

Ore City Independent School District
Ore City High School
2021-2022 Campus Improvement Plan



Mission Statement

To provide our students access to meaningful, productive lives through quality education.

Vision

Every graduate ready for college, career, and life.

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Achievement 4
 - School Culture and Climate 5
 - Staff Quality, Recruitment, and Retention 6
 - Curriculum, Instruction, and Assessment 7
 - Parent and Community Engagement 8
 - School Context and Organization 9
 - Technology 10
- Priority Problem Statements 11
- Comprehensive Needs Assessment Data Documentation 12
- Goals 14
 - Goal 1: Ore City High School will demonstrate and sustain increased State Assessment scores for all subjects and in all sub-population groups to achieve a rating of A in the A-F rating system , with 7 of 7 Distinction Designations from the Texas Education Agency. 15
- State Compensatory 21
 - Budget for Ore City High School 22
 - Personnel for Ore City High School 22
- Title I Personnel 22
- Campus Leadership Team 23
- Addendums 24

Comprehensive Needs Assessment

Demographics

Demographics Summary

Ore City High School is an established learning community that has not seen drastic changes since its creation in 1962-1963. OCHS enrollment has increased in the past 7 years from 196 in 2012-2013 to 280 in 2020-2021. Our student population contains 7 Emergent Biligual students , 13 Gifted and Talented students, 41 Special Education students, 148 At-Risk students, and 173 Economically Disadvantaged student. Our teacher to student ratio is 1:13.

Demographics Strengths

Our teacher to student ration allows for smaller, more meaningful/engaging instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: We must continue to know, understand, and address the needs of our students who are identified as At-Risk. **Root Cause:** High rate of Economically Disadvantaged Students

Student Achievement

Student Achievement Summary

Longitudinally, our students have made consistent progress in regards to STAAR EOC testing. Students did not STAAR test in 2019-2020 due to Covid-19.

<u>EOC Scores</u>	Longitudinal Data			
	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2021</u>
Algebra 1	92	95	87	81
Biology	97	100	97	93
English I	79	79	79	69
English II	82	88	79	76
U.S. History	98	98	98	95

Student Achievement Strengths

Our students have not dropped below the state average in over 5 years.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Our course failures, student failures, and student attendance continue to be areas of concern **Root Cause:** Poor attendance

School Culture and Climate

School Culture and Climate Summary

Ore City will continue to foster a culture of respect while encouraging a climate of success. We have many events to foster good parent/teacher relationships, such as Hot Dog Suppers, Meet the Teacher Night, and numerous extra-curricular events. Survey results show that 79% of OCHS students have participated in community service projects or volunteer work.

School Culture and Climate Strengths

Our local churches as well as business' support our students and staff by contributing time volunteering, as well as donating food and supplies.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Being purposeful about growing a culture of Teamwork with new employees. **Root Cause:** Time for mentoring

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

100% of teaching staff are highly qualified. Teachers are provided PLC (professional learning communities) periods with content cohorts, as well as common conference planning periods with other cross-curricular teams. Thus, insuring that team planning, data collection, and data disaggregation occurs daily and individual teachers have the support of the entire staff.

Staff Quality, Recruitment, and Retention Strengths

95% of OCHS teachers agree that the principal is approachable and supportive when it comes to meeting the needs of the students, as well as the faculty and staff, and that the principal provides consistent and positive reinforcement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Meaningful and applicable professional development for all educators

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

OCHS teachers plan and deliver instruction based on the district scope and sequence. TEKS Resource System is used for our curriculum to ensure that the TEKS are being covered to the rigor and depth needed.

Curriculum, Instruction, and Assessment Strengths

OCHS uses unit assessments to monitor taught and assessed curriculum. All unit assessments are uploaded into DMAC. From there, we are able to track our strengths and weaknesses. Data is consistently tracked and disseminated.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Focus on knowing the verbs of the TEKS and increase technological literacy by using digital platforms for classroom work. **Root Cause:** Lack of knowing/understanding verbs.

Parent and Community Engagement

Parent and Community Engagement Summary

OCHS has various opportunities throughout the school year for family and community involvement which include serving on various teams/committees/clubs/organizations. It is difficult to get the amount of parental involvement our school needs. This is largely due to the independent nature of our students' ages.

Parent and Community Engagement Strengths

OCHS supports family and community members by offering the following services throughout the year: SHAC sponsored Health Fair done in conjunction with our Ice Cream Social, community blood drives, Crush Cancer 5K, Mobile Mammogram Unit, and pet vaccination clinics. We also encourage healthy family relationships by offering families the time to come together at events such as the Veteran's Program, athletic events, band recitals, and other extra-curricular activities.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Building stronger relationships with our Hispanic families **Root Cause:** Language barriers

School Context and Organization

School Context and Organization Summary

OCHS is a Title I campus that serves 261 students with approximately 60% of those students being identified as Economically Disadvantaged.

School Context and Organization Strengths

We have implemented a blocked lunch schedule that allows all students access to optional, as well as mandatory tutorial opportunities. This time is also used for UIL academic practice, TMSCA practice, campus organization meetings, as well as class meetings.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Consciously guarding instruction time against excessive students absences due to extra-curricular activities in addition to unexcused absences. **Root Cause:** Poor attendance

Problem Statement 2: Student involvement in extra-curricular activities **Root Cause:** Lack of motivation/reason to participate

Technology

Technology Summary

OCHS is dedicated to providing students with one-to-one technology access in ALL classrooms that include Chromebooks, Surface Pros, and Virtual Learning Programs. This one-to-one access has a profound impact on our students being prepared for their lives beyond high school.

Technology Strengths

One-to-one technology access as well as participation in programs such as Newsela, Edmentum and MAPS.

Problem Statements Identifying Technology Needs

Problem Statement 1: Keeping up with/growing with technology **Root Cause:** Ever changing updates with technology

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR EL progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- SAT and/or ACT assessment data
- PSAT

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- STEM/STEAM data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data


- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Other additional data

Goals

Goal 1: Ore City High School will demonstrate and sustain increased State Assessment scores for all subjects and in all sub-population groups to achieve a rating of A in the A-F rating system, with 7 of 7 Distinction Designations from the Texas Education Agency.

Performance Objective 1: To have at least 90% growth measure for all students and all subgroups on ELA, Math, Science, and Social Studies measures.





Evaluation Data Sources: STAAR EOC data

Strategy 1 Details	Reviews			
<p>Strategy 1: Create attendance clerk position to assist in tracking students at-risk of failing due to poor attendance.</p> <p>Strategy's Expected Result/Impact: Increase student attendance Decrease students at-risk</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6, 3.2 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Each teacher that teaches an EOC test will disaggregate 2020-2021 State Assessment data using DMAC information system.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Principal Teachers by department</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Each teacher will meet within their respective departments and determine necessary interventions and student needs as a result of testing results. All students who were not successful on their STAAR assessments will participate in HB4545 remediation as part of MTSS.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Assessments in all core subjects will be administered pre and post tests to assess prior knowledge as well as measure student growth.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Teachers TEKScore Specialist</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Relevant professional development opportunities will be set based on staff-development needs assessment as well as the goal setting component in T-TESS.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Principal Teachers Curriculum Director</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Tutoring will be available before, during, and after school per HB4545.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
<p>Strategy 7: Increase the number of students who score at Meets and/or Masters Grade Level for each STAAR tested subject by using high-yield teaching strategies, TEKS Resource IFD.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Principal Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 8 Details	Reviews			
<p>Strategy 8: Social Studies, Science, Math, and ELA Core Academic teachers will have a common planning period built into the master schedule.</p> <p>Strategy's Expected Result/Impact: Increase teacher effectiveness Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
<p>Strategy 9: Implement new MTSS/HB4545 plan for At-Risk population.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Increase graduation rate Positively impact student success</p> <p>Staff Responsible for Monitoring: RtI Coordinator Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 10 Details	Reviews			
<p>Strategy 10: Identify at-risk students that may not pass state assessments, not be on track for graduation, and/or potentially drop out of school.</p> <p>Strategy's Expected Result/Impact: Increase graduation rate Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: Principal Counselor Teachers At-Risk Coordinator Attendance Clerk</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 11 Details	Reviews			
<p>Strategy 11: Evaluate students for placement in special programs. Students will be placed in special programs based upon individual need as determined by eligibility and need.</p> <p>Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success</p> <p>Staff Responsible for Monitoring: RtI Coordinator Special Education Director Diagnostician Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June





Strategy 12 Details	Reviews			
<p>Strategy 12: Each student will have a Personal Graduation Plan. Strategy's Expected Result/Impact: Increase STAAR scores Increase graduation rate Positively impact student success Staff Responsible for Monitoring: Counselor At-Risk Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 13 Details	Reviews			
<p>Strategy 13: Students who do not meet Approaches standard for EOC's will retake course. Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success Staff Responsible for Monitoring: Principal Testing Coordinator Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 14 Details	Reviews			
<p>Strategy 14: Rebel Response for all students. Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success Staff Responsible for Monitoring: Teachers Special Education Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 15 Details	Reviews			
<p>Strategy 15: All teachers will be highly qualified as required by ESSA. New teachers will be required to participate in a mentoring program. Strategy's Expected Result/Impact: Increase teacher effectiveness Increase STAAR scores Positively impact student success Staff Responsible for Monitoring: Principal Mentor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy 16 Details	Reviews			
Strategy 16: All para-professionals will be highly qualified. Strategy's Expected Result/Impact: Increase para-professional effectiveness Increase STAAR scores Positively impact student success Staff Responsible for Monitoring: Principal Special Programs Director Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 17 Details	Reviews			
Strategy 17: Staff will share good practices with each other across curriculums. Strategy's Expected Result/Impact: Increase teacher effectiveness Increase STAAR scores Positively impact student success Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 18 Details	Reviews			
Strategy 18: Continue Pre-Algebra and Math Test Prep for struggling math students. Strategy's Expected Result/Impact: Increase STAAR scores Positively impact student success Staff Responsible for Monitoring: Principal Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - Comprehensive Support Strategy	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Ore City High School will demonstrate and sustain increased State Assessment scores for all subjects and in all sub-population groups to achieve a rating of A in the A-F rating system, with 7 of 7 Distinction Designations from the Texas Education Agency.

Performance Objective 2: To have 100% of graduating seniors college, career, or military ready by graduation.

Strategy 1 Details	Reviews			
Strategy 1: TSI Math and English college prep courses for students who are not TSI complete. Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Teachers At-Risk Coordinator Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Pay for all juniors to take the TSI Strategy's Expected Result/Impact: Positively impact student success Increase the number of TSI participation. Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 2.4	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Offer ACT testing on our high school campus Strategy's Expected Result/Impact: Positively impact student success Increase the number of ACT participation Staff Responsible for Monitoring: Counselor Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
Strategy 4: Offer certificates for CTE course Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Offer dual enrollment/credit course. Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Counselor Teachers Title I Schoolwide Elements: 2.4, 2.5	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Allow and encourage recruitment on campus as well as invite guest speakers Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: Military recognition for previous graduates honoring current and former military personnel. Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Counselor Teachers Title I Schoolwide Elements: 2.5, 2.6	Formative			Summative
	Nov	Jan	Mar	June
Strategy 8 Details	Reviews			
Strategy 8: Attend college and career fair. Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Counselor Teachers Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
Strategy 9 Details	Reviews			
Strategy 9: FAFSA annual family meeting. Strategy's Expected Result/Impact: Positively impact student success Staff Responsible for Monitoring: Principal Counselor Title I Schoolwide Elements: 2.5, 2.6, 3.1, 3.2	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

State Compensatory

Budget for Ore City High School

Total SCE Funds: \$956,858.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

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Personnel for Ore City High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Joshua Furlow	HS Teacher/Coach	1
Sally Hearle-Cariker	HS Teacher	1
Sarah Walters	HS Library Aide	1
Wendy Henson	HS Teacher	1

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karina Garza	HS ESL Aide	ESL/EB	1
Pamela Walker-Slaughter	HS Instructional Aide	ISS	1

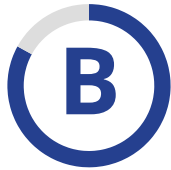
Campus Leadership Team

Committee Role	Name	Position
Administrator	Nathan Heflin	High School Principal
District-level Professional	Kimberly Freeman	Federal Programs Director
Non-classroom Professional	Deb Tilley	High School Counselor
Parent	Bruce Coppedge	Parent
Parent	Geni Jackson	Parent Representative
Community Representative	Angie Edwards	Ore City Mayor
Classroom Teacher	Wendy Henson	HS ELA Teacher
Classroom Teacher	Sally Cariker	HS Science Teacher
Classroom Teacher	Tara Stewart	HS Math Teacher
Classroom Teacher	Brian Gaddis	HS Social Studies Teacher
Classroom Teacher	Kenneth Adcock	HS Electives Teacher
Administrator	Travis Orms	HS Assistant Principal

Addendums

CHANGE OVER TIME

HOW WELL DID THIS SCHOOL PERFORM OVERALL?



83 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

CHANGE OVER TIME

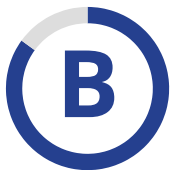
2017-18
Met Standard
86 out of 100

2018-19
B
83 out of 100

This section showcases annually the overall grade of this campus to showcase their improvement over time. The overall grade is based on performance in the three domains listed below.

OVERALL PERFORMANCE DETAILS

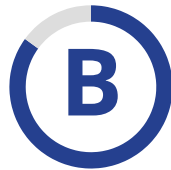
STUDENT ACHIEVEMENT



85 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

SCHOOL PROGRESS



85 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

CLOSING THE GAPS



78 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

- ✗ **ACADEMIC ACHIEVEMENT IN SCIENCE**
- ✓ **TOP 25%: COMPARATIVE ACADEMIC GROWTH**
- ✗ **ACADEMIC ACHIEVEMENT IN MATHEMATICS**
- ✗ **POST-SECONDARY READINESS**

- ✓ **ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING**
- ✗ **TOP 25%: COMPARATIVE CLOSING THE GAPS**
- ✓ **ACADEMIC ACHIEVEMENT IN SOCIAL STUDIES**

Grades Served 9-12 **Student Enrollment Details** 263 Students Enrolled **District** ORE CITY ISD **Address** P O BOX 100, ORE CITY, TX 75683


HOW ARE SCORES CALCULATED?



STUDENT ACHIEVEMENT

Component	Score	% of grade
STAAR Performance	91	40%
College, Career, and Military Readiness	77	40%
Graduation Rate	90	20%
Total	85	100%



SCHOOL PROGRESS

The higher score of Academic Growth or Relative Performance is used.

Component	Score	% of grade
Academic Growth	85	100%
Relative Performance	82	
Total	85	100%



CLOSING THE GAPS

Component	Score	% of grade
Grade Level Performance	78	55.6%
Academic Growth/Graduation Rate	67	11.1%
Student Achievement	40	33.3%
Total	78	100%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 001

2018 - 2019 Fall Collection, Accepted Submission

TOTAL ENROLLMENT 263

ENROLLMENT BY GRADE	Count	%Enroll	ENROLLMENT BY ETHNICITY	Count	%Group	%Enroll	BILINGUAL	Count	%Group	%Enroll
EARLY EDUCATION	0	0.00%	AMER. INDIAN/ALASKAN	3	1.14%	1.14%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
PRE-KINDERGARTEN	0	0.00%	ASIAN	2	0.76%	0.76%	ASIAN	0	0.00%	0.00%
KINDERGARTEN	0	0.00%	BLACK/AFRICAN AMER.	20	7.60%	7.60%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
GRADE 1	0	0.00%	HISPANIC/LATINO	43	16.35%	16.35%	HISPANIC/LATINO	0	0.00%	0.00%
GRADE 2	0	0.00%	WHITE	183	69.58%	69.58%	WHITE	0	0.00%	0.00%
GRADE 3	0	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
GRADE 4	0	0.00%	TWO OR MORE	12	4.56%	4.56%	TWO OR MORE	0	0.00%	0.00%
GRADE 5	0	0.00%	TOTAL	263	100.00%	100.00%	TOTAL	0	0.00%	0.00%
GRADE 6	0	0.00%								
GRADE 7	0	0.00%								
GRADE 8	0	0.00%								
GRADE 9	57	21.67%								
GRADE 10	80	30.42%								
GRADE 11	69	26.24%								
GRADE 12	57	21.67%								
TOTAL	263	100.00%								

ENROLLMENT BY SEX	Count	%Enroll	MIGRANTS	Count	%Group	%Enroll
MALE	137	52.09%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
FEMALE	126	47.91%	ASIAN	0	0.00%	0.00%
TOTAL	263	100.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
			HISPANIC/LATINO	0	0.00%	0.00%
			WHITE	0	0.00%	0.00%
			HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
			TWO OR MORE	0	0.00%	0.00%
			TOTAL	0	0.00%	0.00%

ADA ELIGIBILITY	Count	%Enroll	ESL	Count	%Group	%Enroll
"0" ENROLLED, NOT IN MEMBERSHIP	0	0.00%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
"1" ELIGIBLE FOR FULL DAY	235	89.35%	ASIAN	0	0.00%	0.00%
"2" ELIGIBLE FOR HALF DAY	0	0.00%	BLACK/AFRICAN AMER.	0	0.00%	0.00%
"3" TRANSFER FOR FULL DAY	28	10.65%	HISPANIC/LATINO	2	100.00%	0.76%
"4" INELIGIBLE FOR FULL DAY	0	0.00%	WHITE	0	0.00%	0.00%
"5" INELIGIBLE FOR HALF DAY	0	0.00%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
"6" TRANSFER FOR HALF DAY	0	0.00%	TWO OR MORE	0	0.00%	0.00%
"7" ELIGIBLE FLEX ATND	0	0.00%	TOTAL	2	100.00%	0.76%
"8" INELIGIBLE FLEX ATND	0	0.00%				
TOTAL	263	100.00%				

ELIGIBLE FOR FREE/REDUC MEALS	Count	%Group	%Enroll	GIFTED & TALENTED	Count	%Group	%Enroll
LEP	2	0.76%	0.38%	AMER. INDIAN/ALASKAN	0	0.00%	0.00%
IMMIGRANT	0	0.00%	0.00%	ASIAN	0	0.00%	0.00%
ECONOMIC DISADVANTAGE	147	55.89%	5.32%	BLACK/AFRICAN AMER.	1	4.76%	0.38%
MILITARY CONNECTED	1	0.38%	11.03%	HISPANIC/LATINO	4	19.05%	1.52%
FOSTER CARE	0	0.00%	35.36%	WHITE	16	76.19%	6.08%
DYSLEXIA	25	9.51%	3.80%	HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
				TWO OR MORE	0	0.00%	0.00%
				TOTAL	21	100.00%	7.98%

TSDS PEIMS DISAGGREGATION OF PEIMS STUDENT DATA

Campus-level Data
Campuses: 001

2018 - 2019 Fall Collection, Accepted Submission

TITLE I, PART A	Count	%Group
"0" DOES NOT PARTICIPATE	0	0.00%
"6" ATTENDS SCHOOL WIDE	263	100.00%
"7" ATTENDS AND PARTICIPATES	0	0.00%
"8" PREVIOUSLY PARTICIPATED	0	0.00%
"9" HOMELESS RECEIVING SRV	0	0.00%
"A" NEGLECTED RECEIVING SVC	0	0.00%
TOTAL	263	100.00%

OTHER ECON DISADV	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	0	0.00%	0.00%
HISPANIC/LATINO	0	0.00%	0.00%
WHITE	0	0.00%	0.00%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

CAREER & TECHNICAL	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	3	1.21%	1.14%
ASIAN	2	0.81%	0.76%
BLACK/AFRICAN AMER.	18	7.26%	6.84%
HISPANIC/LATINO	39	15.73%	14.93%
WHITE	174	70.16%	66.16%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	12	4.84%	4.56%
TOTAL	248	100.00%	94.30%

HOMELESS/UNACCOMPANIED YOUTH	Count	%Enroll
HOMELESS	4	1.52%
UNACCOMPANIED YOUTH CODE 3	2	0.76%
UNACCOMPANIED YOUTH CODE 4	2	0.76%
UNACCOMPANIED YOUTH TOTAL	4	1.52%
* Unaccompanied Youth Total Should Match Homeless Count		

AT RISK	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	1	0.68%	0.38%
BLACK/AFRICAN AMER.	16	10.88%	6.08%
HISPANIC/LATINO	31	21.09%	11.79%
WHITE	89	60.54%	33.84%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	10	6.80%	3.80%
TOTAL	147	100.00%	55.89%

SPECIAL EDUCATION	Count	%Group	%Enroll
AMER. INDIAN/ALASKAN	0	0.00%	0.00%
ASIAN	0	0.00%	0.00%
BLACK/AFRICAN AMER.	1	4.35%	0.38%
HISPANIC/LATINO	2	8.70%	0.76%
WHITE	19	82.61%	7.22%
HAWAIIAN/PAC ISLAND	0	0.00%	0.00%
TWO OR MORE	1	4.35%	0.38%
TOTAL	23	100.00%	8.75%

PK PROGRAM CODE	Count	%Group
"00" NOT APPLICABLE	0	0.00%
"01" PK ELIG>2 <4 HRS/DAY	0	0.00%
"02" PK ELIG 4+ HRS/DAY	0	0.00%
"03" PK ELIG 4+ HRS/DAY + SP ED	0	0.00%
"04" PK INELIG>2 <4 HRS/DAY	0	0.00%
"05" PK INELIG 4+ HRS/DAY	0	0.00%
TOTAL	0	0.00%

PRIMARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%

SECONDARY PK FUNDING SOURCE	Count	%Group	%Enroll
"1" TUITION FEES	0	0.00%	0.00%
"2" LOCAL DIST SHARE	0	0.00%	0.00%
"3" STATE GRANT	0	0.00%	0.00%
"4" FEDERAL	0	0.00%	0.00%
"9" OTHER	0	0.00%	0.00%
TOTAL	0	0.00%	0.00%