART IV, DRAWING III
03502400	ART IV, PAINTING III
03502500	ART IV, PRINTMAKING III
03502600	ART IV, FIBERS III
03502700	ART IV, CERAMICS III
03502800	ART IV, SCULPTURE III
03502900	ART IV, JEWELRY III
03503100	ART IV, PHOTOGRAPHY III
03830400	DANCE IV, PRINCIPLES OF DANCE IV
A3150200	AP MUSIC THEORY
A3500100	AP ART HISTORY
A3500300	AP STUDIO ART: DRAWING PORTFOLIO
A3500400	AP STUDIO ART: 2-DIM DESIGN PORTF
A3500500	AP STUDIO ART: 3-DIM DESIGN PORTF
I3250200	MUSIC STUDIES, IB MUSIC SL
I3250300	MUSIC STUDIES, IB MUSIC HL
I3600100	ART, IB VISUAL ARTS HL
I3600200	ART, IB VISUAL ARTS SL
I3750200	THEATRE, IB THEATRE SL
I3750300	THEATRE, IB THEATRE HL
I3830100	DANCE, LEVEL III, IB DANCE I
I3830200	DANCE, LEVEL IV, IB DANCE II
I3830300	IB FILM STANDARD LEVEL
I3830400	IB FILM HIGHER LEVEL

Science

Course Code	Course Name
I3060001	IB SPORTS EXERCISE & HEALTH SCI ST LVL
I3060002	IB SPORTS EXERCISE & HEALTH SCI HGH LV
13000700	ADVANCED ANIMAL SCIENCE
13002100	ADV PLANT & SOIL SCIENCE
13020600	ANATOMY & PHYSIOLOGY
13020700	MEDICAL MICROBIOLOGY
13020800	PATHOPHYSIOLOGY
13023000	FOOD SCIENCE
13029500	FORENSIC SCIENCE
13036400	BIOTECHNOLOGY I
13036450	BIOTECHNOLOGY II
13037100	PRINCIPLES OF TECHNOLOGY
13037200	SCIENTIFIC RESEARCH & DESIGN
13037210	SCIENTIFIC RESEARCH & DESIGN II

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Course Code	Course Name
13037220	SCIEN RESEARCH & DESIGN III
13037300	ENG DESIGN & PROB SOLVING
13037500	ENGINEERING SCIENCE
A3010200	AP BIOLOGY
A3020000	AP ENVIRONMENTAL SCIENCE
A3040000	AP CHEMISTRY
A3050003	AP PHYSICS 1: ALGEBRA BASED
A3050004	AP PHYSICS 2: ALGEBRA BASED
A3050005	AP PHYSICS C: ELECTR&MAGNETISM
A3050006	AP PHYSICS C: MECHANICS
I3010201	IB BIOLOGY STANDARD LEVEL
I3010202	IB BIOLOGY HIGHER LEVEL
I3020000	IB ENVIRN SYS & SOC STND LEVEL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL
I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

Course Code	Course Name
A3220300	AP INTERNATIONAL ENGL LANGUAGE
I3302300	IB SOC & CULTRL ANTHRO STD LVL
I3302400	IB SOC & CULTRL ANTHRO HGH LVL
I3302500	IB GLOBAL POLITICS STAND LEVEL
I3302600	IB GLOBAL POLITICS HIGHER LVL
N1290325	IB BUSINESS & MGT STANDARD LVL
N1290326	IB BUSINESS & MGT HIGHER LEVEL
03310301	ECONOMICS ADV STUDIES (1ST)
03380001	SOCIAL STD ADV STDYS (1ST TME)
A3310100	AP MICROECONOMICS
A3310200	AP MACROECONOMICS
A3330100	AP U.S. GOVERNMENT & POLITICS
A3330200	AP COMPARATIVE GOVT & POLITICS
A3340100	AP UNITED STATES HISTORY
A3340200	AP EUROPEAN HISTORY
A3350100	AP PSYCHOLOGY
A3360100	AP HUMAN GEOGRAPHY (WRLD GEOG)
A3360200	AP HUMAN GEOGRAPHY (ELECTIVE)
A3370100	AP WORLD HISTORY
I3301100	IB HISTORY STANDARD LEVEL

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Course Code	Course Name
I3301200	IB HIST AFRICA&MIDEAST HGHR LV
I3301300	IB HIST OF AMERICAS HIGHER LVL
I3301400	IB HIST ASIA&OCEANIA HIGHR LVL
I3301500	IB HIST OF EUROPE HIGHER LEVEL
I3302100	IB GEOGRAPHY STANDARD LEVEL
I3302200	IB GEOGRAPHY HIGHER LEVEL
I3303100	IB ECONOMICS STANDARD LEVEL
I3303200	IB ECONOMICS HIGHER LEVEL
I3304100	IB PSYCHOLOGY STANDARD LEVEL
I3304200	IB PSYCHOLOGY HIGHER LEVEL
I3366010	IB PHILOSOPHY STANDARD LEVEL

Foreign Language

Course Code	Course Name
I3110300	IB LANGUAGE AB INITIO STD LEVL
03110400	LANG O/T ENGLISH IV - ARABIC
03110500	LANG O/T ENGLISH V - ARABIC
03110600	LANG O/T ENGLISH VI - ARABIC
03110700	LANG O/T ENGLISH VII-ARABIC
03110910	SEM LOT, ADV 1ST TIME, ARABIC
03110920	SEM LOT, ADV 2ND TIME, ARABIC
03110930	SEM LOT, ADV 3RD TIME, ARABIC
03120400	LANG O/T ENGLISH IV - JAPANESE
03120500	LANG O/T ENGLISH V-JAPANESE
03120600	LANG O/T ENGLISH VI - JAPANESE
03120700	LANG O/T ENGLISH VII-JAPANESE
03120910	SEM LOT, ADV 1ST TME, JAPANESE
03120920	SEM LOT, ADV 2ND TME, JAPANESE
03120930	SEM LOT, ADV 3RD TME, JAPANESE
03400400	LANG O/T ENGLISH IV - ITALIAN
03400500	LANG O/T ENGLISH V - ITALIAN
03400600	LANG O/T ENGLISH VI - ITALIAN
03400700	LANG O/T ENGLISH VII-ITALIAN
03400910	SEM LOT, ADV 1ST TIME, ITALIAN
03400920	SEM LOT, ADV 2ND TIME, ITALIAN
03400930	SEM LOT, ADV 3RD TIME, ITALIAN
03410400	LANG O/T ENGLISH IV - FRENCH
03410500	LANG O/T ENGLISH V - FRENCH
03410600	LANG O/T ENGLISH VI - FRENCH
03410700	LANG O/T ENGLISH VII - FRENCH
03410910	SEM LOT, ADV 1ST TIME, FRENCH
03410920	SEM LOT, ADV 2ND TIME, FRENCH
03410930	SEM LOT, ADV 3RD TIME, FRENCH

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Course Code	Course Name
03420400	LANG O/T ENGLISH IV - GERMAN
03420500	LANG O/T ENGLISH V - GERMAN
03420600	LANG O/T ENGLISH VI - GERMAN
03420700	LANG O/T ENGLISH VII - GERMAN
03420910	SEM LOT, ADV 1ST TIME, GERMAN
03420920	SEM LOT, ADV 2ND TIME, GERMAN
03420930	SEM LOT, ADV 3RD TIME, GERMAN
03430400	LOTE CLASSIC LNG, LVL IV LATIN
03430500	LOTE CLASSIC LNG, LVL V LATIN
03430600	LOTE CLASSIC LNG, LVL VI LATIN
03430700	LOTE CLASSIC LNG LVL VII LATIN
03440400	LANG O/T ENGLISH IV - SPANISH
03440440	SPANISH FOR SPAN SPEAKERS LVL4
03440500	LANG O/T ENGLISH V - SPANISH
03440600	LANG O/T ENGLISH VI - SPANISH
03440700	LANG O/T ENGLISH VII - SPANISH
03440910	SEM LOT, ADV 1ST TIME, SPANISH
03440920	SEM LOT, ADV 2ND TIME, SPANISH
03440930	SEM LOT, ADV 3RD TIME, SPANISH
03450400	LANG O/T ENGLISH IV - RUSSIAN
03450500	LANG O/T ENGLISH V - RUSSIAN
03450600	LANG O/T ENGLISH VI - RUSSIAN
03450700	LANG O/T ENGLISH VII-RUSSIAN
03450910	SEM LOT, ADV 1ST TIME, RUSSIAN
03450920	SEM LOT, ADV 2ND TIME, RUSSIAN
03450930	SEM LOT, ADV 3RD TIME, RUSSIAN
03470400	LANG O/T ENGLISH IV PORTUGUESE
03470500	LANG O/T ENGLISH V PORTUGUESE
03470600	LANG O/T ENGLISH VI PORTUGUESE
03470700	LANG O/T ENGLISH VII-PORTUGUES
03470910	SEM LOT, ADV 1ST TIME, PORTUGE
03470920	SEM LOT, ADV 2ND TIME, PORTUGE
03470930	SEM LOT, ADV 3RD TIME, PORTUGE
03490400	LANG O/T ENGLISH IV - CHINESE
03490500	LANG O/T ENGLISH V - CHINESE
03490600	LANG O/T ENGLISH VI - CHINESE
03490700	LANG O/T ENGLISH VII-CHINESE
03490910	SEM LOT, ADV 1ST TIME, CHINESE
03490920	SEM LOT, ADV 2ND TIME, CHINESE
03490930	SEM LOT, ADV 3RD TIME, CHINESE
03510400	LNG OTH THN ENG LVL IV VIETNAM
03510500	LNG OTH THN ENG LVL V VIETNAM
03510600	LNG OTH THN ENG LVL VI VIETNAM

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Course Code	Course Name
03510700	LNG OTH THN EN LVL VII VIETNAM
03510910	SEM LOT, ADV 1ST TIME, VIETNAM
03510920	SEM LOT, ADV 2ND TIME, VIETNAM
03510930	SEM LOT, ADV 3RD TIME, VIETNAM
03520400	LANG OTHR THN ENG LVL IV HINDI
03520500	LANG OTHR THAN ENG LVL V HINDI
03520600	LANG OTHR THN ENG LVL VI HINDI
03520700	LANG OTH THN ENG LVL VII HINDI
03520910	SEM LOT, ADV 1ST TIME, HINDI
03520920	SEM LOT, ADV 2ND TIME, HINDI
03520930	SEM LOT, ADV 3RD TIME, HINDI
03530910	SEM LOT, ADV 1ST TIME, URDU
03530920	SEM LOT, ADV 2ND TIME, URDU
03530930	SEM LOT, ADV 3RD TIME, URDU
03980400	LANG O/T ENGLISH IV - ASL
03996000	OTHER FOREIGN LANGUAGES IV
03996100	OTHER FOREIGN LANGUAGES V
03996200	OTHER FOREIGN LANGUAGES VI
03996300	OTHER FOREIGN LANGUAGES VII
11401910	SEM LOT, ADV 1ST TIME, TURKISH
11401920	SEM LOT, ADV 2ND TIME, TURKISH
11401930	SEM LOT, ADV 3TD TIME, TURKISH
11403610	SEM LOT, ADV 1ST TIME, KOREAN
11403620	SEM LOT, ADV 2ND TIME, KOREAN
11403630	SEM LOT, ADV 3RD TIME, KOREAN
A3120400	AP LANG & CULTURE - JAPANESE
A3400400	AP LANG & CULTURE - ITALIAN
A3410100	AP LANGUAGE & CULTURE - FRENCH
A3420100	AP LANGUAGE & CULTURE - GERMAN
A3430100	AP LATIN
A3440100	AP LANG & CULTURE - SPANISH
A3440200	AP LITER & CULTURE - SPANISH
A3490400	AP LANGUAGE & CULTURE - CHINESE
I3110400	IB LNG B MODRN LANG SL- ARABIC
I3110500	IB LNG B MODRN LANG HL- ARABIC
I3120400	IB LNG B MODRN LNG SL-JAPANESE
I3120500	IB LNG B MODRN LNG HL-JAPANESE
I3410400	IB LNG B MODERN LANG SL-FRENCH
I3410500	IB LNG B MODERN LANG HL-FRENCH
I3420400	IB LNG B MODERN LANG SL-GERMAN
I3420500	IB LNG B MODERN LANG HL-GERMAN
I3430400	IB LNG B CLASSIC LANG SL-LATIN
I3430500	IB LNG B CLASSIC LANG HL-LATIN

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Course Code	Course Name
I3440400	IB LNG B MODRN LANG SL-SPANISH
I3440500	IB LNG B MODRN LANG HL-SPANISH
I3450400	IB LNG B MODRN LANG SL-RUSSIAN
I3450500	IB LNG B MODRN LANG HL-RUSSIAN
I3480400	IB LNG B MODERN LANG SL-HEBREW
I3480500	IB LNG B MODERN LANG HL-HEBREW
I3490400	IB LNG B MODRN LANG SL-CHINESE
I3490500	IB LNG B MODRN LANG HL-CHINESE
I3520400	IB LANG B MODERN LANG SL-HINDI
I3520500	IB LANG B MODERN LANG HL-HINDI
I3996000	IB LANG B, MODRN LANG SL OTHER
I3996100	IB LANG B, MODRN LANG HL OTHER
03430910	CLS LNG SEM, ADV 1ST TME LATIN
03430920	CLS LNG SEM, ADV 2ND TME LATIN
03430930	CLS LNG SEM, ADV 3RD TME LATIN
03530400	LOE, LEVEL IV - URDU
03530500	LOE, LEVEL V - URDU
03530600	LOE, LEVEL VI - URDU
03530700	LOE, LEVEL VII - URDU
03980910	AMER SIGN LNG ADV STD 1ST TIME
03980920	AMER SIGN LNG ADV STD 2ND TIME
03980930	AMER SIGN LNG ADV STD 3RD TIME
11401400	LANG OTH ENG/LVLIV/TURK
11401500	LANG OTH ENG/LVLV/TURK
11401600	LANG OTH ENG/LVLVI/TURK
11401700	LANG OTH ENG/LVLVII/TURK
11403200	LANG OTH ENG/LVLIV/KOR
11403300	LANG OTH ENG/LVLV/KOR
11403400	LANG OTH ENG/LVLVI/KOR
11403500	LANG OTH ENG/LVLVII/KOR
03380021	SOCIAL STD ADV STDYS (2ND TME)

Career and Technical Education

Course Code	Course Name
N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

Course Code	Course Name
N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III

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Course Code	Course Name
N1290318	GIFD & TAL IND STUD MENTOR IV

Appendix B PEIMS Role Identifications (In Alphabetical Order by Label)

CENTRAL ADMINISTRATORS

004.....Assistant/Associate/Deputy Superintendent
 027.....Superintendent/CAO/CEO/President
 061.....Asst/Assoc/Deputy Exec Director
 062.....Component/Department Director
 063.....Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

003.....Assistant Principal
 020.....Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

012.....Instructional Officer
 028.....Teacher Supervisor
 040.....Athletic Director
 043.....Business Manager
 044.....Tax Assessor and/or Collector
 045.....Director - Personnel/Human Resources
 055.....Registrar
 060.....Executive Director

PROFESSIONAL SUPPORT STAFF

002Art Therapist
 005Psychological Associate
 006.....Audiologist
 007.....Corrective Therapist

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008.....	Counselor
011.....	Educational Diagnostician
013.....	Librarian
015.....	Music Therapist
016.....	Occupational Therapist
017.....	Certified Orientation & Mobility Specialist
018.....	Physical Therapist
019.....	Physician
021.....	Recreational Therapist
022.....	School Nurse
023.....	LSSP/Psychologist
024.....	Social Worker
026.....	Speech Therapist/Speech-Lang Pathologist
030.....	Visiting Teacher/Truant Officer
032.....	Work-Based Learning Site Coordinator
041.....	Teacher Facilitator
042.....	Teacher Appraiser
054.....	Department Head
056.....	Athletic Trainer
058.....	Other Campus Professional Personnel
064.....	Specialist/Consultant
065.....	Field Service Agent
079.....	Other ESC Professional Personnel
080.....	Other Non-Campus Professional Personnel
100.....	Instructional Materials Coordinator
101.....	Legal Services
102.....	Communications Professional
103.....	Research/Evaluation Professional
104.....	Internal Auditor
105.....	Security
106.....	District/Campus Information Technology Professional
107.....	Food Service Professional
108.....	Transportation
109.....	Athletics
110.....	Custodial
111.....	Maintenance
112.....	Business Services Professional
113.....	Other District Exempt Professional Auxiliary
114.....	Other Campus Exempt Professional Auxiliary
115.....	Psychiatric Nurse
116.....	Licensed Clinical Social Worker
117.....	Licensed Professional Counselor
118.....	Licensed Marriage & Family Therapist
TEACHERS	
087.....	Teacher
047.....	Substitute Teacher
EDUCATIONAL AIDES	
033.....	Educational Aide
036.....	Certified Interpreter

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AUXILIARY STAFF

Employment record, but no responsibility records.

* Administrators reported with these roles are categorized as central office or campus, depending on the organization ID reported for them.