Agenda of Public Hearing

The Board of Trustees
Little Elm ISD

A Public Hearing of the Board of Trustees of Little Elm ISD will be held February 22, 2021, beginning at 5:30 PM in the Zellars Center for Learning and Leadership.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. Call to Order Open Session in the Board Room at Zellars Center for Learning and Leadership on 300 Lobo Lane, Little Elm, Texas 75068.
2. Introduction and Roll Call
3. Public Hearing: Little Elm ISD 2019-2020 Annual Report   3
Presenter: Dr. Cyndy A. Mika
4. Citizen Input
5. Adjournment

If, during the course of the meeting, the Board of Trustees should determine that a closed meeting should be conducted, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. The meeting will be held by the School Board at the date, hour, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

551.071	Private consultation with the Board's attorney.
551.072	Discussing purchase, exchange, lease, or value of real property.
551.073	Discussing negotiated contracts for prospective gifts or donations.
551.074	Discussing personnel or to hear complaints against personnel.
551.075	To confer with employees of the school district to receive information or to ask questions.
551.076	Considering the deployment, specific occasions, for or implementation of security personnel or devices.
551.082	Considering discipline of a public school child, or complaint or charge against personnel.
551.0821	Considering personally identifiable information about public school student.

| 551.083 | Considering the standards, guidelines, terms, or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employees groups, |
| 551.084 | Excluding witnesses from a hearing. |

Before any closed meeting is convened, the presiding officer will publicly identify the section or sections or the Act authorizing the closed meeting.

Should any final action, final decision, or final vote be required in the opinion of the School Board with regard to any matter considered in such closed or executive session, then the final action, final decision, or final vote shall be either:

(a)   in the open meeting covered by the Notice upon the
        reconvening of the public meeting, or
(b)   at a subsequent public meeting of the School Board upon
        notice thereof; as the School Board shall determine.

_____
             Superintendent

Original copy of this agenda was posted on the bulletin board at the Little Elm ISD
Administration Building 72 hours prior to the scheduled meeting.

_____
Sonia S. Flores

Board Agenda Item

Little Elm Independent School District
300 Lobo Lane
Little Elm, Texas 75068

Board Mtg. Date **02-22-2021**	**Reports of the Superintendent** ☐	**Action Item** ☐	**Consent Agenda** ☐	**Reports, Routine Monthly** ☐	**Other** ☒

Subject: **PUBLIC HEARING: ANNUAL REPORT 2019-2020**

Presenter or Contact Person: Dr. Cyndy A. Mika, Assistant Superintendent for Curriculum and Learning

Policy/Code: TEC Chapter 39

Strategic Plan Goal: We will engage each student in learning experiences that increase student growth and achievement.

Summary: Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the TAPR, campus performance objectives, a report of violent or criminal incidents, and information received under Texas Education Code §51.403(e) from the Texas Higher Education Coordinating Board. The board of trustees shall hold a hearing for public discussion of the report, and they shall widely disseminate the report within the district.

Financial Implications: There is no financial impact to the budget.

Attachments: 2019-2020 Annual Report Slide Deck
LEISD 2019-2020 LEISD Annual Report

Recommendation: **Item is for informational purposes only. No recommendation is necessary.**

Motion: **Item is for informational purposes only. No motion is necessary.**

2019-2020 Annual Report

Little Elm ISD

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February 2021

7 Sections to the Annual Report

1. 2019-20 Texas Academic Performance Report (PDF TAPR)
   - ❑ For the District and each Campus in the District

2. PEIMS Financial Standard Report (2018-19 Financial Actual Report)
   - ❑ For the District and each Campus in the District

3. 2019-20 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. 2019-20 TAPR Glossary

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

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

- TAPR is published in 2 different formats
  - A comprehensive, "dynamic" online data system
    - Data are added as they become available
  - A PDF version (the "PDF TAPR")
    - Only includes major, statutorily-required data points
    - Designed to allow districts to fulfill their public notification requirements (i.e., the Annual Report)

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

➢ **Cover Page**

❑ 2020 Accountability Letter Grade Rating
  ▪ Same rating for the district and all campuses: *Not Rated: Declared State of Disaster*

❑ 2020 Special Education Determination Status
  ▪ District Only

❑ 2020 Armed Services Vocational Aptitude Battery (ASVAB) Test
  ▪ District Only – Only reported if the District did not offer the ASVAB Career Exploration Program

❑ 2020 Distinction Designations
  ▪ *No Distinction Designations were awarded at the district or campus level in 2020 due to the absence of 2020 STAAR data*

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

➤ ## STAAR Performance
  - All 3 performance rates
    - *Approaches Grade Level or Above*
    - *Meets Grade Level or Above*
    - *Masters Grade Level*
  - Reported for
    - Each Assessment
    - All Grades All Subjects
    - All Grades by Subject

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

➤ ## STAAR – Academic Growth
  - Only calculated in Reading (Grades 4-8 and English II) and Math (Grades 4-8 and Algebra I)
  - Reported by Grade and Subject

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

➤ STAAR - Prior Year and Student Success Initiative
  ○ Progress of Prior Year Non-Proficient Students
  ○ Student Success Initiative (SSI)

➤ Bilingual Education/English as a Second Language
  ○ Includes STAAR performance and academic growth measures (disaggregated by various program instructional models) for students identified as current ELs in the 2019-20 school year

➤ STAAR Participation

Due to the cancellation of Spring 2020 STAAR assessments, the data for these measures have not been updated. Therefore, the data that are reported are identical to the data reported in the 2018-19 TAPR.

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

➤ **Attendance, Graduation, and Dropout Rates**
- ❑ Attendance Rate
- ❑ Annual Dropout Rate (Gr. 7-8 and Gr. 9-12)
- ❑ 4-year Longitudinal Graduation Rates (State and Federal Rates)
- ❑ 5-year Extended Longitudinal Graduation Rates (State)
- ❑ 6-year Extended Longitudinal Graduation Rates (State)
- ❑ Graduation Plan Rates (Longitudinal and Annual)

➤ **Graduation Profile**

The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

➤ **College, Career and Military Readiness (CCMR)**
- ❑ CCMR Graduates
- ❑ College Ready Graduates
- ❑ Career/Military Ready Graduates

➤ **CCMR-Related Indicators**
- ❑ TSIA Results
- ❑ CTE Coherent Sequence
- ❑ Completed and Received Credit for College Prep Courses
- ❑ AP/IB Results
- ❑ SAT/ACT Results

➤ **Other Postsecondary Indicators**
- ❑ Advanced Dual-Credit Course Completion
- ❑ Graduates Enrolled in Texas Institutions of Higher Education (TX IHE)
- ❑ Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course

The most recent data for these measures are from the 2018-19 school year. Therefore, performance on these measures has been updated since the 2018-19 TAPR and is reported for the 2018-19 and 2017-18 school years.

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2019-2020 Annual Report

Section 1
2019-2020 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, and class size information)

➢ **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)

The most recent data for this information are from the 2019-20 school year.

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2019-2020 Annual Report

Section 1
2019-2020 Texas Academic Performance Report (TAPR)

➤ **Little Elm ISD and Campus Texas Academic Performance Reports are posted on the district website at https://www.littleelmisd.net/Page/4568**

➤ **The Little Elm ISD Performance Dashboard has been updated to reflect the most recent TAPR at https://www.littleelmisd.net/domain/1451**

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2019-2020 Annual Report

Section 2
PEIMS Financial Standard Reports (2018-19 Financial Actual Reports)

2018-2019 Actual Financial Data (District)

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

2018-2019 Actual Financial Data (Each Campus)

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

2018-19 is the most recent year for which these data are available.

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2019-2020 Annual Report

Section 2
PEIMS Financial Standard Reports (2018-19 Financial Actual Reports)

District	Campuses
Little Elm ISD	Little Elm High School
	Lakeside Middle School
	Prestwick Stem Academy K-8
	Brent Elementary
	Chavez Elementary
	Hackberry Elementary
	Lakeview Elementary
	Oak Point Elementary

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2019-2020 Annual Report

Section 3
2019-20 District Accreditation Status

➤ **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 PBMAS (now called Results Driven Accountability, or RDA)

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2019-2020 Annual Report

Section 3
2019-20 District Accreditation Status

➤ **The District's 2018-19 Accreditation Status is:** *Accredited*

Texas Education Agency

Home / Student Testing and Accountability / Accountability / Accreditation Status

2019-2020 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 2019-2020 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show 100 ⌄ entries   Search: 061914

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
061914	LITTLE ELM ISD	11	A - Superior	B	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)   Previous 1 Next

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2019-2020 Annual Report

Section 4
Campus Performance Objectives

➤ **Campus Improvement Plans (CIP)**

   ❑   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 (which show each campus's **progress toward meeting its performance objectives**) are posted on the district's website at https://www.littleelmisd.net/Page/6436 and are available for review at the district's central office or at the applicable campus

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2019-2020 Annual Report

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 2019-2020 school year is available for review at the district's central office and at each campus in the district**

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2019-2020 Annual Report

Section 5
Report on Violent or Criminal Incidents

Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)

Reason Code	Description	Little Elm High School 061914001	Lakeside Middle School 061914041	Prestwick Stem School 061914042	Brent Elementary 061914103	Chavez Elementary 061914104	Hackberry Elementary 061914105	Lakeview Elementary 061914107	Oak Point Elementary 061914108
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	*	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0
	Total Incidents	*	0	0	0	0	0	0	0
	Student Enrollment (Fall 2019 PEIMS Snapshot)	2,268	1,609	733	758	622	714	580	779
	Incident Rate	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying
Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

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).

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2019-2020 Annual Report

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 2017-18 High School Graduates**

  - Student performance is measured by the Grade Point Average (GPA) earned by 2016-17 high school graduates who attended public four-year and two-year institutions of higher education in fiscal year 2019

  - For each student, the grade points and college-level semester credit hours earned by the student in **Fall 2018**, **Spring 2019**, and **Summer 2019** are added together and averaged to determine the GPA

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Section 6
Student Performance in Postsecondary Institutions

Texas High School Graduates from FY2018
Enrolled in Texas Public or Independent Higher Education in FY 2019

County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LITTLE ELM ISD								
	061914001	LITTLE ELM H S							
		Four-Year Public University	86	22	11	15	17	21	0
		Two-Year Public Colleges	141	61	16	18	22	17	7
		Independent Colleges & Universities	9						
		Not Trackable	34						
		Not Found	226						
		Total High School Graduates	496						

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2019-2020 Annual Report

Section 7
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 late spring

➢ The TAPR Glossary is posted on the district website at https://www.littleelmisd.net/Page/4568

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2019-2020 Annual Report

Resources and Availability of Annual Report

➢ The Annual Report is posted on the district's website.

➢ Paper copies will also available at the district's central office and on each campus in the district

➢ For questions or more information, contact:

Dr. Cyndy Mika

Assistant Superintendent

cmika@littleelmisd.net

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2019-2020 Annual Report

Little Elm ISD
2019-2020 Annual Report

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Section 1: 2019-2020 Texas Academic Performance Report

Little Elm ISD
Brent Elementary
Chavez Elementary
Hackberry Elementary
Lakeside Middle School
Lakeview Elementary
Little Elm High School
Oak Point Elementary
Prestwick STEM Academy K-8
Denton County JJAEP

Special Symbols Key for TAPR

^	Indicates that the rates for **Reading** and **Mathematics** are based on the cumulative results from the **first and second administrations of STAAR**
*	Indicates **results are masked** due to small numbers to protect student confidentiality •for an explanation of TEA's masking rules see: https://rptsvr1.tea.texas.gov/perfreport/account/2019/masking.html •this link provided is posted as a resource for 2018-19 TAPRs – TEA has not yet posted the same resource for 2019-20 TAPRs, although it is expected to be posted soon
**	When only **one student disability group is masked**, then the **second smallest student disability group is masked regardless of size**
-	Indicates there are **no students in the group**
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**

NOTE: The 2020 STAAR Assessments were canceled due to the COVID-19 Pandemic. STAAR Data has not been updated on TAPR and still reflects the 2019 STAAR Data from the 2018-2019 TAPR.

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

District Number: **061914**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

2020 Special Education Determination Status:

Meets Requirements

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

District Name: LITTLE ELM ISD
County Name: DENTON
District Number: 061914

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	77%	**74%**	72%	73%	75%	*	83%	*	81%	48%	87%	76%	68%	68%	72%
	2018	77%	79%	**76%**	75%	70%	81%	-	86%	*	85%	40%	54%	76%	75%	70%	69%
At Meets Grade Level or Above	2019	45%	46%	**44%**	43%	41%	45%	*	63%	*	56%	32%	33%	44%	43%	36%	41%
	2018	43%	46%	**41%**	39%	33%	50%	-	36%	*	56%	16%	38%	42%	39%	29%	29%
At Masters Grade Level	2019	27%	29%	**26%**	23%	23%	29%	*	46%	*	33%	16%	33%	26%	28%	19%	21%
	2018	25%	27%	**25%**	23%	20%	31%	-	18%	*	30%	2%	23%	27%	20%	17%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	79%	**76%**	64%	72%	84%	*	83%	*	78%	52%	80%	78%	69%	66%	71%
	2018	78%	78%	**70%**	54%	66%	81%	-	77%	*	67%	36%	46%	71%	68%	60%	64%
At Meets Grade Level or Above	2019	49%	49%	**42%**	39%	36%	46%	*	71%	*	56%	29%	47%	44%	38%	32%	39%
	2018	47%	47%	**43%**	33%	36%	52%	-	59%	*	52%	16%	38%	44%	41%	33%	33%
At Masters Grade Level	2019	25%	25%	**21%**	23%	15%	24%	*	46%	*	30%	16%	27%	22%	18%	14%	17%
	2018	23%	23%	**18%**	11%	13%	24%	-	32%	*	26%	8%	23%	19%	14%	11%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	75%	**69%**	59%	64%	75%	*	90%	*	77%	20%	67%	69%	69%	59%	61%
	2018	73%	75%	**76%**	66%	67%	85%	*	79%	-	90%	57%	57%	75%	76%	64%	68%
At Meets Grade Level or Above	2019	44%	45%	**38%**	30%	31%	50%	*	48%	*	40%	6%	20%	42%	33%	28%	27%
	2018	46%	49%	**47%**	35%	36%	58%	*	67%	-	55%	28%	57%	47%	46%	31%	37%
At Masters Grade Level	2019	22%	23%	**18%**	15%	14%	25%	*	14%	*	23%	4%	7%	20%	14%	11%	10%
	2018	24%	26%	**20%**	15%	14%	24%	*	42%	-	32%	8%	14%	19%	22%	11%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	75%	**64%**	55%	56%	73%	*	81%	*	70%	18%	67%	64%	64%	51%	54%
	2018	78%	79%	**81%**	71%	74%	90%	*	88%	-	87%	55%	71%	80%	82%	73%	76%
At Meets Grade Level or Above	2019	48%	47%	**38%**	21%	28%	52%	*	71%	*	47%	6%	33%	36%	39%	26%	27%
	2018	49%	49%	**47%**	37%	38%	55%	*	75%	-	61%	34%	43%	46%	49%	35%	39%
At Masters Grade Level	2019	28%	28%	**22%**	8%	15%	34%	*	52%	*	23%	0%	20%	24%	20%	14%	17%
	2018	27%	27%	**23%**	15%	16%	29%	*	58%	-	29%	9%	14%	25%	21%	15%	18%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	67%	**62%**	53%	56%	71%	*	90%	*	66%	14%	60%	64%	59%	54%	59%
	2018	63%	64%	**63%**	53%	58%	68%	*	88%	-	77%	36%	43%	65%	61%	52%	62%
At Meets Grade Level or Above	2019	35%	36%	**28%**	23%	22%	34%	*	48%	*	34%	6%	20%	29%	26%	19%	19%
	2018	39%	41%	**39%**	28%	33%	45%	*	54%	-	52%	23%	29%	38%	41%	30%	34%
At Masters Grade Level	2019	11%	11%	**7%**	6%	6%	8%	*	19%	*	0%	2%	0%	8%	5%	6%	6%
	2018	11%	12%	**10%**	10%	8%	9%	*	21%	-	16%	6%	0%	8%	12%	6%	9%

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District Name: LITTLE ELM ISD
County Name: DENTON
District Number: 061914

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**88%**	85%	83%	94%	*	89%	*	97%	58%	82%	89%	87%	82%	80%
	2018	84%	86%	**86%**	87%	80%	91%	*	100%	*	90%	47%	100%	87%	84%	81%	80%
At Meets Grade Level or Above	2019	54%	57%	**56%**	48%	46%	67%	*	78%	*	63%	25%	27%	58%	55%	43%	42%
	2018	54%	56%	**56%**	51%	49%	62%	*	89%	*	63%	18%	73%	56%	56%	47%	49%
At Masters Grade Level	2019	29%	32%	**31%**	23%	23%	39%	*	52%	*	44%	9%	9%	30%	33%	20%	23%
	2018	26%	28%	**26%**	19%	20%	33%	*	53%	*	30%	6%	45%	25%	27%	17%	23%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	90%	**93%**	89%	90%	96%	*	96%	*	97%	75%	91%	94%	91%	88%	89%
	2018	91%	91%	**92%**	89%	89%	95%	*	100%	*	97%	74%	100%	94%	89%	88%	90%
At Meets Grade Level or Above	2019	58%	58%	**58%**	47%	45%	71%	*	78%	*	75%	31%	36%	58%	58%	42%	43%
	2018	58%	57%	**59%**	49%	53%	65%	*	95%	*	73%	24%	45%	62%	54%	54%	53%
At Masters Grade Level	2019	36%	37%	**37%**	29%	23%	48%	*	74%	*	53%	15%	18%	36%	38%	23%	26%
	2018	30%	29%	**35%**	25%	28%	42%	*	79%	*	53%	18%	27%	36%	35%	27%	27%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	75%	**76%**	66%	67%	86%	*	85%	*	84%	49%	45%	76%	75%	61%	61%
	2018	76%	76%	**77%**	66%	70%	85%	*	100%	*	90%	46%	91%	77%	76%	69%	68%
At Meets Grade Level or Above	2019	49%	50%	**44%**	33%	31%	61%	*	67%	*	45%	31%	9%	44%	46%	26%	27%
	2018	41%	42%	**36%**	27%	26%	45%	*	83%	*	53%	14%	55%	39%	32%	27%	28%
At Masters Grade Level	2019	24%	25%	**19%**	11%	12%	28%	*	37%	*	26%	12%	0%	18%	21%	9%	8%
	2018	17%	17%	**13%**	11%	7%	18%	*	28%	*	17%	9%	18%	13%	12%	7%	10%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	71%	**70%**	64%	66%	76%	*	88%	-	71%	16%	62%	72%	66%	62%	64%
	2018	69%	72%	**70%**	64%	66%	74%	*	82%	80%	77%	19%	64%	71%	67%	63%	64%
At Meets Grade Level or Above	2019	37%	40%	**41%**	27%	34%	52%	*	76%	-	39%	12%	38%	41%	41%	30%	34%
	2018	39%	42%	**37%**	28%	28%	48%	*	47%	40%	50%	8%	27%	37%	35%	27%	26%
At Masters Grade Level	2019	18%	19%	**18%**	12%	12%	25%	*	47%	-	14%	2%	15%	18%	16%	11%	13%
	2018	19%	21%	**16%**	8%	9%	26%	*	24%	20%	19%	4%	27%	16%	15%	9%	11%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	82%	**85%**	78%	83%	90%	*	71%	-	89%	51%	88%	84%	85%	81%	79%
	2018	77%	79%	**79%**	74%	75%	84%	*	92%	*	83%	30%	80%	80%	75%	77%	75%
At Meets Grade Level or Above	2019	47%	49%	**43%**	32%	43%	46%	*	57%	-	47%	16%	38%	42%	43%	40%	40%
	2018	44%	47%	**36%**	33%	29%	40%	*	85%	*	52%	3%	40%	35%	37%	33%	33%
At Masters Grade Level	2019	21%	23%	**13%**	5%	11%	16%	*	43%	-	21%	6%	0%	11%	15%	13%	13%
	2018	18%	20%	**10%**	9%	9%	11%	*	15%	*	9%	3%	30%	10%	9%	8%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	78%	**81%**	76%	76%	86%	*	100%	*	93%	31%	70%	83%	77%	76%	73%
	2018	74%	77%	**72%**	67%	68%	75%	*	85%	*	88%	43%	63%	75%	65%	63%	64%

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At Meets Grade Level or Above	2019	49%	52%	**51%**	42%	45%	61%	*	81%	*	50%	11%	40%	53%	47%	42%	35%
	2018	48%	52%	**44%**	41%	37%	50%	*	70%	*	53%	26%	25%	47%	37%	34%	32%
At Masters Grade Level	2019	29%	32%	**31%**	22%	25%	38%	*	63%	*	39%	3%	40%	32%	29%	21%	16%
	2018	29%	32%	**27%**	18%	21%	35%	*	45%	*	29%	9%	19%	30%	20%	17%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	74%	**69%**	60%	66%	79%	*	100%	*	64%	26%	33%	70%	66%	65%	56%
	2018	72%	72%	**57%**	53%	54%	63%	*	40%	-	78%	42%	58%	58%	56%	51%	51%
At Meets Grade Level or Above	2019	43%	41%	**25%**	25%	24%	23%	*	100%	*	18%	12%	17%	24%	26%	24%	21%
	2018	40%	39%	**16%**	25%	11%	17%	*	20%	-	22%	19%	25%	15%	18%	10%	10%
At Masters Grade Level	2019	17%	15%	**5%**	6%	4%	4%	*	17%	*	9%	6%	0%	4%	6%	5%	3%
	2018	18%	17%	**2%**	5%	1%	2%	*	0%	-	0%	6%	8%	1%	3%	2%	2%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	72%	**76%**	72%	70%	81%	*	100%	*	82%	23%	56%	77%	73%	70%	65%
	2018	69%	73%	**69%**	68%	60%	75%	*	85%	*	94%	31%	56%	71%	63%	58%	54%
At Meets Grade Level or Above	2019	42%	45%	**44%**	39%	36%	50%	*	81%	*	61%	11%	44%	45%	41%	37%	30%
	2018	43%	48%	**44%**	41%	37%	48%	*	75%	*	59%	23%	22%	48%	34%	32%	32%
At Masters Grade Level	2019	18%	20%	**19%**	17%	10%	27%	*	63%	*	36%	3%	22%	20%	17%	11%	7%
	2018	15%	17%	**16%**	16%	10%	21%	*	35%	*	12%	9%	6%	17%	14%	8%	8%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	87%	**89%**	77%	89%	94%	*	91%	*	95%	52%	90%	92%	83%	83%	82%
	2018	86%	88%	**93%**	87%	91%	96%	*	100%	*	94%	68%	100%	95%	87%	88%	85%
At Meets Grade Level or Above	2019	55%	57%	**57%**	43%	47%	69%	*	73%	*	82%	21%	48%	61%	47%	46%	36%
	2018	49%	52%	**48%**	40%	40%	58%	*	75%	*	38%	27%	44%	52%	36%	39%	35%
At Masters Grade Level	2019	28%	30%	**32%**	25%	24%	41%	*	59%	*	36%	7%	14%	36%	23%	23%	17%
	2018	27%	29%	**27%**	19%	17%	37%	*	42%	*	38%	9%	22%	29%	22%	19%	16%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	88%	**95%**	89%	96%	97%	*	100%	*	92%	81%	96%	97%	90%	93%	94%
	2018	86%	86%	**92%**	87%	90%	94%	*	100%	*	90%	68%	100%	92%	90%	87%	88%
At Meets Grade Level or Above	2019	57%	57%	**65%**	53%	57%	74%	*	90%	*	74%	40%	71%	69%	53%	54%	54%
	2018	51%	51%	**57%**	43%	50%	69%	*	88%	*	52%	22%	54%	58%	56%	47%	48%
At Masters Grade Level	2019	17%	17%	**24%**	19%	16%	29%	*	62%	*	21%	7%	33%	27%	15%	12%	13%
	2018	15%	15%	**17%**	10%	11%	23%	*	41%	*	14%	17%	31%	19%	12%	10%	11%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	82%	**78%**	65%	73%	87%	*	83%	*	93%	48%	86%	81%	72%	68%	62%
	2018	76%	78%	**76%**	58%	71%	86%	*	96%	*	67%	40%	64%	79%	65%	66%	66%
At Meets Grade Level or Above	2019	51%	53%	**46%**	35%	37%	59%	*	61%	*	55%	21%	50%	50%	38%	36%	28%
	2018	52%	55%	**45%**	23%	35%	61%	*	74%	*	38%	19%	45%	49%	35%	32%	34%
At Masters Grade Level	2019	25%	27%	**18%**	14%	12%	24%	*	44%	*	14%	12%	9%	19%	14%	13%	8%
	2018	28%	30%	**22%**	11%	13%	35%	*	35%	*	10%	17%	27%	25%	12%	13%	14%

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Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	70%	**62%**	49%	51%	75%	*	82%	*	86%	40%	67%	66%	53%	49%	40%
	2018	65%	68%	**55%**	44%	46%	69%	*	77%	*	47%	18%	30%	60%	43%	45%	43%
At Meets Grade Level or Above	2019	37%	39%	**31%**	26%	25%	33%	*	68%	*	48%	19%	14%	36%	20%	22%	17%
	2018	36%	39%	**25%**	15%	15%	41%	*	15%	*	18%	13%	20%	27%	21%	16%	14%
At Masters Grade Level	2019	21%	22%	**16%**	13%	12%	18%	*	41%	*	19%	5%	10%	17%	11%	11%	8%
	2018	21%	23%	**13%**	8%	5%	24%	*	15%	*	12%	5%	20%	14%	10%	7%	6%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	71%	**70%**	59%	63%	81%	*	80%	*	76%	25%	57%	75%	57%	63%	49%
	2018	65%	69%	**68%**	65%	65%	72%	*	72%	*	100%	25%	19%	76%	52%	61%	47%
At Meets Grade Level or Above	2019	50%	54%	**48%**	42%	42%	57%	*	47%	*	52%	10%	38%	54%	36%	41%	27%
	2018	44%	49%	**46%**	43%	38%	56%	*	61%	*	73%	13%	13%	51%	35%	38%	20%
At Masters Grade Level	2019	11%	11%	**7%**	6%	3%	11%	*	7%	*	12%	2%	0%	7%	7%	4%	2%
	2018	7%	7%	**5%**	5%	2%	7%	*	11%	*	18%	1%	0%	6%	2%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	71%	**74%**	71%	70%	78%	*	81%	*	100%	33%	38%	79%	63%	68%	51%
	2018	67%	71%	**68%**	67%	61%	76%	-	71%	*	95%	16%	47%	73%	57%	60%	32%
At Meets Grade Level or Above	2019	49%	53%	**54%**	52%	47%	61%	*	69%	*	85%	20%	15%	57%	47%	48%	25%
	2018	48%	53%	**48%**	39%	42%	56%	-	53%	*	86%	9%	27%	54%	35%	40%	11%
At Masters Grade Level	2019	8%	9%	**7%**	7%	4%	11%	*	19%	*	8%	4%	0%	9%	4%	4%	0%
	2018	8%	9%	**7%**	3%	6%	10%	-	18%	*	18%	3%	0%	9%	5%	4%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	85%	**84%**	81%	84%	85%	*	94%	*	80%	53%	81%	85%	82%	82%	79%
	2018	83%	85%	**85%**	76%	83%	90%	*	95%	*	100%	54%	76%	88%	77%	79%	79%
At Meets Grade Level or Above	2019	61%	62%	**49%**	34%	45%	58%	*	94%	*	44%	12%	44%	50%	46%	41%	43%
	2018	55%	58%	**52%**	42%	43%	64%	*	90%	*	64%	21%	24%	57%	41%	42%	43%
At Masters Grade Level	2019	37%	38%	**28%**	16%	23%	35%	*	72%	*	28%	5%	19%	29%	24%	19%	21%
	2018	32%	31%	**27%**	19%	18%	37%	*	81%	*	36%	4%	12%	30%	22%	18%	20%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	90%	**90%**	86%	87%	95%	*	92%	-	91%	68%	100%	92%	86%	86%	79%
	2018	87%	89%	**88%**	89%	84%	91%	*	100%	*	100%	57%	60%	90%	82%	84%	75%
At Meets Grade Level or Above	2019	62%	66%	**61%**	50%	52%	74%	*	92%	-	65%	22%	43%	65%	53%	51%	38%
	2018	59%	63%	**60%**	57%	54%	69%	*	69%	*	100%	23%	27%	65%	51%	52%	35%
At Masters Grade Level	2019	25%	28%	**23%**	12%	16%	36%	*	38%	-	17%	7%	29%	24%	21%	15%	7%
	2018	24%	26%	**24%**	22%	16%	36%	*	54%	*	11%	4%	13%	28%	17%	17%	5%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	94%	**93%**	90%	92%	95%	-	100%	-	100%	63%	92%	94%	91%	90%	78%
	2018	92%	93%	**92%**	90%	90%	94%	*	100%	*	100%	51%	100%	93%	91%	89%	75%
At Meets Grade Level or Above	2019	73%	76%	**69%**	62%	63%	76%	-	91%	-	90%	22%	69%	71%	62%	59%	40%
	2018	70%	74%	**71%**	61%	66%	79%	*	76%	*	85%	24%	42%	74%	63%	62%	33%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District STAAR Performance

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At Masters Grade Level	2019	45%	48%	**41%**	30%	33%	54%	-	64%	-	65%	8%	38%	44%	34%	30%	11%
	2018	40%	44%	**37%**	31%	24%	49%	*	41%	*	50%	8%	25%	37%	34%	28%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	79%	**78%**	72%	74%	84%	83%	89%	81%	85%	44%	75%	80%	74%	71%	68%
	2018	77%	79%	**77%**	71%	72%	83%	80%	88%	77%	86%	42%	66%	79%	72%	70%	68%
At Meets Grade Level or Above	2019	50%	52%	**48%**	39%	40%	57%	61%	72%	49%	56%	19%	38%	50%	43%	38%	33%
	2018	48%	51%	**46%**	38%	38%	55%	53%	68%	40%	57%	19%	35%	48%	41%	37%	33%
At Masters Grade Level	2019	24%	25%	**21%**	16%	15%	28%	24%	46%	16%	27%	7%	16%	22%	19%	14%	13%
	2018	22%	23%	**19%**	14%	13%	26%	13%	38%	17%	25%	7%	18%	20%	17%	12%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**77%**	70%	72%	82%	80%	88%	93%	85%	35%	70%	79%	71%	70%	67%
	2018	74%	76%	**75%**	71%	70%	82%	64%	84%	73%	89%	36%	59%	78%	69%	68%	65%
At Meets Grade Level or Above	2019	48%	51%	**49%**	42%	42%	58%	67%	67%	64%	56%	18%	34%	51%	43%	40%	34%
	2018	46%	50%	**46%**	40%	38%	55%	55%	62%	33%	59%	17%	35%	48%	40%	36%	31%
At Masters Grade Level	2019	21%	22%	**21%**	16%	15%	27%	33%	40%	29%	28%	6%	13%	21%	19%	13%	13%
	2018	19%	21%	**18%**	12%	13%	25%	27%	32%	20%	27%	4%	17%	19%	16%	11%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**82%**	76%	79%	87%	85%	91%	82%	84%	52%	81%	83%	79%	76%	75%
	2018	81%	82%	**81%**	73%	77%	88%	90%	89%	83%	86%	51%	76%	82%	78%	75%	76%
At Meets Grade Level or Above	2019	52%	52%	**48%**	38%	41%	57%	54%	80%	36%	57%	21%	46%	49%	45%	38%	39%
	2018	50%	50%	**47%**	38%	39%	56%	50%	79%	42%	57%	20%	37%	48%	44%	38%	38%
At Masters Grade Level	2019	26%	27%	**23%**	16%	16%	30%	31%	58%	9%	28%	8%	21%	24%	21%	15%	16%
	2018	24%	24%	**21%**	14%	15%	27%	10%	51%	25%	27%	9%	20%	22%	18%	14%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	70%	**69%**	63%	63%	76%	83%	95%	50%	74%	17%	58%	71%	66%	62%	62%
	2018	66%	69%	**66%**	60%	59%	71%	*	86%	*	83%	34%	52%	68%	62%	55%	58%
At Meets Grade Level or Above	2019	38%	40%	**36%**	31%	29%	42%	50%	62%	50%	47%	8%	29%	37%	33%	29%	24%
	2018	41%	45%	**41%**	34%	35%	46%	*	64%	*	54%	23%	24%	43%	38%	31%	33%
At Masters Grade Level	2019	14%	16%	**13%**	12%	8%	17%	0%	38%	13%	18%	2%	8%	14%	11%	9%	7%
	2018	13%	15%	**13%**	13%	9%	14%	*	27%	*	15%	7%	4%	12%	13%	7%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	83%	**81%**	73%	76%	89%	83%	86%	*	89%	55%	81%	83%	77%	73%	67%
	2018	80%	81%	**80%**	72%	76%	87%	*	98%	*	83%	49%	70%	82%	76%	74%	70%
At Meets Grade Level or Above	2019	54%	57%	**50%**	39%	40%	65%	67%	71%	*	54%	25%	38%	53%	45%	38%	30%
	2018	51%	53%	**47%**	37%	39%	58%	*	76%	*	55%	20%	41%	51%	40%	38%	32%
At Masters Grade Level	2019	25%	27%	**20%**	12%	13%	29%	17%	40%	*	19%	10%	13%	20%	19%	12%	8%
	2018	23%	25%	**20%**	15%	12%	29%	*	37%	*	13%	9%	19%	22%	14%	13%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	82%	**77%**	70%	72%	84%	35 *	88%	*	93%	53%	76%	80%	71%	70%	53%
	2018	78%	81%	**74%**	68%	68%	81%	*	90%	*	76%	36%	68%	76%	68%	66%	52%

District Name: LITTLE ELM ISD
County Name: DENTON
District Number: 061914

Texas Academic Performance Report
2019-20 District STAAR Performance

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	55%	57%	**49%**	44%	45%	53%	*	76%	*	68%	21%	35%	53%	40%	40%	25%
	2018	53%	57%	**49%**	40%	40%	60%	*	50%	*	54%	19%	32%	51%	43%	38%	20%
At Masters Grade Level	2019	33%	35%	**28%**	21%	22%	35%	*	48%	*	41%	7%	21%	31%	22%	20%	9%
	2018	31%	34%	**25%**	20%	15%	37%	*	30%	*	32%	7%	23%	26%	22%	17%	6%

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District Name: LITTLE ELM ISD
County Name: DENTON
District Number: 061914

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School Progress Domain - Academic Growth Score by Grade and Subject

		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	60	**54**	52	49	59	*	62	*	59	38	63	54	54	48	47
	2018	63	64	**59**	55	55	64	*	50	-	71	72	93	57	63	56	48
Grade 4 Mathematics	2019	65	65	**58**	51	49	67	*	79	*	75	46	57	60	55	51	51
	2018	65	66	**64**	62	56	71	*	72	-	69	69	57	63	65	58	51
Grade 5 ELA/Reading	2019	81	81	**84**	83	83	83	*	88	*	90	70	70	83	84	81	82
	2018	80	80	**80**	82	78	83	*	79	*	68	85	100	79	84	78	80
Grade 5 Mathematics	2019	83	83	**87**	90	82	89	*	96	*	95	85	68	85	90	83	82
	2018	81	80	**85**	81	84	86	*	89	*	84	79	82	84	85	83	86
Grade 6 ELA/Reading	2019	42	44	**42**	40	36	50	*	56	-	35	28	50	41	45	38	33
	2018	47	49	**38**	30	32	47	*	38	*	56	22	40	37	41	34	32
Grade 6 Mathematics	2019	54	58	**59**	60	58	62	*	43	-	47	40	71	58	61	59	57
	2018	56	61	**49**	41	52	51	-	54	*	50	33	56	48	54	48	48
Grade 7 ELA/Reading	2019	77	78	**84**	81	85	82	*	100	*	89	73	90	84	84	83	84
	2018	76	76	**71**	63	75	71	*	83	*	65	76	69	73	67	69	71
Grade 7 Mathematics	2019	62	60	**59**	58	55	66	-	100	*	45	44	17	60	57	55	53
	2018	67	66	**54**	50	54	54	*	60	-	92	65	67	53	56	53	53
Grade 8 ELA/Reading	2019	77	77	**86**	85	84	90	*	86	*	83	83	86	87	85	84	84
	2018	79	78	**84**	89	82	82	*	79	*	88	77	78	85	80	82	81
Grade 8 Mathematics	2019	82	78	**83**	86	82	82	*	87	*	76	85	89	81	87	85	84
	2018	81	75	**74**	87	72	73	*	72	*	69	83	82	74	75	79	71
End of Course English II	2019	69	69	**73**	73	71	75	*	71	*	80	72	64	74	71	71	68
	2018	67	66	**63**	68	61	59	-	70	-	79	60	50	63	62	61	54
End of Course Algebra I	2019	75	76	**63**	53	62	67	*	94	*	57	29	57	62	65	58	60
	2018	72	74	**71**	61	68	76	*	95	*	82	43	50	74	63	64	67
All Grades Both Subjects	2019	69	69	**70**	69	66	73	81	81	74	71	58	69	70	70	67	66
	2018	69	70	**67**	64	64	70	71	71	59	70	64	68	67	66	64	61
All Grades ELA/Reading	2019	68	68	**70**	70	68	73	72	77	77	72	59	72	71	70	68	65
	2018	69	69	**65**	64	63	68	81	66	70	70	66	70	65	65	63	60
All Grades Mathematics	2019	70	70	**69**	68	65	73	89	86	70	71	56	66	69	71	66	66
	2018	70	70	**68**	64	65	71	61	77	69	71	62	65	68	67	65	63

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District Name: LITTLE ELM ISD
County Name: DENTON
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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	41%	**48%**	41%	46%	56%	*	57%	*	53%	18%	43%	42%
	2018	38%	39%	**46%**	42%	42%	55%	*	*	*	60%	23%	41%	39%
Mathematics	2019	45%	44%	**51%**	50%	50%	54%	-	67%	*	48%	37%	51%	43%
	2018	47%	46%	**53%**	50%	50%	61%	-	*	*	55%	34%	50%	46%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**81%**	75%	73%	90%	*	85%	*	91%	48%	73%	66%
Students Requiring Accelerated Instruction	2019	22%	20%	**19%**	25%	27%	10%	*	15%	*	9%	52%	27%	34%
STAAR Cumulative Met Standard	2019	86%	87%	**88%**	85%	84%	94%	*	89%	*	97%	57%	82%	78%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	84%	**87%**	80%	83%	92%	*	93%	*	94%	55%	81%	80%
Students Requiring Accelerated Instruction	2019	17%	16%	**13%**	20%	17%	8%	*	7%	*	6%	45%	19%	20%
STAAR Cumulative Met Standard	2019	90%	90%	**93%**	89%	89%	96%	*	96%	*	97%	72%	88%	87%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	80%	**81%**	69%	80%	87%	*	86%	*	95%	27%	75%	44%
Students Requiring Accelerated Instruction	2019	22%	20%	**19%**	31%	20%	13%	*	14%	*	5%	73%	25%	56%
STAAR Cumulative Met Standard	2019	85%	87%	**89%**	77%	89%	93%	*	91%	*	95%	46%	83%	61%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	83%	**91%**	84%	89%	95%	*	97%	*	92%	65%	87%	78%
Students Requiring Accelerated Instruction	2019	18%	17%	**9%**	16%	11%	5%	*	3%	*	8%	35%	13%	22%
STAAR Cumulative Met Standard	2019	88%	88%	**95%**	89%	96%	97%	*	100%	*	92%	78%	93%	90%

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District Name: LITTLE ELM ISD
County Name: DENTON
District Number: 061914

Bilingual Education/English as a Second Language   (Current EL Students)

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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	Year	State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	79%	**78%**	69%	-	-	77%	62%	55%	57%	54%	70%	59%	59%
	2018	77%	79%	**77%**	75%	-	-	83%	69%	52%	52%	52%	63%	60%	60%
At Meets Grade Level or Above	2019	50%	52%	**48%**	28%	-	-	32%	24%	21%	28%	19%	16%	23%	23%
	2018	48%	51%	**46%**	37%	-	-	42%	33%	17%	17%	17%	27%	24%	24%
At Masters Grade Level	2019	24%	25%	**21%**	11%	-	-	13%	9%	6%	14%	4%	6%	7%	7%
	2018	22%	23%	**19%**	14%	-	-	16%	13%	4%	5%	3%	6%	8%	8%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**77%**	74%	-	-	84%	64%	51%	57%	50%	80%	58%	58%
	2018	74%	76%	**75%**	74%	-	-	83%	66%	47%	47%	48%	55%	57%	57%
At Meets Grade Level or Above	2019	48%	51%	**49%**	35%	-	-	40%	31%	20%	34%	17%	10%	24%	24%
	2018	46%	50%	**46%**	38%	-	-	42%	34%	15%	16%	13%	18%	23%	23%
At Masters Grade Level	2019	21%	22%	**21%**	14%	-	-	15%	13%	6%	17%	4%	5%	8%	8%
	2018	19%	21%	**18%**	18%	-	-	19%	17%	4%	5%	3%	9%	9%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**82%**	68%	-	-	74%	63%	69%	62%	70%	67%	69%	69%
	2018	81%	82%	**81%**	83%	-	-	87%	78%	63%	64%	61%	71%	70%	70%
At Meets Grade Level or Above	2019	52%	52%	**48%**	28%	-	-	30%	26%	29%	35%	28%	17%	29%	29%
	2018	50%	50%	**47%**	43%	-	-	46%	39%	22%	22%	23%	43%	30%	30%
At Masters Grade Level	2019	26%	27%	**23%**	13%	-	-	14%	12%	8%	18%	6%	6%	10%	10%
	2018	24%	24%	**21%**	15%	-	-	18%	12%	7%	8%	4%	7%	10%	10%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	70%	**69%**	68%	-	-	69%	67%	41%	43%	41%	60%	51%	51%
	2018	66%	69%	**66%**	71%	-	-	76%	66%	34%	31%	39%	*	49%	48%
At Meets Grade Level or Above	2019	38%	40%	**36%**	18%	-	-	21%	14%	9%	5%	10%	20%	12%	12%
	2018	41%	45%	**41%**	37%	-	-	45%	30%	11%	8%	18%	*	22%	21%
At Masters Grade Level	2019	14%	16%	**13%**	6%	-	-	12%	0%	1%	0%	2%	20%	3%	3%
	2018	13%	15%	**13%**	11%	-	-	13%	9%	1%	0%	2%	*	5%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	83%	**81%**	61%	-	-	72%	50%	52%	70%	51%	40%	55%	54%
	2018	80%	81%	**80%**	62%	-	-	74%	51%	58%	58%	60%	80%	60%	60%
At Meets Grade Level or Above	2019	54%	57%	**50%**	18%	-	-	23%	13%	16%	20%	15%	20%	16%	16%
	2018	51%	53%	**47%**	21%	-	-	26%	16%	16%	16%	17%	30%	18%	18%
At Masters Grade Level	2019	25%	27%	**20%**	1%	-	-	3%	0%	2%	10%	2%	0%	2%	2%
	2018	23%	25%	**20%**	5%	-	-	2%	8%	3%	3%	2%	0%	4%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	82%	**77%**	-	-	-	-	-	31%	*	31%	*	31%	32%
	2018	78%	81%	**74%**	-	-	-	-	-	35%	35%	31%	*	35%	35%
At Meets Grade Level or Above	2019	55%	57%	**49%**	-	-	-	-	-	10%	*	10%	*	10%	10%
	2018	53%	57%	**49%**	-	-	-	-	-	5%	5%	8%	*	5%	5%
At Masters Grade Level	2019	33%	35%	**28%**	-	-	-	-	-	1%	*	1%	*	1%	1%
	2018	31%	34%	**25%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	56%	-	-	62%	50%	64%	61%	65%	70%	62%	62%
	2018	69%	70%	**67%**	61%	-	-	61%	61%	59%	56%	65%	71%	60%	60%
All Grades ELA/Reading	2019	68%	68%	**70%**	57%	-	-	71%	44%	64%	57%	65%	75%	62%	63%
	2018	69%	69%	**65%**	58%	-	-	59%	56%	59%	56%	64%	72%	58%	59%
All Grades Mathematics	2019	70%	70%	**69%**	55%	-	-	54%	55%	64%	66%	64%	65%	62%	62%

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District STAAR Performance

District Number: 061914

Bilingual Education/English as a Second Language

(Current EL Students)

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Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	Region 11	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	70%	**68%**	63%	-	-	62%	64%	60%	57%	66%	71%	61%	61%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	41%	**48%**	62%	-	-	71%	55%	37%	21%	39%	86%	41%	42%
	2018	38%	39%	**46%**	50%	-	-	75%	31%	36%	34%	39%	*	38%	39%
Mathematics	2019	45%	44%	**51%**	40%	-	-	38%	41%	42%	35%	44%	*	42%	43%
	2018	47%	46%	**53%**	53%	-	-	64%	48%	43%	47%	37%	*	46%	46%

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Texas Academic Performance Report

2019-20 District STAAR Participation

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	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**98%**	99%	99%	97%	96%	96%	97%	97%	100%	99%	100%
Included in Accountability	94%	94%	**93%**	92%	94%	94%	87%	87%	97%	92%	93%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	4%	4%	9%	7%	0%	4%	6%	4%	5%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	0%	2%	0%	0%	1%	1%	3%
Not Tested	1%	1%	**2%**	1%	1%	3%	4%	4%	3%	3%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Other	0%	0%	**2%**	1%	1%	2%	4%	4%	3%	2%	0%	1%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	97%	100%	99%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	89%	96%	94%	86%	95%	85%	94%	93%	94%	93%
Not Included in Accountability													
Mobile	4%	4%	**5%**	10%	3%	4%	9%	1%	15%	5%	6%	5%	3%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	6%	1%	0%	0%	0%	1%	4%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	3%	0%	1%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	0%	**1%**	1%	0%	1%	0%	3%	0%	1%	0%	0%	0%

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Texas Education Agency
Texas Academic Performance Report
2019-20 District Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD

County Name: DENTON

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.7%	**96.1%**	96.6%	96.1%	95.8%	95.9%	97.3%	96.6%	95.8%	95.1%	95.8%	96.6%
2017-18	95.4%	95.5%	**96.0%**	96.5%	96.1%	95.5%	95.2%	97.1%	95.1%	95.8%	94.4%	95.8%	96.6%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.5%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.5%	**0.1%**	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	1.6%	**0.4%**	0.7%	0.2%	0.2%	0.0%	0.0%	*	1.1%	0.5%	0.6%	0.7%
2017-18	1.9%	1.6%	**0.3%**	0.5%	0.2%	0.1%	*	1.7%	0.0%	0.0%	0.6%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	90.8%	**95.8%**	97.8%	94.8%	95.8%	*	100.0%	*	92.3%	93.2%	93.9%	88.9%
Received TxCHSE	0.5%	0.5%	**0.8%**	0.0%	0.6%	1.6%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
Continued HS	3.7%	3.8%	**3.0%**	2.2%	4.0%	2.6%	*	0.0%	*	3.8%	4.5%	4.3%	11.1%
Dropped Out	5.9%	4.9%	**0.4%**	0.0%	0.6%	0.0%	*	0.0%	*	3.8%	2.3%	0.9%	0.0%
Graduates and TxCHSE	90.4%	91.3%	**96.6%**	97.8%	95.4%	97.4%	*	100.0%	*	92.3%	93.2%	94.8%	88.9%
Graduates, TxCHSE, and Continuers	94.1%	95.1%	**99.6%**	100.0%	99.4%	100.0%	*	100.0%	*	96.2%	97.7%	99.1%	100.0%
Class of 2018													
Graduated	90.0%	90.6%	**95.1%**	95.4%	93.0%	96.9%	-	94.1%	*	100.0%	82.4%	93.0%	88.9%
Received TxCHSE	0.4%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	4.2%	**2.6%**	1.1%	4.5%	1.6%	-	0.0%	*	0.0%	8.8%	3.7%	11.1%
Dropped Out	5.7%	4.7%	**2.4%**	3.4%	2.5%	1.6%	-	5.9%	*	0.0%	8.8%	3.3%	0.0%
Graduates and TxCHSE	90.4%	91.1%	**95.1%**	95.4%	93.0%	96.9%	-	94.1%	*	100.0%	82.4%	93.0%	88.9%
Graduates, TxCHSE, and Continuers	94.3%	95.3%	**97.6%**	96.6%	97.5%	98.4%	-	94.1%	*	100.0%	91.2%	96.7%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	93.2%	**97.4%**	96.6%	97.0%	98.4%	-	94.1%	*	100.0%	91.4%	96.3%	94.4%
Received TxCHSE	0.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	1.2%	**0.2%**	0.0%	0.5%	0.0%	-	0.0%	*	0.0%	0.0%	0.5%	5.6%
Dropped Out	6.1%	4.9%	**2.4%**	3.4%	2.5%	1.6%	-	5.9%	*	0.0%	8.6%	3.3%	0.0%
Graduates and TxCHSE	92.8%	93.9%	**97.4%**	96.6%	97.0%	98.4%	-	94.1%	*	100.0%	91.4%	96.3%	94.4%
Graduates, TxCHSE, and Continuers	93.9%	95.1%	**97.6%**	96.6%	97.5%	98.4%	-	94.1%	*	100.0%	91.4%	96.7%	100.0%
Class of 2017													
Graduated	92.0%	93.2%	**97.8%**	100.0%	96.2%	98.1%	100.0%	100.0%	-	100.0%	88.6%	96.8%	73.3%
Received TxCHSE	0.6%	0.6%	**0.2%**	0.0%	0.0%	0.6%	0.0%	0.0%	-	0.0%	2.9%	0.0%	0.0%
Continued HS	1.1%	1.2%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	5.0%	**2.0%**	0.0%	3.8%	1.3%	0.0%	0.0%	-	0.0%	8.6%	3.2%	26.7%
Graduates and TxCHSE	92.6%	93.8%	**98.0%**	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
Graduates, TxCHSE, and Continuers	93.7%	95.0%	**98.0%**	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													

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Texas Academic Performance Report

2019-20 District Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD

County Name: DENTON

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2017													
Graduated	92.4%	93.8%	**97.8%**	100.0%	96.2%	98.1%	100.0%	100.0%	-	100.0%	88.6%	96.8%	73.3%
Received TxCHSE	0.7%	0.7%	**0.2%**	0.0%	0.0%	0.6%	0.0%	0.0%	-	0.0%	2.9%	0.0%	0.0%
Continued HS	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	4.9%	**2.0%**	0.0%	3.8%	1.3%	0.0%	0.0%	-	0.0%	8.6%	3.2%	26.7%
Graduates and TxCHSE	93.2%	94.5%	**98.0%**	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
Graduates, TxCHSE, and Continuers	93.7%	95.1%	**98.0%**	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
Class of 2016													
Graduated	92.1%	93.3%	**95.1%**	93.5%	94.5%	95.9%	-	100.0%	-	100.0%	94.1%	92.7%	100.0%
Received TxCHSE	0.8%	0.8%	**1.0%**	1.3%	0.0%	1.8%	-	0.0%	-	0.0%	0.0%	1.2%	0.0%
Continued HS	0.5%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.2%	**3.9%**	5.2%	5.5%	2.4%	-	0.0%	-	0.0%	5.9%	6.1%	0.0%
Graduates and TxCHSE	92.9%	94.1%	**96.1%**	94.8%	94.5%	97.6%	-	100.0%	-	100.0%	94.1%	93.9%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	94.8%	**96.1%**	94.8%	94.5%	97.6%	-	100.0%	-	100.0%	94.1%	93.9%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	90.8%	**95.2%**	97.8%	94.3%	95.3%	*	100.0%	*	88.9%	91.1%	93.9%	88.9%
Class of 2018	90.0%	90.6%	**94.9%**	95.4%	93.0%	96.4%	-	94.1%	*	100.0%	80.0%	93.1%	88.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	73.3%	*	*	-	-	-	-	-	-	*	*	-
Class of 2018	68.5%	68.2%	**20.0%**	*	*	*	-	-	-	*	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	2.6%	**7.5%**	9.0%	9.1%	7.1%	*	0.0%	*	0.0%	37.5%	10.2%	12.5%
Class of 2018	5.0%	8.1%	**1.9%**	1.2%	3.3%	0.5%	-	0.0%	*	12.5%	3.7%	2.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.3%	**84.1%**	82.0%	80.6%	87.0%	*	100.0%	*	83.3%	30.0%	76.3%	50.0%
Class of 2018	82.0%	77.7%	**77.8%**	85.4%	72.8%	78.9%	-	81.3%	*	75.0%	25.9%	74.1%	40.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	86.9%	**91.5%**	90.0%	89.7%	94.0%	*	100.0%	*	83.3%	65.9%	86.1%	62.5%
Class of 2018	86.8%	85.6%	**79.0%**	85.5%	75.8%	79.0%	-	81.3%	*	77.8%	28.6%	75.0%	37.5%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	18.1%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	30.9%	**13.3%**	*	12.5%	*	-	-	-	-	*	28.6%	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	2.5%	**7.3%**	10.0%	7.9%	7.0%	*	0.0%	*	0.0%	36.6%	9.9%	20.0%
2017-18	4.9%	7.9%	**2.1%**	1.2%	3.8%	0.5%	-	0.0%	*	12.5%	3.3%	2.6%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.1%	**83.0%**	83.3%	77.4%	87.0%	*	100.0%	*	80.0%	29.3%	75.8%	50.0%
2017-18	81.5%	76.9%	**77.5%**	83.3%	73.2%	78.7%	-	81.3%	*	75.0%	23.3%	71.9%	37.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Attendance, Graduation, and Dropout Rates

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	85.0%	**90.3%**	93.3%	85.3%	94.1%	*	100.0%	*	80.0%	65.9%	85.7%	70.0%
2017-18	85.1%	83.7%	**77.6%**	81.6%	74.3%	78.1%	-	81.3%	*	87.5%	25.8%	72.9%	37.5%

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Graduation Profile

District Number: 061914

	District Count	District Percent	State Count	State Percent
Graduates (2018-19 Annual Graduates)				
Total Graduates	494	100.0%	355,615	100.0%
By Ethnicity:				
African American	90	18.2%	43,953	12.4%
Hispanic	177	35.8%	180,673	50.8%
White	185	37.4%	105,577	29.7%
American Indian	2	0.4%	1,293	0.4%
Asian	14	2.8%	16,564	4.7%
Pacific Islander	1	0.2%	537	0.2%
Two or More Races	25	5.1%	7,018	2.0%
By Graduation Type:				
Minimum H.S. Program	0	0.0%	2,248	0.6%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	1,090	0.3%
Foundation H.S. Program (No Endorsement)	48	9.7%	51,579	14.5%
Foundation H.S. Program (Endorsement)	36	7.3%	15,160	4.3%
Foundation H.S. Program (DLA)	410	83.0%	285,538	80.3%
Special Education Graduates	41	8.3%	27,598	7.8%
Economically Disadvantaged Graduates	223	45.1%	186,364	52.4%
LEP Graduates	10	2.0%	25,189	7.1%
At-Risk Graduates	214	43.3%	146,432	41.2%

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	69.1%	**66.4%**	57.8%	59.6%	75.7%	*	92.9%	*	62.0%	84.1%	58.3%	45.0%
2017-18	65.5%	62.8%	**58.5%**	51.7%	57.3%	62.0%	-	65.6%	*	62.5%	71.0%	53.5%	31.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	**44.3%**	30.0%	38.4%	51.4%	*	92.9%	*	56.0%	9.8%	35.9%	40.0%
2017-18	50.0%	49.1%	**44.0%**	37.9%	41.9%	47.9%	-	56.3%	*	37.5%	0.0%	40.2%	6.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.7%	**60.5%**	46.7%	51.4%	71.9%	*	92.9%	*	68.0%	12.2%	49.3%	20.0%
2017-18	58.2%	60.3%	**53.6%**	56.3%	45.0%	60.4%	-	50.0%	*	75.0%	3.2%	46.2%	0.0%
Mathematics													
2018-19	48.6%	45.7%	**34.8%**	28.9%	25.4%	42.2%	*	78.6%	*	44.0%	9.8%	25.6%	30.0%
2017-18	46.0%	45.4%	**33.1%**	27.6%	26.7%	39.6%	-	62.5%	*	25.0%	0.0%	28.6%	12.5%
Both Subjects													
2018-19	44.2%	42.9%	**32.8%**	24.4%	23.2%	41.6%	*	71.4%	*	44.0%	9.8%	23.3%	20.0%
2017-18	42.1%	43.0%	**32.1%**	27.6%	26.2%	38.5%	-	50.0%	*	25.0%	0.0%	28.1%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.4%	**18.2%**	14.4%	13.0%	21.1%	*	50.0%	*	32.0%	2.4%	16.1%	20.0%
2017-18	20.7%	16.4%	**22.2%**	10.3%	23.6%	26.6%	-	25.0%	*	12.5%	0.0%	20.1%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.4%	**22.1%**	11.1%	24.3%	24.3%	*	35.7%	*	20.0%	2.4%	18.4%	10.0%
2017-18	20.4%	22.3%	**23.6%**	10.3%	23.6%	28.1%	-	43.8%	*	25.0%	0.0%	17.1%	6.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.8%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	3.0%	**13.2%**	11.1%	11.3%	13.5%	*	42.9%	*	16.0%	2.4%	9.0%	0.0%
2017-18	1.0%	1.6%	**6.7%**	4.6%	4.2%	9.9%	-	12.5%	*	0.0%	0.0%	5.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	35.9%	**40.0%**	41.1%	35.3%	45.4%	*	50.0%	*	26.0%	84.1%	36.8%	25.0%
2017-18	28.7%	24.5%	**27.7%**	23.6%	28.8%	28.9%	-	21.9%	*	31.3%	71.0%	25.6%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	10.3%	**7.5%**	4.4%	7.3%	8.1%	*	21.4%	*	8.0%	0.0%	8.1%	0.0%
2017-18	4.8%	3.4%	**4.6%**	1.1%	5.2%	5.7%	-	6.3%	*	0.0%	6.5%	4.0%	0.0%

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District College, Career, and Military Readiness (CCMR)

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	2.3%	**3.6%**	6.7%	3.4%	3.2%	*	0.0%	*	0.0%	43.9%	4.9%	0.0%
2017-18	1.7%	1.9%	**2.6%**	2.3%	3.7%	2.1%	-	0.0%	*	0.0%	41.9%	2.5%	6.3%

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	46.2%	**58.9%**	61.1%	53.7%	63.8%	*	78.6%	*	44.0%	68.3%	51.6%	50.0%
2017-18	38.7%	31.7%	**34.9%**	24.1%	38.2%	36.5%	-	31.3%	*	37.5%	41.9%	32.7%	31.3%

U.S. Armed Forces Enlistment (Annual Graduates)

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	5.0%	**4.5%**	2.2%	2.8%	8.1%	*	0.0%	*	0.0%	7.3%	3.6%	0.0%
2017-18	4.3%	4.5%	**6.0%**	8.0%	4.7%	6.3%	-	6.3%	*	12.5%	3.2%	5.0%	0.0%

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	2.3%	**5.5%**	7.8%	3.4%	7.6%	*	0.0%	*	0.0%	65.9%	4.9%	0.0%
2017-18	2.6%	2.1%	**1.6%**	3.4%	1.6%	1.0%	-	0.0%	*	0.0%	25.8%	3.0%	6.3%

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District CCMR-Related Indicators

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	32.2%	**34.2%**	24.4%	27.7%	43.2%	*	64.3%	*	28.0%	4.9%	25.6%	10.0%
2017-18	32.1%	30.8%	**28.8%**	26.4%	29.8%	30.2%	-	12.5%	*	37.5%	3.2%	27.6%	0.0%
Mathematics													
2018-19	24.7%	20.0%	**16.6%**	12.2%	15.8%	16.2%	*	50.0%	*	24.0%	0.0%	15.7%	20.0%
2017-18	23.7%	19.0%	**17.5%**	11.5%	16.8%	21.4%	-	18.8%	*	12.5%	0.0%	18.6%	6.3%
Both Subjects													
2018-19	18.8%	15.5%	**12.1%**	6.7%	10.7%	14.1%	*	35.7%	*	16.0%	0.0%	9.9%	10.0%
2017-18	18.1%	14.7%	**13.5%**	8.0%	13.6%	16.7%	-	12.5%	*	0.0%	0.0%	15.1%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	49.5%	**59.5%**	61.1%	54.2%	64.3%	*	85.7%	*	44.0%	73.2%	52.0%	50.0%
2017-18	58.4%	48.4%	**53.4%**	47.1%	57.6%	54.2%	-	37.5%	*	37.5%	58.1%	51.3%	50.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	1.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	4.5%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	2.8%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.7%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.1%	**0.0%**	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													
2019	25.2%	25.7%	**23.8%**	14.2%	19.1%	29.4%	*	53.8%	*	45.5%	n/a	19.6%	n/a
2018	25.8%	27.2%	**23.8%**	19.8%	20.7%	25.6%	*	46.9%	*	40.0%	n/a	19.3%	n/a
English Language Arts													
2019	14.5%	14.2%	**11.3%**	6.3%	8.3%	12.5%	*	38.5%	*	34.1%	n/a	8.5%	n/a
2018	15.3%	15.8%	**11.2%**	9.0%	8.8%	12.4%	*	28.1%	*	23.3%	n/a	7.8%	n/a
Mathematics													
2019	7.4%	7.6%	**6.6%**	3.2%	4.9%	8.9%	*	19.2%	*	11.4%	n/a	4.8%	n/a
2018	7.3%	7.9%	**6.5%**	2.8%	5.6%	8.3%	*	18.8%	*	3.3%	n/a	4.7%	n/a
Science													
2019	10.4%	12.0%	**14.3%**	8.9%	9.6%	19.4%	*	30.8%	*	29.5%	n/a	10.1%	n/a
2018	10.8%	12.9%	**13.5%**	9.6%	10.9%	15.8%	*	37.5%	*	13.3%	n/a	10.4%	n/a
Social Studies													
2019	13.9%	15.1%	**11.6%**	4.2%	9.6%	14.7%	*	30.8%	*	25.0%	n/a	7.3%	n/a
2018	14.5%	15.7%	**11.3%**	9.0%	8.8%	12.4%	*	28.1%	*	26.7%	n/a	8.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	54.9%	**53.5%**	37.0%	56.8%	57.5%	-	42.9%	-	50.0%	n/a	47.5%	n/a
2018	50.7%	55.1%	**53.3%**	22.9%	51.3%	65.7%	*	66.7%	-	41.7%	n/a	46.3%	n/a
English Language Arts													
2019	41.2%	51.5%	**48.2%**	41.7%	46.9%	57.8%	-	30.0%	-	40.0%	n/a	41.9%	n/a
2018	42.5%	52.6%	**49.6%**	31.3%	48.5%	58.3%	-	55.6%	-	28.6%	n/a	39.4%	n/a

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Texas Academic Performance Report
2019-20 District CCMR-Related Indicators

District Name: LITTLE ELM ISD

County Name: DENTON

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Mathematics													
2019	52.2%	55.8%	**37.3%**	33.3%	47.4%	28.1%	-	60.0%	-	40.0%	n/a	50.0%	n/a
2018	52.8%	55.1%	**44.6%**	0.0%	42.9%	53.1%	-	50.0%	-	*	n/a	55.0%	n/a
Science													
2019	40.6%	41.7%	**46.9%**	29.4%	43.2%	54.3%	-	50.0%	-	38.5%	n/a	45.1%	n/a
2018	38.0%	37.8%	**37.5%**	11.8%	29.3%	47.5%	*	50.0%	-	*	n/a	36.4%	n/a
Social Studies													
2019	46.3%	52.5%	**36.8%**	37.5%	40.5%	32.1%	-	37.5%	-	45.5%	n/a	32.4%	n/a
2018	44.6%	51.4%	**48.2%**	31.3%	45.5%	54.2%	-	66.7%	-	37.5%	n/a	28.6%	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	70.4%	**92.5%**	95.6%	87.0%	97.3%	*	92.9%	*	84.0%	n/a	86.5%	n/a
2017-18	74.6%	69.4%	**56.9%**	67.8%	46.6%	61.5%	-	56.3%	*	75.0%	n/a	49.3%	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	43.7%	**26.7%**	19.8%	14.3%	36.7%	*	53.8%	*	42.9%	n/a	16.6%	n/a
2017-18	37.9%	47.1%	**40.1%**	28.8%	34.8%	48.3%	-	66.7%	*	16.7%	n/a	35.6%	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1055	**978**	932	937	1020	*	1097	*	1030	n/a	945	n/a
2017-18	1036	1067	**1050**	1017	1020	1080	-	1202	*	992	n/a	1023	n/a
English Language Arts and Writing													
2018-19	517	532	**500**	476	481	523	*	535	*	520	n/a	483	n/a
2017-18	521	538	**538**	520	518	560	-	579	*	538	n/a	517	n/a
Mathematics													
2018-19	510	523	**478**	456	456	497	*	562	*	510	n/a	462	n/a
2017-18	515	529	**512**	498	502	520	-	623	*	454	n/a	506	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	22.4	**20.9**	18.9	20.1	22.2	*	20.0	-	22.8	n/a	19.7	n/a
2017-18	20.6	22.6	**20.5**	17.6	20.2	22.2	-	*	-	*	n/a	19.3	n/a
English Language Arts													
2018-19	20.3	22.3	**20.7**	18.6	20.3	22.1	*	18.1	-	22.5	n/a	19.5	n/a
2017-18	20.3	22.5	**20.4**	17.0	20.0	22.3	-	*	-	*	n/a	18.8	n/a
Mathematics													
2018-19	20.4	21.9	**20.0**	18.3	19.2	20.7	*	21.1	-	23.1	n/a	19.1	n/a
2017-18	20.6	22.2	**19.6**	17.3	19.2	20.9	-	*	-	*	n/a	18.6	n/a
Science													
2018-19	20.8	22.5	**21.6**	19.8	20.6	23.1	*	21.7	-	22.7	n/a	20.5	n/a
2017-18	20.9	22.7	**21.2**	18.5	20.9	22.7	-	*	-	*	n/a	20.1	n/a

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Other Postsecondary Indicators

District Number: 061914

	State	Region 11	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	42.4%	**48.2%**	42.0%	44.4%	53.3%	*	74.5%	*	51.2%	15.9%	43.0%	18.1%
2017-18	43.4%	41.9%	**47.6%**	42.7%	45.2%	51.1%	*	62.5%	*	54.0%	16.9%	40.9%	18.8%
English Language Arts													
2018-19	17.8%	16.1%	**9.1%**	8.0%	6.3%	10.4%	*	23.5%	*	22.4%	0.6%	7.5%	0.8%
2017-18	17.3%	16.4%	**7.7%**	6.3%	6.0%	8.4%	*	22.6%	*	14.8%	0.6%	4.9%	0.0%
Mathematics													
2018-19	20.4%	18.8%	**22.3%**	19.0%	17.5%	26.4%	*	45.1%	*	31.1%	3.1%	17.1%	3.2%
2017-18	20.7%	19.7%	**21.7%**	20.9%	18.9%	24.1%	*	37.3%	*	18.3%	6.3%	17.1%	6.3%
Science													
2018-19	21.7%	21.4%	**25.7%**	24.3%	22.5%	28.6%	*	36.7%	*	29.9%	12.1%	20.5%	9.1%
2017-18	21.2%	21.3%	**27.0%**	25.4%	24.8%	29.0%	*	35.2%	*	31.7%	11.1%	21.9%	8.2%
Social Studies													
2018-19	23.6%	24.9%	**20.9%**	14.0%	16.9%	26.3%	*	50.0%	*	26.6%	1.2%	16.1%	3.1%
2017-18	22.8%	24.4%	**19.9%**	16.2%	17.3%	22.3%	*	40.8%	*	32.1%	0.7%	15.9%	1.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	52.5%	**47.4%**	48.3%	44.0%	47.4%	-	75.0%	*	50.0%	25.0%	42.7%	31.3%
2016-17	54.6%	54.0%	**46.1%**	57.5%	37.2%	48.1%	20.0%	81.8%	-	53.3%	28.6%	36.6%	30.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	66.3%	**49.3%**	45.0%	46.3%	52.3%	-	63.6%	*	*	0.0%	51.1%	0.0%
2016-17	59.2%	66.4%	**47.6%**	33.3%	38.2%	59.5%	*	77.8%	-	62.5%	10.0%	49.3%	*

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Student Information

District Number: 061914

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Total Students	8,047	100.0%	5,479,173	100.0%	8,065	100.0%	5,493,940	100.0%
Students by Grade:								
Early Childhood Education	31	0.4%	16,848	0.3%	45	0.6%	25,883	0.5%
Pre-Kindergarten	180	2.2%	248,413	4.5%	180	2.2%	249,226	4.5%
Kindergarten	598	7.4%	383,585	7.0%	600	7.4%	384,114	7.0%
Grade 1	623	7.7%	391,175	7.1%	623	7.7%	391,449	7.1%
Grade 2	611	7.6%	388,370	7.1%	611	7.6%	388,675	7.1%
Grade 3	605	7.5%	391,565	7.1%	605	7.5%	391,795	7.1%
Grade 4	619	7.7%	399,883	7.3%	620	7.7%	400,111	7.3%
Grade 5	616	7.7%	417,272	7.6%	616	7.6%	417,444	7.6%
Grade 6	639	7.9%	422,605	7.7%	639	7.9%	422,740	7.7%
Grade 7	629	7.8%	423,421	7.7%	629	7.8%	423,545	7.7%
Grade 8	630	7.8%	411,170	7.5%	630	7.8%	411,272	7.5%
Grade 9	658	8.2%	448,929	8.2%	658	8.2%	449,122	8.2%
Grade 10	571	7.1%	406,785	7.4%	571	7.1%	407,044	7.4%
Grade 11	555	6.9%	376,894	6.9%	555	6.9%	377,208	6.9%
Grade 12	482	6.0%	352,258	6.4%	483	6.0%	354,312	6.4%
Ethnic Distribution:								
African American	1,408	17.5%	691,582	12.6%	1,410	17.5%	692,925	12.6%
Hispanic	3,092	38.4%	2,892,928	52.8%	3,099	38.4%	2,899,504	52.8%
White	2,820	35.0%	1,477,699	27.0%	2,828	35.1%	1,483,688	27.0%
American Indian	34	0.4%	19,999	0.4%	34	0.4%	20,062	0.4%
Asian	309	3.8%	250,065	4.6%	309	3.8%	250,463	4.6%
Pacific Islander	15	0.2%	8,466	0.2%	15	0.2%	8,481	0.2%
Two or More Races	369	4.6%	138,434	2.5%	370	4.6%	138,817	2.5%
Sex:								
Female	3,911	48.6%	2,673,270	48.8%	3,916	48.6%	2,678,619	48.8%
Male	4,136	51.4%	2,805,903	51.2%	4,149	51.4%	2,815,321	51.2%
Economically Disadvantaged	3,979	49.4%	3,303,974	60.3%	3,983	49.4%	3,309,610	60.2%
Non-Educationally Disadvantaged	4,068	50.6%	2,175,199	39.7%	4,082	50.6%	2,184,330	39.8%
Section 504 Students	111	1.4%	376,734	6.9%	111	1.4%	376,956	6.9%
English Learners (EL)	1,457	18.1%	1,112,674	20.3%	1,457	18.1%	1,113,536	20.3%
Students w/ Disciplinary Placements (2018-19)	106	1.3%	82,551	1.5%				
Students w/ Dyslexia	228	2.8%	224,619	4.1%	228	2.8%	224,741	4.1%
Foster Care	32	0.4%	17,393	0.3%	32	0.4%	17,451	0.3%
Homeless	51	0.6%	78,178	1.4%	51	0.6%	78,296	1.4%
Immigrant	131	1.6%	126,747	2.3%	131	1.6%	126,858	2.3%
Migrant	0	0.0%	18,888	0.3%	0	0.0%	18,992	0.3%
Title I	3,328	41.4%	3,568,526	65.1%	3,342	41.4%	3,576,850	65.1%
Military Connected	96	1.2%	105,751	1.9%	96	1.2%	105,787	1.9%
At-Risk	3,918	48.7%	2,773,390	50.6%	3,919	48.6%	2,776,481	50.5%

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District Name: LITTLE ELM ISD

County Name: DENTON

District Number: 061914

Student Information	Membership				Enrollment			
	District		State		District		State	
	Count	Percent	Count	Percent	Count	Percent	Count	Percent
Students by Instructional Program:								
Bilingual/ESL Education	1,715	21.3%	1,128,904	20.6%	1,715	21.3%	1,129,558	20.6%
Career & Technical Education	2,332	29.0%	1,512,219	27.6%				
Career & Technical Education (9-12 grades only)	1,747	77.1%	805,496	50.8%	1,747	77.1%	806,117	50.8%
Gifted & Talented Education	500	6.2%	444,125	8.1%	500	6.2%	444,196	8.1%
Special Education	719	8.9%	577,868	10.5%	736	9.1%	587,987	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	719		577,868					
By Type of Primary Disability								
Students with Intellectual Disabilities	278	38.7%	245,216	42.4%				
Students with Physical Disabilities	155	21.6%	123,847	21.4%				
Students with Autism	98	13.6%	79,952	13.8%				
Students with Behavioral Disabilities	169	23.5%	120,042	20.8%				
Students with Non-Categorical Early Childhood	19	2.6%	8,811	1.5%				
Mobility (2018-19):								
Total Mobile Students	809	10.9%	806,375	15.3%				

Student Information	-Non-Special Education Rates-		-Special Education Rates-	
	District	State	District	State
Retention Rates by Grade:				
Kindergarten	0.0%	1.6%	0.0%	5.5%
Grade 1	0.0%	2.9%	0.0%	4.9%
Grade 2	0.4%	1.6%	1.9%	2.0%
Grade 3	0.4%	0.9%	0.0%	0.8%
Grade 4	0.0%	0.5%	0.0%	0.4%
Grade 5	0.0%	0.4%	0.0%	0.5%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.2%	0.5%	0.0%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.6%
Grade 9	5.7%	7.8%	1.9%	13.1%

	District		State	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	6	0.2%	5,686	0.2%

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Student Information

District Number: 061914

Class Size Information	District	State

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

Elementary:

	District	State
Kindergarten	19.9	19.0
Grade 1	19.3	18.9
Grade 2	17.1	18.8
Grade 3	18.9	19.0
Grade 4	20.0	19.2
Grade 5	20.3	20.9
Grade 6	24.4	20.4

Secondary:

	District	State
English/Language Arts	20.6	16.4
Foreign Languages	22.6	18.7
Mathematics	23.2	17.8
Science	24.5	18.8
Social Studies	22.4	19.3

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Staff Information

District Number: 061914

Staff Information	---------------- District ----------------		---------------- State ----------------	
	Count	Percent	Count	Percent
Total Staff	875.9	100.0%	734,726.4	100.0%
Professional Staff:	595.9	68.0%	468,132.4	63.7%
Teachers	461.2	52.7%	363,121.3	49.4%
Professional Support	97.7	11.2%	74,698.8	10.2%
Campus Administration (School Leadership)	26.0	3.0%	21,960.1	3.0%
Central Administration	10.9	1.2%	8,352.3	1.1%
Educational Aides:	69.7	8.0%	78,096.8	10.6%
Auxiliary Staff:	210.4	24.0%	188,497.2	25.7%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	8.0	n/a	4,373.0	n/a
Part-time	0.0	n/a	595.0	n/a
Counselors				
Full-time	18.0	n/a	12,901.0	n/a
Part-time	0.0	n/a	1,103.0	n/a
Total Minority Staff:	317.3	36.2%	375,758.9	51.1%
Teachers by Ethnicity and Sex:				
African American	34.5	7.5%	39,132.5	10.8%
Hispanic	77.3	16.8%	102,099.7	28.1%
White	335.4	72.7%	209,453.0	57.7%
American Indian	1.0	0.2%	1,239.6	0.3%
Asian	9.0	2.0%	6,393.2	1.8%
Pacific Islander	1.0	0.2%	638.2	0.2%
Two or More Races	3.0	0.7%	4,165.2	1.1%
Males	102.9	22.3%	86,302.4	23.8%
Females	358.3	77.7%	276,818.8	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.2%	4,859.9	1.3%
Bachelors	320.8	69.6%	266,596.3	73.4%
Masters	139.4	30.2%	89,088.4	24.5%
Doctorate	0.0	0.0%	2,576.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	18.5	4.0%	26,878.7	7.4%
1-5 Years Experience	154.5	33.5%	101,305.8	27.9%
6-10 Years Experience	81.5	17.7%	70,305.4	19.4%
11-20 Years Experience	154.8	33.6%	106,767.7	29.4%
Over 20 Years Experience	51.9	11.2%	57,863.9	15.9%
Number of Students per Teacher	17.4	n/a	15.1	n/a

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

County Name: DENTON

2019-20 District Staff Information

District Number: 061914

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	6.7	6.2
Average Years Experience of Principals with District	3.7	5.3
Average Years Experience of Assistant Principals	6.5	5.3
Average Years Experience of Assistant Principals with District	5.8	4.7
Average Years Experience of Teachers:	10.1	11.1
Average Years Experience of Teachers with District:	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$52,838	$49,868
1-5 Years Experience	$53,392	$52,823
6-10 Years Experience	$55,233	$55,756
11-20 Years Experience	$58,894	$59,308
Over 20 Years Experience	$63,762	$65,449
Average Actual Salaries (regular duties only):		
Teachers	$56,709	$57,091
Professional Support	$71,225	$67,352
Campus Administration (School Leadership)	$92,562	$82,512
Central Administration	$146,164	$108,367
Instructional Staff Percent:	65.1%	64.6%
Turnover Rate for Teachers:	22.8%	16.8%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,122.5
Educational Aides	0.0	189.0
Auxiliary Staff	0.0	399.5
Contracted Instructional Staff:	13.5	6,309.0

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District Name: LITTLE ELM ISD

County Name: DENTON
District Number: 061914

Program Information	---------------- District ----------------		----------------- State -----------------	
	Count	Percent	Count	Percent
Teachers by Program (population served):				
Bilingual/ESL Education	27.5	6.0%	23,626.0	6.5%
Career & Technical Education	22.8	4.9%	18,120.4	5.0%
Compensatory Education	15.1	3.3%	10,147.3	2.8%
Gifted & Talented Education	5.7	1.2%	7,053.3	1.9%
Regular Education	330.0	71.6%	257,548.7	70.9%
Special Education	42.3	9.2%	33,620.4	9.3%
Other	17.9	3.9%	13,005.2	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **D H BRENT EL**

Campus Number: **061914103**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**68%**	67%	65%	74%	-	*	-	*	24%	*	72%	50%	59%	66%
	2018	77%	76%	**68%**	62%	61%	78%	-	*	-	80%	20%	*	74%	55%	54%	59%
At Meets Grade Level or Above	2019	45%	44%	**39%**	33%	33%	47%	-	*	-	*	12%	*	43%	20%	29%	29%
	2018	43%	41%	**36%**	23%	29%	50%	-	*	-	40%	10%	*	41%	26%	24%	30%
At Masters Grade Level	2019	27%	26%	**25%**	0%	19%	41%	-	*	-	*	0%	*	30%	5%	14%	11%
	2018	25%	25%	**28%**	15%	22%	44%	-	*	-	20%	0%	*	32%	19%	20%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	**73%**	58%	69%	85%	-	*	-	*	35%	*	75%	65%	63%	66%
	2018	78%	70%	**62%**	38%	55%	81%	-	*	-	60%	30%	*	67%	48%	44%	54%
At Meets Grade Level or Above	2019	49%	42%	**42%**	25%	33%	59%	-	*	-	*	0%	*	47%	20%	27%	26%
	2018	47%	43%	**36%**	15%	27%	53%	-	*	-	50%	10%	*	42%	23%	26%	27%
At Masters Grade Level	2019	25%	21%	**21%**	25%	13%	32%	-	*	-	*	0%	*	24%	10%	14%	8%
	2018	23%	18%	**16%**	8%	10%	28%	-	*	-	20%	10%	*	21%	3%	9%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**60%**	58%	51%	75%	*	*	-	50%	0%	*	58%	62%	51%	47%
	2018	73%	76%	**71%**	64%	65%	81%	-	57%	-	86%	42%	60%	75%	63%	65%	68%
At Meets Grade Level or Above	2019	44%	38%	**28%**	17%	15%	57%	*	*	-	25%	0%	*	32%	21%	17%	18%
	2018	46%	47%	**42%**	21%	40%	49%	-	57%	-	57%	25%	60%	44%	39%	33%	45%
At Masters Grade Level	2019	22%	18%	**13%**	8%	8%	32%	*	*	-	0%	0%	*	17%	8%	8%	8%
	2018	24%	20%	**18%**	7%	21%	19%	-	14%	-	14%	8%	20%	19%	16%	9%	16%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	64%	**62%**	58%	47%	86%	*	*	-	63%	30%	*	62%	62%	44%	42%
	2018	78%	81%	**79%**	50%	73%	95%	-	86%	-	86%	50%	80%	80%	76%	69%	71%
At Meets Grade Level or Above	2019	48%	38%	**39%**	17%	26%	71%	*	*	-	25%	10%	*	38%	41%	27%	32%
	2018	49%	47%	**49%**	29%	42%	62%	-	71%	-	43%	17%	60%	51%	45%	38%	42%
At Masters Grade Level	2019	28%	22%	**26%**	8%	15%	54%	*	*	-	13%	0%	*	28%	23%	16%	18%
	2018	27%	23%	**26%**	14%	17%	32%	-	57%	-	43%	17%	20%	29%	18%	11%	18%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**53%**	33%	43%	79%	*	*	-	38%	0%	*	55%	49%	48%	55%
	2018	63%	63%	**65%**	43%	67%	70%	-	86%	-	57%	42%	40%	67%	63%	53%	71%
At Meets Grade Level or Above	2019	35%	28%	**25%**	8%	19%	43%	*	*	-	13%	0%	*	28%	21%	17%	21%
	2018	39%	39%	**37%**	7%	42%	43%	-	43%	-	29%	8%	20%	35%	42%	27%	37%
At Masters Grade Level	2019	11%	7%	**2%**	8%	0%	4%	*	*	-	0%	0%	*	2%	3%	2%	0%
	2018	11%	10%	**9%**	0%	13%	5%	-	14%	-	14%	0%	0%	9%	8%	5%	13%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**83%**	69%	81%	92%	-	83%	-	83%	50%	*	85%	78%	80%	79%
	2018	84%	86%	**84%**	77%	78%	90%	*	*	-	91%	38%	*	83%	88%	82%	84%
At Meets Grade Level or Above	2019	54%	56%	**57%**	19%	55%	75%	-	83%	-	33%	25%	*	61%	47%	53%	56%
	2018	54%	56%	**51%**	54%	38%	59%	*	*	-	55%	25%	*	47%	63%	45%	37%
At Masters Grade Level	2019	29%	31%	**30%**	6%	26%	39%	-	67%	-	33%	8%	*	32%	25%	29%	31%
	2018	26%	26%	**25%**	15%	13%	38%	*	*	-	27%	0%	*	28%	19%	23%	21%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**87%**	69%	85%	94%	-	100%	-	100%	67%	*	88%	86%	83%	87%
	2018	91%	92%	**98%**	92%	98%	100%	*	*	-	100%	75%	*	99%	97%	100%	100%
At Meets Grade Level or Above	2019	58%	58%	**56%**	31%	43%	75%	-	83%	-	83%	8%	*	57%	53%	46%	38%
	2018	58%	59%	**73%**	46%	60%	87%	*	*	-	91%	13%	*	75%	69%	73%	68%
At Masters Grade Level	2019	36%	37%	**41%**	25%	23%	61%	-	83%	-	50%	8%	*	40%	42%	34%	31%
	2018	30%	35%	**44%**	31%	23%	67%	*	*	-	55%	13%	*	44%	44%	32%	32%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**66%**	56%	53%	83%	-	83%	-	67%	42%	*	67%	64%	56%	51%
	2018	76%	77%	**77%**	50%	68%	90%	*	*	-	91%	11%	*	73%	84%	75%	68%
At Meets Grade Level or Above	2019	49%	44%	**40%**	25%	26%	61%	-	67%	-	33%	25%	*	39%	42%	25%	18%
	2018	41%	36%	**41%**	14%	23%	59%	*	*	-	64%	0%	*	43%	38%	32%	32%
At Masters Grade Level	2019	24%	19%	**14%**	0%	11%	25%	-	17%	-	17%	8%	*	17%	8%	8%	3%
	2018	17%	13%	**14%**	0%	5%	26%	*	*	-	18%	0%	*	16%	9%	7%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**69%**	59%	61%	84%	100%	91%	-	63%	32%	67%	71%	65%	60%	62%
	2018	77%	77%	**75%**	59%	69%	86%	*	84%	-	82%	38%	68%	77%	72%	66%	69%
At Meets Grade Level or Above	2019	50%	48%	**41%**	22%	31%	62%	67%	78%	-	35%	10%	21%	44%	34%	30%	30%
	2018	48%	46%	**46%**	26%	37%	58%	*	71%	-	55%	14%	60%	47%	43%	36%	38%
At Masters Grade Level	2019	24%	21%	**22%**	10%	14%	37%	17%	52%	-	20%	3%	8%	24%	16%	15%	14%
	2018	22%	19%	**22%**	11%	15%	33%	*	39%	-	27%	6%	24%	25%	17%	14%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**70%**	65%	65%	81%	*	88%	-	63%	26%	78%	73%	65%	63%	64%
	2018	74%	75%	**74%**	68%	67%	83%	*	73%	-	86%	33%	67%	77%	68%	66%	68%
At Meets Grade Level or Above	2019	48%	49%	**42%**	23%	34%	60%	*	75%	-	31%	13%	22%	46%	31%	33%	35%
	2018	46%	46%	**43%**	33%	35%	53%	*	73%	-	50%	20%	67%	44%	43%	33%	37%
At Masters Grade Level	2019	21%	21%	**23%**	5%	17%	38%	*	63%	-	19%	3%	0%	27%	14%	17%	17%
	2018	19%	18%	**24%**	13%	19%	33%	*	36%	-	21%	3%	44%	26%	18%	17%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**74%**	63%	66%	89%	*	100%	-	75%	44%	67%	75%	72%	63%	65%
	2018	81%	81%	**80%**	60%	73%	93%	*	91%	-	82%	50%	78%	82%	74%	69%	70%
At Meets Grade Level or Above	2019	52%	48%	**46%**	25%	34%	68%	*	88%	-	50%	5%	33%	48%	41%	33%	32%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
	2018	50%	47%	**53%**	30%	42%	69%	*	82%	-	64%	13%	67%	56%	46%	44%	41%
At Masters Grade Level	2019	26%	23%	**30%**	20%	17%	49%	*	75%	-	31%	3%	22%	30%	27%	21%	19%
	2018	24%	21%	**28%**	18%	16%	44%	*	55%	-	39%	13%	22%	31%	22%	16%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**53%**	33%	43%	79%	*	*	-	38%	0%	*	55%	49%	48%	55%
	2018	66%	66%	**65%**	43%	67%	70%	-	86%	-	57%	42%	40%	67%	63%	53%	71%
At Meets Grade Level or Above	2019	38%	36%	**25%**	8%	19%	43%	*	*	-	13%	0%	*	28%	21%	17%	21%
	2018	41%	41%	**37%**	7%	42%	43%	-	43%	-	29%	8%	20%	35%	42%	27%	37%
At Masters Grade Level	2019	14%	13%	**2%**	8%	0%	4%	*	*	-	0%	0%	*	2%	3%	2%	0%
	2018	13%	13%	**9%**	0%	13%	5%	-	14%	-	14%	0%	0%	9%	8%	5%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	**66%**	56%	53%	83%	-	83%	-	67%	42%	*	67%	64%	56%	51%
	2018	80%	80%	**77%**	50%	68%	90%	*	*	-	91%	11%	*	73%	84%	75%	68%
At Meets Grade Level or Above	2019	54%	50%	**40%**	25%	26%	61%	-	67%	-	33%	25%	*	39%	42%	25%	18%
	2018	51%	47%	**41%**	14%	23%	59%	*	*	-	64%	0%	*	43%	38%	32%	32%
At Masters Grade Level	2019	25%	20%	**14%**	0%	11%	25%	-	17%	-	17%	8%	*	17%	8%	8%	3%
	2018	23%	20%	**14%**	0%	5%	26%	*	*	-	18%	0%	*	16%	9%	7%	16%

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District Name: LITTLE ELM ISD

Campus Name: D H BRENT EL

Campus Number: 061914103

Total Students: 753

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	54	**43**	40	38	59	*	*	-	25	10	*	41	47	37	36
	2018	63	59	**56**	65	55	60	-	14	-	64	50	100	57	54	51	46
Grade 4 Mathematics	2019	65	58	**69**	75	52	89	*	*	-	88	50	*	65	74	59	57
	2018	65	64	**61**	73	51	69	-	71	-	50	71	60	61	60	55	46
Grade 5 ELA/Reading	2019	81	84	**81**	83	78	81	-	100	-	83	75	*	81	83	82	79
	2018	80	80	**77**	85	80	77	*	*	-	55	75	*	78	73	78	75
Grade 5 Mathematics	2019	83	87	**88**	90	83	90	-	100	-	100	92	*	85	95	87	86
	2018	81	85	**86**	73	89	91	*	*	-	85	81	*	85	87	86	100
All Grades Both Subjects	2019	69	70	**71**	75	61	80	*	93	-	71	59	50	69	74	65	64
	2018	69	67	**70**	74	67	75	*	53	-	65	68	79	70	68	66	60
All Grades ELA/Reading	2019	68	70	**62**	66	56	71	*	86	-	50	45	42	62	64	58	57
	2018	69	65	**66**	75	66	69	*	35	-	59	60	100	67	63	63	55
All Grades Mathematics	2019	70	69	**78**	84	66	90	*	100	-	93	73	58	76	84	72	71
	2018	70	68	**73**	73	68	81	*	70	-	71	75	57	73	73	69	64

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Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**38%**	29%	42%	38%	-	*	-	*	0%	34%	40%
	2018	38%	46%	**40%**	*	43%	43%	-	*	-	*	*	37%	46%
Mathematics	2019	45%	51%	**37%**	50%	31%	33%	-	*	-	40%	41%	33%	36%
	2018	47%	53%	**45%**	*	45%	71%	-	*	-	*	38%	42%	43%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	81%	**76%**	56%	74%	83%	-	83%	-	83%	42%	76%	66%
Students Requiring Accelerated Instruction	2019	22%	19%	**24%**	44%	26%	17%	-	17%	-	17%	58%	24%	34%
STAAR Cumulative Met Standard	2019	86%	88%	**83%**	69%	81%	92%	-	83%	-	83%	50%	80%	75%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	87%	**83%**	56%	79%	94%	-	100%	-	100%	50%	76%	75%
Students Requiring Accelerated Instruction	2019	17%	13%	**17%**	44%	21%	6%	-	0%	-	0%	50%	24%	25%
STAAR Cumulative Met Standard	2019	90%	93%	**86%**	69%	83%	94%	-	100%	-	100%	67%	81%	81%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**69%**	63%	-	-	-	63%	49%	45%	49%	0%	58%	57%
	2018	77%	77%	**75%**	69%	-	-	-	69%	58%	45%	63%	-	64%	64%
At Meets Grade Level or Above	2019	50%	48%	**41%**	28%	-	-	-	28%	18%	36%	15%	0%	25%	24%
	2018	48%	46%	**46%**	38%	-	-	-	38%	23%	24%	22%	-	32%	32%
At Masters Grade Level	2019	24%	21%	**22%**	12%	-	-	-	12%	4%	9%	3%	0%	9%	9%
	2018	22%	19%	**22%**	15%	-	-	-	15%	7%	17%	2%	-	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**70%**	68%	-	-	-	68%	48%	40%	50%	*	61%	60%
	2018	74%	75%	**74%**	72%	-	-	-	72%	51%	36%	58%	-	63%	63%
At Meets Grade Level or Above	2019	48%	49%	**42%**	35%	-	-	-	35%	24%	40%	21%	*	32%	31%
	2018	46%	46%	**43%**	41%	-	-	-	41%	17%	18%	17%	-	31%	31%
At Masters Grade Level	2019	21%	21%	**23%**	18%	-	-	-	18%	3%	0%	4%	*	13%	13%
	2018	19%	18%	**24%**	22%	-	-	-	22%	6%	18%	0%	-	15%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**74%**	59%	-	-	-	59%	70%	60%	71%	*	62%	61%
	2018	81%	81%	**80%**	63%	-	-	-	63%	69%	55%	75%	-	65%	65%
At Meets Grade Level or Above	2019	52%	48%	**46%**	28%	-	-	-	28%	21%	40%	18%	*	26%	25%
	2018	50%	47%	**53%**	33%	-	-	-	33%	34%	36%	33%	-	33%	33%
At Masters Grade Level	2019	26%	23%	**30%**	15%	-	-	-	15%	6%	20%	4%	*	12%	12%
	2018	24%	21%	**28%**	7%	-	-	-	7%	11%	27%	4%	-	9%	9%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**53%**	73%	-	-	-	73%	9%	*	10%	-	52%	52%
	2018	66%	66%	**65%**	76%	-	-	-	76%	29%	*	20%	-	66%	66%
At Meets Grade Level or Above	2019	38%	36%	**25%**	23%	-	-	-	23%	0%	*	0%	-	15%	15%
	2018	41%	41%	**37%**	44%	-	-	-	44%	14%	*	20%	-	38%	38%
At Masters Grade Level	2019	14%	13%	**2%**	0%	-	-	-	0%	0%	*	0%	-	0%	0%
	2018	13%	13%	**9%**	16%	-	-	-	16%	0%	*	0%	-	13%	13%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**66%**	50%	-	-	-	50%	14%	-	14%	*	42%	41%
	2018	80%	80%	**77%**	-	-	-	-	-	60%	40%	70%	-	60%	60%
At Meets Grade Level or Above	2019	54%	50%	**40%**	13%	-	-	-	13%	0%	-	0%	*	10%	9%
	2018	51%	47%	**41%**	-	-	-	-	-	13%	20%	10%	-	13%	13%
At Masters Grade Level	2019	25%	20%	**14%**	0%	-	-	-	0%	0%	-	0%	*	0%	0%
	2018	23%	20%	**14%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**71%**	58%	-	-	-	58%	65%	*	66%	-	60%	60%
	2018	69%	67%	**70%**	47%	-	-	-	47%	72%	62%	77%	-	58%	58%
All Grades ELA/Reading	2019	68%	70%	**62%**	56%	-	-	-	56%	50%	*	53%	-	54%	54%
	2018	69%	65%	**66%**	52%	-	-	-	52%	66%	50%	73%	-	58%	58%
All Grades Mathematics	2019	70%	69%	**78%**	60%	-	-	-	60%	81%	*	79%	-	66%	66%
	2018	70%	68%	**73%**	42%	-	-	-	42%	77%	71%	80%	-	59%	59%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**38%**	67%	-	-	-	67%	18%	*	20%	-	40%	40%
	2018	38%	46%	**40%**	*	-	-	-	*	50%	*	*	-	46%	46%
Mathematics	2019	45%	51%	**37%**	31%	-	-	-	31%	42%	*	36%	-	36%	36%
	2018	47%	53%	**45%**	*	-	-	-	*	75%	*	*	-	43%	43%

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 685
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	93%	**93%**	92%	93%	93%	100%	100%	-	94%	90%	93%	96%
Not Included in Accountability													
Mobile	4%	4%	**7%**	8%	7%	7%	0%	0%	-	6%	10%	7%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Not Tested	1%	2%	**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%	2%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	100%	100%	-	100%	100%	100%	100%
Included in Accountability	94%	94%	**95%**	88%	97%	95%	43%	100%	-	100%	86%	95%	96%
Not Included in Accountability													
Mobile	4%	5%	**4%**	12%	1%	5%	29%	0%	-	0%	14%	4%	1%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	29%	0%	-	0%	0%	1%	3%
Not Tested	1%	1%	**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%	1%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

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District Name: LITTLE ELM ISD

Campus Name: D H BRENT EL

Campus Number: 061914103

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 753

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**96.4%**	96.4%	96.5%	96.4%	*	96.9%	-	95.0%	95.8%	96.1%	96.6%
2017-18	95.4%	96.0%	**96.1%**	96.4%	96.1%	96.1%	*	97.1%	*	95.9%	95.9%	96.0%	96.4%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Campus Name: D H BRENT EL

Campus Number: 061914103

Total Students: 753

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)

Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Student Information	Membership Count	Campus Percent	District	State	Enrollment Count	Campus Percent	District	State
Total Students	753	100.0%	8,047	5,479,173	758	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	4	0.5%	0.6%	0.5%
Pre-Kindergarten	34	4.5%	2.2%	4.5%	34	4.5%	2.2%	4.5%
Kindergarten	132	17.5%	7.4%	7.0%	133	17.5%	7.4%	7.0%
Grade 1	114	15.1%	7.7%	7.1%	114	15.0%	7.7%	7.1%
Grade 2	123	16.3%	7.6%	7.1%	123	16.2%	7.6%	7.1%
Grade 3	121	16.1%	7.5%	7.1%	121	16.0%	7.5%	7.1%
Grade 4	106	14.1%	7.7%	7.3%	106	14.0%	7.7%	7.3%
Grade 5	123	16.3%	7.7%	7.6%	123	16.2%	7.6%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	91	12.1%	17.5%	12.6%	91	12.0%	17.5%	12.6%
Hispanic	370	49.1%	38.4%	52.8%	374	49.3%	38.4%	52.8%
White	243	32.3%	35.0%	27.0%	244	32.2%	35.1%	27.0%
American Indian	1	0.1%	0.4%	0.4%	1	0.1%	0.4%	0.4%
Asian	13	1.7%	3.8%	4.6%	13	1.7%	3.8%	4.6%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	34	4.5%	4.6%	2.5%	34	4.5%	4.6%	2.5%
Sex:								
Female	384	51.0%	48.6%	48.8%	384	50.7%	48.6%	48.8%
Male	369	49.0%	51.4%	51.2%	374	49.3%	51.4%	51.2%
Economically Disadvantaged	426	56.6%	49.4%	60.3%	428	56.5%	49.4%	60.2%
Non-Educationally Disadvantaged	327	43.4%	50.6%	39.7%	330	43.5%	50.6%	39.8%
Section 504 Students	7	0.9%	1.4%	6.9%	7	0.9%	1.4%	6.9%
English Learners (EL)	256	34.0%	18.1%	20.3%	256	33.8%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	1	0.1%	1.3%	1.5%				
Students w/ Dyslexia	34	4.5%	2.8%	4.1%	34	4.5%	2.8%	4.1%
Foster Care	8	1.1%	0.4%	0.3%	8	1.1%	0.4%	0.3%
Homeless	1	0.1%	0.6%	1.4%	1	0.1%	0.6%	1.4%
Immigrant	11	1.5%	1.6%	2.3%	11	1.5%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	753	100.0%	41.4%	65.1%	758	100.0%	41.4%	65.1%
Military Connected	9	1.2%	1.2%	1.9%	9	1.2%	1.2%	1.9%
At-Risk	427	56.7%	48.7%	50.6%	427	56.3%	48.6%	50.5%

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District Name: LITTLE ELM ISD

Campus Name: D H BRENT EL

Campus Number: 061914103

Total Students: 753

Grade Span: PK - 05

School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	304	40.4%	21.3%	20.6%	304	40.1%	21.3%	20.6%
Career & Technical Education	0	0.0%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	33	4.4%	6.2%	8.1%	33	4.4%	6.2%	8.1%
Special Education	70	9.3%	8.9%	10.5%	75	9.9%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	70							
By Type of Primary Disability								
Students with Intellectual Disabilities	22	31.4%	38.7%	42.4%				
Students with Physical Disabilities	23	32.9%	21.6%	21.4%				
Students with Autism	**	**	13.6%	13.8%				
Students with Behavioral Disabilities	19	27.1%	23.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	77	12.7%	10.9%	15.3%				
By Ethnicity:								
African American	18	3.0%						
Hispanic	30	5.0%						
White	23	3.8%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	6	1.0%						
Student Attrition (2018-19):								
Total Student Attrition	87	15.3%						

Student Information	---------Non-Special Education Rates---------			------------Special Education Rates------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	0.0%	4.9%
Grade 2	0.0%	0.4%	1.6%	0.0%	1.9%	2.0%
Grade 3	0.0%	0.4%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.2%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.0	19.9	19.0
Grade 1	19.0	19.3	18.9
Grade 2	17.3	17.1	18.8
Grade 3	20.2	18.9	19.0
Grade 4	21.2	20.0	19.2
Grade 5	24.4	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:			
English/Language Arts	-	20.6	16.4
Foreign Languages	-	22.6	18.7
Mathematics	-	23.2	17.8
Science	-	24.5	18.8
Social Studies	-	22.4	19.3

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	58.4	100.0%	100.0%	100.0%
Professional Staff:	52.5	89.9%	68.0%	63.7%
Teachers	44.6	76.4%	52.7%	49.4%
Professional Support	5.9	10.1%	11.2%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	3.0%	3.0%
Educational Aides:	5.9	10.1%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	18.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	15.8	27.0%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.2%	7.5%	10.8%
Hispanic	10.0	22.4%	16.8%	28.1%
White	33.6	75.3%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.7%	1.1%
Males	2.1	4.8%	22.3%	23.8%
Females	42.5	95.2%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.2%	0.2%	1.3%
Bachelors	34.0	76.2%	69.6%	73.4%
Masters	9.6	21.6%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.5%	4.0%	7.4%
1-5 Years Experience	14.0	31.4%	33.5%	27.9%
6-10 Years Experience	2.0	4.5%	17.7%	19.4%
11-20 Years Experience	21.1	47.4%	33.6%	29.4%
Over 20 Years Experience	5.5	12.3%	11.2%	15.9%
Number of Students per Teacher	16.9	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	6.7	6.2
Average Years Experience of Principals with District	1.0	3.7	5.3
Average Years Experience of Assistant Principals	3.0	6.5	5.3
Average Years Experience of Assistant Principals with District	3.0	5.8	4.7
Average Years Experience of Teachers:	11.3	10.1	11.1
Average Years Experience of Teachers with District:	6.8	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$56,760	$52,838	$49,868
1-5 Years Experience	$52,712	$53,392	$52,823
6-10 Years Experience	$55,332	$55,233	$55,756
11-20 Years Experience	$57,726	$58,894	$59,308
Over 20 Years Experience	$63,209	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,679	$56,709	$57,091
Professional Support	$60,393	$71,225	$67,352
Campus Administration (School Leadership)	$85,288	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	1.5	13.5	6,309.0

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: LITTLE ELM ISD
Campus Name: D H BRENT EL
Campus Number: 061914103

Total Students: 753
Grade Span: PK - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	0.7	1.7%	3.3%	2.8%
Gifted & Talented Education	0.5	1.1%	1.2%	1.9%
Regular Education	38.3	85.7%	71.6%	70.9%
Special Education	5.1	11.5%	9.2%	9.3%
Other	0.0	0.0%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **CESAR CHAVEZ EL**

Campus Number: **061914104**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**60%**	50%	56%	68%	-	-	-	60%	50%	*	65%	43%	51%	50%
	2018	77%	76%	**66%**	68%	58%	67%	-	*	*	*	58%	*	63%	72%	65%	56%
At Meets Grade Level or Above	2019	45%	44%	**36%**	36%	29%	44%	-	-	-	20%	17%	*	41%	19%	28%	28%
	2018	43%	41%	**30%**	24%	25%	37%	-	*	*	*	8%	*	30%	31%	24%	28%
At Masters Grade Level	2019	27%	26%	**23%**	21%	15%	35%	-	-	-	0%	8%	*	26%	14%	15%	17%
	2018	25%	25%	**16%**	16%	14%	17%	-	*	*	*	0%	*	16%	16%	15%	16%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	**67%**	50%	62%	85%	-	-	-	20%	50%	*	71%	52%	59%	61%
	2018	78%	70%	**48%**	32%	47%	60%	-	*	*	*	33%	*	47%	50%	41%	40%
At Meets Grade Level or Above	2019	49%	42%	**37%**	36%	35%	41%	-	-	-	20%	17%	*	42%	19%	31%	33%
	2018	47%	43%	**20%**	20%	22%	17%	-	*	*	*	8%	*	19%	22%	17%	24%
At Masters Grade Level	2019	25%	21%	**22%**	21%	18%	29%	-	-	-	0%	8%	*	26%	10%	18%	11%
	2018	23%	18%	**5%**	0%	6%	10%	-	*	*	*	0%	*	6%	3%	4%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**50%**	40%	55%	48%	-	*	-	*	0%	*	51%	49%	49%	52%
	2018	73%	76%	**70%**	45%	54%	88%	*	80%	-	100%	50%	*	74%	63%	51%	50%
At Meets Grade Level or Above	2019	44%	38%	**22%**	20%	21%	26%	-	*	-	*	0%	*	23%	22%	20%	19%
	2018	46%	47%	**49%**	35%	29%	71%	*	40%	-	20%	25%	*	56%	34%	34%	19%
At Masters Grade Level	2019	22%	18%	**14%**	8%	18%	13%	-	*	-	*	0%	*	17%	10%	12%	19%
	2018	24%	20%	**22%**	20%	7%	33%	*	40%	-	0%	0%	*	28%	11%	15%	6%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	64%	**45%**	32%	48%	48%	-	*	-	*	8%	*	43%	46%	45%	57%
	2018	78%	81%	**68%**	55%	43%	86%	*	60%	-	80%	38%	*	70%	63%	52%	50%
At Meets Grade Level or Above	2019	48%	38%	**18%**	12%	21%	19%	-	*	-	*	0%	*	19%	17%	18%	24%
	2018	49%	47%	**40%**	30%	25%	53%	*	60%	-	20%	13%	*	42%	34%	26%	25%
At Masters Grade Level	2019	28%	22%	**9%**	4%	12%	10%	-	*	-	*	0%	*	9%	7%	6%	10%
	2018	27%	23%	**22%**	15%	14%	31%	*	40%	-	0%	0%	*	29%	9%	19%	13%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**43%**	42%	38%	45%	-	*	-	*	0%	*	41%	45%	42%	50%
	2018	63%	63%	**58%**	50%	41%	67%	-	80%	-	60%	13%	*	60%	52%	38%	43%
At Meets Grade Level or Above	2019	35%	28%	**12%**	8%	12%	16%	-	*	-	*	0%	*	15%	8%	8%	14%
	2018	39%	39%	**25%**	25%	15%	33%	-	20%	-	0%	0%	*	29%	15%	20%	14%
At Masters Grade Level	2019	11%	7%	**2%**	0%	6%	0%	-	*	-	*	0%	*	4%	0%	4%	9%
	2018	11%	10%	**4%**	5%	0%	4%	-	20%	-	0%	0%	*	4%	3%	3%	0%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**88%**	87%	77%	96%	*	80%	-	100%	67%	*	87%	89%	74%	65%
	2018	84%	86%	**89%**	88%	82%	92%	-	*	*	100%	13%	*	92%	83%	88%	83%
At Meets Grade Level or Above	2019	54%	56%	**55%**	57%	39%	65%	*	60%	-	60%	22%	*	59%	47%	36%	35%
	2018	54%	56%	**58%**	50%	71%	55%	-	*	*	67%	13%	*	63%	47%	53%	58%
At Masters Grade Level	2019	29%	31%	**31%**	26%	19%	40%	*	40%	-	40%	0%	*	31%	32%	15%	18%
	2018	26%	26%	**21%**	17%	29%	18%	-	*	*	33%	13%	*	21%	22%	12%	42%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**96%**	100%	90%	98%	*	80%	-	100%	89%	*	96%	95%	91%	82%
	2018	91%	92%	**94%**	88%	89%	100%	-	*	*	100%	63%	*	93%	97%	93%	83%
At Meets Grade Level or Above	2019	58%	58%	**72%**	65%	58%	85%	*	60%	-	80%	44%	*	72%	71%	55%	53%
	2018	58%	59%	**70%**	67%	71%	69%	-	*	*	83%	25%	*	68%	72%	72%	75%
At Masters Grade Level	2019	36%	37%	**49%**	43%	29%	65%	*	60%	-	40%	11%	*	52%	42%	28%	29%
	2018	30%	35%	**47%**	33%	57%	43%	-	*	*	83%	25%	*	49%	42%	47%	50%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**75%**	70%	58%	90%	*	60%	-	100%	56%	*	76%	74%	55%	53%
	2018	76%	77%	**74%**	54%	79%	78%	-	*	*	100%	50%	*	74%	75%	65%	75%
At Meets Grade Level or Above	2019	49%	44%	**39%**	22%	16%	63%	*	60%	-	20%	33%	*	43%	32%	21%	18%
	2018	41%	36%	**29%**	4%	32%	33%	-	*	*	83%	13%	*	30%	28%	21%	33%
At Masters Grade Level	2019	24%	19%	**17%**	4%	10%	27%	*	40%	-	0%	11%	*	16%	18%	9%	12%
	2018	17%	13%	**7%**	4%	7%	6%	-	*	*	33%	0%	*	7%	8%	2%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**67%**	59%	60%	76%	*	71%	-	74%	35%	53%	69%	63%	58%	58%
	2018	77%	77%	**71%**	60%	61%	81%	*	77%	100%	89%	40%	50%	72%	70%	62%	57%
At Meets Grade Level or Above	2019	50%	48%	**38%**	31%	29%	49%	*	43%	-	35%	14%	27%	42%	30%	27%	27%
	2018	48%	46%	**40%**	32%	36%	48%	*	36%	40%	49%	13%	21%	43%	36%	33%	32%
At Masters Grade Level	2019	24%	21%	**22%**	15%	16%	30%	*	33%	-	15%	4%	13%	24%	17%	13%	15%
	2018	22%	19%	**18%**	14%	16%	21%	*	27%	20%	24%	4%	14%	20%	15%	15%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**67%**	60%	62%	74%	*	86%	-	77%	35%	50%	70%	63%	59%	55%
	2018	74%	75%	**75%**	68%	64%	84%	*	88%	*	100%	43%	67%	77%	73%	68%	60%
At Meets Grade Level or Above	2019	48%	49%	**39%**	37%	30%	48%	*	43%	-	38%	12%	17%	43%	31%	28%	27%
	2018	46%	46%	**46%**	36%	40%	57%	*	25%	*	54%	14%	33%	50%	38%	37%	32%
At Masters Grade Level	2019	21%	21%	**23%**	18%	17%	31%	*	29%	-	23%	3%	17%	25%	19%	14%	18%
	2018	19%	18%	**20%**	17%	16%	24%	*	25%	*	15%	4%	17%	22%	17%	14%	19%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**71%**	61%	66%	81%	*	71%	-	62%	44%	67%	73%	66%	65%	66%
	2018	81%	81%	**71%**	58%	59%	85%	*	63%	*	85%	43%	33%	71%	71%	62%	53%
At Meets Grade Level or Above	2019	52%	48%	**44%**	37%	38%	54%	*	43%	-	46%	18%	33%	47%	38%	35%	36%

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
	2018	50%	47%	**44%**	39%	38%	51%	*	50%	*	46%	14%	17%	44%	44%	38%	36%
At Masters Grade Level	2019	26%	23%	**28%**	23%	19%	39%	*	43%	-	15%	6%	17%	31%	21%	17%	16%
	2018	24%	21%	**26%**	16%	24%	30%	*	38%	*	38%	7%	17%	29%	18%	23%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**43%**	42%	38%	45%	-	*	-	*	0%	*	41%	45%	42%	50%
	2018	66%	66%	**58%**	50%	41%	67%	-	80%	-	60%	13%	*	60%	52%	38%	43%
At Meets Grade Level or Above	2019	38%	36%	**12%**	8%	12%	16%	-	*	-	*	0%	*	15%	8%	8%	14%
	2018	41%	41%	**25%**	25%	15%	33%	-	20%	-	0%	0%	*	29%	15%	20%	14%
At Masters Grade Level	2019	14%	13%	**2%**	0%	6%	0%	-	*	-	*	0%	*	4%	0%	4%	9%
	2018	13%	13%	**4%**	5%	0%	4%	-	20%	-	0%	0%	*	4%	3%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	**75%**	70%	58%	90%	*	60%	-	100%	56%	*	76%	74%	55%	53%
	2018	80%	80%	**74%**	54%	79%	78%	-	*	*	100%	50%	*	74%	75%	65%	75%
At Meets Grade Level or Above	2019	54%	50%	**39%**	22%	16%	63%	*	60%	-	20%	33%	*	43%	32%	21%	18%
	2018	51%	47%	**29%**	4%	32%	33%	-	*	*	83%	13%	*	30%	28%	21%	33%
At Masters Grade Level	2019	25%	20%	**17%**	4%	10%	27%	*	40%	-	0%	11%	*	16%	18%	9%	12%
	2018	23%	20%	**7%**	4%	7%	6%	-	*	*	33%	0%	*	7%	8%	2%	17%

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	54	**53**	50	62	45	-	*	-	*	18	*	56	49	62	55
	2018	63	59	**58**	61	46	64	*	*	-	30	64	*	58	58	59	37
Grade 4 Mathematics	2019	65	58	**52**	39	61	53	-	*	-	*	64	*	56	47	56	64
	2018	65	64	**62**	61	52	68	*	*	-	70	64	*	64	56	54	53
Grade 5 ELA/Reading	2019	81	84	**85**	82	98	77	*	80	-	90	67	*	87	80	88	91
	2018	80	80	**83**	86	79	85	-	*	*	83	88	*	81	89	83	90
Grade 5 Mathematics	2019	83	87	**97**	100	97	99	*	80	-	90	83	*	98	96	97	88
	2018	81	85	**94**	91	91	96	-	*	*	100	88	*	94	94	90	92
All Grades Both Subjects	2019	69	70	**74**	68	79	73	*	68	-	78	56	92	77	68	76	73
	2018	69	67	**75**	76	67	78	*	65	*	73	77	*	74	75	72	64
All Grades ELA/Reading	2019	68	70	**70**	66	79	64	*	71	-	75	40	*	74	64	75	70
	2018	69	65	**71**	75	62	75	*	70	*	59	77	*	70	74	71	58
All Grades Mathematics	2019	70	69	**77**	69	78	82	*	64	-	81	73	*	80	72	76	75
	2018	70	68	**78**	78	71	82	*	60	*	86	77	*	79	76	72	70

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**40%**	27%	45%	44%	*	*	-	-	13%	38%	37%
	2018	38%	46%	**38%**	35%	*	61%	*	*	-	*	*	34%	*
Mathematics	2019	45%	51%	**44%**	45%	51%	29%	-	*	-	*	33%	48%	35%
	2018	47%	53%	**50%**	52%	*	84%	-	*	-	*	*	44%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	81%	**83%**	83%	68%	96%	*	60%	-	100%	63%	67%	42%
Students Requiring Accelerated Instruction														
	2019	22%	19%	**17%**	17%	32%	4%	100%	40%	-	0%	38%	33%	58%
STAAR Cumulative Met Standard														
	2019	86%	88%	**88%**	87%	77%	96%	*	80%	-	100%	63%	74%	58%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	**92%**	91%	87%	96%	*	80%	-	100%	75%	83%	75%
Students Requiring Accelerated Instruction														
	2019	17%	13%	**8%**	9%	13%	4%	0%	20%	-	0%	25%	17%	25%
STAAR Cumulative Met Standard														
	2019	90%	93%	**96%**	100%	90%	98%	*	80%	-	100%	88%	91%	83%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**67%**	-	-	-	-	-	51%	62%	43%	-	51%	51%
	2018	77%	77%	**71%**	-	-	-	-	-	45%	69%	32%	100%	45%	48%
At Meets Grade Level or Above	2019	50%	48%	**38%**	-	-	-	-	-	18%	26%	12%	-	18%	18%
	2018	48%	46%	**40%**	-	-	-	-	-	18%	34%	9%	67%	18%	21%
At Masters Grade Level	2019	24%	21%	**22%**	-	-	-	-	-	9%	15%	4%	-	9%	9%
	2018	22%	19%	**18%**	-	-	-	-	-	8%	17%	3%	33%	8%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**67%**	-	-	-	-	-	48%	57%	40%	-	48%	48%
	2018	74%	75%	**75%**	-	-	-	-	-	49%	73%	35%	*	49%	51%
At Meets Grade Level or Above	2019	48%	49%	**39%**	-	-	-	-	-	20%	33%	8%	-	20%	20%
	2018	46%	46%	**46%**	-	-	-	-	-	20%	40%	8%	*	20%	21%
At Masters Grade Level	2019	21%	21%	**23%**	-	-	-	-	-	13%	24%	4%	-	13%	13%
	2018	19%	18%	**20%**	-	-	-	-	-	10%	20%	4%	*	10%	12%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**71%**	-	-	-	-	-	61%	71%	52%	-	61%	61%
	2018	81%	81%	**71%**	-	-	-	-	-	41%	67%	27%	*	41%	44%
At Meets Grade Level or Above	2019	52%	48%	**44%**	-	-	-	-	-	26%	33%	20%	-	26%	26%
	2018	50%	47%	**44%**	-	-	-	-	-	20%	40%	8%	*	20%	23%
At Masters Grade Level	2019	26%	23%	**28%**	-	-	-	-	-	9%	14%	4%	-	9%	9%
	2018	24%	21%	**26%**	-	-	-	-	-	10%	20%	4%	*	10%	12%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**43%**	-	-	-	-	-	35%	50%	14%	-	35%	35%
	2018	66%	66%	**58%**	-	-	-	-	-	36%	*	33%	-	36%	36%
At Meets Grade Level or Above	2019	38%	36%	**12%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	41%	41%	**25%**	-	-	-	-	-	9%	*	11%	-	9%	9%
At Masters Grade Level	2019	14%	13%	**2%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	13%	13%	**4%**	-	-	-	-	-	0%	*	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**75%**	-	-	-	-	-	50%	*	45%	-	50%	50%
	2018	80%	80%	**74%**	-	-	-	-	-	57%	*	*	*	57%	67%
At Meets Grade Level or Above	2019	54%	50%	**39%**	-	-	-	-	-	8%	*	9%	-	8%	8%
	2018	51%	47%	**29%**	-	-	-	-	-	14%	*	*	*	14%	22%
At Masters Grade Level	2019	25%	20%	**17%**	-	-	-	-	-	8%	*	9%	-	8%	8%
	2018	23%	20%	**7%**	-	-	-	-	-	0%	*	*	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**74%**	-	-	-	-	-	73%	57%	83%	-	73%	73%
	2018	69%	67%	**75%**	-	-	-	-	-	55%	75%	50%	*	55%	59%
All Grades ELA/Reading	2019	68%	70%	**70%**	-	-	-	-	-	70%	36%	94%	-	70%	70%
	2018	69%	65%	**71%**	-	-	-	-	-	47%	*	43%	*	47%	50%
All Grades Mathematics	2019	70%	69%	**77%**	-	-	-	-	-	75%	77%	74%	-	75%	75%
	2018	70%	68%	**78%**	-	-	-	-	-	63%	80%	57%	*	63%	66%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**40%**	-	-	-	-	-	37%	40%	36%	-	37%	37%
	2018	38%	46%	**38%**	-	-	-	-	-	*	-	*	*	*	*
Mathematics	2019	45%	51%	**44%**	-	-	-	-	-	35%	33%	36%	-	35%	35%
	2018	47%	53%	**50%**	-	-	-	-	-	*	-	*	-	*	*

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 684
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	98%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	99%
Included in Accountability	94%	93%	**95%**	93%	95%	95%	*	100%	-	94%	96%	96%	89%
Not Included in Accountability													
Mobile	4%	4%	**5%**	7%	4%	5%	*	0%	-	6%	2%	4%	9%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	1%
Not Tested	1%	2%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	1%
Other	0%	2%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	*	100%	100%	100%	99%	100%	99%
Included in Accountability	94%	94%	**94%**	88%	94%	96%	*	100%	100%	100%	90%	92%	95%
Not Included in Accountability													
Mobile	4%	5%	**6%**	12%	5%	4%	*	0%	0%	0%	8%	7%	0%
Other Exclusions	1%	1%	**0%**	0%	0%	1%	*	0%	0%	0%	1%	1%	4%
Not Tested	1%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	1%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	0%	0%	1%	0%	1%
Other	0%	1%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 619
Campus Name: CESAR CHAVEZ EL
2019-20 Campus Attendance, Graduation, and Dropout Rates
Grade Span: EE - 05
Campus Number: 061914104
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**96.0%**	96.7%	95.8%	95.8%	*	96.0%	*	95.8%	95.6%	95.5%	96.4%
2017-18	95.4%	96.0%	**95.9%**	96.1%	96.3%	95.6%	*	97.8%	*	96.1%	95.4%	95.8%	96.2%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD

Campus Name: CESAR CHAVEZ EL

Campus Number: 061914104

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 619

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 619

Campus Name: CESAR CHAVEZ EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: EE - 05

Campus Number: 061914104

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 619

Campus Name: CESAR CHAVEZ EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: EE - 05

Campus Number: 061914104

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency

District Name: LITTLE ELM ISD

Campus Name: CESAR CHAVEZ EL

Campus Number: 061914104

Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 619

Grade Span: EE - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 619

Campus Name: CESAR CHAVEZ EL

2019-20 Campus Other Postsecondary Indicators

Grade Span: EE - 05

Campus Number: 061914104

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------				--------- Campus ---------			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	619	100.0%	8,047	5,479,173	622	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	23	3.7%	0.4%	0.3%	25	4.0%	0.6%	0.5%
Pre-Kindergarten	77	12.4%	2.2%	4.5%	77	12.4%	2.2%	4.5%
Kindergarten	70	11.3%	7.4%	7.0%	70	11.3%	7.4%	7.0%
Grade 1	92	14.9%	7.7%	7.1%	92	14.8%	7.7%	7.1%
Grade 2	75	12.1%	7.6%	7.1%	75	12.1%	7.6%	7.1%
Grade 3	95	15.3%	7.5%	7.1%	95	15.3%	7.5%	7.1%
Grade 4	94	15.2%	7.7%	7.3%	95	15.3%	7.7%	7.3%
Grade 5	93	15.0%	7.7%	7.6%	93	15.0%	7.7%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	146	23.6%	17.5%	12.6%	147	23.6%	17.5%	12.6%
Hispanic	178	28.8%	38.4%	52.8%	179	28.8%	38.4%	52.8%
White	239	38.6%	35.0%	27.0%	240	38.6%	35.1%	27.0%
American Indian	3	0.5%	0.4%	0.4%	3	0.5%	0.4%	0.4%
Asian	19	3.1%	3.8%	4.6%	19	3.1%	3.8%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	34	5.5%	4.6%	2.5%	34	5.5%	4.6%	2.5%
Sex:								
Female	280	45.2%	48.6%	48.8%	281	45.2%	48.6%	48.8%
Male	339	54.8%	51.4%	51.2%	341	54.8%	51.4%	51.2%
Economically Disadvantaged	320	51.7%	49.4%	60.3%	321	51.6%	49.4%	60.2%
Non-Educationally Disadvantaged	299	48.3%	50.6%	39.7%	301	48.4%	50.6%	39.8%
Section 504 Students	4	0.6%	1.4%	6.9%	4	0.6%	1.4%	6.9%
English Learners (EL)	83	13.4%	18.1%	20.3%	83	13.3%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.3%	1.5%				
Students w/ Dyslexia	20	3.2%	2.8%	4.1%	20	3.2%	2.8%	4.1%
Foster Care	6	1.0%	0.4%	0.3%	6	1.0%	0.4%	0.3%
Homeless	3	0.5%	0.6%	1.4%	3	0.5%	0.6%	1.4%
Immigrant	4	0.6%	1.6%	2.3%	4	0.6%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	619	100.0%	41.4%	65.1%	622	100.0%	41.4%	65.1%
Military Connected	9	1.5%	1.2%	1.9%	9	1.4%	1.2%	1.9%
At-Risk	337	54.4%	48.7%	50.6%	337	54.2%	48.6%	50.5%

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	78	12.6%	21.3%	20.6%	78	12.5%	21.3%	20.6%
Career & Technical Education	0	0.0%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	26	4.2%	6.2%	8.1%	26	4.2%	6.2%	8.1%
Special Education	91	14.7%	8.9%	10.5%	93	15.0%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	91							
By Type of Primary Disability								
Students with Intellectual Disabilities	14	15.4%	38.7%	42.4%				
Students with Physical Disabilities	34	37.4%	21.6%	21.4%				
Students with Autism	13	14.3%	13.6%	13.8%				
Students with Behavioral Disabilities	16	17.6%	23.5%	20.8%				
Students with Non-Categorical Early Childhood	14	15.4%	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	73	13.7%	10.9%	15.3%				
By Ethnicity:								
African American	21	3.9%						
Hispanic	27	5.1%						
White	20	3.8%						
American Indian	0	0.0%						
Asian	1	0.2%						
Pacific Islander	2	0.4%						
Two or More Races	2	0.4%						
Student Attrition (2018-19):								
Total Student Attrition	160	28.2%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	0.0%	4.9%
Grade 2	0.0%	0.4%	1.6%	0.0%	1.9%	2.0%
Grade 3	0.0%	0.4%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.2%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.5	19.9	19.0
Grade 1	23.0	19.3	18.9
Grade 2	18.7	17.1	18.8
Grade 3	19.0	18.9	19.0
Grade 4	18.3	20.0	19.2
Grade 5	18.6	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:			
English/Language Arts	-	20.6	16.4
Foreign Languages	-	22.6	18.7
Mathematics	-	23.2	17.8
Science	-	24.5	18.8
Social Studies	-	22.4	19.3

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District Name: LITTLE ELM ISD

Campus Name: CESAR CHAVEZ EL

Campus Number: 061914104

Total Students: 619

Grade Span: EE - 05

School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent		
Total Staff	57.5	100.0%	100.0%	100.0%
Professional Staff:	50.2	87.3%	68.0%	63.7%
Teachers	41.6	72.3%	52.7%	49.4%
Professional Support	6.6	11.5%	11.2%	10.2%
Campus Administration (School Leadership)	2.0	3.5%	3.0%	3.0%
Educational Aides:	7.3	12.7%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	18.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	14.6	25.5%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	6.0	14.4%	7.5%	10.8%
Hispanic	3.0	7.2%	16.8%	28.1%
White	32.6	78.4%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	0.0	0.0%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.7%	1.1%
Males	6.1	14.7%	22.3%	23.8%
Females	35.5	85.3%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	35.0	84.1%	69.6%	73.4%
Masters	6.6	15.9%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.0%	7.4%
1-5 Years Experience	16.0	38.4%	33.5%	27.9%
6-10 Years Experience	6.0	14.4%	17.7%	19.4%
11-20 Years Experience	12.1	29.1%	33.6%	29.4%
Over 20 Years Experience	7.5	18.0%	11.2%	15.9%
Number of Students per Teacher	14.9	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.7	6.2
Average Years Experience of Principals with District	5.0	3.7	5.3
Average Years Experience of Assistant Principals	18.0	6.5	5.3
Average Years Experience of Assistant Principals with District	18.0	5.8	4.7
Average Years Experience of Teachers:	11.8	10.1	11.1
Average Years Experience of Teachers with District:	6.8	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$52,838	$49,868
1-5 Years Experience	$53,022	$53,392	$52,823
6-10 Years Experience	$54,357	$55,233	$55,756
11-20 Years Experience	$57,751	$58,894	$59,308
Over 20 Years Experience	$64,823	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,718	$56,709	$57,091
Professional Support	$59,777	$71,225	$67,352
Campus Administration (School Leadership)	$94,025	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	2.4	13.5	6,309.0

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District Name: LITTLE ELM ISD
Campus Name: CESAR CHAVEZ EL
Campus Number: 061914104

Total Students: 619
Grade Span: EE - 05
School Type: Elementary

| | --------------- Campus --------------- | | | |
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	2.4%	6.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	3.0	7.2%	3.3%	2.8%
Gifted & Talented Education	0.5	1.2%	1.2%	1.9%
Regular Education	34.0	81.7%	71.6%	70.9%
Special Education	3.1	7.5%	9.2%	9.3%
Other	0.0	0.0%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **HACKBERRY EL**

Campus Number: **061914105**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**73%**	58%	78%	74%	-	*	-	*	40%	*	75%	70%	65%	72%
	2018	77%	76%	**76%**	79%	71%	78%	-	83%	*	*	20%	*	73%	81%	66%	62%
At Meets Grade Level or Above	2019	45%	44%	**39%**	21%	40%	43%	-	*	-	*	20%	*	38%	41%	30%	41%
	2018	43%	41%	**36%**	36%	33%	43%	-	33%	*	*	0%	*	34%	39%	20%	21%
At Masters Grade Level	2019	27%	26%	**23%**	11%	22%	30%	-	*	-	*	0%	*	20%	33%	15%	18%
	2018	25%	25%	**24%**	29%	21%	30%	-	17%	*	*	0%	*	25%	23%	14%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	**65%**	53%	62%	71%	-	*	-	*	20%	*	68%	56%	57%	62%
	2018	78%	70%	**67%**	57%	69%	74%	-	50%	*	*	0%	*	67%	68%	57%	56%
At Meets Grade Level or Above	2019	49%	42%	**31%**	37%	28%	29%	-	*	-	*	20%	*	29%	37%	20%	26%
	2018	47%	43%	**42%**	29%	38%	57%	-	50%	*	*	0%	*	42%	42%	27%	26%
At Masters Grade Level	2019	25%	21%	**15%**	11%	8%	25%	-	*	-	*	0%	*	11%	26%	2%	5%
	2018	23%	18%	**21%**	14%	17%	26%	-	50%	*	*	0%	*	20%	23%	7%	8%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**74%**	70%	73%	72%	-	100%	*	*	22%	*	74%	75%	66%	69%
	2018	73%	76%	**77%**	75%	75%	79%	-	*	-	80%	43%	-	80%	73%	65%	74%
At Meets Grade Level or Above	2019	44%	38%	**40%**	10%	41%	48%	-	60%	*	*	0%	*	43%	35%	32%	33%
	2018	46%	47%	**38%**	44%	31%	42%	-	*	-	20%	0%	-	45%	27%	25%	32%
At Masters Grade Level	2019	22%	18%	**20%**	10%	22%	24%	-	20%	*	*	0%	*	25%	15%	20%	18%
	2018	24%	20%	**14%**	19%	6%	16%	-	*	-	0%	0%	-	10%	20%	8%	13%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	64%	**65%**	60%	59%	76%	-	80%	*	*	0%	*	64%	65%	58%	56%
	2018	78%	81%	**81%**	88%	72%	89%	-	*	-	80%	29%	-	80%	83%	73%	74%
At Meets Grade Level or Above	2019	48%	38%	**43%**	20%	35%	64%	-	60%	*	*	0%	*	40%	48%	32%	36%
	2018	49%	47%	**41%**	50%	28%	42%	-	*	-	60%	14%	-	35%	50%	28%	35%
At Masters Grade Level	2019	28%	22%	**30%**	20%	25%	40%	-	60%	*	*	0%	*	30%	30%	24%	28%
	2018	27%	23%	**16%**	19%	11%	11%	-	*	-	20%	0%	-	14%	20%	5%	10%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**61%**	50%	65%	56%	-	80%	*	*	11%	*	64%	58%	56%	62%
	2018	63%	63%	**58%**	53%	53%	58%	-	*	-	80%	0%	-	63%	48%	46%	55%
At Meets Grade Level or Above	2019	35%	28%	**30%**	20%	29%	32%	-	40%	*	*	0%	*	36%	23%	28%	28%
	2018	39%	39%	**35%**	24%	31%	42%	-	*	-	40%	0%	-	43%	23%	27%	29%
At Masters Grade Level	2019	11%	7%	**13%**	10%	14%	12%	-	20%	*	*	0%	*	17%	8%	14%	15%
	2018	11%	10%	**11%**	12%	8%	16%	-	*	-	0%	0%	-	12%	10%	5%	10%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**89%**	83%	86%	95%	-	*	-	100%	50%	*	91%	86%	85%	80%
	2018	84%	86%	**83%**	77%	82%	93%	-	*	-	*	*	*	92%	67%	82%	80%
At Meets Grade Level or Above	2019	54%	56%	**51%**	56%	38%	71%	-	*	-	20%	10%	*	53%	49%	35%	33%
	2018	54%	56%	**46%**	38%	45%	43%	-	*	-	*	*	*	55%	30%	45%	46%
At Masters Grade Level	2019	29%	31%	**24%**	33%	17%	29%	-	*	-	0%	0%	*	23%	27%	10%	17%
	2018	26%	26%	**21%**	15%	18%	21%	-	*	-	*	*	*	21%	21%	16%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**91%**	89%	90%	90%	-	*	-	100%	60%	*	96%	84%	88%	83%
	2018	91%	92%	**80%**	69%	82%	79%	-	*	-	*	*	*	85%	70%	78%	89%
At Meets Grade Level or Above	2019	58%	58%	**56%**	56%	48%	67%	-	*	-	40%	20%	*	57%	54%	40%	43%
	2018	58%	59%	**38%**	23%	44%	14%	-	*	-	*	*	*	44%	27%	35%	43%
At Masters Grade Level	2019	36%	37%	**31%**	22%	24%	38%	-	*	-	40%	20%	*	26%	38%	15%	27%
	2018	30%	35%	**18%**	8%	21%	0%	-	*	-	*	*	*	18%	18%	14%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**64%**	56%	60%	73%	-	*	-	60%	20%	*	67%	59%	47%	53%
	2018	76%	77%	**55%**	31%	58%	43%	-	*	-	*	*	*	60%	45%	57%	54%
At Meets Grade Level or Above	2019	49%	44%	**34%**	28%	29%	45%	-	*	-	20%	0%	*	37%	30%	14%	37%
	2018	41%	36%	**19%**	15%	16%	21%	-	*	-	*	*	*	15%	27%	10%	7%
At Masters Grade Level	2019	24%	19%	**10%**	6%	12%	14%	-	*	-	0%	0%	*	13%	5%	2%	7%
	2018	17%	13%	**6%**	8%	3%	7%	-	*	-	*	*	*	3%	12%	0%	2%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**73%**	66%	71%	75%	-	91%	*	91%	28%	86%	74%	69%	65%	67%
	2018	77%	77%	**72%**	66%	71%	74%	-	88%	*	81%	28%	60%	75%	67%	66%	69%
At Meets Grade Level or Above	2019	50%	48%	**40%**	34%	36%	49%	-	66%	*	41%	7%	36%	41%	39%	29%	34%
	2018	48%	46%	**37%**	33%	34%	40%	-	73%	*	41%	5%	20%	39%	33%	27%	30%
At Masters Grade Level	2019	24%	21%	**21%**	16%	18%	26%	-	46%	*	18%	3%	29%	20%	22%	13%	17%
	2018	22%	19%	**17%**	16%	14%	17%	-	55%	*	19%	0%	10%	16%	18%	9%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**79%**	70%	78%	80%	-	92%	*	100%	38%	100%	79%	78%	72%	73%
	2018	74%	75%	**79%**	77%	77%	82%	-	92%	*	80%	33%	*	82%	73%	72%	72%
At Meets Grade Level or Above	2019	48%	49%	**43%**	32%	40%	54%	-	69%	*	38%	8%	50%	44%	41%	33%	36%
	2018	46%	46%	**40%**	40%	38%	43%	-	69%	*	30%	0%	*	45%	32%	31%	34%
At Masters Grade Level	2019	21%	21%	**23%**	19%	20%	28%	-	46%	*	13%	0%	50%	22%	24%	15%	18%
	2018	19%	18%	**20%**	21%	16%	23%	-	54%	*	20%	0%	*	19%	21%	13%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**73%**	68%	69%	79%	-	92%	*	100%	29%	100%	75%	69%	67%	66%
	2018	81%	81%	**76%**	72%	75%	80%	-	77%	*	80%	27%	*	77%	73%	70%	74%
At Meets Grade Level or Above	2019	52%	48%	**43%**	40%	36%	53%	-	69%	*	50%	13%	33%	40%	47%	31%	34%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	47%	**40%**	35%	38%	41%	-	69%	*	60%	7%	*	41%	39%	30%	35%
At Masters Grade Level	2019	26%	23%	**25%**	17%	19%	34%	-	69%	*	38%	8%	17%	21%	32%	14%	19%
	2018	24%	21%	**19%**	14%	17%	14%	-	62%	*	30%	0%	*	18%	20%	9%	13%
All Grades Writing																	
At Approaches Grade Level or Above																	
	2019	68%	69%	**61%**	50%	65%	56%	-	80%	*	*	11%	*	64%	58%	56%	62%
	2018	66%	66%	**58%**	53%	53%	58%	-	*	-	80%	0%	-	63%	48%	46%	55%
At Meets Grade Level or Above	2019	38%	36%	**30%**	20%	29%	32%	-	40%	*	*	0%	*	36%	23%	28%	28%
	2018	41%	41%	**35%**	24%	31%	42%	-	*	-	40%	0%	-	43%	23%	27%	29%
At Masters Grade Level	2019	14%	13%	**13%**	10%	14%	12%	-	20%	*	*	0%	*	17%	8%	14%	15%
	2018	13%	13%	**11%**	12%	8%	16%	-	*	-	0%	0%	-	12%	10%	5%	10%
All Grades Science																	
At Approaches Grade Level or Above																	
	2019	81%	81%	**64%**	56%	60%	73%	-	*	-	60%	20%	*	67%	59%	47%	53%
	2018	80%	80%	**55%**	31%	58%	43%	-	*	-	*	*	*	60%	45%	57%	54%
At Meets Grade Level or Above	2019	54%	50%	**34%**	28%	29%	45%	-	*	-	20%	0%	*	37%	30%	14%	37%
	2018	51%	47%	**19%**	15%	16%	21%	-	*	-	*	*	*	15%	27%	10%	7%
At Masters Grade Level	2019	25%	20%	**10%**	6%	12%	14%	-	*	-	0%	0%	*	13%	5%	2%	7%
	2018	23%	20%	**6%**	8%	3%	7%	-	*	-	*	*	*	3%	12%	0%	2%

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	54	**59**	33	58	65	-	70	*	-	63	*	63	53	60	63
	2018	63	59	**59**	43	62	56	-	*	-	*	86	-	53	68	60	58
Grade 4 Mathematics	2019	65	58	**65**	67	58	70	-	100	*	-	44	*	68	61	65	69
	2018	65	64	**58**	50	57	59	-	*	-	*	43	-	56	62	57	60
Grade 5 ELA/Reading	2019	81	84	**87**	94	83	86	-	*	-	100	50	*	86	88	79	78
	2018	80	80	**82**	71	86	79	-	*	-	*	*	*	82	82	82	87
Grade 5 Mathematics	2019	83	87	**88**	91	89	83	-	*	-	80	67	*	90	85	82	82
	2018	81	85	**86**	67	92	75	-	*	-	*	*	*	90	75	85	92
All Grades Both Subjects	2019	69	70	**74**	77	70	75	-	86	*	90	56	*	77	70	71	72
	2018	69	67	**72**	56	78	66	-	100	-	63	61	*	72	71	72	77
All Grades ELA/Reading	2019	68	70	**72**	72	68	74	-	72	*	100	56	*	74	69	68	69
	2018	69	65	**71**	56	76	66	-	100	-	67	78	*	69	74	71	74
All Grades Mathematics	2019	70	69	**76**	82	71	76	-	100	*	80	56	*	79	72	73	75
	2018	70	68	**73**	57	79	66	-	100	-	58	44	*	75	69	72	79

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Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**40%**	17%	39%	44%	-	*	-	*	17%	38%	35%
	2018	38%	46%	**58%**	*	64%	*	-	-	-	*	*	63%	60%
Mathematics	2019	45%	51%	**43%**	38%	44%	43%	-	*	*	*	23%	45%	36%
	2018	47%	53%	**55%**	*	58%	71%	-	-	-	*	*	52%	65%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	81%	**80%**	78%	76%	90%	-	*	-	60%	30%	75%	76%
Students Requiring Accelerated Instruction	2019	22%	19%	**20%**	22%	24%	10%	-	*	-	40%	70%	25%	24%
STAAR Cumulative Met Standard	2019	86%	88%	**89%**	83%	86%	95%	-	*	-	100%	50%	85%	79%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	87%	**87%**	89%	83%	85%	-	*	-	100%	50%	79%	76%
Students Requiring Accelerated Instruction	2019	17%	13%	**13%**	11%	17%	15%	-	*	-	0%	50%	21%	24%
STAAR Cumulative Met Standard	2019	90%	93%	**91%**	89%	90%	90%	-	*	-	100%	60%	88%	83%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**73%**	77%	-	-	77%	-	46%	39%	56%	67%	66%	66%
	2018	77%	77%	**72%**	75%	-	-	78%	65%	48%	41%	56%	75%	68%	68%
At Meets Grade Level or Above	2019	50%	48%	**40%**	40%	-	-	40%	-	21%	18%	26%	17%	33%	33%
	2018	48%	46%	**37%**	35%	-	-	35%	33%	13%	7%	19%	38%	29%	29%
At Masters Grade Level	2019	24%	21%	**21%**	19%	-	-	19%	-	7%	5%	10%	17%	15%	15%
	2018	22%	19%	**17%**	14%	-	-	15%	8%	4%	2%	6%	13%	11%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**79%**	85%	-	-	85%	-	49%	42%	62%	*	72%	72%
	2018	74%	75%	**79%**	80%	-	-	81%	76%	50%	44%	58%	*	72%	71%
At Meets Grade Level or Above	2019	48%	49%	**43%**	45%	-	-	45%	-	19%	21%	15%	*	35%	35%
	2018	46%	46%	**40%**	39%	-	-	37%	47%	13%	6%	25%	*	32%	32%
At Masters Grade Level	2019	21%	21%	**23%**	22%	-	-	22%	-	5%	0%	15%	*	16%	15%
	2018	19%	18%	**20%**	16%	-	-	19%	6%	7%	0%	17%	*	14%	14%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**73%**	71%	-	-	71%	-	54%	42%	77%	*	65%	65%
	2018	81%	81%	**76%**	82%	-	-	82%	82%	50%	39%	67%	*	73%	74%
At Meets Grade Level or Above	2019	52%	48%	**43%**	35%	-	-	35%	-	27%	21%	38%	*	32%	33%
	2018	50%	47%	**40%**	42%	-	-	40%	47%	17%	11%	25%	*	35%	36%
At Masters Grade Level	2019	26%	23%	**25%**	18%	-	-	18%	-	14%	13%	15%	*	17%	17%
	2018	24%	21%	**19%**	16%	-	-	16%	18%	3%	6%	0%	*	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**61%**	77%	-	-	77%	-	31%	31%	-	*	60%	58%
	2018	66%	66%	**58%**	75%	-	-	75%	-	36%	40%	33%	*	57%	55%
At Meets Grade Level or Above	2019	38%	36%	**30%**	36%	-	-	36%	-	8%	8%	-	*	26%	25%
	2018	41%	41%	**35%**	50%	-	-	50%	-	7%	0%	11%	*	30%	29%
At Masters Grade Level	2019	14%	13%	**13%**	23%	-	-	23%	-	0%	0%	-	*	14%	14%
	2018	13%	13%	**11%**	19%	-	-	19%	-	0%	0%	0%	*	10%	10%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**64%**	73%	-	-	73%	-	31%	-	31%	*	54%	52%
	2018	80%	80%	**55%**	49%	-	-	59%	35%	*	-	*	*	50%	51%
At Meets Grade Level or Above	2019	54%	50%	**34%**	47%	-	-	47%	-	23%	-	23%	*	36%	34%
	2018	51%	47%	**19%**	5%	-	-	5%	6%	*	-	*	*	5%	5%
At Masters Grade Level	2019	25%	20%	**10%**	7%	-	-	7%	-	0%	-	0%	*	4%	3%
	2018	23%	20%	**6%**	0%	-	-	0%	0%	*	-	*	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**74%**	72%	-	-	72%	-	69%	60%	79%	*	71%	70%
	2018	69%	67%	**72%**	78%	-	-	72%	95%	69%	55%	75%	*	75%	76%
All Grades ELA/Reading	2019	68%	70%	**72%**	74%	-	-	74%	-	60%	50%	69%	*	67%	67%
	2018	69%	65%	**71%**	71%	-	-	67%	86%	72%	30%	91%	*	71%	72%
All Grades Mathematics	2019	70%	69%	**76%**	70%	-	-	70%	-	79%	69%	88%	*	74%	73%
	2018	70%	68%	**73%**	82%	-	-	75%	100%	66%	80%	59%	*	78%	79%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**40%**	67%	-	-	67%	-	15%	0%	33%	*	32%	35%
	2018	38%	46%	**58%**	78%	-	-	75%	*	50%	*	63%	*	63%	60%
Mathematics	2019	45%	51%	**43%**	44%	-	-	44%	-	31%	25%	40%	-	36%	36%
	2018	47%	53%	**55%**	71%	-	-	78%	63%	*	*	*	*	64%	65%

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District Name: LITTLE ELM ISD

Campus Name: HACKBERRY EL

Campus Number: 061914105

Total Students: 665

Grade Span: EE - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**100%**	100%	100%	99%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	87%	97%	98%	-	83%	*	88%	92%	94%	96%
Not Included in Accountability													
Mobile	4%	4%	**6%**	13%	3%	2%	-	17%	*	12%	8%	6%	4%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Not Tested	1%	2%	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	1%	-	0%	*	0%	0%	0%	0%
Other	0%	2%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	98%	100%	100%	-	100%	*	100%	100%	99%	100%
Included in Accountability	94%	94%	**94%**	94%	94%	93%	-	92%	*	100%	93%	95%	95%
Not Included in Accountability													
Mobile	4%	5%	**5%**	5%	5%	6%	-	8%	*	0%	7%	3%	2%
Other Exclusions	1%	1%	**1%**	0%	2%	1%	-	0%	*	0%	0%	2%	3%
Not Tested	1%	1%	**0%**	2%	0%	0%	-	0%	*	0%	0%	1%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	2%	0%	0%	-	0%	*	0%	0%	1%	0%

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**96.8%**	97.7%	96.7%	96.4%	-	96.7%	*	96.1%	96.2%	96.7%	97.3%
2017-18	95.4%	96.0%	**96.9%**	97.9%	96.8%	96.4%	-	98.0%	*	95.9%	96.8%	96.6%	97.0%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

2019-20 Campus Graduation Profile

Campus Name: HACKBERRY EL

Campus Number: 061914105

Total Students: 712

Grade Span: EE - 05

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 712

Campus Name: HACKBERRY EL
2019-20 Campus College, Career, and Military Readiness (CCMR)
Grade Span: EE - 05

Campus Number: 061914105
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators
Total Students: 712

Campus Name: HACKBERRY EL
Grade Span: EE - 05

Campus Number: 061914105
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All Examinees													
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD

Campus Name: HACKBERRY EL

Campus Number: 061914105

Total Students: 712

Grade Span: EE - 05

School Type: Elementary

| Student Information | Membership | | | | Enrollment | | | |
| | --- Campus --- | | District | State | --- Campus --- | | District | State |
	Count	Percent			Count	Percent		
Total Students	712	100.0%	8,047	5,479,173	715	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	8	1.1%	0.4%	0.3%	11	1.5%	0.6%	0.5%
Pre-Kindergarten	47	6.6%	2.2%	4.5%	47	6.6%	2.2%	4.5%
Kindergarten	122	17.1%	7.4%	7.0%	122	17.1%	7.4%	7.0%
Grade 1	118	16.6%	7.7%	7.1%	118	16.5%	7.7%	7.1%
Grade 2	115	16.2%	7.6%	7.1%	115	16.1%	7.6%	7.1%
Grade 3	96	13.5%	7.5%	7.1%	96	13.4%	7.5%	7.1%
Grade 4	111	15.6%	7.7%	7.3%	111	15.5%	7.7%	7.3%
Grade 5	95	13.3%	7.7%	7.6%	95	13.3%	7.6%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	133	18.7%	17.5%	12.6%	134	18.7%	17.5%	12.6%
Hispanic	300	42.1%	38.4%	52.8%	300	42.0%	38.4%	52.8%
White	195	27.4%	35.0%	27.0%	197	27.6%	35.1%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	57	8.0%	3.8%	4.6%	57	8.0%	3.8%	4.6%
Pacific Islander	1	0.1%	0.2%	0.2%	1	0.1%	0.2%	0.2%
Two or More Races	26	3.7%	4.6%	2.5%	26	3.6%	4.6%	2.5%
Sex:								
Female	354	49.7%	48.6%	48.8%	356	49.8%	48.6%	48.8%
Male	358	50.3%	51.4%	51.2%	359	50.2%	51.4%	51.2%
Economically Disadvantaged	336	47.2%	49.4%	60.3%	336	47.0%	49.4%	60.2%
Non-Educationally Disadvantaged	376	52.8%	50.6%	39.7%	379	53.0%	50.6%	39.8%
Section 504 Students	6	0.8%	1.4%	6.9%	6	0.8%	1.4%	6.9%
English Learners (EL)	225	31.6%	18.1%	20.3%	225	31.5%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.3%	1.5%				
Students w/ Dyslexia	29	4.1%	2.8%	4.1%	29	4.1%	2.8%	4.1%
Foster Care	5	0.7%	0.4%	0.3%	5	0.7%	0.4%	0.3%
Homeless	3	0.4%	0.6%	1.4%	3	0.4%	0.6%	1.4%
Immigrant	18	2.5%	1.6%	2.3%	18	2.5%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	712	100.0%	41.4%	65.1%	715	100.0%	41.4%	65.1%
Military Connected	17	2.4%	1.2%	1.9%	17	2.4%	1.2%	1.9%
At-Risk	393	55.2%	48.7%	50.6%	393	55.0%	48.6%	50.5%

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	315	44.2%	21.3%	20.6%	315	44.1%	21.3%	20.6%
Career & Technical Education	0	0.0%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	52	7.3%	6.2%	8.1%	52	7.3%	6.2%	8.1%
Special Education	59	8.3%	8.9%	10.5%	62	8.7%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	9	15.3%	38.7%	42.4%				
Students with Physical Disabilities	28	47.5%	21.6%	21.4%				
Students with Autism	**	**	13.6%	13.8%				
Students with Behavioral Disabilities	14	23.7%	23.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	55	10.2%	10.9%	15.3%				
By Ethnicity:								
African American	18	3.3%						
Hispanic	21	3.9%						
White	7	1.3%						
American Indian	0	0.0%						
Asian	6	1.1%						
Pacific Islander	0	0.0%						
Two or More Races	3	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	107	18.7%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	0.0%	4.9%
Grade 2	0.0%	0.4%	1.6%	0.0%	1.9%	2.0%
Grade 3	0.0%	0.4%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.2%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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District Name: LITTLE ELM ISD

Campus Name: HACKBERRY EL

Campus Number: 061914105

Total Students: 712

Grade Span: EE - 05

School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.3	19.9	19.0
Grade 1	19.7	19.3	18.9
Grade 2	15.6	17.1	18.8
Grade 3	20.3	18.9	19.0
Grade 4	24.6	20.0	19.2
Grade 5	19.1	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:			
English/Language Arts	-	20.6	16.4
Foreign Languages	-	22.6	18.7
Mathematics	-	23.2	17.8
Science	-	24.5	18.8
Social Studies	-	22.4	19.3

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	56.2	100.0%	100.0%	100.0%
Professional Staff:	50.5	89.8%	68.0%	63.7%
Teachers	43.6	77.6%	52.7%	49.4%
Professional Support	4.9	8.7%	11.2%	10.2%
Campus Administration (School Leadership)	2.0	3.6%	3.0%	3.0%
Educational Aides:	5.7	10.2%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	18.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	19.9	35.4%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	7.5%	10.8%
Hispanic	14.0	32.1%	16.8%	28.1%
White	26.6	61.0%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.6%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	1.0	2.3%	0.7%	1.1%
Males	3.1	7.2%	22.3%	23.8%
Females	40.5	92.8%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	31.5	72.2%	69.6%	73.4%
Masters	12.1	27.8%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.0	11.4%	4.0%	7.4%
1-5 Years Experience	17.0	39.0%	33.5%	27.9%
6-10 Years Experience	7.0	16.1%	17.7%	19.4%
11-20 Years Experience	12.6	29.0%	33.6%	29.4%
Over 20 Years Experience	2.0	4.6%	11.2%	15.9%
Number of Students per Teacher	16.3	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	6.7	6.2
Average Years Experience of Principals with District	3.0	3.7	5.3
Average Years Experience of Assistant Principals	3.0	6.5	5.3
Average Years Experience of Assistant Principals with District	3.0	5.8	4.7
Average Years Experience of Teachers:	8.2	10.1	11.1
Average Years Experience of Teachers with District:	4.4	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,002	$52,838	$49,868
1-5 Years Experience	$52,797	$53,392	$52,823
6-10 Years Experience	$55,538	$55,233	$55,756
11-20 Years Experience	$58,013	$58,894	$59,308
Over 20 Years Experience	$61,735	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,067	$56,709	$57,091
Professional Support	$61,571	$71,225	$67,352
Campus Administration (School Leadership)	$82,113	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	2.4	13.5	6,309.0

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District Name: LITTLE ELM ISD
Campus Name: HACKBERRY EL
Campus Number: 061914105

Total Students: 712
Grade Span: EE - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	12.5	28.7%	6.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	1.0	2.3%	3.3%	2.8%
Gifted & Talented Education	0.5	1.1%	1.2%	1.9%
Regular Education	28.5	65.2%	71.6%	70.9%
Special Education	1.1	2.6%	9.2%	9.3%
Other	0.0	0.0%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **LAKESIDE MIDDLE**

Campus Number: **061914041**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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	EL (Current & Monitored)
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	**66%**	62%	64%	70%	*	78%	-	71%	13%	56%	69%	62%	60%	61%
	2018	69%	70%	**67%**	63%	64%	71%	*	80%	80%	70%	21%	64%	69%	64%	61%	61%
At Meets Grade Level or Above	2019	37%	41%	**36%**	25%	32%	46%	*	56%	-	38%	11%	44%	36%	37%	28%	30%
	2018	39%	37%	**31%**	27%	25%	39%	*	40%	40%	40%	8%	27%	32%	30%	26%	23%
At Masters Grade Level	2019	18%	18%	**14%**	9%	12%	19%	*	44%	-	17%	2%	22%	15%	14%	10%	12%
	2018	19%	16%	**12%**	8%	9%	20%	*	10%	20%	10%	4%	27%	13%	12%	8%	10%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	85%	**84%**	77%	83%	88%	*	*	-	94%	50%	100%	83%	85%	81%	80%
	2018	77%	79%	**78%**	74%	75%	84%	*	100%	*	84%	29%	80%	80%	74%	76%	73%
At Meets Grade Level or Above	2019	47%	43%	**42%**	31%	43%	45%	*	*	-	50%	17%	40%	41%	43%	39%	39%
	2018	44%	36%	**34%**	29%	28%	39%	*	88%	*	53%	3%	40%	33%	36%	32%	29%
At Masters Grade Level	2019	21%	13%	**12%**	4%	11%	16%	*	*	-	22%	7%	0%	11%	13%	13%	12%
	2018	18%	10%	**10%**	7%	9%	11%	*	25%	*	11%	3%	30%	10%	9%	8%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	81%	**79%**	74%	74%	84%	-	100%	*	90%	33%	70%	81%	75%	75%	70%
	2018	74%	72%	**67%**	63%	67%	69%	*	73%	*	85%	40%	69%	70%	62%	62%	62%
At Meets Grade Level or Above	2019	49%	51%	**48%**	40%	42%	58%	-	88%	*	38%	12%	40%	50%	44%	41%	31%
	2018	48%	44%	**38%**	38%	33%	40%	*	55%	*	46%	30%	23%	39%	34%	32%	29%
At Masters Grade Level	2019	29%	31%	**28%**	20%	24%	35%	-	63%	*	29%	3%	40%	29%	26%	20%	13%
	2018	29%	27%	**20%**	15%	19%	25%	*	18%	*	23%	10%	15%	22%	16%	15%	11%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	69%	**68%**	59%	64%	79%	-	100%	*	70%	28%	33%	70%	65%	64%	54%
	2018	72%	57%	**55%**	51%	52%	59%	*	40%	-	75%	39%	55%	55%	55%	51%	50%
At Meets Grade Level or Above	2019	43%	25%	**24%**	25%	21%	23%	-	100%	*	20%	13%	17%	22%	26%	23%	20%
	2018	40%	16%	**15%**	22%	10%	15%	*	20%	-	25%	18%	27%	13%	18%	11%	9%
At Masters Grade Level	2019	17%	5%	**5%**	5%	5%	5%	-	20%	*	10%	6%	0%	4%	7%	5%	3%
	2018	18%	2%	**2%**	3%	1%	2%	*	0%	-	0%	7%	9%	1%	3%	2%	1%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	**74%**	71%	69%	79%	-	100%	*	76%	24%	56%	74%	72%	69%	64%
	2018	69%	69%	**63%**	65%	56%	67%	*	73%	*	92%	32%	60%	65%	59%	56%	50%
At Meets Grade Level or Above	2019	42%	44%	**40%**	37%	35%	46%	-	75%	*	52%	12%	44%	41%	40%	36%	26%
	2018	43%	44%	**36%**	35%	34%	37%	*	64%	*	46%	23%	20%	39%	30%	30%	29%
At Masters Grade Level	2019	18%	19%	**17%**	17%	10%	24%	-	50%	*	24%	3%	22%	17%	15%	10%	5%
	2018	15%	16%	**11%**	14%	9%	10%	*	27%	*	8%	6%	0%	12%	9%	6%	5%

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	**87%**	75%	89%	92%	*	85%	*	94%	50%	94%	91%	81%	83%	81%
	2018	86%	93%	**91%**	85%	90%	95%	*	100%	*	93%	61%	100%	93%	85%	87%	82%
At Meets Grade Level or Above	2019	55%	57%	**51%**	37%	44%	62%	*	62%	*	83%	24%	47%	54%	44%	44%	35%
	2018	49%	48%	**42%**	34%	33%	54%	*	75%	*	40%	28%	40%	45%	34%	33%	25%
At Masters Grade Level	2019	28%	32%	**26%**	22%	20%	31%	*	46%	*	33%	8%	12%	28%	21%	20%	15%
	2018	27%	27%	**21%**	15%	12%	30%	*	38%	*	40%	6%	20%	22%	21%	14%	10%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	95%	**94%**	88%	95%	96%	*	100%	*	90%	78%	95%	96%	88%	92%	92%
	2018	86%	92%	**89%**	86%	88%	92%	*	100%	*	88%	64%	100%	90%	88%	85%	85%
At Meets Grade Level or Above	2019	57%	65%	**59%**	48%	54%	68%	*	77%	*	67%	41%	71%	63%	50%	51%	48%
	2018	51%	57%	**51%**	37%	46%	62%	*	83%	*	38%	19%	50%	51%	51%	43%	41%
At Masters Grade Level	2019	17%	24%	**18%**	16%	13%	21%	*	46%	*	23%	5%	38%	21%	12%	11%	10%
	2018	15%	17%	**12%**	9%	10%	15%	*	17%	*	6%	17%	25%	13%	8%	9%	8%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**76%**	62%	72%	86%	*	75%	*	95%	47%	89%	79%	71%	68%	61%
	2018	76%	76%	**69%**	54%	67%	80%	*	91%	*	59%	33%	50%	73%	60%	61%	59%
At Meets Grade Level or Above	2019	51%	46%	**44%**	32%	36%	56%	*	58%	*	50%	24%	53%	47%	36%	35%	26%
	2018	52%	45%	**35%**	18%	30%	49%	*	55%	*	35%	19%	33%	37%	29%	27%	28%
At Masters Grade Level	2019	25%	18%	**17%**	14%	13%	22%	*	42%	*	5%	13%	11%	18%	13%	13%	9%
	2018	28%	22%	**15%**	9%	10%	24%	*	18%	*	12%	17%	17%	17%	11%	10%	11%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	62%	**55%**	43%	47%	69%	*	69%	*	82%	39%	71%	58%	50%	46%	37%
	2018	65%	55%	**49%**	39%	40%	63%	*	67%	*	44%	15%	17%	51%	43%	40%	36%
At Meets Grade Level or Above	2019	37%	31%	**24%**	21%	22%	24%	*	54%	*	41%	18%	18%	26%	20%	19%	14%
	2018	36%	25%	**20%**	15%	12%	34%	*	11%	*	19%	12%	17%	21%	20%	13%	11%
At Masters Grade Level	2019	21%	16%	**12%**	11%	10%	13%	*	31%	*	18%	3%	12%	13%	11%	10%	6%
	2018	21%	13%	**10%**	8%	4%	18%	*	11%	*	13%	6%	17%	11%	8%	5%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**96%**	100%	96%	94%	-	100%	*	100%	*	*	96%	97%	95%	96%
	2018	83%	85%	**98%**	100%	94%	100%	-	100%	-	100%	*	*	98%	100%	98%	95%
At Meets Grade Level or Above	2019	61%	49%	**80%**	69%	82%	78%	-	100%	*	80%	*	*	79%	82%	83%	92%
	2018	55%	52%	**79%**	93%	66%	82%	-	100%	-	83%	*	*	76%	100%	73%	76%
At Masters Grade Level	2019	37%	28%	**52%**	38%	53%	53%	-	71%	*	40%	*	*	52%	52%	47%	52%
	2018	32%	27%	**46%**	60%	34%	47%	-	100%	-	33%	*	*	42%	73%	37%	48%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**77%**	69%	74%	84%	100%	86%	100%	86%	41%	79%	79%	73%	72%	68%
	2018	77%	77%	**71%**	65%	67%	77%	87%	83%	82%	77%	37%	67%	73%	66%	65%	63%
At Meets Grade Level or Above	2019	50%	48%	**43%**	34%	39%	51%	100%	70%	76%	52%	19%	44%	45%	39%	37%	32%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	48%	46%	**36%**	30%	29%	44%	50%	59%	29%	41%	17%	31%	37%	33%	29%	26%
At Masters Grade Level	2019	24%	21%	**18%**	14%	15%	23%	33%	46%	35%	21%	6%	19%	20%	16%	14%	10%
	2018	22%	19%	**14%**	11%	10%	19%	8%	23%	18%	15%	9%	17%	15%	11%	9%	9%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**77%**	70%	75%	82%	*	87%	100%	84%	31%	78%	80%	72%	72%	70%
	2018	74%	75%	**74%**	70%	72%	78%	*	83%	86%	81%	39%	72%	77%	69%	69%	67%
At Meets Grade Level or Above	2019	48%	49%	**45%**	34%	39%	55%	*	67%	100%	51%	15%	44%	46%	42%	38%	32%
	2018	46%	46%	**36%**	33%	30%	44%	*	55%	29%	42%	21%	28%	38%	32%	30%	25%
At Masters Grade Level	2019	21%	21%	**23%**	17%	19%	28%	*	50%	80%	25%	4%	22%	24%	20%	17%	13%
	2018	19%	18%	**18%**	13%	13%	25%	*	21%	14%	23%	6%	21%	18%	16%	12%	10%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**86%**	79%	84%	90%	*	93%	100%	89%	54%	86%	87%	82%	82%	79%
	2018	81%	81%	**79%**	74%	75%	84%	*	90%	100%	86%	46%	78%	80%	74%	74%	72%
At Meets Grade Level or Above	2019	52%	48%	**49%**	39%	45%	55%	*	83%	60%	56%	24%	53%	51%	44%	43%	42%
	2018	50%	47%	**40%**	34%	32%	48%	*	77%	43%	47%	15%	41%	40%	38%	33%	30%
At Masters Grade Level	2019	26%	23%	**17%**	11%	14%	21%	*	48%	20%	22%	7%	22%	19%	14%	13%	12%
	2018	24%	21%	**12%**	10%	9%	15%	*	30%	29%	10%	9%	22%	13%	10%	8%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**74%**	71%	69%	79%	-	100%	*	76%	24%	56%	74%	72%	69%	64%
	2018	66%	66%	**63%**	65%	56%	67%	*	73%	*	92%	32%	60%	65%	59%	56%	50%
At Meets Grade Level or Above	2019	38%	36%	**40%**	37%	35%	46%	-	75%	*	52%	12%	44%	41%	40%	36%	26%
	2018	41%	41%	**36%**	35%	34%	37%	*	64%	*	46%	23%	20%	39%	30%	30%	29%
At Masters Grade Level	2019	14%	13%	**17%**	17%	10%	24%	-	50%	*	24%	3%	22%	17%	15%	10%	5%
	2018	13%	13%	**11%**	14%	9%	10%	*	27%	*	8%	6%	0%	12%	9%	6%	5%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	**76%**	62%	72%	86%	*	75%	*	95%	47%	89%	79%	71%	68%	61%
	2018	80%	80%	**69%**	54%	67%	80%	*	91%	*	59%	33%	50%	73%	60%	61%	59%
At Meets Grade Level or Above	2019	54%	50%	**44%**	32%	36%	56%	*	58%	*	50%	24%	53%	47%	36%	35%	26%
	2018	51%	47%	**35%**	18%	30%	49%	*	55%	*	35%	19%	33%	37%	29%	27%	28%
At Masters Grade Level	2019	25%	20%	**17%**	14%	13%	22%	*	42%	*	5%	13%	11%	18%	13%	13%	9%
	2018	23%	20%	**15%**	9%	10%	24%	*	18%	*	12%	17%	17%	17%	11%	10%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	77%	**55%**	43%	47%	69%	*	69%	*	82%	39%	71%	58%	50%	46%	37%
	2018	78%	74%	**49%**	39%	40%	63%	*	67%	*	44%	15%	17%	51%	43%	40%	36%
At Meets Grade Level or Above	2019	55%	49%	**24%**	21%	22%	24%	*	54%	*	41%	18%	18%	26%	20%	19%	14%
	2018	53%	49%	**20%**	15%	12%	34%	*	11%	*	19%	12%	17%	21%	20%	13%	11%
At Masters Grade Level	2019	33%	28%	**12%**	11%	10%	13%	*	31%	*	18%	3%	12%	13%	11%	10%	6%
	2018	31%	25%	**10%**	8%	4%	18%	*	11%	*	13%	6%	17%	11%	8%	5%	6%

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 6 ELA/Reading	2019	42	42	**40**	39	37	46	*	56	-	39	30	50	38	45	37	33
	2018	47	38	**36**	32	32	42	-	28	*	48	24	40	35	38	34	32
Grade 6 Mathematics	2019	54	59	**58**	59	58	59	*	*	-	50	41	*	57	62	59	57
	2018	56	49	**47**	37	50	48	-	64	*	47	31	56	45	52	46	45
Grade 7 ELA/Reading	2019	77	84	**83**	80	84	82	-	100	*	85	74	90	83	83	83	82
	2018	76	71	**69**	62	74	67	*	77	*	65	75	62	71	65	68	70
Grade 7 Mathematics	2019	62	59	**57**	57	53	64	-	100	*	50	43	17	59	55	55	53
	2018	67	54	**52**	47	52	52	*	60	-	90	64	64	50	55	52	51
Grade 8 ELA/Reading	2019	77	86	**85**	86	83	88	*	81	*	81	81	82	86	83	83	83
	2018	79	84	**83**	88	81	82	*	75	*	93	72	60	84	81	82	80
Grade 8 Mathematics	2019	82	83	**84**	87	83	83	*	90	*	80	86	93	82	88	85	86
	2018	81	74	**73**	89	70	70	*	63	*	72	85	79	72	75	77	70
End of Course Algebra I	2019	75	63	**81**	67	85	79	-	100	*	90	*	*	81	84	85	90
	2018	72	71	**82**	97	67	84	-	100	-	92	*	*	79	100	76	71
All Grades Both Subjects	2019	69	70	**70**	69	68	72	*	83	90	67	58	77	69	71	69	67
	2018	69	67	**61**	60	59	62	75	65	46	66	58	59	61	60	60	56
All Grades ELA/Reading	2019	68	70	**69**	68	67	71	*	78	100	66	60	77	69	70	68	66
	2018	69	65	**61**	59	60	63	*	61	33	67	55	54	62	58	60	58
All Grades Mathematics	2019	70	69	**70**	70	68	72	*	88	80	67	57	76	70	71	70	69
	2018	70	68	**60**	61	58	61	*	69	58	66	61	65	60	62	60	55

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**48%**	44%	46%	56%	-	40%	*	60%	19%	45%	38%
	2018	38%	46%	**44%**	45%	38%	51%	*	*	*	55%	15%	40%	30%
Mathematics	2019	45%	51%	**62%**	56%	60%	70%	-	*	-	43%	43%	61%	46%
	2018	47%	53%	**51%**	51%	49%	55%	-	*	*	60%	29%	51%	36%
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	81%	**79%**	66%	79%	83%	*	77%	*	94%	27%	74%	40%
Students Requiring Accelerated Instruction	2019	22%	19%	**21%**	34%	21%	17%	*	23%	*	6%	73%	26%	60%
STAAR Cumulative Met Standard	2019	85%	89%	**87%**	74%	89%	91%	*	85%	*	94%	42%	82%	58%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	91%	**88%**	81%	88%	93%	*	92%	*	90%	59%	86%	75%
Students Requiring Accelerated Instruction	2019	18%	9%	**12%**	19%	13%	7%	*	8%	*	10%	41%	14%	25%
STAAR Cumulative Met Standard	2019	88%	95%	**94%**	87%	95%	96%	*	100%	*	90%	75%	92%	88%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**77%**	-	-	-	-	-	51%	19%	52%	79%	51%	52%
	2018	77%	77%	**71%**	-	-	-	-	-	48%	49%	42%	*	48%	48%
At Meets Grade Level or Above	2019	50%	48%	**43%**	-	-	-	-	-	17%	6%	17%	16%	17%	17%
	2018	48%	46%	**36%**	-	-	-	-	-	11%	10%	14%	*	11%	11%
At Masters Grade Level	2019	24%	21%	**18%**	-	-	-	-	-	2%	0%	2%	11%	2%	3%
	2018	22%	19%	**14%**	-	-	-	-	-	2%	2%	3%	*	2%	2%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**77%**	-	-	-	-	-	50%	20%	51%	88%	50%	52%
	2018	74%	75%	**74%**	-	-	-	-	-	47%	50%	33%	*	47%	47%
At Meets Grade Level or Above	2019	48%	49%	**45%**	-	-	-	-	-	16%	0%	17%	13%	16%	16%
	2018	46%	46%	**36%**	-	-	-	-	-	9%	10%	3%	*	9%	9%
At Masters Grade Level	2019	21%	21%	**23%**	-	-	-	-	-	4%	0%	4%	13%	4%	4%
	2018	19%	18%	**18%**	-	-	-	-	-	2%	2%	0%	*	2%	2%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**86%**	-	-	-	-	-	68%	40%	68%	63%	68%	67%
	2018	81%	81%	**79%**	-	-	-	-	-	61%	62%	56%	*	61%	61%
At Meets Grade Level or Above	2019	52%	48%	**49%**	-	-	-	-	-	26%	20%	26%	13%	26%	25%
	2018	50%	47%	**40%**	-	-	-	-	-	16%	14%	23%	*	16%	16%
At Masters Grade Level	2019	26%	23%	**17%**	-	-	-	-	-	3%	0%	3%	0%	3%	3%
	2018	24%	21%	**12%**	-	-	-	-	-	3%	2%	5%	*	3%	3%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**74%**	-	-	-	-	-	44%	*	46%	*	44%	46%
	2018	66%	66%	**63%**	-	-	-	-	-	27%	23%	50%	-	27%	27%
At Meets Grade Level or Above	2019	38%	36%	**40%**	-	-	-	-	-	9%	*	9%	*	9%	10%
	2018	41%	41%	**36%**	-	-	-	-	-	6%	4%	20%	-	6%	6%
At Masters Grade Level	2019	14%	13%	**17%**	-	-	-	-	-	1%	*	1%	*	1%	2%
	2018	13%	13%	**11%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**76%**	-	-	-	-	-	37%	*	38%	-	37%	37%
	2018	80%	80%	**69%**	-	-	-	-	-	46%	50%	30%	-	46%	46%
At Meets Grade Level or Above	2019	54%	50%	**44%**	-	-	-	-	-	7%	*	7%	-	7%	7%
	2018	51%	47%	**35%**	-	-	-	-	-	11%	8%	20%	-	11%	11%
At Masters Grade Level	2019	25%	20%	**17%**	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	23%	20%	**15%**	-	-	-	-	-	2%	0%	10%	-	2%	2%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	77%	**55%**	-	-	-	-	-	13%	*	13%	-	13%	13%
	2018	78%	74%	**49%**	-	-	-	-	-	20%	19%	20%	-	20%	20%
At Meets Grade Level or Above	2019	55%	49%	**24%**	-	-	-	-	-	4%	*	4%	-	4%	4%
	2018	53%	49%	**20%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
At Masters Grade Level	2019	33%	28%	**12%**	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	31%	25%	**10%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**70%**	-	-	-	-	-	63%	60%	63%	61%	63%	63%
	2018	69%	67%	**61%**	-	-	-	-	-	52%	52%	55%	*	52%	52%
All Grades ELA/Reading	2019	68%	70%	**69%**	-	-	-	-	-	63%	80%	62%	57%	63%	62%
	2018	69%	65%	**61%**	-	-	-	-	-	52%	52%	50%	*	52%	51%
All Grades Mathematics	2019	70%	69%	**70%**	-	-	-	-	-	63%	40%	63%	64%	63%	63%

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District Name: LITTLE ELM ISD

Campus Name: LAKESIDE MIDDLE

Campus Number: 061914041

Texas Academic Performance Report

2019-20 Campus STAAR Performance

Bilingual Education/English as a Second Language

Total Students: 1,609

Grade Span: 06 - 08

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	68%	**60%**	-	-	-	-	-	53%	51%	59%	*	53%	53%

Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
Reading	2019	41%	48%	**48%**	-	-	-	-	-	38%	*	38%	*	38%	38%
	2018	38%	46%	**44%**	-	-	-	-	-	30%	32%	*	-	30%	30%
Mathematics	2019	45%	51%	**62%**	-	-	-	-	-	46%	*	46%	*	46%	46%
	2018	47%	53%	**51%**	-	-	-	-	-	36%	41%	*	-	36%	36%

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,474
Grade Span: 06 - 08
School Type: Middle

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**98%**	99%	98%	97%	100%	98%	94%	96%	100%	98%	99%
Included in Accountability	94%	93%	**92%**	91%	94%	92%	60%	86%	94%	94%	90%	93%	91%
Not Included in Accountability													
Mobile	4%	4%	**5%**	7%	4%	4%	40%	12%	0%	2%	8%	5%	7%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	0%	0%	0%	1%	0%	2%
Not Tested	1%	2%	**2%**	1%	2%	3%	0%	2%	6%	4%	0%	2%	1%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	1%	0%	0%	0%
Other	0%	2%	**2%**	1%	2%	3%	0%	2%	6%	3%	0%	2%	1%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	99%	99%	99%	100%	98%	100%	99%	100%	100%	100%
Included in Accountability	94%	94%	**92%**	86%	97%	90%	100%	92%	89%	92%	90%	92%	93%
Not Included in Accountability													
Mobile	4%	5%	**6%**	13%	2%	8%	0%	2%	11%	7%	9%	7%	4%
Other Exclusions	1%	1%	**1%**	0%	0%	1%	0%	4%	0%	0%	1%	0%	3%
Not Tested	1%	1%	**1%**	1%	1%	1%	0%	2%	0%	1%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
Other	0%	1%	**1%**	1%	0%	1%	0%	2%	0%	1%	0%	0%	0%

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 1,609

Campus Name: LAKESIDE MIDDLE
2019-20 Campus Attendance, Graduation, and Dropout Rates
Grade Span: 06 - 08

Campus Number: 061914041
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**95.8%**	96.6%	96.2%	94.5%	*	97.5%	*	96.0%	94.1%	95.7%	96.7%
2017-18	95.4%	96.0%	**95.4%**	96.3%	95.9%	94.2%	*	96.5%	96.0%	95.6%	92.8%	95.6%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.1%**	0.5%	0.0%	0.0%	0.0%	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: LITTLE ELM ISD

Campus Name: LAKESIDE MIDDLE

Campus Number: 061914041

Total Students: 1,609

Grade Span: 06 - 08

School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 1,609

Campus Name: LAKESIDE MIDDLE

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: 06 - 08

Campus Number: 061914041

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 1,609

Campus Name: LAKESIDE MIDDLE

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: 06 - 08

Campus Number: 061914041

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Campus Name: LAKESIDE MIDDLE

2019-20 Campus CCMR-Related Indicators

Campus Number: 061914041

Total Students: 1,609

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)

Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Campus Name: LAKESIDE MIDDLE

Campus Number: 061914041

Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 1,609

Grade Span: 06 - 08

School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Student Information	------------------------ Membership ------------------------				------------------------ Enrollment ------------------------			
	--------- Campus ---------				--------- Campus ---------			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	1,609	100.0%	8,047	5,479,173	1,609	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	0	0.0%	7.4%	7.0%	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 4	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	557	34.6%	7.9%	7.7%	557	34.6%	7.9%	7.7%
Grade 7	533	33.1%	7.8%	7.7%	533	33.1%	7.8%	7.7%
Grade 8	519	32.3%	7.8%	7.5%	519	32.3%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	301	18.7%	17.5%	12.6%	301	18.7%	17.5%	12.6%
Hispanic	686	42.6%	38.4%	52.8%	686	42.6%	38.4%	52.8%
White	507	31.5%	35.0%	27.0%	507	31.5%	35.1%	27.0%
American Indian	4	0.2%	0.4%	0.4%	4	0.2%	0.4%	0.4%
Asian	33	2.1%	3.8%	4.6%	33	2.1%	3.8%	4.6%
Pacific Islander	5	0.3%	0.2%	0.2%	5	0.3%	0.2%	0.2%
Two or More Races	73	4.5%	4.6%	2.5%	73	4.5%	4.6%	2.5%
Sex:								
Female	797	49.5%	48.6%	48.8%	797	49.5%	48.6%	48.8%
Male	812	50.5%	51.4%	51.2%	812	50.5%	51.4%	51.2%
Economically Disadvantaged	892	55.4%	49.4%	60.3%	892	55.4%	49.4%	60.2%
Non-Educationally Disadvantaged	717	44.6%	50.6%	39.7%	717	44.6%	50.6%	39.8%
Section 504 Students	26	1.6%	1.4%	6.9%	26	1.6%	1.4%	6.9%
English Learners (EL)	277	17.2%	18.1%	20.3%	277	17.2%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	27	1.7%	1.3%	1.5%				
Students w/ Dyslexia	87	5.4%	2.8%	4.1%	87	5.4%	2.8%	4.1%
Foster Care	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Homeless	10	0.6%	0.6%	1.4%	10	0.6%	0.6%	1.4%
Immigrant	15	0.9%	1.6%	2.3%	15	0.9%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	41.4%	65.1%	0	0.0%	41.4%	65.1%
Military Connected	2	0.1%	1.2%	1.9%	2	0.1%	1.2%	1.9%
At-Risk	716	44.5%	48.7%	50.6%	716	44.5%	48.6%	50.5%

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	270	16.8%	21.3%	20.6%	270	16.8%	21.3%	20.6%
Career & Technical Education	218	13.5%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	109	6.8%	6.2%	8.1%	109	6.8%	6.2%	8.1%
Special Education	162	10.1%	8.9%	10.5%	162	10.1%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	162							
By Type of Primary Disability								
Students with Intellectual Disabilities	78	48.1%	38.7%	42.4%				
Students with Physical Disabilities	11	6.8%	21.6%	21.4%				
Students with Autism	22	13.6%	13.6%	13.8%				
Students with Behavioral Disabilities	51	31.5%	23.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	176	11.1%	10.9%	15.3%				
By Ethnicity:								
African American	54	3.4%						
Hispanic	62	3.9%						
White	48	3.0%						
American Indian	1	0.1%						
Asian	6	0.4%						
Pacific Islander	2	0.1%						
Two or More Races	3	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	114	11.2%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	0.0%	4.9%
Grade 2	-	0.4%	1.6%	-	1.9%	2.0%
Grade 3	-	0.4%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	19.3	18.9
Grade 2	-	17.1	18.8
Grade 3	-	18.9	19.0
Grade 4	-	20.0	19.2
Grade 5	-	20.3	20.9
Grade 6	25.3	24.4	20.4
Secondary:			
English/Language Arts	25.2	20.6	16.4
Foreign Languages	22.8	22.6	18.7
Mathematics	24.5	23.2	17.8
Science	28.2	24.5	18.8
Social Studies	19.3	22.4	19.3

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 1,609

Campus Name: LAKESIDE MIDDLE
2019-20 Campus Staff Information
Grade Span: 06 - 08

Campus Number: 061914041
School Type: Middle

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	105.6	100.0%	100.0%	100.0%
Professional Staff:	94.2	89.1%	68.0%	63.7%
Teachers	78.7	74.5%	52.7%	49.4%
Professional Support	10.5	9.9%	11.2%	10.2%
Campus Administration (School Leadership)	5.0	4.7%	3.0%	3.0%
Educational Aides:	11.5	10.9%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	4.0	n/a	18.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	28.5	27.0%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	7.0	8.9%	7.5%	10.8%
Hispanic	10.0	12.7%	16.8%	28.1%
White	57.7	73.3%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	2.5%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	2.0	2.5%	0.7%	1.1%
Males	22.8	28.9%	22.3%	23.8%
Females	55.9	71.1%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	54.5	69.2%	69.6%	73.4%
Masters	24.2	30.8%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	8.8	11.1%	4.0%	7.4%
1-5 Years Experience	25.2	32.0%	33.5%	27.9%
6-10 Years Experience	18.8	23.9%	17.7%	19.4%
11-20 Years Experience	19.0	24.1%	33.6%	29.4%
Over 20 Years Experience	7.0	8.9%	11.2%	15.9%
Number of Students per Teacher	20.5	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	6.7	6.2
Average Years Experience of Principals with District	4.5	3.7	5.3
Average Years Experience of Assistant Principals	5.0	6.5	5.3
Average Years Experience of Assistant Principals with District	5.0	5.8	4.7
Average Years Experience of Teachers:	8.3	10.1	11.1
Average Years Experience of Teachers with District:	4.7	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$52,515	$52,838	$49,868
1-5 Years Experience	$53,088	$53,392	$52,823
6-10 Years Experience	$54,640	$55,233	$55,756
11-20 Years Experience	$58,278	$58,894	$59,308
Over 20 Years Experience	$62,761	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$55,507	$56,709	$57,091
Professional Support	$66,359	$71,225	$67,352
Campus Administration (School Leadership)	$94,553	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	1.2	13.5	6,309.0

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Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: LITTLE ELM ISD
Campus Name: LAKESIDE MIDDLE
Campus Number: 061914041

Total Students: 1,609
Grade Span: 06 - 08
School Type: Middle

Program Information	--------------- Campus --------------- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	2.5%	6.0%	6.5%
Career & Technical Education	1.6	2.0%	4.9%	5.0%
Compensatory Education	1.4	1.8%	3.3%	2.8%
Gifted & Talented Education	2.2	2.7%	1.2%	1.9%
Regular Education	63.0	80.1%	71.6%	70.9%
Special Education	6.2	7.9%	9.2%	9.3%
Other	2.4	3.0%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **LAKEVIEW EL**

Campus Number: **061914107**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	76%	74%	**83%**	85%	84%	77%	-	100%	*	*	71%	*	83%	83%	85%	88%
	2018	77%	76%	**78%**	83%	63%	82%	-	*	-	*	36%	*	75%	87%	72%	57%
At Meets Grade Level or Above	2019	45%	44%	**51%**	59%	60%	40%	-	67%	*	*	71%	*	48%	61%	55%	65%
	2018	43%	41%	**49%**	56%	44%	51%	-	*	-	*	36%	*	45%	61%	44%	14%
At Masters Grade Level	2019	27%	26%	**30%**	44%	32%	23%	-	17%	*	*	36%	*	27%	39%	30%	38%
	2018	25%	25%	**29%**	22%	25%	33%	-	*	-	*	0%	*	27%	35%	19%	0%

Grade 3 Mathematics

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	79%	76%	**85%**	70%	92%	86%	-	100%	*	*	86%	*	87%	78%	80%	92%
	2018	78%	70%	**82%**	83%	75%	86%	-	*	-	*	55%	*	78%	91%	72%	86%
At Meets Grade Level or Above	2019	49%	42%	**62%**	52%	68%	60%	-	100%	*	*	71%	*	61%	65%	58%	81%
	2018	47%	43%	**55%**	50%	56%	59%	-	*	-	*	36%	*	50%	70%	41%	29%
At Masters Grade Level	2019	25%	21%	**30%**	33%	32%	26%	-	33%	*	*	43%	*	35%	13%	28%	42%
	2018	23%	18%	**29%**	17%	19%	37%	-	*	-	*	18%	*	25%	39%	19%	14%

Grade 4 Reading

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	69%	**72%**	74%	60%	79%	-	*	*	60%	45%	57%	69%	77%	65%	50%
	2018	73%	76%	**77%**	65%	85%	76%	-	*	-	*	73%	-	73%	80%	73%	92%
At Meets Grade Level or Above	2019	44%	38%	**44%**	52%	40%	48%	-	*	*	20%	27%	14%	45%	43%	42%	20%
	2018	46%	47%	**47%**	30%	50%	53%	-	*	-	*	36%	-	41%	54%	33%	46%
At Masters Grade Level	2019	22%	18%	**20%**	26%	20%	19%	-	*	*	20%	18%	0%	21%	20%	10%	0%
	2018	24%	20%	**16%**	15%	15%	16%	-	*	-	*	9%	-	14%	17%	15%	0%

Grade 4 Mathematics

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	64%	**74%**	78%	75%	74%	-	*	*	60%	36%	57%	78%	69%	55%	60%
	2018	78%	81%	**90%**	80%	95%	91%	-	*	-	*	91%	-	92%	88%	85%	100%
At Meets Grade Level or Above	2019	48%	38%	**42%**	35%	40%	50%	-	*	*	40%	18%	29%	43%	40%	42%	20%
	2018	49%	47%	**53%**	35%	50%	62%	-	*	-	*	73%	-	49%	59%	39%	54%
At Masters Grade Level	2019	28%	22%	**24%**	9%	20%	36%	-	*	*	20%	0%	14%	26%	20%	23%	10%
	2018	27%	23%	**29%**	15%	25%	36%	-	*	-	*	9%	-	29%	29%	27%	23%

Grade 4 Writing

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	67%	62%	**66%**	67%	60%	74%	-	*	*	40%	36%	57%	71%	59%	53%	45%
	2018	63%	63%	**57%**	50%	45%	64%	-	*	-	*	64%	-	53%	61%	55%	38%
At Meets Grade Level or Above	2019	35%	28%	**31%**	38%	30%	30%	-	*	*	20%	27%	14%	33%	27%	31%	9%
	2018	39%	39%	**44%**	40%	30%	51%	-	*	-	*	55%	-	39%	51%	42%	31%
At Masters Grade Level	2019	11%	7%	**7%**	4%	0%	14%	-	*	*	0%	9%	0%	10%	3%	3%	0%
	2018	11%	10%	**13%**	20%	15%	7%	-	*	-	*	18%	-	12%	15%	18%	15%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

	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	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**83%**	78%	83%	84%	-	*	-	*	47%	*	85%	79%	76%	82%
	2018	84%	86%	**89%**	96%	88%	86%	-	*	-	83%	63%	*	86%	94%	86%	94%
At Meets Grade Level or Above	2019	54%	56%	**53%**	52%	58%	47%	-	*	-	*	29%	*	55%	51%	46%	35%
	2018	54%	56%	**52%**	46%	42%	60%	-	*	-	67%	25%	*	53%	51%	42%	56%
At Masters Grade Level	2019	29%	31%	**29%**	17%	21%	36%	-	*	-	*	18%	*	25%	33%	14%	12%
	2018	26%	26%	**14%**	8%	8%	24%	-	*	-	0%	13%	*	15%	11%	8%	11%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**92%**	87%	92%	96%	-	*	-	*	82%	*	93%	91%	86%	94%
	2018	91%	92%	**94%**	100%	92%	90%	-	*	-	100%	75%	*	94%	94%	92%	94%
At Meets Grade Level or Above	2019	58%	58%	**55%**	43%	58%	60%	-	*	-	*	53%	*	53%	58%	41%	47%
	2018	58%	59%	**55%**	38%	58%	64%	-	*	-	33%	50%	*	59%	49%	44%	50%
At Masters Grade Level	2019	36%	37%	**37%**	22%	29%	47%	-	*	-	*	18%	*	35%	40%	24%	24%
	2018	30%	35%	**36%**	17%	35%	43%	-	*	-	33%	38%	*	39%	29%	31%	39%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**76%**	65%	83%	78%	-	*	-	*	47%	*	78%	74%	64%	71%
	2018	76%	77%	**89%**	100%	85%	88%	-	*	-	67%	63%	*	89%	89%	86%	89%
At Meets Grade Level or Above	2019	49%	44%	**53%**	48%	50%	53%	-	*	-	*	47%	*	47%	60%	44%	35%
	2018	41%	36%	**47%**	54%	35%	52%	-	*	-	0%	38%	*	50%	40%	44%	56%
At Masters Grade Level	2019	24%	19%	**23%**	17%	17%	27%	-	*	-	*	24%	*	20%	26%	14%	12%
	2018	17%	13%	**22%**	17%	15%	33%	-	*	-	0%	38%	*	26%	14%	17%	22%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**79%**	76%	80%	81%	-	83%	75%	71%	58%	68%	81%	76%	71%	78%
	2018	77%	77%	**82%**	83%	80%	83%	-	94%	-	80%	65%	79%	81%	85%	78%	84%
At Meets Grade Level or Above	2019	50%	48%	**49%**	48%	52%	48%	-	63%	13%	45%	45%	26%	48%	50%	45%	47%
	2018	48%	46%	**50%**	43%	45%	57%	-	65%	-	43%	44%	36%	49%	53%	41%	46%
At Masters Grade Level	2019	24%	21%	**25%**	22%	22%	29%	-	25%	0%	26%	21%	13%	25%	25%	19%	22%
	2018	22%	19%	**23%**	16%	19%	28%	-	29%	-	23%	16%	21%	24%	22%	19%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**79%**	79%	77%	80%	-	80%	*	75%	55%	73%	79%	79%	76%	79%
	2018	74%	75%	**82%**	82%	81%	81%	-	100%	-	82%	57%	67%	79%	87%	77%	87%
At Meets Grade Level or Above	2019	48%	49%	**49%**	55%	54%	45%	-	60%	*	42%	43%	27%	49%	50%	48%	47%
	2018	46%	46%	**50%**	44%	45%	54%	-	50%	-	55%	33%	33%	47%	55%	40%	45%
At Masters Grade Level	2019	21%	21%	**26%**	30%	25%	26%	-	20%	*	25%	24%	9%	24%	30%	19%	23%
	2018	19%	18%	**19%**	15%	15%	24%	-	0%	-	18%	7%	17%	19%	19%	14%	5%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**84%**	78%	87%	85%	-	90%	*	75%	71%	73%	86%	80%	75%	87%
	2018	81%	81%	**89%**	89%	89%	89%	-	100%	-	82%	73%	83%	88%	91%	83%	95%
At Meets Grade Level or Above	2019	52%	48%	**53%**	44%	57%	57%	-	70%	*	50%	50%	36%	53%	53%	47%	58%

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District Name: LITTLE ELM ISD

Campus Name: LAKEVIEW EL

Campus Number: 061914107

Total Students: 580

Grade Span: KG - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	47%	**55%**	40%	55%	62%	-	67%	-	45%	53%	50%	53%	58%	42%	47%
At Masters Grade Level	2019	26%	23%	**30%**	22%	28%	37%	-	30%	*	33%	21%	27%	32%	27%	25%	30%
	2018	24%	21%	**31%**	16%	27%	38%	-	67%	-	36%	20%	33%	31%	31%	26%	29%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**66%**	67%	60%	74%	-	*	*	40%	36%	57%	71%	59%	53%	45%
	2018	66%	66%	**57%**	50%	45%	64%	-	*	-	*	64%	-	53%	61%	55%	38%
At Meets Grade Level or Above	2019	38%	36%	**31%**	38%	30%	30%	-	*	*	20%	27%	14%	33%	27%	31%	9%
	2018	41%	41%	**44%**	40%	30%	51%	-	*	-	*	55%	-	39%	51%	42%	31%
At Masters Grade Level	2019	14%	13%	**7%**	4%	0%	14%	-	*	*	0%	9%	0%	10%	3%	3%	0%
	2018	13%	13%	**13%**	20%	15%	7%	-	*	-	*	18%	-	12%	15%	18%	15%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	**76%**	65%	83%	78%	-	*	-	*	47%	*	78%	74%	64%	71%
	2018	80%	80%	**89%**	100%	85%	88%	-	*	-	67%	63%	*	89%	89%	86%	89%
At Meets Grade Level or Above	2019	54%	50%	**53%**	48%	50%	53%	-	*	-	*	47%	*	47%	60%	44%	35%
	2018	51%	47%	**47%**	54%	35%	52%	-	*	-	0%	38%	*	50%	40%	44%	56%
At Masters Grade Level	2019	25%	20%	**23%**	17%	17%	27%	-	*	-	*	24%	*	20%	26%	14%	12%
	2018	23%	20%	**22%**	17%	15%	33%	-	*	-	0%	38%	*	26%	14%	17%	22%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	54	**60**	65	48	64	-	*	*	80	64	57	54	70	52	55
	2018	63	59	**57**	45	68	60	-	*	-	*	68	-	59	55	64	62
Grade 4 Mathematics	2019	65	58	**61**	52	63	68	-	*	*	80	36	50	68	48	61	55
	2018	65	64	**75**	65	73	81	-	*	-	*	86	-	80	69	73	69
Grade 5 ELA/Reading	2019	81	84	**78**	74	80	76	-	*	-	*	68	*	78	78	71	76
	2018	80	80	**75**	80	75	79	-	*	-	58	88	*	73	80	81	82
Grade 5 Mathematics	2019	83	87	**81**	80	78	81	-	*	-	*	82	*	78	85	78	85
	2018	81	85	**82**	86	75	83	-	*	-	83	63	*	80	86	79	85
All Grades Both Subjects	2019	69	70	**70**	68	68	72	-	75	*	86	65	53	69	71	66	71
	2018	69	67	**73**	70	73	76	-	60	-	69	76	*	73	72	75	76
All Grades ELA/Reading	2019	68	70	**69**	70	65	70	-	*	*	86	66	61	66	74	62	69
	2018	69	65	**67**	63	72	69	-	20	-	63	76	*	67	67	73	73
All Grades Mathematics	2019	70	69	**71**	66	71	74	-	*	*	86	64	44	73	68	70	74
	2018	70	68	**79**	76	74	82	-	100	-	75	76	*	80	77	77	78

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District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**43%**	31%	38%	58%	-	*	-	*	24%	36%	58%
	2018	38%	46%	**52%**	50%	62%	46%	-	-	-	*	*	43%	83%
Mathematics	2019	45%	51%	**29%**	20%	25%	31%	-	*	-	*	23%	12%	50%
	2018	47%	53%	**65%**	63%	71%	56%	-	*	-	*	*	65%	83%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	81%	**73%**	53%	78%	77%	-	*	-	*	27%	67%	73%
Students Requiring Accelerated Instruction														
	2019	22%	19%	**27%**	47%	22%	23%	-	*	-	*	73%	33%	27%
STAAR Cumulative Met Standard														
	2019	86%	88%	**84%**	79%	87%	84%	-	*	-	*	36%	78%	87%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	**84%**	74%	87%	86%	-	*	-	*	45%	78%	80%
Students Requiring Accelerated Instruction														
	2019	17%	13%	**16%**	26%	13%	14%	-	*	-	*	55%	22%	20%
STAAR Cumulative Met Standard														
	2019	90%	93%	**91%**	84%	91%	95%	-	*	-	*	73%	86%	93%

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 580

Campus Name: LAKEVIEW EL
2019-20 Campus STAAR Performance
Grade Span: KG - 05

Campus Number: 061914107
Bilingual Education/English as a Second Language
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**79%**	-	-	-	-	-	76%	83%	74%	75%	76%	76%
	2018	77%	77%	**82%**	-	-	-	-	-	81%	88%	76%	67%	81%	80%
At Meets Grade Level or Above	2019	50%	48%	**49%**	-	-	-	-	-	43%	66%	36%	13%	43%	41%
	2018	48%	46%	**50%**	-	-	-	-	-	32%	44%	24%	17%	32%	31%
At Masters Grade Level	2019	24%	21%	**25%**	-	-	-	-	-	18%	38%	11%	0%	18%	17%
	2018	22%	19%	**23%**	-	-	-	-	-	12%	25%	2%	0%	12%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**79%**	-	-	-	-	-	75%	85%	71%	*	75%	77%
	2018	74%	75%	**82%**	-	-	-	-	-	82%	91%	76%	*	82%	83%
At Meets Grade Level or Above	2019	48%	49%	**49%**	-	-	-	-	-	43%	69%	32%	*	43%	40%
	2018	46%	46%	**50%**	-	-	-	-	-	29%	45%	18%	*	29%	30%
At Masters Grade Level	2019	21%	21%	**26%**	-	-	-	-	-	18%	46%	6%	*	18%	17%
	2018	19%	18%	**19%**	-	-	-	-	-	4%	9%	0%	*	4%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**84%**	-	-	-	-	-	86%	92%	84%	*	86%	85%
	2018	81%	81%	**89%**	-	-	-	-	-	96%	100%	94%	*	96%	93%
At Meets Grade Level or Above	2019	52%	48%	**53%**	-	-	-	-	-	55%	77%	45%	*	55%	53%
	2018	50%	47%	**55%**	-	-	-	-	-	36%	45%	29%	*	36%	33%
At Masters Grade Level	2019	26%	23%	**30%**	-	-	-	-	-	25%	38%	19%	*	25%	23%
	2018	24%	21%	**31%**	-	-	-	-	-	18%	45%	0%	*	18%	17%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**66%**	-	-	-	-	-	50%	*	57%	*	50%	45%
	2018	66%	66%	**57%**	-	-	-	-	-	27%	*	29%	-	27%	27%
At Meets Grade Level or Above	2019	38%	36%	**31%**	-	-	-	-	-	10%	*	14%	*	10%	9%
	2018	41%	41%	**44%**	-	-	-	-	-	18%	*	29%	-	18%	18%
At Masters Grade Level	2019	14%	13%	**7%**	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	13%	13%	**13%**	-	-	-	-	-	9%	*	14%	-	9%	9%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**76%**	-	-	-	-	-	67%	-	67%	*	67%	69%
	2018	80%	80%	**89%**	-	-	-	-	-	90%	100%	*	*	90%	83%
At Meets Grade Level or Above	2019	54%	50%	**53%**	-	-	-	-	-	33%	-	33%	*	33%	31%
	2018	51%	47%	**47%**	-	-	-	-	-	50%	67%	*	*	50%	42%
At Masters Grade Level	2019	25%	20%	**23%**	-	-	-	-	-	7%	-	7%	*	7%	6%
	2018	23%	20%	**22%**	-	-	-	-	-	20%	33%	*	*	20%	17%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**70%**	-	-	-	-	-	70%	*	72%	*	70%	70%
	2018	69%	67%	**73%**	-	-	-	-	-	79%	75%	82%	*	79%	81%
All Grades ELA/Reading	2019	68%	70%	**69%**	-	-	-	-	-	65%	*	66%	*	65%	67%
	2018	69%	65%	**67%**	-	-	-	-	-	85%	78%	91%	*	85%	86%
All Grades Mathematics	2019	70%	69%	**71%**	-	-	-	-	-	75%	*	77%	*	75%	73%
	2018	70%	68%	**79%**	-	-	-	-	-	73%	72%	73%	*	73%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**43%**	-	-	-	-	-	50%	*	44%	*	50%	58%
	2018	38%	46%	**52%**	-	-	-	-	-	*	*	*	*	*	83%
Mathematics	2019	45%	51%	**29%**	-	-	-	-	-	60%	*	*	*	60%	50%
	2018	47%	53%	**65%**	-	-	-	-	-	*	*	*	*	*	83%

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Texas Academic Performance Report
2019-20 Campus STAAR Participation

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**100%**	100%	100%	100%	-	100%	100%	100%	100%	100%	100%
Included in Accountability	94%	93%	**92%**	91%	97%	94%	-	73%	100%	74%	93%	90%	99%
Not Included in Accountability													
Mobile	4%	4%	**7%**	9%	3%	6%	-	18%	0%	26%	4%	10%	0%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	9%	0%	0%	3%	0%	1%
Not Tested	1%	2%	**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%	2%	**0%**	0%	0%	0%	-	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**91%**	87%	89%	95%	-	100%	*	91%	88%	87%	86%
Not Included in Accountability													
Mobile	4%	5%	**9%**	13%	11%	5%	-	0%	*	9%	12%	13%	13%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	1%
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%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 580

Campus Name: LAKEVIEW EL

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: KG - 05

Campus Number: 061914107

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**96.3%**	95.8%	96.7%	96.6%	*	95.0%	*	95.1%	93.5%	95.8%	96.7%
2017-18	95.4%	96.0%	**96.2%**	96.0%	96.4%	96.1%	*	95.4%	*	96.7%	92.2%	95.8%	96.9%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 580

Campus Name: LAKEVIEW EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: KG - 05

Campus Number: 061914107

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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Texas Education Agency

District Name: LITTLE ELM ISD

Campus Name: LAKEVIEW EL

Campus Number: 061914107

Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 580

Grade Span: KG - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD

Campus Name: LAKEVIEW EL

Campus Number: 061914107

Total Students: 580

Grade Span: KG - 05

School Type: Elementary

| | ----------------------- Membership ----------------------- | | | | ----------------------- Enrollment ----------------------- | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Total Students	580	100.0%	8,047	5,479,173	581	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	1	0.2%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	92	15.9%	7.4%	7.0%	92	15.8%	7.4%	7.0%
Grade 1	97	16.7%	7.7%	7.1%	97	16.7%	7.7%	7.1%
Grade 2	87	15.0%	7.6%	7.1%	87	15.0%	7.6%	7.1%
Grade 3	95	16.4%	7.5%	7.1%	95	16.4%	7.5%	7.1%
Grade 4	106	18.3%	7.7%	7.3%	106	18.2%	7.7%	7.3%
Grade 5	103	17.8%	7.7%	7.6%	103	17.7%	7.6%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	162	27.9%	17.5%	12.6%	162	27.9%	17.5%	12.6%
Hispanic	115	19.8%	38.4%	52.8%	115	19.8%	38.4%	52.8%
White	241	41.6%	35.0%	27.0%	242	41.7%	35.1%	27.0%
American Indian	3	0.5%	0.4%	0.4%	3	0.5%	0.4%	0.4%
Asian	16	2.8%	3.8%	4.6%	16	2.8%	3.8%	4.6%
Pacific Islander	4	0.7%	0.2%	0.2%	4	0.7%	0.2%	0.2%
Two or More Races	39	6.7%	4.6%	2.5%	39	6.7%	4.6%	2.5%
Sex:								
Female	277	47.8%	48.6%	48.8%	277	47.7%	48.6%	48.8%
Male	303	52.2%	51.4%	51.2%	304	52.3%	51.4%	51.2%
Economically Disadvantaged	238	41.0%	49.4%	60.3%	238	41.0%	49.4%	60.2%
Non-Educationally Disadvantaged	342	59.0%	50.6%	39.7%	343	59.0%	50.6%	39.8%
Section 504 Students	24	4.1%	1.4%	6.9%	24	4.1%	1.4%	6.9%
English Learners (EL)	68	11.7%	18.1%	20.3%	68	11.7%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.3%	1.5%				
Students w/ Dyslexia	11	1.9%	2.8%	4.1%	11	1.9%	2.8%	4.1%
Foster Care	8	1.4%	0.4%	0.3%	8	1.4%	0.4%	0.3%
Homeless	2	0.3%	0.6%	1.4%	2	0.3%	0.6%	1.4%
Immigrant	0	0.0%	1.6%	2.3%	0	0.0%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	468	80.7%	41.4%	65.1%	468	80.6%	41.4%	65.1%
Military Connected	0	0.0%	1.2%	1.9%	0	0.0%	1.2%	1.9%
At-Risk	240	41.4%	48.7%	50.6%	240	41.3%	48.6%	50.5%

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District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	65	11.2%	21.3%	20.6%	65	11.2%	21.3%	20.6%
Career & Technical Education	0	0.0%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	32	5.5%	6.2%	8.1%	32	5.5%	6.2%	8.1%
Special Education	71	12.2%	8.9%	10.5%	72	12.4%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	71							
By Type of Primary Disability								
Students with Intellectual Disabilities	15	21.1%	38.7%	42.4%				
Students with Physical Disabilities	22	31.0%	21.6%	21.4%				
Students with Autism	23	32.4%	13.6%	13.8%				
Students with Behavioral Disabilities	**	**	23.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	61	11.7%	10.9%	15.3%				
By Ethnicity:								
African American	16	3.1%						
Hispanic	9	1.7%						
White	26	5.0%						
American Indian	0	0.0%						
Asian	4	0.8%						
Pacific Islander	0	0.0%						
Two or More Races	6	1.1%						
Student Attrition (2018-19):								
Total Student Attrition	84	17.5%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	0.0%	4.9%
Grade 2	0.0%	0.4%	1.6%	10.0%	1.9%	2.0%
Grade 3	1.1%	0.4%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.2%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	19.9	19.0
Grade 1	18.5	19.3	18.9
Grade 2	20.1	17.1	18.8
Grade 3	18.1	18.9	19.0
Grade 4	20.1	20.0	19.2
Grade 5	19.1	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:			
English/Language Arts	-	20.6	16.4
Foreign Languages	-	22.6	18.7
Mathematics	-	23.2	17.8
Science	-	24.5	18.8
Social Studies	-	22.4	19.3

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 580

Campus Name: LAKEVIEW EL

2019-20 Campus Staff Information

Grade Span: KG - 05

Campus Number: 061914107

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	62.0	100.0%	100.0%	100.0%
Professional Staff:	48.1	77.5%	68.0%	63.7%
Teachers	37.6	60.6%	52.7%	49.4%
Professional Support	8.4	13.6%	11.2%	10.2%
Campus Administration (School Leadership)	2.0	3.2%	3.0%	3.0%
Educational Aides:	14.0	22.5%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	18.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	21.7	35.0%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	5.0	13.3%	7.5%	10.8%
Hispanic	2.0	5.3%	16.8%	28.1%
White	28.6	76.1%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	2.7%	2.0%	1.8%
Pacific Islander	1.0	2.7%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.7%	1.1%
Males	1.1	3.0%	22.3%	23.8%
Females	36.5	97.0%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	29.5	78.4%	69.6%	73.4%
Masters	8.1	21.6%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	4.0%	7.4%
1-5 Years Experience	9.0	23.9%	33.5%	27.9%
6-10 Years Experience	8.0	21.3%	17.7%	19.4%
11-20 Years Experience	14.6	38.9%	33.6%	29.4%
Over 20 Years Experience	6.0	15.9%	11.2%	15.9%
Number of Students per Teacher	15.4	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	6.7	6.2
Average Years Experience of Principals with District	2.0	3.7	5.3
Average Years Experience of Assistant Principals	3.0	6.5	5.3
Average Years Experience of Assistant Principals with District	3.0	5.8	4.7
Average Years Experience of Teachers:	12.4	10.1	11.1
Average Years Experience of Teachers with District:	8.5	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$52,838	$49,868
1-5 Years Experience	$52,767	$53,392	$52,823
6-10 Years Experience	$54,460	$55,233	$55,756
11-20 Years Experience	$58,676	$58,894	$59,308
Over 20 Years Experience	$62,710	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,009	$56,709	$57,091
Professional Support	$62,874	$71,225	$67,352
Campus Administration (School Leadership)	$84,957	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	0.5	13.5	6,309.0

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District Name: LITTLE ELM ISD
Campus Name: LAKEVIEW EL
Campus Number: 061914107

Total Students: 580
Grade Span: KG - 05
School Type: Elementary

Program Information	--------------- Campus ---------------			
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	6.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	1.0	2.7%	3.3%	2.8%
Gifted & Talented Education	0.5	1.3%	1.2%	1.9%
Regular Education	31.5	83.7%	71.6%	70.9%
Special Education	4.6	12.3%	9.2%	9.3%
Other	0.0	0.0%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **LITTLE ELM H S**

Campus Number: **061914001**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

End of Course English I

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	68%	70%	**70%**	59%	63%	81%	*	80%	*	76%	25%	57%	75%	57%	63%	49%
	2018	65%	68%	**68%**	65%	65%	72%	*	72%	*	100%	25%	19%	76%	52%	61%	47%
At Meets Grade Level or Above	2019	50%	48%	**48%**	42%	42%	57%	*	47%	*	52%	10%	38%	54%	36%	41%	27%
	2018	44%	46%	**46%**	43%	38%	56%	*	61%	*	73%	13%	13%	51%	35%	38%	20%
At Masters Grade Level	2019	11%	7%	**7%**	6%	3%	11%	*	7%	*	12%	2%	0%	7%	7%	4%	2%
	2018	7%	5%	**5%**	5%	2%	7%	*	11%	*	18%	1%	0%	6%	2%	3%	0%

End of Course English II

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	68%	74%	**74%**	71%	70%	78%	*	81%	*	100%	33%	38%	79%	63%	68%	51%
	2018	67%	68%	**68%**	67%	61%	76%	-	71%	*	95%	16%	47%	73%	57%	60%	32%
At Meets Grade Level or Above	2019	49%	54%	**54%**	52%	47%	61%	*	69%	*	85%	20%	15%	57%	47%	48%	25%
	2018	48%	48%	**48%**	39%	42%	56%	-	53%	*	86%	9%	27%	54%	35%	40%	11%
At Masters Grade Level	2019	8%	7%	**7%**	7%	4%	11%	*	19%	*	8%	4%	0%	9%	4%	4%	0%
	2018	8%	7%	**7%**	3%	6%	10%	-	18%	*	18%	3%	0%	9%	5%	4%	0%

End of Course Algebra I

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	85%	84%	**78%**	77%	78%	78%	*	83%	-	69%	52%	70%	78%	78%	78%	74%
	2018	83%	85%	**79%**	71%	79%	82%	*	83%	-	100%	52%	69%	82%	74%	74%	74%
At Meets Grade Level or Above	2019	61%	49%	**32%**	26%	28%	40%	*	83%	-	19%	11%	40%	30%	35%	28%	27%
	2018	55%	52%	**37%**	29%	34%	46%	*	67%	-	33%	17%	8%	40%	33%	32%	31%
At Masters Grade Level	2019	37%	28%	**10%**	9%	8%	14%	*	50%	-	6%	3%	10%	9%	13%	8%	7%
	2018	32%	27%	**12%**	8%	10%	17%	*	33%	-	17%	3%	8%	11%	13%	11%	8%

End of Course Biology

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	88%	90%	**90%**	86%	87%	95%	*	92%	-	91%	68%	100%	92%	86%	86%	79%
	2018	87%	88%	**88%**	89%	84%	91%	*	100%	*	100%	57%	60%	90%	82%	84%	75%
At Meets Grade Level or Above	2019	62%	61%	**61%**	50%	52%	74%	*	92%	-	65%	22%	43%	65%	53%	51%	38%
	2018	59%	60%	**60%**	57%	54%	69%	*	69%	*	100%	23%	27%	65%	51%	52%	35%
At Masters Grade Level	2019	25%	23%	**23%**	12%	16%	36%	*	38%	-	17%	7%	29%	24%	21%	15%	7%
	2018	24%	24%	**24%**	22%	16%	36%	*	54%	*	11%	4%	13%	28%	17%	17%	5%

End of Course U.S. History

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	93%	93%	**93%**	90%	92%	95%	-	100%	-	100%	63%	92%	94%	91%	90%	78%
	2018	92%	92%	**92%**	90%	90%	94%	*	100%	*	100%	51%	100%	93%	91%	89%	75%
At Meets Grade Level or Above	2019	73%	69%	**69%**	62%	63%	76%	-	91%	-	90%	22%	69%	71%	62%	59%	40%
	2018	70%	71%	**71%**	61%	66%	79%	*	76%	*	85%	24%	42%	74%	63%	62%	33%
At Masters Grade Level	2019	45%	41%	**41%**	30%	33%	54%	-	64%	-	65%	8%	38%	44%	34%	30%	11%
	2018	40%	37%	**37%**	31%	24%	49%	*	41%	*	50%	8%	25%	37%	34%	28%	6%

All Grades All Subjects

		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	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	78%	78%	**80%**	75%	77%	85%	100%	87%	*	87%	45%	70%	83%	73%	76%	64%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	77%	77%	**78%**	76%	74%	83%	83%	85%	60%	99%	38%	56%	82%	69%	72%	59%
At Meets Grade Level or Above	2019	50%	48%	**53%**	46%	47%	62%	80%	74%	*	62%	16%	41%	56%	45%	45%	31%
	2018	48%	46%	**52%**	46%	46%	62%	50%	65%	60%	81%	17%	23%	57%	42%	44%	25%
At Masters Grade Level	2019	24%	21%	**17%**	12%	12%	24%	20%	31%	*	23%	5%	14%	18%	14%	11%	5%
	2018	22%	19%	**16%**	13%	10%	24%	0%	30%	0%	26%	4%	8%	18%	13%	11%	3%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	77%	**72%**	65%	67%	80%	*	81%	*	84%	28%	50%	77%	60%	65%	50%
	2018	74%	75%	**68%**	66%	63%	74%	*	71%	*	97%	20%	32%	75%	54%	60%	41%
At Meets Grade Level or Above	2019	48%	49%	**51%**	47%	45%	59%	*	58%	*	63%	15%	29%	55%	41%	45%	27%
	2018	46%	46%	**47%**	41%	40%	56%	*	57%	*	82%	11%	19%	52%	35%	39%	16%
At Masters Grade Level	2019	21%	21%	**7%**	6%	4%	11%	*	13%	*	11%	3%	0%	8%	5%	4%	1%
	2018	19%	18%	**6%**	4%	4%	9%	*	14%	*	18%	2%	0%	7%	3%	4%	0%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	82%	**78%**	77%	78%	78%	*	83%	-	69%	52%	70%	78%	78%	78%	74%
	2018	81%	81%	**79%**	71%	79%	82%	*	83%	-	100%	52%	69%	82%	74%	74%	74%
At Meets Grade Level or Above	2019	52%	48%	**32%**	26%	28%	40%	*	83%	-	19%	11%	40%	30%	35%	28%	27%
	2018	50%	47%	**37%**	29%	34%	46%	*	67%	-	33%	17%	8%	40%	33%	32%	31%
At Masters Grade Level	2019	26%	23%	**10%**	9%	8%	14%	*	50%	-	6%	3%	10%	9%	13%	8%	7%
	2018	24%	21%	**12%**	8%	10%	17%	*	33%	-	17%	3%	8%	11%	13%	11%	8%
All Grades Science At Approaches Grade Level or Above	2019	81%	81%	**90%**	86%	87%	95%	*	92%	-	91%	68%	100%	92%	86%	86%	79%
	2018	80%	80%	**88%**	89%	84%	91%	*	100%	*	100%	57%	60%	90%	82%	84%	75%
At Meets Grade Level or Above	2019	54%	50%	**61%**	50%	52%	74%	*	92%	-	65%	22%	43%	65%	53%	51%	38%
	2018	51%	47%	**60%**	57%	54%	69%	*	69%	*	100%	23%	27%	65%	51%	52%	35%
At Masters Grade Level	2019	25%	20%	**23%**	12%	16%	36%	*	38%	-	17%	7%	29%	24%	21%	15%	7%
	2018	23%	20%	**24%**	22%	16%	36%	*	54%	*	11%	4%	13%	28%	17%	17%	5%
All Grades Social Studies At Approaches Grade Level or Above	2019	81%	77%	**93%**	90%	92%	95%	-	100%	-	100%	63%	92%	94%	91%	90%	78%
	2018	78%	74%	**92%**	90%	90%	94%	*	100%	*	100%	51%	100%	93%	91%	89%	75%
At Meets Grade Level or Above	2019	55%	49%	**69%**	62%	63%	76%	-	91%	-	90%	22%	69%	71%	62%	59%	40%
	2018	53%	49%	**71%**	61%	66%	79%	*	76%	*	85%	24%	42%	74%	63%	62%	33%
At Masters Grade Level	2019	33%	28%	**41%**	30%	33%	54%	-	64%	-	65%	8%	38%	44%	34%	30%	11%
	2018	31%	25%	**37%**	31%	24%	49%	*	41%	*	50%	8%	25%	37%	34%	28%	6%

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District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	73	**73**	73	71	75	*	71	*	80	72	64	74	71	71	68
	2018	67	63	**63**	68	61	59	-	70	-	79	60	50	63	62	61	54
End of Course Algebra I	2019	75	63	**49**	47	48	52	*	80	-	32	27	44	45	56	47	47
	2018	72	71	**62**	51	64	64	*	*	-	*	41	41	64	56	58	61
All Grades Both Subjects	2019	69	70	**62**	61	62	65	*	74	*	52	46	53	62	64	60	56
	2018	69	67	**62**	60	62	61	*	71	-	76	51	46	63	59	60	58
All Grades ELA/Reading	2019	68	70	**73**	73	71	75	*	71	*	80	72	64	74	71	71	68
	2018	69	65	**63**	68	61	59	-	70	-	79	60	50	63	62	61	54
All Grades Mathematics	2019	70	69	**49**	47	48	52	*	80	-	32	27	44	45	56	47	47
	2018	70	68	**62**	51	64	64	*	*	-	*	41	41	64	56	58	61

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District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**80%**	-	-	-	-	-	53%	36%	53%	80%	53%	53%
	2018	77%	77%	**78%**	-	-	-	-	-	41%	39%	52%	55%	41%	42%
At Meets Grade Level or Above	2019	50%	48%	**53%**	-	-	-	-	-	15%	0%	15%	40%	15%	15%
	2018	48%	46%	**52%**	-	-	-	-	-	11%	11%	12%	18%	11%	12%
At Masters Grade Level	2019	24%	21%	**17%**	-	-	-	-	-	1%	0%	1%	0%	1%	1%
	2018	22%	19%	**16%**	-	-	-	-	-	1%	2%	0%	0%	1%	1%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**72%**	-	-	-	-	-	36%	20%	37%	*	36%	37%
	2018	74%	75%	**68%**	-	-	-	-	-	19%	17%	31%	42%	19%	21%
At Meets Grade Level or Above	2019	48%	49%	**51%**	-	-	-	-	-	12%	0%	12%	*	12%	12%
	2018	46%	46%	**47%**	-	-	-	-	-	7%	8%	0%	8%	7%	7%
At Masters Grade Level	2019	21%	21%	**7%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	19%	18%	**6%**	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**78%**	-	-	-	-	-	73%	*	74%	*	73%	74%
	2018	81%	81%	**79%**	-	-	-	-	-	57%	55%	*	*	57%	57%
At Meets Grade Level or Above	2019	52%	48%	**32%**	-	-	-	-	-	17%	*	18%	*	17%	17%
	2018	50%	47%	**37%**	-	-	-	-	-	17%	16%	*	*	17%	17%
At Masters Grade Level	2019	26%	23%	**10%**	-	-	-	-	-	3%	*	3%	*	3%	3%
	2018	24%	21%	**12%**	-	-	-	-	-	7%	8%	*	*	7%	7%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**90%**	-	-	-	-	-	67%	*	67%	-	67%	67%
	2018	80%	80%	**88%**	-	-	-	-	-	62%	60%	80%	80%	62%	64%
At Meets Grade Level or Above	2019	54%	50%	**61%**	-	-	-	-	-	17%	*	18%	-	17%	17%
	2018	51%	47%	**60%**	-	-	-	-	-	12%	11%	20%	40%	12%	15%
At Masters Grade Level	2019	25%	20%	**23%**	-	-	-	-	-	2%	*	2%	-	2%	2%
	2018	23%	20%	**24%**	-	-	-	-	-	0%	0%	0%	0%	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	77%	**93%**	-	-	-	-	-	61%	*	62%	*	61%	63%
	2018	78%	74%	**92%**	-	-	-	-	-	63%	62%	*	*	63%	64%
At Meets Grade Level or Above	2019	55%	49%	**69%**	-	-	-	-	-	16%	*	17%	*	16%	19%
	2018	53%	49%	**71%**	-	-	-	-	-	17%	14%	*	*	17%	16%
At Masters Grade Level	2019	33%	28%	**41%**	-	-	-	-	-	0%	*	0%	*	0%	0%
	2018	31%	25%	**37%**	-	-	-	-	-	0%	0%	*	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**62%**	-	-	-	-	-	49%	-	49%	*	49%	50%
	2018	69%	67%	**62%**	-	-	-	-	-	56%	53%	80%	*	56%	55%
All Grades ELA/Reading	2019	68%	70%	**73%**	-	-	-	-	-	69%	-	69%	*	69%	70%
	2018	69%	65%	**63%**	-	-	-	-	-	63%	58%	*	*	63%	64%
All Grades Mathematics	2019	70%	69%	**49%**	-	-	-	-	-	38%	-	38%	-	38%	38%
	2018	70%	68%	**62%**	-	-	-	-	-	50%	48%	*	*	50%	48%

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District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 2,127
Grade Span: 09 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**99%**	100%	100%	99%	100%	97%	*	98%	100%	99%	99%
Included in Accountability	94%	93%	**95%**	94%	94%	95%	100%	95%	*	91%	94%	95%	85%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	3%	4%	0%	0%	*	7%	4%	3%	5%
Other Exclusions	1%	1%	**1%**	1%	2%	0%	0%	2%	*	0%	2%	2%	9%
Not Tested	1%	2%	**1%**	0%	0%	1%	0%	3%	*	2%	0%	1%	1%
Absent	1%	0%	**1%**	0%	0%	1%	0%	3%	*	2%	0%	1%	1%
Other	0%	2%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**99%**	100%	100%	99%	100%	100%	100%	97%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	92%	96%	95%	86%	97%	100%	92%	97%	95%	85%
Not Included in Accountability													
Mobile	4%	5%	**3%**	7%	1%	3%	14%	0%	0%	5%	1%	3%	2%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	3%	0%	0%	1%	2%	13%
Not Tested	1%	1%	**1%**	0%	0%	1%	0%	0%	0%	3%	1%	0%	0%
Absent	1%	0%	**1%**	0%	0%	1%	0%	0%	0%	3%	1%	0%	0%
Other	0%	1%	**0%**	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates
Total Students: 2,260

Campus Name: LITTLE ELM H S
Grade Span: 09 - 12

Campus Number: 061914001
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**95.4%**	96.3%	95.1%	95.2%	*	97.1%	*	95.0%	94.9%	95.1%	94.8%
2017-18	95.4%	96.0%	**95.5%**	96.3%	95.6%	94.9%	*	96.5%	*	95.0%	94.2%	95.4%	95.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	**0.4%**	0.7%	0.2%	0.2%	0.0%	0.0%	*	1.1%	0.5%	0.6%	0.7%
2017-18	1.9%	0.3%	**0.3%**	0.5%	0.2%	0.1%	*	1.7%	0.0%	0.0%	0.6%	0.3%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	**95.8%**	97.8%	94.8%	95.8%	*	100.0%	*	92.3%	93.2%	93.9%	88.9%
Received TxCHSE	0.5%	0.8%	**0.8%**	0.0%	0.6%	1.6%	*	0.0%	*	0.0%	0.0%	0.9%	0.0%
Continued HS	3.7%	3.0%	**3.0%**	2.2%	4.0%	2.6%	*	0.0%	*	3.8%	4.5%	4.3%	11.1%
Dropped Out	5.9%	0.4%	**0.4%**	0.0%	0.6%	0.0%	*	0.0%	*	3.8%	2.3%	0.9%	0.0%
Graduates and TxCHSE	90.4%	96.6%	**96.6%**	97.8%	95.4%	97.4%	*	100.0%	*	92.3%	93.2%	94.8%	88.9%
Graduates, TxCHSE, and Continuers	94.1%	99.6%	**99.6%**	100.0%	99.4%	100.0%	*	100.0%	*	96.2%	97.7%	99.1%	100.0%
Class of 2018													
Graduated	90.0%	95.1%	**95.1%**	95.4%	93.0%	96.9%	-	94.1%	*	100.0%	82.4%	93.0%	88.9%
Received TxCHSE	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	3.8%	2.6%	**2.6%**	1.1%	4.5%	1.6%	-	0.0%	*	0.0%	8.8%	3.7%	11.1%
Dropped Out	5.7%	2.4%	**2.4%**	3.4%	2.5%	1.6%	-	5.9%	*	0.0%	8.8%	3.3%	0.0%
Graduates and TxCHSE	90.4%	95.1%	**95.1%**	95.4%	93.0%	96.9%	-	94.1%	*	100.0%	82.4%	93.0%	88.9%
Graduates, TxCHSE, and Continuers	94.3%	97.6%	**97.6%**	96.6%	97.5%	98.4%	-	94.1%	*	100.0%	91.2%	96.7%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	**97.4%**	96.6%	97.0%	98.4%	-	94.1%	*	100.0%	91.4%	96.3%	94.4%
Received TxCHSE	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.2%	**0.2%**	0.0%	0.5%	0.0%	-	0.0%	*	0.0%	0.0%	0.5%	5.6%
Dropped Out	6.1%	2.4%	**2.4%**	3.4%	2.5%	1.6%	-	5.9%	*	0.0%	8.6%	3.3%	0.0%
Graduates and TxCHSE	92.8%	97.4%	**97.4%**	96.6%	97.0%	98.4%	-	94.1%	*	100.0%	91.4%	96.3%	94.4%
Graduates, TxCHSE, and Continuers	93.9%	97.6%	**97.6%**	96.6%	97.5%	98.4%	-	94.1%	*	100.0%	91.4%	96.7%	100.0%
Class of 2017													
Graduated	92.0%	97.8%	**97.8%**	100.0%	96.2%	98.1%	100.0%	100.0%	-	100.0%	88.6%	96.8%	73.3%
Received TxCHSE	0.6%	0.2%	**0.2%**	0.0%	0.0%	0.6%	0.0%	0.0%	-	0.0%	2.9%	0.0%	0.0%
Continued HS	1.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.0%	**2.0%**	0.0%	3.8%	1.3%	0.0%	0.0%	-	0.0%	8.6%	3.2%	26.7%
Graduates and TxCHSE	92.6%	98.0%	**98.0%**	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
Graduates, TxCHSE, and Continuers	93.7%	98.0%	**98.0%**	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017				181									
Graduated	92.4%	97.8%	**97.8%**	100.0%	96.2%	98.1%	100.0%	100.0%	-	100.0%	88.6%	96.8%	73.3%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	0.2%	0.0%	0.0%	0.6%	0.0%	0.0%	-	0.0%	2.9%	0.0%	0.0%
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.3%	2.0%	2.0%	0.0%	3.8%	1.3%	0.0%	0.0%	-	0.0%	8.6%	3.2%	26.7%
Graduates and TxCHSE	93.2%	98.0%	98.0%	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
Graduates, TxCHSE, and Continuers	93.7%	98.0%	98.0%	100.0%	96.2%	98.7%	100.0%	100.0%	-	100.0%	91.4%	96.8%	73.3%
Class of 2016													
Graduated	92.1%	95.1%	95.1%	93.5%	94.5%	95.9%	-	100.0%	-	100.0%	94.1%	92.7%	100.0%
Received TxCHSE	0.8%	1.0%	1.0%	1.3%	0.0%	1.8%	-	0.0%	-	0.0%	0.0%	1.2%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Dropped Out	6.6%	3.9%	3.9%	5.2%	5.5%	2.4%	-	0.0%	-	0.0%	5.9%	6.1%	0.0%
Graduates and TxCHSE	92.9%	96.1%	96.1%	94.8%	94.5%	97.6%	-	100.0%	-	100.0%	94.1%	93.9%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	96.1%	96.1%	94.8%	94.5%	97.6%	-	100.0%	-	100.0%	94.1%	93.9%	100.0%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	95.2%	95.2%	97.8%	94.3%	95.3%	*	100.0%	*	88.9%	91.1%	93.9%	88.9%
Class of 2018	90.0%	94.9%	94.9%	95.4%	93.0%	96.4%	-	94.1%	*	100.0%	80.0%	93.1%	88.9%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	*	*	-	-	-	-	-	-	*	*	-
Class of 2018	68.5%	20.0%	20.0%	*	*	*	-	-	-	*	*	*	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	7.5%	7.5%	9.0%	9.1%	7.1%	*	0.0%	*	0.0%	37.5%	10.2%	12.5%
Class of 2018	5.0%	1.9%	1.9%	1.2%	3.3%	0.5%	-	0.0%	*	12.5%	3.7%	2.0%	0.0%
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	84.1%	84.1%	82.0%	80.6%	87.0%	*	100.0%	*	83.3%	30.0%	76.3%	50.0%
Class of 2018	82.0%	77.8%	77.8%	85.4%	72.8%	78.9%	-	81.3%	*	75.0%	25.9%	74.1%	40.0%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	91.5%	91.5%	90.0%	89.7%	94.0%	*	100.0%	*	83.3%	65.9%	86.1%	62.5%
Class of 2018	86.8%	79.0%	79.0%	85.5%	75.8%	79.0%	-	81.3%	*	77.8%	28.6%	75.0%	37.5%
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	13.3%	*	12.5%	*	-	-	-	-	*	28.6%	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	7.3%	7.3%	10.0%	7.9%	7.0%	*	0.0%	*	0.0%	36.6%	9.9%	20.0%
2017-18	4.9%	2.1%	2.1%	1.2%	3.8%	0.5%	-	0.0%	*	12.5%	3.3%	2.6%	0.0%
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	83.0%	83.0%	83.3%	77.4%	87.0%	*	100.0%	*	80.0%	29.3%	75.8%	50.0%
2017-18	81.5%	77.5%	77.5%	83.3%	73.2%	78.7%	-	81.3%	*	75.0%	23.3%	71.9%	37.5%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	90.3%	90.3%	93.3%	85.3%	94.1%	*	100.0%	*	80.0%	65.9%	85.7%	70.0%
2017-18	85.1%	77.6%	77.6%	81.6%	74.3%	78.1%	-	81.3%	*	87.5%	25.8%	72.9%	37.5%

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Texas Academic Performance Report
2019-20 Campus Graduation Profile

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	494	100.0%	494	355,615
By Ethnicity:				
African American	90	18.2%	90	43,953
Hispanic	177	35.8%	177	180,673
White	185	37.4%	185	105,577
American Indian	2	0.4%	2	1,293
Asian	14	2.8%	14	16,564
Pacific Islander	1	0.2%	1	537
Two or More Races	25	5.1%	25	7,018
By Graduation Type:				
Minimum H.S. Program	0	0.0%	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	1,090
Foundation H.S. Program (No Endorsement)	48	9.7%	48	51,579
Foundation H.S. Program (Endorsement)	36	7.3%	36	15,160
Foundation H.S. Program (DLA)	410	83.0%	410	285,538
Special Education Graduates	41	8.3%	41	27,598
Economically Disadvantaged Graduates	223	45.1%	223	186,364
LEP Graduates	10	2.0%	10	25,189
At-Risk Graduates	214	43.3%	214	146,432

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Texas Education Agency

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	**66.4%**	57.8%	59.6%	75.7%	*	92.9%	*	62.0%	84.1%	58.3%	45.0%
2017-18	65.5%	58.5%	**58.5%**	51.7%	57.3%	62.0%	-	65.6%	*	62.5%	71.0%	53.5%	31.3%
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	**44.3%**	30.0%	38.4%	51.4%	*	92.9%	*	56.0%	9.8%	35.9%	40.0%
2017-18	50.0%	44.0%	**44.0%**	37.9%	41.9%	47.9%	-	56.3%	*	37.5%	0.0%	40.2%	6.3%
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	**60.5%**	46.7%	51.4%	71.9%	*	92.9%	*	68.0%	12.2%	49.3%	20.0%
2017-18	58.2%	53.6%	**53.6%**	56.3%	45.0%	60.4%	-	50.0%	*	75.0%	3.2%	46.2%	0.0%
Mathematics													
2018-19	48.6%	34.8%	**34.8%**	28.9%	25.4%	42.2%	*	78.6%	*	44.0%	9.8%	25.6%	30.0%
2017-18	46.0%	33.1%	**33.1%**	27.6%	26.7%	39.6%	-	62.5%	*	25.0%	0.0%	28.6%	12.5%
Both Subjects													
2018-19	44.2%	32.8%	**32.8%**	24.4%	23.2%	41.6%	*	71.4%	*	44.0%	9.8%	23.3%	20.0%
2017-18	42.1%	32.1%	**32.1%**	27.6%	26.2%	38.5%	-	50.0%	*	25.0%	0.0%	28.1%	0.0%
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	**18.2%**	14.4%	13.0%	21.1%	*	50.0%	*	32.0%	2.4%	16.1%	20.0%
2017-18	20.7%	22.2%	**22.2%**	10.3%	23.6%	26.6%	-	25.0%	*	12.5%	0.0%	20.1%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	**22.1%**	11.1%	24.3%	24.3%	*	35.7%	*	20.0%	2.4%	18.4%	10.0%
2017-18	20.4%	23.6%	**23.6%**	10.3%	23.6%	28.1%	-	43.8%	*	25.0%	0.0%	17.1%	6.3%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	**13.2%**	11.1%	11.3%	13.5%	*	42.9%	*	16.0%	2.4%	9.0%	0.0%
2017-18	1.0%	6.7%	**6.7%**	4.6%	4.2%	9.9%	-	12.5%	*	0.0%	0.0%	5.0%	0.0%
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	**40.0%**	41.1%	35.3%	45.4%	*	50.0%	*	26.0%	84.1%	36.8%	25.0%
2017-18	28.7%	27.7%	**27.7%**	23.6%	28.8%	28.9%	-	21.9%	*	31.3%	71.0%	25.6%	25.0%
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	**7.5%**	4.4%	7.3%	8.1%	*	21.4%	*	8.0%	0.0%	8.1%	0.0%
2017-18	4.8%	4.6%	**4.6%**	1.1%	5.2%	5.7%	-	6.3%	*	0.0%	6.5%	4.0%	0.0%

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 2,260

Campus Name: LITTLE ELM H S

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: 09 - 12

Campus Number: 061914001

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	**3.6%**	6.7%	3.4%	3.2%	*	0.0%	*	0.0%	43.9%	4.9%	0.0%
2017-18	1.7%	2.6%	**2.6%**	2.3%	3.7%	2.1%	-	0.0%	*	0.0%	41.9%	2.5%	6.3%

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	55.6%	58.9%	**58.9%**	61.1%	53.7%	63.8%	*	78.6%	*	44.0%	68.3%	51.6%	50.0%
2017-18	38.7%	34.9%	**34.9%**	24.1%	38.2%	36.5%	-	31.3%	*	37.5%	41.9%	32.7%	31.3%

U.S. Armed Forces Enlistment (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	5.0%	4.5%	**4.5%**	2.2%	2.8%	8.1%	*	0.0%	*	0.0%	7.3%	3.6%	0.0%
2017-18	4.3%	6.0%	**6.0%**	8.0%	4.7%	6.3%	-	6.3%	*	12.5%	3.2%	5.0%	0.0%

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.7%	5.5%	**5.5%**	7.8%	3.4%	7.6%	*	0.0%	*	0.0%	65.9%	4.9%	0.0%
2017-18	2.6%	1.6%	**1.6%**	3.4%	1.6%	1.0%	-	0.0%	*	0.0%	25.8%	3.0%	6.3%

Graduates with Level I or Level II Certificate (Annual Graduates)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	**34.2%**	24.4%	27.7%	43.2%	*	64.3%	*	28.0%	4.9%	25.6%	10.0%
2017-18	32.1%	28.8%	**28.8%**	26.4%	29.8%	30.2%	-	12.5%	*	37.5%	3.2%	27.6%	0.0%
Mathematics													
2018-19	24.7%	16.6%	**16.6%**	12.2%	15.8%	16.2%	*	50.0%	*	24.0%	0.0%	15.7%	20.0%
2017-18	23.7%	17.5%	**17.5%**	11.5%	16.8%	21.4%	-	18.8%	*	12.5%	0.0%	18.6%	6.3%
Both Subjects													
2018-19	18.8%	12.1%	**12.1%**	6.7%	10.7%	14.1%	*	35.7%	*	16.0%	0.0%	9.9%	10.0%
2017-18	18.1%	13.5%	**13.5%**	8.0%	13.6%	16.7%	-	12.5%	*	0.0%	0.0%	15.1%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	**59.5%**	61.1%	54.2%	64.3%	*	85.7%	*	44.0%	73.2%	52.0%	50.0%
2017-18	58.4%	53.4%	**53.4%**	47.1%	57.6%	54.2%	-	37.5%	*	37.5%	58.1%	51.3%	50.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Mathematics													
2018-19	7.3%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2018-19	2.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	*	0.0%	0.0%	0.0%	0.0%
2017-18	0.9%	0.0%	**0.0%**	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													
2019	25.2%	23.8%	**23.8%**	14.2%	19.1%	29.4%	*	53.8%	*	45.5%	n/a	19.6%	n/a
2018	25.8%	23.8%	**23.8%**	19.8%	20.7%	25.6%	*	46.9%	*	40.0%	n/a	19.3%	n/a
English Language Arts													
2019	14.5%	11.3%	**11.3%**	6.3%	8.3%	12.5%	*	38.5%	*	34.1%	n/a	8.5%	n/a
2018	15.3%	11.2%	**11.2%**	9.0%	8.8%	12.4%	*	28.1%	*	23.3%	n/a	7.8%	n/a
Mathematics													
2019	7.4%	6.6%	**6.6%**	3.2%	4.9%	8.9%	*	19.2%	*	11.4%	n/a	4.8%	n/a
2018	7.3%	6.5%	**6.5%**	2.8%	5.6%	8.3%	*	18.8%	*	3.3%	n/a	4.7%	n/a
Science													
2019	10.4%	14.3%	**14.3%**	8.9%	9.6%	19.4%	*	30.8%	*	29.5%	n/a	10.1%	n/a
2018	10.8%	13.5%	**13.5%**	9.6%	10.9%	15.8%	*	37.5%	*	13.3%	n/a	10.4%	n/a
Social Studies													
2019	13.9%	11.6%	**11.6%**	4.2%	9.6%	14.7%	*	30.8%	*	25.0%	n/a	7.3%	n/a
2018	14.5%	11.3%	**11.3%**	9.0%	8.8%	12.4%	*	28.1%	*	26.7%	n/a	8.2%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	**53.5%**	37.0%	56.8%	57.5%	-	42.9%	-	50.0%	n/a	47.5%	n/a
2018	50.7%	53.3%	**53.3%**	22.9%	51.3%	65.7%	*	66.7%	-	41.7%	n/a	46.3%	n/a
English Language Arts													
2019	41.2%	48.2%	**48.2%**	41.7%	46.9%	57.8%	-	30.0%	-	40.0%	n/a	41.9%	n/a
2018	42.5%	49.6%	**49.6%**	31.3%	48.5%	58.3%	-	55.6%	-	28.6%	n/a	39.4%	n/a
Mathematics													
2019	52.2%	37.3%	**37.3%**	33.3%	47.4%	28.1%	-	60.0%	-	40.0%	n/a	50.0%	n/a

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	**44.6%**	0.0%	42.9%	53.1%	-	50.0%	-	*	n/a	55.0%	n/a
Science													
2019	40.6%	46.9%	**46.9%**	29.4%	43.2%	54.3%	-	50.0%	-	38.5%	n/a	45.1%	n/a
2018	38.0%	37.5%	**37.5%**	11.8%	29.3%	47.5%	*	50.0%	-	*	n/a	36.4%	n/a
Social Studies													
2019	46.3%	36.8%	**36.8%**	37.5%	40.5%	32.1%	-	37.5%	-	45.5%	n/a	32.4%	n/a
2018	44.6%	48.2%	**48.2%**	31.3%	45.5%	54.2%	-	66.7%	-	37.5%	n/a	28.6%	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	**92.5%**	95.6%	87.0%	97.3%	*	92.9%	*	84.0%	n/a	86.5%	n/a
2017-18	74.6%	56.9%	**56.9%**	67.8%	46.6%	61.5%	-	56.3%	*	75.0%	n/a	49.3%	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	**26.7%**	19.8%	14.3%	36.7%	*	53.8%	*	42.9%	n/a	16.6%	n/a
2017-18	37.9%	40.1%	**40.1%**	28.8%	34.8%	48.3%	-	66.7%	*	16.7%	n/a	35.6%	n/a

Average SAT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	**978**	932	937	1020	*	1097	*	1030	n/a	945	n/a
2017-18	1036	1050	**1050**	1017	1020	1080	-	1202	*	992	n/a	1023	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	**500**	476	481	523	*	535	*	520	n/a	483	n/a
2017-18	521	538	**538**	520	518	560	-	579	*	538	n/a	517	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	**478**	456	456	497	*	562	*	510	n/a	462	n/a
2017-18	515	512	**512**	498	502	520	-	623	*	454	n/a	506	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	**20.9**	18.9	20.1	22.2	*	20.0	-	22.8	n/a	19.7	n/a
2017-18	20.6	20.5	**20.5**	17.6	20.2	22.2	-	*	-	*	n/a	19.3	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	**20.7**	18.6	20.3	22.1	*	18.1	-	22.5	n/a	19.5	n/a
2017-18	20.3	20.4	**20.4**	17.0	20.0	22.3	-	*	-	*	n/a	18.8	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	**20.0**	18.3	19.2	20.7	*	21.1	-	23.1	n/a	19.1	n/a
2017-18	20.6	19.6	**19.6**	17.3	19.2	20.9	-	*	-	*	n/a	18.6	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	**21.6**	19.8	20.6	23.1	*	21.7	-	22.7	n/a	20.5	n/a
2017-18	20.9	21.2	**21.2**	18.5	20.9	22.7	-	*	-	*	n/a	20.1	n/a

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District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	**48.2%**	42.0%	44.4%	53.3%	*	74.5%	*	51.2%	15.9%	43.0%	18.1%
2017-18	43.4%	47.6%	**47.6%**	42.7%	45.2%	51.1%	*	62.5%	*	54.0%	16.9%	40.9%	18.8%
English Language Arts													
2018-19	17.8%	9.1%	**9.1%**	8.0%	6.3%	10.4%	*	23.5%	*	22.4%	0.6%	7.5%	0.8%
2017-18	17.3%	7.7%	**7.7%**	6.3%	6.0%	8.4%	*	22.6%	*	14.8%	0.6%	4.9%	0.0%
Mathematics													
2018-19	20.4%	22.3%	**22.3%**	19.0%	17.5%	26.4%	*	45.1%	*	31.1%	3.1%	17.1%	3.2%
2017-18	20.7%	21.7%	**21.7%**	20.9%	18.9%	24.1%	*	37.3%	*	18.3%	6.3%	17.1%	6.3%
Science													
2018-19	21.7%	25.7%	**25.7%**	24.3%	22.5%	28.6%	*	36.7%	*	29.9%	12.1%	20.5%	9.1%
2017-18	21.2%	27.0%	**27.0%**	25.4%	24.8%	29.0%	*	35.2%	*	31.7%	11.1%	21.9%	8.2%
Social Studies													
2018-19	23.6%	20.9%	**20.9%**	14.0%	16.9%	26.3%	*	50.0%	*	26.6%	1.2%	16.1%	3.1%
2017-18	22.8%	19.9%	**19.9%**	16.2%	17.3%	22.3%	*	40.8%	*	32.1%	0.7%	15.9%	1.9%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	**47.4%**	48.3%	44.0%	47.4%	-	75.0%	*	50.0%	25.0%	42.7%	31.3%
2016-17	54.6%	46.1%	**46.1%**	57.5%	37.2%	48.1%	20.0%	81.8%	-	53.3%	28.6%	36.6%	30.8%
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	**49.3%**	45.0%	46.3%	52.3%	-	63.6%	*	*	0.0%	51.1%	0.0%
2016-17	59.2%	47.6%	**47.6%**	33.3%	38.2%	59.5%	*	77.8%	-	62.5%	10.0%	49.3%	*

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Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent	District	State	Count	Percent	District	State
Total Students	2,260	100.0%	8,047	5,479,173	2,261	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	0	0.0%	7.4%	7.0%	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 4	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	658	29.1%	8.2%	8.2%	658	29.1%	8.2%	8.2%
Grade 10	570	25.2%	7.1%	7.4%	570	25.2%	7.1%	7.4%
Grade 11	553	24.5%	6.9%	6.9%	553	24.5%	6.9%	6.9%
Grade 12	479	21.2%	6.0%	6.4%	480	21.2%	6.0%	6.4%
Ethnic Distribution:								
African American	439	19.4%	17.5%	12.6%	439	19.4%	17.5%	12.6%
Hispanic	890	39.4%	38.4%	52.8%	891	39.4%	38.4%	52.8%
White	776	34.3%	35.0%	27.0%	776	34.3%	35.1%	27.0%
American Indian	7	0.3%	0.4%	0.4%	7	0.3%	0.4%	0.4%
Asian	63	2.8%	3.8%	4.6%	63	2.8%	3.8%	4.6%
Pacific Islander	2	0.1%	0.2%	0.2%	2	0.1%	0.2%	0.2%
Two or More Races	83	3.7%	4.6%	2.5%	83	3.7%	4.6%	2.5%
Sex:								
Female	1,094	48.4%	48.6%	48.8%	1,095	48.4%	48.6%	48.8%
Male	1,166	51.6%	51.4%	51.2%	1,166	51.6%	51.4%	51.2%
Economically Disadvantaged	1,240	54.9%	49.4%	60.3%	1,240	54.8%	49.4%	60.2%
Non-Educationally Disadvantaged	1,020	45.1%	50.6%	39.7%	1,021	45.2%	50.6%	39.8%
Section 504 Students	34	1.5%	1.4%	6.9%	34	1.5%	1.4%	6.9%
English Learners (EL)	175	7.7%	18.1%	20.3%	175	7.7%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	76	3.4%	1.3%	1.5%				
Students w/ Dyslexia	22	1.0%	2.8%	4.1%	22	1.0%	2.8%	4.1%
Foster Care	3	0.1%	0.4%	0.3%	3	0.1%	0.4%	0.3%
Homeless	14	0.6%	0.6%	1.4%	14	0.6%	0.6%	1.4%
Immigrant	35	1.5%	1.6%	2.3%	35	1.5%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	41.4%	65.1%	0	0.0%	41.4%	65.1%
Military Connected	34	1.5%	1.2%	1.9%	34	1.5%	1.2%	1.9%
At-Risk	1,148	50.8%	48.7%	50.6%	1,149	50.8%	48.6%	50.5%

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District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Student Information	Membership Campus Count	Membership Campus Percent	Membership District	Membership State	Enrollment Campus Count	Enrollment Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	173	7.7%	21.3%	20.6%	173	7.7%	21.3%	20.6%
Career & Technical Education	2,002	88.6%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	1,744	77.2%	77.1%	50.8%	1,744	77.1%	77.1%	50.8%
Gifted & Talented Education	108	4.8%	6.2%	8.1%	108	4.8%	6.2%	8.1%
Special Education	180	8.0%	8.9%	10.5%	181	8.0%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	180							
By Type of Primary Disability								
Students with Intellectual Disabilities	111	61.7%	38.7%	42.4%				
Students with Physical Disabilities	5	2.8%	21.6%	21.4%				
Students with Autism	19	10.6%	13.6%	13.8%				
Students with Behavioral Disabilities	45	25.0%	23.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	245	10.9%	10.9%	15.3%				
By Ethnicity:								
African American	41	1.8%						
Hispanic	95	4.2%						
White	90	4.0%						
American Indian	1	0.0%						
Asian	3	0.1%						
Pacific Islander	1	0.0%						
Two or More Races	14	0.6%						
Student Attrition (2018-19):								
Total Student Attrition	206	12.4%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	-	0.0%	1.6%	-	0.0%	5.5%
Grade 1	-	0.0%	2.9%	-	0.0%	4.9%
Grade 2	-	0.4%	1.6%	-	1.9%	2.0%
Grade 3	-	0.4%	0.9%	-	0.0%	0.8%
Grade 4	-	0.0%	0.5%	-	0.0%	0.4%
Grade 5	-	0.0%	0.4%	-	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.2%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	5.7%	5.7%	7.8%	1.9%	1.9%	13.1%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	19.3	18.9
Grade 2	-	17.1	18.8
Grade 3	-	18.9	19.0
Grade 4	-	20.0	19.2
Grade 5	-	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:			
English/Language Arts	20.0	20.6	16.4
Foreign Languages	23.1	22.6	18.7
Mathematics	23.2	23.2	17.8
Science	23.5	24.5	18.8
Social Studies	25.8	22.4	19.3

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Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	162.0	100.0%	100.0%	100.0%
Professional Staff:	142.5	87.9%	68.0%	63.7%
Teachers	118.1	72.9%	52.7%	49.4%
Professional Support	16.4	10.1%	11.2%	10.2%
Campus Administration (School Leadership)	8.0	4.9%	3.0%	3.0%
Educational Aides:	19.6	12.1%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	7.0	n/a	18.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	37.7	23.3%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	12.5	10.6%	7.5%	10.8%
Hispanic	12.0	10.1%	16.8%	28.1%
White	92.6	78.5%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	1.0	0.8%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.7%	1.1%
Males	54.7	46.3%	22.3%	23.8%
Females	63.4	53.7%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	67.9	57.5%	69.6%	73.4%
Masters	50.2	42.5%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	0.8%	4.0%	7.4%
1-5 Years Experience	47.4	40.1%	33.5%	27.9%
6-10 Years Experience	23.5	19.9%	17.7%	19.4%
11-20 Years Experience	34.3	29.1%	33.6%	29.4%
Over 20 Years Experience	11.9	10.1%	11.2%	15.9%
Number of Students per Teacher	19.1	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	5.0	6.7	6.2
Average Years Experience of Principals with District	5.0	3.7	5.3
Average Years Experience of Assistant Principals	7.2	6.5	5.3
Average Years Experience of Assistant Principals with District	5.2	5.8	4.7
Average Years Experience of Teachers:	9.5	10.1	11.1
Average Years Experience of Teachers with District:	4.3	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,963	$52,838	$49,868
1-5 Years Experience	$54,556	$53,392	$52,823
6-10 Years Experience	$56,254	$55,233	$55,756
11-20 Years Experience	$60,667	$58,894	$59,308
Over 20 Years Experience	$66,017	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,803	$56,709	$57,091
Professional Support	$72,538	$71,225	$67,352
Campus Administration (School Leadership)	$96,061	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	3.2	13.5	6,309.0

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Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: LITTLE ELM ISD
Campus Name: LITTLE ELM H S
Campus Number: 061914001

Total Students: 2,260
Grade Span: 09 - 12
School Type: High School

Program Information	--------------- Campus --------------- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	1.1%	6.0%	6.5%
Career & Technical Education	19.8	16.8%	4.9%	5.0%
Compensatory Education	3.0	2.5%	3.3%	2.8%
Gifted & Talented Education	0.0	0.0%	1.2%	1.9%
Regular Education	61.2	51.9%	71.6%	70.9%
Special Education	17.5	14.8%	9.2%	9.3%
Other	15.1	12.8%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **OAK POINT EL**

Campus Number: **061914108**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**79%**	92%	78%	78%	-	*	-	86%	50%	*	79%	79%	75%	74%
	2018	77%	76%	**85%**	*	84%	90%	-	-	*	*	63%	-	84%	88%	89%	88%
At Meets Grade Level or Above	2019	45%	44%	**44%**	58%	45%	35%	-	*	-	71%	30%	*	43%	50%	37%	39%
	2018	43%	41%	**41%**	*	32%	55%	-	-	*	*	13%	-	40%	42%	31%	31%
At Masters Grade Level	2019	27%	26%	**25%**	25%	25%	20%	-	*	-	57%	20%	*	22%	38%	19%	16%
	2018	25%	25%	**17%**	*	15%	23%	-	-	*	*	13%	-	21%	4%	15%	15%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	**82%**	83%	80%	83%	-	*	-	100%	50%	*	81%	83%	73%	71%
	2018	78%	70%	**78%**	*	76%	87%	-	-	*	*	38%	-	78%	81%	77%	83%
At Meets Grade Level or Above	2019	49%	42%	**35%**	25%	33%	35%	-	*	-	71%	40%	*	34%	38%	29%	32%
	2018	47%	43%	**50%**	*	43%	68%	-	-	*	*	13%	-	53%	42%	49%	48%
At Masters Grade Level	2019	25%	21%	**14%**	17%	13%	10%	-	*	-	43%	20%	*	11%	25%	10%	13%
	2018	23%	18%	**19%**	*	15%	29%	-	-	*	*	13%	-	21%	12%	16%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**69%**	38%	69%	76%	*	-	*	100%	20%	*	68%	70%	62%	65%
	2018	73%	76%	**75%**	91%	64%	91%	-	*	-	*	67%	-	72%	80%	64%	63%
At Meets Grade Level or Above	2019	44%	38%	**40%**	38%	32%	56%	*	-	*	83%	0%	*	40%	40%	32%	29%
	2018	46%	47%	**43%**	36%	36%	60%	-	*	-	*	33%	-	45%	41%	28%	33%
At Masters Grade Level	2019	22%	18%	**13%**	13%	6%	32%	*	-	*	33%	0%	*	12%	15%	5%	2%
	2018	24%	20%	**19%**	18%	14%	26%	-	*	-	*	17%	-	14%	27%	9%	14%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	64%	**60%**	38%	57%	68%	*	-	*	100%	0%	*	55%	70%	51%	52%
	2018	78%	81%	**84%**	82%	83%	89%	-	*	-	*	58%	-	84%	84%	81%	84%
At Meets Grade Level or Above	2019	48%	38%	**29%**	25%	21%	44%	*	-	*	83%	0%	*	25%	38%	17%	15%
	2018	49%	47%	**46%**	36%	40%	60%	-	*	-	*	42%	-	47%	43%	32%	35%
At Masters Grade Level	2019	28%	22%	**12%**	0%	7%	28%	*	-	*	33%	0%	*	14%	10%	6%	8%
	2018	27%	23%	**23%**	9%	20%	31%	-	*	-	*	17%	-	25%	20%	13%	20%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**67%**	56%	63%	84%	*	-	*	100%	20%	*	64%	73%	63%	60%
	2018	63%	63%	**71%**	64%	64%	86%	-	*	-	*	42%	-	74%	66%	59%	69%
At Meets Grade Level or Above	2019	35%	28%	**27%**	33%	18%	44%	*	-	*	80%	0%	*	21%	40%	14%	12%
	2018	39%	39%	**46%**	45%	39%	60%	-	*	-	*	33%	-	43%	50%	35%	37%
At Masters Grade Level	2019	11%	7%	**7%**	11%	6%	12%	*	-	*	0%	0%	*	4%	13%	5%	4%
	2018	11%	10%	**13%**	18%	7%	17%	-	*	-	*	8%	-	8%	20%	6%	8%

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**90%**	100%	83%	98%	-	*	*	100%	73%	*	88%	93%	86%	82%
	2018	84%	86%	**79%**	83%	72%	91%	-	*	-	*	*	*	80%	78%	71%	71%
At Meets Grade Level or Above	2019	54%	56%	**53%**	50%	39%	75%	-	*	*	80%	33%	*	49%	59%	39%	33%
	2018	54%	56%	**53%**	67%	47%	63%	-	*	-	*	*	*	51%	58%	43%	47%
At Masters Grade Level	2019	29%	31%	**29%**	22%	24%	40%	-	*	*	40%	13%	*	28%	29%	21%	18%
	2018	26%	26%	**28%**	67%	24%	31%	-	*	-	*	*	*	28%	30%	19%	24%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**93%**	94%	90%	98%	-	*	*	100%	73%	*	94%	93%	91%	92%
	2018	91%	92%	**88%**	83%	87%	91%	-	*	-	*	*	*	93%	80%	83%	86%
At Meets Grade Level or Above	2019	58%	58%	**44%**	33%	37%	60%	-	*	*	60%	20%	*	45%	43%	34%	37%
	2018	58%	59%	**48%**	50%	47%	49%	-	*	-	*	*	*	54%	38%	47%	47%
At Masters Grade Level	2019	36%	37%	**26%**	28%	18%	35%	-	*	*	40%	20%	*	26%	26%	16%	14%
	2018	30%	35%	**22%**	33%	20%	26%	-	*	-	*	*	*	20%	25%	19%	18%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**81%**	78%	75%	93%	-	*	*	80%	73%	*	78%	84%	71%	67%
	2018	76%	77%	**76%**	83%	69%	86%	-	*	-	*	*	*	79%	70%	68%	68%
At Meets Grade Level or Above	2019	49%	44%	**43%**	33%	28%	73%	-	*	*	60%	33%	*	37%	50%	24%	20%
	2018	41%	36%	**36%**	67%	31%	37%	-	*	-	*	*	*	41%	25%	27%	30%
At Masters Grade Level	2019	24%	19%	**19%**	17%	8%	38%	-	*	*	40%	13%	*	14%	26%	8%	4%
	2018	17%	13%	**12%**	33%	8%	17%	-	*	-	*	*	*	10%	15%	8%	11%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**79%**	79%	74%	86%	*	60%	50%	96%	56%	88%	77%	82%	72%	70%
	2018	77%	77%	**80%**	78%	75%	89%	-	83%	*	91%	55%	83%	80%	78%	74%	76%
At Meets Grade Level or Above	2019	50%	48%	**40%**	38%	31%	53%	*	20%	17%	74%	25%	38%	37%	46%	29%	26%
	2018	48%	46%	**45%**	47%	39%	56%	-	50%	*	68%	23%	50%	47%	42%	36%	39%
At Masters Grade Level	2019	24%	21%	**19%**	18%	13%	27%	*	20%	0%	37%	14%	17%	17%	23%	11%	9%
	2018	22%	19%	**19%**	25%	15%	25%	-	0%	*	32%	11%	33%	18%	20%	13%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**80%**	84%	77%	85%	*	*	*	94%	57%	89%	79%	83%	75%	73%
	2018	74%	75%	**79%**	86%	73%	91%	-	*	*	100%	67%	*	79%	81%	74%	73%
At Meets Grade Level or Above	2019	48%	49%	**46%**	50%	38%	55%	*	*	*	78%	27%	22%	44%	51%	36%	33%
	2018	46%	46%	**46%**	48%	38%	59%	-	*	*	75%	21%	*	45%	47%	34%	38%
At Masters Grade Level	2019	21%	21%	**23%**	21%	18%	30%	*	*	*	44%	13%	22%	21%	26%	15%	12%
	2018	19%	18%	**22%**	33%	18%	27%	-	*	*	38%	13%	*	21%	23%	14%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**79%**	79%	75%	85%	*	*	*	100%	53%	89%	77%	84%	73%	71%
	2018	81%	81%	**84%**	76%	82%	89%	-	*	*	88%	54%	*	85%	82%	81%	85%
At Meets Grade Level or Above	2019	52%	48%	**37%**	29%	30%	47%	*	*	*	72%	23%	56%	35%	40%	27%	27%

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District Name: LITTLE ELM ISD

Campus Name: OAK POINT EL

Campus Number: 061914108

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 776

Grade Span: PK - 05

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	47%	**48%**	43%	43%	58%	-	*	*	63%	25%	*	51%	41%	43%	44%
At Masters Grade Level	2019	26%	23%	**18%**	18%	13%	24%	*	*	*	39%	17%	22%	17%	20%	11%	12%
	2018	24%	21%	**21%**	19%	18%	29%	-	*	*	25%	13%	*	22%	20%	16%	17%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**67%**	56%	63%	84%	*	-	*	100%	20%	*	64%	73%	63%	60%
	2018	66%	66%	**71%**	64%	64%	86%	-	*	-	*	42%	-	74%	66%	59%	69%
At Meets Grade Level or Above	2019	38%	36%	**27%**	33%	18%	44%	*	-	*	80%	0%	*	21%	40%	14%	12%
	2018	41%	41%	**46%**	45%	39%	60%	-	*	-	*	33%	-	43%	50%	35%	37%
At Masters Grade Level	2019	14%	13%	**7%**	11%	6%	12%	*	-	*	0%	0%	*	4%	13%	5%	4%
	2018	13%	13%	**13%**	18%	7%	17%	-	*	-	*	8%	-	8%	20%	6%	8%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	**81%**	78%	75%	93%	-	*	*	80%	73%	*	78%	84%	71%	67%
	2018	80%	80%	**76%**	83%	69%	86%	-	*	-	*	*	*	79%	70%	68%	68%
At Meets Grade Level or Above	2019	54%	50%	**43%**	33%	28%	73%	-	*	*	60%	33%	*	37%	50%	24%	20%
	2018	51%	47%	**36%**	67%	31%	37%	-	*	-	*	*	*	41%	25%	27%	30%
At Masters Grade Level	2019	25%	20%	**19%**	17%	8%	38%	-	*	*	40%	13%	*	14%	26%	8%	4%
	2018	23%	20%	**12%**	33%	8%	17%	-	*	-	*	*	*	10%	15%	8%	11%

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	54	**48**	50	45	56	-	-	*	60	40	*	49	47	35	37
	2018	63	59	**58**	65	51	68	-	*	-	*	86	-	51	71	50	46
Grade 4 Mathematics	2019	65	58	**40**	31	32	58	-	-	*	60	40	*	38	43	27	26
	2018	65	64	**61**	70	54	71	-	*	-	*	68	-	53	76	52	44
Grade 5 ELA/Reading	2019	81	84	**84**	86	78	94	-	*	*	80	86	*	82	88	83	81
	2018	80	80	**78**	100	73	82	-	*	-	*	*	*	76	83	72	74
Grade 5 Mathematics	2019	83	87	**79**	83	73	83	-	*	*	100	93	*	72	87	74	73
	2018	81	85	**74**	75	75	74	-	*	-	*	*	*	71	80	78	75
All Grades Both Subjects	2019	69	70	**64**	71	57	76	-	*	*	75	76	73	61	71	57	53
	2018	69	67	**68**	75	64	74	-	*	-	90	82	*	63	77	64	61
All Grades ELA/Reading	2019	68	70	**68**	75	61	79	-	*	*	70	74	70	65	72	61	57
	2018	69	65	**68**	78	62	75	-	*	-	100	90	*	64	76	61	61
All Grades Mathematics	2019	70	69	**61**	67	52	73	-	*	*	80	79	75	56	70	53	49
	2018	70	68	**67**	72	65	73	-	*	-	80	73	*	63	78	66	61

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**50%**	57%	48%	43%	-	*	*	-	25%	48%	55%
	2018	38%	46%	**46%**	*	35%	75%	-	-	-	*	*	44%	39%
Mathematics	2019	45%	51%	**38%**	57%	32%	38%	-	-	*	*	36%	36%	33%
	2018	47%	53%	**44%**	*	47%	*	-	-	-	*	*	46%	46%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	81%	**80%**	94%	67%	93%	-	*	*	100%	67%	71%	60%
Students Requiring Accelerated Instruction														
	2019	22%	19%	**20%**	6%	33%	8%	-	*	*	0%	33%	29%	40%
STAAR Cumulative Met Standard														
	2019	86%	88%	**91%**	100%	84%	98%	-	*	*	100%	73%	86%	80%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	87%	**83%**	78%	81%	90%	-	*	*	80%	53%	85%	84%
Students Requiring Accelerated Instruction														
	2019	17%	13%	**17%**	22%	19%	10%	-	*	*	20%	47%	15%	16%
STAAR Cumulative Met Standard														
	2019	90%	93%	**93%**	94%	90%	98%	-	*	*	100%	73%	91%	91%

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 776
Grade Span: PK - 05
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**79%**	69%	-	-	76%	61%	53%	54%	53%	-	67%	67%
	2018	77%	77%	**80%**	78%	-	-	88%	69%	56%	55%	58%	-	75%	75%
At Meets Grade Level or Above	2019	50%	48%	**40%**	22%	-	-	24%	20%	23%	21%	27%	-	22%	22%
	2018	48%	46%	**45%**	38%	-	-	48%	29%	24%	27%	19%	-	36%	36%
At Masters Grade Level	2019	24%	21%	**19%**	6%	-	-	7%	6%	7%	7%	7%	-	6%	6%
	2018	22%	19%	**19%**	15%	-	-	17%	13%	3%	6%	0%	-	13%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**80%**	72%	-	-	83%	58%	69%	64%	80%	-	71%	71%
	2018	74%	75%	**79%**	72%	-	-	86%	60%	68%	75%	60%	-	72%	72%
At Meets Grade Level or Above	2019	48%	49%	**46%**	30%	-	-	35%	25%	25%	27%	20%	-	29%	29%
	2018	46%	46%	**46%**	35%	-	-	46%	26%	32%	33%	30%	-	35%	35%
At Masters Grade Level	2019	21%	21%	**23%**	8%	-	-	8%	8%	6%	9%	0%	-	8%	8%
	2018	19%	18%	**22%**	17%	-	-	19%	16%	5%	8%	0%	-	15%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**79%**	73%	-	-	77%	68%	44%	45%	40%	-	69%	69%
	2018	81%	81%	**84%**	89%	-	-	92%	87%	50%	42%	60%	-	84%	84%
At Meets Grade Level or Above	2019	52%	48%	**37%**	24%	-	-	25%	23%	25%	18%	40%	-	24%	24%
	2018	50%	47%	**48%**	47%	-	-	52%	41%	14%	17%	10%	-	42%	42%
At Masters Grade Level	2019	26%	23%	**18%**	9%	-	-	10%	8%	13%	9%	20%	-	9%	9%
	2018	24%	21%	**21%**	17%	-	-	21%	14%	0%	0%	0%	-	15%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**67%**	60%	-	-	60%	60%	38%	*	*	-	56%	56%
	2018	66%	66%	**71%**	66%	-	-	77%	53%	*	*	*	-	64%	64%
At Meets Grade Level or Above	2019	38%	36%	**27%**	5%	-	-	5%	5%	25%	*	*	-	8%	8%
	2018	41%	41%	**46%**	27%	-	-	41%	11%	*	*	*	-	29%	29%
At Masters Grade Level	2019	14%	13%	**7%**	0%	-	-	0%	0%	0%	*	*	-	0%	0%
	2018	13%	13%	**13%**	5%	-	-	9%	0%	*	*	*	-	4%	4%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**81%**	63%	-	-	71%	50%	*	*	*	-	63%	63%
	2018	80%	80%	**76%**	72%	-	-	90%	59%	45%	33%	60%	-	67%	67%
At Meets Grade Level or Above	2019	54%	50%	**43%**	10%	-	-	8%	13%	*	*	*	-	9%	9%
	2018	51%	47%	**36%**	32%	-	-	48%	22%	18%	17%	20%	-	30%	30%
At Masters Grade Level	2019	25%	20%	**19%**	0%	-	-	0%	0%	*	*	*	-	0%	0%
	2018	23%	20%	**12%**	9%	-	-	5%	13%	9%	17%	0%	-	9%	9%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**64%**	48%	-	-	55%	40%	64%	67%	60%	-	50%	50%
	2018	69%	67%	**68%**	56%	-	-	53%	59%	80%	78%	83%	-	60%	60%
All Grades ELA/Reading	2019	68%	70%	**68%**	51%	-	-	69%	27%	68%	75%	60%	-	54%	54%
	2018	69%	65%	**68%**	54%	-	-	55%	53%	86%	88%	83%	-	59%	59%
All Grades Mathematics	2019	70%	69%	**61%**	45%	-	-	41%	50%	59%	58%	60%	-	47%	47%
	2018	70%	68%	**67%**	59%	-	-	51%	65%	75%	69%	83%	-	61%	61%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**50%**	58%	-	-	75%	45%	*	*	*	-	55%	55%
	2018	38%	46%	**46%**	38%	-	-	*	*	*	*	*	-	39%	39%
Mathematics	2019	45%	51%	**38%**	50%	-	-	*	67%	0%	*	*	-	33%	33%
	2018	47%	53%	**44%**	53%	-	-	*	60%	*	*	*	-	46%	46%

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 770
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**100%**	99%	100%	100%	*	100%	100%	98%	100%	100%	100%
Included in Accountability	94%	93%	**94%**	92%	94%	94%	*	50%	100%	98%	91%	93%	92%
Not Included in Accountability													
Mobile	4%	4%	**6%**	7%	5%	6%	*	50%	0%	0%	9%	6%	6%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	*	0%	0%	0%	0%	1%	2%
Not Tested	1%	2%	**0%**	1%	0%	0%	*	0%	0%	2%	0%	0%	0%
Absent	1%	0%	**0%**	1%	0%	0%	*	0%	0%	2%	0%	0%	0%
Other	0%	2%	**0%**	0%	0%	0%	*	0%	0%	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	94%	**94%**	80%	96%	94%	-	100%	*	76%	96%	96%	96%
Not Included in Accountability													
Mobile	4%	5%	**6%**	20%	4%	6%	-	0%	*	24%	4%	4%	4%
Other Exclusions	1%	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%	1%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%

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District Name: LITTLE ELM ISD

Campus Name: OAK POINT EL

Campus Number: 061914108

2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 776

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**96.7%**	97.4%	96.7%	96.5%	*	96.8%	*	97.2%	96.9%	96.5%	96.8%
2017-18	95.4%	96.0%	**96.3%**	97.3%	96.4%	96.2%	*	*	*	95.2%	96.0%	96.2%	96.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 776

Campus Name: OAK POINT EL

2019-20 Campus Graduation Profile

Grade Span: PK - 05

Campus Number: 061914108

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD

Campus Name: OAK POINT EL

Campus Number: 061914108

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 776

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 776

Campus Name: OAK POINT EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: PK - 05

Campus Number: 061914108

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 776

Campus Name: OAK POINT EL
2019-20 Campus CCMR-Related Indicators
Grade Span: PK - 05

Campus Number: 061914108
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 776

Campus Name: OAK POINT EL

2019-20 Campus CCMR-Related Indicators

Grade Span: PK - 05

Campus Number: 061914108

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
and Writing													
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 776

Campus Name: OAK POINT EL

2019-20 Campus Other Postsecondary Indicators

Grade Span: PK - 05

Campus Number: 061914108

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	776	100.0%	8,047	5,479,173	779	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	2	0.3%	0.6%	0.5%
Pre-Kindergarten	22	2.8%	2.2%	4.5%	22	2.8%	2.2%	4.5%
Kindergarten	111	14.3%	7.4%	7.0%	112	14.4%	7.4%	7.0%
Grade 1	133	17.1%	7.7%	7.1%	133	17.1%	7.7%	7.1%
Grade 2	137	17.7%	7.6%	7.1%	137	17.6%	7.6%	7.1%
Grade 3	125	16.1%	7.5%	7.1%	125	16.0%	7.5%	7.1%
Grade 4	130	16.8%	7.7%	7.3%	130	16.7%	7.7%	7.3%
Grade 5	118	15.2%	7.7%	7.6%	118	15.1%	7.6%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	0	0.0%	7.8%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	79	10.2%	17.5%	12.6%	79	10.1%	17.5%	12.6%
Hispanic	405	52.2%	38.4%	52.8%	406	52.1%	38.4%	52.8%
White	246	31.7%	35.0%	27.0%	248	31.8%	35.1%	27.0%
American Indian	6	0.8%	0.4%	0.4%	6	0.8%	0.4%	0.4%
Asian	9	1.2%	3.8%	4.6%	9	1.2%	3.8%	4.6%
Pacific Islander	2	0.3%	0.2%	0.2%	2	0.3%	0.2%	0.2%
Two or More Races	29	3.7%	4.6%	2.5%	29	3.7%	4.6%	2.5%
Sex:								
Female	379	48.8%	48.6%	48.8%	379	48.7%	48.6%	48.8%
Male	397	51.2%	51.4%	51.2%	400	51.3%	51.4%	51.2%
Economically Disadvantaged	430	55.4%	49.4%	60.3%	431	55.3%	49.4%	60.2%
Non-Educationally Disadvantaged	346	44.6%	50.6%	39.7%	348	44.7%	50.6%	39.8%
Section 504 Students	5	0.6%	1.4%	6.9%	5	0.6%	1.4%	6.9%
English Learners (EL)	305	39.3%	18.1%	20.3%	305	39.2%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.3%	1.5%				
Students w/ Dyslexia	15	1.9%	2.8%	4.1%	15	1.9%	2.8%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	17	2.2%	0.6%	1.4%	17	2.2%	0.6%	1.4%
Immigrant	37	4.8%	1.6%	2.3%	37	4.7%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	776	100.0%	41.4%	65.1%	779	100.0%	41.4%	65.1%
Military Connected	12	1.5%	1.2%	1.9%	12	1.5%	1.2%	1.9%
At-Risk	417	53.7%	48.7%	50.6%	417	53.5%	48.6%	50.5%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Student Information	Membership — Campus Count	Membership — Campus Percent	Membership District	Membership State	Enrollment — Campus Count	Enrollment — Campus Percent	Enrollment District	Enrollment State
Students by Instructional Program:								
Bilingual/ESL Education	446	57.5%	21.3%	20.6%	446	57.3%	21.3%	20.6%
Career & Technical Education	0	0.0%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	44	5.7%	6.2%	8.1%	44	5.6%	6.2%	8.1%
Special Education	49	6.3%	8.9%	10.5%	52	6.7%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	49							
By Type of Primary Disability								
Students with Intellectual Disabilities	16	32.7%	38.7%	42.4%				
Students with Physical Disabilities	14	28.6%	21.6%	21.4%				
Students with Autism	**	**	13.6%	13.8%				
Students with Behavioral Disabilities	12	24.5%	23.5%	20.8%				
Students with Non-Categorical Early Childhood	*	*	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	90	13.1%	10.9%	15.3%				
By Ethnicity:								
African American	13	1.9%						
Hispanic	42	6.1%						
White	33	4.8%						
American Indian	0	0.0%						
Asian	2	0.3%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	87	13.9%						

Student Information	Non-Special Education Rates Campus	Non-Special Education Rates District	Non-Special Education Rates State	Special Education Rates Campus	Special Education Rates District	Special Education Rates State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	0.0%	4.9%
Grade 2	0.9%	0.4%	1.6%	0.0%	1.9%	2.0%
Grade 3	0.9%	0.4%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.2%	0.5%	-	0.0%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject			
(Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.0	19.9	19.0
Grade 1	19.0	19.3	18.9
Grade 2	13.7	17.1	18.8
Grade 3	17.8	18.9	19.0
Grade 4	19.9	20.0	19.2
Grade 5	18.7	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:			
English/Language Arts	-	20.6	16.4
Foreign Languages	-	22.6	18.7
Mathematics	-	23.2	17.8
Science	-	24.5	18.8
Social Studies	-	22.4	19.3

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 776

Campus Name: OAK POINT EL

2019-20 Campus Staff Information

Grade Span: PK - 05

Campus Number: 061914108

School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	59.7	100.0%	100.0%	100.0%
Professional Staff:	55.9	93.6%	68.0%	63.7%
Teachers	49.7	83.2%	52.7%	49.4%
Professional Support	4.2	7.0%	11.2%	10.2%
Campus Administration (School Leadership)	2.0	3.4%	3.0%	3.0%
Educational Aides:	3.8	6.4%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	18.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	24.2	40.6%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	1.0	2.0%	7.5%	10.8%
Hispanic	19.3	38.9%	16.8%	28.1%
White	27.4	55.1%	72.7%	57.7%
American Indian	1.0	2.0%	0.2%	0.3%
Asian	1.0	2.0%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.7%	1.1%
Males	5.4	10.9%	22.3%	23.8%
Females	44.3	89.1%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	37.6	75.6%	69.6%	73.4%
Masters	12.1	24.4%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	1.6%	4.0%	7.4%
1-5 Years Experience	12.0	24.1%	33.5%	27.9%
6-10 Years Experience	5.0	10.1%	17.7%	19.4%
11-20 Years Experience	26.9	54.2%	33.6%	29.4%
Over 20 Years Experience	5.0	10.1%	11.2%	15.9%
Number of Students per Teacher	15.6	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.7	6.2
Average Years Experience of Principals with District	1.0	3.7	5.3
Average Years Experience of Assistant Principals	11.0	6.5	5.3
Average Years Experience of Assistant Principals with District	11.0	5.8	4.7
Average Years Experience of Teachers:	11.9	10.1	11.1
Average Years Experience of Teachers with District:	7.1	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$51,991	$52,838	$49,868
1-5 Years Experience	$52,763	$53,392	$52,823
6-10 Years Experience	$53,971	$55,233	$55,756
11-20 Years Experience	$59,760	$58,894	$59,308
Over 20 Years Experience	$61,697	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,564	$56,709	$57,091
Professional Support	$65,028	$71,225	$67,352
Campus Administration (School Leadership)	$96,106	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	1.3	13.5	6,309.0

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District Name: LITTLE ELM ISD
Campus Name: OAK POINT EL
Campus Number: 061914108

Total Students: 776
Grade Span: PK - 05
School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	9.2	18.6%	6.0%	6.5%
Career & Technical Education	0.0	0.0%	4.9%	5.0%
Compensatory Education	2.0	4.0%	3.3%	2.8%
Gifted & Talented Education	0.5	1.0%	1.2%	1.9%
Regular Education	35.8	72.1%	71.6%	70.9%
Special Education	2.1	4.3%	9.2%	9.3%
Other	0.0	0.0%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **PRESTWICK K-8 STEM ACADEMY**

Campus Number: **061914042**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	74%	**81%**	*	80%	78%	*	83%	-	100%	*	-	82%	78%	*	90%
	2018	77%	76%	**88%**	*	80%	90%	-	83%	-	86%	*	*	92%	75%	100%	100%
At Meets Grade Level or Above	2019	45%	44%	**56%**	*	40%	59%	*	67%	-	71%	*	-	53%	67%	*	50%
	2018	43%	41%	**61%**	*	70%	60%	-	42%	-	71%	*	*	66%	44%	71%	75%
At Masters Grade Level	2019	27%	26%	**31%**	*	30%	24%	*	58%	-	43%	*	-	30%	33%	*	40%
	2018	25%	25%	**40%**	*	50%	38%	-	17%	-	57%	*	*	42%	31%	43%	50%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	76%	**83%**	*	80%	88%	*	75%	-	86%	*	-	82%	83%	*	80%
	2018	78%	70%	**87%**	80%	82%	91%	-	92%	-	71%	*	*	87%	88%	100%	89%
At Meets Grade Level or Above	2019	49%	42%	**49%**	*	30%	46%	*	67%	-	71%	*	-	49%	50%	*	60%
	2018	47%	43%	**59%**	60%	45%	56%	-	75%	-	71%	*	*	56%	69%	50%	44%
At Masters Grade Level	2019	25%	21%	**27%**	*	0%	24%	*	58%	-	29%	*	-	28%	22%	*	50%
	2018	23%	18%	**21%**	40%	9%	14%	-	33%	-	43%	*	*	23%	13%	25%	22%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	69%	**90%**	100%	83%	90%	-	92%	-	100%	*	-	91%	89%	100%	100%
	2018	73%	76%	**94%**	80%	89%	97%	*	100%	-	89%	*	*	88%	100%	78%	83%
At Meets Grade Level or Above	2019	44%	38%	**61%**	50%	67%	63%	-	58%	-	50%	*	-	70%	43%	63%	56%
	2018	46%	47%	**68%**	60%	44%	63%	*	100%	-	89%	*	*	52%	84%	56%	67%
At Masters Grade Level	2019	22%	18%	**30%**	33%	33%	29%	-	17%	-	50%	*	-	34%	21%	25%	22%
	2018	24%	20%	**38%**	0%	22%	34%	*	67%	-	67%	*	*	30%	47%	22%	33%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	64%	**80%**	50%	75%	83%	-	92%	-	67%	*	-	84%	71%	63%	78%
	2018	78%	81%	**88%**	80%	64%	91%	*	100%	-	100%	*	*	83%	94%	91%	63%
At Meets Grade Level or Above	2019	48%	38%	**58%**	17%	42%	60%	-	92%	-	50%	*	-	57%	61%	25%	56%
	2018	49%	47%	**58%**	60%	64%	43%	*	100%	-	89%	*	*	51%	66%	73%	63%
At Masters Grade Level	2019	28%	22%	**38%**	17%	25%	38%	-	58%	-	50%	*	-	38%	39%	0%	44%
	2018	27%	23%	**24%**	20%	0%	26%	*	67%	-	22%	*	*	17%	31%	27%	38%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**83%**	67%	83%	81%	-	100%	-	83%	*	-	88%	75%	88%	100%
	2018	63%	63%	**72%**	80%	60%	61%	*	100%	-	100%	*	*	69%	75%	80%	86%
At Meets Grade Level or Above	2019	35%	28%	**45%**	50%	50%	40%	-	58%	-	50%	*	-	45%	46%	50%	44%
	2018	39%	39%	**49%**	20%	30%	44%	*	83%	-	89%	*	*	43%	56%	30%	57%
At Masters Grade Level	2019	11%	7%	**10%**	17%	8%	6%	-	25%	-	0%	*	-	11%	7%	13%	11%
	2018	11%	10%	**9%**	0%	0%	11%	*	17%	-	11%	*	*	3%	16%	0%	0%

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Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**100%**	100%	100%	100%	*	100%	-	100%	*	-	100%	100%	100%	100%
	2018	84%	86%	**98%**	*	100%	98%	-	100%	-	*	*	*	100%	97%	100%	100%
At Meets Grade Level or Above	2019	54%	56%	**77%**	50%	82%	76%	*	88%	-	86%	*	-	76%	80%	89%	88%
	2018	54%	56%	**85%**	*	80%	81%	-	100%	-	*	*	*	79%	91%	86%	80%
At Masters Grade Level	2019	29%	31%	**50%**	50%	55%	45%	*	50%	-	71%	*	-	44%	60%	67%	63%
	2018	26%	26%	**58%**	*	50%	57%	-	71%	-	*	*	*	55%	63%	43%	50%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	93%	**100%**	100%	100%	100%	*	100%	-	100%	*	-	100%	100%	100%	100%
	2018	91%	92%	**100%**	*	100%	100%	-	100%	-	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	58%	**73%**	50%	36%	79%	*	88%	-	100%	*	-	68%	80%	44%	63%
	2018	58%	59%	**77%**	*	73%	71%	-	100%	-	*	*	*	79%	75%	75%	82%
At Masters Grade Level	2019	36%	37%	**42%**	33%	18%	36%	*	75%	-	86%	*	-	37%	52%	33%	63%
	2018	30%	35%	**53%**	*	45%	45%	-	100%	-	*	*	*	53%	53%	50%	64%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	76%	**97%**	83%	100%	97%	*	100%	-	100%	*	-	98%	96%	100%	100%
	2018	76%	77%	**95%**	*	91%	98%	-	100%	-	*	*	*	94%	97%	88%	82%
At Meets Grade Level or Above	2019	49%	44%	**68%**	50%	82%	67%	*	75%	-	71%	*	-	71%	64%	67%	75%
	2018	41%	36%	**51%**	*	27%	54%	-	71%	-	*	*	*	65%	35%	50%	55%
At Masters Grade Level	2019	24%	19%	**38%**	33%	27%	30%	*	75%	-	57%	*	-	32%	48%	33%	50%
	2018	17%	13%	**15%**	*	9%	12%	-	29%	-	*	*	*	21%	10%	13%	9%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	70%	**90%**	86%	83%	94%	-	100%	-	*	*	*	90%	89%	90%	88%
	2018	69%	70%	**82%**	69%	79%	84%	*	86%	-	100%	*	-	81%	85%	81%	78%
At Meets Grade Level or Above	2019	37%	41%	**65%**	57%	48%	71%	-	100%	-	*	*	*	64%	67%	62%	58%
	2018	39%	37%	**60%**	38%	41%	76%	*	57%	-	83%	*	-	58%	65%	48%	44%
At Masters Grade Level	2019	18%	18%	**35%**	43%	17%	45%	-	50%	-	*	*	*	37%	30%	24%	21%
	2018	19%	16%	**29%**	8%	9%	44%	*	43%	-	50%	*	-	27%	35%	14%	15%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	85%	**91%**	*	85%	97%	-	*	-	*	*	*	93%	89%	85%	80%
	2018	77%	79%	**81%**	77%	80%	85%	-	80%	-	*	*	-	80%	84%	88%	86%
At Meets Grade Level or Above	2019	47%	43%	**48%**	*	45%	50%	-	*	-	*	*	*	50%	44%	54%	53%
	2018	44%	36%	**47%**	54%	40%	44%	-	80%	-	*	*	-	48%	42%	53%	55%
At Masters Grade Level	2019	21%	13%	**16%**	*	10%	17%	-	*	-	*	*	*	10%	28%	15%	20%
	2018	18%	10%	**9%**	23%	7%	7%	-	0%	-	*	*	-	8%	11%	12%	9%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	81%	**91%**	92%	87%	91%	*	100%	-	100%	*	-	91%	91%	91%	92%
	2018	74%	72%	**88%**	86%	76%	90%	-	100%	-	*	*	*	89%	80%	72%	80%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Meets Grade Level or Above	2019	49%	51%	**67%**	50%	61%	70%	*	75%	-	86%	*	-	66%	68%	59%	58%
	2018	48%	44%	**70%**	57%	60%	75%	-	89%	-	*	*	*	73%	60%	56%	60%
At Masters Grade Level	2019	29%	31%	**45%**	33%	32%	49%	*	63%	-	71%	*	-	44%	50%	36%	31%
	2018	29%	27%	**53%**	36%	40%	60%	-	78%	-	*	*	*	55%	45%	39%	40%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	69%	**75%**	67%	76%	79%	*	*	-	*	*	-	75%	75%	70%	75%
	2018	72%	57%	**85%**	80%	80%	90%	-	-	-	*	*	*	85%	83%	63%	75%
At Meets Grade Level or Above	2019	43%	25%	**36%**	33%	43%	29%	*	*	-	*	*	-	38%	33%	40%	33%
	2018	40%	16%	**31%**	60%	20%	30%	-	-	-	*	*	*	35%	17%	0%	13%
At Masters Grade Level	2019	17%	5%	**2%**	17%	0%	0%	*	*	-	*	*	-	3%	0%	0%	0%
	2018	18%	2%	**4%**	20%	0%	0%	-	-	-	*	*	*	5%	0%	0%	13%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	**85%**	83%	76%	88%	*	100%	-	100%	*	-	85%	86%	77%	73%
	2018	69%	69%	**90%**	86%	81%	93%	-	100%	-	*	*	*	91%	86%	75%	78%
At Meets Grade Level or Above	2019	42%	44%	**58%**	50%	39%	67%	*	88%	-	86%	*	-	59%	55%	50%	50%
	2018	43%	44%	**72%**	71%	59%	75%	-	89%	-	*	*	*	75%	62%	45%	56%
At Masters Grade Level	2019	18%	19%	**30%**	17%	11%	38%	*	75%	-	71%	*	-	30%	32%	23%	19%
	2018	15%	16%	**35%**	29%	15%	45%	-	44%	-	*	*	*	32%	48%	20%	28%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	89%	**96%**	93%	90%	100%	-	100%	-	*	*	*	96%	100%	88%	87%
	2018	86%	93%	**99%**	100%	97%	100%	-	*	*	*	*	*	99%	100%	97%	100%
At Meets Grade Level or Above	2019	55%	57%	**80%**	80%	63%	87%	-	89%	-	*	*	*	82%	67%	60%	47%
	2018	49%	48%	**71%**	80%	71%	69%	-	*	*	*	*	*	73%	50%	70%	81%
At Masters Grade Level	2019	28%	32%	**58%**	40%	47%	67%	-	78%	-	*	*	*	61%	44%	44%	40%
	2018	27%	27%	**48%**	40%	42%	53%	-	*	*	*	*	*	50%	33%	41%	43%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	95%	**100%**	100%	100%	100%	-	100%	-	100%	100%	*	100%	100%	100%	100%
	2018	86%	92%	**99%**	93%	100%	100%	*	100%	-	100%	100%	100%	99%	100%	100%	100%
At Meets Grade Level or Above	2019	57%	65%	**87%**	82%	74%	91%	-	100%	-	100%	40%	*	89%	77%	79%	83%
	2018	51%	57%	**80%**	73%	68%	85%	*	100%	-	100%	40%	60%	79%	81%	75%	83%
At Masters Grade Level	2019	17%	24%	**46%**	41%	37%	50%	-	75%	-	11%	20%	*	47%	41%	29%	28%
	2018	15%	17%	**34%**	13%	18%	40%	*	100%	-	40%	20%	40%	35%	31%	19%	26%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	78%	**88%**	86%	79%	91%	*	100%	-	86%	*	*	89%	82%	76%	73%
	2018	76%	76%	**91%**	74%	85%	97%	-	100%	*	*	83%	80%	92%	88%	85%	91%
At Meets Grade Level or Above	2019	51%	46%	**60%**	50%	41%	70%	*	67%	-	71%	*	*	59%	65%	38%	36%
	2018	52%	45%	**69%**	47%	53%	80%	-	92%	*	*	17%	60%	71%	60%	52%	56%
At Masters Grade Level	2019	25%	18%	**25%**	14%	7%	33%	*	50%	-	43%	*	*	24%	29%	10%	5%
	2018	28%	22%	**39%**	21%	21%	53%	-	50%	*	*	17%	40%	42%	20%	27%	22%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	62%	**87%**	87%	77%	89%	-	100%	-	*	*	*	88%	78%	76%	67%
	2018	65%	55%	**80%**	80%	72%	83%	-	*	*	*	40%	*	86%	42%	76%	77%
At Meets Grade Level or Above	2019	37%	31%	**58%**	60%	47%	56%	-	89%	-	*	*	*	65%	17%	44%	40%
	2018	36%	25%	**45%**	20%	28%	61%	-	*	*	*	20%	*	47%	33%	30%	27%
At Masters Grade Level	2019	21%	16%	**29%**	20%	20%	33%	-	56%	-	*	*	*	33%	11%	20%	27%
	2018	21%	13%	**25%**	10%	9%	37%	-	*	*	*	0%	*	24%	25%	14%	5%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**100%**	100%	100%	100%	*	100%	-	*	-	*	100%	100%	100%	100%
	2018	83%	85%	**100%**	100%	100%	100%	-	100%	*	*	*	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	61%	49%	**99%**	100%	100%	97%	*	100%	-	*	-	*	98%	100%	100%	100%
	2018	55%	52%	**99%**	100%	100%	98%	-	100%	*	*	*	*	99%	100%	100%	100%
At Masters Grade Level	2019	37%	28%	**93%**	86%	89%	94%	*	100%	-	*	-	*	93%	93%	94%	100%
	2018	32%	27%	**86%**	80%	77%	86%	-	100%	*	*	*	*	84%	100%	70%	73%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	78%	**90%**	89%	86%	92%	83%	96%	-	92%	56%	76%	91%	88%	87%	86%
	2018	77%	77%	**90%**	84%	85%	93%	100%	96%	*	94%	65%	81%	91%	89%	87%	88%
At Meets Grade Level or Above	2019	50%	48%	**65%**	58%	55%	67%	61%	80%	-	74%	16%	43%	67%	61%	59%	57%
	2018	48%	46%	**66%**	59%	55%	69%	57%	81%	*	80%	21%	59%	67%	64%	57%	60%
At Masters Grade Level	2019	24%	21%	**37%**	31%	26%	38%	33%	57%	-	47%	7%	14%	37%	36%	30%	30%
	2018	22%	19%	**36%**	26%	23%	41%	43%	52%	*	39%	10%	32%	37%	34%	27%	28%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	77%	**92%**	94%	87%	92%	83%	95%	-	97%	63%	71%	92%	91%	92%	91%
	2018	74%	75%	**91%**	86%	86%	93%	*	93%	*	93%	67%	82%	91%	91%	88%	89%
At Meets Grade Level or Above	2019	48%	49%	**68%**	59%	59%	71%	67%	77%	-	71%	13%	43%	69%	64%	65%	58%
	2018	46%	46%	**68%**	64%	59%	71%	*	73%	*	79%	20%	64%	67%	71%	63%	64%
At Masters Grade Level	2019	21%	21%	**42%**	37%	34%	44%	50%	51%	-	51%	6%	14%	43%	39%	38%	33%
	2018	19%	18%	**44%**	30%	32%	49%	*	51%	*	59%	7%	36%	44%	45%	33%	34%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	82%	**92%**	90%	90%	94%	67%	93%	-	86%	63%	100%	93%	88%	90%	89%
	2018	81%	81%	**93%**	87%	89%	96%	*	96%	*	90%	72%	100%	92%	94%	94%	91%
At Meets Grade Level or Above	2019	52%	48%	**69%**	63%	58%	70%	50%	88%	-	80%	19%	71%	70%	65%	64%	66%
	2018	50%	47%	**69%**	69%	61%	69%	*	91%	*	80%	28%	64%	70%	68%	69%	68%
At Masters Grade Level	2019	26%	23%	**41%**	39%	28%	42%	33%	67%	-	46%	6%	29%	41%	41%	33%	37%
	2018	24%	21%	**36%**	29%	24%	38%	*	67%	*	37%	11%	36%	36%	35%	30%	33%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	69%	**85%**	78%	78%	84%	*	100%	-	92%	*	-	86%	80%	80%	80%
	2018	66%	66%	**83%**	84%	76%	80%	*	100%	-	100%	20%	*	85%	79%	77%	80%
At Meets Grade Level or Above	2019	38%	36%	**53%**	50%	42%	52%	*	70%	-	69%	*	-	53%	50%	50%	49%
	2018	41%	41%	**64%**	58%	51%	63%	*	87%	-	92%	20%	*	66%	58%	40%	56%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
At Masters Grade Level	2019	14%	13%	**21%**	17%	10%	21%	*	45%	-	38%	*	-	22%	18%	20%	17%
	2018	13%	13%	**25%**	21%	11%	32%	*	33%	-	15%	20%	*	24%	28%	13%	20%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	81%	**91%**	85%	85%	94%	*	100%	-	93%	50%	*	91%	90%	83%	80%
	2018	80%	80%	**93%**	74%	86%	97%	-	100%	*	100%	89%	86%	92%	93%	86%	88%
At Meets Grade Level or Above	2019	54%	50%	**63%**	50%	53%	68%	*	71%	-	71%	17%	*	63%	64%	47%	47%
	2018	51%	47%	**64%**	43%	48%	72%	-	84%	*	67%	11%	71%	70%	46%	52%	56%
At Masters Grade Level	2019	25%	20%	**30%**	20%	13%	32%	*	64%	-	50%	0%	*	27%	40%	17%	17%
	2018	23%	20%	**33%**	22%	19%	40%	-	42%	*	17%	11%	29%	38%	14%	25%	19%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	77%	**87%**	87%	77%	89%	-	100%	-	*	*	*	88%	78%	76%	67%
	2018	78%	74%	**80%**	80%	72%	83%	-	*	*	*	40%	*	86%	42%	76%	77%
At Meets Grade Level or Above	2019	55%	49%	**58%**	60%	47%	56%	-	89%	-	*	*	*	65%	17%	44%	40%
	2018	53%	49%	**45%**	20%	28%	61%	-	*	*	*	20%	*	47%	33%	30%	27%
At Masters Grade Level	2019	33%	28%	**29%**	20%	20%	33%	-	56%	-	*	*	*	33%	11%	20%	27%
	2018	31%	25%	**25%**	10%	9%	37%	-	*	*	*	0%	*	24%	25%	14%	5%

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District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		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	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	54	**66**	*	54	63	-	71	-	92	*	-	67	63	67	56
	2018	63	59	**71**	60	56	73	*	67	-	88	*	*	70	72	72	42
Grade 4 Mathematics	2019	65	58	**66**	*	46	64	-	83	-	83	*	-	69	59	42	67
	2018	65	64	**65**	40	59	67	*	75	-	81	*	*	70	59	82	56
Grade 5 ELA/Reading	2019	81	84	**88**	83	91	89	*	83	-	93	*	-	87	89	89	100
	2018	80	80	**90**	*	85	93	-	93	-	*	*	*	88	94	71	89
Grade 5 Mathematics	2019	83	87	**91**	100	73	92	*	100	-	100	*	-	88	98	78	100
	2018	81	85	**88**	*	91	86	-	100	-	*	*	*	89	87	88	95
Grade 6 ELA/Reading	2019	42	42	**51**	50	34	63	-	56	-	*	*	*	52	48	43	33
	2018	47	38	**50**	19	29	64	*	50	-	83	*	-	47	58	34	34
Grade 6 Mathematics	2019	54	59	**64**	*	58	70	-	*	-	*	*	*	69	53	69	60
	2018	56	49	**61**	62	65	61	-	40	-	*	*	-	60	66	71	66
Grade 7 ELA/Reading	2019	77	84	**86**	88	87	80	*	100	-	100	*	-	85	89	91	92
	2018	76	71	**80**	68	80	82	-	89	-	*	*	*	81	75	75	77
Grade 7 Mathematics	2019	62	59	**69**	67	67	77	-	*	-	*	*	-	66	80	60	58
	2018	67	54	**79**	80	80	75	-	-	-	*	*	*	80	75	81	81
Grade 8 ELA/Reading	2019	77	86	**92**	80	91	95	-	94	-	*	*	*	91	97	94	97
	2018	79	84	**85**	100	85	83	-	*	*	*	*	*	86	75	82	83
Grade 8 Mathematics	2019	82	83	**77**	82	75	78	-	83	-	64	*	*	76	85	78	70
	2018	81	74	**80**	79	80	81	*	*	-	60	*	*	80	77	91	79
End of Course Algebra I	2019	75	63	**99**	100	100	99	*	*	-	*	-	*	99	100	100	100
	2018	72	71	**99**	*	100	99	-	100	*	*	*	*	99	100	100	100
All Grades Both Subjects	2019	69	70	**78**	81	72	79	83	82	-	81	52	75	78	76	77	73
	2018	69	67	**77**	66	73	80	67	82	*	78	73	89	77	75	79	72
All Grades ELA/Reading	2019	68	70	**77**	77	72	78	*	80	-	82	50	79	77	75	78	73
	2018	69	65	**74**	61	66	79	*	77	*	80	81	95	74	75	70	64
All Grades Mathematics	2019	70	69	**78**	84	71	80	*	84	-	79	54	71	78	78	76	73
	2018	70	68	**79**	71	79	81	*	86	*	76	67	83	81	75	87	79

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Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**71%**	67%	60%	80%	-	*	-	*	29%	60%	75%
	2018	38%	46%	**63%**	*	56%	72%	-	*	-	*	83%	40%	67%
Mathematics	2019	45%	51%	**56%**	63%	60%	55%	-	*	-	*	40%	86%	70%
	2018	47%	53%	**70%**	*	73%	75%	-	*	-	*	63%	69%	62%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	81%	**100%**	100%	100%	100%	*	100%	-	100%	*	100%	100%
STAAR Cumulative Met Standard	2019	86%	88%	**100%**	100%	100%	100%	*	100%	-	100%	*	100%	100%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	87%	**97%**	100%	100%	97%	*	88%	-	100%	*	100%	100%
Students Requiring Accelerated Instruction	2019	17%	13%	**3%**	0%	0%	3%	0%	13%	-	0%	*	0%	0%
STAAR Cumulative Met Standard	2019	90%	93%	**100%**	100%	100%	100%	*	100%	-	100%	*	100%	100%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	81%	**92%**	87%	83%	96%	-	100%	-	*	*	88%	67%
Students Requiring Accelerated Instruction	2019	22%	19%	**8%**	13%	17%	4%	-	0%	-	*	*	12%	33%
STAAR Cumulative Met Standard	2019	85%	89%	**96%**	93%	90%	100%	-	100%	-	*	*	88%	78%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	91%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
STAAR Cumulative Met Standard	2019	88%	95%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 731

Campus Name: PRESTWICK K-8 STEM ACADEMY
2019-20 Campus STAAR Performance
Grade Span: KG - 08

Campus Number: 061914042
Bilingual Education/English as a Second Language
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	78%	**90%**	-	-	-	-	-	74%	88%	69%	86%	74%	75%
	2018	77%	77%	**90%**	-	-	-	-	-	76%	78%	67%	*	76%	75%
At Meets Grade Level or Above	2019	50%	48%	**65%**	-	-	-	-	-	39%	44%	37%	14%	39%	38%
	2018	48%	46%	**66%**	-	-	-	-	-	38%	40%	29%	*	38%	37%
At Masters Grade Level	2019	24%	21%	**37%**	-	-	-	-	-	16%	29%	12%	0%	16%	16%
	2018	22%	19%	**36%**	-	-	-	-	-	11%	10%	14%	*	11%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	77%	**92%**	-	-	-	-	-	84%	92%	81%	*	84%	85%
	2018	74%	75%	**91%**	-	-	-	-	-	82%	90%	50%	*	82%	80%
At Meets Grade Level or Above	2019	48%	49%	**68%**	-	-	-	-	-	39%	54%	32%	*	39%	37%
	2018	46%	46%	**68%**	-	-	-	-	-	41%	45%	25%	*	41%	40%
At Masters Grade Level	2019	21%	21%	**42%**	-	-	-	-	-	20%	38%	13%	*	20%	20%
	2018	19%	18%	**44%**	-	-	-	-	-	15%	16%	13%	*	15%	15%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	82%	**92%**	-	-	-	-	-	80%	77%	81%	*	80%	80%
	2018	81%	81%	**93%**	-	-	-	-	-	83%	87%	67%	*	83%	82%
At Meets Grade Level or Above	2019	52%	48%	**69%**	-	-	-	-	-	52%	46%	55%	*	52%	50%
	2018	50%	47%	**69%**	-	-	-	-	-	48%	51%	33%	*	48%	47%
At Masters Grade Level	2019	26%	23%	**41%**	-	-	-	-	-	20%	31%	16%	*	20%	20%
	2018	24%	21%	**36%**	-	-	-	-	-	15%	13%	22%	*	15%	14%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	69%	**85%**	-	-	-	-	-	59%	*	46%	-	59%	59%
	2018	66%	66%	**83%**	-	-	-	-	-	67%	56%	*	*	67%	62%
At Meets Grade Level or Above	2019	38%	36%	**53%**	-	-	-	-	-	18%	*	23%	-	18%	18%
	2018	41%	41%	**64%**	-	-	-	-	-	25%	22%	*	*	25%	23%
At Masters Grade Level	2019	14%	13%	**21%**	-	-	-	-	-	6%	*	8%	-	6%	6%
	2018	13%	13%	**25%**	-	-	-	-	-	0%	0%	*	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	81%	**91%**	-	-	-	-	-	67%	*	55%	*	67%	65%
	2018	80%	80%	**93%**	-	-	-	-	-	69%	67%	*	-	69%	69%
At Meets Grade Level or Above	2019	54%	50%	**63%**	-	-	-	-	-	33%	*	27%	*	33%	35%
	2018	51%	47%	**64%**	-	-	-	-	-	31%	33%	*	-	31%	31%
At Masters Grade Level	2019	25%	20%	**30%**	-	-	-	-	-	7%	*	0%	*	7%	6%
	2018	23%	20%	**33%**	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	77%	**87%**	-	-	-	-	-	38%	-	38%	*	38%	44%
	2018	78%	74%	**80%**	-	-	-	-	-	38%	38%	-	-	38%	38%
At Meets Grade Level or Above	2019	55%	49%	**58%**	-	-	-	-	-	25%	-	25%	*	25%	22%
	2018	53%	49%	**45%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	33%	28%	**29%**	-	-	-	-	-	13%	-	13%	*	13%	11%
	2018	31%	25%	**25%**	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	70%	**78%**	-	-	-	-	-	75%	72%	76%	*	75%	76%
	2018	69%	67%	**77%**	-	-	-	-	-	68%	70%	62%	*	68%	66%
All Grades ELA/Reading	2019	68%	70%	**77%**	-	-	-	-	-	76%	75%	77%	*	76%	78%
	2018	69%	65%	**74%**	-	-	-	-	-	60%	63%	50%	*	60%	58%
All Grades Mathematics	2019	70%	69%	**78%**	-	-	-	-	-	74%	69%	75%	*	74%	75%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
Bilingual Education/English as a Second Language

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	70%	68%	**79%**	-	-	-	-	-	74%	74%	71%	*	74%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**71%**	-	-	-	-	-	70%	-	70%	*	70%	75%
	2018	38%	46%	**63%**	-	-	-	-	-	67%	71%	*	-	67%	67%
Mathematics	2019	45%	51%	**56%**	-	-	-	-	-	63%	*	60%	*	63%	70%
	2018	47%	53%	**70%**	-	-	-	-	-	67%	80%	*	*	67%	62%

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District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Total Students: 769

Grade Span: KG - 08

School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	**92%**	92%	93%	92%	90%	92%	-	92%	100%	91%	97%
Included in Accountability	94%	93%	**91%**	89%	92%	92%	90%	86%	-	90%	100%	90%	92%
Not Included in Accountability													
Mobile	4%	4%	**1%**	4%	0%	0%	0%	2%	-	2%	0%	2%	0%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	4%	-	0%	0%	0%	5%
Not Tested	1%	2%	**8%**	8%	7%	8%	10%	8%	-	8%	0%	9%	3%
Absent	1%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%
Other	0%	2%	**8%**	8%	7%	8%	10%	8%	-	8%	0%	9%	3%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**95%**	95%	96%	95%	100%	93%	*	96%	98%	96%	98%
Included in Accountability	94%	94%	**93%**	88%	95%	93%	100%	93%	*	96%	90%	95%	95%
Not Included in Accountability													
Mobile	4%	5%	**2%**	7%	1%	2%	0%	0%	*	0%	9%	1%	3%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	0%	0%	*	0%	0%	0%	0%
Not Tested	1%	1%	**5%**	5%	4%	5%	0%	7%	*	4%	2%	4%	2%
Absent	1%	0%	**0%**	0%	0%	1%	0%	0%	*	0%	0%	1%	0%
Other	0%	1%	**5%**	5%	4%	4%	0%	7%	*	4%	2%	3%	2%

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	**97.5%**	98.8%	97.7%	97.2%	95.7%	98.1%	-	96.7%	98.0%	97.9%	97.7%
2017-18	95.4%	96.0%	**97.2%**	98.2%	97.3%	96.9%	97.0%	98.0%	*	97.0%	96.9%	97.1%	97.7%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2017-18	0.4%	0.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	*	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	0.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD

Total Students: 731

Campus Name: PRESTWICK K-8 STEM ACADEMY

Grade Span: KG - 08

Campus Number: 061914042

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 731

Campus Name: PRESTWICK K-8 STEM ACADEMY

2019-20 Campus Graduation Profile

Grade Span: KG - 08

Campus Number: 061914042

School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 731

Grade Span: KG - 08

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

Texas Education Agency

District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 731

Grade Span: KG - 08

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Total Students: 731

Grade Span: KG - 08

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)

Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Total Students: 731

Grade Span: KG - 08

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Total Students	731	100.0%	8,047	5,479,173	733	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	2	0.3%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	71	9.7%	7.4%	7.0%	71	9.7%	7.4%	7.0%
Grade 1	69	9.4%	7.7%	7.1%	69	9.4%	7.7%	7.1%
Grade 2	74	10.1%	7.6%	7.1%	74	10.1%	7.6%	7.1%
Grade 3	73	10.0%	7.5%	7.1%	73	10.0%	7.5%	7.1%
Grade 4	72	9.8%	7.7%	7.3%	72	9.8%	7.7%	7.3%
Grade 5	84	11.5%	7.7%	7.6%	84	11.5%	7.7%	7.6%
Grade 6	82	11.2%	7.9%	7.7%	82	11.2%	7.9%	7.7%
Grade 7	95	13.0%	7.8%	7.7%	95	13.0%	7.8%	7.7%
Grade 8	111	15.2%	7.8%	7.5%	111	15.1%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	0	0.0%	7.1%	7.4%	0	0.0%	7.1%	7.4%
Grade 11	0	0.0%	6.9%	6.9%	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.0%	6.4%	0	0.0%	6.0%	6.4%
Ethnic Distribution:								
African American	56	7.7%	17.5%	12.6%	56	7.6%	17.5%	12.6%
Hispanic	143	19.6%	38.4%	52.8%	143	19.5%	38.4%	52.8%
White	373	51.0%	35.0%	27.0%	374	51.0%	35.1%	27.0%
American Indian	10	1.4%	0.4%	0.4%	10	1.4%	0.4%	0.4%
Asian	98	13.4%	3.8%	4.6%	98	13.4%	3.8%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	51	7.0%	4.6%	2.5%	52	7.1%	4.6%	2.5%
Sex:								
Female	344	47.1%	48.6%	48.8%	345	47.1%	48.6%	48.8%
Male	387	52.9%	51.4%	51.2%	388	52.9%	51.4%	51.2%
Economically Disadvantaged	95	13.0%	49.4%	60.3%	95	13.0%	49.4%	60.2%
Non-Educationally Disadvantaged	636	87.0%	50.6%	39.7%	638	87.0%	50.6%	39.8%
Section 504 Students	5	0.7%	1.4%	6.9%	5	0.7%	1.4%	6.9%
English Learners (EL)	65	8.9%	18.1%	20.3%	65	8.9%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	2	0.3%	1.3%	1.5%				
Students w/ Dyslexia	10	1.4%	2.8%	4.1%	10	1.4%	2.8%	4.1%
Foster Care	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Homeless	1	0.1%	0.6%	1.4%	1	0.1%	0.6%	1.4%
Immigrant	11	1.5%	1.6%	2.3%	11	1.5%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	41.4%	65.1%	0	0.0%	41.4%	65.1%
Military Connected	13	1.8%	1.2%	1.9%	13	1.8%	1.2%	1.9%
At-Risk	233	31.9%	48.7%	50.6%	233	31.8%	48.6%	50.5%

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District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Total Students: 731

Grade Span: KG - 08

School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	62	8.5%	21.3%	20.6%	62	8.5%	21.3%	20.6%
Career & Technical Education	109	14.9%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	77.1%	50.8%	0	-	77.1%	50.8%
Gifted & Talented Education	96	13.1%	6.2%	8.1%	96	13.1%	6.2%	8.1%
Special Education	35	4.8%	8.9%	10.5%	37	5.0%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	35							
By Type of Primary Disability								
Students with Intellectual Disabilities	11	31.4%	38.7%	42.4%				
Students with Physical Disabilities	18	51.4%	21.6%	21.4%				
Students with Autism	*	*	13.6%	13.8%				
Students with Behavioral Disabilities	*	*	23.5%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	30	4.2%	10.9%	15.3%				
By Ethnicity:								
African American	6	0.8%						
Hispanic	6	0.8%						
White	11	1.5%						
American Indian	0	0.0%						
Asian	5	0.7%						
Pacific Islander	0	0.0%						
Two or More Races	2	0.3%						
Student Attrition (2018-19):								
Total Student Attrition	64	9.8%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.0%	1.6%	0.0%	0.0%	5.5%
Grade 1	0.0%	0.0%	2.9%	0.0%	0.0%	4.9%
Grade 2	1.5%	0.4%	1.6%	0.0%	1.9%	2.0%
Grade 3	0.0%	0.4%	0.9%	0.0%	0.0%	0.8%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.9%	0.2%	0.5%	0.0%	0.0%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.6%
Grade 9	-	5.7%	7.8%	-	1.9%	13.1%

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District Name: LITTLE ELM ISD

Campus Name: PRESTWICK K-8 STEM ACADEMY

Campus Number: 061914042

Total Students: 731

Grade Span: KG - 08

School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	23.7	19.9	19.0
Grade 1	17.3	19.3	18.9
Grade 2	18.5	17.1	18.8
Grade 3	18.2	18.9	19.0
Grade 4	18.0	20.0	19.2
Grade 5	21.0	20.3	20.9
Grade 6	18.2	24.4	20.4
Secondary:			
English/Language Arts	13.2	20.6	16.4
Foreign Languages	15.0	22.6	18.7
Mathematics	18.7	23.2	17.8
Science	20.6	24.5	18.8
Social Studies	12.9	22.4	19.3

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District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Staff Information	--------------- Campus ---------------		District	State
	Count/Average	Percent	District	State
Total Staff	56.0	100.0%	100.0%	100.0%
Professional Staff:	54.1	96.6%	68.0%	63.7%
Teachers	47.3	84.4%	52.7%	49.4%
Professional Support	3.8	6.8%	11.2%	10.2%
Campus Administration (School Leadership)	3.0	5.4%	3.0%	3.0%
Educational Aides:	1.9	3.4%	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	8.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	18.0	12,901.0
Part-time	1.0	n/a	0.0	1,103.0
Total Minority Staff:	15.0	26.8%	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	2.0	4.2%	7.5%	10.8%
Hispanic	7.0	14.8%	16.8%	28.1%
White	36.3	76.7%	72.7%	57.7%
American Indian	0.0	0.0%	0.2%	0.3%
Asian	2.0	4.2%	2.0%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.7%	1.1%
Males	7.5	15.9%	22.3%	23.8%
Females	39.8	84.1%	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.2%	1.3%
Bachelors	31.0	65.5%	69.6%	73.4%
Masters	16.3	34.5%	30.2%	24.5%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.1%	4.0%	7.4%
1-5 Years Experience	14.0	29.6%	33.5%	27.9%
6-10 Years Experience	11.2	23.7%	17.7%	19.4%
11-20 Years Experience	14.1	29.8%	33.6%	29.4%
Over 20 Years Experience	7.0	14.8%	11.2%	15.9%
Number of Students per Teacher	15.5	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	6.7	6.2
Average Years Experience of Principals with District	6.0	3.7	5.3
Average Years Experience of Assistant Principals	4.0	6.5	5.3
Average Years Experience of Assistant Principals with District	4.0	5.8	4.7
Average Years Experience of Teachers:	10.5	10.1	11.1
Average Years Experience of Teachers with District:	5.1	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$53,500	$52,838	$49,868
1-5 Years Experience	$52,764	$53,392	$52,823
6-10 Years Experience	$55,461	$55,233	$55,756
11-20 Years Experience	$57,495	$58,894	$59,308
Over 20 Years Experience	$63,185	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,370	$56,709	$57,091
Professional Support	$67,381	$71,225	$67,352
Campus Administration (School Leadership)	$93,459	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	1.0	13.5	6,309.0

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: LITTLE ELM ISD
Campus Name: PRESTWICK K-8 STEM ACADEMY
Campus Number: 061914042

Total Students: 731
Grade Span: KG - 08
School Type: Elementary

	--------------- Campus ---------------			
Program Information	**Count**	**Percent**	**District**	**State**
Teachers by Program (population served):				
Bilingual/ESL Education	1.3	2.8%	6.0%	6.5%
Career & Technical Education	1.3	2.9%	4.9%	5.0%
Compensatory Education	2.9	6.2%	3.3%	2.8%
Gifted & Talented Education	1.0	2.1%	1.2%	1.9%
Regular Education	37.7	79.8%	71.6%	70.9%
Special Education	2.5	5.2%	9.2%	9.3%
Other	0.4	0.9%	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a'   Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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2019-20 Texas Academic Performance Report

District Name: **LITTLE ELM ISD**

Campus Name: **DENTON CO J J A E P**

Campus Number: **061914002**

2020 Accountability Rating: **Not Rated**

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TEXAS EDUCATION AGENCY

District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 7
Grade Span: 07 - 12
School Type: High School

There is no data for this campus.

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

247

District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Performance section of this year's report is not updated.

There is no data for this campus.

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District Name: LITTLE ELM ISD

Campus Name: DENTON CO J J A E P

Campus Number: 061914002

Texas Academic Performance Report

2019-20 Campus STAAR Performance

Bilingual Education/English as a Second Language

Total Students: 7

Grade Span: 07 - 12

(Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

There is no data for this campus.

District Name: LITTLE ELM ISD

Texas Academic Performance Report

Total Students: 3

Campus Name: DENTON CO J J A E P

2019-20 Campus STAAR Participation

Grade Span: 09 - 12

Campus Number: 061914002

School Type: High School

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	98%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	93%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	2%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	2%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	94%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	5%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	1%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 7
Grade Span: 07 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	96.1%	*	*	-	-	-	*	-	-	-	*	-
2017-18	95.4%	96.0%	*	*	*	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.1%	*	*	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.4%	*	*	-	-	-	*	-	-	-	*	-
2017-18	1.9%	0.3%	*	-	*	-	-	-	-	-	-	*	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	2.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	2.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	97.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	97.8%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	90.0%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	94.9%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	20.0%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	4.2%	7.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	1.9%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	83.5%	84.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	77.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Class of 2019	87.6%	91.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	79.0%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	-	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	13.3%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	7.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	2.1%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	83.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	77.5%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	90.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	77.6%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	494	355,615
By Ethnicity:				
African American	-	-	90	43,953
Hispanic	-	-	177	180,673
White	-	-	185	105,577
American Indian	-	-	2	1,293
Asian	-	-	14	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	25	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	1,090
Foundation H.S. Program (No Endorsement)	-	-	48	51,579
Foundation H.S. Program (Endorsement)	-	-	36	15,160
Foundation H.S. Program (DLA)	-	-	410	285,538
Special Education Graduates	-	-	41	27,598
Economically Disadvantaged Graduates	-	-	223	186,364
LEP Graduates	-	-	10	25,189
At-Risk Graduates	-	-	214	146,432

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District Name: LITTLE ELM ISD

Campus Name: DENTON CO J J A E P

Campus Number: 061914002

Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 7

Grade Span: 07 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	66.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	58.5%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	44.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	44.0%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	60.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	53.6%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	34.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	32.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	32.1%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	18.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	22.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	22.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	23.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	13.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	6.7%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	40.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	7.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.6%	-	-	-	-	-	-	-	-	-	-	-

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Graduate with Completed IEP and Workforce Readiness (Annual Graduates)

Texas Education Agency

District Name: LITTLE ELM ISD

Campus Name: DENTON CO J J A E P

Campus Number: 061914002

Texas Academic Performance Report

2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 7

Grade Span: 07 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	2.6%	-	-	-	-	-	-	-	-	-	-	-

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)

2018-19	55.6%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	34.9%	-	-	-	-	-	-	-	-	-	-	-

U.S. Armed Forces Enlistment (Annual Graduates)

2018-19	5.0%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	6.0%	-	-	-	-	-	-	-	-	-	-	-

Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)

2018-19	2.7%	5.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	1.6%	-	-	-	-	-	-	-	-	-	-	-

Graduates with Level I or Level II Certificate (Annual Graduates)

2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	34.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	28.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	16.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	17.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	12.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	59.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	53.4%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	23.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	6.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	6.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	14.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	13.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	11.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	53.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	53.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	49.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	37.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD

Campus Name: DENTON CO J J A E P

Campus Number: 061914002

Total Students: 7

Grade Span: 07 - 12

School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	44.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	46.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	37.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	36.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	48.2%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)

Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	75.0%	92.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	56.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

At/Above Criterion for All Examinees

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	36.1%	26.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	40.1%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	978	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1050	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	500	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	538	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	512	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)

All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	20.9	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	19.6	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	21.6	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a

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District Name: LITTLE ELM ISD
Texas Academic Performance Report
Total Students: 7

Campus Name: DENTON CO J J A E P
2019-20 Campus Other Postsecondary Indicators
Grade Span: 07 - 12

Campus Number: 061914002
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	48.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	47.6%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	9.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	7.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	21.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	25.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	27.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	20.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	19.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	47.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	46.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	49.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	47.6%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Student Information	----------- Membership -----------				----------- Enrollment -----------			
	--------- Campus ---------				--------- Campus ---------			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	7	100.0%	8,047	5,479,173	7	100.0%	8,065	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.6%	0.5%
Pre-Kindergarten	0	0.0%	2.2%	4.5%	0	0.0%	2.2%	4.5%
Kindergarten	0	0.0%	7.4%	7.0%	0	0.0%	7.4%	7.0%
Grade 1	0	0.0%	7.7%	7.1%	0	0.0%	7.7%	7.1%
Grade 2	0	0.0%	7.6%	7.1%	0	0.0%	7.6%	7.1%
Grade 3	0	0.0%	7.5%	7.1%	0	0.0%	7.5%	7.1%
Grade 4	0	0.0%	7.7%	7.3%	0	0.0%	7.7%	7.3%
Grade 5	0	0.0%	7.7%	7.6%	0	0.0%	7.6%	7.6%
Grade 6	0	0.0%	7.9%	7.7%	0	0.0%	7.9%	7.7%
Grade 7	1	14.3%	7.8%	7.7%	1	14.3%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.5%	0	0.0%	7.8%	7.5%
Grade 9	0	0.0%	8.2%	8.2%	0	0.0%	8.2%	8.2%
Grade 10	1	14.3%	7.1%	7.4%	1	14.3%	7.1%	7.4%
Grade 11	2	28.6%	6.9%	6.9%	2	28.6%	6.9%	6.9%
Grade 12	3	42.9%	6.0%	6.4%	3	42.9%	6.0%	6.4%
Ethnic Distribution:								
African American	1	14.3%	17.5%	12.6%	1	14.3%	17.5%	12.6%
Hispanic	5	71.4%	38.4%	52.8%	5	71.4%	38.4%	52.8%
White	0	0.0%	35.0%	27.0%	0	0.0%	35.1%	27.0%
American Indian	0	0.0%	0.4%	0.4%	0	0.0%	0.4%	0.4%
Asian	1	14.3%	3.8%	4.6%	1	14.3%	3.8%	4.6%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	0	0.0%	4.6%	2.5%	0	0.0%	4.6%	2.5%
Sex:								
Female	2	28.6%	48.6%	48.8%	2	28.6%	48.6%	48.8%
Male	5	71.4%	51.4%	51.2%	5	71.4%	51.4%	51.2%
Economically Disadvantaged	2	28.6%	49.4%	60.3%	2	28.6%	49.4%	60.2%
Non-Educationally Disadvantaged	5	71.4%	50.6%	39.7%	5	71.4%	50.6%	39.8%
Section 504 Students	0	0.0%	1.4%	6.9%	0	0.0%	1.4%	6.9%
English Learners (EL)	3	42.9%	18.1%	20.3%	3	42.9%	18.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.3%	1.5%				
Students w/ Dyslexia	0	0.0%	2.8%	4.1%	0	0.0%	2.8%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	0	0.0%	0.6%	1.4%	0	0.0%	0.6%	1.4%
Immigrant	0	0.0%	1.6%	2.3%	0	0.0%	1.6%	2.3%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	0	0.0%	41.4%	65.1%	0	0.0%	41.4%	65.1%
Military Connected	0	0.0%	1.2%	1.9%	0	0.0%	1.2%	1.9%
At-Risk	7	100.0%	48.7%	50.6%	7	100.0%	48.6%	50.5%

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	2	28.6%	21.3%	20.6%	2	28.6%	21.3%	20.6%
Career & Technical Education	3	42.9%	29.0%	27.6%				
Career & Technical Education (9-12 grades only)	3	50.0%	77.1%	50.8%	3	50.0%	77.1%	50.8%
Gifted & Talented Education	0	0.0%	6.2%	8.1%	0	0.0%	6.2%	8.1%
Special Education	2	28.6%	8.9%	10.5%	2	28.6%	9.1%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	*							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	38.7%	42.4%				
Students with Physical Disabilities	**	**	21.6%	21.4%				
Students with Autism	**	**	13.6%	13.8%				
Students with Behavioral Disabilities	**	**	23.5%	20.8%				
Students with Non-Categorical Early Childhood	**	**	2.6%	1.5%				
Mobility (2018-19):								
Total Mobile Students	2	100.0%	10.9%	15.3%				
By Ethnicity:								
African American	1	50.0%						
Hispanic	0	0.0%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	1	50.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	-	-						

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.9	19.0
Grade 1	-	19.3	18.9
Grade 2	-	17.1	18.8
Grade 3	-	18.9	19.0
Grade 4	-	20.0	19.2
Grade 5	-	20.3	20.9
Grade 6	-	24.4	20.4
Secondary:	260		
English/Language Arts	-	20.6	16.4

Texas Education Agency

District Name: LITTLE ELM ISD   **Texas Academic Performance Report**   Total Students: 7
Campus Name: DENTON CO J J A E P   **2019-20 Campus Student Information**   Grade Span: 07 - 12
Campus Number: 061914002   School Type: High School

Class Size Information	Campus	District	State
Foreign Languages	-	22.6	18.7
Mathematics	-	23.2	17.8
Science	-	24.5	18.8
Social Studies	-	22.4	19.3

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	-	100.0%	100.0%	100.0%
Professional Staff:	-	-	68.0%	63.7%
Teachers	-	-	52.7%	49.4%
Professional Support	-	-	11.2%	10.2%
Campus Administration (School Leadership)	-	-	3.0%	3.0%
Educational Aides:	-	-	8.0%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	-	n/a	8.0	4,373.0
Part-time	-	n/a	0.0	595.0
Counselors				
Full-time	-	n/a	18.0	12,901.0
Part-time	-	n/a	0.0	1,103.0
Total Minority Staff:	-	-	36.2%	51.1%
Teachers by Ethnicity and Sex:				
African American	-	-	7.5%	10.8%
Hispanic	-	-	16.8%	28.1%
White	-	-	72.7%	57.7%
American Indian	-	-	0.2%	0.3%
Asian	-	-	2.0%	1.8%
Pacific Islander	-	-	0.2%	0.2%
Two or More Races	-	-	0.7%	1.1%
Males	-	-	22.3%	23.8%
Females	-	-	77.7%	76.2%
Teachers by Highest Degree Held:				
No Degree	-	-	0.2%	1.3%
Bachelors	-	-	69.6%	73.4%
Masters	-	-	30.2%	24.5%
Doctorate	-	-	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	-	-	4.0%	7.4%
1-5 Years Experience	-	-	33.5%	27.9%
6-10 Years Experience	-	-	17.7%	19.4%
11-20 Years Experience	-	-	33.6%	29.4%
Over 20 Years Experience	-	-	11.2%	15.9%
Number of Students per Teacher	-	n/a	17.4	15.1

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	-	6.7	6.2
Average Years Experience of Principals with District	-	3.7	5.3
Average Years Experience of Assistant Principals	-	6.5	5.3
Average Years Experience of Assistant Principals with District	-	5.8	4.7
Average Years Experience of Teachers:	-	10.1	11.1
Average Years Experience of Teachers with District:	-	5.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$52,838	$49,868
1-5 Years Experience	-	$53,392	$52,823
6-10 Years Experience	-	$55,233	$55,756
11-20 Years Experience	-	$58,894	$59,308
Over 20 Years Experience	-	$63,762	$65,449
Average Actual Salaries (regular duties only):			
Teachers	-	$56,709	$57,091
Professional Support	-	$71,225	$67,352
Campus Administration (School Leadership)	-	$92,562	$82,512
Instructional Staff Percent:	n/a	65.1%	64.6%
Contracted Instructional Staff (not incl. above):	-	13.5	6,309.0

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District Name: LITTLE ELM ISD
Campus Name: DENTON CO J J A E P
Campus Number: 061914002

Total Students: 7
Grade Span: 07 - 12
School Type: High School

Program Information	--------------- Campus --------------- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	-	-	6.0%	6.5%
Career & Technical Education	-	-	4.9%	5.0%
Compensatory Education	-	-	3.3%	2.8%
Gifted & Talented Education	-	-	1.2%	1.9%
Regular Education	-	-	71.6%	70.9%
Special Education	-	-	9.2%	9.3%
Other	-	-	3.9%	3.6%

'^'   Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'**'   When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'-'   Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?'   Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

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Section 2: PEIMS Financial Standard Report (2018-2019 Financial Actual Report)

Little Elm ISD
Brent Elementary
Chavez Elementary
Hackberry Elementary
Lakeside Middle School
Lakeview Elementary
Little Elm High School
Oak Point Elementary
Prestwick STEM Academy K-8
Denton County JJAEP

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2018 - 2019 Actual Financial Data
Totals for LITTLE ELM ISD (061914)
Total Enrolled Membership: 7,758

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Revenues									
Operating Revenue									
Local Property Tax from M&O (excluding recapture)	$51,863,842	70.01%	$6,685	$51,863,842	64.03%	$6,685	$24,943,497,732	43.99%	$4,605
State Operating Funds	$16,581,488	22.38%	$2,137	$16,971,805	20.95%	$2,188	$21,921,438,167	38.66%	$4,047
Federal Funds	$2,544,021	3.43%	$328	$6,700,159	8.27%	$864	$6,959,931,329	12.27%	$1,285
Other Local	$3,095,936	4.18%	$399	$5,459,993	6.74%	$704	$2,882,959,027	5.08%	$532
Total Operating Revenue	$74,085,287	100.00%	$9,550	$80,995,799	100.00%	$10,440	$56,707,826,255	100.00%	$10,470
Other Revenue									
Local Property Tax from I&S	$0	0.00%	$0	$21,543,783	98.81%	$2,777	$7,114,967,591	84.62%	$1,314
State Assistance for Debt Service	$0	0.00%	$0	$260,360	1.19%	$34	$498,243,085	5.93%	$92
Other Receipts (excluding debt service financing)	$0	0.00%	$0	$0	0.00%	$0	$794,651,977	9.45%	$147
Total Other Revenue	$0	0.00%	$0	$21,804,143	100.00%	$2,811	$8,407,862,653	100.00%	$1,552
Subtotal: Operating and Other Revenue	$74,085,287	100.00%	$9,550	$102,799,942	100.00%	$13,251	$65,115,688,908	100.00%	$12,022
Recapture Revenue									
Local Property Tax Recaptured	$969,555	100.00%	$125	$969,555	100.00%	$125	$2,768,462,682	100.00%	$511
Total Recaptured Revenue	$969,555	100.00%	$125	$969,555	100.00%	$125	$2,768,462,682	100.00%	$511
Subtotal: Operating, Other and Recaptured Revenue	$75,054,842	100.00%	$9,675	$103,769,497	100.00%	$13,376	$67,884,151,590	100.00%	$12,534
Debt Service Financing and TRS Estimate Revenue									
Debt Service Financing Related Revenue	$0	0.00%	$0	$3,985,000	58.23%	$514	$3,691,153,910	63.99%	$682
Estimated State TRS Contributions	$2,858,699	100.00%	$368	$2,858,699	41.77%	$368	$2,077,222,453	36.01%	$384
Subtotal: Debt Service Financing and TRS Estimate Revenue	$2,858,699	100.00%	$368	$6,843,699	100.00%	$882	$5,768,376,363	100.00%	$1,065
Grand Total: Operating, Other, Debt Service Financing, and TRS Estimate Revenue excluding recapture	$76,943,986	100.00%	$9,918	$109,643,641	100.00%	$14,133	$70,884,065,271	100.00%	$13,088
Expenditures									
Operating Expenditures by Object (61xx-64xx only)									
Payroll Expenditures (Object 61xx)	$51,586,789	78.85%	$6,649	$54,433,316	75.39%	$7,016	$42,536,152,378	79.22%	$7,854
Professional & Contracted Services (Object 62xx)	$8,219,231	12.56%	$1,059	$8,608,058	11.92%	$1,110	$5,053,894,853	9.41%	$933

2018 - 2019 Actual Financial Data
Totals for LITTLE ELM ISD (061914)
Total Enrolled Membership: 7,758

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Supplies & Materials (Object 63xx)	$3,956,592	6.05%	$510	$7,056,695	9.77%	$910	$4,665,604,291	8.69%	$861
Other Operating Expenditures (Object 64xx)	$1,663,388	2.54%	$214	$2,107,062	2.92%	$272	$1,436,788,644	2.68%	$265
Total Operating Expenditures by Object	$65,426,000	100.00%	$8,433	$72,205,131	100.00%	$9,307	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Object									
Debt Services(Object 65xx)	$3,471,975	92.80%	$448	$24,643,121	32.30%	$3,176	$8,439,295,633	48.78%	$1,558
Capital Outlay(Object 66xx)	$269,189	7.20%	$35	$51,643,197	67.70xx%	$6,657	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Object	$3,741,164	100.00%	$482	$76,286,318	100.00%	$9,833	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Object	$69,167,164	100.00%	$8,916	$148,491,449	100.00%	$19,140	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Function (61xx-64xx only)									
Instruction(Function 11,95)	$38,287,577	58.52%	$4,935	$39,807,712	55.13%	$5,131	$30,104,392,112	56.07%	$5,558
Instructional Resources & Media Services (Function 12)	$690,654	1.06%	$89	$701,824	0.97%	$90	$605,276,429	1.13%	$112
Curriculum & Staff Development (Function 13)	$1,515,618	2.32%	$195	$1,791,093	2.48%	$231	$1,226,192,940	2.28%	$226
Instructional Leadership (Function 21)	$1,176,309	1.80%	$152	$1,230,800	1.70%	$159	$878,926,312	1.64%	$162
School Leadership (Function 23)	$4,196,457	6.41%	$541	$4,277,522	5.92%	$551	$3,188,405,674	5.94%	$589
Guidance Counseling Services (Function 31)	$1,981,895	3.03%	$255	$2,304,144	3.19%	$297	$2,024,672,783	3.77%	$374
Social Work Services (Function 32)	$32,162	0.05%	$4	$32,162	0.04%	$4	$152,988,674	0.28%	$28
Health Services (Function 33)	$538,718	0.82%	$69	$538,718	0.75%	$69	$556,828,343	1.04%	$103
Transportation (Function 34)	$2,364,486	3.61%	$305	$2,364,486	3.27%	$305	$1,636,095,662	3.05%	$302
Food Services (Function 35)	$159,728	0.24%	$21	$4,069,660	5.64%	$525	$2,916,390,356	5.43%	$538
Extracurricular (Function 36)	$1,983,375	3.03%	$256	$2,473,721	3.43%	$319	$1,647,983,294	3.07%	$304
General Administration (Function 41,92)	$3,257,469	4.98%	$420	$3,282,614	4.55%	$423	$1,746,395,855	3.25%	$322
Facilities Maintenance & Operations (Function 51)	$6,748,887	10.32%	$870	$6,748,887	9.35%	$870	$5,226,340,714	9.73%	$965
Security & Monitoring Services (Function 52)	$973,623	1.49%	$125	$973,623	1.35%	$125	$558,885,118	1.04%	$103
Data Processing Services (Function 53)	$1,468,112	2.24%	$189	$1,468,112	2.03%	$189	$956,567,070	1.78%	$177
Community Services (Function 61)	$50,930	0.08%	$7	$140,053	0.19%	$18	$266,098,830	0.50%	$49
Total Operating Expenditures by Function	$65,426,000	100.00%	$8,433	$72,205,131	100.00%	$9,307	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by Function									
Non-Operating Expenditures by Function (1x-9x) (65xx)	$3,471,975	92.80%	$448	$24,643,121	32.30%	$3,176	$8,439,295,633	48.78%	$1,558

2018 - 2019 Actual Financial Data
Totals for LITTLE ELM ISD (061914)
Total Enrolled Membership: 7,758

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Non-Operating Expenditures by Function (1x-9x) (66xx)	$269,189	7.20%	$35	$51,643,197	67.70%	$6,657	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Function	$3,741,164	100.00%	$482	$76,286,318	100.00%	$9,833	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Function	$69,167,164	100.00%	$8,916	$148,491,449	100.00%	$19,140	$70,993,369,584	100.00%	$13,108
Operating Expenditures by Program Intent Code (PIC) (61xx-64xx only)									
Basic Educational Services (PIC 11)	$35,091,012	53.63%	$4,523	$35,565,271	49.26%	$4,584	$23,769,020,825	44.27%	$4,389
Gifted and Talented (PIC 21)	$268,516	0.41%	$35	$268,516	0.37%	$35	$416,549,053	0.78%	$77
Career and Technical (PIC 22)	$2,374,622	3.63%	$306	$2,435,221	3.37%	$314	$1,673,614,337	3.12%	$309
Students with Disabilities (PICs 23,33)	$7,341,907	11.22%	$946	$8,310,940	11.51%	$1,071	$6,603,694,277	12.30%	$1,219
State Compensatory Education (PICs 24,26,28,29,30,34)	$2,265,133	3.46%	$292	$2,777,413	3.85%	$358	$4,676,522,504	8.71%	$863
Bilingual (PICs 25,35)	$556,541	0.85%	$72	$671,965	0.93%	$87	$690,802,576	1.29%	$128
High School Allotment (PIC 31)	$860,329	1.31%	$111	$860,329	1.19%	$111	$576,205,810	1.07%	$106
PreKindergarten (PIC 32)	$232,283	0.36%	$30	$232,283	0.32%	$30	$576,398,990	1.07%	$106
Athletics/Related Activities (PIC 91)	$1,601,283	2.45%	$206	$1,690,780	2.34%	$218	$1,093,452,352	2.04%	$202
Un-Allocated (PIC 99)	$14,834,374	22.67%	$1,912	$19,392,413	26.86%	$2,500	$13,616,179,442	25.36%	$2,514
Total Operating Expenditures by Program Intent Code (PIC)	$65,426,000	100.00%	$8,433	$72,205,131	100.00%	$9,307	$53,692,440,166	100.00%	$9,913
Non-Operating Expenditures by PIC									
Non-Operating Expenditures by PIC (1x-9x) (65xx)	$3,471,975	92.80%	$448	$24,643,121	32.30%	$3,176	$8,439,295,633	48.78%	$1,558
Non-Operating Expenditures by PIC (1x-9x) (66xx)	$269,189	7.20%	$35	$51,643,197	67.70%	$6,657	$8,861,633,785	51.22%	$1,636
Total Non-Operating Expenditures by Program Intent Code (PIC)	$3,741,164	100.00%	$482	$76,286,318	100.00%	$9,833	$17,300,929,418	100.00%	$3,194
Grand Total: Operating and Non-Operating Expenditures by Program Intent Code (PIC)	$69,167,164	100.00%	$8,916	$148,491,449	100.00%	$19,140	$70,993,369,584	100.00%	$13,108

Disbursements
Total Disbursements

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Operating Expenditures	$65,426,000	84.36%	$8,433	$72,205,131	46.03%	$9,307	$53,692,440,166	71.10%	$9,913
Recapture	$969,555	1.30%	$125	$969,555	0.60%	$125	$2,768,462,682	3.67%	$511
Total Other Uses	$7,000,000	9.03%	$902	$7,000,000	4.46%	$902	$1,068,121,149	1.41%	$197

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2018 - 2019 Actual Financial Data
Totals for LITTLE ELM ISD (061914)
Total Enrolled Membership: 7,758

	District						State		
	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Intergovernmental Charge	$417,681	0.54%	$54	$417,681	0.27%	$54	$681,757,275	0.90%	$126
Debt Service (Object 6500)	$3,471,975	4.48%	$448	$24,643,121	15.71%	$3,176	$8,439,295,633	11.18%	$1,558
Capital Projects (Object 6600)	$269,189	0.35%	$35	$51,643,197	32.92%	$6,657	$8,861,633,785	11.74%	$1,636
Total Disbursements	$77,554,400	100.00%	$9,997	$156,878,685	100.00%	$20,222	$75,511,710,690	100.00%	$13,942

Tax Rates
2018 - 2019 (current tax year) Tax Rates

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Maintenance & Operations				1.1700			1.1003		
Interest & Sinking				0.4700			0.2097		
Total Tax Rate				1.6400			1.3101		

Fund Balance**
Fund Balance

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
Nonspendable Fund Balance	$54,521		$7	$54,521		$7	$255,555,898		$50
Restricted Fund Balance	$0		$0	$141,821,404		$18,281	$17,956,324,818		$3,521
Committed Fund Balance	$0		$0	$250,905		$32	$3,206,045,411		$629
Assigned Fund Balance	$8,000,000		$1,031	$8,000,000		$1,031	$2,969,613,173		$582
Unassigned Fund Balance	$21,227,811		$2,736	$21,227,811		$2,736	$14,724,633,560		$2,887
Total Fund Balance**	$29,282,332		$3,774	$171,354,641		$22,087	$39,112,172,860		$7,670

Fund Balance Reconciliation

	General Fund	%	Per Student	All Funds	%	Per Student	All Funds	%	Per Student
2017-2018 Total Fund Balance (Previous Year)	$28,930,503		$3,850	$212,294,367		$28,253	$35,850,846,786		$7,045
2018-2019 Excess (Deficiency) Operating Expenditures	$7,351,829		$948	$-39,831,273		$-5,134	$-5,923,414,430		$-1,162
2018-2019 Excess (Deficiency) Non-Operating Expenditures	$-7,000,000		$-902	$83,339		$11	$8,992,605,090		$1,763
2018-2019 Uncommon Items	$0		$0	$-1,191,792		$-154	$192,135,414		$38
2018-2019 Total Fund Balance	$29,282,332		$3,774	$171,354,641		$22,087	$39,112,172,860		$7,670

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TEXAS EDUCATION AGENCY
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: D H Brent El   District: LITTLE ELM ISD
Campus Number: 061914103   Total Membership: 685

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,394,492	100.00	6,415	4,862,150	100.00	7,098
Operating-Payroll	3,954,127	89.98	5,772	4,201,179	86.41	6,133
Other Operating	440,365	10.02	643	660,971	13.59	965
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,394,492	100.00	6,415	4,862,150	100.00	7,098
Instruction (11,95) *	3,386,043	77.05	4,943	3,542,102	72.85	5,171
Instructional Res/Media (12) *	81,527	1.86	119	82,408	1.69	120
Curriculum/Staff Develop (13) *	122,875	2.80	179	124,573	2.56	182
Instructional Leadership (21) *	106,592	2.43	156	106,592	2.19	156
School Leadership (23) *	307,880	7.01	449	313,373	6.45	457
Guidance/Counseling Svcs (31) *	139,076	3.16	203	139,076	2.86	203
Social Work Services (32) *	14	0.00	0	14	0.00	0
Health Services (33) *	39,321	0.89	57	39,321	0.81	57
Food (35) **	9,486	0.22	14	256,411	5.27	374
Extracurricular (36) *	893	0.02	1	57,495	1.18	84
Plant Maint/Operation (51) * **	200,785	4.57	293	200,785	4.13	293
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,183,328	100.00	6,107	4,339,387	100.00	6,335
Regular	3,217,727	76.92	4,697	3,218,655	74.17	4,699
Gifted & Talented	48,692	1.16	71	48,692	1.12	71
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	711,299	17.00	1,038	776,312	17.89	1,133
Accelerated Education	24,528	0.59	36	25,631	0.59	37
Bilingual	78,867	1.89	115	78,867	1.82	115
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	3,159	0.08	5	3,159	0.07	5
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	52,221	1.25	76	141,236	3.25	206
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	46,835	1.12	68	46,835	1.08	68

 *Please refer to sections 1.4.1 through 1.4.2.1 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
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Cesar Chavez El   District: LITTLE ELM ISD
Campus Number: 061914104   Total Membership: 684

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,482,533	100.00	6,553	4,926,253	100.00	7,202
Operating-Payroll	4,114,538	91.79	6,015	4,326,559	87.83	6,325
Other Operating	367,995	8.21	538	599,694	12.17	877
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,482,533	100.00	6,553	4,926,253	100.00	7,202
Instruction (11,95) *	3,476,883	77.57	5,083	3,546,158	71.98	5,184
Instructional Res/Media (12) *	88,016	1.96	129	92,464	1.88	135
Curriculum/Staff Develop (13) *	115,564	2.58	169	117,749	2.39	172
Instructional Leadership (21) *	94,670	2.11	138	94,670	1.92	138
School Leadership (23) *	328,159	7.32	480	340,169	6.91	497
Guidance/Counseling Svcs (31) *	134,029	2.99	196	207,292	4.21	303
Social Work Services (32) *	15	0.00	0	15	0.00	0
Health Services (33) *	68,909	1.54	101	68,909	1.40	101
Food (35) **	17,546	0.39	26	240,155	4.88	351
Extracurricular (36) *	1,506	0.03	2	61,436	1.25	90
Plant Maint/Operation (51) * **	154,665	3.45	226	154,665	3.14	226
Security/Monitoring (52) * **	2,571	0.06	4	2,571	0.05	4
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,306,245	100.00	6,296	4,454,731	100.00	6,513
Regular	3,123,013	72.52	4,566	3,128,610	70.23	4,574
Gifted & Talented	48,830	1.13	71	48,830	1.10	71
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	496,850	11.54	726	570,113	12.80	833
Accelerated Education	23,306	0.54	34	23,306	0.52	34
Bilingual	6,569	0.15	10	6,569	0.15	10
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	56,621	1.31	83	126,247	2.83	185
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	551,056	12.80	806	551,056	12.37	806

 *Please refer to sections 1.4.1 through 1.4.2.1 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
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Note: Some amounts may not total due to rounding.

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T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Hackberry El   District: LITTLE ELM ISD
Campus Number: 061914105   Total Membership: 665

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,168,659	100.00	6,269	4,680,487	100.00	7,038
Operating-Payroll	3,764,520	90.31	5,661	4,043,357	86.39	6,080
Other Operating	404,139	9.69	608	637,130	13.61	958
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,168,659	100.00	6,269	4,680,487	100.00	7,038
Instruction (11,95) *	3,297,578	79.10	4,959	3,473,040	74.20	5,223
Instructional Res/Media (12) *	82,290	1.97	124	83,225	1.78	125
Curriculum/Staff Develop (13) *	123,762	2.97	186	136,434	2.91	205
Instructional Leadership (21) *	68,510	1.64	103	68,510	1.46	103
School Leadership (23) *	275,647	6.61	415	290,877	6.21	437
Guidance/Counseling Svcs (31) *	125,561	3.01	189	125,561	2.68	189
Social Work Services (32) *	14	0.00	0	14	0.00	0
Health Services (33) *	44,624	1.07	67	44,624	0.95	67
Food (35) **	10,199	0.24	15	263,976	5.64	397
Extracurricular (36) *	1,063	0.03	2	54,815	1.17	82
Plant Maint/Operation (51) * **	139,411	3.34	210	139,411	2.98	210
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,017,986	100.00	6,042	4,206,095	100.00	6,325
Regular	3,421,293	85.15	5,145	3,424,558	81.42	5,150
Gifted & Talented	42,595	1.06	64	42,595	1.01	64
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	145,698	3.63	219	250,999	5.97	377
Accelerated Education	36,126	0.90	54	36,646	0.87	55
Bilingual	114,824	2.86	173	114,824	2.73	173
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	63,168	1.57	95	142,191	3.38	214
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	194,282	4.84	292	194,282	4.62	292

 *Please refer to sections 1.4.1 through 1.4.2.1 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
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T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lakeside Middle   District: LITTLE ELM ISD

Campus Number: 061914041   **Total Membership: 1,474**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	9,032,441	100.00	6,128	9,767,018	100.00	6,626
Operating-Payroll	8,084,596	89.51	5,485	8,434,965	86.36	5,723
Other Operating	947,845	10.49	643	1,332,053	13.64	904
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	9,032,441	100.00	6,128	9,767,018	100.00	6,626
Instruction (11,95) *	6,405,380	70.92	4,346	6,523,919	66.80	4,426
Instructional Res/Media (12) *	87,675	0.97	59	87,675	0.90	59
Curriculum/Staff Develop (13) *	314,698	3.48	213	314,698	3.22	213
Instructional Leadership (21) *	194,598	2.15	132	194,598	1.99	132
School Leadership (23) *	851,598	9.43	578	856,718	8.77	581
Guidance/Counseling Svcs (31) *	480,491	5.32	326	494,387	5.06	335
Social Work Services (32) *	8,237	0.09	6	8,237	0.08	6
Health Services (33) *	107,147	1.19	73	107,147	1.10	73
Food (35) **	19,586	0.22	13	574,757	5.88	390
Extracurricular (36) *	224,749	2.49	152	266,600	2.73	181
Plant Maint/Operation (51) * **	335,600	3.72	228	335,600	3.44	228
Security/Monitoring (52) * **	2,682	0.03	2	2,682	0.03	2
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	8,449,824	100.00	5,733	8,582,259	100.00	5,822
Regular	6,424,135	76.03	4,358	6,424,591	74.86	4,359
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	131,023	1.55	89	131,023	1.53	89
Students with Disabilities	1,280,061	15.15	868	1,412,040	16.45	958
Accelerated Education	213,294	2.52	145	213,294	2.49	145
Bilingual	43,798	0.52	30	43,798	0.51	30
Nondisc Alted-AEP Basic Serv	42,955	0.51	29	42,955	0.50	29
Disc Alted-DAEP Basic Serv	128,158	1.52	87	128,158	1.49	87
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	186,400	2.21	126	186,400	2.17	126
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 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
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T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Lakeview El   District: LITTLE ELM ISD

Campus Number: 061914107   **Total Membership:** 581

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,814,848	100.00	8,287	5,076,535	100.00	8,738
Operating-Payroll	4,433,163	92.07	7,630	4,523,958	89.12	7,787
Other Operating	381,685	7.93	657	552,577	10.88	951
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,814,848	100.00	8,287	5,076,535	100.00	8,738
Instruction (11,95) *	3,732,760	77.53	6,425	3,739,003	73.65	6,435
Instructional Res/Media (12) *	79,418	1.65	137	79,418	1.56	137
Curriculum/Staff Develop (13) *	128,715	2.67	222	129,242	2.55	222
Instructional Leadership (21) *	147,949	3.07	255	147,949	2.91	255
School Leadership (23) *	338,486	7.03	583	345,698	6.81	595
Guidance/Counseling Svcs (31) *	176,612	3.67	304	176,612	3.48	304
Social Work Services (32) *	17	0.00	0	17	0.00	0
Health Services (33) *	65,893	1.37	113	65,893	1.30	113
Food (35) **	7,995	0.17	14	210,131	4.14	362
Extracurricular (36) *	1,555	0.03	3	47,124	0.93	81
Plant Maint/Operation (51) * **	132,224	2.75	228	132,224	2.60	228
Security/Monitoring (52) * **	3,224	0.07	6	3,224	0.06	6
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,669,850	100.00	8,038	4,676,093	100.00	8,048
Regular	3,193,920	68.39	5,497	3,195,459	68.34	5,500
Gifted & Talented	43,024	0.92	74	43,024	0.92	74
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	1,366,088	29.25	2,351	1,368,252	29.26	2,355
Accelerated Education	59,594	1.28	103	62,134	1.33	107
Bilingual	7,224	0.15	12	7,224	0.15	12
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 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
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Little Elm H S   District: LITTLE ELM ISD

Campus Number: 061914001   **Total Membership: 2,127**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	15,125,222	100.00	7,111	16,241,575	100.00	7,636
Operating-Payroll	12,850,071	84.96	6,041	13,367,653	82.31	6,285
Other Operating	2,193,514	14.50	1,031	2,792,285	17.19	1,313
Non-Operating(Equipt/Supplies)	81,637	0.54	38	81,637	0.50	38
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	15,043,585	100.00	7,073	16,159,938	100.00	7,598
Instruction (11,95) *	10,043,738	66.76	4,722	10,196,520	63.10	4,794
Instructional Res/Media (12) *	101,812	0.68	48	101,812	0.63	48
Curriculum/Staff Develop (13) *	431,545	2.87	203	433,900	2.69	204
Instructional Leadership (21) *	383,923	2.55	180	383,923	2.38	180
School Leadership (23) *	1,274,271	8.47	599	1,288,301	7.97	606
Guidance/Counseling Svcs (31) *	679,775	4.52	320	839,150	5.19	395
Social Work Services (32) *	15,628	0.10	7	15,628	0.10	7
Health Services (33) *	98,139	0.65	46	98,139	0.61	46
Food (35) **	22,122	0.15	10	721,973	4.47	339
Extracurricular (36) *	1,222,660	8.13	575	1,310,620	8.11	616
Plant Maint/Operation (51) * **	667,060	4.43	314	667,060	4.13	314
Security/Monitoring (52) * **	102,912	0.68	48	102,912	0.64	48
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	13,028,831	100.00	6,125	13,340,988	100.00	6,272
Regular	7,645,864	58.68	3,595	7,693,250	57.67	3,617
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	2,080,114	15.97	978	2,084,445	15.62	980
Students with Disabilities	1,680,870	12.90	790	1,941,310	14.55	913
Accelerated Education	368,460	2.83	173	368,460	2.76	173
Bilingual	74,345	0.57	35	74,345	0.56	35
Nondisc Alted-AEP Basic Serv	175,022	1.34	82	175,022	1.31	82
Disc Alted-DAEP Basic Serv	331,589	2.55	156	331,589	2.49	156
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	672,567	5.16	316	672,567	5.04	316
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 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
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Oak Point El   District: LITTLE ELM ISD
Campus Number: 061914108   Total Membership: 770

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	4,779,385	100.00	6,207	5,343,760	100.00	6,940
Operating-Payroll	4,338,549	90.78	5,634	4,602,567	86.13	5,977
Other Operating	440,836	9.22	573	741,193	13.87	963
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,779,385	100.00	6,207	5,343,760	100.00	6,940
Instruction (11,95) *	3,813,616	79.79	4,953	3,998,831	74.83	5,193
Instructional Res/Media (12) *	87,472	1.83	114	87,472	1.64	114
Curriculum/Staff Develop (13) *	134,800	2.82	175	135,724	2.54	176
Instructional Leadership (21) *	85,465	1.79	111	85,465	1.60	111
School Leadership (23) *	344,661	7.21	448	357,480	6.69	464
Guidance/Counseling Svcs (31) *	100,886	2.11	131	118,624	2.22	154
Social Work Services (32) *	14	0.00	0	14	0.00	0
Health Services (33) *	42,877	0.90	56	42,877	0.80	56
Food (35) **	9,910	0.21	13	299,267	5.60	389
Extracurricular (36) *	2,083	0.04	3	60,405	1.13	78
Plant Maint/Operation (51) * **	154,435	3.23	201	154,435	2.89	201
Security/Monitoring (52) * **	3,166	0.07	4	3,166	0.06	4
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,609,791	100.00	5,987	4,813,467	100.00	6,251
Regular	3,923,563	85.11	5,096	3,931,147	81.67	5,105
Gifted & Talented	41,085	0.89	53	41,085	0.85	53
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	268,474	5.82	349	358,440	7.45	466
Accelerated Education	45,683	0.99	59	45,683	0.95	59
Bilingual	153,283	3.33	199	153,283	3.18	199
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	128,996	2.80	168	235,122	4.88	305
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	0	0.00	0	0	0.00	0
Prekindergarten	48,707	1.06	63	48,707	1.01	63

 *Please refer to sections 1.4.1 through 1.4.2.1 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
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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T E X A S   E D U C A T I O N   A G E N C Y
2018-2019 PEIMS Actual Financial Data by Campus

School Campus: Prestwick K-8 Stem Academy   District: LITTLE ELM ISD

Campus Number: 061914042   **Total Membership: 769**

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,204,687	100.00	6,768	5,520,201	100.00	7,178
Operating-Payroll	4,683,874	89.99	6,091	4,781,340	86.62	6,218
Other Operating	520,813	10.01	677	738,861	13.38	961
Non-Operating(Equipt/Supplies)	0	0.00	0	0	0.00	0
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	5,204,687	100.00	6,768	5,520,201	100.00	7,178
Instruction (11,95) *	3,964,032	76.16	5,155	3,976,686	72.04	5,171
Instructional Res/Media (12) *	82,444	1.58	107	82,444	1.49	107
Curriculum/Staff Develop (13) *	143,659	2.76	187	147,443	2.67	192
Instructional Leadership (21) *	94,602	1.82	123	94,602	1.71	123
School Leadership (23) *	454,257	8.73	591	463,408	8.39	603
Guidance/Counseling Svcs (31) *	145,465	2.79	189	145,465	2.64	189
Social Work Services (32) *	8,223	0.16	11	8,223	0.15	11
Health Services (33) *	71,808	1.38	93	71,808	1.30	93
Food (35) **	8,468	0.16	11	232,250	4.21	302
Extracurricular (36) *	17,297	0.33	22	83,440	1.51	109
Plant Maint/Operation (51) * **	214,432	4.12	279	214,432	3.88	279
Security/Monitoring (52) * **	0	0.00	0	0	0.00	0
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,964,490	100.00	6,456	4,977,144	100.00	6,472
Regular	4,138,810	83.37	5,382	4,143,957	83.26	5,389
Gifted & Talented	44,290	0.89	58	44,290	0.89	58
Career & Technical	144,138	2.90	187	144,138	2.90	187
Students with Disabilities	383,752	7.73	499	391,259	7.86	509
Accelerated Education	247,199	4.98	321	247,199	4.97	321
Bilingual	4,939	0.10	6	4,939	0.10	6
Nondisc Alted-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Alted-DAEP Supplemental	0	0.00	0	0	0.00	0
T1 A Schoolwide-St Comp >=40%	0	0.00	0	0	0.00	0
Athletic Programming	0	0.00	0	0	0.00	0
High School Allotment	1,362	0.03	2	1,362	0.03	2
Prekindergarten	0	0.00	0	0	0.00	0

 *Please refer to sections 1.4.1 through 1.4.2.1 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
(http://www.tea.state.tx.us/index2.aspx?id=2147495078) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

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Section 3: 2019-2020 District Accreditation

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TEA
Texas Education Agency

2019-2020 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 2019-2020 are listed below:

Show/Hide columns:
CDN | Name | ESC | District Type | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2019 FIRST Rating | 2019 Accountability Rating | 2019-2020 Accreditation Status | Reason For Status | Notes

Show 100 ⌄ entries   Search: 061914

CDN	DISTRICT NAME	ESC	2019 FIRST Rating	2019 Accountability Rating	2019-2020 Accreditation Status	Reason For Status
061914	LITTLE ELM ISD	11	A - Superior	B	ACCREDITED	

Showing 1 to 1 of 1 entries (filtered from 1,199 total entries)   Previous   1   Next

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Section 4: Campus Performance Objectives

       Brent Elementary
       Chavez Elementary
       Hackberry Elementary
       Lakeside Middle School
       Lakeview Elementary
       Little Elm High School
       Oak Point Elementary
       Prestwick STEM Academy K-8

Campus Performance Objectives are incorporated into each campus' Campus Improvement Plan. Progress is monitored quarterly.

** Due to the cancellation of STAAR for the 2019-2020 school year, campuses were unable to indicate progress due to a lack of data.

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Little Elm Independent School District

Brent Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: C

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Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Brent Elementary is a PK-5 campus with 758 students. We are at Title 1 Campus with 57% is Economically disadvantaged, 34% (255 students) LEP, and

Student breakdown by race is as follows:

- 46.7% Hispanic (354)
- 34.8% White (264)
- 12% Black (91)
- 4.5% Two or More Races (34)
- 1.7% Asian (13)

Special education students make 9.2% of the population (70.) Average daily attendance for the first 6 weeks of 2019-2010 is 97%.

Demographics Strengths

Diverse student populations is a strength of the campus. We also offer specialized programs for students including Pre-K, Special Education, Gifted/Talented, and Dual Language.

School Processes & Programs

School Processes & Programs Summary

The campus utilizes systems for PLC, RtI, instruction, and assessment which are aligned to LEISD expectations.

School Processes & Programs Strengths

PLC processes already in place and functioning efficiently in most grade levels.

Team planning focuses on "planning with a purpose" which includes the engaging experiences and evidence of learning.

Weekly partner planning that focuses on the 4 questions.

Additional protected PLC planning time built into the master schedule to allow for focus on Question #2

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students need to make more progress in academics **Root Cause**: Refine the RtI Process

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Perceptions

Perceptions Summary

Brent Elementary strives for a safe, positive climate that is conducive to student success. Information from stakeholders has resulted in various changes to the special education program for students with behavior needs. This is an ongoing process but has been implemented effectively at the star to the year. Parent participation and community involvement at campus and PTA events is strong and has seen an increase in the 2019-2020 school year. The enrollment increased in 2019 from 685 to 756 to start the year.

Perceptions Strengths

Brent Elementary has a strong base of parental involvement at various activities throughout the year. Additional staff brought on in the 2019-2020 school year bring new ideas and experience to the skilled staff.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- TTESS data
- T-PESS data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

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- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
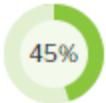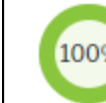
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Goals

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide safe and secure environment to learn
-Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

Strategy 1: Utilize PLCs with teachers to determine needs, plan for instruction, and monitor student progress with targeted students.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Teachers will attend professional learning with targeted goals of guided reading and model drawings for math.	Principal	Teachers will implement strategies of guided reading and model drawings.	45%	75%	80%	100%

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Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide safe and secure environment to learn
-Serve At Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

Strategy 2: Meet growth and achievement targets through improved and targeted instructional strategies, for all students including those identified as needing additional targeted support (Reading- All, Hispanic, African American, Special Ed)

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Strategy

Targeted or ESF High Priority

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 1) Create tutoring schedule during the day for students to make progress in math and reading.	Principal, AP, teachers, tutors	Students receive intervention in small groups to make improvement on MAP testing and CSAs.	50%	100%	100%	100%
	Funding Sources: 211-Title I - 12352.50					
RDA **ESF Levers** Lever 5: Effective Instruction 2) After School tutoring for targeted students to make progress in reading, math, and science.	Principal, AP, math specialist, teachers	Students will receive intervention to close gaps in learning. They will be measured by CSA and MAP assessments.	5%	40%	50%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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Goal 2: Community Engagement Goals
-Communicate with the LEISD community to build trust, rapport, and involvement

Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Evaluation Data Source(s) 1: Parent sign in sheets and participation at events; parent surveys

Summative Evaluation 1:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Partner with PTA to provide programs for parent education and family engagement,			80%	100%	100%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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Goal 2: Community Engagement Goals
-Communicate with the LEISD community to build trust, rapport, and involvement

Strategy 2: Recruit parents for participation on committees, organizations and volunteering such as LPAC, CLT, DEIC, PTA, and tutors

    Evaluation Data Source(s) 2: Sign in sheets, parent survey

    Summative Evaluation 2: Significant progress made toward meeting Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Provide venues for parent feedback via coffee with the principal at different times through the day.			20%	20%	25%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue		

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Goal 3: Human Capital Goals
-Recruit, support, and retain teachers and principals

Strategy 1: New teachers will be supported through a 2-year mentor program.

Evaluation Data Source(s) 1: Mentor Feedback

Summative Evaluation 1: Met Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 5: Effective Instruction 1) Support Teaching staff through professional learning opportunities.	Principal		55%	90%	95%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

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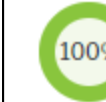
Goal 3: Human Capital Goals
-Recruit, support, and retain teachers and principals

Strategy 2: Create a positive climate and culture for staff to promote staff retention and satisfaction.

    Evaluation Data Source(s) 2: Staff Survey

    Summative Evaluation 2:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Plan positive interactions with the staff to build campus morale on campus.	Principal, teachers	Staff surveys will show positive climate results.	45%	60%	70%	100%
		100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

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Goal 4: Ensuring Fiscal Health and Sustainability
-Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Strategy 1: Tie all tutoring, PD, and campus focus to identified needs for increase in student performance.

> **Evaluation Data Source(s) 1:**
>
> **Summative Evaluation 1:**
>
> **Targeted or ESF High Priority**

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 5: Effective Instruction 1) Create tutoring schedules and provide materials for reading and math intervention.	Principal, AP	Students will show gains in CSA and MAP testing.	50%	100%	100%	100%
		Funding Sources: SCE-State Compensatory Ed. - 8314.00, 211-Title I - 4175.00				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 4: Ensuring Fiscal Health and Sustainability
-Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Strategy 2: RTI plan is data driven. MAP, CSA and Benchmarks used to determine support plan.

    Evaluation Data Source(s) 2: MAP, CSA, Benchmark data

    Summative Evaluation 2:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 1) Determine priority students and quality intervention strategies to show student growth.			15%	65%	70%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue						

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RDA Action Steps

Goal	Strategy	Action Step	Description
1	2	2	After School tutoring for targeted students to make progress in reading, math, and science.

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Campus Administrator

Committee Role	Name	Position
Administrator	Karie Kuster	Principal

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Campus Funding Summary

Title I, Part A- 211, PIC 30 Schoolwide					
Goal	**Strategy**	**Action Step**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$47,331.00
				+/- Difference	$47,331.00
				Grand Total	$0.00

Addendums

References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
  - Emergency medical technicians
  - Paramedics
  - Law enforcement officers,
  - Firefighters
  - Representatives of the organization that developed or endorsed the training
  - Educators
  - Nurses

Good resource for training
TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.
"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability
District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

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Little Elm Independent School District

Cesar Chavez Elementary

2019-2020 Campus Improvement Plan

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Vision

The Vision of Little Elm ISD Community is to be "the Destination District"

Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Student Demographic Summary

611 Students

40.3% White

23.2% Black

27.7% Hispanic

2.8% Asian

5.6% Multi Race

55%% Male

45% Female

49.6% Economically Disadvantaged

12.3% LEP

13.3% SPED

Demographics Strengths

We support the needs of all students on our campus through the PLC, RtI, and ARD processes implemented on the campus. Our diversity we see on this campus allows us to focus on the individual needs of every student while supporting the unique strengths of every sub-pop across our campus.

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Problem Statements Identifying Demographics Needs

Problem Statement 1: Our at-risk populations across all grade levels have a significantly lower passing rate on STAAR than grade level averages.

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Student Academic Achievement

Student Academic Achievement Summary

Student Achievement Summary

STAAR Results

Attendance Rate 94.96%

Grade 3 Reading Performance (Masters Grade Level) 23% (15% Masters 2018) (28% State)

34% (30% Meets 2018) (State 44%)

Grade 4 Reading Performance (Masters Grade Level) 13% (23% Masters 2018) (22% State)

21% Meets (49% Meets 2018) (State 43%)

Grade 4 Writing Performance (Masters Grade Level) 2% (4% Masters 2018) (10% State)

11% Meets (State 33%) (25% Meets 2018)

Grade 5 Reading Performance (Masters Grade Level) 31% (20% Masters 2018) (29% State)

52% Meets (54% Meets 2018) (State 51%)

Grade 3 Mathematics Performance (Masters Grade Level) 22% (5% Masters 2018) (24% State)

38% Meets (20% Meets 2018) (State 48%)

Grade 4 Mathematics Performance (Masters Grade Level) 8% (21% Masters 2018) (28% State)

17% Meets (40% Meets 2018) (46% State)

Grade 5 Mathematics Performance (Masters Grade Level) 48% (45% Masters 2018) (36% State)
70% Meets (67% Meets 2018) (State 56%)

Grade 5 Science Performance (Masters Grade Level) 16% (7% 2018) (23% State)

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38% Meets (28% Meets 2018) (State 48%)

STAAR Index Scores

Domain 1 - Student Achievement	71			
Domain 2A - Academic Growth	77	77	70%	53.9
Domain 2B - Relative Performance	58	77		
Domain 3 - Closing the Gaps	70	30%	21	
Overall Score		75		
Projected Rating		C		

Student Academic Achievement Strengths

TEA Rating: Met Standard

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our subpopulations of students are not growing or achieving at the expected rates. **Root Cause**: Low rigor and curriculum concerns in 3rd and 4th grade.

Problem Statement 2: All sub pops are not achieving at the state average. **Root Cause**: Curriculum concerns and tier 1 instruction.

Problem Statement 3: This cohort of students was well below expectations in 3rd grade. 4th grade students are not performing at an acceptable level in achievement or growth. **Root Cause**: Instruction well below the expected levels of rigor, curriculum concerns, tier 1 instruction.

Problem Statement 4: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.

Problem Statement 5: Low attendance rate for campus. **Root Cause**: Positive relationships and campus restorative practices are low.

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School Processes & Programs

School Processes & Programs Summary

Instruction/Curriculum

All staff received training on planning through backwards design and the instructional workshop model that is being implemented in grade level lesson plans. Teachers are participating in the PLC process on a regular basis to plan for student learning and collaborate as teams for student success.

Personnel

- Highly qualified teachers and paraprofessionals
- Identification and implementation of professional development based on needs, state requirements, testing data, and educational growth
- T-TESS evaluations, walkthroughs, PLC Meetings, vertical team meetings based on content
- Team process for interviews to ensure quality candidates are selected
- Hiring processes to recruit and retain diverse staff members.
- Leadership team designed to build teacher capacity for leadership

Organizational and Administrative

- Weekly PLC collaborative meetings
- Alignment of campus and district goals
- Communication with stakeholders through website, newsletter, social media and weekly phone calls

School Processes & Programs Strengths

Continuing a systems based approach for planning through the PLC process and backwards design model. Emphasis based on lesson planning for Tier 1 instruction and implementing/maintaining the workshop model of instruction. Focused on using data to inform our practices and utilizing high yield instructional strategies to create the best learning for our students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Actions and a shared vision, mission, and goals were not aligned. This led to staff and instructional challenges. **Root Cause**: Further alignment in vision, mission, and goals, with team goals that align to the school and district mission, vision, and goals.

Perceptions

Perceptions Summary

We believe that all students can learn at high levels. As a large campus with a diverse population, we have many programs and activities to encourage community involvement in the learning at our campus. We have a strong culture of community support based on the participation in these events.

Perceptions Strengths

Our vast number of community events and programs for encouraging student success:

- Annual Carnival
- Student Council
- Choir/ Musical
- Chess Club
- Book Fairs
- Mom and Dad recognition dates
- Veteran's Day and other celebrations
- Career Day
- Emergency Drills Practiced Monthly
- Lobo Leaders
- PBIS

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A system for building positive discipline strategies is needed across the campus. **Root Cause**: Relationship building and restorative practices need to be embedded in campus response and prevention.

Priority Problem Statements

Problem Statement 1: This cohort of students was well below expectations in 3rd grade. 4th grade students are not performing at an acceptable level in achievement or growth.

Root Cause 1: Instruction well below the expected levels of rigor, curriculum concerns, tier 1 instruction.

Problem Statement 1 Areas: Student Achievement - Student Academic Achievement

Problem Statement 2: Curriculum is not aligned or taught at the appropriate level of rigor to the standard.

Root Cause 2: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.

Problem Statement 2 Areas: Student Achievement - Curriculum, Instruction, and Assessment - Student Academic Achievement

Problem Statement 3: All sub pops are not achieving at the state average.

Root Cause 3: Curriculum concerns and tier 1 instruction.

Problem Statement 3 Areas: Demographics - Student Achievement - Curriculum, Instruction, and Assessment - Student Academic Achievement

Problem Statement 4: Low attendance rate for campus.

Root Cause 4: Positive relationships and campus restorative practices are low.

Problem Statement 4 Areas: Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Student Academic Achievement

Problem Statement 5: Actions and a shared vision, mission, and goals were not aligned. This led to staff and instructional challenges.

Root Cause 5: Further alignment in vision, mission, and goals, with team goals that align to the school and district mission, vision, and goals.

Problem Statement 5 Areas: School Culture and Climate - Staff Quality, Recruitment, and Retention - Parent and Community Engagement - School Context and Organization - School Processes & Programs

Problem Statement 6: Our at-risk populations across all grade levels have a significantly lower passing rate on STAAR than grade level averages.

Root Cause 6:

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our subpopulations of students are not growing or achieving at the expected rates.

Root Cause 7: Low rigor and curriculum concerns in 3rd and 4th grade.

Problem Statement 7 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

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Goals

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 1: We will provide a guaranteed & viable curriculum.

Evaluation Data Source(s) 1: - Curriculum Management Plan
-Curriculum Progress Documents

Summative Evaluation 1: Some progress made toward meeting Strategy

Targeted or ESF High Priority

Next Year's Recommendation 1: COVID-19 allowed for no summative testing to evaluate goals.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) TEKS-RS will guide our instructional planning to ensure meeting the stated expectation of the TEK.			Increase student achievement 10% in meets and 5% in masters in all tested areas.	35%	35%	35%	→
			Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - Student Academic Achievement 1, 2, 3, 4, 5				
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 2) Authentic literacy strategies across all content areas each day.		Teachers	Increase in reading scores of 10% meets and 5% masters in tested areas. 80% student growth measures met or exceeded.	35%	35%	35%	→
			Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - Student Academic Achievement 2, 3, 4, 5 **Funding Sources**: SCE-State Compensatory Ed. - 7000.00				
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 3) Interventionist to support K-5 literacy instruction.			1.5 years growth for each student seen by the interventionist.	35%	35%	35%	→
			Funding Sources: 211-Title I - 23500.00, SCE-State Compensatory Ed. - 16000.00				
4) TEA Priorities Build a foundation of reading and math. Improve low-performing schools.				0%	0%	0%	→
			Funding Sources: SCE-State Compensatory Ed. - 48687.51				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Strategy 1 Problem Statements:

Demographics
Problem Statement 1: All sub pops are not achieving at the state average. **Root Cause 1**: Curriculum concerns and tier 1 instruction.

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Student Achievement
Problem Statement 1: All sub pops are not achieving at the state average. **Root Cause 1**: Curriculum concerns and tier 1 instruction.
Problem Statement 2: This cohort of students was well below expectations in 3rd grade. 4th grade students are not performing at an acceptable level in achievement or growth. **Root Cause 2**: Instruction well below the expected levels of rigor, curriculum concerns, tier 1 instruction.
Problem Statement 3: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause 3**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.
Problem Statement 4: Low attendance rate for campus. **Root Cause 4**: Positive relationships and campus restorative practices are low.

School Culture and Climate
Problem Statement 2: Low attendance rate for campus. **Root Cause 2**: Positive relationships and campus restorative practices are low.

Curriculum, Instruction, and Assessment
Problem Statement 1: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause 1**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.
Problem Statement 2: All sub pops are not achieving at the state average. **Root Cause 2**: Curriculum concerns and tier 1 instruction.
Problem Statement 3: Low attendance rate for campus. **Root Cause 3**: Positive relationships and campus restorative practices are low.

Student Academic Achievement
Problem Statement 1: Our subpopulations of students are not growing or achieving at the expected rates. **Root Cause 1**: Low rigor and curriculum concerns in 3rd and 4th grade.
Problem Statement 2: All sub pops are not achieving at the state average. **Root Cause 2**: Curriculum concerns and tier 1 instruction.
Problem Statement 3: This cohort of students was well below expectations in 3rd grade. 4th grade students are not performing at an acceptable level in achievement or growth. **Root Cause 3**: Instruction well below the expected levels of rigor, curriculum concerns, tier 1 instruction.
Problem Statement 4: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause 4**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.
Problem Statement 5: Low attendance rate for campus. **Root Cause 5**: Positive relationships and campus restorative practices are low.

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 2: We will engage each student in learning experiences that increase student growth and achievement.

Evaluation Data Source(s) 2: Formative & Summative Assessment Documents
MAP & STAAR Assessments
Articulation of Learning Opportunities
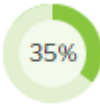
Summative Evaluation 2: Some progress made toward meeting Strategy

Targeted or ESF High Priority

Next Year's Recommendation 2: COVID-19 allowed for no summative testing to evaluate goals.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools 1) Using the PLC continuous improvement model to provide instruction at the stated level of expectations.			80% of our students will meet or exceed growth measures on MAP and 4th and 5th STAAR in math and reading.	35%	35%	35%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction		Teachers	Increase student achievement.	35%	35%	35%	→
2) Reading and Math materials purchase for reading and math intervention.		**Funding Sources**: SCE-State Compensatory Ed. - 35012.10					
RDA **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction		Admin w/Region 11		35%	35%	35%	→
3) Instructional Coaching for teachers.		**Funding Sources**: 211-Title I - 24150.00					

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 3: We will engage each student in learning experiences that lead to increased college, career, and military opportunities for post-secondary readiness

Evaluation Data Source(s) 3: - CCMR Reports
-List of College, Career and Military Opportunities
-College, Career, Life Ready Dashboards

Summative Evaluation 3: Some progress made toward meeting Strategy

Next Year's Recommendation 3: COVID-19 halted progress toward goals.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Career Day		Counselor	Engagement of students in opportunities post secondary.	0%	0%	0%	100%
2) Student Council		Teachers	Increase leadership capacity of our students for community impact.	0%	0%	0%	→
3) Student Ambassadors		Counselor	Increase leadership capacity of student to serve in our community.	0%	0%	5%	✗
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 4: We will engage each employee in meaningful learning experiences that support student success.

   Evaluation Data Source(s) 4: District learning opportunities, teacher logs of trainings

   Summative Evaluation 4: Significant progress made toward meeting Strategy

   Next Year's Recommendation 4: Training continued up until the break with COVID-19

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Staff training on authentic literacy strategies that can be used in all content areas.	2.4, 2.5, 2.6	Teachers	Increase in student achievement.	35%	35%	35%	→
			Funding Sources: SCE-State Compensatory Ed. - 1825.00				

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 5: Develop Family and Parent Engagement Plan
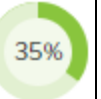
Parent and Family Engagement: (District/Charter Plan and All Campuses) "(2) is developed with the involvement of parents and other members of the community to be served

   Evaluation Data Source(s) 5: FPE Plan as developed through the District Education Improvement Council

   Summative Evaluation 5: Met Strategy

   Targeted or ESF High Priority

   Next Year's Recommendation 5: Continue to strengthen plans.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Family and Engagement Plan				35%	35%	35%	→
	100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

Goal 2: Community Engagement Goals
-Communicate with LEISD community to build trust, rapport, and involvement

Strategy 1: We will communicate with the LEISD community to build trust, support, and involvement.

Evaluation Data Source(s) 1: Community surveys and feedback

Summative Evaluation 1: Met Strategy

Next Year's Recommendation 1: Some progress made with community partners. Actively engage partners moving forward.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Improve low-performing schools 1) Multiple communication methods used.		Administration, teachers, staff	Increase in community and parent engagement.	100%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 2) Collaborate with PTA for parent engagement night.		Admin	Increase student engagement.	100%	100%	100%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue				

Goal 3: Human Capital Goals
-Recruit, support, and retain teachers and principals

Strategy 1: We will recruit, recognize, and retain high quality and effective personnel to support student success at every level.
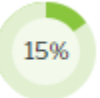
Evaluation Data Source(s) 1: Retention rates and employee surveys
Recruitment plan
Professional learning opportunities

Summative Evaluation 1: Met Strategy

Next Year's Recommendation 1: Continue with mentoring program and retention strategies.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Recruit, support, retain teachers and principals 1) Recruit and retain diverse high growth teachers through interview methods and training to support.		Administration, team leads	Increase teacher retention.	35%	15%	15%	100%

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 3: Human Capital Goals
-Recruit, support, and retain teachers and principals
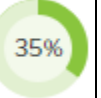
Strategy 2: Strategies for recruiting highly effective teachers
Staff development for professional staff of the district [TEC 11.252(3)(F)]

     Evaluation Data Source(s) 2:

     Summative Evaluation 2: Met Strategy

     Next Year's Recommendation 2: Continue with retention strategies.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **Additional Targeted Support Action Step** **TEA Priorities** Recruit, support, retain teachers and principals Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 1) Staff development for teachers focused on increase student achievement.		Teachers, staff, and administration	Increase teacher retention, quality, and engagement.	35%	35%	35%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 4: Ensuring Fiscal Health and Sustainability
-Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Strategy 1: We will ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Evaluation Data Source(s) 1: Financial information as directly related to teaching and learning, operations, and capital improvements.

Summative Evaluation 1: Met Strategy

Targeted or ESF High Priority

Next Year's Recommendation 1: Continue connecting funding to campus learning goals.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
RDA **TEA Priorities** Improve low-performing schools **ESF Levers** Lever 1: Strong School Leadership and Planning 1) Campus will connect funding sources to sustainable student outcomes.		Principal	Funding tied to campus learning goals.	100%	100%	100%	100%
		Problem Statements: Demographics 1 - Student Achievement 1, 2, 3, 4 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 1, 2, 3 - Student Academic Achievement 2, 3, 4, 5					
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Strategy 1 Problem Statements:

Demographics
Problem Statement 1: All sub pops are not achieving at the state average. **Root Cause 1**: Curriculum concerns and tier 1 instruction.

Student Achievement
Problem Statement 1: All sub pops are not achieving at the state average. **Root Cause 1**: Curriculum concerns and tier 1 instruction.

Student Achievement

Problem Statement 2: This cohort of students was well below expectations in 3rd grade. 4th grade students are not performing at an acceptable level in achievement or growth. **Root Cause 2**: Instruction well below the expected levels of rigor, curriculum concerns, tier 1 instruction.

Problem Statement 3: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause 3**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.

Problem Statement 4: Low attendance rate for campus. **Root Cause 4**: Positive relationships and campus restorative practices are low.

School Culture and Climate

Problem Statement 2: Low attendance rate for campus. **Root Cause 2**: Positive relationships and campus restorative practices are low.

Curriculum, Instruction, and Assessment

Problem Statement 1: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause 1**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.

Problem Statement 2: All sub pops are not achieving at the state average. **Root Cause 2**: Curriculum concerns and tier 1 instruction.

Problem Statement 3: Low attendance rate for campus. **Root Cause 3**: Positive relationships and campus restorative practices are low.

Student Academic Achievement

Problem Statement 2: All sub pops are not achieving at the state average. **Root Cause 2**: Curriculum concerns and tier 1 instruction.

Problem Statement 3: This cohort of students was well below expectations in 3rd grade. 4th grade students are not performing at an acceptable level in achievement or growth. **Root Cause 3**: Instruction well below the expected levels of rigor, curriculum concerns, tier 1 instruction.

Problem Statement 4: Curriculum is not aligned or taught at the appropriate level of rigor to the standard. **Root Cause 4**: Lack of understanding of how to align the instructional strategies to the TEK in order to reach the state level of rigor.

Problem Statement 5: Low attendance rate for campus. **Root Cause 5**: Positive relationships and campus restorative practices are low.

Comprehensive Support Action Steps

Goal	Strategy	Action Step	Description
1	1	1	TEKS-RS will guide our instructional planning to ensure meeting the stated expectation of the TEK.
1	1	2	Authentic literacy strategies across all content areas each day.
1	2	1	Using the PLC continuous improvement model to provide instruction at the stated level of expectations.
1	4	1	Staff training on authentic literacy strategies that can be used in all content areas.
2	1	1	Multiple communication methods used.
3	1	1	Recruit and retain diverse high growth teachers through interview methods and training to support.
3	2	1	Staff development for teachers focused on increase student achievement.

RDA Action Steps

Goal	Strategy	Action Step	Description
1	2	3	Instructional Coaching for teachers.
4	1	1	Campus will connect funding sources to sustainable student outcomes.

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State Compensatory

Budget for Cesar Chavez Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
211-11-6118.00.104.030.000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$42,000.00
211.116119.00.104.030.000	6119 Salaries or Wages - Teachers and Other Professional Personnel	$38,673.00
	6100 Subtotal:	**$80,673.00**
6200 Professional and Contracted Services		
211 13 6239 00 104 0 30 0 00	6239 ESC Services	$24,150.00
211.13.6239.00.104.030.000	6239 ESC Services	$24,150.00
	6200 Subtotal:	**$48,300.00**
6300 Supplies and Services		
211-11-6329.00-104-030000	6329 Reading Materials	$4,000.00
211.11.6399.00.104.030.000	6399 General Supplies	$11,272.00
	6300 Subtotal:	**$15,272.00**

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Wende Smith	5th Grade Science Teacher
Classroom Teacher	Heather Kremer	2nd grade teacher
Classroom Teacher	Joy Schulteis	Kindergarten teacher
Paraprofessional	Jane Connolly	Paraprofessional
Parent	Mark Vanderbrook	Parent
District-level Professional	Clint Miller	Director of Student Services
Classroom Teacher	Tina Trimble	Kindergarten teacher
Parent	Amber McKenna	Parent
Administrator	Elizabeth Miller	Principal
Administrator	Audra Vandiver	Assistant Principal
Classroom Teacher	Tiffany Sober	Special Education Teacher
Community Representative	Cathy Hull	Community Representative
Business Representative	America Smith	Business Representative

Campus Funding Summary

211-Title I

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	3	Interventionists Fall Semester		$23,500.00
1	2	3	Instructional Coaching		$24,150.00
				Sub-Total	$47,650.00
				Budgeted Fund Source Amount	$46,000.00
				+/- Difference	$-1,650.00

SCE-State Compensatory Ed.

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	2	Literacy Training		$2,000.00
1	1	2	Math Training		$5,000.00
1	1	3	Interventionists Spring Semester		$16,000.00
1	1	4	Hire 4 Additional Interventionists-(2 for 3rd, 1 for 4th, 1 for 5th 24 days x 8 hours x $25.00= $19,200.00	199.11.6118.00.104.024.104	$19,200.00
1	1	4	Increase from 3 days a week to 4 days a week for 3 Interventionists, Staff/teacher afterschool tutoring-3-5	199.11.6117.05.104.024.104	$12,237.00
1	1	4	Increase from 3 days a week to 4 days a week for 3 Interventionists, Staff/Teacher will provide after school tutoring-3-5	199.11.6118.00.104.024.104	$17,250.51
1	2	2	Reading and Math intervention resource		$15,000.00
1	2	2	At Risk Reading Materials	199.11.6329.00.104.024.104	$4,131.05
1	2	2	At Risk Math Materials	199.11.6399.21.104.024.104	$4,131.05
1	2	2	Reading Intervention Materials Needed for Pk-5 (10 backpacks for ELL, 10 backpacks for At-Risk Support	199.11.6329.00.104.024.104	$4,600.00
1	2	2	At Risk ESL-Technology 14 ipads w cases purchased for student learning resources	199.11.6398.00.104.025.104	$5,936.00

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SCE-State Compensatory Ed.					
Goal	**Strategy**	**Action Step**	**Resources Needed**	**Account Code**	**Amount**
1	2	2	At Risk ESL-Resource Materials	199.11.6399.00.104.025.104	$1,214.00
1	4	1	Reading Training		$1,825.00
				Sub-Total	$108,524.61
				Budgeted Fund Source Amount	$40,000.00
				+/- Difference	$-68,524.61
				Grand Total	$156,174.61

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Addendums

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References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
  - Emergency medical technicians
  - Paramedics
  - Law enforcement officers,
  - Firefighters
  - Representatives of the organization that developed or endorsed the training
  - Educators
  - Nurses

Good resource for training
TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.
"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability
District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

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Little Elm Independent School District

Hackberry Elementary

2019-2020 Campus Improvement Plan

Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Revised/Approved: September 01, 2019

Demographics

Demographics Summary

As a review, the 2018-2019 PEIMS data reflects that Hackberry's enrollment increased due to new residents in developing neighborhoods that surround Hackberry. Based on the evaluation from the LEISD demographer, the potential of student growth is high in the Hackberry zone. We anticipate adding class sections as our enrollment grows.

# of students: 706

Asian/ Multi-Race: 8.9%

African American: 18.84%

Hispanic: 37.25%

White: 30.74%

Male: 51.8%

Female: 48.2%

At-risk: 366 students

ELL: 214 students

Mobility Rate:

Special Education: 53 students

Attendance Rate: 96.24%

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Demographics Strengths

Hackberry is a multi-cultural campus that serves a diverse number of ethnic groups/races, languages, and economic status. Hackberry is able to effectively identify student needs and place them in the appropriate program (bilingual, ESL, dyslexia, special education, or GT.) Having the dual language program on our campus provides a unique experience for our students and increases enrollment.

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Student Achievement

Student Achievement Summary

During the 2018-2019 school year, Hackberry students were assessed by STAAR, DRA/EDL, and MAP. Our data shows students are closing gaps in the areas of math and reading. Students also took content specific unit tests as a summative assessment measure throughout the year. Formative assessments were created through our PLC process to identify the specific needs of each individual student. This helped drive our differentiated small group instruction and targeted intervention time.

Student Achievement Strengths

STAAR:

3rd-4th (18-19) Math: Mastering: 20.83%-31.25%

4th-5th (18-19) Math: Mastering: 16.23%-31%

4th-5th (18-19) Reading: Mastering: 12.6%-26.5%, Meets: 37.9%-52.1%

MAP:

Reading K: 82/86 (95%)

Math: 71/105 (75%)

Map Math 1st: 78/111 (78%)

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School Culture and Climate

School Culture and Climate Summary

Students and staff describe Hackberry as an engaging and exciting learning environment. Students and staff are made to feel valued and respected.

Our OHI data reflects that we have increased in every area. Our overall average OH score increased by 41 percentile points. We increased in the following OH Dimensions:

Goal Focus-35
Communication Adequacy-46
Optimal Power Equalization-28
Resource Utilization-25
Cohesiveness-37
Morale-53
Innovativeness-37
Autonomy-56
Adaptation-43
Problem Solving Adequacy-53

We had 68 referrals schoolwide this school year. PBIS and CHAMPS have helped improve student behavior and student-teacher relationships.

Students are provided opportunities to join leadership groups such as student council and LOBO leaders.

School Culture and Climate Strengths

During the 2018-2019 school year, a "House System" was established to create a fun, engaging, and inclusive culture. Parents describe the school as fun & welcoming with high expectations.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance Rate is low. **Root Cause**: Our Pre-K attendance rate was at 90% and Kindergarten 95.48%. Pre-K and Kindergarten are not mandatory grade levels, therefore, some parents may may not see the importance of their child attending school.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

A review of certification records, professional learning records, and staff retention data indicates that Hackberry staff are highly qualified and appropriately trained. Appropriate ESL and bilingual certified staff meet the needs of ESL, bilingual, and dual-language students.

Staff Quality, Recruitment, and Retention Strengths

Hackberry Elementary and LEISD have high standards. Dual language positions have been filled with bilingual certified staff members, so no waivers will be required for bilingual teachers this year. PLC meetings were conducted weekly to discuss lesson plans and student progress. The principal and assistant principal strive every day to ensure classroom support for teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Retention **Root Cause**: Demands to meet high standards cause burn out

Problem Statement 2: New teachers are consistently provided adequate support **Root Cause**: Lack staff and time to support and adequate, relevant training at new teacher orientation.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

All staff has been trained on Rigor, Relevance & Learner Engagement. PLC Process is in its fourth year of implementation campus-wide K-5. Through the PLC process, we focus on four pillars to improve student success

- TEKS
- Learning Targets
- Tier 1 Strategies (What do we want them to learn?)
- Development of Common Assessment(How will we know they learned it?)
- Planning for Interventions and Enrichment activities(What will we do if they don't and what will we do if they do?)
- Data Disaggregation(Monitoring student success and assigning the correct intervention/Enrichment to every child.)

Our teachers and specialists meet daily to plan in all areas that will support student academic progress. Content Teams are in place to effectively plan across the curriculum. Integrating across curricular in certain core subjects is also in place to increase student achievement.

Our focus for the 2019-2020 school year will be Literacy. We will ensure all students will be on or above grade-level before being promoted to the next grade. We will utilize Fountas Pinnell Leveled Literacy Intervention and Soluciones for Spanish readers. We also have a leveled literacy library to support intentional guided reading instruction.

Curriculum, Instruction, and Assessment Strengths

TEKS Resource System is being effectively implemented in all core content areas.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers are overwhelmed with the new components of the curriculum **Root Cause**: Many new resources without a clear roadmap

Problem Statement 2: Tier I instruction lacks depth for true student learning **Root Cause**: Inconsistent planning and teaching with the use of Backward Lesson Design and Rigor, Relevance & Learner Engagement Rubrics with the utilization of resources & content pedagogy PD.

Problem Statement 3: Asian, White, Economically Disadvantaged, and SPED students are performing below the state's 'meets' objective in reading and

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math. **Root Cause**: Curriculum gaps and lack of targeted support with vertical alignment of essentials.

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Parent and Community Engagement

Parent and Community Engagement Summary

Hackberry Elementary has an excellent relationship with its parents and the Little Elm community. Our parents feel welcomed and valued as an integral part of the learning community. School communication is distributed through weekly electronic school newsletters, weekly class newsletters, class websites, and classroom dojo. Our community events are well attended each time we open the doors. PTA has partnered with us in the learning process. Their events and fundraisers have been a key support to our teachers and students.

Parent and Community Engagement Strengths

Spring Carnival

Science Fair

Grandparents Day

Curriculum Night

School Musicals

Career Day

Weekly Newsletters

Frequent Call outs to parents/Guardians

Coffee with the Principal

Dual Language Night

Lobo Fest

End of the Year Awards ceremony

Weekly volunteers to read with our students

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Parents Volunteer for teachable moments in Makerspace Lab

Doubled PTA membership-Golden Apple Award

Classroom Dojo

Co-Serv sponsorship

Frisco Lakes mentor readers

Career Day

Financial support-Joe's pizza, t-shirts, spirit nights

Teacher incentives donated from businesses

PTA sponsored lunches and celebrations from local businesses

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School Context and Organization

School Context and Organization Summary

A master schedule for the 2018-2019 school year included all minutes accounted for in each core subject. PLC and planning opportunities for teachers and positive action lessons for LIINK and a dedicated intervention block in the daily schedule for all grades. This schedule will continue thru the 2019-2020 school year. We recognize student achievement through "House Parties" showing the Hackberry Essentials.

The RTI process was refined to encourage the use of the process to provide timely interventions. Meetings were scheduled according to a master calendar to maximize the use of the time of all members involved in meetings. The yearly calendar was constructed to account for during and after school commitments in order to provide a balance of activities for staff and students.

School Context and Organization Strengths

Our master schedule was a strength for our school. It allowed for maximum instruction time, LIINK involvement, regular PLC and planning meetings.

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Technology

Technology Summary

Hackberry has one to one devices for 4th and 5th grade. DOJO is utilized campus-wide for frequent communication. Teachers have also included Seesaw, Reading A-Z, Lexia, Google classroom, canvas, and educational programming into their lessons. Apple TVs and projectors are available school-wide to promote collaboration and share digital files.

Parents were provided opportunities to learn about digital learning at Hackberry. Educational apps and programs have been showcased at family nights with opportunities for parents to use technology. A Coffee with the Principal session also showcased digital learning at Hackberry.

Technology training for teachers has been provided through canvas & LEISD Summit sessions.

Technology Strengths

Makerspace Lab

One to One devices in upper grades

iPads and Chromebooks available on mobile lab carts in lower grades

Apple TVs in learning spaces

Variety of educational apps and programing

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Priority Problem Statements

Problem Statement 1: Attendance Rate is low.

Root Cause 1: Our Pre-K attendance rate was at 90% and Kindergarten 95.48%. Pre-K and Kindergarten are not mandatory grade levels, therefore, some parents may may not see the importance of their child attending school.

Problem Statement 1 Areas: School Culture and Climate

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- TTESS data

Support Systems and Other Data

- Organizational structure data

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Goals

Goal 1: Teaching and Learning Goals

-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement through rigor, relevance, and learner engagement
-Increase meaningful learning experiences for staff
-Provide safe and secure environment to learn
-Serve At-Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

Strategy 1: Move from a "C" rating to a "B" campus rating

    Evaluation Data Source(s) 1: MAP data, Benchmark data, CSA data, STAAR data

    Summative Evaluation 1: Met Strategy

    Next Year's Recommendation 1: Build systems to maintain fidelity with processes

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Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Develop a whole school approach to quality Tier I instruction. Growing all teachers through 1. Relationships 2. Classroom Management 3. Planning 4. Instruction	2.4, 2.5	Principals	Walkthrough Data CSA, Benchmarks, MAP, & STAAR	20%	60%	80%	100%
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Use the Rigor, Relevance, and Learner Engagement Rubrics in planning and do a minimum of 1 team walk a month to monitor instruction	2.4	Grade-Level teams, coaches, and Principals	60% of lessons fall in the Quad "C" and "D" range, a minimum of 80% of students are engaged in the lesson 90% of the time during classroom walks	25%	75%	75%	100%
ESF Levers Lever 5: Effective Instruction 3) Principals will do a minimum of 75 campus walks a month to give specific feedback and support to all teachers		Principals	60% of lessons fall in the Quad "C" and "D" range, a minimum of 80% of students are engaged in the lesson 90% of the time during classroom walks	25%	75%	80%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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Goal 1: Teaching and Learning Goals

-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement through rigor, relevance, and learner engagement
-Increase meaningful learning experiences for staff
-Provide safe and secure environment to learn
-Serve At-Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

Strategy 2: Meet growth and achievement targets through improved and targeted instructional strategies, for all students including those identified as needing additional targeted support (Demographics category- White, Asian, SPED, & Economically Disadvantaged.

    Evaluation Data Source(s) 2: MAP data, Benchmark data, CSA data, STAAR data

    Summative Evaluation 2: Met Strategy

    Next Year's Recommendation 2: Continue building processes and systems for fidelity

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) TEA Priorities Build a foundation of reading and math. 1) Provide academic support to all sub-pops in reading using small groups and aligned TEK resources.	2.4, 2.5	Principals Teachers/Staff Tutors Academic Interventionists	SPED 12% to 30% White 46% to 60% Asian 68% to 75% Economically Disadvantaged 33% to 45%	25%	50%	60%	100%
Funding Sources: SCE-State Compensatory Ed. - 6308.64, Bilingual/ESL-199 PIC 25 - 2937.50							

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
2) Break down all MAP data, Benchmarks, and CSA by subpopulations to determine needed gaps. These will be reviewed during PLC's.	2.4, 2.5	Teams and Principals	SPED 12% to 30% White 46% to 60% Asian 68% to 75% Economically Disadvantaged 33% to 45%	75%	100%	100%	100%
ESF Levers Lever 5: Effective Instruction 3) Students falling under meets standard in reading in the subpopulations of (White, Asians, Economically Disadvantaged, and SPED) will receive 3 LLI lessons per week.		Coaches, specialist, Teachers, Tutors	SPED 12% to 30% White 46% to 60% Asian 68% to 75% Economically Disadvantaged 33% to 45%	100%	100%	100%	100%
Funding Sources: SCE-State Compensatory Ed. - 38900.00, 211-Title I - 11644.32, Bilingual/ESL-199 PIC 25 - 8500.00							

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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Goal 1: Teaching and Learning Goals

-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement through rigor, relevance, and learner engagement
-Increase meaningful learning experiences for staff
-Provide safe and secure environment to learn
-Serve At-Risk Students through State Compensatory Education funding
- Develop a Parent and Family Engagement Plan

Strategy 3: Attend Ron Clark Academy

    Evaluation Data Source(s) 3: Learner Engagement Rubric

    Summative Evaluation 3: Met Strategy

    Next Year's Recommendation 3: TBD

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Send 4 members to the Ron Clark Academy to transform classrooms by seeing transformative methods and techniques that increase Rigor and student engagement.	2.4	Principal & 4 Teachers	Increased Rigor and Learner Engagement	50%	55%	60%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 2: Community Engagement Goals
-Communicate with LEISD community to build trust, rapport, and involvement

Strategy 1: Topics that involve parents in the education process.

Coffee with the Principal
October
November
January
March
May

Evaluation Data Source(s) 1: Number of attendees at the meeting
PTA Membership
Watch Dog Membership

Summative Evaluation 1: Met Strategy

Next Year's Recommendation 1: Increasing parent involvement through online platform

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Communicate these meeting in both English and Spanish Provide multiple time options so all parents can attend	2.5	Principal	Increase by 25% in parent involvement in CWTP & Parent organizations at HBE	50%	50%	55%	100%
	100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue

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Goal 2: Community Engagement Goals

-Communicate with LEISD community to build trust, rapport, and involvement

Strategy 2: Recruit parents for participation on committees, organizations and volunteering such as LPAC, CLT, DEIC, PTA, Watch D.O.G.S. and tutors

    Evaluation Data Source(s) 2: Parent surveys (Thought Exchange)

    Summative Evaluation 2:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Develop better communication strategies to ensure we are reaching all parents.		Principal	25% increase in parent involvement	50%	100%	100%	100%

100% = Accomplished		= Continue/Modify	0% = No Progress	✗ = Discontinue	

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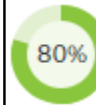
Goal 3: Human Capital Goals
-Recruit, develop and retain high quality staff

Strategy 1: Hire and retain Highly qualified staff

Evaluation Data Source(s) 1: HQ staff at 100%

Summative Evaluation 1: Met Strategy

Next Year's Recommendation 1: Systematic approach to the "Get Better Faster Coaching Model" to improve Tier I Instruction.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 1) -New teachers are trained through get better faster. -Support the teaching staff in attending professional development to continue education of best practices. -New teachers are given mentors and trained by the district.		Principals	100% Retainment and 100% of new teachers are trained through the Get Better Faster Model	50%	75%	80%	100%
		Funding Sources: 211-Title I - 500.00					

100% = Accomplished →= Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 4: Ensuring Fiscal Health and Sustainability
-Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Strategy 1: Ensure all Professional Learning, Resources, and Staff Support are tied directly to student outcomes

> **Evaluation Data Source(s) 1:** MAP
> BENCHMARKS
> CSA
> STAAR
>
> **Summative Evaluation 1:** Met Strategy

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) MAP, CSA and Benchmarks used to determine support plan.		Coaches, Teachers, Specialist, Principals	Meet campus goals of 1 years progress for students in the area of reading and math	25%	75%	75%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Campus Funding Summary

211-Title I

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	2	3	LLI Tutoring		$8,500.00
1	2	3	Tutors Professional Personnel	21113611900105024000	$3,144.32
3	1	1	Training for Get Better Faster		$500.00
				Sub-Total	$12,144.32
				Budgeted Fund Source Amount	$9,000.00
				+/- Difference	$-3,144.32

SCE-State Compensatory Ed.

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	2	1	Tutoring	19911611705105024105	$3,178.50
1	2	1	Reading A-Z	19911629900105024105	$2,958.55
1	2	1	Reading Materials	19913632900105024105	$171.59
1	2	3	LLI Tutoring		$38,900.00
				Sub-Total	$45,208.64
				Budgeted Fund Source Amount	$20,900.00
				+/- Difference	$-24,308.64

Bilingual/ESL-199 PIC 25

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	2	1	Tutoring ESL	19911611705105025105	$2,937.50
1	2	3	Soluciones Tutoring		$8,500.00
				Sub-Total	$11,437.50
				Budgeted Fund Source Amount	$8,500.00

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Bilingual/ESL-199 PIC 25					
Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
				+/- Difference	$-2,937.50
				Grand Total	$68,790.46

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Addendums

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References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
  - Emergency medical technicians
  - Paramedics
  - Law enforcement officers,
  - Firefighters
  - Representatives of the organization that developed or endorsed the training
  - Educators
  - Nurses

Good resource for training
TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.
"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability
District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

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Little Elm Independent School District

Lakeside Middle School

2019-2020 Campus Improvement Plan

Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

- 1600+ 6 - 8 student population
- 6th Grade = 560
- 7th Grade = 530
- 8th Grade = 520
- ECD 54%
- 43% Hispanic
- 31% White
- 19% Black

  - 49% Female
  - 51% Male

  - 750 At-Risk
  - 270 LEP
  - 150 504
  - 150 SPED

Demographics Strengths

* Diverse Population

* Strong sense of school community

Problem Statements Identifying Demographics Needs

Problem Statement 1: More than 50% of our students are at-risk students with high needs, and we want to ensure we have the staff trained to support growth in all students. **Root Cause**: Lack of resources, training.

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Student Achievement

Student Achievement Summary

Students grew from 2017-2018 to 2018-2019 in all areas on STAAR. LA was 77% overall; Math 86%; Writing 74%; Science 76%; Social Studies 55%. We were in Quartile 1 for Reading progress. Most are Q2 & Q3; some in Q4. Data is shared with teachers to set overall improvement SMART goals.

Student Achievement Strengths

All reas improved. Dedicated intervention time was built in to support that growth.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: For the state, White and Two races or more students have not met required growth but are improving. **Root Cause**: Sub-pop data hasn't been effectively used for intervention yet.

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School Culture and Climate

School Culture and Climate Summary

Climate is positive, culture is being built from a student-centered focus. Culture is a true famiLE.

School Culture and Climate Strengths

We have focused on building relationships, reading Love and Logic as a staff. Teachers attend student activities (games, fine arts), procedures and set for safety.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Lack of unity between the Lakeside and Powell buildings at Lakeside Middle School. **Root Cause**: We have been separate entities and we are trying to come together as one to better support students.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of our teachers are highly-qualified. We have new teachers with high energy and are supported through a strong mentorship program. There are ALI opportunities. We do CIR walks to look at instruction in other classrooms.

Staff Quality, Recruitment, and Retention Strengths

Leadership opportunities exist for teachers. All teachers are involved with school committees and PLCs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Culture and unity can be improved; positivity can be improved. **Root Cause**: Buildings have been two separate schools for a long time.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

TEKS Resources have been added. Teachers meet at least once weekly in PLCs. We have common CFAs and CSAs in School City.

Curriculum, Instruction, and Assessment Strengths

Above, as well as positive impact from Fine Arts and Athletics. Rigor Rubric and common language with improved PLCs focused on the work.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Ensuring that all students are successful with the fidelity of inclusion practices for SpEd and ESL students. **Root Cause**: Lack of SpEd and ESL resources/teachers.

Parent and Community Engagement

Parent and Community Engagement Summary

Avenues for communication include Facebook, Twitter, PeachJar, and Blackboard. School Resource Officer is visible for safety. We have after school curriculum nights and athletics to bring parents into the school.

Parent and Community Engagement Strengths

We communicate in many different venues in English and Spanish. We have an open door policy.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: We wonder if students are fully engaged enough to include parents. **Root Cause**: Teacher time and training to plan for engaging lessons.

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School Context and Organization

School Context and Organization Summary

Duty schedule is published at the beginning of the year. Master schedule has been created. Admin responsibilities are published.

School Context and Organization Strengths

Tutorials, and buses for students to take home.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: The day extends too long into the evening for after-school tutorials to be effective. **Root Cause**: Transportation and middle school schedule

Technology

Technology Summary

Each student has the opportunity to have a chromebook for class and school use (1:1). Teachers utilize technology for learning.

Technology Strengths

Emposers & Equips the students to engage them, and allows for immediate feedback. Allows for a variety of lessons. Give students options.

Problem Statements Identifying Technology Needs

Problem Statement 1: The reality is that not every student has a device every day. **Root Cause**: Time for repair is long; students don't bring devices charged to school every day.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

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Goals

Goal 1: Teaching and Learning Goals: Strengthen Tier 1 Instruction so that every student makes academic growth.

Strategy 1: Tier One instruction will include a focus (in planning and walkthroughs) on Thoughtful Work and Academic Discussions. Admin will give feedback to teachers, as well as provide professional learning opportunities for continuous improvement.

    Evaluation Data Source(s) 1: Walkthroughs - focus on thoughtful work and academic (structured) discussions.

    Summative Evaluation 1:

    Targeted or ESF High Priority

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math Improve low-performing schools		Kelley Carr & Kelly Hastings, Co-Principal	The number of lessons that fall under the "developed" range will increase.	35%	70%	100%	→
1) The Rigor rubric will be used in planning sessions and walkthroughs, focused on Academic Discussions and Thoughtful Work.		**Funding Sources**: Bilingual/ESL-199 PIC 25 - 2523.63					

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Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 2) ESL students will be identified and targeted to check for understanding and increase learning through small group instruction in every classroom.		Leigh Ann Dailey, Alicia Matthews, Connie Mikla, and Tina Tipton.	Students will increase their learning evidenced through STAAR.	0%	50%	50%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 1: Teaching and Learning Goals: Strengthen Tier 1 Instruction so that every student makes academic growth.

Strategy 2: All CFAs and CSAs will be broken down by sub-pop; action plans will be created according to the data and student need, and implemented. We will follow up during intervention and enrichment, and/or during class time through small group instruction.

Evaluation Data Source(s) 2: School City and STAAR

Summative Evaluation 2:

Targeted or ESF High Priority
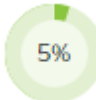
Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step TEA Priorities Build a foundation of reading and math 1) Analyze CFAs and CSAs		Kelley Carr & Kelly Hastings, all teachers	Teachers will know where to focus on re-teaching to fill academic gaps in learning.	40%	45%	45%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 2: Community Engagement Goals: Increase opportunities for parents to be involved in their child's academic experiences.

Strategy 1: Create parent survey to ask how they want to be involved in their child's academic experience.

Evaluation Data Source(s) 1: survey

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Parent survey (thought exchange) will be created and distributed by Feb. 18 The information derived from survey will be used to connect better with parents and better provide for student needs.		Kelley Carr and Kelly Hastings, Co-Principals	We will understand how parents want to be involved with LMS.	5%	55%	55%	✗
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 2: Community Engagement Goals: Increase opportunities for parents to be involved in their child's academic experiences.

Strategy 2: Create student survey to get input on how to make LMS better for their learning. Create student panel for input after survey to help drive the "how."

Evaluation Data Source(s) 2: Survey, changes made as a result.

Summative Evaluation 2:
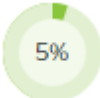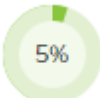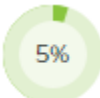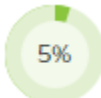
Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 3: Positive School Culture 1) Create student survey to get input on how to make LMS better for their learning.	2.5, 2.6	Kelly Hastings and Kelley Carr	Use student information to guide improvements at LMS.	5%	15%	15%	✗
ESF Levers Lever 3: Positive School Culture 2) Create student survey.	3.1	Kelly Hastings and Kelley Carr	Students will help guide the improvement at LMS for 2019-2020, as well as going forward at Walker and Strike.	0%	20%	20%	✗
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 3: Human Capital Goals: Focusing on building a collaborative culture to create a common language and support for all staff to ensure student success.

Strategy 1: Create opportunities for collaborative "we" time (faculty meetings) and vertical PLCs where we celebrate each other, create team challenges, and actively share staff perspectives/voice.

Evaluation Data Source(s) 1: Staff shares "Lobo Like Notes" with each other, survey teachers on feelings of collaboration and support. Include shout-outs weekly for staff.

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Create survey for teachers to be distributed by January 8th.		Kelley Carr and Kelly Hastings, Co-Principals	Be aware of teacher perceptions regarding the collaborative culture at LMS.	5%	90%	90%	✗
2) Survey teachers in the middle of the year, by March 31, 2020.		Kelly Hastings & Kelley Carr, Co-Principals	Ensure we are supporting a collaborative culture at LMS.	5%	10%	10%	✗
3) Send out end of year survey on or before May 15, 2020.		Kelly Hastings & Kelley Carr, Co-Principals	Increase collaborative culture at LMS.	5%	5%	5%	✗
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 4: Ensuring Fiscal Health and Sustainability: We will ensure all money spent is aligned with campus improvement.

Strategy 1: All professional learning and tutoring funds will be directly tied to student success.

Evaluation Data Source(s) 1: Budget Codes, MAP scores, and STAAR data (improvement)

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step 1) Use MAP data to determine support plan.		Kelley Carr, Kelly Hastings, & Tina Tipton	Get students in to tutoring.	50%	65%	65%	→
Funding Sources: SCE-State Compensatory Ed. - 3276.90							
Targeted Support Action Step 2) Use middle of the year MAP data to determine student growth and re-evaluate plan.		Kelley Carr, Kelly Hastings & Tina Tipton	Students will show increased academic growth.	5%	50%	55%	→
3) Continue tutoring based on MAP, CSA, and CFA data.		Kelley Carr, Kelly Hastings & Tina Tipton	Students will grow academically in math and reading, as well as Science and Social Studies.	40%	55%	55%	→
Funding Sources: High School Allotment - 912.62							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

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Comprehensive Support Action Steps

Goal	Strategy	Action Step	Description
1	1	1	The Rigor rubric will be used in planning sessions and walkthroughs, focused on Academic Discussions and Thoughtful Work.

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State Compensatory

Personnel for Lakeside Middle School:

Name	Position	Program	FTE
Chelcie Guerra	Special Education	100% IDEA	Special Education Teacher
Kay Thomas	At-Risk Teacher	100% SCE	8th Grade At-Risk Math Teacher

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Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kelley Carr	Co-Principal
Administrator	Kelly Hastings	Co-Principal
Classroom Teacher	Raeghen Brewer	6th LA Teacher
Classroom Teacher	Crystal Young	6th Grade Science
Classroom Teacher	Ben Jameson	Tech Applications/Coach/7th Grade Math
Classroom Teacher	Jonathan Fant	6th Grade SS
Classroom Teacher	Michelle Duesman	8th Grade US History
Classroom Teacher	Kyla Heffernan	Robotics/Engineering
Classroom Teacher	Jeani Gonzalez	7th Grade Science
Classroom Teacher	Julieann Konkler	7th Grade Science
Community Representative	Linda Janssen	Life Touch Pictures
District-level Professional	Dr. Ashley Glover	Director of District Assessment and Federal Programs
Parent	Lori Reeves	Parent
Parent	Staci Horvath	Parent
Paraprofessional	Shanna Terry	School Secretary

Addendums

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References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
  - Emergency medical technicians
  - Paramedics
  - Law enforcement officers,
  - Firefighters
  - Representatives of the organization that developed or endorsed the training
  - Educators
  - Nurses

Good resource for training
TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.
"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability
District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

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Little Elm Independent School District

Lakeview Elementary

2019-2020 Campus Improvement Plan

Board Approval Date: October 22, 2019
Public Presentation Date: October 22, 2019

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Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

581 Students

54% Male

46% Female

19% Hispanic

26% African American

44% White

40% Economic Disadvantaged

12% LEP

5% GT

11% ESL

11% SPED

11% mobility rate

38% At-risk

Demographics Strengths

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Specialized reading and math interventions provided by certified teachers.

Neighborhood School with strong parental involvement

Different cultures and languages from around the world

Ability to meet the needs of our changing demographics through PLC's, enhanced RTI process and attention to building lasting and meaningful relationships with students and parents

All teachers became fully ESL certifiied by the end of the 2018-19 school year

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students of different cultural backgrounds may struggle with building and maintaining meaningful relationships with staff. **Root Cause**: The demographics of the staff do not reflect the demographics of our students.

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Student Academic Achievement

Student Academic Achievement Summary

2018-19 STAAR Results

Reading: 79%

Writing: 66%

Science: 76%

Math: 84%

2018-19 Accountability Ratings Summary

Student Achievement: 78

Student Progress: 72

Closing Performance Gaps:81

Overall score: 79

Student Academic Achievement Strengths

Lakeview Elementary met standard in all areas.

Showed increases from previous years in Math and Writing

Had a scaled score of 81 in the closing the performance gap domain on the 2019 accountability report

Gains in several areas with multiple accountability groups

Problem Statements Identifying Student Academic Achievement Needs

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Problem Statement 1: Tier 1 Instruction is a growth area for all populations. **Root Cause**: We need increased specificity while targeting instruction.

Problem Statement 2: Increase support for students determined to be At Risk through needs-based intervention and support **Root Cause**: High achievement, low growth for our students including 40% At Risk student population

Problem Statement 3: Curriculum is not aligned at the appropriate level of Rigor and relevence required by state standards **Root Cause**: More focus on teacher planning using the rigor and relevence rubric on how to align the instructional strategies to the TEK in order to reach state level of rigor

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School Processes & Programs

School Processes & Programs Summary

Instruction and Curriculum

Staff is involved in training that focuses on teaching the power standards in an engaging and meaningful way by using strategies that are designed to deliver rigorous and relevant classroom instruction. Teachers are participating in the PLC process on a regular basis to plan for student learning and collaborate as teams for student success. The campus RTI process is becoming more focused and the follow through instruction is monitored.

Personnel support

- All teachers and staff highly qualified, certified and licensed
- Identification and implementation of professional development based on needs, state requirements, testing data, and educational growth
- T-TESS evaluations, walkthroughs, PLC Meetings, vertical team meetings based on content
- Leadership opportunities for staff based on grade level and content area
- Campus administration intentional in areas of building capacity in staff
- Staff turnover at a minimum
- Teams involved in interview and teacher on boarding of new staff

Organizational and Administrative

- Teams are participating in weekly PLC meetings that are focused on increasing student achievement
- Teams are participating in protected PLC times that focus on Question #2 of PLC rubric
- Open lines of communication with shareholders through website and social media platforms

School Processes & Programs Strengths

PLC processes already in place and functioning efficiently in most grade levels.

Team planning focuses on "planning with a purpose" which includes the engaging experiences and evidence of learning.

Weekly partner planning that focuses on the 4 questions.

Very little staff turnover each year allows campus stability and instructional integrity

Additional protected PLC planning time built into the master schedue to allow for focus on Question #2

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some RTI Tier 2 students not progressing as expected **Root Cause**: RTI process needs to be monitored for fidelity and follow through

Perceptions

Perceptions Summary

Lakeview Elementary has a safe, positive climate that is conducive to student success. Our OHI report from the previous year shows that Lakeview is very high in the goal focus and communication dimensions. The strength of these two dimensions partnered with very high student and staff expectations combine to form a heathly learning environment. Growing diversity in our student population has lead to changes in and additions to some of our programs and activities. Parent participation and community involvement in some of our extra curricular events has shown an increase which we believe speaks to the fact that we have created and maintained a culture of inclusiveness at Lakeview.

Perceptions Strengths

Rockin' Rhythms

Bluebonnet Breakfast

Character Traits Award

Attendance Awards

Imagine Math

Think Through Math Awards

Clubs for every student

Student Council

WatchDogs

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a need to actively support the emotional well-being of students **Root Cause**: Students might not be receiving correct interventions at the earliest stages

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Running Records results
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

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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
- Budgets/entitlements and expenditures data
- Study of best practices

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Goals

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 1: Meet growth and achievement targets through improved and targeted instructional strategies, for all students including those identified as needing additional targeted support (Demographics category- White(R/M), AA(M)

Evaluation Data Source(s) 1: MAP data, Benchmark data, CSA data, STAAR data

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide academic support to all sub-pops in reading using small groups and aligned TEK resources.	2.4, 2.5	Teachers/Staff Tutors Academic Interventionists	% at Meets GL or above in Reading W=45% to 60% in Math W=57% to 59%	30%	50%	50%	→
Funding Sources: Title I, Part A- 211, PIC 30 Schoolwide - 23000.00							

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Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 2: Maintain the Met Standard District Rating from the Texas Education Agency(TEA) and add Distinctions

Evaluation Data Source(s) 2: TEA Rating and earn Distinctions

Accountability Ratings Summary
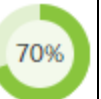
Student Achievement: 78

Student Progress: 72

Closing Performance Gaps:81

Overall score: 79

Summative Evaluation 2:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Provide materials for targeted interventions for struggling students using our district's RTI system. Mentoring Minds Resources	2.4, 2.6	Teachers Reading Interventionist	Accountability Ratings Summary Student Achievement: 78 Student Progress: 72 Closing Performance Gaps:81 Overall score: 79	30%	65%	70%	→
	Funding Sources: SCE-State Compensatory Ed. - 15000.00						

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Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

Goal 1: Teaching and Learning Goals
-Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 3: Use Rigor/Relevance rubric in planning , PLC's and walkthroughs

Evaluation Data Source(s) 3: Lesson planning sessions focused on Quad C and D work

Summative Evaluation 3:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) All Benchmark tests will be broken down by sub-pop; action plans will be created according to the data and student need, We will look at results during learner looks We will follow up during intervention and enrichment.		Teachers/Admin		10%	65%	65%	→
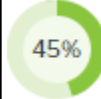
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue

Goal 2: Community Engagement Goals
-Communicate with LEISD community to build trust, rapport, and involvement

Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Evaluation Data Source(s) 1: Parent surveys

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Provide translated materials and translators at meetings as needed for school to home communication, such as: newsletters, marquee and flyers.	3.1	Admin, all staff	Parents will become more involved in the learning experience	15%	40%	45%	→
Funding Sources: Title I, Part A- 211, PIC 30 Schoolwide - 1000.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 2: Community Engagement Goals
-Communicate with LEISD community to build trust, rapport, and involvement

Strategy 2: Recruit parents for participation on committees, organizations and volunteering such as LPAC, CLT, DEIC, PTA, Watch D.O.G.S. and tutors

    Evaluation Data Source(s) 2: Parent surveys

    Summative Evaluation 2:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			**Summative**
				Oct	**Jan**	**Mar**	**June**
1) Provide parent training on FOCUS for improved Home to School communications				5%	25%	25%	→

	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

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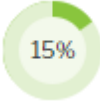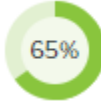
Goal 3: Human Capital Goals
-Recruit, support, and retain teachers and principals

Strategy 1: Hire and retain Highly qualified staff

Evaluation Data Source(s) 1: HQ staff at 100%

Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Support the teaching staff in attending professional development to continue education of best practices. New teachers are given mentors and trained by the district.		Admin		15%	65%	65%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							
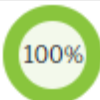
Goal 4: Ensuring Fiscal Health and Sustainability
-Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Strategy 1: Tie all tutoring, PD, and supply funds directly to student outcomes

     Evaluation Data Source(s) 1: STAAR data and MAP data

     Summative Evaluation 1:

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Action Step **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) RTI plan is data driven. MAP, CSA and Benchmarks used to determine support plan. Provide materials to assist with authentic literacy strategies across each content area	2.4, 2.5, 2.6	Admin		15%	50%	50%	→
			Funding Sources: SCE-State Compensatory Ed. - 10000.00				
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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Comprehensive Support Action Steps

Goal	Strategy	Action Step	Description
4	1	1	RTI plan is data driven. MAP, CSA and Benchmarks used to determine support plan. Provide materials to assist with authentic literacy strategies across each content area

State Compensatory

Personnel for Lakeview Elementary:

Name	Position	Program	FTE
Hilary Chaney	3rd Grade	SCE	
Kristina Tipton	Curriculum Specialist	SCE	
Lisa Routt	Dyslexia Specialist	SCE	

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Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Mackenzie Martin	Kinder Team Lead
Classroom Teacher	Bridget Brunet	1st Grade Team Lead
Classroom Teacher	Janet Hight	2nd Grade Team Lead
Classroom Teacher	Sheena Andrews	3rd Grade Team Lead
Classroom Teacher	Rebecca Ruggles	4th Grade Team Lead
Classroom Teacher	Cindy Waleri	5th Grade Team Lead
Classroom Teacher	Marah Erdenberger	SPED Team Lead
Classroom Teacher	Loriann Nohre	Specials Team Lead
Classroom Teacher	Donna Brown	Curriculum Specialist
Classroom Teacher	Shauna Upton	Curriculum Specialist
Administrator	John Wofford	Principal
Paraprofessional	Wendy Argentine	Paraprofessional
Parent	Stacy Perry	Parent
Parent	Jackie Kopsa	Parent
Community Representative	Linda Janssen	Community Member
Administrator	Sara Head	Assistant Principal

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Campus Funding Summary

SCE-State Compensatory Ed.

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	2	1	Intervention materials		$15,000.00
4	1	1	Supplies for providing authentic literacy strategies		$10,000.00
				Sub-Total	$25,000.00
				Budgeted Fund Source Amount	$35,640.00
				+/- Difference	$10,640.00

Title I, Part A- 211, PIC 30 Schoolwide

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	1	Academic interventionists		$23,000.00
2	1	1	Parent Involvement Activities		$1,000.00
				Sub-Total	$24,000.00
				Budgeted Fund Source Amount	$24,000.00
				+/- Difference	$0
				Grand Total	$49,000.00

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Addendums

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References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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<u>Training requirements</u>
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
  - Emergency medical technicians
  - Paramedics
  - Law enforcement officers,
  - Firefighters
  - Representatives of the organization that developed or endorsed the training
  - Educators
  - Nurses

<u>Good resource for training</u>
TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.
"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

<u>Liability</u>
District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

<u>Good resource for training</u>

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
<u>Stop the Bleed Training and Resources</u>* at peacehealth.org has poster
<u>Stop the Bleed Coalition training</u> is provided at no cost.
<u>Stop the Bleed</u> training from homeland security.
<u>Bleeding Control.org</u>
<u>Stop the Bleed at ems.gov</u>

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Little Elm Independent School District

Little Elm High School

2019-2020 Campus Improvement Plan

Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Revised/Approved: September 27, 2019

Demographics

Demographics Summary

Little Elm High School is located in a fast growth area. From the 2013-2014 school year to the 2019-2020 school year student enrollment has increased at an average rate of approximately 100 students a year. Current enrollment at LEHS is 2272 students in grades 9-12. The student body make up of LEHS varies from each grade level. Our senior class is made up of 482 students while our freshman class is made up of 659 students. We service 66.6% of our students through our CATE (Career and Technology Programs) and 51.3% of our students are considered economically disadvantaged. Our students participate in a variety of activities including boys and girls athletics, Fine Arts Programs, AVID, and academic programs such as NHS, SNHS, Academic UIL, and Academic Decathlon. LEHS also offers students the ability to participate in Advanced Academic programs such as Advanced Placement courses, Dual Credit courses, and concurrent enrollment courses through UT Austin's OnRamps program.

Demographics for LEHS as of August 2019

Total student population- 2272

Hispanic population- 898 (39.52%)

African American Population- 441 (19.41%)

White/Non-Hispanic population- 779 (34.29%)

American Indian/Alaska Native- 6 (0.26%)

Asian 61 (2.68%)

Pacific Islander/Native Hawaiian- 2 (0.09%)

Two or More Races- 85 (3.74%)

Special Programs:

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At-Risk- 1163 (51.19%)

Career Technology- 1513 (66.6%)

Special Education- 187 (8.2%)

LEP- 171 (7.5%)

G/T- 108 (4.8%)

Attendance rate- 93.8% in 2015-2016, 94.8% in 2016-2017, 95.3% in 2017-2018, 95.5% in 2018-2019

Economically Disadvantages- 1167 (51.3%)

Demographics Strengths

Strengths

1. Diverse student population.

2. Several languages are represented at LEHS. (Spanish, French, Korean, and English)

3. Student population continues to grow annually.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The graduation rate has gradually declined over the past 5 years resulting in more students dropping out. **Root Cause**: The increase of testing and course requirements paired with the lack of varied at-risk programming to address challenges such as mental health issues, pregnancy, poverty, and behavior disorders have allowed more students to drop out before graduating.

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Student Achievement

Student Achievement Summary

LEHS met index one (Student Achievement) with a score of 84 for the 2018-2019 school year.

LEHS met index two (Student Progress) with a score of 81 for the 2018 - 2019 school year.

LEHS met index three (Closing Performance Gaps) with a score of 75 for the 2018-2019 school year.

LEHS met the overall Scaled Score with a score of 81 for the 2018-2019 school year.

LEHS' Accountability Rating was Met Standard with one distinction earned in Science.

Student Achievement Strengths

Student Achievement Strengths

Data Source Strengths/Notes

Algebra I STAAR scores	ESL increased from 61% to 65% (from previous year)
Biology STAAR scores	Overall Approaches is at 89%, which is above the state average of 88%
Biology STAAR scores	Special education increased from 59% to 65% (from previous year)
English I STAAR scores	Overall Approaches is at 65%, which is above the state average of 63%
English I STAAR scores	Special education increased from 13% to 18% (from previous year)
English II STAAR scores	Overall Approaches is at 74%, which is above the state average of 67%
English II STAAR scores	ESL increased from 8% to 36% (from previous year)
English II STAAR scores	Special education increased from 16% to 22% (from previous year)

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Algebra I STAAR scores	ESL increased from 61% to 65% (from previous year)
US History STAAR scores	Special education increased from 54% to 66% (from previous year)
English II STAAR scores	Expected growth was exceeded across all subpopulations
English II STAAR scores	Expected growth was exceeded by 13 points in the SpEd sub-pop

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Students supported by Special Education consistently perform 30-50 percentage points lower than all students in all tested areas. **Root Cause**: Special Education students often do not participate in all academic support opportunities offered such as tutoring, remediation classes, and summer school.

Problem Statement 2: According to the student assessment data, the last four years show a steady decline in literacy for all students in tested areas across the curriculum. **Root Cause**: Teachers do not have effective training and practice on how to use proven literacy strategies in all content areas.

Problem Statement 3: LEP students supported by ESL programming consistently perform 40-50 percentage points below all students on English I and II state assessments. **Root Cause**: Lack of on-going training of SIOP strategies for all teachers.

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School Culture and Climate

School Culture and Climate Summary

This year, we had 4 returning administrators. LEHS has had a revolving door with administration in the past but the last five years the admin team has been stable. School culture and climate has become more positive and focused on student successes that have been well communicated to school, home, and community through a campus Facebook page, Twitter account, Weekly Newsletter, and redesigned user-friendly website. LEHS participated in an Organizational Health Inventory in the Fall of 2016 and Winter of 2018. In 2016 communication was a strength and Adaptation was a weakness as identified by the inventory. In 2018 the LEHS data improved in all dimensions with the and largest improvements coming in the dimensions of Morale and Autonomy while Goal Focus improved the least and was our number 1 priority going into the 2018-2019 school year. In January 2019 LEHS once again took the OHI and again improved or stayed constant in all dimensions. LEHS has experienced an increase in the number of students using vapes. Parent and student education on the dangers of vaping has been identified as a need.

School Culture and Climate Strengths

Survey Results:

1. Both students and teachers believe students receive the support they need if they are struggling. (only a 0.4% difference)

2. Approximately 30% of students and teachers believe bullying is a problem.

3. 78% of students reported they want to do better in school academically.

4. 83% of students said they want to be prepared for college when they graduate from high school.

5. 75% of students believe their teachers help them.

6. 92% of teachers report their day-to-day actions are aligned with the mission of the campus.

7. 93% of teachers state they want to learn new ways of teaching students.

8. 90% of teachers report they encourage students to explore career pathways.

In addition to having a high percent of students enrolled in CTE classes, Little Elm High School enjoys a high level of participation in CTSO's (Career and Technology Student Organizations). We have active chapters in DECA (Marketing and Business), HOSA (Health Science), FCCLA (Family and Consumer

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Science), TPSA (Public Safety), and Robotics (Engineering).

Academic organizations such as UIL, NHS, Academic Decathlon or NSHS have increased participation and success from our high achieving students.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: In terms of relational capacity there is a 61% discrepancy between student and teacher perceptions. **Root Cause**: Student loads of >150 students limit the time available for teachers to develop meaningful relationships with all students.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The staff at LEHS is a mixture of new teachers and seasoned veterans. Teaching experience average is 4 years of experience. The district and campus administration is currently seeking teachers that are highly qualified in each content area and are working together to provide a comprehensive staff development plan that ensures that we retain and grow our teachers. LEHS experienced larger than normal resignations at the end of 2019. According to exit surveys this was largely due to teachers seeking positions in neighboring districts that offer higher pay scales. LEHS also seeks teachers with Master Degree's in their content to provide Dual Credit opportunities for students.

Staff Quality, Recruitment, and Retention Strengths

1. 40% teacher turnover rate from the 2018-2019 school year to the 2019-2020 school year.

2. 67% of administration returned for the 2019-2020 school year. Two administrators transferred to other positions within the district.

3. Several recruiting trips were attended during the 18-19 school year to recruit Highly Qualified teachers for all content areas for the 19-20 school year. (UNT, TWU, and TCU Job fairs)

4. Monthly staff meetings are conducted for communication purposes.

5. Best practices in the area of AVID, ESL, and Technology are presented to the staff at various times through out the year.

6. Academic teams meet weekly with their PLC teams to address instructional strategies and departmental issues.

7. Teachers are encouraged to attend Content Cadre Meetings to provide information and professional learning within the context or horizontal PLC discussion format.

8. Adaptation was the lowest dimension on the 2019 Organizational Health Survey.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Adaptation or the ability to adjust to change is an area of needed growth identified by our Organizational Health survey. **Root**

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Cause: Years of changing administration, expectations, and priority shifts have created a culture of hesitancy when change is necessary.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Due to a comprehensive curriculum aduit completed in the Fall of 2018, LEISD has purchased a TEKS based curriculum called TEKS Resource System. LEHS will utilize the Instructional Focus Documents to set the sequence for the grading periods and year. LEHS has strong support from the administration and the Instructional Leadership Team in organizing and implementing best practices in curriculum delivery. The common planning times for PLC's increase the design, sharing and implementation of relevant and rigorous curriculum. This includes the integration of technology into the delivery of curriculum where appropriate and the adoption of strategies in the classroom such as the Flipped Classroom, Inquiry Based Lessons, and AVID type strategies. Continued focus on planning for Rigor, Relevance, and Learner Engagement will be supported through the CIR process. LEHS will Focus on Literacy as an instructional focus for student learning and will use the PLC Process to organize and implement proven effective strategies for literacy in the delivery of content.

Curriculum, Instruction, and Assessment Strengths

1. Content area teams collaborated to plan, design, and discuss relevant student lessons. (PLC Sessions)

2. Improved implementation of the 504 and RTI programs

3. SPED inclusion continues to be the best setting for our students who need specialized support.

4. Teachers attended Content Curriculum sessions through out the year.

5. Teachers offered staff development options through the District or Regional Service centers.

6. LEHS offered credit recovery options, seat time, and other alternative options for student to gain or recover lost credits.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: There is a need for higher focus on literacy, especially in writing and reading comprehension, in all subject areas. **Root Cause**: Teachers tend to focus on delivering the TEKS and content of their specific course and overlook opportunities for literacy within their content.

Problem Statement 2: ELA 1 STAAR Scores have steadily dropped by 2% each year over the last 4 years. **Root Cause**: There is a gap in vertical

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alignment between 7th and 9th grades in writing.

Parent and Community Engagement

Parent and Community Engagement Summary

LEHS strives to involve parents, students, teachers, and community members in it's quest to educate parents. We will continue our partnership with CIS-Communities in Schools, which has been instrumental in providing key services to our students. Additionally, the campus will continue to support the District parent involvement coordinator by advertising services and programs. LEHS Families have the opportunity to participate in Parent Education classes in both the Fall and Spring semesters through our LEISD Family Support Service Facilitator. In the spring of 2018, LEHS added an Intervention Counselor. Our Intervention Counselor is paired with our CIS Social Worker and our campus Translator/Parent Liaison to offer a comprehensive menu of services to our students and families who are struggling.

Parent and Community Engagement Strengths

1. The campus has steadily increased its parent involvement sessions. More teachers are participating in Open House and parent events such as Chart Your Course, so activities have steadily increased as has attendance.

2. LEHS provides a variety of ways for parents to get involved in their child's education. LEISD has a system set up to inform parents in a variety of ways, email, Facebook, Twitter, weekly newsletter and call outs of upcoming events, happenings and important dates.

3. Successfully gathered parent contact information in PEIMS for students missing information and updated systems with proper contact information. We will continue to ensure that we have parent contact information so we can support our students fully.

4. The campus has steadily increased its parent involvement opportunities.

5. Open House, Meet the Teacher, College Prep evening sessions, and Chart Your Course activities have steadily increased in attendance.

6. School information is sent out to parents via school messenger, Peachjar, Facebook, Twitter, and weekly newsletter.

7. Parents and community members participate in the site-based planning committee process.

8. The Annual Angel Tree program was a way for 106 LEISD families, including 49 LEHS students to benefit from services. This program also provides a way for the LEISD staff, students and clubs and organizations to contribute in giving back to their peers in need.

9. LEHS offered a College night during the Spring semester in which parents participated.

10. LEHS has Booster clubs which capture Parent involvement, including Band, Choir, Theater, Basketball, Soccer, Track and Field, Volleyball, Tennis, Baseball, and Football Boosters.

11. Each parent is invited to participate in Academic Planning meetings with their counselor to create their students Four Year Plan for Study.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Economic, Language and cultural barriers often prevent parents from participating in school events and activities. **Root Cause**: Traditional avenues of parent out reach such as PTAs, Booster Clubs and other parent organizations do not have the ability to or the know how to overcome the economic, language or cultural barriers that prevent parent participation.

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School Context and Organization

School Context and Organization Summary

The future at LEHS is bright! Little Elm is a 5A High School that is situated between Frisco ISD and Denton ISD. LEHS continually grows by approximately 100 students annually. This year, LEHS had a 40% turn over rate among staff. The administration team had two people take other positions in the district still leaving most of the team in tact for the 2019-2020. The campus leadership team which includes administrators, department heads, and other campus professional leaders has worked very hard this past year creating, implementing, and supporting systems to ensure LEHS becomes a premier high school in the area. The school building is about 15 years old but with the additions from two years ago the building is still adequate for the size of the current student body. Some of our facilities are currently being updated (practice football field, baseball and softball fields, and air conditioning units for the entire building). Several modifications to our parking lots has helped with traffic flow. Construction completed in the Fall of 2017 provided an extension of our CTE wing, Cafeteria and Band Hall. The district continues to review our site needs and will add upgraded baseball and softball facilities which will be ready for the Spring 2020 season.

School Context and Organization Strengths

1. Instructional Leadership Team meets weekly to facilitate goals and to discuss topics with department heads.

2. The school faculty and available staff are strengths of the organization.

3. 1:1 technology for students and staff

4. PLC teams are increasing in collaboration and sharing of best practices.

5. Communication with parents has improved via email, website, Peachjar, Twitter, school Facebook page, weekly newsletter, and call out systems.

6. Communities in Schools is a program that supports at-risks students and families.

7. The ILT sought input from ILT members, teachers, and students for various concerns for the success of the school. (Example: master schedule, bell schedules, student/staff handbook, etc)

8. Duty stations/schedules were created for consistency through out the year.

9. More clubs and organizations were offered this year.

10. Increased communication among administration and to faculty/staff/students through: Remind101, Gmail, Google Sheets, and various other means.

11. New Building Construction provides students and teachers with collaboration areas for learning in our library and CTE Wing.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: There is a lack of understanding within the PLC process for content teachers on how to effectively implement literacy strategies and to effectively use data to increase student index and improve system safe guards. **Root Cause**: The time required to mine the data to find and/or the know how to obtain essential information to use effectively within PLCs consumes the time needed to use that data when planning differentiated instruction as teams.

Problem Statement 2: There is a need to improve master schedule planning and processes to more effectively address the needs defined by our accountability and system safe guards. **Root Cause**: House Bill 5 requirements, the growth of our student body as well as LEISD being a one high school district have increased our need to provide many more opportunities for students in the areas of Career and College Readiness especially in our CTE programs.

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Technology

Technology Summary

LEHS is a one-to-one technology campus. Every student receives a MacBook Air laptop during the school year to facilitate the development of 21st Century Skills and increase the level of rigor and engagement in the classroom. The device protection fee was decreased this year from $100 to $75 however the reduced fee for economically disadvantaged students (as determined by the Federal Lunch Program) was not changed. As a result, we have had more students who have not paid their device fee. Students have access to many resources through the use of technology as well as the ability to collaborate with their peers. Administrators and teachers must complete the Texas StAr chart (School Technology and Assessment) to ensure technology standards are being implemented. We offer staff development in the area of technology through out the year. Canvas is our on-line Learning Management System supported by district technology facilitators. District Technology Coordinators and Facilitators provide opportunities for hands on training with technology for teachers throughout the year.

Technology Strengths

1. Credit recovery classes offered online to students via e2020.

2. The ability to collaborate and share via Google drive allows for increased learning and growth at both the student and teacher level.

3. School wide Wifi access allows for use of the whole building as a learning space.

4. Teachers and students are 1:1 ratio with Mac laptops.

5. Staff development opportunities for teachers and students (Digital Citizenship)

6. Ability to take state and local assessments online

7. More CTE courses available for students to take

8. Online language courses taught by qualified teachers in a distance learning setting are being offered in American Sign Language.

9. All students have access to Khan Academy, an online resource for test prep and practice for STAAR, SAT, ACT, and GED.

10. Parents, teachers, and students have access to Naviance, a college and career readiness platform where students can discover their strengths, career interests, research colleges and careers, and apply for colleges.

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11. Intervention programs such as Achieve 3000 and Snap and Read are used in courses to promote growth in literacy across all curriculums.

Problem Statements Identifying Technology Needs

Problem Statement 1: The effective use of technology as an instructional tool in classrooms is low and can be improved. **Root Cause**: While teacher are confident in using technology to access content and for productivity, teachers do not have the effective training necessary to implement technology as an instructional tool to improve student learning.

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data

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* Mobility rate, including longitudinal data
* Discipline records
* Violence and/or violence prevention records
* Tobacco, alcohol, and other drug-use data

Employee Data

* Professional learning communities (PLC) data
* Staff surveys and/or other feedback
* 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

Parent/Community Data

* Parent surveys and/or other feedback
* Parent engagement rate
* Community surveys and/or other feedback

Support Systems and Other Data

* Organizational structure data
* Processes and procedures for teaching and learning, including program implementation
* Communications data
* Capacity and resources data
* Budgets/entitlements and expenditures data
* Study of best practices
* Other additional data

Goals
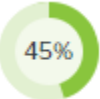
Goal 1: Little Elm ISD will commit to engage in recruitment and retention practices which will ensure each employee is well-matched to expectations of their role and the District's Core Values.

Strategy 1: Recruit and Retain Highly Qualified Teachers

    Evaluation Data Source(s) 1: Annual Retention Rate

    Summative Evaluation 1: Significant progress made toward meeting Strategy

    Next Year's Recommendation 1: We will continue to make this goal a priority for LEHS.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Ensure life long learning by providing teachers the opportunity to improve professionally and maintain 100% highly qualified teacher status by June 2020.		LEHS Administrators	Staff Development Agendas, Workshop and Conference Registrations	80%	45%	50%	→
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture 2) Provide support for new teachers through a year-long induction program that will provide professional development, networking, and a forum for discussing common challenges.		LEHS Administrators, Department Chairs, LEISD HR Department	Agendas from New Teacher trainings and meetings.	50%	45%	50%	→
		Funding Sources: Local Funds - 2500.00					

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 3) Ensure every teacher and classroom aide meet Highly Qualified status.		LEHS Administration and LEISD Human Resource Services	TEA Highly Qualified Report	80%	45%	50%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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Goal 2: Little Elm ISD will create an atmosphere of servant-leadership.

Strategy 1: LEHS will create opportunities for students to develop leadership qualities, skills, and experience through a variety of student organizations.

Evaluation Data Source(s) 1: Number of active student organizations and rosters.

Summative Evaluation 1: Significant progress made toward meeting Strategy

Next Year's Recommendation 1: Principal will establish opportunities for student leadership across all student groups with implementation of Hope Squad and support of Student Council, and other student-led organizations that will enhance school climate and culture.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Faculty sponsors will facilitate leadership activities through current and new student organizations.		Faculty Sponsors and Assistant Principal over Student Activities	Students will participate in governance and leadership activities guided by organization by-laws and constitutions.	50%	45%	50%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) Students will participate in community service activities such as the annual Food Bank can drive, Blood Drives, District Angel Tree, Adopt a Road, and Clothe a Child.		LEHS Student Organization Sponsors	Students will have multiple opportunities to participate in community service through-out the school year.	50%	45%	55%	100%
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 3) Provide PALS (Peer Assistance & Leadership) class for Juniors and Seniors.		Faculty Sponsor and LEHS Administration	Enrolled students will complete the state approved curriculum which is built upon the requirement that students will participate in productive pursuits with peers, using decision making, higher order thinking skills, and resiliency building.	40%	60%	65%	✗

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Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 4) Assemble a Principal's Advisory Committee comprised of student leaders who will advise, collaborate, and provide input on campus decisions and initiatives.		Administration and LEHS Student Organization Sponsors	Advisory Committee Meeting Agendas	50%	60%	65%	100%
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 5) Teach personal responsibility, goal-setting, and leadership qualities through Freshmen Student Success classes.		Student Success teachers.	All freshmen will participate in leadership lessons and activities.	50%	45%	55%	✗

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue	

Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.
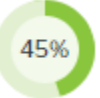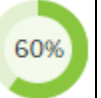
Strategy 1: Maintain the Met Standard Campus Rating from the Texas Education Agency (TEA) for performance as well as add one more distinction in the 2019-2020 school year. This this inclusive of all student
groups, but will include targeted additional support for All students,Hispanic, White
Asian,Two or more races,
Economically Disadvantaged, ESL, and Special Education as outlined in the Campus Achievement Gap report per TEA. Support will be planned and implemented with a, by student, by standard approach, for remediation and enrichment.
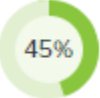
Evaluation Data Source(s) 1: 2019-2020 TEA Accountability Rating and Report
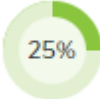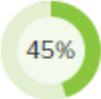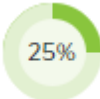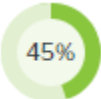
Summative Evaluation 1: Some progress made toward meeting Strategy

Targeted or ESF High Priority

Next Year's Recommendation 1: Due to Covid and school closures, there is no data to evaluate this strategy. We will modify and set new goal for 20-21.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) Provide common planning time for core teachers to develop engaging lessons using best practices; time for data analysis and opportunities to develop individual learning plans for students who are struggling as well as students who are accelerating.	2.5	LEHS Administrators, Content Coordinators, and Teachers	EOC data, PLC agendas, CWT, lesson plans	60%	45%	60%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 2) PLC teams will analyze achievement data to determine instructional strategies needed to improve academic learning for each student.	2.5	LEHS Administrators, Content Coordinators, and Teachers	Gap analysis between student sub-populations. Over-all improvement in all EOC scores.	50%	45%	55%	→
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 3) Increase the percentage of students achieving Meets Level performance by: 10% in Algebra, and 10% English I, and English II and 10% in Biology and US History in 2019-2020.	2.4	LEHS Administrators, Department Heads, and teachers	STAAR EOC Results	25%	45%	55%	→
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 4) Increase the percentage of students achieving Masters Level Advanced performance by: 5% in Algebra, and 5% English I, and English II and 5% in Biology and US History in 2019-2020.	2.4	LEHS Administrators, Department Heads, and Teachers	STAAR EOC results	25%	45%	50%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 5) Identify at-risk students and provide services to increase performance by 13% in Reading for Special Education students and increase by 16% in Reading for English Language Learners.	2.6	LEHS Administrators, Program Case Mangers, Department Heads, and Classroom Teachers	STAAR results	25%	35%	45%	→
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 6) Identify at-risk students and provide services to increase performance by 15% in Math for Special Education students.	2.6	LEHS Administrators, Program Case Mangers, Department Heads, and Classroom Teachers	STAAR results	25%	40%	50%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 7) Identify at-risk students and provide services to increase performance by 5% in Science for Special Education students.	2.6	LEHS Administrators, Program Case Managers, Department Heads, and Classroom Teachers	STAAR results	25%	35%	45%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 8) Identify at-risk students and provide services to increase performance by 5% in Social Studies for Special Education students.	2.6	LEHS Administrators, Program Case Managers, Department Heads, and Classroom Teachers	STAAR results	25%	35%	45%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

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Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.
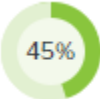
Strategy 2: Reduce drop-out rate by 1% and increase attendance percentage by 2% by June 2020.

    Evaluation Data Source(s) 2: Drop-out rate and attendance percentages as reported on the 2018-2019 campus TAPR- the most current available for the 2019-2020 school year.

    Summative Evaluation 2: Significant progress made toward meeting Strategy

    Next Year's Recommendation 2: Continue to make attendance and drop out rate a primary focus for LEHS.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Increase Attendance through better record keeping, communication with families, and providing flexible learning opportunities such as night school, credit recovery, and grade recovery.		LEHS Administrators, Attendance Clerk, and Teachers.	Monthly and Year-End Attendance percentages. TAPR	25%	40%	45%	→
2) Implement RTI process for attendance. Pull cycle attendance reports and identify students in need of attendance intervention. Host parent conferences with students, conduct home visits, investigate reasons for non-attendance and develop a plan. Refer struggling students to counselors as needed.		LEHS Administrators, Counselors, Attendance Clerk, Teachers	Decrease drop-out rate and increase attendance rate as reported on 2018-2019 TAPR.	25%	55%	60%	→
3) Increase the number of overage, at-risk students in alternative programs by increasing the credit recovery options for students at risk of dropping out in a variety of settings (Day Academy, Evening Academy, Credit Recovery Class in regular schedule).	2.6	LEHS Administrator over alternative programs	Enrollment numbers for Day Academy, Evening Academy, GOALS, and AIMS.	25%	45%	50%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 4) Provide credit recovery opportunities and EOC tutorials for students during summer school to prevent drop outs due to EOC failures.		LEHS Administrators, Counselors, Teachers	Summer school credit report and June STAAR results.	50%	50%	55%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 1: Strong School Leadership and Planning 5) Conduct individual student/parent meetings with Seniors who have not passed one or more EOC's required for graduation. Provide students with a contract that specifies extra help offered.		LEHS Administrators, Counselors	December and Spring STAAR results	50%	45%	50%	→
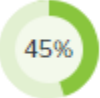
100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

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Goal 3: Little Elm ISD will engage each student in rigorous relevant learning experiences.

Strategy 3: Increase LEP academic achievement by 15% in English I and English II by June 2020.

    Evaluation Data Source(s) 3: 2019-2020 STAAR EOC Results

    Summative Evaluation 3: Some progress made toward meeting Strategy

    Next Year's Recommendation 3: We will reinstate this goal for 2020-2021 due to the closure of schools because of COVID.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) Provide small group instruction within ESL classroom to differentiate language needs to target reading comprehension and phonics.	2.5, 2.6	ESL Teacher and Instructional Classroom Aide	District Checkpoints, District Benchmarks, and STAAR performance data	25%	45%	50%	→
Comprehensive Support Action Step **Additional Targeted Support Action Step** 2) Provide an on-line tool that will help accelerate literacy and language gains for ELLs through targeted instruction.	2.6	ESL Teacher and Instructional Classroom Aide	Achieve3000 progress reports, District Checkpoints, District Benchmarks, and STAAR performance data	50%	55%	60%	→
Comprehensive Support Action Step **Additional Targeted Support Action Step** 3) Provide ELL students with timely support in regular classes.	2.6	Regular classroom teachers, ESL teacher, ESL instructional aide	ELL course failures will decrease	25%	50%	55%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Action Step **Additional Targeted Support Action Step** **TEA Priorities** Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 4) Train PLC's on how to monitor and analyze curriculum assessments, benchmarks, and STAAR performance of LEP/ESL students to ensure LEP/ESL academic achievement.		LEHS Administrators, PLC Lead Teachers, Department Heads, ESL Lead Teacher, and Classroom Teachers.	PLC notes, District Checkpoints, District Benchmarks, and STAAR performance data	50%	65%	70%	100%

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

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Goal 4: Little Elm ISD will engage each staff member in a culture of collaboration that extends each student's learning.
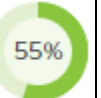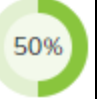
Strategy 1:
LEHS will implement the professional learning community (PLC) model as a framework to build teacher capacity to work as members of high-performing, collaborative teams that focus on improving student learning.

Evaluation Data Source(s) 1: PLC artifacts such as agendas, notes, data, and lesson plans.

Summative Evaluation 1: Significant progress made toward meeting Strategy

Next Year's Recommendation 1: Continue goal with administrative participation in all PLCS.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Core content teams including SpEd Inclusion teachers will have common planning time to facilitate PLC meetings.		LEHS Administration	PLC teams will meet a minimum of once a week as evidenced by agendas.	35%	50%	55%	100%
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 2) Teachers will receive professional learning opportunities both required and supplemental to support the PLC model.		LEHS Administration	Teachers will receive support and training on PLC's.	50%	45%	50%	100%
100% = Accomplished		➡ = Continue/Modify		0% = No Progress		✕ = Discontinue	

Goal 5: Little Elm ISD will effectively communicate with all stakeholders.

Strategy 1: LEHS will utilize a variety of media to maximize awareness and support of student's academic and extra curricular activities.

Evaluation Data Source(s) 1: Metrics from each media used to communicate.

Summative Evaluation 1: Significant progress made toward meeting Strategy

Next Year's Recommendation 1: Next year we will continue to address communication with all stake holders through various means of social media.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Social Media will be used to communicate and distribute information to students and parents.		LEHS Administration	Posts, pictures, and informational flyers from LEHS social media accounts.	40%	50%	60%	100%
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) SchoolMessenger will be used to send important messages to parents.		LEHS Administration	Call and email logs.	35%	45%	55%	100%
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 3) The LEHS campus website will provide students, parents, and staff important school and district related information.		LEHS Administration and web master	Website links and information will be up-to-date and working.	35%	45%	50%	→

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Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 4) LEHS will publish a weekly newsletter with current event information as well as feature articles on teachers and students.		LEHS Administration	Newsletter archives and metrics.	50%	40%	45%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 5) Parent events such as Meet the Teacher, Chart Your Course, and Freshmen Orientation will provide parents opportunities for staff and parents to communicate about current academic priorities and progress.	3.1	LEHS Administration and LEHS Staff	Multiple parent events will be hosted throughout the year focused on academic collaboration.	40%	45%	55%	100%
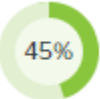
100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 1: LEHS will work closely with city, county, and state agencies to provide support services for students and families.

Evaluation Data Source(s) 1: Program information provided by community partners.

Summative Evaluation 1: Significant progress made toward meeting Strategy

Next Year's Recommendation 1: Given the SEL needs of students, LEHS will continue with this goal.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) LEHS will coordinate at-risk and drop-out programs with an on-site CIS (Communities in Schools) representative.		LEHS Administration and CIS representative	At-risk and drop-out reports	40%	45%	50%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) Promote healthy lifestyles for students by participating in SHAC (School Health Advisory Council) which is made up of parents, community members, Little Elm Police and Fire Department representatives, and district employees.		School Nurse	Program artifacts such as 180 degrees and "It Can Wait" Don't Text and Drive Campaign	50%	45%	60%	→
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

Goal 6: Little Elm ISD will proactively build mutually beneficial relationships with community partners that will stimulate opportunities for enrichment.

Strategy 2: LEHS College Readiness Coordinator will establish strong partnerships with colleges to provide students many opportunities to explore post-secondary choices.

Evaluation Data Source(s) 2: College Readiness webpage and calendar

Summative Evaluation 2: Significant progress made toward meeting Strategy

Next Year's Recommendation 2: LEHS College Readiness Coordinator will continue to partner with institutions of higher learning to provide outreach opportunities to students and parents for preparation into post-high school life.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) CR Coordinator will hold periodic parent meetings to provide timely information on college admission deadlines and requirements.		CR Coordinator and LEHS Counselors	Sign-in rosters and handouts	40%	45%	55%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) CR Coordinator will host student meetings with college recruiters during the school day.		CR Coordinator	Sign-in rosters and handouts	40%	40%	50%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 3) CR Coordinator will partner with TWU Go Center to provide students support in the college application process.		CR Coordinator and LEHS Counselors	College acceptance letters and scholarship offers	50%	40%	55%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 4) CR Coordinator will organize freshmen college tours to provide early opportunities for students to begin planning their post-secondary path.		CR Coordinator	All freshmen will have the opportunity to visit a college campus during school hours.	45%	55%	70%	→

100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue

Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 1: LEHS will provide a wide variety of learning experiences both curricular and extra-curricular in the areas of academics, fine arts, and athletics.

Evaluation Data Source(s) 1: LEHS Course Guide and Master Schedule

Summative Evaluation 1: Significant progress made toward meeting Strategy

Next Year's Recommendation 1: LEHS will work to provide a variety of learning opportunities for students.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Provide Academic Decathlon and Octathlon class where students will compete in academic contests.		LEHS Administration and AcDec Sponsors	Students will compete in local, district, and regional competitions.	45%	60%	70%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) Provide Fine Arts extra-curricular performance opportunities in Choir, Band, and Dance.		LEHS Administration, LEISD Fine Arts Coordinator, and program directors	Printed programs from Fine Arts performances and competitions.	30%	55%	60%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 3) Provide a comprehensive athletic program including a wide variety of sports for males and females.		LEHS Administration, LEISD Athletic Director, and LEHS Coaches	Sport schedules and Athletic Newsletter	40%	55%	60%	→

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 4) Provide academically based CTE organizations such as DECA, HOSA, FBLA, FCCLA, and FFA.		CTE Teachers	Multiple organizations where students can compete and apply the skills learned in CTE programs of study.	40%	50%	55%	100%

100%				
= Accomplished	= Continue/Modify	= No Progress	0%	= Discontinue
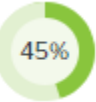
Goal 7: Little Elm ISD will offer a broad range of relevant pathways, enhance life experiences, and career opportunities.

Strategy 2: Students will have opportunities to learn on the job skills through practicums in a variety of pathways.

    Evaluation Data Source(s) 2: LEHS Course Guide and Master Schedule

    Summative Evaluation 2: Significant progress made toward meeting Strategy

    Next Year's Recommendation 2: Continue strategy with high importance.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Students will learn and have the opportunity to earn the A*S*K Institute Certification through a job/internship.		Marketing teacher	Students will gain knowledge and skills within the Marketing pathway.	40%	45%	50%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) Students will learn and have the opportunity to earn a Pharmacy Technician Certification through a job/internship.		Health Science Instructor	Students will gain knowledge and skills within the Health Science pathway.	35%	40%	45%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 1: Increase the three levels of Equity and Access in AP courses: Enrollment by 10%, Participation on Exam by 10%, and Qualifying Scores by 15%.

> **Evaluation Data Source(s) 1:** Enrollment, score, and grade reports for Dual Credit, Pre-AP, AP, and On-Ramps.

> **Summative Evaluation 1:** Some progress made toward meeting Strategy

> **Next Year's Recommendation 1:** AP participation will continue to be a focus for LEHS.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Use the AP Potential report from PSAT to identify students who are college ready to advise, guide, and enroll students in the best advanced academic course (Dual Credit, Pre-AP, AP, or On-Ramps).		Counselors, Pre-AP Teachers, AP Teachers, and Dual Credit Teachers	Increase in enrollment in Pre-AP, AP, Dual Credit, and On-Ramps for the 2018-2019 school year.	50%	40%	55%	100%
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) Communicate scholarship monetary incentives to increase enrollment in AP courses and increase the passing rate on AP assessments.		LEHS Administrators, Counselors, Pre-AP and AP teachers.	Increase in number of AP students taking AP exams and number of qualifying scores from the 2018 AP results.	20%	65%	100%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 3) Ensure all AP teachers receive current AP training and provide AP resources/materials to teachers.		LEHS Administrators	AP workshop registrations.	35%	75%	80%	100%

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 8: Little Elm ISD will equip students with the skills necessary to be competitive in the current and future job market.

Strategy 2: Increase the number of students who complete a coherent sequence of courses in career and technical education (CTE) that includes at least two courses in the same career cluster and at least one advanced CTE course.

    Evaluation Data Source(s) 2: CTE PEIMS data.

    Summative Evaluation 2: Significant progress made toward meeting Strategy

    Next Year's Recommendation 2: Continue strategy for 2020/2021 school year.

Action Step Description	ELEMENTS	Responsible	Outcome	Reviews			Summative
				Formative			
				Oct	Jan	Mar	June
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 1) Students will use the interest inventory in Naviance as a guide to enroll in career pathways that are aligned with their interests.		College Readiness Coordinator, Academic Counselors	Individual Student Grad Plans	35%	45%	55%	100%
TEA Priorities Connect high school to career and college **ESF Levers** Lever 3: Positive School Culture 2) Students and parents will have the opportunity to explore all programs and career pathways offered through an Expo "Chart Your Course" that will kick off the choice of subject period in Fall 2019.		College and Career Advisor, Academic Counselors, and LEHS Administration	Course, program, and pathway information distributed at Chart Your Course.	35%	65%	75%	100%

100% = Accomplished   ➡ = Continue/Modify   0% = No Progress   ✖ = Discontinue

Comprehensive Support Action Steps

Goal	Strategy	Action Step	Description
3	3	2	Provide an on-line tool that will help accelerate literacy and language gains for ELLs through targeted instruction.
3	3	3	Provide ELL students with timely support in regular classes.

State Compensatory

Budget for Little Elm High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6118 05 001 8 24 0 01	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$4,000.00
	6100 Subtotal:	**$4,000.00**
6200 Professional and Contracted Services		
199 11 6299 00 001 8 25 0 01	6299 Miscellaneous Contracted Services	$4,235.00
199 11 6299 00 001 8 24 0 01	6299 Miscellaneous Contracted Services	$6,000.00
	6200 Subtotal:	**$10,235.00**
6300 Supplies and Services		
199 11 6329 00 001 8 25 0 01	6329 Reading Materials	$2,196.00
199 11 6329 00 001 8 24 0 01	6329 Reading Materials	$792.00
199 11 6399 00 001 8 24 0 01	6399 General Supplies	$10,168.00
199 11 6399 00 001 8 25 0 01	6399 General Supplies	$1,094.00
	6300 Subtotal:	**$14,250.00**

Campus Leadership Team

Committee Role	Name	Position
Administrator	Renee Pentecost	Principal
Administrator	Misty Chesnut	Academic Dean
Non-classroom Professional	Michelle Gentry	Counselor
Classroom Teacher	Kevin Hamlin	English Teacher
Classroom Teacher	Dawn Ramirez	Science Teacher
Classroom Teacher	Sherri White	English Teacher
Classroom Teacher	Tyler Shirey	Math Teacher
Classroom Teacher	Marcia Gaston	Science Teacher
Non-classroom Professional	Michelle Alley	Librarian
Non-classroom Professional	Megan Heller	Campus Testing Coordinator
Business Representative	Larry Salerno	Business Partner
District-level Professional	Clint Miller	Parent

Addendums

References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
    - Emergency medical technicians
    - Paramedics
    - Law enforcement officers,
    - Firefighters
    - Representatives of the organization that developed or endorsed the training
    - Educators
    - Nurses

Good resource for training

TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.

"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability

District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

This institution does not discriminate on the basis of race, religion, color, national origin, gender, sex or disability in providing education services, activities and programs in accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972 and section 504 of the Rehabilitation Act of 1973.

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Little Elm Independent School District

Oak Point Elementary

2019-2020 Campus Improvement Plan

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Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

As a review, the 2018-2019 PEIMS data reflects that Oak Point's enrollment continues to increase due to new residents in developing neighborhoods that surround Oak Point. It was expected for us to reach over 800 students by the start of the school year. Due to some returning students who did not re-enroll, we have stayed below the 800 mark thus far. Based on the evaluation from the LEISD demographer, the potential of student growth is high in the OPE zone. We anticipate adding class sections as our enrollment grows. We are projected to add another portable for the 2020-21 school year.

# of students: 778

Asian/ Multi-Race: 4.9%

African American: 9.9%

Hispanic: 53.3%

White: 30.8%

Male: 51.3%

Female: 48.7%

At-risk: 429 students

ELL: 296 students

Economically Disadvantaged: 55%

Special Education: 49 students

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Attendance Rate: 97.24%

Demographics Strengths

Problem Statements Identifying Demographics Needs

Problem Statement 1: Scores on those taking the Spanish STAAR test fall well below campus average. **Root Cause**: Instruction/newcomers

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Student Achievement

Student Achievement Summary

Campus STAAR AVERAGES:

STAAR **Approaches Meets Masters**

Reading 78% 48% 24 %

Math 75% 37 % 18 %

Writing 71% 34 % 9 %

Science 81% 42 % 19 %

3rd Grade STAAR Scores

Reading 81% 47% 28%

Math 82% 37% 16%

4th Grade STAAR Scores

Reading 74% 43% 17%

Math 61% 30% 13%

Writing 71% 34% 9%

5th Grade STAAR Scores

Reading 80% 54% 27%

Math 82% 43% 25%

Science 81% 42% 19%

Areas of need:

Closing performance gaps among various groups

Math (all areas)- 4th grade in particular- Working to create common formative assessments this year- increasing from meets/masters, MAP Testing

Ensuring student growth and need for Tier 1 instruction for ALL students- HMH Progress Monitoring, MAP

Student Achievement Strengths

3rd and 5th Grade showed high areas of Meets/Masters in all tested areas

Collaboration among staff to meet students' needs

On average, low regression shown from spring 2019 to fall BOY testing in 2019

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: A high percentage of students fall below expected grade level and have shown less than desired growth in the areas of math and reading. **Root Cause**: Tier 1 instruction at the level of rigor of the TEKS and differentiated instruction.

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School Culture and Climate

School Culture and Climate Summary

All teachers/staff collectively agreed upon Campus Collective Commitments during Welcome Back Week at the start of the school year. Each staff member committed to abiding by these campus promises. Administration gave each staff member a framed copy of the Collective Commitments. Each staff member who will be hired new to OPE will receive a framed copy of the collective commitments that all staff agreed to.

Visitors are welcomed and encouraged at OPE.

We abide by visitor guidelines that the campus has set forth in order to ensure safety and security among the campus.

Communication is key. We have a communication dashboard that provide a variety of communicative tools for staff and families. We use Remind, Facebook, Blackboard emails, website, call outs, billboard, newsletters, and classroom communication via Dojo, Seesaw, Remind, etc.

School Culture and Climate Strengths

Relationship building

Communication

Campus Procedures/Guidelines set forth

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Concerns over changes of procedures to increase safety and maintain school day. **Root Cause**: change in administration and procedural differences

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All staff of Oak Point Elementary are highly qualified, as defined by TEA.

We began the year with a long term substitute in a dual language classroom due to not having certified applicants for a bilingual position. Her last day will be Thursday, September 26, 2019. A highly qualified teacher will begin on Friday, September 27, 2019.

Oak Point Elementary has a low turnover rate among staff members with more than 60% of staff members having been on campus for more than 5 years.

Staff Quality, Recruitment, and Retention Strengths

Relationships

Camaraderie

Knowledge of families/students

Familiarity with procedures and culture/climate of OPE

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on dissection of our school and district data, the following has been determined:

1. Need for improvement in Tier 1 instruction aligned to district curriculum at the level of the TEK

2. More intentional intervention for both Tier 2/3 reading and Tier 2/3 math students in order to show growth.

3. Training on the new TEKS Resource System and HMH curriculum, in order to familiarize our staff with the contents and the ease of use.

4. HMH coaching sessions in order to fully understand, implement, and learn how effective guided reading will take place.

5. ALL students need to grow, at minimum, one year in the area of reading for K-2, and in both reading and math in 3-5. In order to close performance gaps, ALL students, no matter what subgroup, must maintain their expected growth. Progress monitoring is key in order to effectively track students and the progress they are making.

Curriculum, Instruction, and Assessment Strengths

Teacher willingness to learn

Collaboration

Communication

Open Forums to voice concerns

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Teachers feeling overwhelmed **Root Cause**: New HMH materials, new curriculum, a lot of resources to learn about

Problem Statement 2: Understanding of RtI and Purpose **Root Cause**: Lack of training/utilization

Problem Statement 3: Lack of growth for EACH student **Root Cause**: Need to focus on ALL students- not just those below level

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Parent and Community Engagement

Parent and Community Engagement Summary

Various Community functions throughout the year include:

Popsicles with the Principals

Meet the Teacher Night

Curriculum Night

Movie Night

Title 1 Informational Meeting

Reading Under the Stars

PTA Meetings Performances (6)

Homecoming Festivities

Math/Science Night

Spring Fling Dance

Pastries with Parents

Grandparents Day Lunch

Donuts with Grownups

Parent and Community Engagement Strengths

PTA Membership

Great Partnerships with the following:

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Stonebriar Church

UNT Play Therapy

Parent Education Classes

Angel Tree

Watch DOGS

Clothe The Child

Beach Club

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Technology

Technology Summary

Students in grades 4-5 are currently 1:1 with chromebooks.

Students in younger grades have ipads and carts of chromebooks to utilize throughout the day.

Computer and makerspace are provided during specials time.

Teachers are encouraged to utilize blended learning in their lessons in order to tie in technology where possible.

flipped lessons are often utilized in upper grades, when appropriate

Technology Strengths

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Priority Problem Statements

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Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool

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- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- T-PESS data

Support Systems and Other Data

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- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

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Goals

Goal 1: Teaching and Learning Goals:
Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 1: Strengthen Tier 1 instruction to ensure each student makes academic growth

    Evaluation Data Source(s) 1: Walkthroughs, Curriculum Learning Walks, Progress Monitoring Checklists, CSA/CFA results, MAP testing results. PD for teachers

    Summative Evaluation 1: Significant progress made toward meeting Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) ELAR teachers (K-2) and DL teachers (K-2) will attend the Askew Reading Institute in November at TWU that will focus on guided reading, bilingual education, and effective literacy instruction.		Build capacity of teachers in the area of reading instruction.	100%	100%	100%	100%
		Funding Sources: Bilingual/ESL-199 PIC 25 - 1500.00				

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Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 2) Learning walks take place by administration and feedback is given to team leaders to convey to grade level team. Learning walks focus on alignment, lesson planning, learning target, rigor of instruction, and level of quadrant of lesson. Walkthrough data is inputted and compared for alignment to district YAG.	Principal, Asst. Principal	Aligned campus instruction to district curriculum with data to support	60%	75%	75%	100%
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 3) Janell Madely will provide training on the math workshop model to all campus math teachers on October 15th. Each teacher will receive a copy of the book " Math Workshop " which outlines the basis of the math workshop model.	Math specialist, Janell Madely, Principal, Asst. Principal	Improved knowledge in the area of guided math and the math workshop model.	100%	100%	100%	→
		Funding Sources: SCE-State Compensatory Ed. - 1623.00				
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 4) Provide teachers with Motivation Math, Reading, Science, and Writing supplemental workbooks in order to provide an additional resource to the district curriculum.			60%	100%	100%	100%
		Funding Sources: Title I, Part A- 211, PIC 30 Schoolwide - 14376.00, SCE-State Compensatory Ed. - 7000.00				
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						
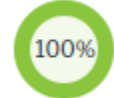
Goal 1: Teaching and Learning Goals:
Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 2: Participate in effective PLC's where student data is tracked to ensure EACH student is making a minimum of one years worth of growth.

Evaluation Data Source(s) 2: HMH progress monitoring chart, math common formative assessments, MAP data, CSA's, Running Records, Anecdotal notes, Intervention/Extension results

Summative Evaluation 2: Met Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 5: Effective Instruction 1) Use the HMH progress monitoring chart in order to ensure each student makes a minimum of 1 years worth of growth. For students who begin the year below targeted level, they should make 1 1/2 years worth of growth.		6 checkpoints have been scheduled for the year in order to chart the progress of each student. Data wall created and labeled with each student score, intervention being received, and progress made.	60%	75%	80%	→
TEA Priorities Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 2) Math CFA's and CSA's are uploaded into School City, and data is tracked to look at students' results and the growth between approaches, meets, masters.	math teachers, math specialist, AP	The goal is for each student to move up at least one level to ensure growth.	65%	75%	75%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 1: Teaching and Learning Goals:
Provide a guaranteed and viable curriculum
-Provide learning experiences to increase growth and achievement
-Increase Post-Secondary Readiness
-Increase meaningful learning experiences for staff
-Provide Safe and Secure Environment to Learn
-Inform Secondary Students and Parents of Post-Secondary Readiness
State Compensatory Education planning to serve At Risk Students

Strategy 3: Meet growth and achievement targets through improved and targeted instructional strategies, for all students including those identified as needing additional targeted support

Evaluation Data Source(s) 3: MAP, STAAR, HMH Progress Monitoring, CSA/CFA data

Summative Evaluation 3: Significant progress made toward meeting Strategy

Targeted or ESF High Priority

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Improve low-performing schools **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Reading Specialists will provide Tier 3 support to students using the LLI Curriculum in order to improve student performance and close gaps.	Reading Specialist, Dyslexia Therapist, ESL Specialist, Bilingual Specialist	Closing gaps in the area of reading	55%	75%	75%	→
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 2) Math specialist will provide Tier 3 support in the area of math by using the "Do the Math" intervention program.	math specialist	Students will close the gaps in the area of math.	15%	75%	75%	100%
		Funding Sources: SCE-State Compensatory Ed. - 7500.00, Title I, Part A- 211, PIC 30 Schoolwide - 13000.00				

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 3) Teachers will provide tier 2 instruction to students in the area of math/reading in addition to the tier 1 instruction provided to all students. LLI curriculum and "Do the Math" modules will be utilized to close performance gaps.	classroom teachers, reading specialist, math specialist	Growth and closing performance gaps in the area of math and reading.	60%	75%	75%	→
TEA Priorities Connect high school to career and college **ESF Levers** Lever 5: Effective Instruction 4) Purchase 3 carts of Chromebooks for K-2 students to use for digital learning, testing, and online instruction.	Principal, classroom teacher, tech dept.	more access to technology for students in order to provide high level instruction and educational opportunity	0%	100%	100%	100%
		Funding Sources: SCE-State Compensatory Ed. - 31000.00				

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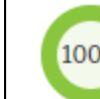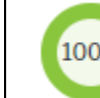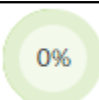
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State Compensatory Education planning to serve At Risk Students

Strategy 4: Provide educational opportunities for students in the area of science in order to ensure student growth

    Evaluation Data Source(s) 4: STEM Club participation, makerspace activities, Camp Jolt

    Summative Evaluation 4: Significant progress made toward meeting Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			**Summative**
			Oct	**Jan**	**Mar**	**June**
1) In February, 5th grade students will attend Camp Jolt and participate in science activities related to grade level TEKS	5th grade teachers, Principal, Asst. Principal	Hands on science activities for students Collaboration and communication among students	0%	5%	100%	100%
TEA Priorities Improve low-performing schools 2) Oak Point students will have the opportunity to participate in an after school STEM club.	Principal, Asst. Principal, Jennifer Bernabo, Curriculum Dept.		70%	100%	100%	100%
	Funding Sources: SCE-State Compensatory Ed. - 350.00					

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Goal 2: Community Engagement Goals:-
Communicate with OPE community to build trust, rapport, and involvement

Strategy 1: Involve parents and community stakeholders to promote partnerships that support student success.

Evaluation Data Source(s) 1: Sign in sheets from events, parent surveys

Summative Evaluation 1: Met Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) WATCH Dogs implemented to involve father figures on campus for various activities.	Counselor, PTA	Dads have a presence on campus helping in classrooms, assisting in cafeteria, assisting at arrival/dismissal	10%	100%	100%	→
ESF Levers Lever 3: Positive School Culture 2) Involve parent liaisons, community representative and business representative on the campus leadership team in order to provide feedback and suggestions.	Principal, Asst. Prinicipal	Partnerships among community members and parents to ensure transparency and open communication/ input.	10%	25%	30%	→
ESF Levers Lever 3: Positive School Culture 3) Provide parent education training for both English speaking and bilingual parents in order to effectively help students' academic and socioeconomic growth.	Counselor, District parent liaison	Parent education training participatory hours.	50%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 4) Provide translated materials and translators at meetings as needed for school to home communication, such as: newsletters, marquee and flyers	Principal, Translator, District Translator	More communication among all families	55%	100%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						
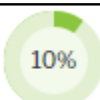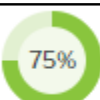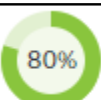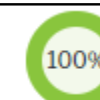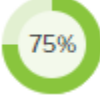
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Goal 2: Community Engagement Goals:-
Communicate with OPE community to build trust, rapport, and involvement

Strategy 2: Provide campus events throughout the year that involve the community and parents in order to promote school community and partnerships.

Evaluation Data Source(s) 2: Sign in sheets, pictures taken from events, calendar of events

Summative Evaluation 2: Met Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) In September, the campus will host a curriculum night for parents/families to hear grade level presentations on curriculum and learning plans for the year.	Principal, Asst. Principal, Teachers	More understanding of grade level material by families and a chance to answer questions.	100%	100%	100%	100%
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 2) In October, campus will host Reading Under the Stars, in coordination with the book fair, to promote reading among the campus.	Literacy Committee, Principal, Asst. Principal.	Community involvement and family understanding on the focus of reading.	10%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 3) PTA will host 6 meetings throughout the year where grade levels will perform for parents/families a performance created by the music teacher.	PTA, Principal, Asst. Principal, Music teacher	Communication among PTA and families, every grade level a chance to perform for their parents/families	10%	75%	80%	100%
ESF Levers Lever 3: Positive School Culture 4) In the spring, the campus will host a Family Math/Science night for parents/families to participate in activities with their students.	5th Grade teacher, math specialist, Principal, Asst Principal	Big turnout of community members and importance of math/science collaboration	0%	75%	100%	100%
ESF Levers Lever 3: Positive School Culture 5) In March, the campus will host an Open House for the families to attend and allow students to showcase work that has been done throughout the year.	Principal, Asst Principal	parent involvement, parent/school partnership	0%	10%	100%	100%

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Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 6) In October, campus will host a Trunk or Treat for students to come visit classrooms and see teachers in a fun environment for the Halloween holiday.	Principal, Asst. Principal	High participation among families, school/community partnerships	100%	100%	100%	100%

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✕ = Discontinue

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Goal 3: Human Capital Goals:
Recruit, support, and retain teachers and principals

Strategy 1: Campus will hire and retain highly qualified staff

Evaluation Data Source(s) 1: hiring records, certification status

Summative Evaluation 1: Met Strategy

Next Year's Recommendation 1: Continue to build capacity in our K-2 teachers in order to strengthen the foundational reading skills of our youngest students.

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Teachers will be supported through a district two year mentor program in order to build capacity among teachers and promote district unity.	Amanda Ball, Principal, Teacher mentors	Well developed teachers with a familiarity of the district mission and philosophy.	50%	100%	100%	
ESF Levers Lever 3: Positive School Culture 2) Create Lunch Bunch groups and Shopping days for vertical teams of teachers to collaborate and bond in order to promote school culture and camaraderie	Principal, Asst. Principal	Increase staff collaboration and morale	60%	100%	100%	
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Ensuring Fiscal Health and Sustainability:
Ensure funding for teaching and learning, operations, and capital improvements to support student success at every level.

Strategy 1: Ensure all funds used for intervention, tutoring, and professional development throughout the year directly affect student academic growth and performance.

Evaluation Data Source(s) 1: Pay sheets, campus results, Intervention practices, CARE team meeting notes/spreadsheet

Summative Evaluation 1: Met Strategy

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 4: High-Quality Curriculum 1) Certified personnel will be trained on researched based practices in order to pull small groups of students to supplement core instruction in order to close learning gaps.	Principal, Asst. Principal, Tutors	Student growth	65%	100%	100%	100%
		Funding Sources: Title I, Part A- 211, PIC 30 Schoolwide - 7713.00, SCE-State Compensatory Ed. - 30325.00				
TEA Priorities Build a foundation of reading and math Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 2) RTI plan is data driven. CARE team meetings are held once per month to discuss interventions, growth, assessment data and make instructional decisions.	Principal, AP, teachers, reading specialist, math specialist, RtI committee members	Intentional and targeted instruction that moves students in and out of the tiers.	75%	100%	100%	100%
TEA Priorities Improve low-performing schools **ESF Levers** Lever 5: Effective Instruction 3) Host an after school STEM club for students . 22 At Risk students are identified and provided the STEM club at no cost. Additional 22 students sign up to participate.	Principal, Asst. Principal, Teachers, Jennifer Bernabo	Increase in STEM participation and knowledge for at risk students.	100%	100%	100%	100%

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
		100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue				

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State Compensatory

Budget for Oak Point Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199-11-6117-05-108-024-108	6117 Supplemental Pay/Extra Duty Pay - Locally Defined	$26,500.00
199-11-6118-68-108-024-108	6118 Extra Duty Stipend - Locally Defined	$3,825.00
	6100 Subtotal:	**$30,325.00**
6200 Professional and Contracted Services		
199-11-6299-00-108-024-108	6299 Miscellaneous Contracted Services	$7,000.00
	6200 Subtotal:	**$7,000.00**
6300 Supplies and Services		
199-11-6398-00-108-030-108	6398 Computer Supplies/Software - Locally Defined	$31,000.00
199-11-6399-00-108-024-108	6399 General Supplies	$9,123.00
	6300 Subtotal:	**$40,123.00**

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Campus Funding Summary

SCE-State Compensatory Ed.

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	3	Math Solutions	199-11-6399-00-108-024-108	$1,623.00
1	1	4	Education Galaxy	199-11-6299-00-108-024-108	$4,200.00
1	1	4	Reading A-Z	199-11-6299-00-108-024-108	$2,000.00
1	1	4	Generation Genius	199-11-6299-00-108-024-108	$800.00
1	3	2	Do the Math Intervention Program	199-11-6399-00-108-024-108	$7,500.00
1	3	4	Dell Computer - Chromebooks with Carts	199-11-6398-00-108-030-108	$31,000.00
1	4	2	Bus Transporation		$350.00
4	1	1	Tutoring Reading	199-11-6117-05-108024-108	$26,500.00
4	1	1	Tutoring After School	199-11-6118-68-108-024-108	$3,825.00
				Sub-Total	$77,798.00
				Budgeted Fund Source Amount	$77,448.00
				+/- Difference	$-350.00

Title I, Part A- 211, PIC 30 Schoolwide

Goal	Strategy	Action Step	Resources Needed	Account Code	Amount
1	1	4	Mentoring Minds	211-11-6398-00-108-030-000	$12,876.00
1	1	4	NWEA - MAP Skills	211-11-6299-00-108-030-000	$1,500.00
1	3	2	Salary- Math Specialist		$13,000.00
4	1	1	Tutor Pay	211-11-6117-00-108-030-108	$7,713.00
				Sub-Total	$35,089.00
				Budgeted Fund Source Amount	$56,000.00
				+/- Difference	$20,911.00

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Bilingual/ESL-199 PIC 25					
Goal	**Strategy**	**Action Step**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		199-13-6411-00-108-025-108	$1,500.00
				Sub-Total	$1,500.00
				Budgeted Fund Source Amount	$1,500.00
				+/- Difference	$0
				Grand Total	$114,387.00

Addendums

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References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
  - Emergency medical technicians
  - Paramedics
  - Law enforcement officers,
  - Firefighters
  - Representatives of the organization that developed or endorsed the training
  - Educators
  - Nurses

Good resource for training

TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.

"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability

District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

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Little Elm Independent School District

Prestwick Elementary

2019-2020 Campus Improvement Plan

Value Statement

As Lobos we VALUE…

- **A culture founded on the highest qualities of character**
- **Unleashing every individual's highest potential**
- **Creating a community where every student loves to learn, every teacher loves to teach, and every person is proud to call home**
- **A foundation of culture that values unity and pride**
- **Embracing all of our kids as all of our kids**
- **Open, transparent, and timely communication**

Vision

The VISION of the Little Elm ISD Community is to be "THE Destination District."

Mission Statement

The MISSION of Little Elm ISD is to...
Engage, Equip, and Empower each student to realize their full potential.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Prestwick STEM Academy is a Kindergarten through 8th grade campus. The current total enrollment is 731 and is comprised of 443 in grades K-5 and 288 students in grades 6-8. Prestwick STEM Academy serves a variety of students derived from ethnic and racial backgrounds. It is an open enrollment campus that serves students with varying educational needs. Below indicates breakdowns of within our student population.

Grades K-8

Prestwick STEM Academy 2019-2020	Elementary (Total students)	Secondary (Total Students)	Total ()	% of Total Students
	443	288	731	
Racial Categories:				
Hispanic	57	81	138	.19%
American Indian/Alaskan Native	4	5	9	.001%
Asian	72	26	98	.13%
Black	32	24	56	.08%
Native Hawaiian/Other Pacific Islander	0	0	0	0
White	244	134	378	.52%
2 or more	31	18	49	.07%
504	27	29	56	.08%
Dyslexia	20	12	32	.04%
GT	42	42	84	.12%
SPED	24	8	32	.04%
Economically Disadvantaged	30	62	92	.13%
Migrant	0	0	0	0
LEP	46	66	112	.15%

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Grades K-8
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Demographics Strengths

Prestwick STEM Academy strengths in the area of demographics include:

- A diverse school body (ethnicity and languages) - students accept one another
- A supportive community within campus and between campus and community

Problem Statements Identifying Demographics Needs

Problem Statement 1: Due to Prestwick's ongoing growing trends diversity, our staff are in need of both increased awareness and techniques to effectively reach ALL learners. **Root Cause**: Data trends for diverse learners (STAAR - ED, LEP and At Risk Learners as well as TELPAS)

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Student Achievement

Student Achievement Summary

Prestwick STEM Academy met the standard within the Texas STAAR measures. The areas below spotlight a brief summary.

Student Achievement Strengths

Prestwick STEM Academy's strengths in the area of student achievement are as follows:

- TEA A rated campus - increase from 91 to 93
- Distinction received for closing performance gaps (subpopulations nearing or on par with populations of general population)
- Campus one thing of growth was met in both STAAR performance and in Math MAP performance

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Prestwick student performance as compared to other schools in Texas with same economically disadvantaged performance is lagging. Likewise we are seeing limited movement in proficiency of our English Language Learner populations on the TELPAS measure. **Root Cause**: There is a need for matching of supports to include best practices for language rich environments (listening, speaking, reading and writing) to allow all students perform at their maximum potential.

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School Culture and Climate

School Culture and Climate Summary

Prestwick STEM Academy staff has joined together with a strong goal to promote success and to serve our K-8 student body. Our goals have been to build a campus culture that embodies our mission and vision statements as well as our core values.

Mission: *Empowering one another through discovery, we connect our ideas to our world and design with a purpose.*

Vision: *We are a community of collaborators creating a culture of continuous learning.*

- *· We learn anytime, anywhere.*
- *· We break boundaries through real world innovation.*
- *· We explore the "why."*

Core Values:

- *Persistence*
- *Service*
- *Solution focused*
- *Adaptability*

As a STEM academy, we aim to provide a highly rigorous curriculum with an emphasis on Science, Technology, Engineering and Math while developing students as future leaders. In particular, we wish to foster soft skills such as communication, critical thinking, collaboration, digital literacy and design thinking. Students are challenged to make real world connections and learn collaboratively with and through others. Prestwick aims to take learning beyond school walls and connect learners to experts in STEM careers.

School Culture and Climate Strengths

Prestwick STEM Academy strengths in the area of school culture and climate include:

- Campus created collective commitments and they are posted in each learning space
- All of our kids are all of our kids
- Instructional Leadership- focus on instructional best practices and opportunities to grow leaders such as Aspiring Leaders Institute and Mentor program

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- Formation of committees to support goals for organizational health- all staff included and self selected which area they will serve:

1. Social committee: We support each other and we celebrate each other
2. Positive Behavior Intervention Systems (PBIS) committee working to address implementation, Tier 2 & 3 and areas of concern to address
3. Logistics Committee- campus problem solving based on survey of needs

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: The ongoing need to offer and seek out opportunities to provide support to STEM initiatives. **Root Cause**: Per teacher input we want to ensure all have access to pd and STEM equipment to meet campus goals.

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Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Preswick STEM Academy strives to hire staff who are passionate about STEM education as well as collaborative and flexible learning. Additionally our staff work to select team members with varied experience and high levels of expertise in their grades and subjects in order to best serve our learning community. We commit to staff through campus and district supports including mentorship and in service on best practices. Several areas which contribute to the quality, recruitment and retention are as follows:

1. Tailored professional development based on campus needs- Prestwick LEarns
2. Staff childcare for children up to school age at Zellars
3. Reimbursement for ESL certification to increase to serve LEP (limited English Proficient) students
4. Increasing participants in formal mentoring and internal leadership programs such as ALI, INTACT and committee membership

Staff Quality, Recruitment, and Retention Strengths

Prestwick strengths in the area of staff quality, recruitement and retention are as follows:

1. Campus mentor program and district mentor program
2. Professional Learning community well established and a focus for our campus
3. LEISD childcare options
4. Access to materials and opportunities for autonomy in instruction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: We want to decrease staff turnover and increase staff retention at our campus level. **Root Cause**: Voluntary turn over of staff in 2018-2019 school year.

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Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Prestwick utilizes the standard-based, TEKS resource system and new ELAR tool of HMH. Curriculum documents follow UBD - understanding by design model and teachers and staff are included in the process of development and revision annually. Students are assessed through informal, formal, formative and summative methods. These assessments include teacher created summatives, benchmarks, developmental reading assessments as well as previously used district checkpoint assessments. Assessments are being built and tracked in School City. Additionally, MAP is a universal screener used for all K-8 students in the areas of Math and Reading as well as Science and Language Usage (3-8).

Curriculum, Instruction, and Assessment Strengths

Prestwick STEM Academy strengths in the area of curriculum, instruction and assessment include:

- Use of Rigor, Relevance and Learner Engagement rubrics
- Instructional plans made based on MAP testing
- Use of PBL - Engage to Learn with embeded planning days for staff
- Frequent common assessments-
  - Staff have increased capacity with School City
- Tutorial support before/during and afterschool for students in grades K-8- Targeted intervention time for all learners in 6th-8th grades
- Innovative lesson planning and delivery
- STEM learning for all- addition of Maker Space

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: With the new use of tools including TEkS resource, HMH and ongoing use of MAP there are ongoing professional development needs to maximize these tools. **Root Cause**: Various skill level of users of the above mentioned tools

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Parent and Community Engagement

Parent and Community Engagement Summary

Prestwick seeks to partner with our community in a variety of ways that will speak to parents/community members from diverse backgrounds and career fields. The overall benefit of these efforts being a seamless connection between our school and community. Additionally efforts will build a sense of community pride in our campus and assist with the development of students into successful members of the community.

Parent and Community Engagement Strengths

Prestwick STEM Academy strength in the area of family and community include:

- Community involvment and voice about what is important
- Active Parent Teacher Association- PTA
- Variety of community events (Meet the Teacher, Tears and Cheers, Pastries w. Parents, Grandparents Day, Curriculum Night, Chart Your Course, STEM Night, PTA Meetings, Thanksgiving Feast, Coffee w. Principal)
- Lobo Loot store (PBIS)
- Volunteer appreciation hosted by staff
- Connections to community- Veteran's day, 911 Commemoration Speaker, Lunch & Learn, Career Day
- Consistent communication via Twitter, Facebook and CANVAS
- 72% of students feel safe per survey

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Survey results for students in grades 6-8 indicate students are voiced they are struggling with stress, anxiety or depression. **Root Cause**: Student surveys with grades 6-8 indicate only 7% of students have a safe adults at school they can take their concerns to.

School Context and Organization

School Context and Organization Summary

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Title I	0	0	0	0

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School Context and Organization Strengths

Prestwick STEM Academy strength in the area of school context and organization include:

- Multiple ways to measure student progress (grades, formative & summative evaluations, rubrics, teacher observation, MAP and STAAR testing)

- High levels of parent involvement

- Locally created classes such as Tech Apps II and III, Real Solutions, Gateway to Tech labs

- Creative outlets- video announcements, student blogs, website development

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Technology

Technology Summary

Prestwick seeks to provide students with regular access to a variety of technology tools to promote digital fluency and literacy. Technology is viewed as tool for learning across content areas. The campus offers many opportunities for learners to use the technology on an ongoing basis. On-site chrome dome provides support for student devices. The chrome dome is staffed by one paraprofessional and 7th/8th grade students.

Technology Strengths

Prestwick STEM Academy strength in the area of technology include:

- Access 1:1 in grades 4-8, 2 carts in grades 3 and 1:3 with Ipads in grades K-2
- Lobo dome students to assist with tech and campus needs
- Google and CANVAS used for student/staff and staff/staff collaboration
- Use of school city for common formative assesments
- Technolgy courses to understand tools- 2nd year of walk and talks to support campus technology integration

Problem Statements Identifying Technology Needs

Problem Statement 1: The campus can continue to advance in engaging ways to use technology and using our tech to it's fullest potential. **Root Cause**: The staff is continuing to grow in their understanding and wishes to stretch themselves.

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Priority Problem Statements

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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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance 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
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data

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- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data
- 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
- TTESS data

Parent/Community Data

- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Teaching and Learning Goals: Prestwick STEM Academy will provide high quality instruction in order to:

* Maximize student growth annually via goal setting
* Close achievement gaps in serving diverse learners

Strategy 1: Curriculum tools/resources will be used with fidelity to in order to provide rigorous and relevant learning experiences daily

    Evaluation Data Source(s) 1: lesson plans, walk throughs (district and campus)

    Summative Evaluation 1:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Increase levels of developed and well developed in relation to thoughtful work rubrics - end goal 60+%			65%	80%	80%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Embed authentic literacy across content areas (use of strategies from LEISD instructional playbook)			40%	50%	50%	→

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
		100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue				

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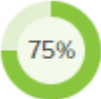
Goal 1: Teaching and Learning Goals: Prestwick STEM Academy will provide high quality instruction in order to:

* Maximize student growth annually via goal setting
* Close achievement gaps in serving diverse learners

Strategy 2: Staff collaboration during ongoing job embedded professional development will target at risk populations including ELL, SPED and Econ Disadvantaged learners

      Evaluation Data Source(s) 2: Preswick LEarns sessions, PLC agendas, lobo looks, tutorial rosters, Lobo time and flex grouping

      Summative Evaluation 2:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 5: Effective Instruction 1) Track progress of at risk populations on various measures including CSA's and MAP			50%	75%	75%	→
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 2) Monthly staff lead PD sessions via Prestwick learns			50%	50%	50%	100%
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 5: Effective Instruction 3) Promote use of teacher reflection via rigor walks and class visits with observation calendar			20%	20%	20%	→

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Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
		100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue				

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Goal 1: Teaching and Learning Goals: Prestwick STEM Academy will provide high quality instruction in order to:

* Maximize student growth annually via goal setting
* Close achievement gaps in serving diverse learners

Strategy 3: Goal setting strategies will be utilized to foster a culture focused on growth for EVERY learner.

Evaluation Data Source(s) 3: goal setting conferences, student led conferences, visual goal setting for both staff and students

Summative Evaluation 3:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers 1) Lobo looks - goals for growth by teacher, goal setting conferences with students each MAP adminstration			75%	85%	85%	→
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Goal 2: Community Engagement Goals: Prestwick STEM Academy will provide a safe and welcoming environment that honors voice and choice from our community members.

Strategy 1: Opportunities for community engagement will be provided throughout the year

> **Evaluation Data Source(s) 1:** CLT, DEIC, Coffee with Principal quarterly, PTA meetings, Grandparents day, Veteran's day, Trunk or Treat, Thanksgiving feasts, Chart Your Course, STEM Night, Watch DOGS, Pastries with parents, mentors, tutors

> **Summative Evaluation 1:**

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 3: Positive School Culture 1) Host well advertised parent education events			50%	90%	90%	→
ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Gain input from our community in early Spring to seek input on outreach events			0%	0%	0%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 3: Human Capital Goals: Prestwick STEM Academy will promote a positive culture focused on celebrating success and developing talent in order to retain highly qualified staff.

Strategy 1: Growth and recognition opportunities for staff

    Evaluation Data Source(s) 1: Mentorship, New teacher on-boarding support monthly, Prestwick LEarns pd led by teachers for teachers, Weekly staff shout outs, staff members of the month

    Summative Evaluation 1:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 3: Positive School Culture 1) Provide opportunities for staff recognition internally and externally including staff member of the month, weekly shoutouts			45%	80%	80%	100%
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math **ESF Levers** Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 3: Positive School Culture Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 2) Coaching/mentoring opportunities provided monthly on high need and high interest topics			45%	60%	65%	100%
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue			

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Goal 4: Ensuring Fiscal Health and Sustainability: Preswick STEM Academy will align purchases to support campus goals based upon needs assessments.

Strategy 1: Target areas for professional development include : STEM initiatives, HMH literacy tools/authentic literacy, MAP assessment tools, social emotional/PBIS

    Evaluation Data Source(s) 1: Training logs, campus budget allotments

    Summative Evaluation 1:

Action Step Description	Responsible	Outcome	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
ESF Levers Lever 1: Strong School Leadership and Planning Lever 2: Effective, Well-Supported Teachers Lever 4: High-Quality Curriculum Lever 5: Effective Instruction 1) Provide a range of training to support effective implementation of campus non-negotiables			45%	100%	100%	100%
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue						

Campus Leadership Team

Committee Role	Name	Position
Classroom Teacher	Gloria Barriero	Teacher
Classroom Teacher	Manuel Castillo	Teacher
Classroom Teacher	Cindy Delcambre	SPED Teacher
Administrator	Christy Gibson	Principal
Classroom Teacher	Rachel Grones	Teacher
Classroom Teacher	Krystal Jones	Teacher
Classroom Teacher	Jamie Lange	Teacher
Classroom Teacher	Tiana Miller	Teacher
Classroom Teacher	Rosaria Miniscalco	Teacher
Classroom Teacher	Angela Ouellette	Teacher
Classroom Teacher	Kimberly Smith	Teacher
Classroom Teacher	April Styer	Teacher
Classroom Teacher	Jennifer Tuffs	Teacher
Classroom Teacher	Ronna Wyse	Teacher
Parent	Mandy Beber	Parent
Community Representative	Stacey Leslie	Community Member

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Addendums

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References:
Texas Education Code Section 38.030
TEC, Section 22.0511
ISD Board Policy (TASB) – Check school board policy; Charter schools (TSCA) - review school policy modules

Recommended Designees:
District: Designee over safety and security
Campus: Principal and nurse

Application:
Requirements for treating students with traumatic injury that involves bleeding.

Needs to Know:
All appropriate staff and SROs defined by the Safety and Security Committee or the open charter governing body.

Guidelines:
Each district and open enrollment charter school shall share this protocol with all school employees and volunteers of what to do when there is a traumatic injury.

Bleeding control stations
Bleeding control kits are to be stored in accessible and strategic areas of the campus – locations selected by the district's school safety and security committee or the charter's governing body. Kits must contain all of the following:
- tourniquets approved for use in battlefield trauma care by the armed forces of the United States;
- chest seals;
- compression bandages;
- bleeding control bandages;
- space emergency blankets;
- latex-free gloves;
- markers;
- scissors;
- instructional documents developed by the American College of Surgeons or the United States Department of Homeland Security detailing methods to prevent blood loss following a traumatic event; AND
- other medical supplies deemed appropriate that can be stored in the bleeding control stations, used to adequately treat an injury involving traumatic blood loss, AND is approved by local law enforcement or emergency personnel.

Steps
1. All potential staff should ensure they have the proper communication tools to call the office in the event of an emergency.
2. Closest person trained (student or staff) in how to stop bleeding should get the closest kit and take immediate steps to stop or control the bleeding.
3. Call administration to help clear the area of all students and manage the site.
4. Call the school nurse who will determine the next steps for treatment.
5. Call 911 when indicated.
6. Notify parents as soon as possible.
7. The school nurse should complete an accident report after the crisis has stopped.
8. If an ambulance is called, a campus/district employee should go with the student to the hospital until the parents arrive and have had a chance to see the attending physician.

Training required for
- SROs
- Other district personnel who may be reasonably expected to use the bleeding kit (such as club sponsors, recess teachers, etc.).
- Student in grades seven (7) through grades twelve (12).

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Training requirements
- Must occur October 1, 2019 and January 1, 2020 and every year thereafter.
- Training must be face-to-face and cannot be an online course
- Course must be based on nationally, recognized, evidence-based guidelines and must include the psychomotor skills necessary to use a bleeding control station.
- Participants should be able to know what to do with each of the items in the control bleeding kit.
- Training should be developed or endorsed by the American College of Surgeons or similar organizations
- Certification is not required, but training date and persons participating should be documented.
- May be provided by any of the following:
    - Emergency medical technicians
    - Paramedics
    - Law enforcement officers,
    - Firefighters
    - Representatives of the organization that developed or endorsed the training
    - Educators
    - Nurses

Good resource for training
TxSP does not endorse this as THE treatment, but as one that can be used as a resource when there is no viable local resource.
"Stop the Bleed Training and Resources" at peacehealth.org; includes:
- Instructor's guide
- Presentation notes
- PDF presentation videos
- Course flyer
- Poster
- Training hand-outs
- And many other resources

Liability
District employees are immune from civil liability when a good faith effort to use the bleeding control station was provided.

Good resource for training

TxSP Implementation Resources:
Doc.Student Accident Report (found in the nursing section in the Clinic filing cabinet)
Stop the Bleed Training and Resources

Other Resources:
HB 496, 86th Legislative Session, 2019.
American College of Surgeons Legislative Kit information and *facs.org*
Stop the Bleed Training and Resources* at peacehealth.org has poster
Stop the Bleed Coalition training is provided at no cost.
Stop the Bleed training from homeland security.
Bleeding Control.org
Stop the Bleed at ems.gov

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Section 5: Report on Violent and Criminal Incidents on Campuses

Report on Violent and Criminal Incidents on Campuses

Description of school violence prevention and violence intervention

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		Little Elm High School	Lakeside Middle School	Prestwick Stem School	Brent Elementary	Chavez Elementary	Hackberry Elementary	Lakeview Elementary	Oak Point Elementary
Reason Code	**Description**	**061914001**	**061914041**	**061914042**	**061914103**	**061914104**	**061914105**	**061914107**	**061914108**

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2019-20 School Year (To the Extent Permitted under FERPA)**

Reason Code	Description	Little Elm High School 061914001	Lakeside Middle School 061914041	Prestwick Stem School 061914042	Brent Elementary 061914103	Chavez Elementary 061914104	Hackberry Elementary 061914105	Lakeview Elementary 061914107	Oak Point Elementary 061914108
11	Used, exhibited, possessed firearm	0	0	0	0	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0	0	0	0	0
14	Used, exhibited, possessed prohibited	0	0	0	0	0	0	0	0
16	Arson	0	0	0	0	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0	0	0	0	0
18	Indecency with a child	0	0	0	0	0	0	0	0
19	Aggravated kidnapping	0	0	0	0	0	0	0	0
29	Aggravated assault against school district employee/volunteer	*	0	0	0	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0	0	0	0	0
36	Felony controlled substance violation	0	0	0	0	0	0	0	0
37	Felony alcohol violation	0	0	0	0	0	0	0	0
46	Aggravated robbery	0	0	0	0	0	0	0	0
47	Manslaughter	0	0	0	0	0	0	0	0
48	Criminally negligent homicide	0	0	0	0	0	0	0	0
49	Engages in deadly conduct	0	0	0	0	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0	0	0	0	0
	Total Incidents	*	0	0	0	0	0	0	0
	Student Enrollment (Fall 2019 PEIMS Snapshot)	2,268	1,609	733	758	622	714	580	779
	Incident Rate	*	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%

The Reason Codes listed in this table are the PEIMS/TSDS Action Reason Codes applicable to **mandatory expellable incidents** that TEA uses in its methodology for identifying
Persistently Dangerous Schools as required under the Unsafe School Choice Option (USCO) described in Section 8532 of ESSA.

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).

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Description of school violence prevention and violence intervention

- Social Emotional Lessons for all students
- Safe Schools training for all staff
- Weekly guidance lessons in elementary campuses
- Small group counseling
- District at-risk counselors
- Restorative practices
- PBIS
- Campus discipline management plans
- Bullying and investigations training for administrators
- Anonymous Alerts
- School Resource Officers

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Section 6: Student Performance in Postsecondary Institutions

Little Elm High School

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Report of 2017-2018 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2019

Texas statute requires every school district to include, with their performance report, information received under Texas Education Code §51.403(e). This information, provided to districts from the Texas Higher Education Coordinating Board (THECB), reports on student performance in postsecondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) earned by 2017-2018 high school graduates who attended public four-year and two-year higher education in FY 2019. The data is presented alphabetically for each county, school district and high school. The bookmarks can be used to select the first letter of a county. Then the user can scroll down to the desired county, school district and high school.

For each student, the grade points and college-level semester credit hours earned by a student in fall 2018, spring 2019, and summer 2019 are added together and averaged to determine the GPA. These GPAs are accumulated in a range of five categories from < 2.0 to > 3.5. If a GPA could not be calculated for some reason, that student is placed in the "Unknown" column. GPA data is only available for students attending public higher education institutions in Texas. If a high school has fewer than five students attending four-year or two-year public higher education institutions, the number of students is shown but no GPA breakout is given. If a student attended both a four-year and a two-year institution in FY 2019, the student's GPA is shown in the type of institution where the most semester credit hours were earned.

The number of students located at Texas independent institutions is presented. Also shown are "not trackable" graduates, those with non-standard ID numbers that cannot be used to match student identifiers at Texas higher education institutions. "Not found" graduates have standard ID numbers but were not located in FY 2019 at Texas higher education institutions. They might have enrolled in higher education outside of Texas.

No data is given for high schools with 25 or fewer graduates.

Because the statute calls for data on the first year enrolled after graduation, the level of the institution attended by students in this report may not match that given in THECB's high school to college report at http://www.txhighereddata.org/Interactive/HSCollLink. That report shows where students attended in the fall semester after their high school graduation year. This report attributes students to the level of institution where they earned the most semester credit hours during the whole academic year, not just the fall semester.

Please note: In May 2012 the 2006-2007, 2007-2008, and 2008-2009 versions of the *Report of High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education* were updated to reflect a minor correction in how the GPA data are distributed across ranges.

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County	District		Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
				<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unk
	LITTLE ELM ISD								
	061914001 LITTLE ELM H S								
		Four-Year Public University	86	22	11	15	17	21	0
		Two-Year Public Colleges	141	61	16	18	22	17	7
		Independent Colleges & Universities	9						
		Not Trackable	34						
		Not Found	226						
		Total High School Graduates	496						

Section 7: 2019-2020 TAPR Glossary

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Cover Page

2020 Accountability Rating: Given the impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster* for their 2020 accountability ratings. Click here to read the official announcement.

2020 Special Education Determination Status *(district TAPR only):* This label represents an integrated determination level status based on an evaluation of each local education agency's (LEA) Results Driven Accountability (RDA) indicators in the special education program area and four Federally Required Elements (FREs), which include the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and financial audit findings. Each LEA receives one of four special education determination levels (DLs):
Meets Requirements
Needs Assistance
Needs Intervention
Needs Substantial Intervention

For additional information, please see the links below.

General Information about RDA and SPP/APR:

Results Driven Accountability (RDA): https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda

State Performance Plan and Annual Performance Report: https://tea.texas.gov/reports-and-data/data-submission/state-performance-plan#stateperformance

Methodology for RDA and SPP/APR:

2020 RDA Manual: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/rda-and-pbmas-manuals

FFY 2018 SPP/APR Methodology: https://tea.texas.gov/sites/default/files/method%2018_19.pdf

Data Reports for RDA and SPP/APR:

SPP/APR Data Report: https://rptsvr1.tea.texas.gov/idea/index.html

RDA Data Reports: https://tea.texas.gov/student-assessment/monitoring-and-interventions/rda/results-driven-accountability-data-and-reports

2020 Armed Services Vocational Aptitude Battery (ASVAB) Test (Career Exploration) *(district TAPR only):* 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. There are two types of ASVAB tests; only the ASVAB Career Exploration Program (CEP) was evaluated. For the 2019–20 school year, districts were given the opportunity to request a waiver for this requirement due to the COVID-19 pandemic.

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Not Given: The district completed the reporting requirement but did not offer the ASVAB CEP.

Alternate Test Given: The district completed the reporting requirement and did not offer the ASVAB CEP but did offer an alternate test

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Performance

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

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:

Substitute Assessments. Certain, specific assessments that students may take in place of an EOC assessment. For more information, see the Texas Administrative Code, §101.4002, at http://ritter.tea.state.tx.us/rules/tac/chapter101/ch101dd.html.

Special Education. STAAR (with and without accommodations) and STAAR Alternate 2 results are included.

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

Rounding of STAAR results. STAAR performance shown on the TAPR 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/account/2020/masking.html.

STAAR Performance

The STAAR Performance section of the TAPR 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 (TSDS PEIMS October snapshot) and the testing date. The STAAR Performance–All Students section of the TAPR displays STAAR performance by grade, subject, and performance level and includes all students tested, regardless of whether they were in the accountability subset.

> *STAAR:*
>
> Grade 3 – reading and mathematics
>
> Grade 4 – reading, mathematics, and writing
>
> Grade 5 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), and science
>
> Grade 6 – reading and mathematics

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Grade 7 – reading, mathematics, and writing

Grade 8 – reading (first and second administration cumulative), mathematics (first and second administration cumulative), science, and social studies

End-of-Course (EOC):

English I

English II

Algebra I

Biology

U.S. History

STAAR Percentage at Approaches Grade Level or Above. The percentage of assessments that met or exceeded the Approaches Grade Level standard.

STAAR Percentage at Meets Grade Level or Above. The percentage of assessments that met or exceeded the Meets Grade Level standard.

STAAR 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.

Progress (Academic Growth and STAAR Progress Measure)

School Progress Domain—Academic Growth Score. Growth score awarded in School Progress, Part A: Academic Growth for improving performance year over year as measured by STAAR progress measures and performance levels on STAAR.

STAAR Progress Measure Percent at Expected or Accelerated Growth. The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

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STAAR Progress Measure Percent at Accelerated Growth. The percentage of assessments that exceeded the STAAR progress measure expectations. See Chapter 3 of the [2019 Accountability Manual](#) for more information.

Percent of Students Maintaining or Improving Compared to Prior Year Performance Level. The percentage of students that maintained or improved their STAAR performance levels this year in comparison with last year. Students are included in the performance level achieved in the prior year.

Prior Year and SSI

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

For 2018–19, students in grades 4–8 included in these measures are those who

- took the spring 2018–19 STAAR (with or without accommodations) or STAAR Alternate 2 in ELA/reading and/or mathematics. This indicator does not include grade 3 assessment takers because that is the first STAAR assessment;
- are part of the 2018–19 accountability subset;
- can be matched to the spring 2017–18 STAAR administration—anywhere in the state—to find their prior year score for ELA/reading and/or mathematics; and
- did not reach the satisfactory standard on the 2017–18 STAAR administration of ELA/reading and/or mathematics.

Bilingual Education/ESL

Bilingual Education (BE): Dual-language program that enables English learners to become competent in listening, speaking, reading, and writing in English through the development of literacy and academic skills in both the primary language and English. This category includes the following:

BE-Trans Early Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/early exit model transfers a student to English-only instruction between two and five years after the student enrolls in school.

BE-Trans Late Exit. Bilingual program model that serves students of limited English proficiency. The transitional bilingual/late exit model transfers a student to English-only instruction between six and seven years after the student enrolls in school.

BE-Dual Two-Way. Biliteracy program model designed to develop fluency and literacy in English and another language. The dual language immersion/two-way model integrates students of limited English proficiency with students proficient in English and transfers a student of limited English proficiency to English-only instruction between six and seven years after the student enrolls in school.

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BE-Dual One-Way. Biliteracy program model designed to develop fluency and literacy in English. The dual language immersion/one-way model serves only students of limited English proficiency and transfers a student to English-only instruction between six and seven years after the student enrolls in school.

English as a Second Language (ESL): An intensive program designed to develop proficiency in listening, speaking, reading, and writing in the English language. This category includes the following:

ESL Content. An English program that serves students of limited English proficiency. The English as a second language/content-based model provides a full-time teacher that gives supplementary instruction for all content areas.

ESL Pull-Out. An English program that serves students of limited English proficiency. The English as a second language/pull-out model provides a part-time teacher to give instruction in English language arts only. A student in an ESL Pull-Out program remains in mainstream instructional arrangements for all other content areas.

Limited English Proficient (LEP): 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 language learner," "English learner," and "Limited English Proficient" (LEP) are used interchangeably. This category includes:

LEP No Services. A student identified as limited English proficient who does not receive any bilingual education or English as a second language services.

LEP with Services. A student identified as limited English proficient who receives bilingual education services or English as a second language services.

School Progress Domain—Academic Growth Score: Points earned for results that either maintained performance or earned *Expected/Accelerated* on the STAAR progress measure. Only includes assessments eligible for a STAAR progress measure.

STAAR Progress Measure Percent at Expected or Accelerated Growth: The percentage of assessments that met or exceeded the STAAR progress measure expectations. See Chapter 3 of the *2019 Accountability Manual* for more information.

Progress of Prior-Year Non-Proficient Students: The percentage of students in grades 4–8 who did not reach the satisfactory standard on STAAR (including STAAR Alternate 2) in the prior year but passed the corresponding assessment in the current year. For 2018–19, rates for ELA/reading and mathematics are calculated as follows:

$$\frac{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019}}{\text{number of matched grades 4–8 students who did not reach the satisfactory standard in 2018}}$$

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Participation

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

STAAR Participation

The percentage of students who were administered a STAAR assessment, STAAR Alternate 2, Texas English Language Proficiency Assessment System (TELPAS), and/or TELPAS Alternate. 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 substitute assessments, 4) number of A or O reading answer documents with a scored TELPAS or TELPAS Alternate assessment, and 5) number of A or O mathematics answer documents with a scored TELPAS or TELPAS alternate assessment for year 1–5 asylee/refugees and students with interrupted formal education (SIFEs)

- *Included in Accountability:* scored answer documents used in determining the district or campus accountability rating, including substitute assessments with a score code of O

- *Not included in Accountability:* answer documents counted as participants but not used in determining the district or campus accountability rating

    - *Mobile:* answer documents were excluded because the students enrolled in the district or campus after the fall TSDS PEIMS submission dates (October 26, 2018, or October 27, 2017, for summer 2018 EOCs)

    - *Other Exclusions.* The following answer documents were excluded from the rating determination:

        - 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 either an English learner who has been in school in the U.S. for one year or an unschooled asylee, unschooled refugee, or SIFE student who has been in school in the U.S. for less than six years.

        - Answer documents of STAAR Alternate 2 testers with a score code of N.

Not Tested: answer documents with score codes A or O

- *Absent:* answer documents with score code A

- *Other:* answer documents with score code O, except for substitute assessments.

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)*

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Attendance and Graduation
Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2018–19 based on student attendance for the entire school year. Only students in grades 1–12 are included in the calculation. Attendance is calculated as follows:

$$\frac{\textbf{total number of days that students in grades 1–12 were present in 2018–19}}{\textbf{total number of days that students in grades 1–12 were in membership in 2018–19}}$$

(Data source: TSDS 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

- 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 or is being provided services by an open-enrollment charter school exclusively as the result of having been detained at the facility

- 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 in a Texas Juvenile Justice Department facility or residential treatment facility served by a Texas public school district

- 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

Annual Dropout Rate (Gr 7–8). This includes only grades 7 and 8. It is calculated as follows:

$$\frac{\textbf{number of dropouts in grades 7 and 8 during the 2018–19 school year}}{\textbf{number of students in grades 7 and 8 in attendance at any time during the 2018–19 school year}}$$

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Annual Dropout Rate (Gr 9–12). This includes grades 9 through 12. It is calculated as follows:

number of dropouts in grades 9–12 during the 2018–19 school year

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number of students in grades 9–12 in attendance at any time during the 2018–19 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, 2018–19* reports, available on the TEA website at http://tea.texas.gov/acctres/dropcomp_index.html.

For detailed information on data sources, see Appendix H in the *2019 Accountability Manual (Data source: TSDS 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 2015–16. They are followed through their expected graduation with the Class of 2019.

For the *5-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2014–15. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2018.

For the *6-Year Extended Longitudinal Rate,* the cohort consists of students who first attended ninth grade in 2013–14. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2017.

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 2015–16 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2015–16 but takes 5 years to graduate (i.e., graduates in May 2020) is still part of the 2019 cohort; he or she is not switched to the 2020 cohort. This student would be considered a

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continuing student and counted as part of the Continued HS number for the Class of 2019. 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, 2019 for the 2019 cohort.

$$\frac{\textbf{number of students from the cohort who received a high school diploma by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(2) *Received TxCHSE:* For the 2019 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2019. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

(3) *Continued High School:* The percentage of the 2019 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who were enrolled in the fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(4) *Dropped Out:* The percentage of the 2019 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

$$\frac{\textbf{number of students from the cohort who dropped out before fall of the 2019–20 school year}}{\textbf{number of students in the 2019 cohort*}}$$

(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2019 cohort. It is calculated as follows:

$$\frac{\textbf{number of students from the 2019 cohort who received a high school diploma by August 31, 2019 plus number of students from the cohort who received a TxCHSE by August 31, 2019}}{\textbf{number of students in the 2019 cohort*}}$$

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(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2019 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2019 cohort*

5-Year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2018 cohort*

(2) *Received TxCHSE:* For the 2018 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

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number of students in the 2018 cohort*

(3) *Continued High School:* The percentage of the 2018 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2018 cohort*

(4) *Dropped Out:* The percentage of the 2018 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

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number of students in the 2018 cohort*

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(5) *Graduates & TxCHSE:* The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

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number of students in the 2018 cohort*

(6) *Graduates, TxCHSE & Continuers:* The percentage of graduates, TxCHSE recipients, and continuers in the 2018 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2018 cohort*

6-year Extended Longitudinal Rate

(1) *Graduated:* The percentage who received their high school diploma by August 31, 2019, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2017 cohort*

(2) *Received TxCHSE:* For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2019. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2019

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number of students in the 2017 cohort*

(3) *Continued High School:* The percentage of the 2017 cohort still enrolled as students in the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2017 cohort*

(4) *Dropped Out:* The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2019–20 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2019–20 school year

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number of students in the 2017 cohort*

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(5) *Graduates & TxCHSE.* The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019

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number of students in the 2017 cohort*

(6) *Graduates, TxCHSE & Continuers.* The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019
plus
number of students from the cohort who received a TxCHSE by August 31, 2019
plus
number of students from the cohort who were enrolled in the fall of the 2019–20 school year

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number of students in the 2017 cohort*

*   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 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 TAPRs show federal graduation rates for the following:

(1) *4-Year Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2015–16. They are followed through their expected graduation with the Class of 2019. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2019 cohort **

(2) *5-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2014–15. They are followed for five years to see if they graduated within a year after their expected graduation with the Class of 2018. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2018 cohort**

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(3) *6-Year Extended Federal Graduation Rate.* Cohort of students who first attended ninth grade in 2013–14. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2017. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2019

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number of students in the 2017 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.

For further information on these rates, see the report *Secondary School Completion and Dropouts in Texas Public Schools 2018–19. (Data source: TSDS 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 2019) 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 2019 who complete a 4-year RHSP or DAP

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number of graduates in the Class of 2019 with reported graduation plans

(excludes graduates with FHSP degree plans)

FHSP-E Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-E

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number of graduates in the Class of 2019 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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 2019 who complete a 4-year FHSP-DLA

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number of graduates in the Class of 2019 with reported FHSP graduation plans

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RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2019) 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.

$$\frac{\text{number of graduates from the Class of 2019 who complete a 4-year RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in the Class of 2019 with reported graduation plans}}$$

RHSP/DAP Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

$$\frac{\text{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP}}{\text{number of graduates in SY 2018–19 with reported graduation plans (excludes graduates with FHSP degree plans)}}$$

FHSP-E Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program with an endorsement.

$$\frac{\text{number of graduates in SY 2018–19 who earn an FHSP-E}}{\text{number of graduates in SY 2018–19 with reported FHSP graduation plans}}$$

FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2018–19 who earn an FHSP-DLA}}{\text{number of graduates in school year (SY) 2018–19 with reported FHSP graduation plans}}$$

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2018–19) The percentage of graduates in 2019 who satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or at the Foundation High School Program with an endorsement or the distinguished level of achievement.

$$\frac{\text{number of graduates in SY 2018–19 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA}}{\text{number of graduates in SY 2018–19 with reported graduation plans}}$$

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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, 54, 55, 56, or 57. FHSP graduates with code type 35 are ineligible for endorsements and are excluded. See the Texas Education Data Standards for more information. Results are shown for the Class of 2018 and the Class of 2019. *(Data source: TSDS PEIMS 40203)*

For additional information about graduation programs please see https://tea.texas.gov/Academics/Graduation_Information/State_Graduation_Requirements.

Graduation Profile

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 2018–19 are also shown:

- Minimum High School Program (MHSP)

- Recommended High School Program (RHSP)

- Distinguished Achievement Program (DAP)

- Foundation High School Program (FHSP)

(Data source: TSDS PEIMS 40203)

Special Education: The population of students served by special education programs. *(Data source: TSDS PEIMS 41163)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance. *(Data source: TSDS PEIMS 40100 and STAAR)*

number of students in the 2018–19 school year eligible for free or reduced-price lunch or other public assistance

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total number of students

Limited English Proficient (LEP): 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" and "Limited English Proficient" (LEP) are used interchangeably. *(Data source: TSDS PEIMS 40110)*

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). *(Data source: TSDS PEIMS 40100)*

number of students in the 2018–19 school year considered as at risk

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total number of students

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Postsecondary Readiness

College, Career, or Military Readiness (CCMR)

Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

College Readiness

1) **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, 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. *(Data source: TSDS 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: TSDS 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's Degree:* A graduate earning an associate's degree prior to graduation from high school. *(Data source: TSDS 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 industry-based certification under 19 TAC §74.1003. *(Data source: TSDS 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: TSDS PEIMS 40203)*

8) *CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications:* A CTE coherent sequence graduate completing and receiving credit for at least one CTE course aligned with an industry-based certification. This indicator awards one-half point only for graduates who have met no other CCMR indicator. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of the *2020 Accountability Manual* and the *2019 Accountability Manual. (Data source: TSDS PEIMS 43415 and 40110 [summer])*

9) **Enlist in the Armed Forces:** A graduate enlisting in the U.S. Army, Navy, Air Force, Coast Guard, or Marines. *(Data source: TSDS PEIMS 40203)*

10) **Graduates under an Advanced Degree Plan and Identified as a current Special Education Student:** A graduate who graduates under an advanced degree plan and is identified as a current special education student (*Data source: TSDS PEIMS 40203 and 40110*)

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11) **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)*

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 eleven 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, 9, 10, or 11 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, 9, 10, or 11 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 and Career/Military Ready: The percentage of annual graduates who demonstrated college and career/military readiness by meeting college ready criteria 1, 2, 3, 4, or 5 and career or military ready criteria 6, 7, 8, 9, 10, or 11 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, 9, 10, or 11. *(Data source: TSDS PEIMS 43415, THECB, College Board, ACT, IB, and TSDS PEIMS 49010)*

TSI Criteria Graduates: The percentage of annual graduates who met or exceeded the college-ready criteria on the Texas Success Initiative Assessment (TSIA), 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:

TSI Criteria						
<u>TSIA</u>		<u>SAT</u>		<u>ACT</u>		<u>College Prep Course</u>
>= 351 on Reading	**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
>= 350 on Mathematics	**or**	>=530 on Mathematics	**or**	>=19 on Mathematics **and** >=23 Composite	**or**	Complete and earn credit for mathematics college prep course

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The percentages are calculated as follows:

English Language Arts.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by}}{\text{successfully completing and earning credit for a college prep course in ELA}}$$

$$\text{number of 2018–19 annual graduates}$$

Mathematics.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by}}{\text{successfully completing and earning credit for a college prep course in mathematics}}$$

$$\text{number of 2018–19 annual graduates}$$

Both Subjects.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by}}{\text{successfully completing and earning credit for a college prep course in both ELA \underline{and} mathematics}}$$

$$\text{number of 2018–19 annual graduates}$$

Either Subject.

$$\frac{\text{number of 2018–19 annual graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by}}{\text{successfully completing and earning credit for a college prep course in ELA \underline{or} mathematics}}$$

$$\text{number of 2018–19 annual graduates}$$

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: TSDS PEIMS 43415)*

$$\frac{\text{number of 2018–19 annual graduates who completed and earned credit for nine or more hours of dual credit in any}}{\text{subject or three or more hours in ELA or mathematics}}$$

$$\text{number of 2018–19 annual graduates}$$

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)*

$$\frac{\text{number of 2018–19 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB}}{\text{examination}}$$

$$\text{number of 2018–19 annual graduates}$$

Associate's Degree: The percentage of annual graduates who earned an associate's degree before graduation. *(Data source: TSDS PEIMS 40100)*

$$\frac{\text{number of 2018–19 annual graduates who earned an associate's degree before graduation}}{\text{number of 2018–19 annual graduates}}$$

573

Associate's Degree but not Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4, but did not meet career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

Associate's Degree and Career/Military Ready: The percentage of annual graduates who met associate's degree criteria 4 and career or military ready criteria 6, 7, 8, 9, 10, or 11 described in *College, Career, or Military Readiness.*

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)*

$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

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, 9, 10, or 11 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 *2020 Accountability Manual*. *(Data source: TSDS PEIMS 48011)*

$$\frac{\text{number of 2018–19 annual graduates who earned an approved industry-based certification}}{\text{number of 2018–19 annual graduates}}$$

Graduate 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 *2020 Accountability Manual*. *(Data source: TSDS PEIMS 40203)*

$$\frac{\text{number of 2018–19 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2018–19 annual graduates}}$$

CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications: The percentage of annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications. This indicator is different from the accountability College, Career, or Military Readiness (CCMR) indicator; all graduates are included regardless of whether they met other CCMR indicators.
(Data source: TSDS PEIMS 43415 and 40110)

$$\frac{\text{number of 2018–19 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2018–19 annual graduates}}$$

574

U.S. Armed Forces Enlistment: The percentage of annual graduates enlisting in the U.S. Armed Forces. *(Data source: TSDS PEIMS 40203)*

<div align="center">

number of 2018–19 annual graduates enlisting in the U.S. Armed Forces
_____
number of 2018–19 annual graduates

</div>

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student: The percentage of annual graduates under an advanced degree plan and identified as a current special education student *(Data source: TSDS PEIMS 40203 and 42401)*

<div align="center">

number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student
_____
number of 2018–19 annual graduates

</div>

Graduate with Level I or Level II Certificate: The percentage of annual graduates who earned a Level I or Level II certificate *(Data source: THECB)*

<div align="center">

number of 2018–19 annual graduates who earned a Level I or Level II certificate
_____
number of 2018–19 annual graduates

</div>

CCMR-related Indicators

Texas Success Initiative Assessment (TSIA): Participation (Annual Graduates): The percentage of annual graduates who took the College Board's TSIA at any point since June 2011. *(Data source: THECB)*

<div align="center">

number of 2018–19 annual graduates who took the TSIA
_____
number of 2018–19 annual graduates

</div>

TSIA Average Score (Annual Graduates): The average score of annual graduates on the TSIA. The maximum score for reading is 390, and the maximum score for mathematics is 390.

Reading

<div align="center">

sum of total reading scores of all annual graduates who took the TSIA
_____
number of annual graduates who took the reading portion of the TSIA

</div>

Mathematics

<div align="center">

sum of total mathematics scores of all annual graduates who took the TSIA
_____
number of annual graduates who took the mathematics portion of the TSIA

</div>

TSIA Results (Graduates >= Criterion) (Annual Graduates): The percentage of annual graduates who met the TSI criteria on the TSIA *(Data source: THECB and TSDS PEIMS 40203)*

Percentages are calculated and shown for reading and mathematics together and separately.

<div align="center">

number of 2018–19 annual graduates who met the TSI criteria on the TSIA
_____
number of 2018–19 annual graduates

</div>

575

CTE Coherent Sequence (Annual Graduates): The percentage of annual graduates enrolled in a coherent sequence of career and technical education (CTE) courses as part of a four-year plan of study. *(Data source: TSDS PEIMS 40100, 40203, and 42400)*

<div align="center">

number of 2018–19 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits

---

number of 2018–19 annual graduates

</div>

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: TSDS PEIMS 43415)*

English Language Arts.

<div align="center">

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA

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number of 2018–19 annual graduates

</div>

Mathematics.

<div align="center">

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

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number of 2018–19 annual graduates

</div>

Both Subjects.

<div align="center">

number of 2018–19 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

---

number of 2018–19 annual graduates

</div>

AP/IB Course Completion (Annual Graduates): The percentage of annual graduates who completed and earned credit for at least one Advanced Placement (AP) course or International Baccalaureate (IB) course in the 2015–16 to 2018–19 school years. *(Data source: TSDS PIEMS 43415)*

<div align="center">

number of 2018–19 annual graduates who completed and earned credit for at least one AP or IB course in the 2015–16 to 2018–19 school years

---

number of 2018–19 annual graduates

</div>

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)*

All Subjects

<div align="center">

Number of students in grades 11 & 12 in the 2018–19 school year who took at least one AP or IB examination

---

total students enrolled in grades 11 & 12

</div>

576

English Language Arts

number of students in grades 11 & 12 in the 2018–19 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 2018–19 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 2018–19 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 2018–19 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 TSDS 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 2018–19 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

English Language Arts

number of 11th and 12th graders in 2018–19 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 2018–19 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 2018–19 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

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Social Studies

number of 11th and 12th graders in 2018–19 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 TSDS 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. <u>This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination</u>. 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 2018–19 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 2018–19 graduates who took either the SAT or the ACT

---

number of 2018–19 graduates reported

(2) *At/Above Criterion:* The percentage of examinees 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 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2018–19 graduating examinees taking either the SAT or the ACT

(3) *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 composite *and* 530 on SAT mathematics *or* 19 on ACT Mathematics section and 23 on the ACT composite:

number of 2018–19 graduating examinees who scored at or above the criterion score on either the SAT or the ACT

---

number of 2018–19 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.

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(1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

$$\frac{\text{sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(2) *Average SAT Score (English Language Arts and Writing):* The average score for the SAT evidence-based reading and writing. The maximum score is 800.

$$\frac{\text{sum of SAT evidence-based reading and writing scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

$$\frac{\text{sum of SAT mathematics scores of all 2018–19 graduates who took the SAT}}{\text{number of 2018–19 graduates who took the SAT}}$$

(Data source: College Board and TSDS 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) *Average ACT Score (All Subjects):* The average score for the ACT composite. The maximum score is 36.

$$\frac{\text{sum of ACT composite scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(2) *Average ACT Score (English Language Arts):* The average score for the ACT English and Reading combined. The maximum score is 36.

$$\frac{\text{sum of ACT English and Reading combined scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

$$\frac{\text{sum of ACT mathematics scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

(4) *Average ACT Score (Science):* The average score for the science ACT. The maximum score is 36.

$$\frac{\text{sum of ACT science scores of all 2018–19 graduates who took the ACT}}{\text{number of 2018–19 graduates who took the ACT}}$$

OnRamps Course Credits: The percentage of annual graduates completing an OnRamps dual enrollment course and qualifying for at least three hours of college credit in any subject area. *(Data source: OnRamps program)*

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$$\frac{\text{number of 2018–19 annual graduates who completed an OnRamps course and qualified for at least three hours of college credit before graduation}}{\text{number of 2018–19 annual graduates}}$$

Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student:
The percentage of annual graduates who graduated under an advanced degree plan and were identified as a current special education student *(Data source: TSDS PEIMS 42401 and 40203)*

$$\frac{\text{number of 2018–19 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2018–19 annual graduates}}$$

Other Postsecondary Indicators

Advanced/Dual-Credit Course Completion (Grades 11–12): 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 B 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 Texas Student Data System/Public Education Information Management System (TSDS PEIMS) after the close of the school year. For example, the values, expressed as percentages for grades 11–12, are calculated as follows: *(Data source: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one mathematics course in 2018–19}}$$

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Science

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one science advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one science course in 2018–19}}$$

Social Studies

$$\frac{\text{number of students in grades 11–12 in 2018–19 who received credit for at least one social studies advanced/dual-credit course}}{\text{number of students in grades 11–12 who received credit for at least one social studies course in 2018–19}}$$

(Data source: TSDS PEIMS 43415)

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 B 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 Texas Student Data System/Public Education Information Management System (TSDS 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: TSDS PEIMS 43415)*

Any Subject

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one course in 2018–19}}$$

English Language Arts

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one ELA advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one ELA course in 2018–19}}$$

Mathematics

$$\frac{\text{number of students in grades 9–12 in 2018–19 who received credit for at least one mathematics advanced/dual-credit course}}{\text{number of students in grades 9–12 who received credit for at least one mathematics course in 2018–19}}$$

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Science

<div align="center">

**number of students in grades 9–12 in 2018–19 who received credit for at least
one science advanced/dual-credit course**

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number of students in grades 9–12 who received credit for at least one science course in 2018–19

</div>

Social Studies

<div align="center">

**number of students in grades 9–12 in 2018–19 who received credit for at least
one social studies advanced/dual-credit course**

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number of students in grades 9–12 who received credit for at least one social studies course in 2018–19

</div>

(Data source: TSDS 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.

<div align="center">

**number of graduates during the 2017–18 school year who attended a public or independent
college or university in Texas in the 2018–19 academic year**

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number of graduates during the 2017–18 school year

</div>

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)

Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course:
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 and did not require a developmental education course.

<div align="center">

**number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated**
and
met the Texas Success Initiative requirement in all subject areas (reading, writing, and mathematics)

**number of graduates during the 2017–18 school year who enrolled in a public college or university in Texas for the school year
following the year they graduated**

</div>

Students who attended Texas public two- or four-year institutions of higher education are included. Students who enrolled in independent colleges or universities in Texas, out-of-state colleges or universities, or any non-public career school are not included.

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)*

<div align="center">

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</div>

Profile

Student Information

Please note, the Enrollment section of this report is new this year. The definitions below describe the nuances between Membership and Enrollment. If comparing the data shown from this year's report to previous reports, use the data displayed under Membership.

Enrollment: Students reported as enrolled as of the last Friday in October (October 25, 2019).

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: TSDS PEIMS 40110)*

Students by Grade: The count of students in each grade divided by the total number of students. *(Data source: TSDS PEIMS 40110)*

Ethnic Distribution: The number and percentage of students and staff 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: TSDS PEIMS 40100, 30040, 30050, 30090)*

Male/Female: The number and percentage of students who are identified as male or female. *(Data source: TSDS PEIMS 40100)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

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number of students eligible for free or reduced-price lunch or other public assistance

---

total number of students

(Data source: TSDS 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.

English Learners (ELs): 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" and "Limited English Proficient" (LEP) are used interchangeably.

The percentage of ELs is calculated by dividing the number of ELs by the total number of students in the district or campus. Not all students identified as 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 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:

<div align="center">

number of students with one or more disciplinary placements

---

number of students who were in attendance at any time during the school year

</div>

For 2019–20, 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: TSDS PEIMS 44425)*

Students with Dyslexia: The count and percentage of students identified with Dyslexia. *(Data source: TSDS 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: TSDS 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: TSDS 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

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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: TSDS PEIMS 40100)*

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: TSDS 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: TSDS 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: TSDS 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).

<div align="center">

number of students in the 2019–20 school year considered as at risk

---

total number of students

</div>

(Data source: TSDS PEIMS 40110)

Students 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 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 (TSDS PEIMS disability codes 06, 08, 12, 13)

- 06—Intellectual Disability (ID)
- 08—Learning Disability (LD)
- 12—Developmental Delay (DD)

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- 13—Traumatic Brain Injury (TBI)

Students with Physical Disabilities (TSDS PEIMS disability codes 01, 03, 04, 05, 09)

- 01—Orthopedic Impairment (OI)

- 03—Auditory Impairment (AI)

- 04—Visual Impairment (VI)

- 05—Deaf-Blind (DB)

- 09—Speech Impairment

Students with Autism (TSDS PEIMS disability code 10)

- 10—Autism (AU)

Students with Behavioral Disabilities (TSDS PEIMS disability codes 02 and 07)

- 02—Other Health Impairment (OHI)

- 07—Emotional Disturbance (ED)

Students with Noncategorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS 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 2018–19

number of students who were in membership at any time during the

2018–19 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 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: TSDS PEIMS 42400)*

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Attrition Rates *(campus profile only)*: The percentage of students enrolled in fall 2018–19 who did not return to the same campus in the fall of 2019–20. 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 they were enrolled at the highest grade offered at the campus, were not considered to be in membership for the purposes of calculating average daily attendance for funding purposes or were at a campus in 2018–19 that was no longer active in 2019–20. Students who were retained in grade, including those in grade 12, remained in the calculation. Attrition Rate is calculated as follows:

$$\frac{\text{number of students enrolled in fall 2018} - \text{number of students who returned in fall 2019}}{\text{number of students enrolled in fall 2018}}$$

Retention Rates by Grade: The percentage of students in Texas public schools who enrolled in fall 2019 in the same grade in which they were reported for the last six-week period of the prior school year (2018–19).

$$\frac{\text{the number of students enrolled in the same grade from one school year to the next}}{\text{the number of students enrolled from one school year who return the next year or who graduate}}$$

Special education retention rates are calculated and reported separately because local retention practices differ for students served by special education.

The TAPR shows retention rates only for grades K–9. Retention rates for all grades can be found in [Grade-Level Retention in Texas Public Schools, 2018–19](#), available from TEA. *(Data source: TSDS PEIMS 40110)*

Data Quality *(not on campus profile)*: The percentage of errors made by the district in the TSDS 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 2018–19 the end of the school-start window was September 27, 2019.)

$$\frac{\text{number of underreported students}}{\text{number of students in grades 7–12 who were served in the district in the 2018–19 school year}}$$

(Data source: Texas High School Equivalency Certificate Information File; TSDS 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, how the average is determined depends 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: TSDS PEIMS 30090)

Staff Information

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: TSDS 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 TSDS PEIMS. Each type of professional staff is shown as a percentage of the total staff FTE. See Appendix A for all TSDS PEIMS Role IDs. *(Data source: TSDS 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 A for all TSDS PEIMS Role IDs. *(Data source: TSDS PEIMS 30090)*

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Auxiliary Staff *(not on campus profile)*: The count of full-time equivalent (FTE) staff reported in TSDS PEIMS employment and payroll records who are not reported in the TSDS PEIMS 30090 Staff – Responsibilities 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: TSDS 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, FTE count 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 A for TSDS PEIMS Role IDs (Professional Support Staff)*. (Data source: TSDS 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: TSDS 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: TSDS 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: TSDS 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, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Number of Students per Teacher: The total number of students divided by the total teacher FTE count. *(Data source: TSDS 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.

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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.

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: TSDS 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: TSDS 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: TSDS 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, and over 20 years. *(Data source: TSDS 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 A for lists of the TSDS 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.

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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.

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 2018–19 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: TSDS PEIMS 30040, 30050, and 30090)*

Turnover Rate for Teachers *(not on campus profile)*: The percentage of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20. It is calculated as the total FTE count of teachers from the fall of 2018–19 who were not employed in the district in the fall of 2019–20, divided by the total teacher FTE count for the fall of 2018–19. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS 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 TSDS 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: TSDS 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.

Teachers by Program *(population served):* The FTE count of teachers categorized by the type of student populations served: regular, special, compensatory, career and technical, bilingual/ESL, gifted and talented education students, and other populations. Teacher FTE values are allocated across population

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types for teachers who serve multiple population types. Percentages are expressed as a percentage of total teacher FTEs. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

Kindergarten Readiness

Kindergarten Readiness

This report includes kindergarten readiness data for students who were enrolled in public kindergarten and were assessed using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended kindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Assessed Students in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments. Students may take multiple assessments.

Eligible: Kindergarten students who met at least one of the public prekindergarten (PK) eligibility criteria during the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty—not the actual eligibility as of the PK year. PK eligibility is based on a student's status as of his/her kindergarten year as there are no comprehensive data concerning PK eligibility for children who did not attend public PK.

Eligible Students Who Attended PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK and did attend.

Eligible Students Who Did Not Attend PK: Kindergarten students who were assessed for kindergarten readiness and were eligible to attend public PK but did not attend.

Students Who Were Not Eligible for PK: Kindergarten students who were assessed for kindergarten readiness and were not eligible for public PK.

Students Ready for KG: Count of all assessed kindergarten students who met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of all kindergarten students who were assessed for kindergarten readiness.

Percent Ready: Percentage of all assessed kindergarten students who were determined to be kindergarten ready based on assessment results.

<div align="center">

number of kindergarten ready students

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all kindergarten students who were assessed for kindergarten readiness

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Prekindergarten Effectiveness

This report includes kindergarten readiness data for students who attended public prekindergarten the prior year for at least 80 days at the age of four (as of September 1), and were assessed in kindergarten using one of the approved instruments on the Commissioner's List of Reading Instruments. *Data are shown for the district and campus at which the student attended prekindergarten.*

Readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

All PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments and attended prekindergarten (regardless of eligibility) at the age of four for at least 80 days.

Eligible: Prekindergarten (PK) students who met at least one of the public prekindergarten eligibility criteria the year before the kindergarten year—economically disadvantaged, English learner (EL), homeless, is or ever has been in foster care, is the child of an active duty member of the armed forces of the United States, or is the child of a member of the armed forces who was injured or killed while on active duty, is the child of a person eligible for the Star of Texas Award as a peace officer, firefighter, or emergency medical first responder.

Eligible PK Attendees Assessed in KG: Kindergarten students enrolled in the Texas public school system as of the Fall Snapshot date (the last Friday in October of each year) who were administered, at the beginning of year (BOY) administration, an assessment on the Commissioner's List of Reading Instruments, were eligible to attend public prekindergarten, and did attend.

Students Ready for KG: Count of assessed kindergarten students who attended prekindergarten and met or exceeded the cut-off score for a particular assessment on the Commissioner's List of Reading Instruments. Kindergarten readiness for each assessment is assessed differently across multiple assessment domains with varying benchmarks/cut-off scores of readiness. For school years 2013–14 through 2019–20, readiness is based on the literacy assessment only and does not provide comprehensive information on student readiness across important developmental domains.

Students Assessed in KG: Count of prekindergarten attendees who were assessed for kindergarten readiness.

Percent Ready: Percentage of assessed kindergarten students who attended prekindergarten and were determined to be kindergarten ready based on assessment results.

$$\frac{\text{number of kindergarten ready students}}{\text{all kindergarten students who attended prekindergarten and were assessed for kindergarten readiness}}$$

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Who to Call

Information about the calculation of all Texas Academic Performance Report (TAPR) data elements is provided in this *Glossary.* If, after reading the *Glossary* you have questions about the calculation of TAPR indicators, contact **Performance Reporting at (512) 463-9704.**

Questions related to programs and policies for the following subjects should be directed to the contacts listed below.

Subject	Contact	Number
Accountability Ratings	Performance Reporting	(512) 463-9704
Advanced Courses	Curriculum	(512) 463-9581
Charter Schools	Charter Schools	(512) 463-9575
College Admissions Tests:		
SAT	College Board	(512) 721-1800
ACT	ACT	(319) 337-1270
Copies of TAPR reports	https://rptsvr1.tea.texas.gov/perfreport/tapr/index.html	
DAEP (Disciplinary Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
Distinguished Achievement Program	Curriculum	(512) 463-9581
Distinction Designations	Performance Reporting	(512) 463-9704
Dropouts	Accountability Research	(512) 475-3523
English Learners		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
Financial Standard Reports	State Funding	(512) 463-9238
General Inquiry	General Inquiries	(512) 463-9290
Graduates	Accountability Research	(512) 475-3523
Graduates Enrolled in Texas IHE	Texas Higher Education Coordinating Board	(512) 427-6101
JJAEP (Juvenile Justice Alternative Education Program)		
	Discipline, Law, and Order	(512) 463-9286
RDA Special Education Monitoring Results Status		
	Results Driven Accountability	(512) 463-9704
PEIMS (TSDS PEIMS)	PEIMS HelpLine	(512) 463-9229
Recommended High School Program	Curriculum	(512) 463-9581
Retention Policy	Curriculum	(512) 463-9581
School Finance	State Funding	(512) 463-9238
School Governance	School Governance	(512) 463-9623
School Report Card	Performance Reporting	(512) 463-9704
Special Education		
Testing Issues	Student Assessment	(512) 463-9536
Other Issues	Special Populations	(512) 463-9414
STAAR Administration	Student Assessment	(512) 463-9536
STAAR Scoring and Reporting	Scoring and Reporting	(512) 463-9704
STAAR Testing Contractor	ETS	(855) 333-7770
	Pearson	(800) 328-5999
	Austin Operational Center	(512) 989-5300
Statutory (Legal) Issues	Legal Services	(512) 463-9720
Effective Schools Framework	School Improvement	(512) 463-5226
TELPAS	Student Assessment	(512) 463-9536

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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

002	Art Therapist
005	Psychological Associate
006	Audiologist
007	Corrective Therapist
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

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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
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TEACHERS
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087 ...................................................................Teacher
047 ...................................................................Substitute Teacher
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EDUCATIONAL AIDES
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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.

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Advanced Academic Courses

- All courses shown were for the 2018–19 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

I3220500	IB LNG A: LANG & LIT STD LEVEL
I3220600	IB LNG A: LANG & LIT HIGH LEVL
I3220700	IB LNG A: LITERATURE STD LEVEL
I3220800	IB LNG A: LITERATURE HIGH LEVL
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

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)
03580370	DISCRETE MATH FOR COMP SCIENCE
03580395	ROBOTICS PROGRAMMING & DESIGN
12701410	APPLIED MATH FOR TECH PROFNALS
13001000	MATH APPL IN AG/FOOD/& NAT RES

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13016700	ACCOUNTING II
13016900	STAT & BUSNESS 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

Technology Applications

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

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
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, PRINCIPLS OF DNCE IV
A3150200	AP MUSIC THEORY

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A3500100	AP ART HISTORY
A3500300	AP STUDIO ART:DRWING PORTFOLIO
A3500400	AP STUDIO ART:2-DIM DSGN PORTF
A3500500	AP STUDIO ART:3-DIM DSGN 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

Science

I3060001	IB SPRTS EXERS&HLTH SCI ST LVL
I3060002	IB SPRTS EXERS&HLTH 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 & DESGN II
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 LEVL
I3030001	IB DESIGN TECHNOLOGY STD LEVEL
I3030002	IB DESIGN TECHNOLOGY HIGHR LVL
I3040002	IB CHEMISTRY STANDARD LEVEL

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I3040003	IB CHEMISTRY HIGHER LEVEL
I3050002	IB PHYSICS STANDARD LEVEL
I3050003	IB PHYSICS HIGHER LEVEL

Social Studies/History

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
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

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

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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
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

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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
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

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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
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

Career and Technical Education

N1100014	AP RESEARCH
N1130026	AP SEMINAR

Other

N1290322	IB THEORY OF KNOWLEDGE
I3305100	IB WORLD RELIGIONS STANDARD LVL
N1290317	GIFD & TAL IND STUD MENTOR III
N1290318	GIFD & TAL IND STUD MENTOR IV

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