

Wharton

Independent School District



Annual Report of the District

January 2020

Mrs. Tina Herrington, Superintendent

District Mission

Wharton ISD will provide exceptional instruction to every student, every day, with a spirit of warmth, friendliness, and personal pride.

District Vision

Preparing Today for a Competitive Tomorrow

Texas Education Code Chapter 39 requires each district's board of trustees to publish an annual report that includes the TAPR, the district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year's graduates and their year of college, as reported by the Texas Higher Education Coordinating Board (THECB).

The Annual Report is comprised of seven sections:

- I. Texas Academic Performance Report (TAPR)
 - a. District Report
 - b. Campus Reports
- II. PEIMS Financial Standard Reports of 2016-17 Financial Actual Information
 - a. District Report
 - b. Campus Reports
- III. District Accreditation Status
- IV. Campus Performance Objectives
- V. Report on Violent or Criminal Incidents
- VI. Reports on Student Enrollment and Academic Performance in Postsecondary Institutions
- VII. TAPR Glossary

Summary

TAPR

In December 2019, the Texas Education Agency released the 2018-19 Texas Academic Performance Reports (TAPR). Overall, Wharton ISD was rated as a C district by TEA. Although Wharton Elementary, and its paired campus, Sivells Elementary received F ratings, Wharton Jr. High received a B rating and Wharton High School a C rating. Additionally, Wharton Jr. High School was in the top 25% of schools for Comparative Academic Growth and received a distinction from TEA. The TAPR is available in two forms: an online data system, more comprehensive and dynamic than in previous years, and a PDF version. The PDF version of the TAPR includes only major, statutorily-required data points and is designed to allow districts to fulfill their public notification requirements.

PEIMS Financial Standard Report (2017-2018) Financial Actual Report)

The financial section of the TAPR is provided by the Office of School Finance. These reports can be accessed from a link on the last page of the District's TAPR. The 2017-2018 Financial Actual Report summarized revenues, expenditures, and the fund balance.

District Accreditation Status (2018-19 Accreditation Status)

TEA accredits public schools in Texas at the district level for grades K-12. 19 TAC Chapter 97, Planning and Accountability, Subchapter EE, Accreditation Status, Standards, and Sanctions defines the accreditation statuses of **Accredited**, **Accredited-Warned**, **Accredited-Probation**, and **Not Accredited-Revoked** and states how accreditation statuses will be determined and assigned to school districts. The rules also establish accreditation standards and sanctions, including definitions, purpose, and oversight appointments. District Accreditation Statuses:

FIRST Rating: Superior Achievement

State Accountability Rating: C

Accreditation Status: Accredited

Campus Performance Objectives

Campus Performance Objectives are part of the WISD Campus Improvement Plans and are approved by the Board annually. The CIPS can be accessed on-line at the WISD website under Required Postings.

Report on Violent or Criminal Incidents

Wharton ISD maintains a secure perimeter at all campuses through locked external doors. Visitors are screened using the Raptor visitor management system. Sivells Elementary, Wharton Elementary, Wharton Jr. High, and Wharton High School all have updated security cameras.

Our Police Chief, Officer Williams, brings specialized knowledge of the law, crime trends, and safety procedures to the campuses. In this specialized role, Chief Williams protects the school community and supports our educational mission.

The district uses trained dogs to alert school officials to the presence of prohibited or illegal items, including drugs and alcohol.

For more information, please see the Student Handbook and Student code of Conduct on the Wharton ISD website.

Student Performance in Post-Secondary Institutions (THECB Report)

The Student Performance in Post-Secondary Institutions is provided to districts from the Texas Higher Education Coordinating Board and reports student performance in post-secondary institutions during the first year enrolled after graduation from high school.

Student performance is measured by the Grade Point Average (GPA) for students who graduated from high school in the spring of 2016. For each student, the grade points and college-level semester credit hours earned by a student in fall 2017, spring 2018, and summer 2018 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.

TAPR Glossary

The glossary provides definitions, describes methodologies, and lists sources for each data point in the TAPR. The Spanish version of the glossary is scheduled for release in late spring.

2018-19 Texas Academic Performance Report

District Name: **WHARTON ISD**

District Number: **241904**

2019 Accountability Rating: **C**

2019 Special Education Determination Status:

Needs Substantial Intervention

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District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		Region	African	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL					
	State	03	District	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Disadv	(Current	
				Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	ously	Enrolled	Monitored)		
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	73%	63%	63%	60%	77%	-	*	-	*	40%	*	65%	47%	61%	59%
	2018	77%	73%	61%	43%	61%	83%	-	*	-	*	50%	-	60%	64%	58%	67%
At Meets Grade Level or Above	2019	45%	37%	29%	17%	30%	38%	-	*	-	*	27%	*	29%	29%	30%	25%
	2018	43%	35%	27%	13%	26%	44%	-	*	-	*	40%	-	26%	32%	25%	19%
At Masters Grade Level	2019	27%	21%	13%	7%	12%	31%	-	*	-	*	13%	*	13%	12%	12%	9%
	2018	25%	19%	14%	0%	13%	28%	-	*	-	*	10%	-	11%	21%	11%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	77%	57%	40%	59%	77%	-	*	-	*	47%	*	57%	53%	56%	59%
	2018	78%	75%	56%	35%	60%	67%	-	*	-	*	45%	*	56%	58%	54%	70%
At Meets Grade Level or Above	2019	49%	43%	26%	17%	25%	54%	-	*	-	*	33%	*	25%	35%	26%	28%
	2018	47%	41%	24%	16%	20%	44%	-	*	-	*	36%	*	24%	26%	23%	20%
At Masters Grade Level	2019	25%	20%	10%	3%	9%	23%	-	*	-	*	20%	*	9%	18%	9%	9%
	2018	23%	18%	11%	0%	10%	17%	-	*	-	*	9%	*	12%	6%	9%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	72%	45%	36%	41%	75%	-	*	-	*	35%	-	41%	54%	42%	38%
	2018	73%	69%	50%	41%	51%	74%	-	-	-	*	43%	-	53%	36%	48%	24%
At Meets Grade Level or Above	2019	44%	39%	26%	21%	22%	50%	-	*	-	*	29%	-	24%	29%	20%	14%
	2018	46%	38%	23%	14%	23%	43%	-	-	-	*	43%	-	25%	14%	22%	6%
At Masters Grade Level	2019	22%	18%	9%	3%	8%	25%	-	*	-	*	12%	-	8%	12%	6%	3%
	2018	24%	18%	9%	6%	4%	35%	-	-	-	*	29%	-	8%	14%	8%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	73%	43%	21%	46%	69%	-	*	-	*	29%	-	38%	56%	40%	52%
	2018	78%	74%	58%	35%	67%	83%	-	-	-	*	38%	-	62%	44%	56%	52%
At Meets Grade Level or Above	2019	48%	42%	24%	12%	23%	44%	-	*	-	*	24%	-	22%	29%	21%	17%
	2018	49%	41%	34%	19%	35%	63%	-	-	-	*	38%	-	37%	22%	30%	20%
At Masters Grade Level	2019	28%	23%	13%	6%	14%	19%	-	*	-	*	12%	-	13%	15%	14%	14%
	2018	27%	21%	18%	8%	19%	38%	-	-	-	*	25%	-	19%	16%	16%	8%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	43%	30%	42%	69%	-	*	-	*	35%	-	42%	44%	39%	41%
	2018	63%	55%	28%	16%	24%	67%	-	-	-	*	25%	-	30%	19%	23%	14%
At Meets Grade Level or Above	2019	35%	30%	16%	9%	14%	38%	-	*	-	*	24%	-	18%	12%	13%	10%
	2018	39%	31%	13%	8%	11%	29%	-	-	-	*	25%	-	14%	6%	11%	0%
At Masters Grade Level	2019	11%	8%	6%	3%	4%	19%	-	*	-	*	12%	-	7%	5%	5%	7%
	2018	11%	7%	2%	2%	0%	8%	-	-	-	*	13%	-	2%	0%	1%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	84%	65%	52%	65%	94%	-	-	-	*	31%	-	64%	67%	61%	45%
	2018	84%	81%	60%	53%	61%	76%	-	-	-	*	43%	*	62%	54%	58%	66%
At Meets Grade Level or Above	2019	54%	45%	32%	21%	30%	61%	-	-	-	*	23%	-	31%	33%	25%	23%
	2018	54%	45%	26%	14%	29%	47%	-	-	-	*	43%	*	26%	25%	25%	41%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		Region		African	Hispanic	White	American	Pacific	Two or	Special	Special	Continu-	Non-	Econ	EL		
		State	03	District			American									Indian	Asian
At Masters Grade Level	2019	29%	22%	10%	5%	10%	22%	-	-	-	*	15%	-	10%	8%	6%	0%
	2018	26%	19%	9%	2%	10%	18%	-	-	-	*	14%	*	10%	4%	8%	16%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	89%	75%	52%	84%	89%	-	-	-	*	23%	-	78%	63%	74%	91%
	2018	91%	90%	80%	73%	81%	94%	-	-	-	*	47%	100%	83%	70%	79%	90%
At Meets Grade Level or Above	2019	58%	52%	35%	10%	41%	67%	-	-	-	*	23%	-	35%	38%	27%	32%
	2018	58%	53%	39%	37%	38%	44%	-	-	-	*	35%	40%	38%	39%	37%	38%
At Masters Grade Level	2019	36%	31%	22%	5%	26%	44%	-	-	-	*	15%	-	21%	29%	15%	18%
	2018	30%	24%	13%	10%	12%	28%	-	-	-	*	12%	0%	14%	9%	11%	15%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	72%	53%	38%	57%	72%	-	-	-	*	23%	-	55%	46%	48%	50%
	2018	76%	73%	59%	48%	62%	72%	-	-	-	*	35%	80%	62%	45%	56%	63%
At Meets Grade Level or Above	2019	49%	44%	26%	14%	26%	50%	-	-	-	*	23%	-	26%	25%	20%	23%
	2018	41%	35%	24%	17%	23%	44%	-	-	-	*	35%	20%	25%	18%	23%	30%
At Masters Grade Level	2019	24%	21%	8%	2%	7%	28%	-	-	-	*	15%	-	8%	8%	4%	0%
	2018	17%	13%	8%	2%	10%	17%	-	-	-	*	18%	0%	10%	3%	7%	15%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	61%	56%	44%	60%	65%	-	*	-	*	33%	*	55%	63%	57%	56%
	2018	69%	59%	54%	34%	55%	72%	-	*	-	*	40%	*	60%	23%	52%	59%
At Meets Grade Level or Above	2019	37%	29%	20%	13%	21%	29%	-	*	-	*	33%	*	19%	29%	20%	29%
	2018	39%	28%	23%	9%	21%	44%	-	*	-	*	30%	*	25%	9%	18%	18%
At Masters Grade Level	2019	18%	12%	8%	0%	11%	12%	-	*	-	*	11%	*	8%	8%	8%	15%
	2018	19%	12%	8%	3%	8%	17%	-	*	-	*	0%	*	8%	9%	5%	5%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	77%	78%	76%	79%	76%	-	*	-	*	56%	*	80%	63%	80%	82%
	2018	77%	70%	59%	47%	59%	78%	-	*	-	*	36%	*	61%	50%	56%	48%
At Meets Grade Level or Above	2019	47%	38%	35%	29%	35%	53%	-	*	-	*	39%	*	35%	38%	34%	38%
	2018	44%	33%	20%	16%	17%	39%	-	*	-	*	21%	*	20%	19%	16%	10%
At Masters Grade Level	2019	21%	14%	14%	7%	15%	29%	-	*	-	*	11%	*	14%	13%	12%	26%
	2018	18%	11%	5%	3%	4%	6%	-	*	-	*	0%	*	4%	8%	2%	0%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	70%	57%	44%	55%	76%	-	*	-	*	36%	*	60%	40%	52%	52%
	2018	74%	69%	63%	61%	64%	45%	-	*	-	*	36%	*	67%	46%	61%	66%
At Meets Grade Level or Above	2019	49%	39%	30%	22%	31%	41%	-	*	-	*	29%	*	33%	15%	26%	28%
	2018	48%	41%	38%	37%	38%	27%	-	*	-	*	21%	*	41%	25%	35%	34%
At Masters Grade Level	2019	29%	21%	10%	15%	6%	24%	-	*	-	*	7%	*	11%	0%	7%	3%
	2018	29%	22%	21%	18%	22%	18%	-	*	-	*	0%	*	22%	18%	22%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	68%	69%	74%	66%	71%	-	*	-	*	33%	*	70%	65%	70%	67%
	2018	72%	65%	63%	58%	66%	64%	-	*	-	*	36%	*	66%	54%	63%	83%
At Meets Grade Level or Above	2019	43%	32%	38%	33%	37%	53%	-	*	-	*	27%	*	41%	20%	35%	37%
	2018	40%	30%	38%	34%	39%	45%	-	*	-	*	29%	*	40%	29%	41%	45%
At Masters Grade Level	2019	17%	11%	8%	4%	5%	29%	-	*	-	*	0%	*	8%	10%	5%	10%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

		Region		African American			American Indian		Pacific	Two or More	Special Ed	Special Ed	Continuously	Non-Continuously	Econ	EL	
	Year	State	03 District	American	Hispanic	White	Indian	Asian	Islander	Races	(Current)	(Former)	Enrolled	Enrolled	Disadv	(Current & Monitored)	
Grade 7 Writing	2018	18%	12%	18%	11%	20%	27%	-	*	-	*	21%	*	18%	21%	17%	10%
At Approaches Grade Level or Above	2019	70%	64%	51%	64%	44%	65%	-	*	-	*	13%	*	55%	30%	46%	40%
	2018	69%	65%	60%	55%	61%	50%	-	*	-	*	55%	*	65%	37%	59%	61%
At Meets Grade Level or Above	2019	42%	34%	21%	14%	16%	47%	-	*	-	*	13%	*	23%	5%	17%	13%
	2018	43%	39%	33%	34%	32%	40%	-	*	-	*	36%	*	37%	19%	29%	29%
At Masters Grade Level	2019	18%	11%	5%	4%	2%	12%	-	*	-	*	7%	*	5%	5%	5%	3%
	2018	15%	11%	9%	13%	8%	0%	-	*	-	*	9%	*	10%	4%	5%	4%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	82%	77%	69%	78%	88%	-	*	-	*	31%	*	81%	59%	74%	70%
	2018	86%	82%	80%	70%	84%	82%	*	*	-	*	21%	*	83%	69%	78%	60%
At Meets Grade Level or Above	2019	55%	47%	44%	42%	44%	25%	-	*	-	*	23%	*	47%	30%	43%	17%
	2018	49%	42%	36%	16%	41%	55%	*	*	-	*	7%	*	42%	19%	30%	0%
At Masters Grade Level	2019	28%	22%	17%	25%	15%	0%	-	*	-	*	8%	*	20%	7%	15%	13%
	2018	27%	21%	20%	5%	25%	32%	*	*	-	*	0%	*	24%	9%	19%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	85%	88%	91%	87%	83%	-	-	-	*	50%	*	92%	73%	89%	91%
	2018	86%	83%	79%	65%	83%	93%	*	*	-	*	38%	*	82%	73%	74%	89%
At Meets Grade Level or Above	2019	57%	51%	55%	63%	53%	50%	-	-	-	*	17%	*	62%	27%	56%	52%
	2018	51%	46%	30%	22%	30%	43%	*	*	-	*	13%	*	32%	27%	26%	22%
At Masters Grade Level	2019	17%	11%	12%	9%	12%	17%	-	-	-	*	17%	*	13%	5%	10%	4%
	2018	15%	10%	3%	3%	3%	7%	*	*	-	*	6%	*	4%	3%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	75%	61%	61%	59%	63%	-	*	-	*	23%	*	65%	44%	60%	43%
	2018	76%	72%	59%	38%	64%	77%	*	*	-	*	19%	*	63%	45%	53%	50%
At Meets Grade Level or Above	2019	51%	44%	32%	31%	30%	38%	-	*	-	*	15%	*	33%	26%	30%	13%
	2018	52%	46%	27%	13%	27%	50%	*	*	-	*	6%	*	30%	18%	26%	10%
At Masters Grade Level	2019	25%	18%	11%	14%	10%	0%	-	*	-	*	8%	*	13%	4%	13%	4%
	2018	28%	23%	8%	5%	4%	27%	*	*	-	*	0%	*	9%	3%	6%	10%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	61%	57%	50%	58%	63%	-	*	-	*	15%	*	61%	41%	55%	52%
	2018	65%	56%	51%	31%	55%	73%	*	*	-	*	13%	*	57%	33%	47%	60%
At Meets Grade Level or Above	2019	37%	28%	28%	28%	29%	0%	-	*	-	*	15%	*	31%	15%	26%	13%
	2018	36%	25%	22%	8%	19%	55%	*	*	-	*	13%	*	26%	9%	17%	10%
At Masters Grade Level	2019	21%	14%	14%	11%	14%	0%	-	*	-	*	0%	*	14%	11%	11%	9%
	2018	21%	12%	8%	3%	7%	18%	*	*	-	*	13%	*	8%	6%	5%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	62%	57%	38%	60%	76%	*	*	-	*	15%	*	61%	46%	57%	6%
	2018	65%	59%	51%	42%	53%	64%	-	-	-	-	6%	*	55%	41%	48%	67%
At Meets Grade Level or Above	2019	50%	42%	34%	15%	36%	67%	*	*	-	*	4%	*	38%	26%	35%	0%
	2018	44%	37%	30%	15%	32%	56%	-	-	-	-	6%	*	32%	25%	26%	39%
At Masters Grade Level	2019	11%	7%	6%	2%	3%	24%	*	*	-	*	0%	*	6%	4%	4%	0%
	2018	7%	3%	4%	2%	3%	16%	-	-	-	-	0%	*	4%	4%	1%	6%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		State	Region 03	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)
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	64%	52%	37%	55%	72%	-	-	-	-	4%	*	54%	46%	50%	21%
	2018	67%	62%	58%	54%	58%	65%	-	*	-	-	13%	*	63%	46%	54%	29%
At Meets Grade Level or Above	2019	49%	43%	29%	12%	33%	45%	-	-	-	-	0%	*	32%	19%	26%	7%
	2018	48%	40%	37%	25%	39%	52%	-	*	-	-	13%	*	41%	24%	32%	18%
At Masters Grade Level	2019	8%	5%	4%	4%	1%	17%	-	-	-	-	0%	*	3%	6%	4%	0%
	2018	8%	5%	6%	0%	7%	13%	-	*	-	-	8%	*	8%	0%	5%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	79%	58%	54%	56%	70%	*	*	-	*	30%	-	63%	45%	54%	15%
	2018	83%	78%	58%	49%	61%	63%	-	*	-	-	12%	*	61%	49%	55%	44%
At Meets Grade Level or Above	2019	61%	49%	18%	13%	18%	30%	*	*	-	*	7%	-	19%	17%	16%	0%
	2018	55%	45%	22%	12%	21%	41%	-	*	-	-	0%	*	24%	13%	18%	13%
At Masters Grade Level	2019	37%	25%	12%	9%	12%	13%	*	*	-	*	4%	-	12%	10%	9%	0%
	2018	32%	20%	14%	7%	13%	30%	-	*	-	-	0%	*	16%	9%	11%	6%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	88%	79%	73%	80%	83%	-	*	-	*	33%	*	80%	76%	77%	50%
	2018	87%	86%	77%	74%	77%	88%	-	-	-	-	32%	*	79%	72%	72%	89%
At Meets Grade Level or Above	2019	62%	58%	50%	36%	49%	72%	-	*	-	*	17%	*	53%	42%	48%	17%
	2018	59%	53%	36%	20%	36%	67%	-	-	-	-	4%	*	34%	44%	29%	22%
At Masters Grade Level	2019	25%	19%	14%	5%	12%	38%	-	*	-	*	0%	*	16%	8%	10%	0%
	2018	24%	18%	10%	4%	7%	33%	-	-	-	-	0%	*	9%	13%	6%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	90%	88%	90%	88%	83%	-	*	-	-	40%	*	90%	80%	89%	43%
	2018	92%	89%	90%	90%	90%	88%	-	*	-	*	63%	*	90%	88%	91%	71%
At Meets Grade Level or Above	2019	73%	66%	62%	56%	64%	61%	-	*	-	-	20%	*	63%	57%	60%	14%
	2018	70%	61%	64%	58%	57%	88%	-	*	-	*	16%	*	67%	55%	56%	29%
At Masters Grade Level	2019	45%	36%	25%	12%	28%	44%	-	*	-	-	7%	*	27%	20%	24%	0%
	2018	40%	29%	36%	30%	33%	45%	-	*	-	*	0%	*	37%	30%	34%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	74%	62%	54%	62%	75%	*	100%	-	75%	30%	48%	64%	54%	60%	54%
	2018	77%	72%	61%	50%	63%	75%	*	100%	-	63%	32%	47%	64%	51%	58%	61%
At Meets Grade Level or Above	2019	50%	43%	32%	23%	32%	49%	*	81%	-	41%	20%	12%	33%	27%	29%	22%
	2018	48%	40%	30%	21%	30%	50%	*	81%	-	31%	20%	24%	32%	24%	26%	24%
At Masters Grade Level	2019	24%	17%	11%	7%	10%	23%	*	38%	-	11%	8%	4%	12%	10%	9%	8%
	2018	22%	16%	11%	6%	11%	23%	*	50%	-	6%	7%	0%	12%	9%	9%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	70%	58%	47%	59%	77%	*	100%	-	73%	26%	33%	60%	51%	56%	47%
	2018	74%	68%	59%	50%	60%	71%	*	100%	-	67%	27%	31%	62%	47%	56%	57%
At Meets Grade Level or Above	2019	48%	40%	31%	19%	31%	48%	*	78%	-	40%	18%	0%	32%	26%	28%	20%
	2018	46%	38%	30%	18%	32%	48%	*	64%	-	42%	22%	15%	32%	22%	26%	25%
At Masters Grade Level	2019	21%	15%	9%	6%	8%	21%	*	22%	-	7%	7%	0%	10%	7%	7%	7%
	2018	19%	14%	11%	4%	11%	22%	*	55%	-	0%	6%	0%	11%	8%	9%	10%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance

		State	Region 03	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)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	78%	66%	58%	67%	75%	*	100%	-	80%	38%	57%	69%	57%	65%	68%
	2018	81%	77%	65%	52%	68%	77%	*	100%	-	58%	33%	62%	67%	56%	62%	69%
At Meets Grade Level or Above	2019	52%	44%	32%	23%	32%	49%	*	75%	-	40%	23%	29%	33%	27%	29%	31%
	2018	50%	41%	29%	22%	28%	46%	*	100%	-	33%	21%	31%	31%	24%	27%	26%
At Masters Grade Level	2019	26%	20%	13%	6%	13%	25%	*	50%	-	13%	10%	0%	13%	14%	11%	13%
	2018	24%	17%	12%	6%	12%	23%	*	63%	-	8%	9%	0%	13%	10%	10%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	63%	47%	46%	43%	67%	-	*	-	*	25%	*	49%	39%	43%	41%
	2018	66%	60%	43%	33%	43%	62%	-	*	-	60%	42%	*	47%	27%	36%	40%
At Meets Grade Level or Above	2019	38%	32%	19%	11%	15%	42%	-	*	-	*	19%	*	21%	10%	15%	12%
	2018	41%	35%	22%	19%	22%	32%	-	*	-	0%	32%	*	25%	12%	17%	16%
At Masters Grade Level	2019	14%	10%	6%	3%	3%	15%	-	*	-	*	9%	*	6%	5%	5%	5%
	2018	13%	9%	5%	7%	4%	6%	-	*	-	0%	11%	*	6%	2%	3%	2%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	78%	65%	57%	65%	76%	-	*	-	75%	27%	*	67%	58%	62%	47%
	2018	80%	77%	66%	54%	68%	80%	*	*	-	*	29%	63%	68%	55%	61%	68%
At Meets Grade Level or Above	2019	54%	49%	36%	27%	35%	60%	-	*	-	50%	18%	*	37%	33%	33%	18%
	2018	51%	44%	29%	17%	29%	55%	*	*	-	*	14%	25%	30%	28%	25%	25%
At Masters Grade Level	2019	25%	19%	11%	7%	10%	29%	-	*	-	13%	7%	*	12%	7%	9%	2%
	2018	23%	18%	9%	4%	7%	27%	*	*	-	*	5%	0%	9%	7%	7%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	76%	73%	71%	72%	77%	-	*	-	*	29%	*	76%	61%	72%	50%
	2018	78%	73%	72%	61%	73%	82%	*	*	-	*	40%	*	75%	61%	71%	65%
At Meets Grade Level or Above	2019	55%	48%	45%	43%	46%	42%	-	*	-	*	18%	*	47%	37%	43%	13%
	2018	53%	44%	45%	33%	39%	75%	*	*	-	*	14%	*	48%	32%	38%	18%
At Masters Grade Level	2019	33%	25%	20%	12%	21%	31%	-	*	-	*	4%	*	21%	16%	17%	7%
	2018	31%	21%	23%	16%	21%	35%	*	*	-	*	6%	*	24%	18%	21%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Progress

District Name: WHARTON ISD
County Name: WHARTON
District Number: 241904

		State	Region 03	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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	61	48	52	42	66	-	*	-	*	50	-	49	44	45	34
	2018	63	61	51	59	46	46	-	-	-	*	71	-	52	46	52	47
Grade 4 Mathematics	2019	65	63	45	34	48	47	-	*	-	*	62	-	40	59	47	45
	2018	65	61	67	60	70	75	-	-	-	*	63	-	72	48	66	62
Grade 5 ELA/Reading	2019	81	79	81	70	85	88	-	-	-	*	64	-	81	80	80	73
	2018	80	79	83	88	84	63	-	-	-	*	86	*	84	78	83	80
Grade 5 Mathematics	2019	83	84	80	80	80	75	-	-	-	*	64	-	81	76	82	82
	2018	81	82	72	77	72	56	-	-	-	*	71	60	73	69	71	70
Grade 6 ELA/Reading	2019	42	37	52	42	56	50	-	*	-	*	59	*	52	50	51	51
	2018	47	39	46	32	49	58	-	*	-	*	40	*	50	28	46	60
Grade 6 Mathematics	2019	54	46	58	54	58	72	-	*	-	*	76	*	60	48	59	68
	2018	56	47	34	39	32	42	-	*	-	*	32	*	34	36	33	26
Grade 7 ELA/Reading	2019	77	77	73	75	74	71	-	*	-	*	71	*	74	67	71	80
	2018	76	72	65	64	64	68	-	*	-	*	46	*	63	74	62	62
Grade 7 Mathematics	2019	63	59	72	92	69	62	-	*	-	*	50	*	74	61	73	69
	2018	67	66	57	46	58	86	-	*	-	*	50	*	55	65	58	71
Grade 8 ELA/Reading	2019	77	75	76	81	74	88	-	*	-	*	85	*	78	69	76	74
	2018	79	77	71	71	70	79	-	*	-	*	58	*	71	73	68	55
Grade 8 Mathematics	2019	84	84	93	94	92	100	-	*	-	*	92	*	92	98	94	87
	2018	81	84	85	87	84	85	-	*	-	*	87	*	85	84	82	89
End of Course English II	2019	69	69	59	58	58	61	-	-	-	-	40	*	59	59	60	33
	2018	67	65	68	69	68	68	-	*	-	-	59	*	69	66	61	73
End of Course Algebra I	2019	75	65	35	30	33	57	*	*	-	*	12	-	36	32	31	0
	2018	72	63	44	36	45	53	-	*	-	-	12	*	45	37	40	45
All Grades Both Subjects	2019	69	66	64	62	64	67	*	71	-	68	59	69	65	60	64	63
	2018	69	66	62	62	61	63	-	80	-	59	56	52	62	60	60	62
All Grades ELA/Reading	2019	68	66	65	62	65	68	-	70	-	67	62	71	66	60	63	61
	2018	69	66	64	66	64	63	-	67	-	68	60	55	65	62	62	65
All Grades Mathematics	2019	70	67	63	63	63	65	*	71	-	68	57	67	64	59	64	66
	2018	70	67	59	59	59	64	-	*	-	50	53	50	60	57	58	59

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 03	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%	39%	29%	25%	28%	45%	-	-	-	*	6%	27%	23%
	2018	38%	37%	27%	27%	28%	22%	-	-	-	*	*	26%	13%
Mathematics	2019	45%	46%	42%	36%	44%	47%	-	-	-	80%	11%	42%	50%
	2018	47%	46%	33%	28%	36%	47%	-	*	-	*	12%	31%	35%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	73%	51%	37%	51%	82%	-	-	-	*	9%	46%	30%
Students Requiring Accelerated Instruction														
	2019	22%	27%	49%	63%	49%	18%	-	-	-	*	91%	54%	70%
STAAR Cumulative Met Standard														
	2019	86%	84%	64%	51%	65%	94%	-	-	-	*	18%	61%	40%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	98%	100%	100%	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	9%	13%	16%	13%	*	-	-	-	-	0%	16%	6%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	82%	69%	46%	77%	82%	-	-	-	*	9%	67%	70%
Students Requiring Accelerated Instruction														
	2019	17%	18%	31%	54%	23%	18%	-	-	-	*	91%	33%	30%
STAAR Cumulative Met Standard														
	2019	90%	89%	75%	51%	84%	88%	-	-	-	*	9%	74%	90%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	97%	100%	100%	100%	*	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	25%	27%	20%	27%	*	-	-	-	-	17%	28%	*
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	73%	71%	65%	72%	63%	-	*	-	*	18%	69%	44%
Students Requiring Accelerated Instruction														
	2019	22%	27%	29%	35%	28%	38%	-	*	-	*	82%	31%	56%
STAAR Cumulative Met Standard														
	2019	85%	82%	77%	69%	78%	88%	-	*	-	*	18%	73%	56%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	80%	77%	73%	76%	83%	-	-	-	*	20%	76%	63%
Students Requiring Accelerated Instruction														
	2019	18%	20%	23%	27%	24%	17%	-	-	-	*	80%	24%	38%
STAAR Cumulative Met Standard														
	2019	88%	85%	88%	90%	87%	83%	-	-	-	*	40%	89%	88%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 03	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%	74%	62%	-	-	-	-	-	47%	52%	45%	52%	47%	47%
	2018	77%	72%	61%	62%	62%	-	-	-	46%	46%	-	37%	48%	47%
At Meets Grade Level or Above	2019	50%	43%	32%	-	-	-	-	-	16%	16%	16%	24%	16%	16%
	2018	48%	40%	30%	7%	7%	-	-	-	12%	12%	-	20%	12%	12%
At Masters Grade Level	2019	24%	17%	11%	-	-	-	-	-	5%	3%	6%	14%	5%	6%
	2018	22%	16%	11%	0%	0%	-	-	-	4%	4%	-	3%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	70%	58%	-	-	-	-	-	37%	47%	34%	70%	37%	39%
	2018	74%	68%	59%	64%	64%	-	-	-	37%	37%	-	30%	40%	39%
At Meets Grade Level or Above	2019	48%	40%	31%	-	-	-	-	-	13%	12%	13%	30%	13%	14%
	2018	46%	38%	30%	9%	9%	-	-	-	10%	10%	-	20%	10%	11%
At Masters Grade Level	2019	21%	15%	9%	-	-	-	-	-	3%	0%	4%	10%	3%	4%
	2018	19%	14%	11%	0%	0%	-	-	-	4%	4%	-	0%	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	78%	66%	-	-	-	-	-	64%	82%	59%	55%	64%	64%
	2018	81%	77%	65%	61%	61%	-	-	-	61%	61%	-	54%	61%	60%
At Meets Grade Level or Above	2019	52%	44%	32%	-	-	-	-	-	24%	38%	19%	27%	24%	24%
	2018	50%	41%	29%	6%	6%	-	-	-	18%	18%	-	23%	16%	17%
At Masters Grade Level	2019	26%	20%	13%	-	-	-	-	-	9%	9%	9%	27%	9%	10%
	2018	24%	17%	12%	0%	0%	-	-	-	5%	5%	-	8%	4%	5%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	63%	47%	-	-	-	-	-	38%	33%	41%	20%	38%	37%
	2018	66%	60%	43%	-	-	-	-	-	14%	14%	-	*	14%	12%
At Meets Grade Level or Above	2019	38%	32%	19%	-	-	-	-	-	11%	11%	10%	0%	11%	10%
	2018	41%	35%	22%	-	-	-	-	-	0%	0%	-	*	0%	0%
At Masters Grade Level	2019	14%	10%	6%	-	-	-	-	-	6%	6%	7%	0%	6%	6%
	2018	13%	9%	5%	-	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	78%	65%	-	-	-	-	-	41%	31%	48%	*	41%	40%
	2018	80%	77%	66%	-	-	-	-	-	53%	53%	-	*	53%	51%
At Meets Grade Level or Above	2019	54%	49%	36%	-	-	-	-	-	10%	0%	17%	*	10%	12%
	2018	51%	44%	29%	-	-	-	-	-	12%	12%	-	*	12%	14%
At Masters Grade Level	2019	25%	19%	11%	-	-	-	-	-	0%	0%	0%	*	0%	0%
	2018	23%	18%	9%	-	-	-	-	-	6%	6%	-	*	6%	5%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	76%	73%	-	-	-	-	-	39%	38%	43%	-	39%	39%
	2018	78%	73%	72%	-	-	-	-	-	50%	50%	-	-	50%	50%
At Meets Grade Level or Above	2019	55%	48%	45%	-	-	-	-	-	4%	0%	14%	-	4%	4%
	2018	53%	44%	45%	-	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	33%	25%	20%	-	-	-	-	-	0%	0%	0%	-	0%	0%
	2018	31%	21%	23%	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	64%	-	-	-	-	-	60%	78%	51%	64%	60%	60%
	2018	69%	66%	62%	-	-	-	-	-	61%	61%	-	63%	61%	61%
All Grades ELA/Reading	2019	68%	66%	65%	-	-	-	-	-	56%	76%	46%	70%	56%	57%
	2018	69%	66%	64%	-	-	-	-	-	60%	60%	-	70%	60%	62%
All Grades Mathematics	2019	70%	67%	63%	-	-	-	-	-	63%	80%	55%	59%	63%	63%
	2018	70%	67%	59%	-	-	-	-	-	61%	61%	-	58%	61%	60%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	39%	29%	-	-	-	-	-	21%	33%	13%	50%	21%	23%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Performance
 Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 03	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
Mathematics	2018	38%	37%	27%	-	-	-	-	-	14%	14%	-	*	14%	13%
	2019	45%	46%	42%	-	-	-	-	-	53%	63%	45%	33%	53%	50%
	2018	47%	46%	33%	-	-	-	-	-	38%	38%	-	*	38%	35%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District STAAR Participation

	State	Region 03	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%	100%	100%	99%	100%	100%	*	100%	-	100%	99%	99%	100%
Included in Accountability	94%	95%	95%	95%	95%	94%	*	96%	-	92%	94%	94%	95%
Not Included in Accountability													
Mobile	4%	4%	4%	4%	4%	6%	*	0%	-	8%	3%	5%	3%
Other Exclusions	1%	1%	0%	0%	0%	0%	*	4%	-	0%	2%	0%	1%
Not Tested	1%	0%	0%	1%	0%	0%	*	0%	-	0%	1%	1%	0%
Absent	1%	0%	0%	1%	0%	0%	*	0%	-	0%	1%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	99%	100%	99%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	95%	97%	94%	96%	*	70%	-	88%	92%	94%	90%
Not Included in Accountability													
Mobile	4%	4%	4%	2%	5%	3%	*	30%	-	5%	5%	5%	6%
Other Exclusions	1%	1%	1%	0%	1%	1%	*	0%	-	8%	3%	1%	5%
Not Tested	1%	1%	1%	1%	0%	1%	*	0%	-	0%	0%	1%	0%
Absent	1%	0%	1%	1%	0%	1%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD

County Name: WHARTON

District Number: 241904

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.0%	95.2%	95.0%	95.1%	95.8%	*	96.0%	-	95.8%	93.2%	95.0%	96.6%
2016-17	95.7%	95.5%	95.1%	95.6%	94.8%	95.6%	-	96.9%	-	93.7%	93.6%	95.0%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.1%	0.3%	0.0%	0.5%	0.0%	*	*	-	0.0%	0.0%	0.4%	0.0%
2016-17	0.3%	0.1%	0.3%	0.0%	0.5%	0.0%	-	*	-	*	0.0%	0.4%	7.7%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.3%	1.6%	2.4%	1.8%	0.0%	-	*	-	0.0%	6.6%	2.1%	0.0%
2016-17	1.9%	1.3%	1.2%	0.6%	1.7%	0.8%	-	*	-	0.0%	1.5%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.0%	97.3%	92.9%	98.7%	100.0%	-	-	-	*	100.0%	96.2%	*
Received TxCHSE	0.4%	1.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.8%	2.3%	0.7%	2.4%	0.0%	0.0%	-	-	-	*	0.0%	0.9%	*
Dropped Out	5.7%	4.6%	2.1%	4.8%	1.3%	0.0%	-	-	-	*	0.0%	2.8%	*
Graduates and TxCHSE	90.4%	93.2%	97.3%	92.9%	98.7%	100.0%	-	-	-	*	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	94.3%	95.4%	97.9%	95.2%	98.7%	100.0%	-	-	-	*	100.0%	97.2%	*
Class of 2017													
Graduated	89.7%	92.0%	94.8%	97.7%	90.7%	100.0%	-	-	-	*	100.0%	91.2%	*
Received TxCHSE	0.4%	1.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	2.2%	1.3%	0.0%	2.7%	0.0%	-	-	-	*	0.0%	2.2%	*
Dropped Out	5.9%	4.9%	3.9%	2.3%	6.7%	0.0%	-	-	-	*	0.0%	6.6%	*
Graduates and TxCHSE	90.1%	93.0%	94.8%	97.7%	90.7%	100.0%	-	-	-	*	100.0%	91.2%	*
Graduates, TxCHSE, and Continuers	94.1%	95.1%	96.1%	97.7%	93.3%	100.0%	-	-	-	*	100.0%	93.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	93.3%	96.1%	97.7%	93.2%	100.0%	-	-	-	*	100.0%	93.3%	*
Received TxCHSE	0.6%	1.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.6%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	5.0%	3.9%	2.3%	6.8%	0.0%	-	-	-	*	0.0%	6.7%	*
Graduates and TxCHSE	92.6%	94.4%	96.1%	97.7%	93.2%	100.0%	-	-	-	*	100.0%	93.3%	*
Graduates, TxCHSE, and Continuers	93.7%	95.0%	96.1%	97.7%	93.2%	100.0%	-	-	-	*	100.0%	93.3%	*
Class of 2016													
Graduated	91.6%	92.6%	96.5%	92.3%	97.4%	100.0%	-	*	-	-	100.0%	96.7%	100.0%
Received TxCHSE	0.7%	1.3%	0.7%	2.6%	0.0%	0.0%	-	*	-	-	0.0%	1.1%	0.0%
Continued HS	1.2%	0.6%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.6%	2.8%	5.1%	2.6%	0.0%	-	*	-	-	0.0%	2.2%	0.0%
Graduates and TxCHSE	92.2%	93.9%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	94.4%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	92.7%	96.5%	92.3%	97.4%	100.0%	-	*	-	-	100.0%	96.7%	100.0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.4%	0.7%	2.6%	0.0%	0.0%	-	*	-	-	0.0%	1.1%	0.0%
Continued HS	0.5%	0.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	5.5%	2.8%	5.1%	2.6%	0.0%	-	*	-	-	0.0%	2.2%	0.0%
Graduates and TxCHSE	92.9%	94.1%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	94.5%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
Class of 2015													
Graduated	91.8%	93.3%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Received TxCHSE	1.0%	1.2%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.4%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Dropped Out	6.7%	5.1%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	94.5%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.3%	94.9%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	92.0%	96.6%	92.9%	97.5%	100.0%	-	-	-	*	90.9%	96.3%	*
Class of 2017	89.7%	92.0%	94.8%	97.7%	90.7%	100.0%	-	-	-	*	100.0%	91.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	42.9%	*	-	*	-	-	-	-	-	-	*	-
Class of 2017	88.5%	81.0%	93.7%	92.9%	90.8%	100.0%	-	-	-	*	36.4%	90.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.4%	2.8%	2.6%	3.9%	0.0%	-	-	-	*	0.0%	3.0%	*
Class of 2017	6.0%	6.2%	*	-	*	-	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	82.4%	86.5%	82.1%	85.7%	95.8%	-	-	-	*	30.0%	86.1%	*
Class of 2017	60.8%	77.3%	*	-	*	-	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	85.5%	89.4%	84.6%	89.7%	95.8%	-	-	-	*	30.0%	89.2%	*
Class of 2017	85.9%	81.8%	91.7%	92.9%	86.8%	100.0%	-	-	-	*	36.4%	86.7%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	22.7%	*	-	*	-	-	-	-	-	-	*	-
2016-17	87.2%	81.2%	94.3%	92.9%	92.2%	100.0%	-	*	-	*	40.0%	91.1%	*
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	7.2%	6.5%	40.0%	*	60.0%	*	-	-	-	-	*	37.5%	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	81.6%	90.6%	86.1%	89.7%	100.0%	-	-	-	*	33.3%	88.9%	*
2016-17	56.5%	73.1%	10.0%	*	0.0%	*	-	-	-	-	*	12.5%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	84.6%	89.9%	86.1%	88.6%	100.0%	-	-	-	*	33.3%	87.8%	*
2016-17	84.0%	80.6%	91.4%	89.1%	89.9%	97.1%	-	*	-	*	33.3%	87.4%	*

District Name: WHARTON ISD
 County Name: WHARTON
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TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Graduation Profile

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	139	100.0%	347,893	100.0%
By Ethnicity:				
African American	36	25.9%	43,502	12.5%
Hispanic	79	56.8%	173,272	49.8%
White	23	16.5%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	0	0.0%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	1	0.7%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	1	0.7%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	13	9.4%	49,432	14.2%
Foundation H.S. Program (Endorsement)	0	0.0%	16,542	4.8%
Foundation H.S. Program (DLA)	125	89.9%	272,526	78.3%
Special Education Graduates	9	6.5%	25,962	7.5%
Economically Disadvantaged Graduates	82	59.0%	166,956	48.0%
LEP Graduates	2	1.4%	21,359	6.1%
At-Risk Graduates	42	30.2%	144,805	41.6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District College, Career, and Military Readiness (CCMR)

District Name: WHARTON ISD

County Name: WHARTON

District Number: 241904

	State	Region 03	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)													
2017-18	65.5%	58.5%	50.0%	37.5%	49.4%	69.6%	-	-	-	*	33.3%	40.2%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	39.2%	38.1%	30.6%	35.4%	56.5%	-	-	-	*	11.1%	32.9%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	49.7%	54.7%	50.0%	50.6%	73.9%	-	-	-	*	33.3%	53.7%	*
Mathematics													
2017-18	46.0%	38.5%	36.7%	36.1%	34.2%	43.5%	-	-	-	*	0.0%	34.1%	*
Both Subjects													
2017-18	42.1%	34.8%	33.8%	30.6%	31.6%	43.5%	-	-	-	*	0.0%	30.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.9%	24.5%	16.7%	26.6%	30.4%	-	-	-	*	11.1%	19.5%	*
2016-17	19.9%	16.9%	24.5%	10.9%	20.3%	50.0%	-	*	-	*	0.0%	9.2%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	6.2%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	20.1%	5.6%	0.7%	2.2%	0.0%	0.0%	-	*	-	*	0.0%	1.1%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.6%	5.8%	0.0%	10.1%	0.0%	-	-	-	*	0.0%	4.9%	*
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	29.8%	17.3%	9.7%	17.7%	26.1%	-	-	-	*	33.3%	11.0%	*
2016-17	13.2%	12.2%	4.6%	5.4%	4.3%	4.4%	-	*	-	*	16.7%	7.5%	*
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	6.3%	7.9%	5.6%	10.1%	4.3%	-	-	-	*	0.0%	4.9%	*
2016-17	2.7%	1.4%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	2.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.0%	1.5%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	39.7%	8.6%	8.3%	5.1%	17.4%	-	-	-	*	11.1%	7.3%	*
2016-17	17.3%	16.9%	5.3%	6.5%	5.8%	2.9%	-	*	-	*	16.7%	8.0%	*

District Name: WHARTON ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District College, Career, and Military Readiness (CCMR)

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.4%	5.0%	0.0%	6.3%	8.7%	-	-	-	*	0.0%	3.7%	*
2016-17	2.2%	1.8%	2.0%	2.2%	1.4%	2.9%	-	*	-	*	8.3%	3.4%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.2%	2.2%	2.8%	0.0%	8.7%	-	-	-	*	33.3%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District CCMR-Related Indicators

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

	State	Region 03	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													
2017-18	32.1%	38.9%	54.0%	50.0%	50.6%	69.6%	-	-	-	*	33.3%	52.4%	*
2016-17	23.4%	27.6%	43.7%	39.1%	37.7%	64.7%	-	*	-	*	16.7%	29.9%	*
Mathematics													
2017-18	23.7%	25.2%	36.7%	36.1%	34.2%	43.5%	-	-	-	*	0.0%	34.1%	*
2016-17	19.8%	19.5%	33.8%	23.9%	30.4%	55.9%	-	*	-	*	8.3%	19.5%	*
Both Subjects													
2017-18	18.1%	21.7%	33.8%	30.6%	31.6%	43.5%	-	-	-	*	0.0%	30.5%	*
2016-17	12.9%	14.4%	31.8%	21.7%	27.5%	55.9%	-	*	-	*	8.3%	16.1%	*
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	57.7%	17.3%	13.9%	15.2%	26.1%	-	-	-	*	22.2%	11.0%	*
2016-17	50.5%	53.4%	26.5%	28.3%	18.8%	38.2%	-	*	-	*	50.0%	29.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.9%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	1.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Mathematics													
2017-18	3.9%	5.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.4%	2.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Both Subjects													
2017-18	0.9%	1.4%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	15.2%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	26.2%	14.3%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2018	15.3%	9.3%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	15.9%	8.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2018	7.3%	3.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	7.2%	3.1%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2018	10.8%	4.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	10.9%	5.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2018	14.5%	7.1%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	15.0%	6.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	24.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	27.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	24.3%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
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2018-19 District CCMR-Related Indicators

District Name: WHARTON ISD
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 District Number: 241904

	State	Region 03	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	29.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	16.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	21.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	15.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	18.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	56.5%	38.1%	63.9%	27.8%	30.4%	-	-	-	*	n/a	36.6%	n/a
2016-17	73.5%	49.8%	37.7%	45.7%	24.6%	52.9%	-	0.0%	-	100.0%	n/a	26.7%	n/a
At/Above Criterion													
2017-18	37.9%	30.5%	26.4%	8.7%	45.5%	28.6%	-	-	-	*	n/a	21.6%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1043	1044	*	1105	*	-	-	-	*	n/a	1018	n/a
English Language Arts and Writing													
2017-18	521	527	529	*	562	*	-	-	-	*	n/a	512	n/a
Mathematics													
2017-18	515	516	515	*	543	*	-	-	-	*	n/a	506	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.6	18.9	16.9	21.5	19.2	-	-	-	-	n/a	18.2	n/a
English Language Arts													
2017-18	20.3	18.0	18.3	16.0	21.1	18.4	-	-	-	-	n/a	17.6	n/a
Mathematics													
2017-18	20.6	18.8	19.0	16.9	21.5	19.8	-	-	-	-	n/a	18.5	n/a
Science													
2017-18	20.9	19.0	19.4	17.7	21.8	19.0	-	-	-	-	n/a	18.6	n/a

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Other Postsecondary Indicators

	State	Region 03	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													
2017-18	43.4%	32.1%	34.7%	32.9%	31.3%	48.0%	-	*	-	*	22.8%	31.0%	35.0%
2016-17	37.1%	23.8%	33.2%	28.8%	33.8%	38.0%	-	*	-	25.0%	15.0%	29.0%	11.1%
English Language Arts													
2017-18	17.3%	10.6%	6.7%	2.5%	7.7%	9.5%	-	*	-	*	3.7%	5.5%	20.0%
2016-17	16.8%	9.6%	8.4%	5.1%	8.2%	15.0%	-	*	-	0.0%	0.0%	5.6%	5.6%
Mathematics													
2017-18	20.7%	16.9%	24.9%	27.3%	20.8%	33.7%	-	*	-	*	18.4%	22.5%	15.8%
2016-17	19.5%	14.8%	23.7%	20.8%	22.6%	32.0%	-	*	-	14.3%	9.8%	17.7%	5.6%
Science													
2017-18	21.2%	20.3%	6.9%	4.6%	6.0%	13.7%	-	*	-	*	2.0%	4.8%	0.0%
2016-17	5.7%	2.8%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	13.4%	11.4%	6.6%	12.4%	14.8%	-	*	-	*	0.0%	8.7%	0.0%
2016-17	21.8%	11.0%	11.2%	4.6%	12.3%	17.0%	-	*	-	25.0%	0.0%	9.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	52.0%	51.7%	52.2%	39.1%	76.5%	-	*	-	*	33.3%	40.7%	*
2015-16	54.7%	53.3%	50.4%	56.3%	49.4%	45.8%	-	-	-	-	18.2%	46.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	53.4%	57.9%	29.2%	63.0%	79.2%	-	-	-	*	*	31.4%	*
2015-16	55.7%	50.3%	42.6%	27.8%	43.6%	63.6%	-	-	-	-	*	41.5%	*

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

Student Information	District		State	
	Count	Percent	Count	Percent
Total Students	1,998	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	2	0.1%	15,122	0.3%
Pre-Kindergarten	102	5.1%	238,810	4.4%
Kindergarten	126	6.3%	373,435	6.9%
Grade 1	138	6.9%	386,567	7.1%
Grade 2	117	5.9%	387,490	7.2%
Grade 3	150	7.5%	395,637	7.3%
Grade 4	151	7.6%	411,805	7.6%
Grade 5	152	7.6%	417,388	7.7%
Grade 6	177	8.9%	417,587	7.7%
Grade 7	154	7.7%	406,716	7.5%
Grade 8	146	7.3%	404,933	7.5%
Grade 9	175	8.8%	436,449	8.1%
Grade 10	139	7.0%	400,571	7.4%
Grade 11	137	6.9%	372,899	6.9%
Grade 12	132	6.6%	350,991	6.5%
Ethnic Distribution:				
African American	494	24.7%	684,349	12.6%
Hispanic	1,222	61.2%	2,847,629	52.6%
White	232	11.6%	1,484,069	27.4%
American Indian	1	0.1%	20,362	0.4%
Asian	20	1.0%	242,247	4.5%
Pacific Islander	0	0.0%	8,254	0.2%
Two or More Races	29	1.5%	129,490	2.4%
Economically Disadvantaged	1,482	74.2%	3,283,812	60.6%
Non-Educationally Disadvantaged	516	25.8%	2,132,588	39.4%
Section 504 Students	118	5.9%	354,440	6.5%
English Learners (EL)	269	13.5%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	67	3.0%	75,963	1.4%
Students w/ Dyslexia	25	1.3%	194,074	3.6%
At-Risk	1,125	56.3%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	206		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	89	43.2%	221,426	42.4%
Students with Physical Disabilities	41	19.9%	114,118	21.9%
Students with Autism	22	10.7%	71,373	13.7%
Students with Behavioral Disabilities	54	26.2%	107,604	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	7,387	1.4%

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Student Information

<u>Student Information</u>	<u>- Non-Special Education Rates -</u>		<u>- Special Education Rates -</u>	
	<u>District</u>	<u>State</u>	<u>District</u>	<u>State</u>
Retention Rates by Grade:				
Kindergarten	0.9%	1.7%	11.1%	6.2%
Grade 1	6.0%	3.1%	22.2%	5.5%
Grade 2	0.7%	1.8%	10.0%	2.3%
Grade 3	0.0%	1.1%	0.0%	0.9%
Grade 4	0.0%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.0%	0.4%	0.0%	0.5%
Grade 7	0.0%	0.6%	0.0%	0.6%
Grade 8	0.7%	0.4%	5.6%	0.7%
Grade 9	8.3%	7.2%	17.6%	12.7%

	<u>----- District -----</u>		<u>----- State -----</u>	
	<u>Count</u>	<u>Percent</u>	<u>Count</u>	<u>Percent</u>
Data Quality:				
Underreported Students	1	0.1%	6,321	0.3%

<u>Class Size Information</u>	<u>District</u>	<u>State</u>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	17.7	18.9
Grade 1	19.8	18.8
Grade 2	16.7	18.7
Grade 3	18.0	18.9
Grade 4	20.9	19.2
Grade 5	21.3	21.2
Grade 6	20.9	20.4
Secondary:		
English/Language Arts	14.5	16.6
Foreign Languages	21.0	18.9
Mathematics	14.4	17.8
Science	16.0	18.9
Social Studies	18.4	19.3

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	----- District -----		----- State -----	
	Count	Percent	Count	Percent
Total Staff	328.5	100.0%	719,502.5	100.0%
Professional Staff:	192.1	58.5%	461,380.1	64.1%
Teachers	145.5	44.3%	358,450.1	49.8%
Professional Support	25.6	7.8%	72,848.5	10.1%
Campus Administration (School Leadership)	14.4	4.4%	21,812.7	3.0%
Central Administration	6.6	2.0%	8,268.8	1.1%
Educational Aides:	48.3	14.7%	74,292.4	10.3%
Auxiliary Staff:	88.1	26.8%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	4,414.0	n/a
Part-time	2.0	n/a	572.0	n/a
Counselors				
Full-time	3.0	n/a	12,433.0	n/a
Part-time	2.0	n/a	1,097.0	n/a
Total Minority Staff:	165.8	50.5%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	26.7	18.3%	37,875.6	10.6%
Hispanic	18.0	12.4%	99,261.7	27.7%
White	97.9	67.2%	209,288.6	58.4%
American Indian	1.0	0.7%	1,236.1	0.3%
Asian	2.0	1.4%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	0.0	0.0%	4,074.5	1.1%
Males	45.8	31.5%	85,138.1	23.8%
Females	99.7	68.5%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	0.7%	4,932.1	1.4%
Bachelors	121.6	83.6%	263,991.5	73.6%
Masters	22.9	15.8%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	16.9	11.6%	24,953.3	7.0%
1-5 Years Experience	49.0	33.7%	103,762.4	28.9%
6-10 Years Experience	18.0	12.4%	68,136.0	19.0%
11-20 Years Experience	35.7	24.5%	105,158.7	29.3%
Over 20 Years Experience	26.0	17.9%	56,439.7	15.7%
Number of Students per Teacher	13.7	n/a	15.1	n/a

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	2.0	6.3
Average Years Experience of Principals with District	1.7	5.4
Average Years Experience of Assistant Principals	4.5	5.3
Average Years Experience of Assistant Principals with District	3.9	4.7
Average Years Experience of Teachers:	10.2	11.1
Average Years Experience of Teachers with District:	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	\$45,731	\$47,218
1-5 Years Experience	\$45,792	\$50,408
6-10 Years Experience	\$46,856	\$52,786
11-20 Years Experience	\$48,987	\$56,041
Over 20 Years Experience	\$53,119	\$62,039
Average Actual Salaries (regular duties only):		
Teachers	\$48,007	\$54,122
Professional Support	\$57,747	\$64,069
Campus Administration (School Leadership)	\$69,785	\$78,947
Central Administration	\$94,179	\$103,400
Instructional Staff Percent:	66.9%	64.5%
Turnover Rate for Teachers:	24.8%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	2.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	2.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: WHARTON ISD
 County Name: WHARTON
 District Number: 241904

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 District Staff Information

Program Information	District		State	
	Count	Percent	Count	Percent
Student Enrollment by Program:				
Bilingual/ESL Education	255	12.8%	1,066,099	19.7%
Career & Technical Education	510	25.5%	1,424,391	26.3%
Gifted & Talented Education	116	5.8%	436,361	8.1%
Special Education	206	10.3%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	1.4%	23,092.5	6.4%
Career & Technical Education	7.2	4.9%	17,483.0	4.9%
Compensatory Education	4.0	2.7%	9,548.1	2.7%
Gifted & Talented Education	1.0	0.7%	7,164.0	2.0%
Regular Education	119.7	82.2%	255,885.2	71.4%
Special Education	11.7	8.0%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	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.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WHARTON ISD**

Campus Name: **WHARTON H S**

Campus Number: **241904001**

2019 Accountability Rating: **C**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

Total Students: 583
 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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	57%	57%	38%	60%	76%	*	*	-	*	15%	*	61%	46%	57%	6%
	2018	65%	51%	51%	42%	53%	64%	-	-	-	-	6%	*	55%	41%	48%	67%
At Meets Grade Level or Above	2019	50%	34%	34%	15%	36%	67%	*	*	-	*	4%	*	38%	26%	35%	0%
	2018	44%	30%	30%	15%	32%	56%	-	-	-	-	6%	*	32%	25%	26%	39%
At Masters Grade Level	2019	11%	6%	6%	2%	3%	24%	*	*	-	*	0%	*	6%	4%	4%	0%
	2018	7%	4%	4%	2%	3%	16%	-	-	-	-	0%	*	4%	4%	1%	6%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	52%	52%	37%	55%	72%	-	-	-	-	4%	*	54%	46%	50%	21%
	2018	67%	58%	58%	54%	58%	65%	-	*	-	-	13%	*	63%	46%	54%	29%
At Meets Grade Level or Above	2019	49%	29%	29%	12%	33%	45%	-	-	-	-	0%	*	32%	19%	26%	7%
	2018	48%	37%	37%	25%	39%	52%	-	*	-	-	13%	*	41%	24%	32%	18%
At Masters Grade Level	2019	8%	4%	4%	4%	1%	17%	-	-	-	-	0%	*	3%	6%	4%	0%
	2018	8%	6%	6%	0%	7%	13%	-	*	-	-	8%	*	8%	0%	5%	6%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	58%	53%	50%	49%	67%	*	*	-	*	27%	-	58%	40%	50%	15%
	2018	83%	58%	52%	46%	56%	47%	-	-	-	-	12%	*	54%	48%	50%	40%
At Meets Grade Level or Above	2019	61%	18%	9%	6%	6%	24%	*	*	-	*	4%	-	8%	9%	8%	0%
	2018	55%	22%	10%	7%	11%	16%	-	-	-	-	0%	*	10%	12%	9%	7%
At Masters Grade Level	2019	37%	12%	1%	2%	0%	5%	*	*	-	*	0%	-	1%	2%	2%	0%
	2018	32%	14%	3%	2%	4%	0%	-	-	-	-	0%	*	1%	8%	2%	0%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	79%	79%	73%	80%	83%	-	*	-	*	33%	*	80%	76%	77%	50%
	2018	87%	77%	77%	74%	77%	88%	-	-	-	-	32%	*	79%	72%	72%	89%
At Meets Grade Level or Above	2019	62%	50%	50%	36%	49%	72%	-	*	-	*	17%	*	53%	42%	48%	17%
	2018	59%	36%	36%	20%	36%	67%	-	-	-	-	4%	*	34%	44%	29%	22%
At Masters Grade Level	2019	25%	14%	14%	5%	12%	38%	-	*	-	*	0%	*	16%	8%	10%	0%
	2018	24%	10%	10%	4%	7%	33%	-	-	-	-	0%	*	9%	13%	6%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	88%	88%	90%	88%	83%	-	*	-	-	40%	*	90%	80%	89%	43%
	2018	92%	90%	90%	90%	90%	88%	-	*	-	*	63%	*	90%	88%	91%	71%
At Meets Grade Level or Above	2019	73%	62%	62%	56%	64%	61%	-	*	-	-	20%	*	63%	57%	60%	14%
	2018	70%	64%	64%	58%	57%	88%	-	*	-	*	16%	*	67%	55%	56%	29%
At Masters Grade Level	2019	45%	25%	25%	12%	28%	44%	-	*	-	-	7%	*	27%	20%	24%	0%
	2018	40%	36%	36%	30%	33%	45%	-	*	-	*	0%	*	37%	30%	34%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	62%	64%	54%	65%	76%	*	100%	-	67%	22%	*	67%	54%	62%	21%
	2018	77%	61%	65%	59%	65%	73%	-	100%	-	*	24%	38%	68%	56%	61%	59%
At Meets Grade Level or Above	2019	50%	32%	35%	23%	37%	55%	*	67%	-	17%	7%	*	38%	27%	34%	5%
	2018	48%	30%	35%	23%	34%	60%	-	80%	-	*	7%	38%	37%	29%	29%	23%
At Masters Grade Level	2019	24%	11%	9%	4%	8%	25%	*	0%	-	0%	1%	*	10%	7%	7%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

Total Students: 583
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 (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades ELA/Reading	2018	22%	11%	11%	6%	9%	24%	-	40%	-	*	2%	0%	11%	9%	8%	3%
At Approaches Grade Level or Above	2019	75%	58%	55%	38%	58%	74%	*	*	-	*	10%	*	58%	46%	54%	13%
	2018	74%	59%	55%	48%	56%	65%	-	*	-	-	10%	*	59%	43%	51%	49%
At Meets Grade Level or Above	2019	48%	31%	32%	14%	34%	56%	*	*	-	*	2%	*	35%	23%	30%	3%
	2018	46%	30%	33%	20%	36%	54%	-	*	-	-	10%	*	36%	25%	29%	29%
At Masters Grade Level	2019	21%	9%	5%	2%	2%	21%	*	*	-	*	0%	*	5%	5%	4%	0%
	2018	19%	11%	5%	1%	5%	15%	-	*	-	-	5%	*	6%	2%	3%	6%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	66%	53%	50%	49%	67%	*	*	-	*	27%	-	58%	40%	50%	15%
	2018	81%	65%	52%	46%	56%	47%	-	-	-	-	12%	*	54%	48%	50%	40%
At Meets Grade Level or Above	2019	52%	32%	9%	6%	6%	24%	*	*	-	*	4%	-	8%	9%	8%	0%
	2018	50%	29%	10%	7%	11%	16%	-	-	-	-	0%	*	10%	12%	9%	7%
At Masters Grade Level	2019	26%	13%	1%	2%	0%	5%	*	*	-	*	0%	-	1%	2%	2%	0%
	2018	24%	12%	3%	2%	4%	0%	-	-	-	-	0%	*	1%	8%	2%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	65%	79%	73%	80%	83%	-	*	-	*	33%	*	80%	76%	77%	50%
	2018	80%	66%	77%	74%	77%	88%	-	-	-	-	32%	*	79%	72%	72%	89%
At Meets Grade Level or Above	2019	54%	36%	50%	36%	49%	72%	-	*	-	*	17%	*	53%	42%	48%	17%
	2018	51%	29%	36%	20%	36%	67%	-	-	-	-	4%	*	34%	44%	29%	22%
At Masters Grade Level	2019	25%	11%	14%	5%	12%	38%	-	*	-	*	0%	*	16%	8%	10%	0%
	2018	23%	9%	10%	4%	7%	33%	-	-	-	-	0%	*	9%	13%	6%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	73%	88%	90%	88%	83%	-	*	-	-	40%	*	90%	80%	89%	43%
	2018	78%	72%	90%	90%	90%	88%	-	*	-	*	63%	*	90%	88%	91%	71%
At Meets Grade Level or Above	2019	55%	45%	62%	56%	64%	61%	-	*	-	-	20%	*	63%	57%	60%	14%
	2018	53%	45%	64%	58%	57%	88%	-	*	-	*	16%	*	67%	55%	56%	29%
At Masters Grade Level	2019	33%	20%	25%	12%	28%	44%	-	*	-	-	7%	*	27%	20%	24%	0%
	2018	31%	23%	36%	30%	33%	45%	-	*	-	*	0%	*	37%	30%	34%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 583
Grade Span: 09 - 12
School Type: High School

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

		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																	
End of Course English II	2019	69	59	59	58	58	61	-	-	-	-	40	*	59	59	60	33
	2018	67	68	68	69	68	68	-	*	-	-	59	*	69	66	61	73
End of Course Algebra I	2019	75	35	23	21	19	50	*	*	-	*	6	-	24	22	21	0
	2018	72	44	31	30	33	21	-	-	-	-	12	*	30	35	29	40
All Grades Both Subjects	2019	69	64	42	40	40	57	*	*	-	*	19	*	43	39	43	18
	2018	69	62	51	50	52	48	-	*	-	-	33	*	51	50	46	57
All Grades ELA/Reading	2019	68	65	59	58	58	61	-	-	-	-	40	*	59	59	60	33
	2018	69	64	68	69	68	68	-	*	-	-	59	*	69	66	61	73
All Grades Mathematics	2019	70	63	23	21	19	50	*	*	-	*	6	-	24	22	21	0
	2018	70	59	31	30	33	21	-	-	-	-	12	*	30	35	29	40

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 583
Grade Span: 09 - 12
School Type: High School

There is no data for this campus.

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 583
 Grade Span: 09 - 12
 (Current EL Students)

		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%	62%	64%	-	-	-	-	-	21%	-	21%	-	21%	21%
	2018	77%	61%	65%	-	-	-	-	-	45%	45%	-	-	45%	45%
At Meets Grade Level or Above	2019	50%	32%	35%	-	-	-	-	-	5%	-	5%	-	5%	5%
	2018	48%	30%	35%	-	-	-	-	-	5%	5%	-	-	5%	5%
At Masters Grade Level	2019	24%	11%	9%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	22%	11%	11%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	58%	55%	-	-	-	-	-	13%	-	13%	-	13%	13%
	2018	74%	59%	55%	-	-	-	-	-	29%	29%	-	-	29%	29%
At Meets Grade Level or Above	2019	48%	31%	32%	-	-	-	-	-	3%	-	3%	-	3%	3%
	2018	46%	30%	33%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	21%	9%	5%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	19%	11%	5%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	66%	53%	-	-	-	-	-	15%	-	15%	-	15%	15%
	2018	81%	65%	52%	-	-	-	-	-	13%	13%	-	-	13%	13%
At Meets Grade Level or Above	2019	52%	32%	9%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	50%	29%	10%	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	26%	13%	1%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	24%	12%	3%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	65%	79%	-	-	-	-	-	50%	-	50%	-	50%	50%
	2018	80%	66%	77%	-	-	-	-	-	100%	100%	-	-	100%	100%
At Meets Grade Level or Above	2019	54%	36%	50%	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	51%	29%	36%	-	-	-	-	-	13%	13%	-	-	13%	13%
At Masters Grade Level	2019	25%	11%	14%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	9%	10%	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	73%	88%	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	78%	72%	90%	-	-	-	-	-	60%	60%	-	-	60%	60%
At Meets Grade Level or Above	2019	55%	45%	62%	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	53%	45%	64%	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	33%	20%	25%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	23%	36%	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	64%	42%	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	69%	62%	51%	-	-	-	-	-	50%	50%	-	-	50%	50%
All Grades ELA/Reading	2019	68%	65%	59%	-	-	-	-	-	33%	-	33%	-	33%	33%
	2018	69%	64%	68%	-	-	-	-	-	80%	80%	-	-	80%	80%
All Grades Mathematics	2019	70%	63%	23%	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	70%	59%	31%	-	-	-	-	-	*	*	-	-	*	*

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 583
 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)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	97%	99%	100%	*	100%	-	100%	97%	98%	100%
Included in Accountability	94%	95%	93%	94%	93%	96%	*	90%	-	60%	91%	93%	85%
Not Included in Accountability													
Mobile	4%	4%	5%	4%	6%	4%	*	0%	-	40%	5%	5%	8%
Other Exclusions	1%	0%	1%	0%	0%	1%	*	10%	-	0%	1%	0%	8%
Not Tested	1%	0%	1%	3%	1%	0%	*	0%	-	0%	3%	2%	0%
Absent	1%	0%	1%	3%	1%	0%	*	0%	-	0%	3%	2%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	98%	99%	100%	-	100%	-	*	100%	99%	100%
Included in Accountability	94%	95%	95%	94%	97%	93%	-	71%	-	*	95%	96%	83%
Not Included in Accountability													
Mobile	4%	4%	3%	4%	2%	5%	-	29%	-	*	3%	3%	4%
Other Exclusions	1%	1%	1%	0%	1%	2%	-	0%	-	*	2%	0%	13%
Not Tested	1%	1%	1%	2%	1%	0%	-	0%	-	*	0%	1%	0%
Absent	1%	1%	1%	2%	1%	0%	-	0%	-	*	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	*	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

Total Students: 583

Grade Span: 09 - 12

School Type: High School

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.2%	93.9%	93.2%	93.6%	95.7%	-	*	-	*	90.1%	93.1%	94.9%
2016-17	95.7%	95.1%	93.4%	93.9%	92.5%	95.4%	-	*	-	86.9%	90.5%	92.7%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	1.6%	2.4%	1.8%	0.0%	-	*	-	0.0%	6.6%	2.1%	0.0%
2016-17	1.9%	1.2%	1.2%	0.6%	1.7%	0.8%	-	*	-	0.0%	1.5%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.3%	97.3%	92.9%	98.7%	100.0%	-	-	-	*	100.0%	96.2%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	3.8%	0.7%	0.7%	2.4%	0.0%	0.0%	-	-	-	*	0.0%	0.9%	*
Dropped Out	5.7%	2.1%	2.1%	4.8%	1.3%	0.0%	-	-	-	*	0.0%	2.8%	*
Graduates and TxCHSE	90.4%	97.3%	97.3%	92.9%	98.7%	100.0%	-	-	-	*	100.0%	96.2%	*
Graduates, TxCHSE, and Continuers	94.3%	97.9%	97.9%	95.2%	98.7%	100.0%	-	-	-	*	100.0%	97.2%	*
Class of 2017													
Graduated	89.7%	94.8%	94.8%	97.7%	90.7%	100.0%	-	-	-	*	100.0%	91.2%	*
Received TxCHSE	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	4.0%	1.3%	1.3%	2.7%	0.0%	0.0%	-	-	-	*	0.0%	2.2%	*
Dropped Out	5.9%	3.9%	3.9%	2.3%	6.7%	0.0%	-	-	-	*	0.0%	6.6%	*
Graduates and TxCHSE	90.1%	94.8%	94.8%	97.7%	90.7%	100.0%	-	-	-	*	100.0%	91.2%	*
Graduates, TxCHSE, and Continuers	94.1%	96.1%	96.1%	97.7%	93.3%	100.0%	-	-	-	*	100.0%	93.4%	*
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.1%	96.1%	97.7%	93.2%	100.0%	-	-	-	*	100.0%	93.3%	*
Received TxCHSE	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Continued HS	1.1%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Dropped Out	6.3%	3.9%	3.9%	2.3%	6.8%	0.0%	-	-	-	*	0.0%	6.7%	*
Graduates and TxCHSE	92.6%	96.1%	96.1%	97.7%	93.2%	100.0%	-	-	-	*	100.0%	93.3%	*
Graduates, TxCHSE, and Continuers	93.7%	96.1%	96.1%	97.7%	93.2%	100.0%	-	-	-	*	100.0%	93.3%	*
Class of 2016													
Graduated	91.6%	96.5%	96.5%	92.3%	97.4%	100.0%	-	*	-	-	100.0%	96.7%	100.0%
Received TxCHSE	0.7%	0.7%	0.7%	2.6%	0.0%	0.0%	-	*	-	-	0.0%	1.1%	0.0%
Continued HS	1.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	2.8%	2.8%	5.1%	2.6%	0.0%	-	*	-	-	0.0%	2.2%	0.0%
Graduates and TxCHSE	92.2%	97.2%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	97.2%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.5%	96.5%	92.3%	97.4%	100.0%	-	*	-	-	100.0%	96.7%	100.0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

Total Students: 583
 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	0.8%	0.7%	0.7%	2.6%	0.0%	0.0%	-	*	-	-	0.0%	1.1%	0.0%
Continued HS	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	-	0.0%	0.0%	0.0%
Dropped Out	6.6%	2.8%	2.8%	5.1%	2.6%	0.0%	-	*	-	-	0.0%	2.2%	0.0%
Graduates and TxCHSE	92.9%	97.2%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
Graduates, TxCHSE, and Continuers	93.4%	97.2%	97.2%	94.9%	97.4%	100.0%	-	*	-	-	100.0%	97.8%	100.0%
Class of 2015													
Graduated	91.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Received TxCHSE	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Continued HS	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Dropped Out	6.7%	0.0%	0.0%	0.0%	0.0%	0.0%	*	*	-	-	0.0%	0.0%	*
Graduates and TxCHSE	92.8%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
Graduates, TxCHSE, and Continuers	93.3%	100.0%	100.0%	100.0%	100.0%	100.0%	*	*	-	-	100.0%	100.0%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.6%	96.6%	92.9%	97.5%	100.0%	-	-	-	*	90.9%	96.3%	*
Class of 2017	89.7%	94.8%	94.8%	97.7%	90.7%	100.0%	-	-	-	*	100.0%	91.2%	*
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	*	-	*	-	-	-	-	-	-	*	-
Class of 2017	88.5%	93.7%	93.7%	92.9%	90.8%	100.0%	-	-	-	*	36.4%	90.0%	*
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.8%	2.8%	2.6%	3.9%	0.0%	-	-	-	*	0.0%	3.0%	*
Class of 2017	6.0%	*	*	-	*	-	-	-	-	-	-	*	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.5%	86.5%	82.1%	85.7%	95.8%	-	-	-	*	30.0%	86.1%	*
Class of 2017	60.8%	*	*	-	*	-	-	-	-	-	-	*	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.4%	89.4%	84.6%	89.7%	95.8%	-	-	-	*	30.0%	89.2%	*
Class of 2017	85.9%	91.7%	91.7%	92.9%	86.8%	100.0%	-	-	-	*	36.4%	86.7%	*
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	*	-	*	-	-	-	-	-	-	*	-
2016-17	87.2%	94.3%	94.3%	92.9%	92.2%	100.0%	-	*	-	*	40.0%	91.1%	*
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	7.2%	40.0%	40.0%	*	60.0%	*	-	-	-	-	*	37.5%	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	90.6%	90.6%	86.1%	89.7%	100.0%	-	-	-	*	33.3%	88.9%	*
2016-17	56.5%	10.0%	10.0%	*	0.0%	*	-	-	-	-	*	12.5%	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.9%	89.9%	86.1%	88.6%	100.0%	-	-	-	*	33.3%	87.8%	*
2016-17	84.0%	91.4%	91.4%	89.1%	89.9%	97.1%	-	*	-	*	33.3%	87.4%	*

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Graduation Profile

Total Students: 583
 Grade Span: 09 - 12
 School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	139	100.0%	139	347,893
By Ethnicity:				
African American	36	25.9%	36	43,502
Hispanic	79	56.8%	79	173,272
White	23	16.5%	23	107,052
American Indian	0	0.0%	0	1,226
Asian	0	0.0%	0	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	1	0.7%	1	6,724
By Graduation Type:				
Minimum H.S. Program	1	0.7%	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	0	0.0%	0	3,538
Foundation H.S. Program (No Endorsement)	13	9.4%	13	49,432
Foundation H.S. Program (Endorsement)	0	0.0%	0	16,542
Foundation H.S. Program (DLA)	125	89.9%	125	272,526
Special Education Graduates	9	6.5%	9	25,962
Economically Disadvantaged Graduates	82	59.0%	82	166,956
LEP Graduates	2	1.4%	2	21,359
At-Risk Graduates	42	30.2%	42	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 583

Grade Span: 09 - 12

School Type: High School

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

	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)													
2017-18	65.5%	50.0%	50.0%	37.5%	49.4%	69.6%	-	-	-	*	33.3%	40.2%	*
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	38.1%	38.1%	30.6%	35.4%	56.5%	-	-	-	*	11.1%	32.9%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	54.7%	54.7%	50.0%	50.6%	73.9%	-	-	-	*	33.3%	53.7%	*
Mathematics													
2017-18	46.0%	36.7%	36.7%	36.1%	34.2%	43.5%	-	-	-	*	0.0%	34.1%	*
Both Subjects													
2017-18	42.1%	33.8%	33.8%	30.6%	31.6%	43.5%	-	-	-	*	0.0%	30.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	24.5%	24.5%	16.7%	26.6%	30.4%	-	-	-	*	11.1%	19.5%	*
2016-17	19.9%	24.5%	24.5%	10.9%	20.3%	50.0%	-	*	-	*	0.0%	9.2%	*
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	20.1%	0.7%	0.7%	2.2%	0.0%	0.0%	-	*	-	*	0.0%	1.1%	*
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	5.8%	5.8%	0.0%	10.1%	0.0%	-	-	-	*	0.0%	4.9%	*
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	17.3%	17.3%	9.7%	17.7%	26.1%	-	-	-	*	33.3%	11.0%	*
2016-17	13.2%	4.6%	4.6%	5.4%	4.3%	4.4%	-	*	-	*	16.7%	7.5%	*
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	7.9%	5.6%	10.1%	4.3%	-	-	-	*	0.0%	4.9%	*
2016-17	2.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	8.6%	8.6%	8.3%	5.1%	17.4%	-	-	-	*	11.1%	7.3%	*
2016-17	17.3%	5.3%	5.3%	6.5%	5.8%	2.9%	-	*	-	*	16.7%	8.0%	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 583

Grade Span: 09 - 12

School Type: High School

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	5.0%	5.0%	0.0%	6.3%	8.7%	-	-	-	*	0.0%	3.7%	*
2016-17	2.2%	2.0%	2.0%	2.2%	1.4%	2.9%	-	*	-	*	8.3%	3.4%	*
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.2%	2.2%	2.8%	0.0%	8.7%	-	-	-	*	33.3%	0.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Total Students: 583
Grade Span: 09 - 12
School Type: High School

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

	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													
2017-18	32.1%	54.0%	54.0%	50.0%	50.6%	69.6%	-	-	-	*	33.3%	52.4%	*
2016-17	23.4%	43.7%	43.7%	39.1%	37.7%	64.7%	-	*	-	*	16.7%	29.9%	*
Mathematics													
2017-18	23.7%	36.7%	36.7%	36.1%	34.2%	43.5%	-	-	-	*	0.0%	34.1%	*
2016-17	19.8%	33.8%	33.8%	23.9%	30.4%	55.9%	-	*	-	*	8.3%	19.5%	*
Both Subjects													
2017-18	18.1%	33.8%	33.8%	30.6%	31.6%	43.5%	-	-	-	*	0.0%	30.5%	*
2016-17	12.9%	31.8%	31.8%	21.7%	27.5%	55.9%	-	*	-	*	8.3%	16.1%	*
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	17.3%	17.3%	13.9%	15.2%	26.1%	-	-	-	*	22.2%	11.0%	*
2016-17	50.5%	26.5%	26.5%	28.3%	18.8%	38.2%	-	*	-	*	50.0%	29.9%	*
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Mathematics													
2017-18	3.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	1.4%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
Both Subjects													
2017-18	0.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	0.0%	0.0%	*
2016-17	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	0.0%	0.0%	*
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	26.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
English Language Arts													
2018	15.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	15.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Mathematics													
2018	7.3%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	7.2%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Science													
2018	10.8%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	10.9%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
Social Studies													
2018	14.5%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	*	n/a	0.0%	n/a
2017	15.0%	0.0%	0.0%	0.0%	0.0%	0.0%	-	-	-	*	n/a	0.0%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

Total Students: 583
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)
2017 Science	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	38.1%	38.1%	63.9%	27.8%	30.4%	-	-	-	*	n/a	36.6%	n/a
2016-17	73.5%	37.7%	37.7%	45.7%	24.6%	52.9%	-	0.0%	-	100.0%	n/a	26.7%	n/a
At/Above Criterion													
2017-18	37.9%	26.4%	26.4%	8.7%	45.5%	28.6%	-	-	-	*	n/a	21.6%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1044	1044	*	1105	*	-	-	-	*	n/a	1018	n/a
English Language Arts and Writing													
2017-18	521	529	529	*	562	*	-	-	-	*	n/a	512	n/a
Mathematics													
2017-18	515	515	515	*	543	*	-	-	-	*	n/a	506	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.9	18.9	16.9	21.5	19.2	-	-	-	-	n/a	18.2	n/a
English Language Arts													
2017-18	20.3	18.3	18.3	16.0	21.1	18.4	-	-	-	-	n/a	17.6	n/a
Mathematics													
2017-18	20.6	19.0	19.0	16.9	21.5	19.8	-	-	-	-	n/a	18.5	n/a
Science													
2017-18	20.9	19.4	19.4	17.7	21.8	19.0	-	-	-	-	n/a	18.6	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 583
Grade Span: 09 - 12
School Type: High School

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

	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													
2017-18	43.4%	34.7%	34.7%	32.9%	31.3%	48.0%	-	*	-	*	22.8%	31.0%	35.0%
2016-17	37.1%	33.2%	33.2%	28.8%	33.8%	38.0%	-	*	-	25.0%	15.0%	29.0%	11.1%
English Language Arts													
2017-18	17.3%	6.7%	6.7%	2.5%	7.7%	9.5%	-	*	-	*	3.7%	5.5%	20.0%
2016-17	16.8%	8.4%	8.4%	5.1%	8.2%	15.0%	-	*	-	0.0%	0.0%	5.6%	5.6%
Mathematics													
2017-18	20.7%	24.9%	24.9%	27.3%	20.8%	33.7%	-	*	-	*	18.4%	22.5%	15.8%
2016-17	19.5%	23.7%	23.7%	20.8%	22.6%	32.0%	-	*	-	14.3%	9.8%	17.7%	5.6%
Science													
2017-18	21.2%	6.9%	6.9%	4.6%	6.0%	13.7%	-	*	-	*	2.0%	4.8%	0.0%
2016-17	5.7%	0.0%	0.0%	0.0%	0.0%	0.0%	-	*	-	0.0%	0.0%	0.0%	0.0%
Social Studies													
2017-18	22.8%	11.4%	11.4%	6.6%	12.4%	14.8%	-	*	-	*	0.0%	8.7%	0.0%
2016-17	21.8%	11.2%	11.2%	4.6%	12.3%	17.0%	-	*	-	25.0%	0.0%	9.1%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.7%	51.7%	52.2%	39.1%	76.5%	-	*	-	*	33.3%	40.7%	*
2015-16	54.7%	50.4%	50.4%	56.3%	49.4%	45.8%	-	-	-	-	18.2%	46.6%	*
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	57.9%	57.9%	29.2%	63.0%	79.2%	-	-	-	*	*	31.4%	*
2015-16	55.7%	42.6%	42.6%	27.8%	43.6%	63.6%	-	-	-	-	*	41.5%	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 583
Grade Span: 09 - 12
School Type: High School

District Name: WHARTON ISD
Campus Name: WHARTON H S
Campus Number: 241904001

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	583	100.0%	1,998	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	5.1%	4.4%
Kindergarten	0	0.0%	6.3%	6.9%
Grade 1	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	5.9%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.3%	7.5%
Grade 9	175	30.0%	8.8%	8.1%
Grade 10	139	23.8%	7.0%	7.4%
Grade 11	137	23.5%	6.9%	6.9%
Grade 12	132	22.6%	6.6%	6.5%
Ethnic Distribution:				
African American	147	25.2%	24.7%	12.6%
Hispanic	327	56.1%	61.2%	52.6%
White	97	16.6%	11.6%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	7	1.2%	1.0%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	4	0.7%	1.5%	2.4%
Economically Disadvantaged	381	65.4%	74.2%	60.6%
Non-Educationally Disadvantaged	202	34.6%	25.8%	39.4%
Section 504 Students	25	4.3%	5.9%	6.5%
English Learners (EL)	23	3.9%	13.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	40	6.5%	3.0%	1.4%
Students w/ Dyslexia	6	1.0%	1.3%	3.6%
At-Risk	225	38.6%	56.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	62			
By Type of Primary Disability				
Students with Intellectual Disabilities	35	56.5%	43.2%	42.4%
Students with Physical Disabilities	*	*	19.9%	21.9%
Students with Autism	**	**	10.7%	13.7%
Students with Behavioral Disabilities	18	29.0%	26.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	65	10.7%	11.5%	15.4%

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 583
 Grade Span: 09 - 12
 School Type: High School

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	14	2.3%		
Hispanic	41	6.7%		
White	7	1.1%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.9%	1.7%	-	11.1%	6.2%
Grade 1	-	6.0%	3.1%	-	22.2%	5.5%
Grade 2	-	0.7%	1.8%	-	10.0%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.7%	0.4%	-	5.6%	0.7%
Grade 9	8.3%	8.3%	7.2%	17.6%	17.6%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.7	18.9
Grade 1	-	19.8	18.8
Grade 2	-	16.7	18.7
Grade 3	-	18.0	18.9
Grade 4	-	20.9	19.2
Grade 5	-	21.3	21.2
Grade 6	-	20.9	20.4
Secondary:			
English/Language Arts	12.6	14.5	16.6
Foreign Languages	21.0	21.0	18.9
Mathematics	12.9	14.4	17.8
Science	15.9	16.0	18.9
Social Studies	18.5	18.4	19.3

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 583
 Grade Span: 09 - 12
 School Type: High School

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	62.6	100.0%	100.0%	100.0%
Professional Staff:	52.1	83.2%	58.5%	64.1%
Teachers	45.4	72.4%	44.3%	49.8%
Professional Support	2.4	3.8%	7.8%	10.1%
Campus Administration (School Leadership)	4.4	6.9%	4.4%	3.0%
Educational Aides:	10.5	16.8%	14.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	0.0	n/a	3.0	12,433.0
Part-time	2.0	n/a	2.0	1,097.0
Total Minority Staff:	23.8	37.9%	50.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	9.7	21.3%	18.3%	10.6%
Hispanic	3.0	6.6%	12.4%	27.7%
White	31.1	68.6%	67.2%	58.4%
American Indian	0.6	1.2%	0.7%	0.3%
Asian	1.0	2.2%	1.4%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	29.4	64.8%	31.5%	23.8%
Females	16.0	35.2%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	1.0	2.2%	0.7%	1.4%
Bachelors	33.7	74.4%	83.6%	73.6%
Masters	10.6	23.4%	15.8%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	10.9	24.0%	11.6%	7.0%
1-5 Years Experience	12.2	26.9%	33.7%	28.9%
6-10 Years Experience	3.0	6.6%	12.4%	19.0%
11-20 Years Experience	10.2	22.4%	24.5%	29.3%
Over 20 Years Experience	9.1	20.1%	17.9%	15.7%
Number of Students per Teacher	12.8	n/a	13.7	15.1

District Name: WHARTON ISD
 Campus Name: WHARTON H S
 Campus Number: 241904001

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 583
 Grade Span: 09 - 12
 School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	2.0	6.3
Average Years Experience of Principals with District	2.0	1.7	5.4
Average Years Experience of Assistant Principals	9.0	4.5	5.3
Average Years Experience of Assistant Principals with District	7.0	3.9	4.7
Average Years Experience of Teachers:	10.4	10.2	11.1
Average Years Experience of Teachers with District:	6.0	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$46,134	\$45,731	\$47,218
1-5 Years Experience	\$45,927	\$45,792	\$50,408
6-10 Years Experience	\$46,645	\$46,856	\$52,786
11-20 Years Experience	\$50,642	\$48,987	\$56,041
Over 20 Years Experience	\$54,201	\$53,119	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$48,743	\$48,007	\$54,122
Professional Support	\$60,028	\$57,747	\$64,069
Campus Administration (School Leadership)	\$75,998	\$69,785	\$78,947
Instructional Staff Percent:	n/a	66.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	23	3.9%	12.8%	19.7%
Career & Technical Education	510	87.5%	25.5%	26.3%
Gifted & Talented Education	36	6.2%	5.8%	8.1%
Special Education	62	10.6%	10.3%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.4%	6.4%
Career & Technical Education	7.2	15.8%	4.9%	4.9%
Compensatory Education	0.0	0.0%	2.7%	2.7%
Gifted & Talented Education	0.0	0.0%	0.7%	2.0%
Regular Education	36.5	80.5%	82.2%	71.4%
Special Education	1.7	3.6%	8.0%	9.1%
Other	0.0	0.0%	0.0%	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.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WHARTON ISD**

Campus Name: **WHARTON J H**

Campus Number: **241904042**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

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District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

	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)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	57%	57%	44%	55%	76%	-	*	-	*	36%	*	60%	40%	52%	52%
	2018	74%	63%	63%	61%	64%	45%	-	*	-	*	36%	*	67%	46%	61%	66%
At Meets Grade Level or Above	2019	49%	30%	30%	22%	31%	41%	-	*	-	*	29%	*	33%	15%	26%	28%
	2018	48%	38%	38%	37%	38%	27%	-	*	-	*	21%	*	41%	25%	35%	34%
At Masters Grade Level	2019	29%	10%	10%	15%	6%	24%	-	*	-	*	7%	*	11%	0%	7%	3%
	2018	29%	21%	21%	18%	22%	18%	-	*	-	*	0%	*	22%	18%	22%	21%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	69%	69%	74%	66%	71%	-	*	-	*	33%	*	70%	65%	70%	67%
	2018	72%	63%	63%	58%	66%	64%	-	*	-	*	36%	*	66%	54%	63%	83%
At Meets Grade Level or Above	2019	43%	38%	38%	33%	37%	53%	-	*	-	*	27%	*	41%	20%	35%	37%
	2018	40%	38%	38%	34%	39%	45%	-	*	-	*	29%	*	40%	29%	41%	45%
At Masters Grade Level	2019	17%	8%	8%	4%	5%	29%	-	*	-	*	0%	*	8%	10%	5%	10%
	2018	18%	18%	18%	11%	20%	27%	-	*	-	*	21%	*	18%	21%	17%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	51%	51%	64%	44%	65%	-	*	-	*	13%	*	55%	30%	46%	40%
	2018	69%	60%	60%	55%	61%	50%	-	*	-	*	55%	*	65%	37%	59%	61%
At Meets Grade Level or Above	2019	42%	21%	21%	14%	16%	47%	-	*	-	*	13%	*	23%	5%	17%	13%
	2018	43%	33%	33%	34%	32%	40%	-	*	-	*	36%	*	37%	19%	29%	29%
At Masters Grade Level	2019	18%	5%	5%	4%	2%	12%	-	*	-	*	7%	*	5%	5%	5%	3%
	2018	15%	9%	9%	13%	8%	0%	-	*	-	*	9%	*	10%	4%	5%	4%
Grade 8 Reading^A																	
At Approaches Grade Level or Above	2019	86%	77%	77%	69%	78%	88%	-	*	-	*	31%	*	81%	59%	74%	70%
	2018	86%	80%	80%	70%	84%	82%	*	*	-	*	21%	*	83%	69%	78%	60%
At Meets Grade Level or Above	2019	55%	44%	44%	42%	44%	25%	-	*	-	*	23%	*	47%	30%	43%	17%
	2018	49%	36%	36%	16%	41%	55%	*	*	-	*	7%	*	42%	19%	30%	0%
At Masters Grade Level	2019	28%	17%	17%	25%	15%	0%	-	*	-	*	8%	*	20%	7%	15%	13%
	2018	27%	20%	20%	5%	25%	32%	*	*	-	*	0%	*	24%	9%	19%	0%
Grade 8 Mathematics^A																	
At Approaches Grade Level or Above	2019	88%	88%	88%	91%	87%	83%	-	-	-	*	50%	*	92%	73%	89%	91%
	2018	86%	79%	79%	65%	83%	93%	*	*	-	*	38%	*	82%	73%	74%	89%
At Meets Grade Level or Above	2019	57%	55%	55%	63%	53%	50%	-	-	-	*	17%	*	62%	27%	56%	52%
	2018	51%	30%	30%	22%	30%	43%	*	*	-	*	13%	*	32%	27%	26%	22%
At Masters Grade Level	2019	17%	12%	12%	9%	12%	17%	-	-	-	*	17%	*	13%	5%	10%	4%
	2018	15%	3%	3%	3%	3%	7%	*	*	-	*	6%	*	4%	3%	3%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	61%	61%	61%	59%	63%	-	*	-	*	23%	*	65%	44%	60%	43%
	2018	76%	59%	59%	38%	64%	77%	*	*	-	*	19%	*	63%	45%	53%	50%
At Meets Grade Level or Above	2019	51%	32%	32%	31%	30%	38%	-	*	-	*	15%	*	33%	26%	30%	13%
	2018	52%	27%	27%	13%	27%	50%	*	*	-	*	6%	*	30%	18%	26%	10%
At Masters Grade Level	2019	25%	11%	11%	14%	10%	0%	-	*	-	*	8%	*	13%	4%	13%	4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

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

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

	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)	
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	65%	61%	61%	59%	63%	-	*	-	*	23%	*	65%	44%	60%	43%
	2018	80%	66%	59%	38%	64%	77%	*	*	-	*	19%	*	63%	45%	53%	50%
At Meets Grade Level or Above	2019	54%	36%	32%	31%	30%	38%	-	*	-	*	15%	*	33%	26%	30%	13%
	2018	51%	29%	27%	13%	27%	50%	*	*	-	*	6%	*	30%	18%	26%	10%
At Masters Grade Level	2019	25%	11%	11%	14%	10%	0%	-	*	-	*	8%	*	13%	4%	13%	4%
	2018	23%	9%	8%	5%	4%	27%	*	*	-	*	0%	*	9%	3%	6%	10%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	73%	57%	50%	58%	63%	-	*	-	*	15%	*	61%	41%	55%	52%
	2018	78%	72%	51%	31%	55%	73%	*	*	-	*	13%	*	57%	33%	47%	60%
At Meets Grade Level or Above	2019	55%	45%	28%	28%	29%	0%	-	*	-	*	15%	*	31%	15%	26%	13%
	2018	53%	45%	22%	8%	19%	55%	*	*	-	*	13%	*	26%	9%	17%	10%
At Masters Grade Level	2019	33%	20%	14%	11%	14%	0%	-	*	-	*	0%	*	14%	11%	11%	9%
	2018	31%	23%	8%	3%	7%	18%	*	*	-	*	13%	*	8%	6%	5%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 300
Grade Span: 07 - 08
School Type: Middle

District Name: WHARTON ISD
Campus Name: WHARTON J H
Campus Number: 241904042

		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 7 ELA/Reading	2019	77	73	73	75	74	71	-	*	-	*	71	*	74	67	71	80
	2018	76	65	65	64	64	68	-	*	-	*	46	*	63	74	62	62
Grade 7 Mathematics	2019	63	72	72	92	69	62	-	*	-	*	50	*	74	61	73	69
	2018	67	57	57	46	58	86	-	*	-	*	50	*	55	65	58	71
Grade 8 ELA/Reading	2019	77	76	76	81	74	88	-	*	-	*	85	*	78	69	76	74
	2018	79	71	71	71	70	79	-	*	-	*	58	*	71	73	68	55
Grade 8 Mathematics	2019	84	93	93	94	92	100	-	*	-	*	92	*	92	98	94	87
	2018	81	85	85	87	84	85	-	*	-	*	87	*	85	84	82	89
End of Course Algebra I	2019	75	35	100	*	100	*	-	*	-	-	*	-	100	100	100	-
	2018	72	44	100	*	100	100	-	*	-	-	-	-	100	*	100	*
All Grades Both Subjects	2019	69	64	79	86	77	75	-	58	-	81	74	70	79	76	78	77
	2018	69	62	70	67	69	82	-	92	-	56	61	*	69	74	68	68
All Grades ELA/Reading	2019	68	65	75	79	74	76	-	*	-	*	78	80	76	68	73	77
	2018	69	64	68	68	67	75	-	*	-	*	52	*	67	74	65	60
All Grades Mathematics	2019	70	63	83	93	80	74	-	*	-	*	70	60	83	83	83	77
	2018	70	59	72	67	71	89	-	*	-	*	69	*	71	75	71	76

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 300
 Grade Span: 07 - 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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	29%	39%	33%	39%	60%	-	-	-	-	11%	33%	33%
	2018	38%	27%	35%	37%	38%	*	-	-	-	-	*	40%	*
Mathematics	2019	45%	42%	61%	65%	58%	63%	-	-	-	*	21%	60%	55%
	2018	47%	33%	35%	29%	36%	*	-	*	-	-	*	31%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	71%	71%	65%	72%	63%	-	*	-	*	18%	69%	44%
Students Requiring Accelerated Instruction														
	2019	22%	29%	29%	35%	28%	38%	-	*	-	*	82%	31%	56%
STAAR Cumulative Met Standard														
	2019	85%	77%	77%	69%	78%	88%	-	*	-	*	18%	73%	56%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	82%	77%	77%	73%	76%	83%	-	-	-	*	20%	76%	63%
Students Requiring Accelerated Instruction														
	2019	18%	23%	23%	27%	24%	17%	-	-	-	*	80%	24%	38%
STAAR Cumulative Met Standard														
	2019	88%	88%	88%	90%	87%	83%	-	-	-	*	40%	89%	88%

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 300
 Grade Span: 07 - 08
 (Current EL Students)

	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%	62%	66%	-	-	-	-	52%	52%	-	29%	52%	49%
	2018	77%	61%	65%	-	-	-	-	37%	37%	-	*	37%	38%
At Meets Grade Level or Above	2019	50%	32%	36%	-	-	-	-	16%	16%	-	7%	16%	15%
	2018	48%	30%	34%	-	-	-	-	4%	4%	-	*	4%	4%
At Masters Grade Level	2019	24%	11%	13%	-	-	-	-	3%	3%	-	7%	3%	4%
	2018	22%	11%	15%	-	-	-	-	0%	0%	-	*	0%	0%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	58%	67%	-	-	-	-	47%	47%	-	*	47%	47%
	2018	74%	59%	71%	-	-	-	-	31%	31%	-	*	31%	29%
At Meets Grade Level or Above	2019	48%	31%	37%	-	-	-	-	12%	12%	-	*	12%	13%
	2018	46%	30%	37%	-	-	-	-	0%	0%	-	*	0%	0%
At Masters Grade Level	2019	21%	9%	14%	-	-	-	-	0%	0%	-	*	0%	3%
	2018	19%	11%	21%	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	66%	79%	-	-	-	-	82%	82%	-	20%	82%	74%
	2018	81%	65%	73%	-	-	-	-	63%	63%	-	*	63%	65%
At Meets Grade Level or Above	2019	52%	32%	50%	-	-	-	-	38%	38%	-	0%	38%	33%
	2018	50%	29%	40%	-	-	-	-	13%	13%	-	*	13%	12%
At Masters Grade Level	2019	26%	13%	16%	-	-	-	-	9%	9%	-	0%	9%	8%
	2018	24%	12%	19%	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	47%	51%	-	-	-	-	33%	33%	-	20%	33%	30%
	2018	66%	43%	60%	-	-	-	-	23%	23%	-	-	23%	23%
At Meets Grade Level or Above	2019	38%	19%	21%	-	-	-	-	11%	11%	-	0%	11%	9%
	2018	41%	22%	33%	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	14%	6%	5%	-	-	-	-	6%	6%	-	0%	6%	4%
	2018	13%	5%	9%	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	65%	61%	-	-	-	-	31%	31%	-	-	31%	31%
	2018	80%	66%	59%	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	54%	36%	32%	-	-	-	-	0%	0%	-	-	0%	0%
	2018	51%	29%	27%	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	25%	11%	11%	-	-	-	-	0%	0%	-	-	0%	0%
	2018	23%	9%	8%	-	-	-	-	*	*	-	-	*	*
All Grades Social Studies														
At Approaches Grade Level or Above	2019	81%	73%	57%	-	-	-	-	38%	38%	-	-	38%	38%
	2018	78%	72%	51%	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	55%	45%	28%	-	-	-	-	0%	0%	-	-	0%	0%
	2018	53%	45%	22%	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	33%	20%	14%	-	-	-	-	0%	0%	-	-	0%	0%
	2018	31%	23%	8%	-	-	-	-	*	*	-	-	*	*
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	64%	79%	-	-	-	-	78%	78%	-	67%	78%	77%
	2018	69%	62%	70%	-	-	-	-	58%	58%	-	*	58%	60%
All Grades ELA/Reading	2019	68%	65%	75%	-	-	-	-	76%	76%	-	*	76%	78%
	2018	69%	64%	68%	-	-	-	-	41%	41%	-	*	41%	44%
All Grades Mathematics	2019	70%	63%	83%	-	-	-	-	80%	80%	-	40%	80%	75%
	2018	70%	59%	72%	-	-	-	-	75%	75%	-	*	75%	76%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	29%	39%	-	-	-	-	33%	33%	-	*	33%	33%

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 300
 Grade Span: 07 - 08
 (Current EL Students)

		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
Mathematics	2018	38%	27%	35%	-	-	-	-	-	*	*	-	*	*	*
	2019	45%	42%	61%	-	-	-	-	-	63%	63%	-	*	63%	55%
	2018	47%	33%	35%	-	-	-	-	-	*	*	-	*	*	*

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

	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%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	95%	96%	94%	97%	-	100%	-	100%	95%	94%	97%
Not Included in Accountability													
Mobile	4%	4%	4%	4%	5%	3%	-	0%	-	0%	0%	5%	2%
Other Exclusions	1%	0%	0%	0%	1%	0%	-	0%	-	0%	5%	1%	1%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	99%	100%	100%	*	100%	-	100%	100%	99%	100%
Included in Accountability	94%	95%	92%	97%	90%	94%	*	73%	-	100%	93%	89%	84%
Not Included in Accountability													
Mobile	4%	4%	6%	2%	8%	6%	*	27%	-	0%	4%	9%	5%
Other Exclusions	1%	1%	1%	0%	2%	0%	*	0%	-	0%	4%	1%	11%
Not Tested	1%	1%	1%	1%	0%	0%	*	0%	-	0%	0%	1%	0%
Absent	1%	1%	1%	1%	0%	0%	*	0%	-	0%	0%	1%	0%
Other	0%	0%	0%	0%	0%	0%	*	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

Total Students: 300
 Grade Span: 07 - 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)
Attendance Rate													
2017-18	95.4%	95.2%	95.3%	95.3%	95.1%	95.9%	*	*	-	*	94.7%	94.5%	96.1%
2016-17	95.7%	95.1%	95.8%	96.2%	95.6%	95.5%	-	*	-	*	95.1%	95.8%	96.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	0.3%	0.0%	0.5%	0.0%	*	*	-	0.0%	0.0%	0.4%	0.0%
2016-17	0.3%	0.3%	0.3%	0.0%	0.5%	0.0%	-	*	-	*	0.0%	0.4%	7.7%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

Total Students: 300
 Grade Span: 07 - 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	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	91.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	40.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	10.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	139	347,893
By Ethnicity:				
African American	-	-	36	43,502
Hispanic	-	-	79	173,272
White	-	-	23	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	13	49,432
Foundation H.S. Program (Endorsement)	-	-	0	16,542
Foundation H.S. Program (DLA)	-	-	125	272,526
Special Education Graduates	-	-	9	25,962
Economically Disadvantaged Graduates	-	-	82	166,956
LEP Graduates	-	-	2	21,359
At-Risk Graduates	-	-	42	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 300

Grade Span: 07 - 08

School Type: Middle

District Name: WHARTON ISD

Campus Name: WHARTON J H

Campus Number: 241904042

	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)													
2017-18	65.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	38.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	33.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	24.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	5.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	8.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 300

Grade Span: 07 - 08

School Type: Middle

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

Total Students: 300
 Grade Span: 07 - 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													
2017-18	32.1%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	43.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	33.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	31.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

Total Students: 300
 Grade Span: 07 - 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)
2017 Science	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	38.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	529	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	515	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 300
Grade Span: 07 - 08
School Type: Middle

District Name: WHARTON ISD
Campus Name: WHARTON J H
Campus Number: 241904042

	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													
2017-18	43.4%	34.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	8.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	23.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	57.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	42.6%	-	-	-	-	-	-	-	-	-	-	-

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	300	100.0%	1,998	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	5.1%	4.4%
Kindergarten	0	0.0%	6.3%	6.9%
Grade 1	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	5.9%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	154	51.3%	7.7%	7.5%
Grade 8	146	48.7%	7.3%	7.5%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	71	23.7%	24.7%	12.6%
Hispanic	193	64.3%	61.2%	52.6%
White	26	8.7%	11.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	4	1.3%	1.0%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	6	2.0%	1.5%	2.4%
Economically Disadvantaged	218	72.7%	74.2%	60.6%
Non-Educationally Disadvantaged	82	27.3%	25.8%	39.4%
Section 504 Students	25	8.3%	5.9%	6.5%
English Learners (EL)	42	14.0%	13.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	17	5.1%	3.0%	1.4%
Students w/ Dyslexia	4	1.3%	1.3%	3.6%
At-Risk	182	60.7%	56.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	31			
By Type of Primary Disability				
Students with Intellectual Disabilities	13	41.9%	43.2%	42.4%
Students with Physical Disabilities	*	*	19.9%	21.9%
Students with Autism	*	*	10.7%	13.7%
Students with Behavioral Disabilities	14	45.2%	26.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	48	14.5%	11.5%	15.4%

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	10	3.0%		
Hispanic	29	8.8%		
White	7	2.1%		
American Indian	0	0.0%		
Asian	1	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.9%	1.7%	-	11.1%	6.2%
Grade 1	-	6.0%	3.1%	-	22.2%	5.5%
Grade 2	-	0.7%	1.8%	-	10.0%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	0.0%	0.0%	0.6%	0.0%	0.0%	0.6%
Grade 8	0.7%	0.7%	0.4%	5.6%	5.6%	0.7%
Grade 9	-	8.3%	7.2%	-	17.6%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.7	18.9
Grade 1	-	19.8	18.8
Grade 2	-	16.7	18.7
Grade 3	-	18.0	18.9
Grade 4	-	20.9	19.2
Grade 5	-	21.3	21.2
Grade 6	-	20.9	20.4
Secondary:			
English/Language Arts	19.6	14.5	16.6
Foreign Languages	-	21.0	18.9
Mathematics	18.5	14.4	17.8
Science	16.3	16.0	18.9
Social Studies	18.4	18.4	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	40.8	100.0%	100.0%	100.0%
Professional Staff:	34.0	83.3%	58.5%	64.1%
Teachers	27.2	66.7%	44.3%	49.8%
Professional Support	3.8	9.3%	7.8%	10.1%
Campus Administration (School Leadership)	3.0	7.3%	4.4%	3.0%
Educational Aides:	6.8	16.7%	14.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,414.0
Part-time	1.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	3.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	15.0	36.8%	50.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	6.0	22.0%	18.3%	10.6%
Hispanic	1.0	3.7%	12.4%	27.7%
White	19.0	69.8%	67.2%	58.4%
American Indian	0.2	0.8%	0.7%	0.3%
Asian	1.0	3.7%	1.4%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	8.0	29.4%	31.5%	23.8%
Females	19.2	70.6%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.4%
Bachelors	21.1	77.7%	83.6%	73.6%
Masters	6.1	22.3%	15.8%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	3.0	11.0%	11.6%	7.0%
1-5 Years Experience	7.4	27.1%	33.7%	28.9%
6-10 Years Experience	6.0	22.0%	12.4%	19.0%
11-20 Years Experience	7.0	25.7%	24.5%	29.3%
Over 20 Years Experience	3.9	14.2%	17.9%	15.7%
Number of Students per Teacher	11.0	n/a	13.7	15.1

District Name: WHARTON ISD
 Campus Name: WHARTON J H
 Campus Number: 241904042

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 300
 Grade Span: 07 - 08
 School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	2.0	6.3
Average Years Experience of Principals with District	2.0	1.7	5.4
Average Years Experience of Assistant Principals	1.0	4.5	5.3
Average Years Experience of Assistant Principals with District	1.0	3.9	4.7
Average Years Experience of Teachers:	8.9	10.2	11.1
Average Years Experience of Teachers with District:	5.2	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,000	\$45,731	\$47,218
1-5 Years Experience	\$45,665	\$45,792	\$50,408
6-10 Years Experience	\$46,812	\$46,856	\$52,786
11-20 Years Experience	\$48,145	\$48,987	\$56,041
Over 20 Years Experience	\$52,271	\$53,119	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$47,418	\$48,007	\$54,122
Professional Support	\$57,470	\$57,747	\$64,069
Campus Administration (School Leadership)	\$64,645	\$69,785	\$78,947
Instructional Staff Percent:	n/a	66.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	37	12.3%	12.8%	19.7%
Career & Technical Education	0	0.0%	25.5%	26.3%
Gifted & Talented Education	23	7.7%	5.8%	8.1%
Special Education	31	10.3%	10.3%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.4%	6.4%
Career & Technical Education	0.0	0.0%	4.9%	4.9%
Compensatory Education	0.0	0.0%	2.7%	2.7%
Gifted & Talented Education	0.0	0.0%	0.7%	2.0%
Regular Education	24.6	90.5%	82.2%	71.4%
Special Education	2.6	9.5%	8.0%	9.1%
Other	0.0	0.0%	0.0%	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.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WHARTON ISD**

Campus Name: **WHARTON EL**

Campus Number: **241904106**

2019 Accountability Rating: **F**

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District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance

Total Students: 630
 Grade Span: 03 - 06
 School Type: Elementary

	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)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	63%	63%	63%	60%	77%	-	*	-	*	40%	*	65%	47%	61%	59%
	2018	77%	61%	61%	43%	61%	83%	-	*	-	*	50%	-	60%	64%	58%	67%
At Meets Grade Level or Above	2019	45%	29%	29%	17%	30%	38%	-	*	-	*	27%	*	29%	29%	30%	25%
	2018	43%	27%	27%	13%	26%	44%	-	*	-	*	40%	-	26%	32%	25%	19%
At Masters Grade Level	2019	27%	13%	13%	7%	12%	31%	-	*	-	*	13%	*	13%	12%	12%	9%
	2018	25%	14%	14%	0%	13%	28%	-	*	-	*	10%	-	11%	21%	11%	10%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	57%	57%	40%	59%	77%	-	*	-	*	47%	*	57%	53%	56%	59%
	2018	78%	56%	56%	35%	60%	67%	-	*	-	*	45%	*	56%	58%	54%	70%
At Meets Grade Level or Above	2019	49%	26%	26%	17%	25%	54%	-	*	-	*	33%	*	25%	35%	26%	28%
	2018	47%	24%	24%	16%	20%	44%	-	*	-	*	36%	*	24%	26%	23%	20%
At Masters Grade Level	2019	25%	10%	10%	3%	9%	23%	-	*	-	*	20%	*	9%	18%	9%	9%
	2018	23%	11%	11%	0%	10%	17%	-	*	-	*	9%	*	12%	6%	9%	10%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	45%	45%	36%	41%	75%	-	*	-	*	35%	-	41%	54%	42%	38%
	2018	73%	50%	50%	41%	51%	74%	-	-	-	*	43%	-	53%	36%	48%	24%
At Meets Grade Level or Above	2019	44%	26%	26%	21%	22%	50%	-	*	-	*	29%	-	24%	29%	20%	14%
	2018	46%	23%	23%	14%	23%	43%	-	-	-	*	43%	-	25%	14%	22%	6%
At Masters Grade Level	2019	22%	9%	9%	3%	8%	25%	-	*	-	*	12%	-	8%	12%	6%	3%
	2018	24%	9%	9%	6%	4%	35%	-	-	-	*	29%	-	8%	14%	8%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	43%	43%	21%	46%	69%	-	*	-	*	29%	-	38%	56%	40%	52%
	2018	78%	58%	58%	35%	67%	83%	-	-	-	*	38%	-	62%	44%	56%	52%
At Meets Grade Level or Above	2019	48%	24%	24%	12%	23%	44%	-	*	-	*	24%	-	22%	29%	21%	17%
	2018	49%	34%	34%	19%	35%	63%	-	-	-	*	38%	-	37%	22%	30%	20%
At Masters Grade Level	2019	28%	13%	13%	6%	14%	19%	-	*	-	*	12%	-	13%	15%	14%	14%
	2018	27%	18%	18%	8%	19%	38%	-	-	-	*	25%	-	19%	16%	16%	8%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	43%	43%	30%	42%	69%	-	*	-	*	35%	-	42%	44%	39%	41%
	2018	63%	28%	28%	16%	24%	67%	-	-	-	*	25%	-	30%	19%	23%	14%
At Meets Grade Level or Above	2019	35%	16%	16%	9%	14%	38%	-	*	-	*	24%	-	18%	12%	13%	10%
	2018	39%	13%	13%	8%	11%	29%	-	-	-	*	25%	-	14%	6%	11%	0%
At Masters Grade Level	2019	11%	6%	6%	3%	4%	19%	-	*	-	*	12%	-	7%	5%	5%	7%
	2018	11%	2%	2%	2%	0%	8%	-	-	-	*	13%	-	2%	0%	1%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	65%	65%	52%	65%	94%	-	-	-	*	31%	-	64%	67%	61%	45%
	2018	84%	60%	60%	53%	61%	76%	-	-	-	*	43%	*	62%	54%	58%	66%
At Meets Grade Level or Above	2019	54%	32%	32%	21%	30%	61%	-	-	-	*	23%	-	31%	33%	25%	23%
	2018	54%	26%	26%	14%	29%	47%	-	-	-	*	43%	*	26%	25%	25%	41%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

Total Students: 630
 Grade Span: 03 - 06
 School Type: Elementary

		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	29%	10%	10%	5%	10%	22%	-	-	-	*	15%	-	10%	8%	6%	0%	
	2018	26%	9%	9%	2%	10%	18%	-	-	-	*	14%	*	10%	4%	8%	16%	
Grade 5 Mathematics ^A																		
At Approaches Grade Level or Above	2019	90%	75%	75%	52%	84%	89%	-	-	-	*	23%	-	78%	63%	74%	91%	
	2018	91%	80%	80%	73%	81%	94%	-	-	-	*	47%	100%	83%	70%	79%	90%	
At Meets Grade Level or Above	2019	58%	35%	35%	10%	41%	67%	-	-	-	*	23%	-	35%	38%	27%	32%	
	2018	58%	39%	39%	37%	38%	44%	-	-	-	*	35%	40%	38%	39%	37%	38%	
At Masters Grade Level	2019	36%	22%	22%	5%	26%	44%	-	-	-	*	15%	-	21%	29%	15%	18%	
	2018	30%	13%	13%	10%	12%	28%	-	-	-	*	12%	0%	14%	9%	11%	15%	
Grade 5 Science																		
At Approaches Grade Level or Above	2019	75%	53%	53%	38%	57%	72%	-	-	-	*	23%	-	55%	46%	48%	50%	
	2018	76%	59%	59%	48%	62%	72%	-	-	-	*	35%	80%	62%	45%	56%	63%	
At Meets Grade Level or Above	2019	49%	26%	26%	14%	26%	50%	-	-	-	*	23%	-	26%	25%	20%	23%	
	2018	41%	24%	24%	17%	23%	44%	-	-	-	*	35%	20%	25%	18%	23%	30%	
At Masters Grade Level	2019	24%	8%	8%	2%	7%	28%	-	-	-	*	15%	-	8%	8%	4%	0%	
	2018	17%	8%	8%	2%	10%	17%	-	-	-	*	18%	0%	10%	3%	7%	15%	
Grade 6 Reading																		
At Approaches Grade Level or Above	2019	68%	56%	56%	44%	60%	65%	-	*	-	*	33%	*	55%	63%	57%	56%	
	2018	69%	54%	54%	34%	55%	72%	-	*	-	*	40%	*	60%	23%	52%	59%	
At Meets Grade Level or Above	2019	37%	20%	20%	13%	21%	29%	-	*	-	*	33%	*	19%	29%	20%	29%	
	2018	39%	23%	23%	9%	21%	44%	-	*	-	*	30%	*	25%	9%	18%	18%	
At Masters Grade Level	2019	18%	8%	8%	0%	11%	12%	-	*	-	*	11%	*	8%	8%	8%	15%	
	2018	19%	8%	8%	3%	8%	17%	-	*	-	*	0%	*	8%	9%	5%	5%	
Grade 6 Mathematics																		
At Approaches Grade Level or Above	2019	81%	78%	78%	76%	79%	76%	-	*	-	*	56%	*	80%	63%	80%	82%	
	2018	77%	59%	59%	47%	59%	78%	-	*	-	*	36%	*	61%	50%	56%	48%	
At Meets Grade Level or Above	2019	47%	35%	35%	29%	35%	53%	-	*	-	*	39%	*	35%	38%	34%	38%	
	2018	44%	20%	20%	16%	17%	39%	-	*	-	*	21%	*	20%	19%	16%	10%	
At Masters Grade Level	2019	21%	14%	14%	7%	15%	29%	-	*	-	*	11%	*	14%	13%	12%	26%	
	2018	18%	5%	5%	3%	4%	6%	-	*	-	*	0%	*	4%	8%	2%	0%	
All Grades All Subjects																		
At Approaches Grade Level or Above	2019	78%	62%	58%	46%	59%	77%	-	100%	-	60%	36%	*	59%	55%	56%	58%	
	2018	77%	61%	57%	43%	59%	77%	-	100%	-	50%	41%	65%	59%	47%	55%	59%	
At Meets Grade Level or Above	2019	50%	32%	27%	17%	27%	49%	-	100%	-	35%	28%	*	27%	29%	24%	24%	
	2018	48%	30%	25%	17%	25%	44%	-	80%	-	20%	34%	26%	26%	22%	23%	23%	
At Masters Grade Level	2019	24%	11%	11%	4%	12%	25%	-	71%	-	5%	13%	*	11%	12%	9%	11%	
	2018	22%	11%	10%	4%	9%	21%	-	60%	-	5%	12%	0%	10%	9%	8%	9%	
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2019	75%	58%	57%	49%	56%	78%	-	*	-	63%	35%	*	57%	58%	55%	50%	
	2018	74%	59%	56%	44%	57%	76%	-	100%	-	50%	44%	38%	59%	45%	54%	57%	
At Meets Grade Level or Above	2019	48%	31%	27%	18%	26%	45%	-	*	-	38%	29%	*	26%	30%	24%	23%	
	2018	46%	30%	25%	13%	25%	45%	-	60%	-	25%	39%	13%	26%	21%	22%	24%	
At Masters Grade Level	2019	21%	9%	10%	3%	10%	22%	-	*	-	0%	13%	*	10%	10%	8%	8%	

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

Total Students: 630
 Grade Span: 03 - 06
 School Type: Elementary

		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)
All Grades Mathematics	2018	19%	11%	10%	3%	9%	25%	-	60%	-	0%	12%	0%	9%	12%	8%	9%
At Approaches Grade Level or Above	2019	82%	66%	64%	50%	66%	78%	-	*	-	75%	40%	*	65%	58%	63%	70%
	2018	81%	65%	64%	49%	67%	81%	-	100%	-	50%	42%	80%	66%	56%	62%	68%
At Meets Grade Level or Above	2019	52%	32%	30%	17%	31%	55%	-	*	-	38%	30%	*	30%	34%	27%	29%
	2018	50%	29%	30%	23%	28%	49%	-	100%	-	25%	32%	40%	30%	27%	27%	23%
At Masters Grade Level	2019	26%	13%	15%	5%	16%	30%	-	*	-	13%	14%	*	14%	18%	13%	17%
	2018	24%	12%	12%	6%	11%	23%	-	60%	-	13%	10%	0%	12%	10%	10%	9%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	47%	43%	30%	42%	69%	-	*	-	*	35%	-	42%	44%	39%	41%
	2018	66%	43%	28%	16%	24%	67%	-	-	-	*	25%	-	30%	19%	23%	14%
At Meets Grade Level or Above	2019	38%	19%	16%	9%	14%	38%	-	*	-	*	24%	-	18%	12%	13%	10%
	2018	41%	22%	13%	8%	11%	29%	-	-	-	*	25%	-	14%	6%	11%	0%
At Masters Grade Level	2019	14%	6%	6%	3%	4%	19%	-	*	-	*	12%	-	7%	5%	5%	7%
	2018	13%	5%	2%	2%	0%	8%	-	-	-	*	13%	-	2%	0%	1%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	65%	53%	38%	57%	72%	-	-	-	*	23%	-	55%	46%	48%	50%
	2018	80%	66%	59%	48%	62%	72%	-	-	-	*	35%	80%	62%	45%	56%	63%
At Meets Grade Level or Above	2019	54%	36%	26%	14%	26%	50%	-	-	-	*	23%	-	26%	25%	20%	23%
	2018	51%	29%	24%	17%	23%	44%	-	-	-	*	35%	20%	25%	18%	23%	30%
At Masters Grade Level	2019	25%	11%	8%	2%	7%	28%	-	-	-	*	15%	-	8%	8%	4%	0%
	2018	23%	9%	8%	2%	10%	17%	-	-	-	*	18%	0%	10%	3%	7%	15%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 630
Grade Span: 03 - 06
School Type: Elementary

District Name: WHARTON ISD
Campus Name: WHARTON EL
Campus Number: 241904106

		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	48	48	52	42	66	-	*	-	*	50	-	49	44	45	34
	2018	63	51	51	59	46	46	-	-	-	*	71	-	52	46	52	47
Grade 4 Mathematics	2019	65	45	45	34	48	47	-	*	-	*	62	-	40	59	47	45
	2018	65	67	67	60	70	75	-	-	-	*	63	-	72	48	66	62
Grade 5 ELA/Reading	2019	81	81	81	70	85	88	-	-	-	*	64	-	81	80	80	73
	2018	80	83	83	88	84	63	-	-	-	*	86	*	84	78	83	80
Grade 5 Mathematics	2019	83	80	80	80	80	75	-	-	-	*	64	-	81	76	82	82
	2018	81	72	72	77	72	56	-	-	-	*	71	60	73	69	71	70
Grade 6 ELA/Reading	2019	42	52	52	42	56	50	-	*	-	*	59	*	52	50	51	51
	2018	47	46	46	32	49	58	-	*	-	*	40	*	50	28	46	60
Grade 6 Mathematics	2019	54	58	58	54	58	72	-	*	-	*	76	*	60	48	59	68
	2018	56	34	34	39	32	42	-	*	-	*	32	*	34	36	33	26
All Grades Both Subjects	2019	69	64	60	56	61	66	-	*	-	70	62	*	61	58	61	58
	2018	69	62	60	63	59	57	-	*	-	61	61	59	61	52	59	59
All Grades ELA/Reading	2019	68	65	60	54	61	68	-	*	-	60	57	*	61	56	59	52
	2018	69	64	61	64	61	54	-	*	-	71	68	63	62	53	61	66
All Grades Mathematics	2019	70	63	61	58	61	65	-	*	-	80	68	*	61	61	62	64
	2018	70	59	59	61	57	59	-	*	-	50	55	56	60	52	58	54

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Prior Year and Student Success Initiative

Total Students: 630
 Grade Span: 03 - 06
 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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	29%	22%	21%	21%	33%	-	-	-	*	3%	24%	17%
	2018	38%	27%	23%	22%	23%	*	-	-	-	*	*	22%	*
Mathematics	2019	45%	42%	28%	23%	31%	29%	-	-	-	*	4%	31%	45%
	2018	47%	33%	33%	28%	36%	*	-	-	-	*	*	31%	32%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	51%	51%	37%	51%	82%	-	-	-	*	9%	46%	30%
Students Requiring Accelerated Instruction														
	2019	22%	49%	49%	63%	49%	18%	-	-	-	*	91%	54%	70%
STAAR Cumulative Met Standard														
	2019	86%	64%	64%	51%	65%	94%	-	-	-	*	18%	61%	40%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	100%	100%	*	-	-	-	-	100%	100%	100%
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	9%	13%	13%	16%	13%	*	-	-	-	-	0%	16%	6%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	69%	69%	46%	77%	82%	-	-	-	*	9%	67%	70%
Students Requiring Accelerated Instruction														
	2019	17%	31%	31%	54%	23%	18%	-	-	-	*	91%	33%	30%
STAAR Cumulative Met Standard														
	2019	90%	75%	75%	51%	84%	88%	-	-	-	*	9%	74%	90%
STAAR Non-Proficient Students Promoted by Grade Placement Committee														
	2018	97%	100%	100%	100%	100%	*	-	-	-	-	100%	100%	*
STAAR Met Standard (Non-Proficient in Previous Year)														
	2019	24%	27%	27%	20%	27%	*	-	-	-	-	17%	28%	*

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 630
 Grade Span: 03 - 06
 (Current EL Students)

	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%	62%	58%	-	-	-	-	51%	-	51%	73%	51%	52%
	2018	77%	61%	57%	62%	62%	-	-	49%	49%	-	36%	51%	49%
At Meets Grade Level or Above	2019	50%	32%	27%	-	-	-	-	18%	-	18%	40%	18%	19%
	2018	48%	30%	25%	7%	7%	-	-	16%	16%	-	21%	15%	16%
At Masters Grade Level	2019	24%	11%	11%	-	-	-	-	7%	-	7%	20%	7%	8%
	2018	22%	11%	10%	0%	0%	-	-	6%	6%	-	4%	5%	5%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	58%	57%	-	-	-	-	41%	-	41%	83%	41%	43%
	2018	74%	59%	56%	64%	64%	-	-	41%	41%	-	33%	45%	43%
At Meets Grade Level or Above	2019	48%	31%	27%	-	-	-	-	17%	-	17%	33%	17%	18%
	2018	46%	30%	25%	9%	9%	-	-	16%	16%	-	22%	15%	16%
At Masters Grade Level	2019	21%	9%	10%	-	-	-	-	5%	-	5%	0%	5%	5%
	2018	19%	11%	10%	0%	0%	-	-	6%	6%	-	0%	5%	4%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	66%	64%	-	-	-	-	65%	-	65%	83%	65%	66%
	2018	81%	65%	64%	61%	61%	-	-	66%	66%	-	50%	65%	63%
At Meets Grade Level or Above	2019	52%	32%	30%	-	-	-	-	22%	-	22%	50%	22%	24%
	2018	50%	29%	30%	6%	6%	-	-	21%	21%	-	25%	18%	19%
At Masters Grade Level	2019	26%	13%	15%	-	-	-	-	10%	-	10%	50%	10%	13%
	2018	24%	12%	12%	0%	0%	-	-	7%	7%	-	8%	6%	6%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	47%	43%	-	-	-	-	41%	-	41%	-	41%	41%
	2018	66%	43%	28%	-	-	-	-	6%	6%	-	*	6%	5%
At Meets Grade Level or Above	2019	38%	19%	16%	-	-	-	-	10%	-	10%	-	10%	10%
	2018	41%	22%	13%	-	-	-	-	0%	0%	-	*	0%	0%
At Masters Grade Level	2019	14%	6%	6%	-	-	-	-	7%	-	7%	-	7%	7%
	2018	13%	5%	2%	-	-	-	-	0%	0%	-	*	0%	0%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	65%	53%	-	-	-	-	47%	-	47%	*	47%	45%
	2018	80%	66%	59%	-	-	-	-	43%	43%	-	*	43%	42%
At Meets Grade Level or Above	2019	54%	36%	26%	-	-	-	-	18%	-	18%	*	18%	20%
	2018	51%	29%	24%	-	-	-	-	13%	13%	-	*	13%	15%
At Masters Grade Level	2019	25%	11%	8%	-	-	-	-	0%	-	0%	*	0%	0%
	2018	23%	9%	8%	-	-	-	-	9%	9%	-	*	9%	8%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	64%	60%	-	-	-	-	54%	-	54%	63%	54%	54%
	2018	69%	62%	60%	-	-	-	-	62%	62%	-	60%	62%	62%
All Grades ELA/Reading	2019	68%	65%	60%	-	-	-	-	48%	-	48%	50%	48%	48%
	2018	69%	64%	61%	-	-	-	-	66%	66%	-	67%	66%	66%
All Grades Mathematics	2019	70%	63%	61%	-	-	-	-	59%	-	59%	75%	59%	61%
	2018	70%	59%	59%	-	-	-	-	60%	60%	-	54%	60%	59%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	29%	22%	-	-	-	-	13%	-	13%	*	13%	17%
	2018	38%	27%	23%	-	-	-	-	*	*	-	*	*	*
Mathematics	2019	45%	42%	28%	-	-	-	-	45%	-	45%	*	45%	45%
	2018	47%	33%	33%	-	-	-	-	39%	39%	-	*	39%	32%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Participation

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

Total Students: 630
 Grade Span: 03 - 06
 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)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	95%	97%	92%	-	100%	-	100%	96%	95%	97%
Not Included in Accountability													
Mobile	4%	4%	4%	5%	3%	8%	-	0%	-	0%	4%	5%	3%
Other Exclusions	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	100%	100%	100%	98%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	96%	98%	95%	98%	-	67%	-	80%	90%	96%	92%
Not Included in Accountability													
Mobile	4%	4%	3%	2%	4%	0%	-	33%	-	8%	8%	4%	6%
Other Exclusions	1%	1%	0%	0%	0%	0%	-	0%	-	12%	2%	0%	1%
Not Tested	1%	1%	0%	0%	0%	2%	-	0%	-	0%	0%	0%	0%
Absent	1%	1%	0%	0%	0%	2%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

Total Students: 630
 Grade Span: 03 - 06
 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													
2017-18	95.4%	95.2%	96.0%	96.2%	95.9%	96.1%	-	95.6%	-	95.3%	94.0%	95.9%	96.9%
2016-17	95.7%	95.1%	96.2%	96.6%	96.0%	96.1%	-	*	-	96.8%	95.4%	96.1%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

Total Students: 630
 Grade Span: 03 - 06
 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	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	91.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	40.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	10.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 630
 Grade Span: 03 - 06
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	139	347,893
By Ethnicity:				
African American	-	-	36	43,502
Hispanic	-	-	79	173,272
White	-	-	23	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	13	49,432
Foundation H.S. Program (Endorsement)	-	-	0	16,542
Foundation H.S. Program (DLA)	-	-	125	272,526
Special Education Graduates	-	-	9	25,962
Economically Disadvantaged Graduates	-	-	82	166,956
LEP Graduates	-	-	2	21,359
At-Risk Graduates	-	-	42	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 630

Grade Span: 03 - 06

School Type: Elementary

District Name: WHARTON ISD

Campus Name: WHARTON EL

Campus Number: 241904106

	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)													
2017-18	65.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	38.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	33.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	24.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	5.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	8.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 630

Grade Span: 03 - 06

School Type: Elementary

District Name: WHARTON ISD

Campus Name: WHARTON EL

Campus Number: 241904106

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

Total Students: 630
 Grade Span: 03 - 06
 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													
2017-18	32.1%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	43.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	33.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	31.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 630
 Grade Span: 03 - 06
 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)
2017 Science	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	38.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	529	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	515	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 630
Grade Span: 03 - 06
School Type: Elementary

District Name: WHARTON ISD
Campus Name: WHARTON EL
Campus Number: 241904106

	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													
2017-18	43.4%	34.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	8.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	23.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	57.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	42.6%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 630
Grade Span: 03 - 06
School Type: Elementary

District Name: WHARTON ISD
Campus Name: WHARTON EL
Campus Number: 241904106

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students	630	100.0%	1,998	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.1%	0.3%
Pre-Kindergarten	0	0.0%	5.1%	4.4%
Kindergarten	0	0.0%	6.3%	6.9%
Grade 1	0	0.0%	6.9%	7.1%
Grade 2	0	0.0%	5.9%	7.2%
Grade 3	150	23.8%	7.5%	7.3%
Grade 4	151	24.0%	7.6%	7.6%
Grade 5	152	24.1%	7.6%	7.7%
Grade 6	177	28.1%	8.9%	7.7%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	158	25.1%	24.7%	12.6%
Hispanic	389	61.7%	61.2%	52.6%
White	69	11.0%	11.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	5	0.8%	1.0%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	9	1.4%	1.5%	2.4%
Economically Disadvantaged	484	76.8%	74.2%	60.6%
Non-Educationally Disadvantaged	146	23.2%	25.8%	39.4%
Section 504 Students	48	7.6%	5.9%	6.5%
English Learners (EL)	113	17.9%	13.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	10	1.4%	3.0%	1.4%
Students w/ Dyslexia	13	2.1%	1.3%	3.6%
At-Risk	400	63.5%	56.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	69			
By Type of Primary Disability				
Students with Intellectual Disabilities	32	46.4%	43.2%	42.4%
Students with Physical Disabilities	11	15.9%	19.9%	21.9%
Students with Autism	8	11.6%	10.7%	13.7%
Students with Behavioral Disabilities	18	26.1%	26.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	72	10.1%	11.5%	15.4%

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 630
 Grade Span: 03 - 06
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	14	2.0%		
Hispanic	42	5.9%		
White	9	1.3%		
American Indian	0	0.0%		
Asian	2	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	5	0.7%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	0.9%	1.7%	-	11.1%	6.2%
Grade 1	-	6.0%	3.1%	-	22.2%	5.5%
Grade 2	-	0.7%	1.8%	-	10.0%	2.3%
Grade 3	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%
Grade 4	0.0%	0.0%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 6	0.0%	0.0%	0.4%	0.0%	0.0%	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.7%	0.4%	-	5.6%	0.7%
Grade 9	-	8.3%	7.2%	-	17.6%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	17.7	18.9
Grade 1	-	19.8	18.8
Grade 2	-	16.7	18.7
Grade 3	18.0	18.0	18.9
Grade 4	20.9	20.9	19.2
Grade 5	21.3	21.3	21.2
Grade 6	20.9	20.9	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	21.0	18.9
Mathematics	-	14.4	17.8
Science	-	16.0	18.9
Social Studies	-	18.4	19.3

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 630
Grade Span: 03 - 06
School Type: Elementary

District Name: WHARTON ISD
Campus Name: WHARTON EL
Campus Number: 241904106

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	64.3	100.0%	100.0%	100.0%
Professional Staff:	53.3	82.9%	58.5%	64.1%
Teachers	43.2	67.2%	44.3%	49.8%
Professional Support	7.1	11.1%	7.8%	10.1%
Campus Administration (School Leadership)	3.0	4.7%	4.4%	3.0%
Educational Aides:	11.0	17.1%	14.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	1.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	3.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	28.2	43.9%	50.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	9.0	20.8%	18.3%	10.6%
Hispanic	5.0	11.6%	12.4%	27.7%
White	29.0	67.1%	67.2%	58.4%
American Indian	0.2	0.5%	0.7%	0.3%
Asian	0.0	0.0%	1.4%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	7.2	16.7%	31.5%	23.8%
Females	36.0	83.3%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.4%
Bachelors	41.0	94.9%	83.6%	73.6%
Masters	2.2	5.1%	15.8%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.6%	11.6%	7.0%
1-5 Years Experience	21.2	49.1%	33.7%	28.9%
6-10 Years Experience	5.0	11.6%	12.4%	19.0%
11-20 Years Experience	10.0	23.2%	24.5%	29.3%
Over 20 Years Experience	5.0	11.6%	17.9%	15.7%
Number of Students per Teacher	14.6	n/a	13.7	15.1

District Name: WHARTON ISD
 Campus Name: WHARTON EL
 Campus Number: 241904106

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 630
 Grade Span: 03 - 06
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	2.0	6.3
Average Years Experience of Principals with District	1.0	1.7	5.4
Average Years Experience of Assistant Principals	1.5	4.5	5.3
Average Years Experience of Assistant Principals with District	1.5	3.9	4.7
Average Years Experience of Teachers:	8.7	10.2	11.1
Average Years Experience of Teachers with District:	6.8	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,000	\$45,731	\$47,218
1-5 Years Experience	\$45,741	\$45,792	\$50,408
6-10 Years Experience	\$47,125	\$46,856	\$52,786
11-20 Years Experience	\$48,675	\$48,987	\$56,041
Over 20 Years Experience	\$51,932	\$53,119	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$47,263	\$48,007	\$54,122
Professional Support	\$51,022	\$57,747	\$64,069
Campus Administration (School Leadership)	\$68,523	\$69,785	\$78,947
Instructional Staff Percent:	n/a	66.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	107	17.0%	12.8%	19.7%
Career & Technical Education	0	0.0%	25.5%	26.3%
Gifted & Talented Education	46	7.3%	5.8%	8.1%
Special Education	69	11.0%	10.3%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	1.4%	6.4%
Career & Technical Education	0.0	0.0%	4.9%	4.9%
Compensatory Education	0.0	0.0%	2.7%	2.7%
Gifted & Talented Education	1.0	2.3%	0.7%	2.0%
Regular Education	36.8	85.2%	82.2%	71.4%
Special Education	5.4	12.5%	8.0%	9.1%
Other	0.0	0.0%	0.0%	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.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)

2018-19 Texas Academic Performance Report

District Name: **WHARTON ISD**

Campus Name: **C G SIVELLS EL**

Campus Number: **241904102**

2019 Accountability Rating: **F**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

District Name: WHARTON ISD
Campus Name: C G SIVELLS EL
Campus Number: 241904102

Total Students: 485
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

Total Students: 485
Grade Span: EE - 02
School Type: Elementary

District Name: WHARTON ISD
Campus Name: C G SIVELLS EL
Campus Number: 241904102

There is no data for this campus.

District Name: WHARTON ISD
Campus Name: C G SIVELLS EL
Campus Number: 241904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

Total Students: 485
Grade Span: EE - 02
School Type: Elementary

There is no data for this campus.

District Name: WHARTON ISD
Campus Name: C G SIVELLS EL
Campus Number: 241904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

Total Students: 485
Grade Span: EE - 02
(Current EL Students)

There is no data for this campus.

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus STAAR Participation

Total Students: 485
 Grade Span: EE - 02
 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)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	0%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	4%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

Total Students: 485
 Grade Span: EE - 02
 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													
2017-18	95.4%	95.2%	95.8%	95.6%	96.0%	94.8%	-	*	-	*	95.8%	95.6%	97.0%
2016-17	95.7%	95.1%	95.2%	95.7%	95.1%	95.0%	-	*	-	94.9%	94.2%	95.2%	96.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.2%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	94.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.5%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

Total Students: 485
 Grade Span: EE - 02
 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	0.8%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	100.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	100.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	94.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	93.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	86.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	*	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	89.4%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	91.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	*	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	94.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	40.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	10.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	89.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	91.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 485
 Grade Span: EE - 02
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	139	347,893
By Ethnicity:				
African American	-	-	36	43,502
Hispanic	-	-	79	173,272
White	-	-	23	107,052
American Indian	-	-	0	1,226
Asian	-	-	0	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	1	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	1	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	0	3,538
Foundation H.S. Program (No Endorsement)	-	-	13	49,432
Foundation H.S. Program (Endorsement)	-	-	0	16,542
Foundation H.S. Program (DLA)	-	-	125	272,526
Special Education Graduates	-	-	9	25,962
Economically Disadvantaged Graduates	-	-	82	166,956
LEP Graduates	-	-	2	21,359
At-Risk Graduates	-	-	42	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

Total Students: 485
 Grade Span: EE - 02
 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)													
2017-18	65.5%	50.0%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
College Ready (Annual Graduates)													
2017-18	50.0%	38.1%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	54.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	36.7%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	33.8%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	24.5%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	5.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	8.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	5.3%	-	-	-	-	-	-	-	-	-	-	-

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 485
 Grade Span: EE - 02
 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)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	5.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	2.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

Total Students: 485
 Grade Span: EE - 02
 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													
2017-18	32.1%	54.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	43.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	36.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	33.8%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	33.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	31.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	17.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	-	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus CCMR-Related Indicators

Total Students: 485
 Grade Span: EE - 02
 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)
2017 Science	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	38.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	37.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	26.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1044	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	529	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	515	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.9	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	18.3	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.0	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	19.4	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 485
Grade Span: EE - 02
School Type: Elementary

District Name: WHARTON ISD
Campus Name: C G SIVELLS EL
Campus Number: 241904102

	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													
2017-18	43.4%	34.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	33.2%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	6.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	8.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	23.7%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	11.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	50.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	57.9%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	42.6%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Total Students: 485
Grade Span: EE - 02
School Type: Elementary

District Name: WHARTON ISD
Campus Name: C G SIVELLS EL
Campus Number: 241904102

<u>Student Information</u>	----- Campus -----		<u>District</u>	<u>State</u>
	<u>Count</u>	<u>Percent</u>		
Total Students	485	100.0%	1,998	5,416,400
Students by Grade:				
Early Childhood Education	2	0.4%	0.1%	0.3%
Pre-Kindergarten	102	21.0%	5.1%	4.4%
Kindergarten	126	26.0%	6.3%	6.9%
Grade 1	138	28.5%	6.9%	7.1%
Grade 2	117	24.1%	5.9%	7.2%
Grade 3	0	0.0%	7.5%	7.3%
Grade 4	0	0.0%	7.6%	7.6%
Grade 5	0	0.0%	7.6%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	7.7%	7.5%
Grade 8	0	0.0%	7.3%	7.5%
Grade 9	0	0.0%	8.8%	8.1%
Grade 10	0	0.0%	7.0%	7.4%
Grade 11	0	0.0%	6.9%	6.9%
Grade 12	0	0.0%	6.6%	6.5%
Ethnic Distribution:				
African American	118	24.3%	24.7%	12.6%
Hispanic	313	64.5%	61.2%	52.6%
White	40	8.2%	11.6%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	4	0.8%	1.0%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	10	2.1%	1.5%	2.4%
Economically Disadvantaged	399	82.3%	74.2%	60.6%
Non-Educationally Disadvantaged	86	17.7%	25.8%	39.4%
Section 504 Students	20	4.1%	5.9%	6.5%
English Learners (EL)	91	18.8%	13.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	3.0%	1.4%
Students w/ Dyslexia	2	0.4%	1.3%	3.6%
At-Risk	318	65.6%	56.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	44			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	20.5%	43.2%	42.4%
Students with Physical Disabilities	27	61.4%	19.9%	21.9%
Students with Autism	*	*	10.7%	13.7%
Students with Behavioral Disabilities	*	*	26.2%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	0.0%	1.4%
Mobility (2017-18):				
Total Mobile Students	42	13.3%	11.5%	15.4%

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Student Information

Total Students: 485
 Grade Span: EE - 02
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	16	5.1%		
Hispanic	21	6.7%		
White	4	1.3%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.9%	0.9%	1.7%	11.1%	11.1%	6.2%
Grade 1	6.0%	6.0%	3.1%	22.2%	22.2%	5.5%
Grade 2	0.7%	0.7%	1.8%	10.0%	10.0%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	-	0.0%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.0%	0.4%	-	0.0%	0.5%
Grade 7	-	0.0%	0.6%	-	0.0%	0.6%
Grade 8	-	0.7%	0.4%	-	5.6%	0.7%
Grade 9	-	8.3%	7.2%	-	17.6%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	17.7	17.7	18.9
Grade 1	19.8	19.8	18.8
Grade 2	16.7	16.7	18.7
Grade 3	-	18.0	18.9
Grade 4	-	20.9	19.2
Grade 5	-	21.3	21.2
Grade 6	-	20.9	20.4
Secondary:			
English/Language Arts	-	14.5	16.6
Foreign Languages	-	21.0	18.9
Mathematics	-	14.4	17.8
Science	-	16.0	18.9
Social Studies	-	18.4	19.3

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Total Students: 485
 Grade Span: EE - 02
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	58.0	100.0%	100.0%	100.0%
Professional Staff:	38.0	65.5%	58.5%	64.1%
Teachers	29.8	51.3%	44.3%	49.8%
Professional Support	4.3	7.4%	7.8%	10.1%
Campus Administration (School Leadership)	4.0	6.9%	4.4%	3.0%
Educational Aides:	20.0	34.5%	14.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	1.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	3.0	12,433.0
Part-time	0.0	n/a	2.0	1,097.0
Total Minority Staff:	28.0	48.3%	50.5%	50.4%
Teachers by Ethnicity and Sex:				
African American	2.0	6.7%	18.3%	10.6%
Hispanic	9.0	30.2%	12.4%	27.7%
White	18.8	63.0%	67.2%	58.4%
American Indian	0.0	0.0%	0.7%	0.3%
Asian	0.0	0.0%	1.4%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	1.3	4.2%	31.5%	23.8%
Females	28.5	95.8%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	0.7%	1.4%
Bachelors	25.8	86.6%	83.6%	73.6%
Masters	4.0	13.4%	15.8%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.4%	11.6%	7.0%
1-5 Years Experience	8.3	27.7%	33.7%	28.9%
6-10 Years Experience	4.0	13.4%	12.4%	19.0%
11-20 Years Experience	8.5	28.6%	24.5%	29.3%
Over 20 Years Experience	8.0	26.9%	17.9%	15.7%
Number of Students per Teacher	16.3	n/a	13.7	15.1

District Name: WHARTON ISD
 Campus Name: C G SIVELLS EL
 Campus Number: 241904102

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 485
 Grade Span: EE - 02
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	2.0	6.3
Average Years Experience of Principals with District	0.0	1.7	5.4
Average Years Experience of Assistant Principals	3.5	4.5	5.3
Average Years Experience of Assistant Principals with District	3.5	3.9	4.7
Average Years Experience of Teachers:	13.1	10.2	11.1
Average Years Experience of Teachers with District:	8.5	6.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,000	\$45,731	\$47,218
1-5 Years Experience	\$45,840	\$45,792	\$50,408
6-10 Years Experience	\$46,745	\$46,856	\$52,786
11-20 Years Experience	\$48,069	\$48,987	\$56,041
Over 20 Years Experience	\$53,034	\$53,119	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$48,505	\$48,007	\$54,122
Professional Support	\$55,933	\$57,747	\$64,069
Campus Administration (School Leadership)	\$67,826	\$69,785	\$78,947
Instructional Staff Percent:	n/a	66.9%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

TEXAS EDUCATION AGENCY
 Texas Academic Performance Report
 2018-19 Campus Staff Information

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	88	18.1%	12.8%	19.7%
Career & Technical Education	0	0.0%	25.5%	26.3%
Gifted & Talented Education	11	2.3%	5.8%	8.1%
Special Education	44	9.1%	10.3%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.0	6.7%	1.4%	6.4%
Career & Technical Education	0.0	0.0%	4.9%	4.9%
Compensatory Education	4.0	13.4%	2.7%	2.7%
Gifted & Talented Education	0.0	0.0%	0.7%	2.0%
Regular Education	21.8	73.1%	82.2%	71.4%
Special Education	2.0	6.7%	8.0%	9.1%
Other	0.0	0.0%	0.0%	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.
- '***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' 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 2017-18 Financial Actual Report](#)



2017-2018 Actual Financial data

Totals for Wharton ISD (241904)

Total Enrolled Students in Membership: 2,080

	<u>District</u>			<u>State</u>					
	General Fund	%	Per Student	All Funds	%	Per Student			
Receipts									
<u>Total Revenue</u>	26,158,915	100.00%	12,576	31,373,908	100.00%	15,084	63,158,400,197	100.00%	11,729
Local Tax	13,605,643	52.01%	6,541	13,932,738	44.41%	6,698	29,898,897,099	47.34%	5,552
Other Local and Intermediate	3,112,322	11.90%	1,496	3,362,441	10.72%	1,617	3,062,782,060	4.85%	569
State	8,653,945	33.08%	4,161	9,963,494	31.76%	4,790	23,747,526,632	37.60%	4,410
Federal	787,005	3.01%	378	4,115,235	13.12%	1,978	6,449,194,406	10.21%	1,198
<u>Total Receipts</u>	26,161,715	100.00%	12,578	31,376,708	100.00%	15,085	78,621,000,420	100.00%	14,600
Total Revenue	26,158,915	99.99%	12,576	31,373,908	99.99%	15,084	63,158,400,197	100.00%	11,729
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384
Total Other Resources	2,800	0.01%	1	2,800	0.01%	1	13,394,077,800	17.04%	2,487
Fund Balances (for ISDs)									
<u>Total Fund Balance**</u>	11,483,930	43.90%	5,521	11,905,424	37.95%	5,724	35,850,846,786	59.68%	7,045
Nonspendable Fund Balance	21,326	0.08%	10	21,326	0.07%	10	239,176,837	0.40%	47
Restricted Fund Balance	0	0.00%	0	421,494	1.34%	203	17,226,468,243	28.68%	3,385
Committed Fund Balance	3,480,000	13.30%	1,673	3,480,000	11.09%	1,673	3,318,730,683	5.52%	652
Assigned Fund Balance	750,000	2.87%	361	750,000	2.39%	361	2,536,919,034	4.22%	499
Unassigned Fund Balance	7,232,604	27.65%	3,477	7,232,604	23.05%	3,477	12,529,551,989	20.86%	2,462
Disbursements									
<u>Total Expenditures</u>									
BY OBJECT	23,113,402	100.00%	11,112	29,419,007	100.00%	14,144	70,292,451,357	100.00%	13,054
Payroll (Objects 6100)	14,972,200	64.78%	7,198	17,741,560	60.31%	8,530	41,624,867,679	59.22%	7,730
Other Operating (Objects 6200-6400)	5,349,474	23.14%	2,572	7,426,298	25.24%	3,570	11,850,276,791	16.86%	2,201
Debt Service (Objects 6500)	1,500	0.01%	1	1,421,888	4.83%	684	7,697,906,295	10.95%	1,430
Capital Outlay (Objects 6600)	2,790,228	12.07%	1,341	2,829,261	9.62%	1,360	9,119,400,592	12.97%	1,694
BY FUNCTION (Objects 6100-6400 only)									

DEPT SERVICE (/)	0	0	0	0	0	0	0	0	
Facilities Acquisition & Construction (81)	0	0	0	0	0	467,408,659	87		
Total Operating Expenditures	20,321,674	100.00%	9,770	25,167,858	100.00%	12,100	53,007,735,811	100.00%	9,844
Instruction (11,95)	10,369,280	51.03%	4,985	13,146,336	52.23%	6,320	29,573,638,083	55.79%	5,492
Instructional Res Media (12)	590,365	2.91%	284	601,226	2.39%	289	605,950,802	1.14%	113
Curriculum/Staff Develop (13)	232,941	1.15%	112	289,953	1.15%	139	1,174,310,004	2.22%	218
Instructional Leadership (21)	109,838	0.54%	53	275,700	1.10%	133	833,658,903	1.57%	155
School Leadership (23)	1,540,868	7.58%	741	1,577,251	6.27%	758	3,099,426,611	5.85%	576
Guidance Counseling Svcs (31)	400,944	1.97%	193	1,010,092	4.01%	486	1,926,098,691	3.63%	358
Social Work Services (32)	0	0.00%	0	0	0.00%	0	142,409,113	0.27%	26
Health Services (33)	217,838	1.07%	105	217,838	0.87%	105	536,700,538	1.01%	100
Transportation (34)	895,991	4.41%	431	898,010	3.57%	432	1,570,586,301	2.96%	292
Food (35)	0	0.00%	0	1,176,674	4.68%	566	2,825,048,050	5.33%	525
Extracurricular (36)	900,150	4.43%	433	903,858	3.59%	435	1,610,863,870	3.04%	299
General Administration (41,92)	888,455	4.37%	427	891,305	3.54%	429	1,787,695,433	3.37%	332
Plant Maint/Operation (51)	3,953,315	19.45%	1,901	3,957,926	15.73%	1,903	5,547,616,328	10.47%	1,030
Security/Monitoring (52)	109,640	0.54%	53	109,640	0.44%	53	505,751,521	0.95%	94
Data Processing Services (53)	112,049	0.55%	54	112,049	0.45%	54	1,009,632,415	1.90%	187
Community Services (61)	0	0.00%	0	0	0.00%	0	258,349,148	0.00%	48
Total Disbursements	23,927,887	100.00%	11,504	30,306,484	100.00%	14,570	76,425,568,379	100.00%	14,193
Total Expenditures	23,113,402	96.60%	11,112	29,419,007	97.07%	14,144	70,292,451,357	100.00%	13,054
Recapture	0	0.00%	0	0	0.00%	0	2,068,522,423	2.63%	384
Total Other Uses	14,309	0.06%	7	14,309	0.05%	7	3,402,247,277	4.45%	632
Intergovernmental Charge	800,176	3.34%	385	873,168	2.88%	420	662,347,322	1.25%	123
Program Expenditures									
Operating Expenditures - Program	14,900,542	100.00%	7,164	18,579,833	100.00%	8,933	39,129,628,714	100.00%	7,267
Regular	7,780,725	52.22%	3,741	8,124,755	43.73%	3,906	23,408,623,199	59.82%	4,347
Gifted and Talented	81,751	0.55%	39	81,751	0.44%	39	396,918,069	1.01%	74
Career and Technical	804,636	5.40%	387	829,154	4.46%	399	1,595,080,075	4.08%	296
Students with Disabilities	1,991,369	13.36%	957	4,611,996	24.82%	2,217	6,228,755,783	15.92%	1,157
Accelerated Education	2,596,719	17.43%	1,248	3,279,116	17.65%	1,576	1,729,817,631	4.42%	321
Bilingual	247,525	1.66%	119	249,658	1.34%	120	624,626,340	1.60%	116
Nondisc Alt Ed-AEP Basic Serv	0	0.00%	0	0	0.00%	0	156,186,644	0.40%	29
Disc Alt Ed-DAEP Basic Serv	208,510	1.40%	100	208,510	1.12%	100	223,139,912	0.57%	41
Disc Alt Ed-DAEP Supplemental	0	0.00%	0	0	0.00%	0	27,092,836	0.07%	5
T1 A Schoolwide-St Comp>=40%	0	0.00%	0	0	0.00%	0	2,061,367,635	5.27%	383

Athletics/Related Activities	661,617	4.44%	318	661,617	3.56%	318	1,059,340,400	2.71%	197
High School Allotment	196,558	1.32%	94	196,558	1.06%	94	568,417,706	1.45%	106
Prekindergarten	331,132	2.22%	159	336,718	1.81%	162	1,050,262,484	2.68%	195

				<u>District</u>					<u>State</u>
Instructional Expenditure Ratio				57.2%					62.7%

Tax Rates**2017 (current tax year) Tax Rates**

Maintenance and Operations	1.1700	1.0933
Interest and Sinking Funds	0.0270	0.2108
Total Tax Rate	1.1970	1.3041

2016 Tax Year State Certified Property Values

	Amount	Percent	Amount	Percent
Property Value	987,533,821	N/A	2,220,042,195,073	N/A
Property Value per pupil	474,776	N/A	436,998	N/A
Property Value by category:				
Business	585,147,020	55.25%	892,180,729,305	35.47%
Residential	372,658,527	35.19%	1,479,753,710,535	58.82%
Land	54,047,125	5.10%	65,281,339,904	2.60%
Oil and Gas	42,889,800	4.05%	64,143,342,124	2.55%
Other	4,327,597	0.41%	14,174,456,770	0.56%

Unassigned Fund Balance percentage of total budgeted expenditures

2017-2018 School Districts' General Fund Unassigned Fund Balance***	7,232,604	12,575,271,982
2017-2018 School Districts' General Fund Total Budgeted Expenditures	20,400,259	45,316,911,612
2017-2018 School Districts' Percent of Total Budgeted Expenditures	35.5%	27.7%

** Fund balance percentages are calculated by dividing the fund balance by either the general revenue or all funds. The percentages illustrate the size of the fund balance in relation to total revenues.

Charter schools report net assets rather than fund balances.

*** The TEA does not have encumbrance data to subtract from the fund balances.

TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Wharton H S District: WHARTON ISD

Campus Number: 241904001 Total Membership: 579

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	5,002,161	100.00	8,639	5,183,025	100.00	8,952
Operating-Payroll	4,034,481	80.65	6,968	4,034,778	77.85	6,969
Other Operating	910,773	18.21	1,573	1,091,340	21.06	1,885
Non-Operating(Equipt/Supplies)	56,907	1.14	98	56,907	1.10	98
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	4,945,254	100.00	8,541	5,126,118	100.00	8,853
Instruction (11,95) *	3,445,987	69.68	5,952	3,616,422	70.55	6,246
Instructional Res/Media (12) *	205,990	4.17	356	206,434	4.03	357
Curriculum/Staff Develop (13) *	67,044	1.36	116	67,908	1.32	117
Instructional Leadership (21) *	49,375	1.00	85	49,375	0.96	85
School Leadership (23) *	431,672	8.73	746	437,085	8.53	755
Guidance/Counseling Svcs (31) *	196,563	3.97	339	196,563	3.83	339
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	29,578	0.60	51	29,578	0.58	51
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	517,997	10.47	895	521,705	10.18	901
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	1,048	0.02	2	1,048	0.02	2
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	4,426,209	100.00	7,645	4,597,508	100.00	7,940
Regular	2,301,940	52.01	3,976	2,448,424	53.26	4,229
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	799,721	18.07	1,381	824,239	17.93	1,424
Students with Disabilities	424,033	9.58	732	424,033	9.22	732
Accelerated Education	606,263	13.70	1,047	606,560	13.19	1,048
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	120,599	2.72	208	120,599	2.62	208
Disc Altied-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	172	0.00	0	172	0.00	0
High School Allotment	173,481	3.92	300	173,481	3.77	300

*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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

School Campus: Wharton H S District: WHARTON ISD

Campus Number: 241904001

Total Membership: 579

	General Fund	%	Per Student	All Funds	%	Per Student
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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Wharton J H District: WHARTON ISD

Campus Number: 241904042 Total Membership: 303

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	2,466,183	100.00	8,139	2,630,221	100.00	8,681
Operating-Payroll	2,299,064	93.22	7,588	2,362,751	89.83	7,798
Other Operating	155,069	6.29	512	255,420	9.71	843
Non-Operating(Equipt/Supplies)	12,050	0.49	40	12,050	0.46	40
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,454,133	100.00	8,099	2,618,171	100.00	8,641
Instruction (11,95) *	1,700,765	69.30	5,613	1,864,803	71.23	6,154
Instructional Res/Media (12) *	141,238	5.76	466	141,238	5.39	466
Curriculum/Staff Develop (13) *	37,872	1.54	125	37,872	1.45	125
Instructional Leadership (21) *	13,768	0.56	45	13,768	0.53	45
School Leadership (23) *	374,760	15.27	1,237	374,760	14.31	1,237
Guidance/Counseling Svcs (31) *	64,098	2.61	212	64,098	2.45	212
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	48,273	1.97	159	48,273	1.84	159
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	72,849	2.97	240	72,849	2.78	240
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	510	0.02	2	510	0.02	2
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,380,774	100.00	7,857	2,544,812	100.00	8,399
Regular	1,562,823	65.64	5,158	1,645,253	64.65	5,430
Gifted & Talented	0	0.00	0	0	0.00	0
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	408,375	17.15	1,348	408,375	16.05	1,348
Accelerated Education	321,665	13.51	1,062	403,273	15.85	1,331
Bilingual	0	0.00	0	0	0.00	0
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	87,911	3.69	290	87,911	3.45	290
Disc Altied-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

*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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

School Campus: Wharton J H District: WHARTON ISD

Campus Number: 241904042

Total Membership: 303

	General Fund	%	Per Student	All Funds	%	Per Student
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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: Wharton El District: WHARTON ISD

Campus Number: 241904106 Total Membership: 675

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,626,977	100.00	5,373	4,060,644	100.00	6,016
Operating-Payroll	3,370,859	92.94	4,994	3,722,275	91.67	5,514
Other Operating	234,423	6.46	347	311,956	7.68	462
Non-Operating(Equipt/Supplies)	21,695	0.60	32	26,413	0.65	39
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	3,605,282	100.00	5,341	4,034,231	100.00	5,977
Instruction (11,95) *	2,832,989	78.58	4,197	3,251,461	80.60	4,817
Instructional Res/Media (12) *	126,262	3.50	187	131,120	3.25	194
Curriculum/Staff Develop (13) *	75,215	2.09	111	75,215	1.86	111
Instructional Leadership (21) *	24,792	0.69	37	24,792	0.61	37
School Leadership (23) *	372,069	10.32	551	372,688	9.24	552
Guidance/Counseling Svcs (31) *	70,225	1.95	104	75,225	1.86	111
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	93,387	2.59	138	93,387	2.31	138
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	8,962	0.25	13	8,962	0.22	13
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	1,381	0.04	2	1,381	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	3,594,939	100.00	5,326	4,017,914	100.00	5,952
Regular	2,265,048	63.01	3,356	2,334,992	58.11	3,459
Gifted & Talented	77,903	2.17	115	77,903	1.94	115
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	381,371	10.61	565	381,371	9.49	565
Accelerated Education	865,974	24.09	1,283	1,219,005	30.34	1,806
Bilingual	4,643	0.13	7	4,643	0.12	7
Nondisc Altied-AEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-DAEP Basic Serv	0	0.00	0	0	0.00	0
Disc Altied-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

*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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

School Campus: Wharton El District: WHARTON ISD

Campus Number: 241904106

Total Membership: 675

	General Fund	%	Per Student	All Funds	%	Per Student
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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.

TEXAS EDUCATION AGENCY
2017-2018 PEIMS Actual Financial Data by Campus

School Campus: C G Sivells El District: WHARTON ISD

Campus Number: 241904102 Total Membership: 523

	General Fund	%	Per Student	All Funds	%	Per Student
Expenditures by Object (Objects 6100-6600)						
Total Expenditures	3,010,193	100.00	5,756	3,226,076	100.00	6,168
Operating-Payroll	2,825,541	93.87	5,403	2,951,679	91.49	5,644
Other Operating	163,662	5.44	313	253,407	7.85	485
Non-Operating(Equipt/Supplies)	20,990	0.70	40	20,990	0.65	40
Expenditures by Function (Objects 6100-6400 Only)						
Total Operating Expenditures	2,989,203	100.00	5,715	3,205,086	100.00	6,128
Instruction (11,95) *	2,316,721	77.50	4,430	2,497,294	77.92	4,775
Instructional Res/Media (12) *	116,875	3.91	223	122,434	3.82	234
Curriculum/Staff Develop (13) *	52,810	1.77	101	52,810	1.65	101
Instructional Leadership (21) *	21,903	0.73	42	21,903	0.68	42
School Leadership (23) *	362,367	12.12	693	392,118	12.23	750
Guidance/Counseling Svcs (31) *	70,058	2.34	134	70,058	2.19	134
Social Work Services (32) *	0	0.00	0	0	0.00	0
Health Services (33) *	46,600	1.56	89	46,600	1.45	89
Food (35) **	0	0.00	0	0	0.00	0
Extracurricular (36) *	1,120	0.04	2	1,120	0.03	2
Plant Maint/Operation (51) * **	0	0.00	0	0	0.00	0
Security/Monitoring (52) * **	749	0.03	1	749	0.02	1
Data Processing Svcs (53)* **	0	0.00	0	0	0.00	0
Program expenditures by Program (Objects 6100-6400 only)						
Total Operating Expenditures	2,987,334	100.00	5,712	3,168,395	100.00	6,058
Regular	1,649,364	55.21	3,154	1,694,536	53.48	3,240
Gifted & Talented	3,848	0.13	7	3,848	0.12	7
Career & Technical	0	0.00	0	0	0.00	0
Students with Disabilities	5,482	0.18	10	5,482	0.17	10
Accelerated Education	754,626	25.26	1,443	884,929	27.93	1,692
Bilingual	242,882	8.13	464	242,882	7.67	464
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

*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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

School Campus: C G Sivells El District: WHARTON ISD

Campus Number: 241904102

Total Membership: 523

	General Fund	%	Per Student	All Funds	%	Per Student
Prekindergarten	331,132	11.08	633	336,718	10.63	644

*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://tea.texas.gov/financialstandardreports/>) be used for the analysis of costs reported by comparable school districts.

Note: Some amounts may not total due to rounding.



[Home](#) / [Student Testing and Accountability](#) / [Accountability](#) / Accreditation Status

2018-2019 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 2018-2019 are listed below:

Show/Hide columns:

CDN | Name | ESC | District Type | 2014 FIRST Rating | 2014 Accountability Rating | 2015 FIRST Rating | 2015 Accountability Rating | 2016 FIRST Rating | 2016 Accountability Rating | 2017 FIRST Rating | 2017 Accountability Rating | 2018 FIRST Rating | 2018 Accountability Rating | 2018-2019 Accreditation Status | Reason For Status | Notes

Show entries

Search:

CDN	Name	ESC	2018 FIRST Rating	2018 Accountability Rating	2018-2019 Accreditation Status	Reason For Status	Notes
241904	WHARTON ISD	3	A - Superior	Not Rated: Harvey Provision	ACCREDITED		

Showing 1 to 1 of 1 entries (filtered from 1,201 total entries)

Previous Next

WHARTON H S

Campus Improvement Plan 2019/2020

Doing It Big



Jerrell Barron
#1 Tiger Avenue
(979) 532-6800
jbarron@whartonisd.net

Date Reviewed: September 24, 2019

Date Approved: September 24, 2019

WHARTON H S

Mission

The mission of Wharton High School is to create an environment where students are successful in every aspect of their high school career and are prepared for post high school in college or in their careers.

Nondiscrimination Notice

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

WHARTON H S Site Base

Name	Position
Albert, Carly	Special Education Department Chair
Barada, Mohamad	Math Department Chair
Barbee, Covey	Social Studies Department Chair
Barron, Jerrell	Campus Principal
Chandler, Richard	Assistant Principal
Daniel, Dani	CTE Department Chair
Hawk, Kevin	Science Department Chair
Heard-Roberts, Alice	Parent
Maffett, Cyndi	Parent
Rath, Monica	Assoc. Principal/Dean of Instruction
Raybon, Donna	Counselor
Roddy, Heath	Director of Technology
Scott, Mary Ann	Counselor
Woodworth, Carl	Fine Arts Department Chair

Resources

Resource	Source
CTE Funds - Carl Perkins	Federal
IDEA Special Education	Federal
Title III Bilingual / ESL	Federal
Title VI, Part B Rural/Low Income	Federal
Business Partnerships	Local
Grant	Local
WCJC Tuition Assistance Program	Local
CTE Funds	State
Local Funds	State
State Compensatory	State

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. Wharton High School will utilize a three year staff development plan to avoid a fragmented approach to trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus administration and district personnel will perform a needs assessment of the high school campus to determine the academic areas of growth for all students and the professional areas of growth for all teachers. (Title I SW Elements: 1.1) (Title I TA: 2,3,6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Data Teams, Director of Professional Development, Director of School Improvement, Executive Director of C & I, Principal	August 2019-June 2020	(S)Local Funds	Summative - A plan of action to address all areas of growth for academic and professional areas of growth will be developed and implemented.
2. Campus administration and district personnel will create measurable activities for teachers to participate in and complete in efforts to obtain consistent growth in their career and content areas. (Title I SW Elements: 2.2) (Title I TA: 3,6,8) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Professional Development, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - All walk-throughs and T-TESS appraisals will show evidence of these measurable activities.
3. Opportunities for professional development will increase in the areas of teacher growth, classroom management, technology integration, effective planning, and content based instruction. (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, CTE Teachers, Director of Professional Development, Executive Director of C & I, Principal, Region III - ESC Staff, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (F)IDEA Special Education, (S)CTE Funds, (S)Local Funds	Summative - Professional development will increase by 5-10% in the strategic areas mentioned.

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Wharton High School will develop the premier Science, Technology, Engineering, Mathematics (STEM) program in the county.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Wharton High School will participate in a year long planning phase to implement the new Pathways in Technology Early College High Schools. (Target Group: 9th, 10th, 11th) (Strategic Priorities: 1,3) (CSFs: 1)	Director of Student Services, Executive Director of C & I, Principal, Teacher(s)	Spring 2020	(F)CTE Funds - Carl Perkins, (S)Local Funds	A new P-TECH plan will be reviewed by stakeholders for consideration in the 2020-2021 school year.

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 3. Wharton High School will continue to increase CTE participation and class offerings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide students the opportunity to earn certificates in welding (AWS), NCCER Core, Construction Technology, Floral Design, Vet Technician, Safe Food Handling, Safe Serve, OSHA and EMT and CNA Certification. (Target Group: CTE) (Strategic Priorities: 2,3) (CSFs: 1,4)	Assistant Principal(s), CTE Teachers, Principal	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	Summative - Increase number of students earning Industrial Certifications by 10%.
2. Provide students the opportunity to learn basic and intermediate carpentry skills, residential construction, safety, blueprint reading and math review by purchasing and utilizing up-to-date instructional materials. (Title I TA: 1) (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1,4)	Assistant Principal(s), CTE Teachers, Principal	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (S)CTE Funds, (S)Local Funds	Summative - 90% of students will demonstrate mastery of basic and intermediate carpentry skills, residential construction, safety, blueprint reading and math review as measured by a project based assessment and culminating project.
3. The district will cover the cost for all students taking dual credit classes, CNA & EMT classes including books and uniforms. (Target Group: CTE, 11th, 12th) (Strategic Priorities: 2,3,4) (CSFs: 1,4,6)	Assistant Principal(s), Assistant Superintendent of Finance, Associate Principal/Dean of Instruction, Business Manager, CTE Teachers, Principal, Superintendent	August 2019-May 2020	(S)Local Funds	Summative - Increased number of students taking dual credit classes by 10% and increased number of CNA & EMT certifications by 10%.

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 4. Wharton High School will be engaged in the development of a systematic curriculum framework that will be utilized for the 2019 – 2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will implement an instructional framework that identifies instructional expectations, practices and procedures to enhance instruction for all students.	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	Aug 2019 - May 2020	(S)Local Funds	Summative - 100% of teacher lesson plans will show the components of the instructional framework.
2. The campus will provide professional development prior to school starting to introduce the campus instructional framework.	Associate Principal/Dean of Instruction	Aug. 2019	(S)Local Funds	Summative - 100% of lesson plans will include the components of the campus instructional framework.
3. The campus will provide continued professional development through PLCs for continued support of the instructional framework.	Associate Principal/Dean of Instruction, Teacher(s)	Aug 2019 - May 2020	(S)Local Funds	Summative - Agendas and sign in sheets
4. Implement AVID W.I.C.O.R. strategies into all instruction. (Target Group: All)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	Aug 2019 - May 2020	(S)Local Funds	Summative - Walk-throughs

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Wharton High School will continue to integrate technology as an instructional learning tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All freshman will be issued a Chromebook for academic use during each scheduled class. This will serve as a continuation of the 1:1 Technology Program begun at WJH in 2018-2019. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: 9th) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	October 2019-May 2020	(L)Grant, (S)Local Funds	Summative - 100% of freshman will have a Chromebook.
2. Technology training sessions to support differentiated instruction, intervention and innovative practices. (Title I TA: 1,2,3,4,6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(F)CTE Funds - Carl Perkins, (S)Local Funds	Summative - Lesson plans will reflect practices learned in these sessions.
3. The District Technology Integration Specialist will provide specialized integration trainings throughout the year based on content subjects and certification areas. (Title I SW Elements: 2.5) (Title I TA: 2,3,6) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,7)	Associate Principal/Dean of Instruction, Campus Instructional Technologist, Core Subject Teachers, CTE Teachers, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	August 2019-May 2020	(S)CTE Funds, (S)Local Funds	Summative - Lesson plans will reflect practices learned in these sessions.
4. English language arts and math teachers will be provided interactive projectors to enhance instruction and to provide interactive activities for students. (Target Group: 9th, 10th, 11th, 12th)	Associate Principal/Dean of Instruction, Director of Technology, District Technology Integration Specialist, Principal, Teacher(s)	Sept 2019 - May 2020	(L)Grant	Summative - 100% of ELAR and Math classrooms will have interactive projectors.

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 6. Wharton High School will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students who were unsuccessful on the previous year's EOCs and/or failed a class will receive differentiated academic intervention through Saturday Tutorial sessions. (Title I SW Elements: 1.1,2.1,2.2,2.4,2.5,2.6) (Title I TA: 1,2,3,4,5,8) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2,4)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Executive Director of C & I, Principal, Teacher(s)</p>	<p>October 2019-April 2020</p>	<p>(S)Local Funds</p>	<p>Summative - Attendance at Saturday tutorial sessions will show participation at 80%.</p>
<p>2. Teachers will utilize disaggregated data from local assessments and EOCs to target students for acceleration. (Title I SW Elements: 1.1) (Title I TA: 1,2) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)</p>	<p>Associate Principal/Dean of Instruction, Core Subject Teachers, Principal, Teacher(s)</p>	<p>August 2019-May 2020</p>	<p>(S)Local Funds</p>	<p>Summative - Lesson plans will reflect targeted instruction for selected students.</p>
<p>3. Improve the performance passing rate of all subpopulations for all EOCs to the state target rate or higher by: providing SIOP/ELPS training as part of Staff Development to all teachers, maintain an ESL specialist to provide support, continue to provide special education inclusion teachers and instructional aides in classroom setting, and by utilizing a leveled literacy intervention system. (Title I SW Elements: 2.2,2.5,2.6) (Title I TA: 1,3,4,6,8) (Target Group: ECD, ESL, Migrant, LEP, SPED, AtRisk, Dys, 504) (Strategic Priorities: 2,4) (CSFs: 1,2,6,7)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Director of Professional Development, ELA Instructional Specialist, Principal, Special Ed Teachers, Teacher(s)</p>	<p>August 2019-May 2020</p>	<p>(F)IDEA Special Education, (S)Local Funds</p>	<p>Summative - 60% or more of all sub-populations will meet passing standard on all EOCs.</p>

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 6. Wharton High School will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. Incorporate reading fluency strategies, such as Write from the Beginning & Beyond and the Six Minute Solution, in all English I and English II classes, in order to improve reading comprehension and fluency on the STAAR End-of-Course exams. These strategies will be used with regular ed students, special ed students, 504 and English Language Learners. (Title I SW Elements: 1.1) (Title I TA: 1,3,5) (Target Group: ESL, LEP, SPED, AtRisk, 504, 9th, 10th) (Strategic Priorities: 2,4) (CSFs: 1,2)	Associate Principal/Dean of Instruction, Core Subject Teachers, Executive Director of C & I, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - English I and II EOC results will show an increase of 10% of students performing at meets expectation level.
5. Provide supplemental learning experiences for English learners promoting language acquisition and academic achievement. (Title I TA: 1) (Target Group: ESL) (Strategic Priorities: 2,3,4) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Department Head, Principal	August 2019-May 2020	(S)Local Funds	Summative - EL students will show growth on their TELPAS rating and STAAR English I and/or English II EOC scores.

WHARTON H S

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 7. In the 2019-2020 school year, Wharton High School students in all students populations will demonstrate progress toward the meet expectations level to close gaps.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All students who are economically disadvantaged, will receive year-long targeted and differentiated academic intervention through the Saturday and after school tutoring. (Target Group: ECD) (Strategic Priorities: 4) (CSFs: 1,2)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - Attendance will indicate participation rate of a minimum of 80%. Increase of 10% of economically disadvantaged students achieving a meets expectation level on STAAR EOCs.
2. Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation. (Target Group: AtRisk) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Increase of 10% At Risk students achieving meets expectation on STAAR EOCs.
3. Provide supplemental learning experiences and services for special education students to support individual learning needs. (Target Group: SPED) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Special Ed Teachers	August 2019-May 2020	(F)IDEA Special Education, (S)Local Funds	Summative - Increase of 10% of special education students achieving meets expectation on STAAR EOCs.
4. Provide supplemental learning experiences for English Learners promoting language acquisition and academic achievement. (Title I SW Elements: 2.6) (Title I TA: 1,8) (Target Group: ESL) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Special Ed Teachers	August 2019-May 2020	(S)Local Funds	Summative - Increase of 10% of English Learners achieving meets expectation level on STAAR EOCs.

WHARTON H S

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 1. Wharton High School will continue efforts to recruit and attain highly qualified teachers to the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use mentors on campus to help teachers who are working to become highly effective and high quality. Support this initiative with planned meetings, planned walkthroughs and modeling. (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 2,3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Mentor Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Turnover Rate will decrease by 10-15%.
2. Utilize professional development opportunities available at Region 3 service center and in the district to develop teachers in their content area. (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,3,4,5,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Director of Special Education, Director of Professional Development, District Technology Integration Specialist, Executive Director of C & I, Principal, Region III - ESC Staff, Response to Intervention Teachers, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education, (S)CTE Funds, (S)Local Funds	Summative - Improve teacher performance as evidenced by T-TESS appraisals and walk-throughs. All core content areas will increase STAAR EOC scores by 10%.
3. In order to support all faculty and staff and provide team environment, WHS faculty and staff will participate in teambuilding activities throughout the year. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(S)Local Funds	Summative - Decrease the staff turnover rate by 10-15%.
4. Effective practices will be shared through department meetings, Professional Learning Communities, and campus planning meetings in order to support and retain teachers. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Core Subject Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - The high school campus will grow & maintain highly qualified teachers.
5. Core teachers will participate in bimonthly department PLCs to analyze student data of local assessments using a campus developed data reflection document to better meet the instructional needs of students.	Associate Principal/Dean of Instruction, Principal, Teacher(s)	Aug 2019 - May 2020		Summative - 100% of teachers will participate in PLCs as evidenced by PLC sign-in sheets.

WHARTON H S

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 2. Wharton High School will provide recognition for all staff accomplishments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Coaches and teachers will be recognized on campus social media sites as well as the campus website for excellence in their given areas. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,3,6,7)	Assistant Principal(s), Data Teams, Principal	August 2019-May 2020	(S)Local Funds	Summative - WHS teacher retention will improve to 90%.

WHARTON H S

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 3. Wharton High School will provide incentives to teachers for professionalism, attendance and campus involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incentives will be provided for staff based on perfect attendance per 6 weeks, lesson plans & grades submitted on time and teacher involvement in campus activities. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	Summative - WHS teacher retention will improve to 90% and the campus morale will improve and be measured through a campus survey.

WHARTON H S

Goal 3. Provide facilities that enhance a positive and safe learning environment and foster student and community pride.

Objective 1. Wharton High School will provide clean, efficient, and effective instructional environments through proactive maintenance and modifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Heighten student and staff awareness and have more consistency while enforcing the Student Code of Conduct: Campus/classroom rules, Crisis procedures, Provide Choice Program on Bullying, Substance Abuse and Positive Choices for students Harassment, Gang Awareness. Review WHS Student Handbook completely during the first weeks of school. Attend Staff Development sessions yearly for updates. (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	Summative - Wharton High School will decrease the office referrals by 10% or greater.
2. Wharton High School will perform monthly safety drills to include both students and staff. (Target Group: All) (CSFs: 3,6)	Assistant Principal(s), Assistant Superintendent(s), Chief of Police, Director of Operations, Principal, SRO Officer, Teacher(s)	August 2019-May 2020		Summative - 100% of students and staff will effectively participate in all safety procedures.
3. All students, staff and visitors will be required to wear ID's at all times while on campus. (Target Group: All) (CSFs: 3,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	August 2019-May 2020		Summative - WHS will be in compliance 100% of the time.

WHARTON H S

Goal 3. Provide facilities that enhance a positive and safe learning environment and foster student and community pride.

Objective 2. Wharton High School will reduce the number of office referrals and out of school suspensions.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. WHS administration and staff will effectively implement researched based behavioral strategies in the classroom and other non-structured areas of the campus. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,4,6,7)	Assistant Principal(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Conduct referrals will decrease by 10% overall for the campus and 15% for freshman.
2. WHS administration will implement behavioral incentives each semester in efforts to help curb behaviors. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Business Manager, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - Student attendance will increase and conduct referrals will decrease by 10%
3. All teachers will be required to make regular weekly phone calls to parents in efforts to establish a rapport that will lead to working relationships. Teachers will log their calls into a google folder weekly. (Target Group: All) (CSFs: 1,4,5,6)	Assistant Principal(s), Core Subject Teachers, CTE Teachers, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020		Summative - Parent contact opportunities will increase by 20%.

WHARTON H S

Goal 4. Wharton High School students will graduate and be college and/or career ready.

Objective 1. Wharton High School will work to improve the effectiveness of the AVID elective classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The AVID elective teacher will attend the AVID Summer Institute as well as any regional or local AVID trainings to enhance their knowledge of AVID implementation. (Target Group: 9th, 10th, 11th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Director of Professional Development	August 2019-May 2020	(S)Local Funds	Summative - WHS Avid program will grow by 10% each year.
2. AVID tutors will be hired and trained to provide high levels of classroom tutorials for all AVID elective students. (Target Group: 9th, 10th, 11th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(S)Local Funds	Summative - All AVID elective students will be at "Approaches Grade Level" or above on each EOC exam.

WHARTON H S

Goal 4. Wharton High School students will graduate and be college and/or career ready.

Objective 2. R.O.A.R. Academy students will pass 100% of the college classes they are enrolled in.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All R.O.A.R. students will be in attendance for all college level classes for 90% of the time. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1,4)	Associate Principal/Dean of Instruction, Data Teams, Principal	August 2019-May 2020	(S)Local Funds	Summative - Attendance records will reflect attendance expectations.
2. All R.O.A.R. students will attend tutorials/study hall for each of their college level classes on the days when there is no class. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3,4) (CSFs: 1)	Associate Principal/Dean of Instruction, Core Subject Teachers, Principal	August 2019-May 2020	(S)Local Funds	Summative - Attendance records will reflect attendance expectations.
3. All R.O.A.R students will maintain a C average in all college level classes and obtain no more than two discipline referrals per semester. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(S)Local Funds	Summative - Report cards and discipline records will reflect expectations.

WHARTON H S

Goal 4. Wharton High School students will graduate and be college and/or career ready.

Objective 3. Wharton High School will increase the number of students enrolled in dual credit classes.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The district will cover the fees for all students enrolled in dual credit, EMT & CNA classes. This will include uniforms and books. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1,6)	Assistant Principal(s), Assistant Superintendent of Finance, Associate Principal/Dean of Instruction, Business Manager, CTE Teachers, Deputy Superintendent, Principal, Superintendent	August 2019-May 2020	(S)Local Funds	Summative - The total number of college hours taken will increase by 10% and the number of industry certifications will increase by 10%
2. Wharton High School will hold student assemblies and parent meetings to advertise and encourage participation in dual credit, EMT & CNA classes each semester. (Target Group: 8th, 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	Associate Principal/Dean of Instruction, Principal	August 2019-May 2020	(F)CTE Funds - Carl Perkins	Summative - Students enrolled in dual credit, CNA & EMT classes will increase by 10%

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton High School has an enrollment of 591 students consisting of: White: 16% (96 students); Hispanic: 50% (293 students); African American: 25% (150 students); Asian 1% (4 students) and Two or more Races 1% (3 students).

Economically Disadvantaged: 67.1% (400 students); Females: 63% (263 students); Males: 37% (137 students); Gifted and Talented: 6.3% (38 students); Special Ed: 10.2% (62 students); ESL: 3.1% (19 students); At-Risk: 35.7% (217 students); CTE: 79.1% (480 students).

Current enrollment for 2018-19 is 591 students. The graduation rate component is 100%.

Last year approximately 1% (7) students withdrew to be home schooled; .005%(3) withdrew to attend private schools; and .003% (2) withdrew to pursue a GED.

There are a total of 54 teachers at WHS: 85% are White, 11% are Hispanic, 4%African American.

Student Achievement

Student Achievement Strengths

Our Asian sub-population remained at a 100% passing rate, our Native American sub-population increased the passing rate by 50%, and our white sub-population increased the passing rate by 4%.

Student Group Performance - 2018-2019

	Prior Year	Current Year
Asian	100%	100%
Black	56%	50%
ECD	60%	59%
ELL	48%	16%
Hispanic	65%	62%
Native	0%	50%
SPED	24%	15%
Two or More	100%	60%
White	71%	75%

Comprehensive Needs Assessment

Student Achievement Strengths (Continued)

Overall, the campus received a C rating with a score of 75. The campus experienced the greatest success in Domains I and II with a 76, or C, in student achievement and academic growth.

Student Achievement Weaknesses

In English I, students performing at approaches grade level or above decreased by 5% and in English II, students performing at approaches grade level or above decreased by 3%. Additionally, Wharton High School received an Additional Targeted Support. Additionally, the campus is identified for additional targeted support and improvement because of student group performance in Domain III--Closing the Gap. In reading, all sub-populations did not meet the target of students needed at meets grade level performance or above. In mathematics, all students, African American, Hispanic, Economically Disadvantaged, and Special Education sub-populations did not meet the target of students needed at meets grade level performance or above.

Student Achievement Needs

Based on campus data analysis and information on the STAAR exam, the areas of need are identified and listed below:

Reading – All students, African American, Hispanic, White, Economically Disadvantaged, English Learners, and Special Education
Mathematics - All students, African American, Hispanic, Economically Disadvantaged, and Special Education

School Culture and Climate

School Culture and Climate Strengths

School Culture and Climate

School Culture and Climate Strengths: Students and teachers are excited about new activities and new incentives for behavior, academics and for teacher performance.

School Culture and Climate Summary

Comprehensive Needs Assessment

School Culture and Climate Strengths (Continued)

Students feel safe at Wharton high School, and both teachers and students would describe campus life as demanding yet fun. Efforts are made to ensure that the WHS culture and climate meet the needs of all student groups.

School Culture and Climate Summary

WHS expectations are to:

Affirm and Encourage others by providing an environment that encourages trial and error and applauds best efforts and strength in mistakes.

Demonstrate genuine caring and deep concern for others and their future.

Demonstrate Professionalism through our dress, conversations, teaching abilities, and people skills.

Master Motivational Skills that reflect a commitment to developing quality individuals and leaders.

Model Public Speaking Skills that enthusiastically and dynamically communicate the concepts taught. Build Teams within the classroom.

Possess basic understanding of group dynamics and how to create an environment for children where they feel safe to share and participate.

Exhibit Ethical Conduct by modeling appropriate behavior and by genuinely caring for young people. We have security cameras, an SRO officer, administrators, faculty, and teachers who are very approachable and willing to assist students. Gangs, weapons and other safe school issues are minimal.

Incidents of bullying are taken seriously and are investigated and documented. Students are given the opportunities to participate in a wide-spread variety of clubs, activities, etc. Grades of students who participate in extra-curricular activities/clubs are generally higher than those who do not participate.

Recruitment to join clubs is ongoing. Most students feel that it is of the utmost importance to Earn and give respect, Commit to excellence, Honor themselves and others, knowing that Success will follow.

School Culture and Climate Weaknesses

Old habits and the lack of stability in certain areas.

School Culture and Climate Needs

Comittment to change and the acceptance of new policies and expectations.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Staff Quality, Recruitment and Retention Strengths:

Professional Development addressing our campus instructional goals is delivered at the beginning of the year and on professional development days throughout the year. Teachers are offered opportunities to attend professional development in order to increase their effectiveness as a teacher, learn more research-based high-yield instructional strategies, and learn more about the upcoming EOC/TSI/AP/SAT/ACT tests.

Staff Quality, Recruitment and Retention Summary

Talented and effective personnel are recruited through the WISD website, attending job fairs, and checking references to ensure that questions answered by the applicant during the interview process accurately reflect the effectiveness of the teacher while he/she was teaching and/or student teaching. New teachers are given a district mentor, campus mentor, and support from teachers who teach in the same content area or subject.

All teachers are strongly encouraged to obtain their Masters Degree and are empowered as teacher leaders on campus and are also encouraged to obtain additional certifications in ESL, GT, Dyslexia, and Special Education to help ensure that their lessons are differentiated to meet the individual needs of our diverse groups of students. In addition, ongoing professional development is conducted for STAAR/EOC, technology integration, and high yield instructional strategies as well as integrated into teacher's classes.

Instructional rounds monitor instructional strategy implementation and are analyzed by departments to identify areas of concern and then to plan how to address those areas. Areas that still require attention: how to meet the needs of our economically disadvantaged students, special population students, African American students, and Hispanic students. Oftentimes, teachers share what they have learned at a workshop during their group planning periods. We currently use unit tests, common assessments, report card grades, EOCs, and AP/SAT/ACT scores to measure whether or not the professional development has positively impacted instruction. Teachers will have a 45 minute T-TESS formal appraisal and several walk-through's. Informal, formal, and reflective meetings are held with teachers to discuss their performance data. Teachers whose students perform below district and/or state standards are supported by Instructional facilitators, Dean of Instruction, and "highly effective" master teachers who have diverse groups of students in their classes who continue to experience success. Those teachers deemed "Highly Effective" are willing to allow other teachers to come in their rooms to observe them and/or observe the teachers and give them constructive feedback on their strengths and suggestions on how to improve upon their weaknesses. Time for follow-up conversations can be arranged by the campus administrators.

Staff Quality, Recruitment and Retention Weaknesses

The hiring & retention of highly qualified teachers.

Teacher implementation of professional development trainings.

Staff Quality, Recruitment and Retention Needs

Better recruiting practices.

Continued opportunities for administration to work individually with new teachers.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Curriculum, Instruction and Assessment Strengths

TEKS Resource System, our core curriculum, is being fully implemented, and elective teachers follow the TEKS for their subject. Scheduled dates and times are designated for teachers to plan, share strategies, collect and analyze data, and implement change as needed to address the concerns discovered in the data analyses. The analyses monitor students' achievement through use of aligned lessons with intentional use of high-yield instructional strategies and critical thinking activities. Inclusion and ESL teachers assist with differentiation based upon each individual student's needs. Report card grades reflect students having passing grades and receiving credit for the semester.

Curriculum, Instruction and Assessment Summary

TEKS Resource System is a research based, viable curriculum that is closely aligned with state standards and 21st Century Learning Skills with a level of rigor that aligns with the new STAAR/EOC assessments. Departmental PLC (Professional Learning Community) meetings are held to ensure that teachers are following the TEKS Resource

System Scope and Sequence and fully implementing the curriculum with high-yield instructional strategies and critical thinking in the classrooms.

Unit tests, common assessments, and EOC assessments are used to measure student growth and achievement. 9-week common assessments are developed at the STAAR/EOC level of rigor which forces students to actively engage in learning, in problem solving, and in thinking critically. Assessment results are used to identify strengths and weaknesses in both instructional delivery and instructional strategies, to determine whether or not instructional adjustments are needed to improve teaching, student learning, student engagement, teacher-to-student interaction, and student-to-student interaction.

Data is analyzed based upon All students, student groups, and student special programs. Each teacher has received and/or is strongly encouraged to receive professional development on differentiation to prepare for and meet the needs of struggling learners, 504 students, (English Learner) EL, Special Education students. Teachers are expected to implement basic Tier I interventions in the classroom. Algebra 1 teachers also analyze CBA campus based assessment data to monitor student growth, strengths, and weaknesses. In addition, attendance and discipline are monitored, and students are encouraged to take advantage of the tutorials held before and

after school to prevent failure. Goal setting by teachers and students is strongly encouraged. Students are given a user name and password to check their academic progress in our online grading program, and, in some classes, students can access and submit their assignments electronically. Thus far, the level of students' awareness of their grades and

missing/incomplete assignments has positively motivated them to at least attempt to try.

We strongly encourage our students to advocate for themselves and communicate with their teachers about their accommodations and/or their learning styles.

Curriculum, Instruction and Assessment Weaknesses

Obtaining Materials for all content based classes.

Use of effective teaching practices regularly.

Curriculum, Instruction and Assessment Needs

Opportunities for common planning periods weekly.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Family and Community Involvement Summary

The majority of our parents perceive Wharton High School to be effective, and they feel welcomed when they come to the school. There is still a need to increase the level of parent and community involvement in meaningful ways that support student learning.

Parent education and other services are available to help develop healthy families and strong parent/school relationships. Communications are sent out through School Messenger, the district and campus websites, letters, in both English and Spanish and social media outlets. Currently, we have community partnerships with HEB, WCJC, Koenig Welding Services, Power Set, and WIT. These partnerships are recruited, developed, and supported by dedicated teachers/paraprofessionals who make the necessary time to make these partnerships work. We do have a diverse group of parents, community members, and business representatives on our SBDMC.

Family and Community Involvement Weaknesses

WHS must be creative in finding ways to get gets involved in more school functioned activities.

Family and Community Involvement Needs

A more cohesive relationship between the staff and the community.

School Context and Organization

School Context and Organization Strengths

School Context and Organization Strengths

Students, teachers, parents, and community members have a positive perception of Wharton High School. Currently we have 8 periods with 51 minutes per period and two 30 minute lunch periods. During "A" lunch upperclassmen have off-campus lunch, and during "B" lunch 9th & 10th graders have closed campus lunch.

On Friday's we have a shortened 8 period schedule that includes 45 minute classes and a 40 minute lunch period for each lunch. Teachers are empowered to provide input about the education process here at WHS. Teachers are encouraged to talk to the Dean of Instruction or department head, and/or to talk to an administrator in efforts so that they can be involved in the decision making process and communicate when they have new ideas, when problems occur and/or when new practices are implemented.

The majority of the students (90%), teachers, and community members view Wharton High School in a positive manner. The administration always has an open door policy whereby parents and community members are welcome to come in and discuss their problems/concerns with Mr. Barron or a designated administrator.

Bell to bell instruction, implementation of high-yield instructional strategies, critical thinking activities, writing, and critical reading are expected and are monitored through walk-through and assessment data.

Based on the state assessment system, there is a sense of urgency to protect our core subject student learning time. Each class period is 90 minutes. If students need help with their work or more time to complete their assignments, before/after school tutorials and Saturday school will be provided. The campus and district goals are completely aligned.

On-going two-way communications are shared via email, morning announcements, and during department meetings. The discipline data reveals that the majority of

Comprehensive Needs Assessment

teachers are implementing discipline techniques and writing discipline referrals in a fair and equitable manner. All efforts are made to accommodate parents' needs in the event that meetings/parent conferences need to be held. Students' needs are met on an individual basis.

Section 504 students have Individualized Service Plans and identified Special Education. Students have IEPs (Individualized Education Plans) that are implemented and monitored to measure student's progress or lack of progress. When problems occur and/or new processes need to be established, the administrators try to obtain feedback from teachers, and in some instances, students.

Technology

Technology Strengths

Technology resources are available for use by teachers and students. Electronic grade-books are available for teacher input, monitoring of student's progress, attendance, tardies, and online professional development. School Messenger Caller system is utilized to keep parents/guardians informed. Mrs. Williams is available to assist teachers with technological questions and/or concerns. Parent, teacher, and community surveys are continuing to be developed, revised, and released so that the data collected can be analyzed and the findings shared so that necessary improvements can be made.

Technology Needs

Adding more technology in each classroom for all students.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data
Disaggregated STAAR Data
Discipline Referrals
Drop-out Rates
Failure Lists
Homeless Students
PEIMS Reports
Promotion/Retention Rates
Report Card Grades
Semester Exam Grades
Special Student Populations
Staff Development
Standardized Tests
Teacher Turnover Rates
Universal Screener Data

WHARTON JH

Mission

The mission of Wharton Junior High School is to provide all students with the highest quality educational program designed to maximize student achievement.

In support of our mission, we believe . . .

...all children can learn.

...education makes a positive difference in the lives of children.

...all children can become productive and responsible members of society.

...the educational needs of students are best met through a partnership of the school board, teachers, administrators, students, parents, business people, and community members.

Vision

Through collaboration with all stakeholders, Wharton Junior High School will promote opportunities which enable all students to relentlessly pursue academic, social and athletic excellence.

Nondiscrimination Notice

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

Strategic Priorities

Priority 1. Recruit, support, and retain teachers and principals

Priority 2. Build a foundation of reading and math

Priority 3. Connect high school to career and college

Priority 4. Improving low-performing schools

WHARTON JH Site Base

Name	Position
Cano, Kim	Teacher
Cox, Judy	Parent
Gomez, Lisa	Parent
Lee, Anette	Curriculum Facilitator
Oduwole, Olatunji	Principal
Wortham, Samantha	Assistant Principal
Yackel, Gina	Counselor

Resources

Resource	Source
IDEA Special Education	Federal
Title I	Federal
Grant	Local
Local Funds	State

WHARTON JH

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. All teachers will access and implement the Texas Essential Knowledge and Skills to plan effective instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will use DMAC disaggregation tools, Imagine Math, I-Station data, 6 weeks grades and CBA's to develop materials and lessons for instruction for the individual students from a diagnostic study of TEKS. (Title I SW: 1,2,4,8,9) (Title I TA: 1,2,3,4) (Target Group: All, W, ECD) (Strategic Priorities: 2,4) (CSFs: 1,2,7)	Assistant Principal(s), ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	Each 6 weeks	(S)Local Funds	90% of all students will achieve mastery on all content CBA's. There will be a 10% increase in the number of students who perform at the approaches, meets, and masters levels of STAAR.
2. During weekly professional learning community (PLC) meetings, lessons plans will be collaboratively developed using the TEKS Resource System. (Title I SW: 1,3,4,5,8,9) (Title I TA: 1) (Target Group: All) (CSFs: 1,2,4,6,7)	Assistant Principal(s), ELA Instructional Specialist, Math Instructional Specialist, Teacher(s)	Each Instructional Week	(S)Local Funds	100% of teacher lesson plans will show alignment to the TEKS. All walk-throughs & T-TESS appraisals will show evidence of TEKS based instruction as well as alignment to the Year at a Glance and Instructional Focus Documents in the TEKS Resource System.
3. English Language Arts and Mathematics classes will be 90 minutes daily to provide extensive instruction in these content areas. (Title I SW: 1,9) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, ELA Instructional Specialist, Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	10% Increase in all performance areas of Math & Reading as measured by the STAAR test. Increase the number of students reading on grade level by 10% as shown in iStation. Increase the number of students working on grade level in Math by 10% as shown and Imagine Math reports.
4. Increase the use of AVID strategies campus wide to enhance the effectiveness of the AVID elective classes in 7th & 8th grade through deeper understanding of the W.I.C.O.R. strategies & more in depth tutorials. (Title I SW: 1,3,9) (Target Group: All, W, ECD, ESL, GT, 7th , 8th) (CSFs: 1)	Assistant Principal(s), Executive Director of C & I, Principal, Teacher(s)	August 2019-May 2020	(F)Title I, (S)Local Funds	100% Passing Rate for AVID students in all STAAR tested areas.

WHARTON JH

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. All teachers will access and implement the Texas Essential Knowledge and Skills to plan effective instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Campus administrators and the instructional facilitator will monitor the use of the TEKS Resource System to assure that teachers are accessing the shared language, the structure and the process for developing curriculum for their classes. (Title I SW: 1,3,9) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal(s), Director of Professional Development, Executive Director of C & I, Instructional Facilitator, Principal	Every three week period	(S)Local Funds	Effectively aligned lessons will lead to a 10% increase in subject area CBA's & STAAR Assessments at all performance levels.

WHARTON JH

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Teachers will use a variety of data resources to monitor student progress and provide appropriate intervention strategies based on student needs.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will take unit quizzes, unit test, benchmark, and semester exams to gauge mastery on given content material. (Title I SW: 1,8,9) (Title I TA: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Core Subject Teachers, Executive Director of C & I, Instructional Facilitator, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(S)Local Funds	Teacher data will show a 10% increase in the mastery of the Texas Essential Knowledge and Skills as the year progresses by recording the data on the TEKS Verification Documents for their courses.
2. Students will be assessed using a variety of technology tools for intervention and progress monitoring. (Title I SW: 1,8,9) (Title I TA: 1,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	iStation and Imagine Math usage data will increase by 10% from 2018-19 school year.
3. Teachers will disaggregate STAAR, benchmark, and progress monitoring data by student demographic groups. (Title I SW: 1) (Title I TA: 8) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal(s), Campus Testing Coordinator, Counselor(s), Director of Student Services, District Testing Coordinator, Executive Director of C & I, Instructional Facilitator, Principal, Special Ed Teachers, Teacher(s)	April 2020-May 2020	(S)Local Funds	Domain III-Closing the Gap--will show an increase of 10% in the percentage of students who are Meets Expectations.

WHARTON JH

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 3. General Education teachers and Special Education teachers will support 100% of the special education students according to the IEP's.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Students will receive in class support in core classes combined with pull out intervention in qualifying areas. (Title I SW: 1,2,3,5,10) (Title I TA: 3,4,5) (Target Group: SPED, 7th , 8th) (CSFs: 1)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Director of Special Education, Principal, Special Ed Teachers, Teacher(s)	August 2019-May 2020	(F)IDEA Special Education	100% of students who receive special education services will be scheduled into inclusion classes in their areas of qualification. Each of the inclusion classes will have 2 highly qualified instructors based on the minute requirement for each SPED student.
2. Inclusion teachers are assigned to a specific content. (Title I SW Elements: 2.4) (Target Group: SPED) (CSFs: 1,4)	Assistant Principal(s), Principal, Special Ed Teachers, Teacher(s)	August 2019-2020	(S)Local Funds	Attendance in the core class activities.
3. Case managers will conduct on-going weekly checks of students' progress to ensure IEPs are implemented correctly.				Special education students will show an increase of 5% in Meets Expectations.

WHARTON JH

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 4. Students will show a minimum of one year's growth in Reading and Math on the STAAR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The 1:1 Technology implementation on campus will give all students access to live documents, virtual classrooms/field trips & the use of Google Docs for projects and research papers. (Title I SW: 1,2,3,4,9) (Title I TA: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(L)Grant, (S)Local Funds	100% of Wharton Junior High School students will have access to a chromebook for use during all classes.
2. All teachers will receive training on the process of increasing rigor in all classes. (Title I SW: 1,2,3,4,9) (Title I TA: 2,3,5,6) (Target Group: All, W, ECD, GT) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Core Subject Teachers, Director of Professional Development, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	Fall 2019	(S)Local Funds	Student groups measured in Domain III--Closing the Gap--will meet expectations for their specific groups target for meets expectations.
3. AVID strategies will be implemented campus wide with specific emphasis on Focused Note-taking processes, the use of AVID binders, using Costa's Levels WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) in each classroom, and the use of daily planners. (Title I SW: 1) (Title I TA: 1,2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,7)	Assistant Principal(s), Core Subject Teachers, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	There will be an increase of at least 10% at each performance level of the STAAR.
4. Provide timely interventions for all students through intervention instruction provided during the core teacher's PLC time. (Title I SW Elements: 2.5,2.6) (Target Group: All, AtRisk) (CSFs: 2,4)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	100% of all students will be identified by academic levels on a timely a basis and receive interventions that help them show progress.

WHARTON JH

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Promote career and college awareness and higher education to 100% of 8th grade students and expose our 7th grade students to the different career clusters.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will promote college and career readiness during zero period lessons. (Target Group: All) (Strategic Priorities: 3)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Lead Teacher, Principal	August 2019-May 2020	(S)Local Funds	100% of the Zero Period lesson plans will reflect discussion time dedicated to college and career interests of the students.
2. The campus will provide students with the opportunity to take the TIP (Duke) and the PSAT tests in Jr. High. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Counselor(s), Director of Student Services, Principal	October 2019-May 2020	(S)Local Funds	20% of the students enrolled at the Jr. High will register for one of the advanced assessments offered.
3. Students will be provided the opportunity to excel in areas of leadership, character, and service through NJHS (National Jr. Honor Society & Student Council). (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,6)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Members will participate in 95% of the activities sponsored by the NJHS and Student Council.
4. Utilize Naviance to provide 8th grade students career exploration opportunities, while administering the interest and skills inventories during the 2nd semester in preparation for course selection process.		August 2019-May 2020		100% of the students will select a career cluster during the freshmen registration process.
5. The campus will research a variety of curriculum sources that promote STEM and College and Career Readiness. (Target Group: All) (CSFs: 1,4)	Assistant Principal(s), Director of Professional Development, Director of School Improvement, Principal	August 2019-May 2020	(S)Local Funds	The principal, curriculum director, and select teachers will research at least 3 STEM programs that support STEM careers and align to high school initiatives.

WHARTON JH

Goal 2. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 1. Improve the physical building appeal to increase school pride and promote a positive environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The advisory period will consist of positive character building lessons and posters that promote positive social behaviors will be present throughout the building. (Title I SW: 1,2,9,10) (Title I TA: 1,2,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,5,6)	Assistant Principal(s), Counselor(s), Teacher(s)	August 2019-May 2020	(S)Local Funds	Administrators will perform weekly building walks to ensure that the building promotes positive behavior.
2. Student work will be displayed in instructional hallways. (Title I SW: 1,3) (Title I TA: 1,4) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Instructional Facilitator, Teacher(s)	August 2019-May 2020	(S)Local Funds	A minimum of 1 assignment/project per 6 weeks will be displayed in the hallway outside of teacher's classrooms.
3. Implement timely repairs of the building and grounds. (Title I SW: 1) (Target Group: All) (CSFs: 6)	Assistant Principal(s), Director of Operations, Principal(s)	August 2019-May 2020	(S)Local Funds	100% of approved maintenance request forms will be completed.

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Goal 2. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 2. Implement consistent communication that will positively change the perception of our school in the community.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will invite parents and the community to attend and participate in academic and extracurricular events. (Title I SW: 2,6) (Title I TA: 2,7) (CSFs: 3,5,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Agendas and sign-in sheets will reflect a 10% increase in parent & community involvement.
2. Consistent use of multiple methods of communication will provide timely information to parents, guardians, students, faculty, staff, and the community. (Title I SW: 6,9) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Athletic Coaches, Campus Webmasters, Core Subject Teachers, Counselor(s), Director of Technology, Principal, Superintendent, Teacher(s)	August 2019-May 2020	(S)Local Funds	Compiled portfolio of communication events, including sign-in sheets, will indicate a 10% increase in parental and community involvement at school sponsored events.
3. The campus will hold informational sessions for parents with the counselor/principal to provide information about advanced courses offered at the Jr. High and the class expectation during the spring of 2020. (Title I SW: 1,6,9,10) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	Spring 2020	(S)Local Funds	Student enrollment in advanced class will increase to 2 sections.

WHARTON JH

Goal 2. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 3. Create and implement creative avenues to increase parent involvement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will create and implement a parent involvement plan that appeals to a variety of student and parent interests as well as demographic groups. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	August 2019-May 2020	(S)Local Funds	Parent event sign-in sheets and minutes from parent meetings will demonstrate parent involvement from 100% of the demographic groups.
2. The campus will invite parents and 6th grade students to the spring Open House. (Title I SW: 6) (Title I TA: 2,7) (Target Group: All, 6th) (CSFs: 5,6)	Assistant Principal(s), Counselor(s), Director of Student Services, Instructional Facilitator, Principal, Teacher(s)	Spring 2020	(S)Local Funds	Parent sign-in sheets will reflect that a minimum of 15 parents of 6th graders attend the Open House.
3. The campus will invite parents to WJH at the end of each six weeks for breakfast with the leadership team.	Assistant Principal(s), Counselor(s), Instructional Facilitator, Principal	October 2019-May 2020	(S)Local Funds	Flyers and parent sign-in sheets will reflect that 100% of the parents received an invitation at various times of the year to attend the breakfasts.

WHARTON JH

Goal 2. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 4. Wharton Junior High School will implement procedures, systems and programs that will improve student morale and attendance.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Wharton Jr. High staff will create a plan and implement procedures to recognize student accomplishments. (Title I SW: 2,6) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Assistant Principal(s), Athletic Coaches, Core Subject Teachers, Counselor(s), Instructional Facilitator, Principal(s), Response to Intervention Teachers, Teacher(s)	August 2019-May 2020	(S)Local Funds	Every 6 weeks students will be recognized on the campus Praise Board for Perfect Attendance, A-B Honor Roll, Good Behavior, Athletic Success, & Good Citizenship.
2. There will be increased visibility of teachers and administrators in hallways and common areas during transition time. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,5,6)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	The campus administrative team will document teacher presence in the hallway using the TTESS and walkthrough tools in DMAC.
3. Counselors will schedule classroom intervention supports that provide inform students about bullying and cyber-bullying. (Title I SW: 2) (Title I TA: 4) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	The counselor will schedule one in-class social lesson per quarter to be serviced through Science & Social Studies classes.

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Goal 3. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 1. Provide an induction program and mentors for teachers new to the profession and those new to the district.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Campus and district administrators will schedule monthly meetings to provide support to teachers new to the teaching profession. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Assistant Principal(s), Director of Professional Development, Director of Student Services, Executive Director of C & I, Mentor Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	100% of staff new to the teaching profession will attend the monthly induction meetings hosted at the campus and district levels.
2. The campus will provide mentors for teachers new to the profession and/or new to the district. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Director of Professional Development, Director of Student Services, Mentor Teachers, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	100% of mentors will provide documentation of class visits and conferences as per the Mentor Handbook.

WHARTON JH

Goal 3. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 2. Provide recognition of staff accomplishments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide incentives for staff based on attendance, lesson plans, grades and attendance submitted on time. (Title I SW: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Monthly breakfast incentive for all staff. A minimum of one teacher will be recognized each 6 weeks for submitting lesson plans, attendance and grades on time each week.

WHARTON JH

Goal 3. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 3. Provide professional development within the classroom using instructional coaches.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Weekly PLC meetings will provide professional development for teachers within their content area. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,6,7)	Assistant Principal(s), Director of Professional Development, Executive Director of C & I, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	15% of PLC time will be dedicated to professional development as noted by sign in sheets and agendas.

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Goal 4. Wharton Junior High will implement an effective discipline plan, which serves the student, staff and all stakeholders.

Objective 1. Wharton Jr. High will develop and implement a school wide disciplinary system.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide 100% of staff and students with training on the school wide discipline matrix. (Title I SW: 1,2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6)	Assistant Principal(s), Principal	August 2019	(S)Local Funds	There will be a 10% decrease of referrals, ISS and DAEP placements.
2. Teachers and administrators will continue with the use of lunch detention, after school detention, ISS and other behavioral interventions. (Title I SW: 2,9) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,3,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	There will be a 10% decrease in the number of disciplinary actions for the school year.
3. Campus administrators will conduct grade level assemblies to explain behavior expectations and the discipline matrix. (Title I SW: 1,3,10) (Title I TA: 1,3,4) (Target Group: All, 6th) (CSFs: 1,3,6)	Assistant Principal(s), Principal	August 2019 & January 2020	(S)Local Funds	Detailed calendar & agendas will reflect dedicated time for a review of behavior expectations and the discipline matrix.
4. The campus will communicate behavior expectations to parents and students using a variety of communication tools. (Title I SW: 6,9) (Target Group: All) (CSFs: 5,6)	Assistant Principal(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Communication records will reflect that a minimum of five different communication tools are used throughout the year to inform parents and students.

WHARTON JH

Goal 4. Wharton Junior High will implement an effective discipline plan, which serves the student, staff and all stakeholders.

Objective 2. The ISS room expectations will be established for appropriate management and learning.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The ISS and DAEP staff will be appropriately trained to effectively create an environment that is conducive to learning. (Title I SW: 2) (Target Group: All) (Strategic Priorities: 4) (CSFs: 3,6)	Assistant Principal(s), Principal, Teacher(s)	August 2019	(S)Local Funds	Two Professional Development sessions will be completed by May 2020 by the ISS and DAEP staff.
2. All campus administrators are required to make daily visits into the ISS and DAEP settings. (Title I SW: 2,9) (Target Group: All) (CSFs: 1,6)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	Administrators will continue to visit daily as documented through sign-in sheets.

WHARTON JH

Goal 4. Wharton Junior High will implement an effective discipline plan, which serves the student, staff and all stakeholders.

Objective 3. Positive reinforcement will be leading focus during the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will provide professional development on effective classroom management and building relationships with all stakeholders. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal(s), Director of Professional Development, Principal	August 2019-May 2020	(S)Local Funds	100% of staff will participate in professional development as indicated by sign in sheets and certificates.
2. The campus leadership team will establish avenues of recognition for students striving to improve academically. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,6)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	A minimum of 10 students will be recognized each six weeks. 1 Large incentive per semester as well as the use of our daily "TIGERS!" incentive.
3. The campus leadership team will create behavioral & academic incentive opportunities throughout the school year. (Title I SW: 2,3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 6)	Assistant Principal(s), Principal(s), Teacher(s)	August 2019-May 2020	(S)Local Funds	A minimum of 10 students will be recognized each six weeks. 1 Large incentive per semester as well as the use of our daily "TIGERS!" incentive.

WHARTON JH

Goal 5. Create opportunities for the teachers and students of Wharton Junior High School to have a higher level of technology integration during instruction.

Objective 1. Assure the campus is supporting the use of instructional technology.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Every Wharton Junior High School student will be equipped with a Chromebook for educational purpose. (Title I SW: 1,3,9) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,2,7)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2018-May 2019	(L)Grant, (S)Local Funds	Inventory will reflect that 100% of all WJHS students were in possession of technology during instruction.
2. Teachers will create innovative technology lesson plans for each content area they teach. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, Core Subject Teachers, Instructional Facilitator, Lead Teacher, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	A portfolio of lesson plans from 100% of the content areas will be accessible to exemplify the use of technology during activities.

WHARTON JH

Goal 5. Create opportunities for the teachers and students of Wharton Junior High School to have a higher level of technology integration during instruction.

Objective 2. Provide ongoing professional development for effective implementation and use of all technology and technology systems.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Technology training will be offered to faculty and staff to increase the integration into instruction. (Title I SW: 4,9,10) (Title I TA: 6) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(L)Grant, (S)Local Funds	100% of teachers will have certificates recording attendance at technology professional development.
2. Various technology strategies will be shared with teachers during PLCs and professional development sessions to encourage the use of new tools and resources in the classrooms. (Title I SW: 1,4,9,10) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	The campus calendar and PLC Agendas will reflect time technology training sessions are offered.
3. The technology integration specialist will provide specialized training and support that will enhance classroom implementation of various technologies to improve learning experiences. (Title I SW: 2,4,9) (Target Group: All) (CSFs: 1,7)	Assistant Principal(s), Campus Instructional Technologist, Director of Technology, District Technology Integration Specialist, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	All content teachers will meet with the Technology Integration Specialist a minimum of one time per 6 weeks.

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Junior High School experienced an overall improvement in the number of students meeting the Approaches Grade Level Rating in all testing areas from 61% to 62%. Significant percentage increases were also seen in African Americans who went from and Economically Disadvantaged students. Smaller increases were seen in Hispanic students and Special Education Students.

Wharton Jr. High's enrollment in 2018-19 was 300 students. For the 2019-2020 school year, the enrollment has increased to 327 students. Historically, the campus demographics have remained stable during the last 2 years.

Student Demographics 2018 - 2019

Gender

Female 46.61%
Male 53.39%

Ethnicity

Hispanic-Latino 60.49%

Race

American Indian - Alaskan Native 0.05%
Asian 0.93%
Black - African American 25.02%
Native Hawaiian - Pacific Islander 0.00%
White 11.79%
Two-or-More 1.72%

Student Programs 2018-19

Career and Technical Education (CTE) 0.00%
Free Lunch Participation 62.54%
Reduced Lunch 0.00%
Other Economically Disadvantaged 12.38%
Gifted and Talented 7.12%
Special Education (SPED) 12.69%
Title I 100.00%
Pregnancy Related 0.00%

Homeless Statuses

Comprehensive Needs Assessment

Demographics Strengths (Continued)

Homeless Status Total 1.86%
Shelter 0.31%
Doubled Up 1.55%
Unsheltered 0.00%
Hotel/Motel 0.00%

Other Student Information 2018 - 2019
Economically Disadvantaged 74.92%
Title I Homeless 0.00%
Limited English Proficient 13.31%
Migrant
Military Connected 0.00%
Foster Care 0.00%
Section 504 8.67%
Intervention Indicator 57.59%
Unaccompanied Youth 0.00%
IGC Reviewed 0.00%

Demographics Weaknesses

The following groups are higher than the state average for a campus of this size:

Economically Disadvantaged--74.92%
Limited English Proficient 13.31%
Special Education (SPED) 12.69%
Title I 100.00%

Demographics Needs

Overall, the campus needs a variety of systems in place to support student needs, including lunch programs, social and emotional networks, and teacher training to help teachers improve instruction for students in these demographic groups.

Demographics Summary

Wharton Junior High School's population is approximately 300 with 24% African American, 65% Hispanic, 8% White, 73% Economically Disadvantaged, 10% are identified as Special Education and 61% are at risk. Wharton Junior High is 52% boys and 48% girls. 7% of our students are GT and 14% are LEP. Wharton Junior High's attendance rate is 95.7% and will continue to be monitored. The administrative staff with the help of the attendance clerk and counselor will monitor attendance on a daily basis, making parent contact and working with students. Interventions and accelerated instruction will be provided for the academically fragile students who are at-risk.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

In Math our 8th graders had a 9% gain. In Reading our 8th graders had a 3% gain. In Social Studies 8th graders had a 9% gain. In Science 8th graders had a 4% gain. In Math, 7th graders had a 6% gain.

Student Group Performance--2018-2019

	Previous Year	Current Year
Asian	73%	100%
Black	51%	62%
ECD	57%	60%
ELL	36%	54%
Hispanic	63%	60%
Native	25%	0%
SPED	15%	14%
Two Or More	71%	94%
White	70%	71%

Overall, the campus received a B rating with a score of 87. The campus experienced the greatest success in Domain II with an 89, or B, in Academic Growth. Overall, the campus received 1066.5 points out of a possible 1668 points.

Student Achievement Weaknesses

In Reading 7th graders decreased by 6% and in Writing 7th graders decreased by 6%. Additionally, Wharton Jr. High received a Targeted Improvement. Additionally, the campus is identified for targeted support and improvement because of student group performance in Domain III--Closing the Gap. The White students missed the Meets Expectations target of 60% in three indicators for three consecutive years: Reading, Math, and Student Success.

Student Achievement Needs

Based on district and campus data analysis and information on the STAAR exam, the areas of need are identified and listed below:

Writing – All, 7th grade

Reading – All, 7th grade & 8th grade

Student Achievement Summary

Wharton Junior High received an accountability rating of "Met Standard" with a B rating. Monitoring the academic progress and language acquisition proficiencies of ELL students assessed by TELPAS will continue to be a priority in all areas of instruction. Intervention for all students will be offered during the school day and possible in extended day. Common assessments will be used over the critical curricular concepts in all core areas. District and Campus initiatives will be implemented with fidelity and monitored for effectiveness.

On-site professional development lead by the Instructional Facilitator and Instructional staff will be ongoing on a weekly basis, focusing on strengthening Tier I instruction across the board.

Comprehensive Needs Assessment

Based on STAAR scores, iStation and Imagine Math universal screeners, struggling students will continue to be serviced through RTI and after-school Interventions.

To better track data, Wharton Junior High has implemented team PLC's weekly. We will be utilizing data talks with teachers to better assist teachers in planning effective lessons. Participation is mandatory.

Title 1

6100 Funding

Anette Lynn Lee

Region 3 for professional development services

TEKS Resource System through Region 3

DMAC through Region 3

6300

Living Materials to enhance science program through Region 3

DMAC Solutions

Title II

Student Achievement Summary (Continued)

6200 Funding

District & Assessment Coordination

New Teacher Academy

R3 Teacher Mentoring & Coaching

Library Support Services

Title 3 Bilingual/ESL professional development

School Culture and Climate

School Culture and Climate Strengths

Teachers are being trained on strategies that preserve instructional time. Through the use of the school wide discipline matrix model, WJHS has seen a decrease in referrals to the office for classroom disruptions. Teachers visibility in the halls during passing periods has reduced issues in the halls during passing periods. WJH continuously seeks opportunities to celebrate both students and staff.

School Culture and Climate Weaknesses

Wharton Junior High must continue to improve our plan to transition 7th grade students onto the Jr. High campus more effectively.

School Culture and Climate Needs

Teachers need additional training on how to accurately document and follow the discipline matrix for consistent coding in PEIMS. WJHS needs to increase staff morale in order to decrease the turnover rate of staff and administration. WJHS needs to create a parent and community involvement plan to help decrease the negative

Comprehensive Needs Assessment

community perception of the school.

School Culture and Climate Summary

To improve the campus climate a campus wide discipline program will be compulsory and publicized in common areas of the school and in all classrooms for the 2019-2020 school year. WJHS will continue to expand the implementation of Fundamental Five strategies. Student expectations will be posted in common areas and hallways. Student expectations will be posted in each classroom, which include expectations for group work, independent practice, testing, and teacher led instruction. We will be implementing campus wide efforts to build culturally appropriate, positive rapport with all students.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Experienced teachers who have demonstrated success in the classroom, will be called upon to guide the new staff members. Our 8th grade ELAR teachers are certified in ESL and ELA both critical areas of instruction for ELL's. 100% of our instructional staff are fully certified and have been in the classroom since the first day of instruction.

Staff Quality, Recruitment and Retention Weaknesses

Hires continue with new and younger teachers with less experience.

Staff Quality, Recruitment and Retention Needs

Because of the number of new and beginning teachers to our campus, we are in need of trainings in SIOP, GT, AVID, and data analysis. We must reduce the turnover rate of instructional staff and administration. We also must find creative ways to get our new staff to interact and be a welcomed part of our community.

Staff Quality, Recruitment and Retention Summary

All of WJHS contractual teachers are highly qualified. They are involved in district and campus planning and staff development to improve student achievement. All teachers attend campus meetings, department meetings and PLC's to keep the lines of communication fluid and expectation in place. The administrative staff along with department chairs and our Instructional Facilitators complete frequent classroom walk-throughs. Our first and second year teachers also participate in the WISD induction program.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

WJHS does have seven veteran teachers who have deep roots in the curriculum they teach. They must be used to assist the new teachers in curriculum and instruction. The formative and summative assessments will be used to track strengths and weaknesses of student progress. Teachers share a common planning period to allow for collaboration, planning and PLC's. Data is also discussed during our daily PLC's.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Weaknesses

Wharton Junior High School struggled with implementing small group pulls during their lessons, a lack of curriculum for our RTI students and an effective assessment tool for Six weeks exams.

Curriculum, Instruction and Assessment Needs

WJHS students need to improve critical thinking and higher level questioning, increase reading and writing in all content areas, improve strategies to increase and maintain student engagement and strategies to address math skills.

Curriculum, Instruction and Assessment Summary

District adopted initiatives will be implemented WJHS campus. All classes have implemented a weekly Reading/Writing Initiative to strengthen our students ELA knowledge. AVID Focus Note-taking will be implemented for the entire campus. Students will be monitored on an individual basis with attention on the academically fragile student groups. Frequent walk-through's will be completed by administrators as well as campus leadership to ensure that high yield strategies are being implemented. IStation (Reading), Imagine Math, Lead4Ward, & DMAC will be used to enhance instruction and provide data for enrichment and intervention. ELAR teachers have newly adopted materials and the campus continues to utilize the TEKS Resource System for planning.

Family and Community Involvement

Family and Community Involvement Strengths

Parents are very responsive when called upon for assistance. Parents are heavily involved in their children's education. Community partners are engaged and dependable in supporting students. We have a variety of ways to digital and print methods that we use to communicate with parents.

Family and Community Involvement Weaknesses

The use of Social Media, Family Newsletter, District website to get information out about our school are not widely used by parents. There is a need for more parents to become active in these media outlets.

Family and Community Involvement Needs

WJHS will increase the use of available communication, conduct junior high family nights and parent meetings. The campus will create and develop parent involvement opportunities.

Family and Community Involvement Summary

WJHS's parental involvement activities include beginning of the year Fall Open House, Spring Open House, NJHS Induction, Academic Awards Assembly, Band and Orchestra performances, sports events, theater activities, and Parental Title I meetings.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

Ongoing support from central office, school board and buy-in from students, staff and parents have allowed WJHS to meet most of our yearly expectations in terms of increasing academic success, increasing parent involvement, and lowering the turnover rate for retaining highly qualified teachers.

School Context and Organization Weaknesses

WJHS will continue working towards having quarterly meetings to address CIP needs.

School Context and Organization Needs

Continue creating opportunities for parents and community leaders to visit WJHS to serve in voluntary roles and witness improvements in all academic settings.

Technology

Technology Strengths

WJH has the following access to technology: 1:1 Chromebook campus, 1 computer lab, Library computer area, iPads and Chromebooks are available to use by staff, as well as, Elmos and interactive projectors. There are several digital cameras on campus for use by staff and students.

Technology Needs

Integration training for new staff and training for the implementation of the 1:1 technology on campus are current needs.

Technology Summary

With increased training and more devices on campus, students and staff members will have greater access to learning experiences at WJH.

Comprehensive Needs Assessment Data Sources

Community Demographics
Community Input
Disaggregated STAAR Data
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Highly Qualified Staff
Homeless Students
Parent Participation
Parental Involvement Policy
PEIMS Reports
Progress Monitoring Tools
Promotion/Retention Rates
Report Card Grades
Special Student Populations
Staff Development
Standardized Tests
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates
Wharton Independent School District

Wharton Elementary School

Campus Improvement Plan

2019/2020

Teamwork Makes the Dream Work!



Wharton
Independent School District
Preparing Today for a Competitive Tomorrow

Pamela Lechler
2030 E.Boling Highway
979-532-6882
plechler@whartonisd.net

WHARTON EL

Mission

Wharton Elementary's mission is to inspire, encourage, and lead our students to EXCELLENCE!

Vision

Wharton Elementary Students and Staff will leave lasting paw-prints of lifelong learning.

Nondiscrimination Notice

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

WHARTON EL Site Base

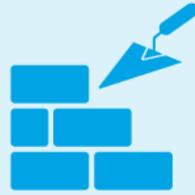
Name	Position
Lechler, Pamela	Principal
Grissom, Donna	Dean of Instruction
James, Regina	Assistant Principal
Jones, Sherra	Assistant Prinicipal
Flores, Alicia	Classroom Teacher
Perkins, Vickie	Counselor
Yackel, Samantha	Classroom Teacher
Chilek, Elizabeth	Literacy Facilitator
Ivy, Ashley	Math/Science Facilitator
Sparks, Kari	Parent
Williams, Timinka	Parent
Konvicka, Stacie	Classroom Teacher

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

Strategic priorities

RECRUIT > SUPPORT > RETAIN

Recruit, support and retain teachers and principals



Build a foundation of reading and math



Connect high school to career and college



Improve low-performing schools

Enablers



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



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



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

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

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. Wharton Elementary will increase the level of instructional support provided to teachers through instructional coaches and facilitators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Participate in PLCs to provide professional development to educators in relationship to student progress, lesson planning, curriculum scope and sequence, assessments, data, and research-based teaching practices that promote student success. (Title I SW: 1,3,4,8) (Title I TA: 1,2,3,4,5,6,8) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - 100% of teacher participation in curriculum planning, PLC minutes, DMAC reports, lesson plans
2. Develop data binders with instructional staff to have deep conversations concerning gaps in learning, attendance issues, discipline issues, and special programs. (Title I SW: 1,3,8,10) (Title I TA: 1,3,4,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(F)Title I, (S)Local Funds	Summative - 100% of students making or exceeding progress on STAAR assessments by achieving the same performance level or higher on STAAR assessment. Data binders, PLC minutes
3. Coach teaching staff using the Results Coaching Global methodology differentiated based on the needs of staff. (Title I SW: 1,3,4) (Title I TA: 1,3,4,5,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Facilitator conference minutes, facilitator coaching logs, and growth in teachers through T-TESS dimensions
4. Collaborate using Swivls, a type of video-recording technology, to record, view, and discuss with teaching staff in an online PLC format. (Title I SW: 1,3,4) (Title I TA: 1,3,5,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal(s), Teacher(s)	August 2019 - May 2020	(F)Title I, (S)Local Funds	Summative - 100% of teacher participation if in T-TESS domain support, PLC minutes, video recordings, T-TESS domain growth

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Wharton Elementary will develop and utilize professional development trainings to continually grow teacher best practice strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with the Franklin Covey Group to provide leadership training for students and staff. The Leader in Me process involves teaching students and staff the 7 Habits of Highly Effective People. Students and staff will become empowered as leaders on campus; as a result, improved behavior, as well as increased achievement, will occur. (Title I SW: 4) (Title I TA: 1,3,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - 15% decrease in office referrals, 15% increase in parent participation in school activities and conferences, lesson plans, PLC minutes, professional development logs, staff development calendar
2. Provide on-site support for teachers in data analysis and strategic instructional planning using Lead4ward and DMAC. (Title I SW: 1,2,8) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal	August 2019-May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Lesson plans, PLC minutes, professional development logs, staff development calendar
3. Implement TEKS Resource System training for Math staff to support the continuation of the curriculum with a focus on vertical alignment. (Title I SW: 1,3,4) (Title I TA: 1,3,4,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Math Instructional Specialist, Principal(s), Teacher(s)	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - 100% of Math teachers implementing TEKS Resource System, lesson plans, walk-throughs, PLC minutes, professional development logs, staff development calendar 10/16/19 - Pending
4. Provide ELAR staff with training in Thinking Maps-Write from the Beginning and Beyond program throughout the year. (Title I SW: 3,4) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - 100% of ELAR teachers implementing Write from the Beginning Strategies, lesson plans, walk-throughs, PLC minutes, professional development logs, staff development calendar
5. Provide staff with guided math training yearly to cement their knowledge of the depth and complexity of teaching math ensuring that	Assistant Principal(s), Associate Principal/Dean of Instruction, Math Instructional Specialist,	August 2019 - May 2020	(F)Title I, (S)Local Funds	Summative - 100% of math teachers pulling small groups by the end of the second six weeks,

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Wharton Elementary will develop and utilize professional development trainings to continually grow teacher best practice strategies.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
all teachers are prepared to teach at the level of rigor that students are assessed. (Title I SW: 1) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Principal, Teacher(s)			lesson plans, walk-throughs, PLC minutes, professional development logs, staff development calendar
6. Provide staff with the research-based 5E lesson plan model template to enhance instruction for all students. (Title I SW: 4) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Science Instructional Specialist, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - 100% of Math and Science teachers teaching in a 5E lesson plan model, lesson plans, walk-throughs, PLC minutes, professional development logs, staff development calendar

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 3. Wharton Elementary will develop the premier Science, Technology, Engineering, Mathematics (STEM) program in the county.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have students participate in school clubs and activities. (Title I SW: 10) (Title I TA: 4,8) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1,4,5)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019 - May 2020	(F)Title I	Summative - Provide a variety of clubs such as UIL practice, Robotics, Rodeo Art Club, Garden Club, Photography/Writing Club, and Yearbook, sign-in sheets
2. Have 5th and 6th grade students participate in science field trips that align with the state standards to provide them with real-world experiences. (Title I SW: 1) (Title I TA: 1) (Target Group: 5th,6th) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal(s), Principal, Science Instructional Specialist, Teacher(s)	August 2019- May 2020	(F)Title I, (L)Business Partnerships, (S)Local Funds	Summative - Lesson plans and student participation
3. Provide students with hands-on science lab equipment to stimulate the academic learning. (Title I SW: 1,2,3) (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Science Instructional Specialist, Teacher(s)	August 2019 - May 2020	(F)Title I	Summative - Developing schema to increase student performance on unit tests, walk-throughs, lesson plans
4. Implement small group workstations in 5th grade science classrooms to enhance engagement of student learning. (Title I SW: 1,3) (Title I TA: 1,5) (Target Group: 5th) (Strategic Priorities: 4) (CSFs: 1,2)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal(s), Science Instructional Specialist, Teacher(s)	October 2019 - May 2020	(S)Local Funds	Summative - Walk-throughs, T-TESS evaluations, lesson plans, planning minutes

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 4. Wharton Elementary will continue to refine the balanced literacy approach as we deliver effective instruction to all students in grades 3-6.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to implement the balanced literacy framework by offering professional development in the components of literacy to new teachers as well as teachers in domain support. (Title I SW: 1,3,4) (Title I TA: 4,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Professional Development, ELA Instructional Specialist, Executive Director of C & I, Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - Walk-throughs, T-TESS evaluations, instructional facilitator notes and discussions, videos of teaching
2. Implement the writer's workshop methodology in grades 3 and 4 to increase the effectiveness of writing instruction in the classrooms. (Title I SW: 1,3,4) (Title I TA: 1,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Professional Development, ELA Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - 15% increase in STAAR performance on 3 main areas of revising, editing, and composition, walk-throughs, T-TESS evaluations, instructional facilitator notes and discussions, videos of teaching
3. Implement the Write From the Beginning and Beyond curriculum within the Writer's Workshop framework in the ELAR classrooms. (Title I SW: 1,3,4) (Title I TA: 1,3,5,6) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, Director of Professional Development, ELA Instructional Specialist, Executive Director of C & I, Teacher(s)	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - 15% increase of STAAR performance on 3 main areas of revising, editing, and composition, walk-throughs, T-TESS evaluations, instructional facilitator notes and discussions, videos of teaching
4. Access community help by implementing volunteer program which allows volunteers to come read with students who are at-risk in areas of reading comprehension and fluency during lunch or assigned time. (Title I SW: 1,6) (Title I TA: 7) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,5)	ELA Instructional Specialist, Principal, Teacher(s)	October 2019 - May 2020	(F)Title I, (S)Local Funds	Summative - Overall 5% increase in STAAR reading scores in terms of Lexile level, an increase in overall reading score in Istation, teacher/mentor notes
5. Implement the use of writing portfolios in all ELAR classrooms and assess writing samples during PLC meetings periodically. (Title I SW: 1,3,8) (Title I TA: 1,5) (Target Group: All)	Assistant Principal(s), Assistant Superintendent(s), Director of Professional Development, ELA Instructional Specialist,	August 2019 - May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Use of STAAR rubrics to gauge student performance growth in composition areas, walk-throughs,

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 4. Wharton Elementary will continue to refine the balanced literacy approach as we deliver effective instruction to all students in grades 3-6.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
(Strategic Priorities: 2) (CSFs: 1,2)	Executive Director of C & I, Principal, Teacher(s)			PLC notes with teams of teachers scoring compositions
6. Implement a Writer's Festival to occur at the end of the year to acknowledge and celebrate successful writers in all grade levels. (Title I SW: 1,6) (Title I TA: 4,7) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	May 2020	(F)Title I, (S)Local Funds	Summative - Writing portfolios

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Wharton Elementary will be engaged in the development of a systematic curriculum framework that will be utilized for the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Utilize the TEKS Resource System as the curriculum framework in Math, Science and Social Studies academic content areas. Utilize HMH as the curriculum framework in Reading Language Arts academic content areas. (Title I SW: 1,3) (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2019 - May 2020</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - Summative-15% increase in subject areas STAAR Assessment, 100% of students achieving at the same performance level or higher than their previous year on state and local assessments, login information from TEKS Resource System, lesson plans will show alignment to TEKS</p>
<p>2. Create and follow a yearly pacing guide based on the year-at-a-glance document, YAG, provided in TEKS Resource System and HMH to keep focused on the teaching standards in a timely manner. (Title I SW: 1,3) (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2019 - May 2020</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - 100% of students achieving at the same performance level or higher than their previous year on state and local assessments, pacing guide documentation, lesson plans</p>
<p>3. Develop unit pacing guides based on the instructional focus document, IFD, and the vertical alignment document, VAD, provided in TEKS Resource System to align instruction across campus for Math, Science and Social Studies. (Title I SW: 1,3) (Title I TA: 1,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2019 - May 2020</p>	<p>(F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - 100% of students achieving at the same performance level or higher than their previous year on state and local assessments, unit pacing guide documentation, PLC minutes</p>
<p>4. Develop assessments in DMAC using TEKS Resource System or HMH model state released assessment items to adjust and monitor curriculum. (Title I SW: 8) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Executive Director of C & I, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2019 - May 2020</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - 100% of students achieving at the same performance level or higher than their previous year on state and local assessments, DMAC reports, PLC minutes, lesson plans</p>

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Wharton Elementary will be engaged in the development of a systematic curriculum framework that will be utilized for the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Continue implementing Flocabulary, a web-based teaching tool that uses rap rhythm music for all content areas, in order to engage and motivate learners while assessing their knowledge of core content. (Title I SW: 1,3) (Title I TA: 1,3,5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,4,6)	Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - 5% increase in achievement on unit assessments, walk-throughs, lesson plans
6. Utilize the online programs Istation and Imagine Math to assess, screen, and progress monitor students in reading and math. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - Weekly progress summaries, walk-throughs, lesson plans, and data reports
7. Utilizing TEKS aligned materials that measure students' growth in comprehension and vocabulary. (Title I SW: 1) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - Increase in overall reading scores through data reports in Istation by 20%, observed in walk-throughs and lesson plans

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 6. Wharton Elementary will continue to integrate technology as an instructional learning tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Provide Kindle Fires for students to use in the classrooms. All classrooms will have at least 5 kindles. These devices will enhance the learning environment using instructional programs such as Imagine Math and Reading A-Z, as well as others that align with the curriculum. (Title I SW: 1) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,6)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>August 2019 - May 2020</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - 100% of classrooms will have at least 5 Kindles. Kindle fires will be added to the WES inventory, walk-throughs, online instructional program data reports, lesson plans.</p>
<p>2. Provide Chromebooks for students to use in the classroom. All classrooms will have at least 5 Chromebooks. These devices will be used during workstations and small group to enhance the learning environment. (Title I SW: 1) (Title I TA: 1,4) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,6)</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>October 2019 - May 2020</p>	<p>(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds</p>	<p>Summative - 100% of classrooms will have at least 5 Chromebooks. Chromebooks will be added to the WES inventory, walk-throughs, online instructional program data reports, lesson plans</p>
<p>3. Utilize Chromebooks to participate in the 6th grade 1:1 initiative as an instructional learning tool.</p>	<p>Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)</p>	<p>October 2019- May 2020</p>	<p>(L)Grant, (S)Local Funds</p>	<p>Criteria: Summative- 100% of 6th grade students will have a Chromebook. Chromebooks will be added to the WES inventory, walk-throughs, online instructional program data reports, lesson plans.</p>

WHARTON EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 7. Wharton Elementary will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize student data folders and student tracker sheet to track their data e.g. end of unit tests and modules. (Title I SW: 1,2,3,9) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (CSFs: 2,4)	Assistant Principal(s), Principal, Teacher(s)	October 2019 - May 2020	(S)Local Funds	Summative - Tracking sheets and charts filled in and graphed by students every three weeks, with student conferences.
2. Develop a data wall to monitor each student's progress. (Title I SW: 1) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Assistant Principal(s), ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	October 2019 - May 2020	(S)Local Funds	Summative - Teachers will collaborate to update the data wall e.g. Math, Reading using Imagine Math, Unit Assessments and IStation.
3. Discuss best practices during PLC time to review data and deliver quality instruction. (Title I SW: 1,10) (Title I TA: 3,4,5,6) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Assistant Principal(s), Principal, Teacher(s)	November 2019 - May 2020	(O)Local Districts	Summative - PLC agenda, PLC sign-in sheets, walk-throughs, T-TESS evaluations
4. Utilize a W.I.N. (What I Need) schedule to place a 25-30 minute block of time each day to focus on Tier II and Tier III interventions, as well as enrichment in all STAAR, assessed content areas. (Title I SW: 1,8) (Title I TA: 1,4,5) (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2)	Assistant Principal(s), ELA Instructional Specialist, Math Instructional Specialist, Principal(s), Response to Intervention Teachers, Teacher(s)	October 2019 - May 2020	(F)Title I	Summative - Summative- 15% increase in areas of Reading and Math as measured by the STAAR test, 10% decrease in students identified as Tier II and Tier III, student growth as measured by online program screeners that are used for progress monitoring, PLC minutes

WHARTON EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 1. Wharton Elementary will continue to improve staff support systems in the areas of instruction and professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Differentiate and provide meaningful staff development based on 15 weekly informal walk-through data, T-TESS and DMAC. (Title I SW: 1,3,4,5) (Title I TA: 1,2,3,4,5,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	August 2019 - May 2020	(S)Local Funds	Summative - Monitor the walk-through reports in DMAC, increase instructional best practices in the classroom as monitored by walkthroughs, retain at least 95% of the teaching staff.
2. Make decisions with teachers in regards to instructional resources, lesson plans, campus activities, campus schedules, discipline procedures, faculty meetings, CIP meetings, grade chair meetings, PLC meetings, and Leader In Me meetings. (Title I SW: 3,4,5,9,10) (Title I TA: 3,4,6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal	August 2019 - May 2020	(S)Local Funds	Summative - Agendas, minutes, and sign-in sheets for respective meetings
3. Assign a mentor to new teachers. Monthly follow-ups, informal observations, and feedback will be provided to the new teacher to strengthen their teaching strategies. (Title I SW: 3,4,5,9,10) (Title I TA: 3,4,5,6,8) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Lead Teacher(s), Principal, Teacher(s)	August 2019 - May 2020	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Summative - Walk-throughs, feedback data, coaching, agendas, minutes with sign-in sheets
4. Promote and allow teachers to observe other highly experienced teachers. (Title I SW: 3,9) (Title I TA: 3,4,5) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	September 2019 - May 2020	(S)Local Funds	Summative - Walk-throughs, open discussions during PLC and faculty meetings
5. Develop and promote positive activities through the climate and culture The Leader in Me action team. (Title I SW: 2,4) (Title I TA: 3,4,6,7) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - Positive activities will be placed on the calendar, an increase in teacher participation

WHARTON EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 2. Wharton Elementary will continue recruitment strategies to attract quality staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Have staff members participate in the interview committee process to select the best candidate for the school. (Title I SW: 5) (Title I TA: 3) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, Counselor(s), Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - Sign-in sheets and participation
2. Ensure the building is clean and attractive to promote pride in the school through the climate and culture Leader in Me action teams. (Title I SW: 1) (Title I TA: 6) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Associate Principal/Dean of Instruction, Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Summative - Reports will be submitted to the principal
3. Model lessons and give feedback to teachers to ensure they feel supported by the leadership team. (Title I SW: 3) (Title I TA: 5) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,6,7)	Assistant Principal(s), Associate Principal/Dean of Instruction, ELA Instructional Specialist, Math Instructional Specialist, Principal, Teacher(s)	August 2019 - May 2020	(F)Title I, (S)Local Funds	Summative - Agenda, sign-in sheets, feedback from the instructional leadership team, weekly walkthroughs

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Goal 3. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 1. Wharton Elementary will align the vision, mission, goals, and values focusing on a safe environment and high expectations.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety drills and meet with the safety committee each month. (Title I SW: 1,4,5) (Title I TA: 8) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Principal	August 2019 - May 2020	(S)Local Funds	Summative - Ensure that students and staff/teachers are prepared for any emergency at a 100% success rate
2. Issue school-wide systems that will give immediate feedback about maintenance, custodial, and safety concerns. (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Summative - A decrease in maintenance, custodial, and/or safety concerns. Daily walk-throughs of campus.
3. Administer climate and culture survey. (Title I SW: 1,2,6,9) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Director of School Improvement, Principal	October 2019 - May 2020	(S)Local Funds	Summative - Increase the percentage rate of a successful climate and culture.
4. Implement a school-wide system of procedures and routines for highly effective classroom management. (Target Group: All)	Assistant Principal(s), Counselor(s), Principal, Teacher(s)	August 2019 - May 2020	(S)Local Funds	Criteria: Summative - 10% reduction in the number of students referred to the office for minor offenses, observed by walk-throughs, T-TESS evaluations
5. Provide monthly character trait lessons that will focus on the whole student. (Target Group: All)	Counselor(s)	September 2019 - May 2020	(S)Local Funds	Criteria: Summative - Calendar log of topics, classrooms attended by grade level, and time to ensure that students have a knowledge self-monitoring strategies
6. Provide individual and group counseling sessions for students. (Target Group: All)	Counselor(s)	September 2019 - May 2020	(S)Local Funds	Criteria: Summative - Decrease in student discipline referrals, counselor log of session dates and times

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Wharton Elementary consist of 630 students in the 2018-2019 school year. The student enrollement by race is 25% African American, .8% Asian, 62% Hispanic, 1% two or more races and 11% White. The school consists of 77% Economically Disadvantaged, 18% English Language Learners and 11% Special Services. The implementation of the PASS program to support students with behavioral needs including special needs and 504 students.

Demographics Weaknesses

Wharton Elementary is one of four campuses in Wharton Independent School District. Wharton Elementary opened its doors in 2008, serving predominantly lower middle-class families. There has been an increase in 504 and special needs referrals.

Demographics Needs

More support to assist the pull outs of our special needs students.

Demographics Summary

Wharton Elementary is one of four campuses in Wharton Independent School District. Wharton Elementary opened its doors in 2008, serving predominantly lower middle-class families. We serve grades 3rd through 6th grade. The overall demographics have changed since 2017-18 when the student populations were as follows: the student population was 675 with 58% Hispanic, 27% African-American, and 13% Anglo. Wharton Elementary currently serves 107 English Language Learners, 0% Bilingual, 7% Gifted and Talented, 11% Special Education, 2% Dyslexia and 64% At-Risk students. The staff population by ethnicity was 25% African American, 65% Anglo, 8.1% Hispanic, and 2% American Indian. All teachers were 100% highly qualified. The overall mobility rate for the campus was 16.4% and 77% economically disadvantaged. The average daily attendance rate for students was 95.89%.

Student Achievement

Student Achievement Strengths

Wharton Elementary has shown improvement in the area of writing. An increase from 26% to 41%.

Student Achievement Weaknesses

Math has shown a need for growth. The need for urgency of higher order thinking questions/activities, continuous assessments and student centered instruction.

Student Achievement Needs

Training in guided math, continuous assessment and pacing of instruction is needed to support higher expectations within the classroom.

Comprehensive Needs Assessment

Student Achievement Summary

Wharton Elementary has a total of 630 students for the 2018-19 school year. Overall academic performance was as follows: 3rd grade Reading 62%, 3rd grade Math 55%, 4th grade reading 45%, 4th grade math 41%, 4th grade writing 41%, 5th grade reading 64% (after 3rd administration), 5th grade math 82% (after 3rd administration), 5th grade Science 52%, 6th grade reading 55% and 6th grade math 77%. Our 5th-grade teachers implemented consistent Tier 1 instruction using the Balanced Literacy Framework. All grade levels utilized the TEKS Resource System to effectively plan for all subject content areas. Wharton Elementary will need to continue to strengthen Tier 1 instruction to close the achievement gaps in all grade levels. We will continue to use the Swivl technology, a device that records the delivery instruction of teachers. PLC will take place every two weeks to provide teachers with staff development. Teachers will receive training in Thinking Maps-Write from the Beginning and Beyond to strengthen writing.

School Culture and Climate

School Culture and Climate Strengths

Wharton Elementary will continue to improve the school climate by implementing various activities while working simultaneously with the Leader in Me. Teachers participated in monthly events and subcommittees to improve the culture and climate of the school. We will continue to work collaboratively with teachers in subcommittees to gain their input and ownership.

School Culture and Climate Weaknesses

Teachers feel the strain of being a campus in need of improvement.

School Culture and Climate Needs

The teachers will need a better understanding of what it means to be a school in need of improvement and opportunities to contribute and buy in to the systems.

School Culture and Climate Summary

Wharton Elementary will continue to improve the school climate by implementing various activities while working simultaneously with the Leader in Me. Last year, teachers participated in subcommittees such as the Discipline Committee, Events Committee, Faculty Fund Committee, and Student Council to improve the culture and climate of the school. We will continue to work collaboratively with teachers in subcommittees to their gain input and ownership. The teacher retention has decreased this past year replacing only three teachers; therefore, 86% of teachers remained at Wharton Elementary. The main concern this year has been the student discipline. There were 829 discipline referrals. The administration team will focus on decreasing student referrals by revamping the disciplined framework. The assistant principals will conduct book studies with struggling teachers to assist the teacher with classroom management. Another concern is the cleanliness of the building; the restrooms and floors need more attention to ensure a hygienic clean environment. The outside grass will need to be cut on a continuous basis to prevent mice or other insects from coming inside the building.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

Wharton Elementary has a highly qualified staff with a blend of experienced teachers and teachers new to the profession. Our teachers of GT students are GT certified, and our

Comprehensive Needs Assessment

EL students are with ESL certified teachers. When hiring, teachers are involved in the interview process. Then, new teachers are assigned mentors to assist them with the transition and teach best practices. There are multiple professional development opportunities for all teachers throughout the year.

Staff Quality, Recruitment and Retention Weaknesses

After teachers have attended a professional development, sharing that information with the rest of the staff needs to be more consistent.

New teachers are hired without any student teaching experience or with very little hands-on experience.

Staff Quality, Recruitment and Retention Needs

After providing consistent support and training to new teachers for a few years, these teachers still tend to move to larger school districts with higher salaries. We need to reduce the turnover of instructional staff and administration. In addition, we need to increase the number of ESL certified teachers.

Staff Quality, Recruitment and Retention Summary

Wharton Elementary has a total of 675 students for the 2017-2018 school year. The overall performance of each grade are as follows: 3rd grade Reading 58%, 3rd grade Math 56%, 4th grade reading 45%, 4th grade math 57%, 4th grade writing 26%, 5th grade reading 54%, 5th grade math 80%, 5th grade Science 58%, 6th grade reading 47% and 6th grade math 56%. This year Wharton Elementary has three administrators that will conduct classroom observations. We will continue to observe and give quality feedback to teachers during T-TESS walk-throughs. This year, we are implementing informal 15 informal walk-throughs to give immediate feedback to teachers. Each administrator will complete 15 informal walk-throughs by the end of the week. These walk-throughs will help the campus find trends in the building. During weekly meetings, the administration team will discuss the finding of the walkthroughs. New this year, we will meet with the math and reading specialist to update the team with upcoming TEKS and strategies that we should look for in the classroom. Also, we will continue to use the Swivl technology, a device that records the delivery instruction of teachers. Teachers will use this device to get instant feedback and reflect on how to improve their instruction. The reading and math facilitators will coach teachers using the Results Coaching Global Methodology to assist teachers with differentiated instructions based on teacher's needs.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Veteran teachers will assist new teachers in curriculum development and instruction throughout the year. Teachers share a common conference period to allow for collaboration, planning, and PLCs. Data will also be discussed during our PLCs. Formative and summative assessments will be used to track strengths and weaknesses of student growth.

Curriculum, Instruction and Assessment Weaknesses

Higher level questioning and critical thinking skills are areas for improvement. Our W.I.N. (What I Need) program provided a focused opportunity to hone in on a specific group of students, but lacked consistent summative assessment.

Curriculum, Instruction and Assessment Needs

Wharton Elementary needs to increase reading and writing in all content areas. Professional Development in Guided Math is needed as well as a Math curriculum for RTI.

Comprehensive Needs Assessment

Curriculum, Instruction and Assessment Summary

Wharton Elementary will increase learning time through formal and informal walk-throughs to check for student engagement and the first line of instruction. Teachers will effectively plan every two weeks for PLC to ensure they are providing engaging lessons. Teachers will have 50 minutes of planning with a computer lab time to increase technology skills. Sixth-grade students will take a coding class during their specials to prepare students for 21st-century skills. Students will be exposed to technology to enhance their learning and prepare them for future jobs. Each classroom will have five Kindle Fire tablets. The tablets will be used for ELAR and Math. This school year we will be implementing the WIN schedule. The W.I.N. schedule consists of 30 minute intervention time. During PLC, the teachers, administration, and facilitators will group students according to their academic needs. Data will be used to determine what content area the student will need intervention and/or enrichment time.

Family and Community Involvement

Family and Community Involvement Strengths

Wharton Elementary parents attend programs and activities such as Open House, Veterans Day, Fall Festival, Semester Award Assemblies, Christmas Program, and Spring Program. Many parents have lunch with their children on a regular basis. Members from the community volunteer to be Reading Buddies with several students during the year. We communicate, in English and Spanish, with our families through a variety of ways: social media, Thursday folders, newsletters, marquee.

Family and Community Involvement Weaknesses

Our PTO group struggles to get parents to attend meetings; however, when parents are called individually, they will help on one-time events. Wharton Elementary will continue to create opportunities for increased parental involvement.

Family and Community Involvement Needs

We see a need to help parents support their students at home both academically and behaviorally. One way to do this would be through Math and Literacy Nights. Another opportunity to involve parents, in the spring, would be to have a STAAR Prep night specifically for third grade parents since this is the first time their children will take the test.

Family and Community Involvement Summary

Wharton Elementary will increase family involvement by 50% through various activities. The data will be monitored through parent sign-in sheets, agendas and flyers. At the beginning of the school year, families will meet and greet their child's teacher a week before school begins. Open house will be held each semester e.g. fall and spring. The school will continue to implement the "Moms and Muffins" and "Dads and Donuts" to increase parent involvement. After school programs will be scheduled on the calendar in advance to increase parent participation. The programs will include: Veteran's Program, Black History, Winter Programs, Spring Program, Math Night, Literacy Night and Hispanic Heritage. A Fall Festival will be implemented this school year that will include family games. Business partners will be invited to donate food items for the Fall Festival. Data will be used to track parent participation through a google doc form. The form will be located in the front office and monitored by the front office clerk. A weekly parent communication newsletter will be sent to parents in English and Spanish. The digital communication newsletter will monitor and track the time visitors visit the site. A hard copy of the newsletter will also be given to parents on a monthly basis. Teachers will use the weekly behavior sheets to communicate with parents of their child's academic performance and send home weekly reminders.

Comprehensive Needs Assessment

School Context and Organization

School Context and Organization Strengths

From the 2018-2019 school year, WES retained all but five teachers. School wide CHAMPS system was visible and utilized inside all classrooms.

School Context and Organization Weaknesses

A weakness that we have seen at Wharton Elementary was a high number of discipline referrals from the 2018-2019 school year. We have seen that a lot of our teachers are struggling with classroom management techniques to help control discipline inside the classroom which would reduce the discipline infractions sent to the office on Level One violations and also the repeated offenders.

School Context and Organization Needs

Our teachers need more professional development with Positive Behavioral Interventions and Support.

School Context and Organization Summary

Wharton Elementary will continue to retain teachers by continuous support by the administration. For the 2018-2019 school year, Wharton Elementary replaced only three teachers. The campus principal conducted one on one meeting with teachers to discuss their areas of concerns. Through these meetings, it was noted that teachers need support with student discipline. The administration team will revamp the Discipline Framework to decrease student referrals and increase desired student behavior. The ISS room and after school detention will be utilized for appropriate student discipline depending on the level of the referral. A survey will be given to teachers at the end of the year to look for strengths and needs. Professional development will be provided for each teacher through the school, district and Region 3 level. The Dean of Instruction will meet with Gayle Parenica on a weekly basis to unpack the TEKS, follow the scope and sequence, coach, and discuss instructional walk-throughs. In order to increase the first line of instruction, the school will continue to strive for optimal teacher attendance. Teacher attendance will be tracked every 6 weeks. The teachers with perfect attendance will receive an incentive e.g., free recess duty, an hour of lunch, and jeans pass.

Technology

Technology Strengths

For the school year WES teachers utilized Flocabulary into their core content areas to increase student engagement. WES also utilized I-station and Imagine Math to identify tiered level students. All teachers were equipped with Tech Tubs that included Chromebooks accessible for all students. 6th grade students have a 1:1 chromebook initiative.

Technology Weaknesses

A weakness that we had was that even though we had technology it wasn't accessible to every student in the classroom. Another weakness was that on certain hallways the internet capacity was unstable, so most teachers and students couldn't access it. Also a weakness that has been identified is that all teachers are not incorporating the use of technology into their lessons.

Comprehensive Needs Assessment

Technology Needs

WES needs all teachers to attend professional developments dealing with instructional technology integration. Our campus also needs additional sets of Chromebooks for each classroom and also another computer cart accessible to the whole campus. WES also needs better WIFI connectivity across the campus.

Comprehensive Needs Assessment Data Sources

Disaggregated STAAR Data
Discipline Referrals
District Policies
Expulsion/Suspension Records
Failure Lists
Highly Qualified Staff
Homeless Students
Maintenance Records
Mobility Rates
Multi-Year Trends
PEIMS Reports
Progress Monitoring Tools
Promotion/Retention Rates
Report Card Grades
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Standardized Tests
Teacher Turnover Rates
Universal Screener Data

C G SIVELLS EL
Campus Improvement Plan
2019/2020

Where Learning Journeys Begin!



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Date Reviewed: October 22, 2019

Date Approved: October 22, 2019

C G SIVELLS EL

Mission

The mission of Sivells Elementary faculty and staff is to empower all students to be successful by fostering a love for learning.

Vision

Sivells Elementary will nurture an environment that cultivates academic success and lifelong learners.

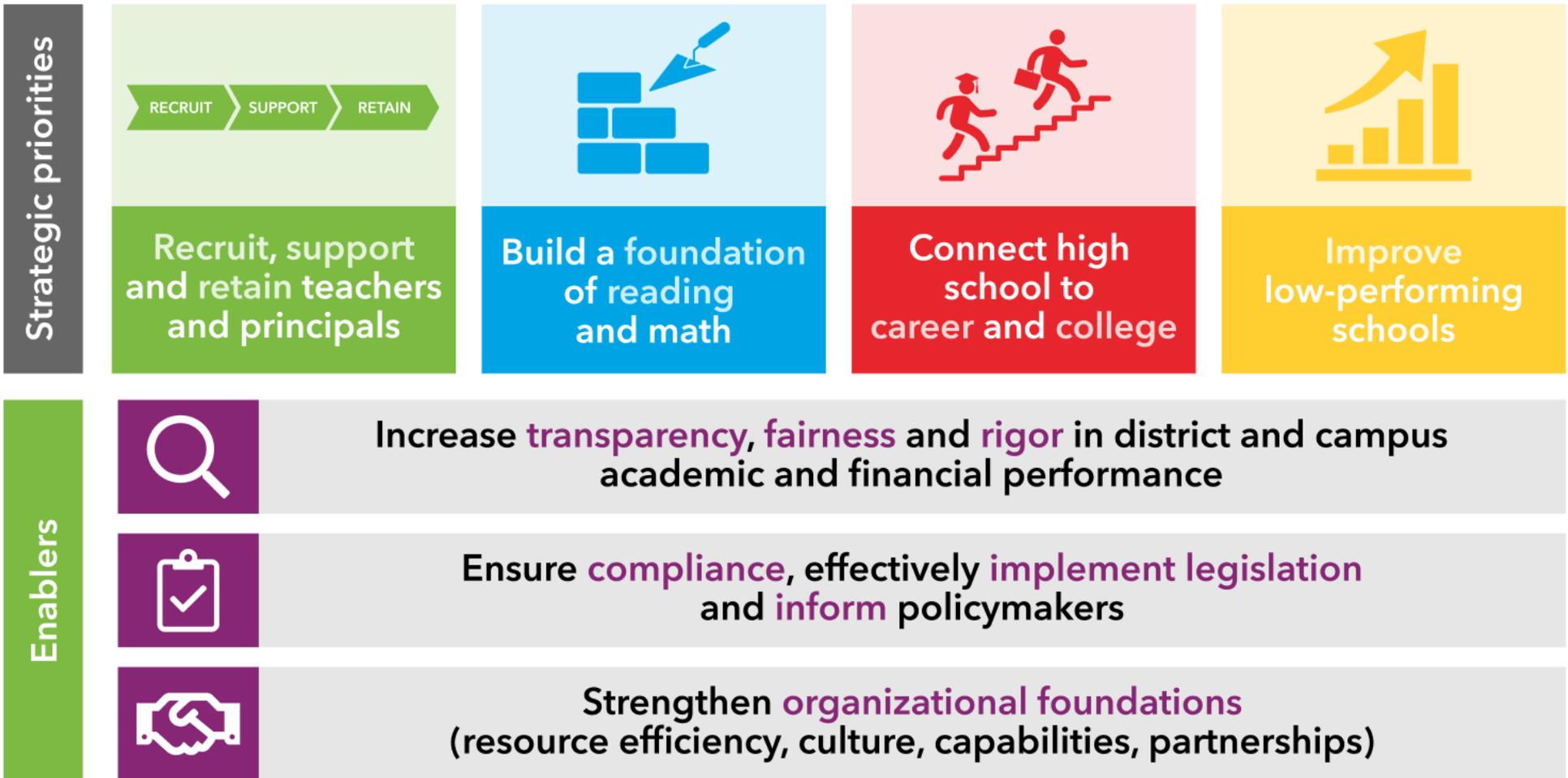
Nondiscrimination Notice

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

C G SIVELLS EL Site Base

Name	Position
Aparicio, Rebecca	Counselor
Cerny, Chelsey	1st grade Teacher
Dittrich, Jessica	Parent Representative
Estrada Garza, Britne	Parent Representative
Foyt, Dana	Principal
Garza, Anita	Assistant Principal
Johnson, Fred	Community Representative
Koonce, Jana	Special Education Teacher
Pantusa, Katie	Kindergarten Teacher
Reveles, Nemisis	2nd grade Teacher
Roddy, Heath	Technology/District Representative
Soza, Paige	Assistant Principal
Williams, Kim	Rtl Teacher
Williams, Landy	Security/District Representative
Wind, Sara	Instructional Facilitator
Wishert, Tammy	Pre K Teacher

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



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

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 1. Sivells will increase the level of instructional support provided to teachers through instructional coaches and facilitators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading facilitator and assistant principal will meet with core ELAR teachers regularly to discuss student academic growth and provide support for instruction to teachers. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal, Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - Unit assessments & diagnostic data
2. Continue campus wide vocabulary focus with instructional support by facilitator. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Criteria: Diagnostic and screener data. Diagnostic and screener data. 10/07/19 - Pending
3. Continue support for Pre Kindergarten with the implementation of 'Writer's Workshop' to foster pre-writing skills. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Criteria: Writing data and T-TESS observations and walk-throughs Formative - Writing data and T-TESS observations and walkthroughs 10/07/19 - Pending
4. Teachers will utilize a data and planning binder throughout the year with the implementation of ongoing grade level planning and data digs. (Target Group: All)	Assistant Principal, Instructional Facilitator, Teacher(s)	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - Unit assessments and diagnostic data 10/07/19 - Pending
5. Implement PLCs during teacher conferences for continued professional development. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending
6. Support Kindergarten, 1st and 2nd grade teachers with the implementation of our state adopted curriculum, 'HMH' and 'Write from the Beginning and Beyond' to foster student writing skills. (Target Group: All) (Strategic Priorities: 4)	Instructional Facilitator, Teacher(s)	August 2019-May 2020	(O)Local Districts, (S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Sivells will develop and utilize a three-year staff development plan to avoid a fragmented approach to trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All core teachers will continue using strategies learned from Thinking Maps training. (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,4)	Associate Principal/Dean of Instruction, ELA Instructional Specialist	August 2019-May 2020	(F)Title I, (O)Local Districts	Criteria: Lesson plans will incorporate at least one Thinking Map per week. Formative - T-TESS observations and walkthroughs 10/07/19 - Pending
2. Continue with the implementation of the new Zaner-Bloser Handwriting program which aligns with the updated ELAR TEKS. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Formative - T-TESS teacher observations and walkthroughs 10/07/19 - Pending
3. Reading Interventionist will attend RtI training in September and conduct a PLC on new information to share with teachers. (Target Group: All) (Strategic Priorities: 2)	Response to Intervention Teachers	September 19-October 19	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	10/07/19 - Pending
4. ELA teachers will attend READ grant training in the summer of 2019 and continue ongoing trainings throughout the school year through Region 3 with our assigned READ Coach. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	10/07/19 - Pending
5. Teachers will implement new Imagine Math Blueprint program as a benchmark to track student's growth throughout the year. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	10/07/19 - Pending
6. Teachers will attend HMH training and implement new HMH curriculum aligned to new ELAR TEKS. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	10/07/19 - Pending
7. All ELAR teachers will become ESL certified. (Target Group: All) (Strategic Priorities: 1,2)	Assistant Principal, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	10/07/19 - Pending
8. After school tutorials will begin in October	Assistant Principal, Teachers	October 2019-	(F)Title I, (O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 2. Sivells will develop and utilize a three-year staff development plan to avoid a fragmented approach to trainings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and run through December, and then start again in February and run through May. (Target Group: K, 1st, 2nd) (Strategic Priorities: 2)		May 2020		

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Goal 1. Focus on strengthening all areas of the instructional program.

Objective 3. Sivells will continue to develop a premier Science, Technology, Engineering, Mathematics (STEM) program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue after-school Lego club for second grade students that is aligned to STEM activities. (Target Group: 2nd) (Strategic Priorities: 3) (CSFs: 5)	Assistant Principal, Teacher(s)	August 2019-May 2020	(O)Local Districts	Formative - Student and parent survey 10/07/19 - Pending
2. Continue to implement STEAM (Science, Technology, Engineering, Art, and Math) boxes in all core classrooms. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal, Core Subject Teachers, Principal	August 2019-May 2020	(O)Local Districts	Summative - T-TESS observations and walkthroughs 10/07/19 - Pending
3. Implement STEM (Science, Technology, Engineering, and Math) manipulatives in the Science Lab. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending
4. Implement a Science Night inviting students and their parents to dig into Science TEKS. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Teachers	August 2019-May 2020	(O)Local Districts	10/07/19 - Pending
5. Sivells will host "Louie Louie" an electrical safety and conservation educational presentation. (Target Group: All) (Strategic Priorities: 4)	Counselor	October 2019	(S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 4. Sivells will continue to increase CTE participation and class offerings.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells partnered with Community Bank of Texas to implement the Junior Achievement program in classrooms. (Target Group: 1st,2nd) (Strategic Priorities: 3) (CSFs: 5)	Principal, Teachers	September 2019- April 2020	(O)Local Districts	Formative - Student and parent survey 10/07/19 - Pending
2. Sivells will conduct a "Career Day" to promote different careers offered in the community. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Counselor, Teachers	January 2020- May 2020	(L)Business Partnerships	10/07/19 - Pending
3. Sivells will partner with the Wharton County Junior College dental hygiene department to provide a presentation to students regarding dental care and career field opportunities. (Target Group: 1st) (Strategic Priorities: 3)	Principal, Teacher(s)	February 2020	(S)Local Funds	10/07/19 - Pending
4. Sivells with host 'Tillie the Tooth' presentations to students about dental hygiene and career field opportunities. (Target Group: All) (Strategic Priorities: 3)	Principal, Teacher(s)	February 2020	(S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 5. Sivells will continue to refine the balanced literacy approach as we deliver effective instruction to all students in grades PK-2.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Continue to utilize campus reading instructional facilitator to provide professional development and instructional support to teachers in all components of balanced literacy. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal, Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - Planning meetings, PLCs, T-TESS teacher observations 10/07/19 - Pending
2. Continue to implement the balanced literacy framework by offering professional development in the components of literacy to new teachers as well as professional development for developing instructional staff. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 1) (CSFs: 1,7)	Assistant Principal, Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - T-TESS observations and walkthroughs, planning PLCs 10/07/19 - Pending
3. Continue the Write from the Beginning and Beyond curriculum in K-2 grade ELAR classrooms. (Target Group: K,1st,2nd) (Strategic Priorities: 1,2) (CSFs: 1,7)	Assistant Principal, Instructional Facilitator	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Formative - T-TESS teacher observations, walkthroughs, planning PLCs, Unit Assessments 10/07/19 - Pending
4. Use student writing portfolios to track student academic growth in writing. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,4,7)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(O)Local Districts	Formative - T-TESS observations, unit assessments, student portfolios 10/07/19 - Pending
5. Implement new HMH curriculum aligned to new ELAR TEKS to enhance student growth. (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 6. Sivells will be engaged in the development of a systematic curriculum framework that will be utilized for the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The campus will use TEKS Resource System for all core curriculum areas. (Target Group: K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,4,7)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts, (S)Local Funds	Formative - T-TESS observations, planning PLCs, TEKS Resource unit assessments 10/07/19 - Pending
2. Pacing guides will be used K-2 in ELAR and Math and will be implemented in Science and Social Studies. (Target Group: K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,2,4,7)	Assistant Principal, Instructional Facilitator, Teacher(s)	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Formative - T-TESS observations and walkthroughs, PLCs, planning 10/07/19 - Pending
3. With support from the Assistant Principal and ELAR facilitator, teachers will utilize the use of unit maps and IFDs from the TEKS Resource System to plan instruction in core areas. (Target Group: K,1st,2nd) (Strategic Priorities: 1,2) (CSFs: 1,2,4,7)	Assistant Principal, Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - Planning PLCs, lesson plans 10/07/19 - Pending
4. Develop assessments in DMAC using the TEKS Resource System items to adjust and monitor curriculum. (Target Group: K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,2,7)	Assistant Principal, Instructional Facilitator, Teacher(s)	August 2019-May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Formative - Unit assessments, data digs 10/07/19 - Pending
5. With support from the Assistant Principal and ELAR Facilitator, Pre Kindergarten teachers will use Frog Street Curriculum to plan their instruction. (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1,7)	Assistant Principal, Instructional Facilitator	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - T-TESS teacher observations, lesson plans, Planning PLCs 10/07/19 - Pending
6. Teachers will analyze the TEKS during planning each week and utilize the district recommended procedure to display them in the classrooms. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teacher(s)	August 2019-May 2020	(F)Title I, (O)Local Districts	Formative - T-TESS observations and walkthroughs, Grade level planning, and lesson plans 10/07/19 - Pending
7. Teachers will unpack new ELAR TEKS on a weekly basis during planning time to become familiar with new student expectations. (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending
8. Pre-K teachers will be trained on the new "Get Ready for Kinder" program in order to	Assistant Principal, Instructional Facilitator, Teachers	January 2020-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 6. Sivells will be engaged in the development of a systematic curriculum framework that will be utilized for the 2019-2020 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
implement the following school year. (Target Group: PRE K) (Strategic Priorities: 2)				
9. Teachers will continue to implement our vocabulary initiative by incorporating our campus word of the week which comes from ELAR, Math, Science and Social Studies academic vocabulary. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending
10. Teachers will utilize interactive vocabulary journals to enhance students' comprehension of power words from HMH curriculum. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 7. Sivells will continue to integrate technology as a instructional learning tool.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize online programs such as Istation and Imagine Math to assess and screen students in reading and math. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,2,4)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(O)Local Districts, (S)Local Funds	Formative - Diagnostic data, screener data 3 times per year 10/07/19 - Pending
2. Students will use iPads and Kindles for independent learning in math and ELAR stations. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2) (CSFs: 1,2,4)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(O)Local Districts, (S)Local Funds	Formative - T-TESS walk throughs and observations, Planning PLCs 10/07/19 - Pending
3. Kindergarten, first and second grade students will use Kindles and Chromebooks for independent learning in math and ELAR stations. (Target Group: 1st,2nd) (Strategic Priorities: 2) (CSFs: 1,4)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(O)Local Districts, (S)Local Funds	Formative - T-TESS walk throughs and observations, Planning PLCs 10/07/19 - Pending
4. Utilize Interactive projectors in all core academic classrooms. (Target Group: PRE K,K,1st,2nd) (Strategic Priorities: 2)	Assistant Principal, Director of Technology, District Technology Integration Specialist, Principal, Teachers	August 2019-May 2020	(L)Grant	Formative - T-TESS walkthroughs and observations, Planning PLCs 10/07/19 - Pending
5. Teachers will utilize a Chromebook Cart for in-class projects and assignments. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Teachers	October 2019-May 2020	(L)Grant	10/07/19 - Pending
6. Bilingual teachers will utilize IStation Spanish for our LEP students to monitor growth in their native language. (Target Group: LEP) (Strategic Priorities: 2)	Assistant Principal, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 8. Sivells will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will continue to implement the ELPS in daily instruction. (Target Group: ESL,LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(F)Title III Bilingual / ESL, (S)Local Funds	Formative - Lesson plans, T-TESS observations, and walkthroughs 10/07/19 - Pending
2. Provide all ESL students instruction by ESL certified teachers and support from paraprofessionals. (Target Group: ESL,LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2019-May 2020	(F)Title III Bilingual / ESL, (S)Local Funds	Formative - All LEP students will be taught by ESL/BIL certified teachers 10/07/19 - Pending
3. Provide all bilingual students instruction by bilingual certified teachers and support from paraprofessionals. (Target Group: LEP) (Strategic Priorities: 2) (CSFs: 1)	Assistant Principal, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(F)Title III Bilingual / ESL, (S)Local Funds	Formative - All BIL students will receive instruction from bilingual certified teachers 10/07/19 - Pending
4. Progress monitor all ELL students through the LPAC DMAC application. (Target Group: ESL,LEP) (Strategic Priorities: 2) (CSFs: 2,4)	Assistant Principal, Counselor, Principal, Teacher(s)	August 2019-May 2020	(F)Title III Bilingual / ESL, (S)Local Funds	Formative - ELL Students will receive targeted instruction 10/07/19 - Pending
5. Progress monitor all ELL students through IStation, DRA, TPRI, and Rtl. (Target Group: ESL,LEP) (Strategic Priorities: 2) (CSFs: 1,2)	Assistant Principal, Counselor, Principal, Teacher(s)	August 2019-May 2020	(F)Title III Bilingual / ESL, (O)Local Districts	Formative - ELL Students will receive appropriate intervention and targeted instruction 10/07/19 - Pending
6. Paraprofessionals will be utilized in all classrooms to offer additional instructional support to all teachers. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending
7. Teachers will provide Tier 2 instructional support on a daily basis. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Principal, Teachers	August 2019-May 2020	(F)Title IIA Principal and Teacher Improvement	10/07/19 - Pending
8. The campus will implement "Progress Parties" to celebrate the growth of students on IStation, Imagine Math, CLI, and DRA. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Instructional Facilitator, Teachers	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 1. Focus on strengthening all areas of the instructional program.

Objective 8. Sivells will continue to meet the state standard and demonstrate student growth over time.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Sivells is participating in Effective Schools Framework (ESF). Sivells will focus on the essential action 4.1 Curriculum and assessments aligned to TEKS with a year long scope and sequence and essential action 5.3 Data-driven instruction. (Target Group: All) (Strategic Priorities: 2)	Assistant Principal, Principal, Teachers	August 2019-May 2020	(F)Title I, (O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 1. Sivells will continue efforts to retain highly qualified staff members.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells staff members will participate in teambuilding activities throughout the school year in an effort to maintain a positive culture focusing on strong relationships. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Counselor, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(O)Local Districts	Formative - Sivells will retain all current staff. 10/07/19 - Pending
2. Sivells will utilize professional development opportunities and support from the leadership team to support teachers with classroom management and their content area. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Director of Professional Development, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending
3. Sivells teachers will utilize Professional Learning Communities (PLCs) so that teachers can support each other by learning and growing in their grade-level teams and content areas. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Core Subject Teachers, Instructional Facilitator, Principal	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending
4. Sivells will maintain a culture that recognizes staff through appreciation gestures such as a shout-out board, birthday recognition, monthly Woot-Woot wagon visits, monthly treats, and positive administrator notes. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	August 2019-May 2020	(L)Business Partnerships, (S)Local Funds	10/07/19 - Pending
5. Sivells will partner with Sivells PTO to support staff appreciation activities and incentives throughout the school year. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	August 2019-May 2020	(L)Business Partnerships, (S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 2. Sivells will offer a "Grow Your Own" program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells will partner with WISD to provide paraprofessionals and incoming substitutes opportunities to work closely with highly qualified teachers to learn effective educational practices. (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Director of Professional Development, Personnel Director, Principal, Teacher(s)	August 2019-May 2020	(O)Local Districts	Formative - Paraprofessional evaluations and substitute feedback 10/07/19 - Pending
2. Sivells with partner with WISD to provide monthly training for aspiring teachers to move into a leadership role/position. (Target Group: All) (Strategic Priorities: 1)	Director of Professional Development, Teacher(s)	August 2019-May 2020	(O)Local Districts	10/07/19 - Pending
3. Sivells teachers will be provided with opportunities to observe other highly qualified teachers and share feedback with each other in order to learn and grow vertically aligned teams. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 3. Sivells will continue to improve staff support systems in the areas of instruction and professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells will provide opportunities for on-campus training during staff development and PLCs utilizing WISD staff. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,7)	Assistant Principal(s), Director of Professional Development, Director of School Improvement, Director of Student Services, District Technology Integration Specialist, ELA Instructional Specialist, Executive Director of C & I, Instructional Facilitator, Principal, Region III - ESC Staff, Response to Intervention Teachers, Teacher(s)	August 2019-May 2020	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (O)Local Districts	Formative - Evaluate lesson plans and T-TESS data 10/07/19 - Pending
2. Sivells staff members will attend professional development opportunities and bring back the training to present to the remaining staff members during PLCs. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Assistant Principal(s), Director of Professional Development, Principal(s), Teacher(s)	August 2019-May 2020	(O)Local Districts	Formative - Evaluate lesson plans and T-TESS data 10/07/19 - Pending
3. Sivells will utilize a mentor system to support first-year teachers and a buddy system to support new teachers on the campus. This initiative will be supported by WISD through meetings, walkthroughs, coaching, and modeling. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Director of Professional Development, Instructional Facilitator, Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	Formative - Mentor participation documentation/logs and observation data; 100% participation of new teachers and their mentors 10/07/19 - Pending
4. Sivells staff members will be supported by the leadership through monthly check-ins in conjunction with the T-TESS evaluation system. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Principal	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 4. Sivells will continue recruitment strategies to attract highly qualified staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells administrators will participate in job fairs on an as-needed basis. (Target Group: All) (Strategic Priorities: 1)	Principal(s)	on-going	(O)Local Districts	Formative - Sivells will obtain highly qualified teachers. 10/07/19 - Pending
2. Sivells will advertise open staff positions and substitute training on social media in an effort to maintain optimal instruction in classrooms. (Target Group: All) (Strategic Priorities: 1)	Campus Webmasters, Principal	on-going	(O)Local Districts	Formative - Sivells will obtain highly qualified staff members. 10/07/19 - Pending
3. A variety of Sivells staff members will serve on campus interview committees in order to help select the best candidates for staff positions. (Target Group: All) (Strategic Priorities: 1)	Assistant Principal(s), Counselor, Instructional Facilitator, Principal, Teacher(s)	on-going	(O)Local Districts	Formative - Sivells will obtain highly qualified staff members. 10/07/19 - Pending
4. Sivells will promote the campus by advertising campus activities and student learning in an effort to attract new staff. (Target Group: All) (Strategic Priorities: 1)	Campus Webmasters, Principal	August 2019-May 2020	(O)Local Districts	10/07/19 - Pending

C G SIVELLS EL

Goal 2. Recruit, develop, and retain a diverse, highly motivated staff to optimize student engagement, and learning.

Objective 5. Sivells will partner with the business community for help in acclimating new hires from outside the area.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells staff members that are new to the district are invited to attend a luncheon at the Presbyterian Church during our back to school activities. (Target Group: All) (Strategic Priorities: 1)	Personnel Director, Principal	August 2019	(L)Business Partnerships	Formative - Sivells will retain staff members. 10/07/19 - Pending
2. Sivells staff members that are new to the district attend a new hire orientation in which community partners provide lunch and door prizes. (Target Group: All) (Strategic Priorities: 1)	Personnel Director, Principal	July 2019-August 2019	(L)Business Partnerships	10/07/19 - Pending
3. The Wharton Chamber of Commerce furnished all new to the district employees with a goodie bag that includes information and coupons for local businesses in Wharton. (Target Group: All) (Strategic Priorities: 1)	Personnel Director, Principal	July 2019-August 2019	(L)Business Partnerships	10/07/19 - Pending

C G SIVELLS EL

Goal 3. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 1. Sivells will provide clean, efficient, and effective instructional environments through proactive maintenance and modifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Closely monitor the effectiveness of ABM Services Group by submitting custodial feedback forms when daily, weekly, and/or monthly tasks are not completed. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Director of Operations, Teacher(s)	August 2019 - May 2020	(O)Local Districts	10/07/19 - Pending
2. Sivells teachers and/or administration will communicate pest/rodent concerns to the WISD maintenance department. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Director of Operations, Teacher(s)	August 2019 - May 2020	(O)Local Districts	Formative - Faculty members will submit concerns as they arise. 10/07/19 - Pending
3. Sivells administration will evaluate the campus for opportunities to improve the facility and grounds through improvement repairs. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Director of Operations, Teacher(s)	August 2019 - May 2020	(O)Local Districts	Formative - Administration will submit maintenance requests as needed. 10/07/19 - Pending

C G SIVELLS EL

Goal 3. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 2. Sivells will ensure safe and secure facilities by evaluating and making appropriate modifications.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells safety team meets monthly to ensure that student needs are being met. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1)	Assistant Principal, Teachers	August 2019-May 2020	(O)Local Districts	Formative - Students will maintain uninterrupted academic progress 10/07/19 - Pending
2. Playground inspection forms are completed monthly. (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal, Teachers	August 2019-May 2020	(O)Local Districts	Formative - There will be limited facility safety issues. 10/07/19 - Pending
3. Sivells will perform monthly safety drills that include all students and staff members such as fire, lockdown, severe weather. (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending

C G SIVELLS EL

Goal 3. Provide facilities that enhance a positive learning environment and foster student and community pride.

Objective 3. Sivells will foster a positive campus culture through the social/emotional development of students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Sivells will utilize PBIS (Positive Behavior Interventions and Supports) campus-wide. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Counselor, Principal, Teachers	August 2019-May 2020	(O)Local Districts	10/07/19 - Pending
2. Sivells will utilize Conscious Discipline campus-wide. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Counselor, Principal, Teachers	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending
3. All teachers and students will participate in the implementation of the character education program, Early Act First Knight (EAFK). (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Counselor, Principal, Teachers	August 2019-May 2020	(L)Business Partnerships	10/07/19 - Pending
4. Sivells will participate in the "H-E-B Buddy League" program that aims to promote diversity by inspiring kindness and respect in order to prevent bullying. (Target Group: All) (Strategic Priorities: 4)	Counselor, Principal, Teachers	October 2019-May 2020	(L)Business Partnerships	10/07/19 - Pending
5. Sivells will conduct "Exemplary Behavior" celebration parties for students who presented exemplary behavior during each six weeks. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal, Teachers	August 2019-May 2020	(L)Business Partnerships, (S)Local Funds	10/07/19 - Pending
6. Teachers will utilize "Positive Office Referrals" to recognize students with exemplary behavior in the classroom. (Target Group: All) (Strategic Priorities: 4)	Assistant Principal, Principal, Teachers	August 2019-May 2020	(L)Business Partnerships, (S)Local Funds	10/07/19 - Pending
7. All teachers will be required to make at least 20 parent notifications (via phone call or message) to establish a rapport that will lead to working relationships. Teachers will log their calls into a Google document. (Target Group: All) (Strategic Priorities: 4)	Principal, Teachers	August 2019-May 2020	(S)Local Funds	10/07/19 - Pending

Comprehensive Needs Assessment

Demographics

Demographics Strengths

Sivells Elementary School is a Pre-K to 2nd-grade campus within the Wharton Independent School District. We ended the 2018-19 school year with 486 students and we currently have an enrollment of 535 students for the 2019-20 school year. The school opened in 1952, and it serves lower income to middle-income families. Our student population is 64.98% Hispanic, 23.89% African American, 8.1% Anglo American, 2.23% two or more ethnicity and 0.81% Asian. That population is 54.25% male and 45.75% female while 67.41% of our students are on free or reduced lunch, 0 (0%) in foster care and 26 (4.9%) students listed as homeless.

There are 8 (1.5%) students in our GT program, 13 (2.4%) 504 students, 3 (0.6%) dyslexia students, 63 (11.8%) Limited English Proficient students, 69 special education students: 19 Resource, 1 In class support, 41 speech only and 8 PPCD/Life-skills.

The administrative staff consists of a principal and two assistant principals. The teaching staff at Sivells contains 31 teachers and 21 paraprofessional support staff. Other staff members include a counselor, an instructional facilitator, and an LVN. The staff demographics consists of 51.7% Anglo Americans, 36.2% Hispanic American and 12.1% African American. Our average student to teacher ratio is 17.8 students per teacher.

Notes:

Data of special programs over time (LEP, Sped, 504, GT)

How has the enrollment changed over the past 4 years?

2018-19:486 , 2017-18:538; 2016-17:583; 2015-2016:635 The past three years have shown a decrease in student population; however, this year there is an increase of 49 students.

Demographics Weaknesses

There has been an increase in the identification of special needs students over the past year.

Demographics Needs

There is a possibility that additional special education staff support may be needed to serve our identified students.

Demographics Summary

Moving forward, we will continue to meet the needs of all students by retaining high quality staff members. We strive to continue to increase our student population.

Comprehensive Needs Assessment

Student Achievement

Student Achievement Strengths

60% of Pre-K students were at benchmark for Listening Comprehension skills according to the end of year IStation results.

51% of Kindergarten students were at benchmark for Lesson Knowledge according to the end of year IStation results.

52% of 1st grade students were at benchmark for Comprehension according to end of year IStation results.

52% of 2nd grade students were at benchmark for Text Fluency according to end of year IStation results.

Student Achievement Weaknesses

26% of Kindergarten students were at benchmark in Phonemic Awareness, and 33% were at benchmark in Vocabulary and 23% were at benchmark overall according to end of year IStation results.

26% of 1st grade students were at benchmark in Letter Knowledge and 36% were at benchmark in Phonemic Awareness according to end of year IStation results.

39% of students in 2nd grade were at benchmark in Spelling according to end of year IStation results.

Student Achievement Needs

Based on Sivells campus data analysis and information from IStation, TPRI and Imagine Math, the areas of need are identified and listed below:

Reading - letter knowledge and phonemic awareness in Kindergarten & 1st grade; spelling in 2nd grade

Math - fact fluency and subitizing

Student Achievement Summary

The campus based decision making committee used several sources of data to gather information for the campus needs assessment. Through On Data Suite, the committee found student populations and demographic information. Sivells Elementary tests students three times each year; beginning of year (BOY), middle of year (MOY), and end of year (EOY) in reading and math. The campus uses CLI, IStation, TPRI and DRA scores for reading and Imagine Math for math. Unit assessments in reading and math are also used for data points. This data is used to determine what reading tier students fall into, what gaps student have and what kind of intervention to provide the students. This data is also used to determine reading groups in kindergarten through 2nd grade. Students are grouped based on their level of reading. Teachers participate in data digs three times per year after each testing period to change reading and Rtl groups. Rtl tier 2 interventions are provided by the classroom teacher and Rtl tier 3 interventions are provided by an interventionist through a pullout program.

Comprehensive Needs Assessment

Sivells Elementary will continue to monitor the progress of student reading levels and make instructional decisions based on progress monitoring data to ensure student growth. Intervention for struggling students will be offered in the classroom and with the Sivells RTI team. Unit assessments will be used to progress monitor students' learning of the standards with a special focus on readiness standards to improve reading comprehension. To track and discuss students' learning, teachers will meet weekly to collaboratively discuss instruction for students based on data led by Instructional Facilitator and Assistant Principal. On-site professional development led by the Instructional Facilitator and Assistant Principal will be ongoing and provided on a weekly basis with a focus on tier 1 instruction and best practice teaching strategies.

School Culture and Climate

School Culture and Climate Strengths

When it comes to discipline, our teachers have implemented three programs that have reduced behavioral issues. Sivells has adopted PBIS, CHAMPS and Conscious Discipline as behavior management systems. These are taught and supported by an active Positive Behavior Intervention Support team. These measures have resulted in a decrease in the number of office managed discipline referrals. There is a shift in focus from reprimanding inappropriate behaviors to praising and rewarding desired behaviors.

Students are seen placing value on working toward success and work very hard to get caught being good. We hold a planned recognition of academic achievement school-wide throughout the school year. There is a focus on celebrations of success. PBIS school-wide expectations and incentive systems are a part of the school culture. At this time we have five extracurricular activities in which students may participate. They are Creative Cub Art Club, Lego Club, Book Club, Tiger Tunes, and Fuel Up to Play 60. 2nd grade students will also have the opportunity to compete in UIL academic competitions such as Chess, Music Memory, Creative Writing, and Story-Telling.

School Culture and Climate Strengths (Continued)

Sivells has recently adopted the Early Act First Night (E.A.F.K.) Character education program in partnership with the Wharton Rotary Club. We focus on a different virtue during each six weeks. The virtues we chose to focus on are: Respect, Responsibility, Compassion, Friendliness, Honesty, and Citizenship.

School Culture and Climate Weaknesses

Positive reinforcement for desired behavior needs to significantly increase. We have limitations on the number of students able to participate in extracurricular activities due to the age of the students and ability of parents to pick them up after school. There are still some instances of fear and distrust by some of our parents. We have limited vertical planning time to work on forming collaborative relationships among staff members.

School Culture and Climate Needs

We will continue creating and trying to decrease the number of office managed discipline referrals. The school needs to continue to transition from all day ISS as the consequence of choice to more age appropriate timeouts and return to instruction. Implementation of expectations across common areas are still in need of consistency. Ongoing development of PBIS strategies and interventions need to take place to ensure a safe and positive school environment. We will continue to create opportunities for parental involvement within the campus to assist in building better relationships.

Comprehensive Needs Assessment

School Culture and Climate Summary

School culture and climate have been going through a transformation last year and this year. The need to improve our customer service and make Sivells a more welcoming place for parents and students is paramount to our CIP. We are continuing to support our staff in accessing culturally responsive strategies which will best support success in our students. The Administration, School Leadership Team, SBDM, and staff will continue an open door policy to listen to and address parent concerns. Sivells will also do a parent, staff and student survey at the beginning of the school year, as well as, at the end of the school so we will have data to review and make positive changes for the next school year. The Early Act First Knight character education program has also played a role in the campus transformation. Our students learn about a specific virtue for six weeks and work hard to emulate that virtue through their words and actions. At the end of the six weeks, the classroom teachers choose one student from their class that has been the exemplar for that virtue. The campus holds a knighting ceremony and the students receive a medal of honor along with a letter written by their teacher explaining why they were chosen to be their class exemplar. This addition to the campus has been beneficial to the staff and student connections that take place at this level. It provides a way for the teachers and students to form a closer bond.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Strengths

100% teachers and paraprofessionals at Sivells are highly qualified

100% teachers with G/T students are certified to teach GT students

100% teachers with Bilingual/ESL students are Bilingual or ESL Certified teachers

100% teachers working with Special Education students are certified in Special Education

Increased number of staff CPI certified staff members

12 teachers are taking part in the READ grant-TEA Reading Academy

First year teachers are provided a mentor and new teachers to Sivells are provided a buddy

New teachers are given the opportunity to observe peers during instruction time-TOOTS (Teachers Observing Other Teachers)

Teachers are involved in the hiring process

Continual professional development opportunities throughout the school year

Accountability and Effective Schools Framework (ESF) overview with teachers

Data is used regularly to support, determine and ensure a high quality teaching staff

Sunshine club for staff members

Teacher and Para of the Month

Numerous affirmations for teachers throughout the year

Team building activities throughout the year

Comprehensive Needs Assessment

Weekly "Shout outs" and grade level "Celebrations" to recognize successes

Staff birthday celebrations

Staff incentives for attendance

Social Gatherings for staff members-such as Bowling, Family Movie Night, Christmas Party, Spring Family Picnic, etc.

Staff Quality, Recruitment and Retention Weaknesses

Even with the School Board increasing our teachers pay scale, we are still quite a bit below the larger districts within a 50-mile radius. Therefore, many teachers, especially the new graduates, elect to seek employment with the larger school districts.

Professional development turnaround to other staff members through PLCs.

Staff Quality, Recruitment and Retention Needs

There are some teachers at Sivells that are new to their grade level or content area and one new teacher new to the profession; therefore, professional development throughout the year is imperative to maintain high quality staff.

Provide continuous support from administrators and the instructional facilitator to retain quality staff members

All teachers participate and complete TEA Reading Academy

Continued Peer Observations

Additional instructional assistants if our enrollment continues to grow

Increase number of ESL certified teachers

Increase number of Bilingual certified teachers

Increase number of CPI certified teachers

Staff Quality, Recruitment and Retention Summary

WISD utilizes social media and job fairs to recruit highly qualified staff members. Our campus uses a hiring committee composed of administrators, teachers, and paraprofessionals to make hiring determinations. A record of how applicants interviewed and an evaluation instrument is used to document applicant responses and the interview committees feedback on the applicants. The hiring committee then discusses and assists in making the decisions as to whom to recommend for hire when vacancies are present.

Administrators utilize T-TESS to evaluate teachers and a district evaluation tool for all other employees. Administrators conduct at least 15 walkthroughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted in DMAC in which teachers can access. If needed, administrators meet with teachers to provide additional feedback in which goals are set and instructional procedures are discussed. Teachers also create SLO goals and they are monitored and student growth is evaluated throughout the school year. Administrators complete monthly check in with their teachers that they are appraising for the school year. Monthly para check-ins are also in place for all paraprofessionals.

Comprehensive Needs Assessment

Staff Quality, Recruitment and Retention Summary (Continued)

A T-TESS timeline is created and followed throughout the school year. Teacher T-TESS performance records are kept by each administrator. The principal also provides observations and evaluations to paraprofessional staff, the counselor, the instructional facilitator, the school nurse, and the assistant principals.

Novice teachers are provided a mentor to help them be successful in the classroom. New teachers to the campus that are not first-year teachers are provided a buddy teacher their first year.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Strengths

Sivells Elementary has many experienced teachers who have great knowledge and expertise in the grade levels they teach. These veteran teachers will assist new teachers in curriculum development and instruction throughout the year. Sivells will utilize the district Director of Professional Development, campus Instructional Facilitator and administrators to assist our new staff members, as well as, assigning a veteran teacher to serve as a mentor for each first year teacher. Formative and summative assessments such as DRA2, TPRI, IStation and CLI benchmarks and curriculum based assessments will be used to track instructional strengths and weaknesses of students' academic ability. Teachers share common planning periods to allow for collaboration and planning each week. Data driven instruction is continuously discussed during weekly grade level and faculty meetings.

Curriculum, Instruction and Assessment Weaknesses

After reviewing TPRI and IStation data, it is evident that students seem to struggle in the area of letter knowledge and phonemic awareness in Kindergarten & 1st grade and spelling in 2nd grade, which stems from a strong foundation of phonemic awareness. We will continue to monitor student progress on a regular basis throughout the school year and teachers will provide extra instructional activities in the classrooms in an effort to increase Sivells students' letter knowledge and phonemic awareness.

Curriculum, Instruction and Assessment Needs

Based on the results of TPRI and IStation data, Sivells Elementary students need to improve their letter knowledge and phonemic awareness in order to increase growth in this academic area.

Curriculum, Instruction and Assessment Summary

District adopted initiatives such as our balanced literacy program and new HMH curriculum materials will continue to be implemented on the Sivells campus. Pre Kindergarten students will be screened 3 times a year using the Children's Learning Institute assessment tool. Kindergarten students will be screened 2 times a year using the DRA2, and 3 times a year using TPRI, and IStation assessments.

1st and 2nd grade students will be screened 3 times a year using the DRA2, TPRI, IStation (monthly), and Imagine Math. Students will be monitored on an individual basis with focused attention on academically fragile student groups. Rtl instruction will be provided to all Tier II students in the classroom. Tier III students will receive pull out intervention services daily for 30 minutes. Frequent walk-throughs will be completed by administrators to ensure that high yield strategies are being implemented daily.

Comprehensive Needs Assessment

Family and Community Involvement

Family and Community Involvement Strengths

Sivells has very strong parental and community involvement. Sivells participates in the following activities and community events: Veterans Day, Six Weeks and Year End Awards, Community Service Projects, Parent Volunteer opportunities, and educational partnerships. These events are very well attended by parents and community members.

Parents and community members are recruited to volunteer for our SBDM team and to help up create links and opportunities for community and business input and support. Some partnerships Sivells has fostered have been with Wharton Wal-Mart, Wharton HEB, the MEHOP Mobile Health lab, the WCJC Athletic partnership, Wharton McDonald's, Wharton Domino's, Pizza Hut, as well as several other local community partnerships.

Our two predominant languages are English and Spanish. We use the call out system in both languages and translate all letters and information that is sent home.

Family and Community Involvement Weaknesses

Sivells will continue to improve the area of parental involvement by creating opportunities for families to become involved.

Family and Community Involvement Needs

Sivells needs various counselor programs to help parents support Sivells academic and behavioral programs.

We would like to incorporate parenting support that will be presented by our school counselor. Sivells would like to offer a Parent Academy to be held in the Fall and the Spring to address such topics as academic success and how to manage behavior concerns in the home and at school. Sivells will also implement a School Readiness Parent meeting at the end of summer during which academic and behavior expectations will be addressed so that students will have a smooth transition to their upcoming school year.

Family and Community Involvement Summary

Sivells Elementary has a warm and inviting atmosphere and welcomes all parents, community members and district staff. The staff works well with district personnel in informing parents of all parental involvement meetings and activities. Grade levels will continue to utilize parental communication methods to inform them of upcoming events. Sivells parents are encouraged to volunteer in any area, but we have special groups for reading and volunteering. A teacher workroom is available for parents who come in to volunteer and work in assisting with instructional material preparation. All parents are given the opportunity to sign up to receive grades and other school communication via facebook, twitter, and instagram. Parents are invited to engage in activities throughout the year such as reading night, math night, science night, open house, and report card pick-up.

School Context and Organization

School Context and Organization Strengths

Sivells Elementary strives to have a positive perception felt by all stakeholders. The instructional day begins at 7:50 a.m. and ends at 3:20 p.m. with all instruction time being valued throughout the day. Students are given an hour special time in which teachers have their conference period for planning, data digs, and PLCs.

Comprehensive Needs Assessment

Sivells is participating in Effective Schools Framework (ESF). This tool is the method that the Texas Education Agency (TEA) works to improve outcomes for public school students. Sivells has created a clear vision to ensure an excellent education for our students. We will be using the "Plan, Do, Assess" model to evaluate campus effectiveness and student growth by focusing on five levers: 1) Strong School Leadership and Planning, Effective, 2) Well-Supported Teachers, 3) Positive School Culture, 4) High-Quality Curriculum, and 5) Effective Instruction. Sivells will focus on the essential action 4.1 Curriculum and assessments aligned to TEKS with a year long scope and sequence and essential action 5.3 Data-driven instruction.

Sivells Elementary has incorporated the following to continue to foster relationships with all Sivells stakeholders in an effort to nurture an environment that cultivates academic success and lifelong learners:

School website, School Marque, Grade level websites, weekly Grade level Paw Prints, Class Dojo/Remind, Six Weeks Campus Newsletter, Newspaper, and Social Media-Facebook, Instagram, and Twitter as forms of communication that address academic content, extracurricular offerings, and special events with parents.

School Messenger used regularly for communication purposes.

School Context and Organization Strengths (Continued)

Staff communication methods: Email, Morning Announcements, Morning Memos, Weekly Paw Print and Weekly Report, Remind, Weekly Planning, Monthly Staff Check-ins, and Staff meetings

Structured PLC's utilizing protocols that will lead to effective collaboration among grade level teachers and increase student achievement

Ongoing data digs

Participation by all staff members on campus special committees

Teams working in unity for various campus duties and needs

Schedules for support services

Accommodations for 504 students and IEPs for special education students are actively used and monitored

Emergency Operation Plan

Campus Safety Protocol

No Place for Hate Campus

After school tutorials in the fall and spring

After school Clubs that include: Fuel Up to Play 60, Music Club, Art Club, Lego Club, Book Club

Early Act First Knight Service Club

Parental Involvement activities such as: Grandparents week, Pastries with Parents, grade level music programs, holiday celebrations, Family and Friends Fitness Walk, Buddy Fun Day

Student Incentives such as perfect attendance, honor roll, I Station growth, Tiger Buck Store, and exemplary behavior

Comprehensive Needs Assessment

Academic Parent/Student Events such as: Reading Night, 100th day of school, Dr. Seuss Day, Cinco de Mayo, Math Night, Kindergarten Rodeo and Science Night

School Context and Organization Weaknesses

More support needed from Special Education and District resources to assist with strategies to assist with Special Needs students

Even more communication will take place between the campus administration and school faculty through technology and weekly newsletters

Add a Science night

Increase parental support

School Context and Organization Needs

The instructional leaders and staff at Sivells will continue to enhance a quality education for all students by:

Sivells Leadership Team (SLT) will meet weekly to address academic implementation, student growth, and vertical alignment

Continue Instructional Coaching/Planning (deconstructing the TEKS using TEKS Resource)

Engage in effective planning using the "Plan, Do, Assess" model

Participate in effective data digs to analyze student data to drive instruction

Optimize active instructional time throughout all grade levels (bell to bell instruction as well as appropriate times of instruction for specific content areas).

Beginning of the year: all specials programs collaborate with grade levels regarding student expectations, student needs/information, review of IEP/BIP's with teams (Dyslexia, RTI, LEP, 504, etc.)

Continue to maintain a unified culture among the campus

Foster a Site Based Decision Making (SBDM) team that analyzes an effective Campus Improvement Plan (CIP)

School Context and Organization Summary

Sivells Elementary is a campus that provides opportunities for all students to receive a quality academic education as well as a social and emotional learning environment enabling them to become successful in a global society. Our school is a Title 1 school with approximately 64% of our students are At Risk and approximately 67% of our students are on free or reduced lunch.

Our school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The Campus Needs Assessment (CNA) provides the SBDM and various campus-based committees, administration and staff members with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates and utilizes. Scheduled SBDM, Faculty, PBIS, Safety, and Grade Level meetings are conducted weekly, biweekly, and monthly to address campus issues that ensure the organization of the school is appropriate to the needs of the campus. Through our ESF model we will progress check throughout the school year and evaluate our data quarterly using the root cause analysis process to ensure that all students show a year of growth at Sivells Elementary.

Comprehensive Needs Assessment

Technology

Technology Strengths

Sivells utilizes district technologists on a regular basis for training, planning, and troubleshooting. All core instructional teachers are incorporating student use of technology in reading and math daily along with interactive smart board technology. All 2nd grade classrooms have been equipped with at least 7 kindles for student use. All 1st-grade classrooms have been equipped with 4 Chromebooks for student use. All Kindergarten classrooms have been equipped with 4 iPads for student use. All Pre K classrooms have been equipped with 3 iPads and 3 desktop computers. 6 additional Chromebooks were purchased through a grant for Bilingual classes. Wi-Fi access and availability have increased in classrooms campus-wide. All Kindergarten, 1st, and 2nd-grade classrooms have been set up with wall mounted projectors that were provided through a grant from Donors Choose, and will free up instructional space within the classroom.

Technology Weaknesses

New Pre-K classroom needs additional technology to meet instructional needs of students.

Technology Needs

Sivells will continue to work toward increasing interactive technology in all classrooms. Wi-Fi coverage in other areas on campus such as the gym and cafeteria are currently being assessed.

Technology Summary

Using the campus inventory, efforts will be made to update technology as needed. Students will be provided several opportunities each week to use technology due to district initiatives. Sivells currently has two computer labs, and all instructional core classrooms are equipped with Kindles, iPads, Chromebooks or student computers.

All students have some daily access to interactive technology.

Comprehensive Needs Assessment Data Sources

Community Input
Discipline Referrals
District Policies
Failure Lists
Highly Qualified Staff
Homeless Students
Maintenance Records
Multi-Year Trends
Parent Participation
Parental Involvement Policy
PEIMS Reports
Progress Monitoring Tools
Promotion/Retention Rates
Report Card Grades
Special Student Populations
Staff Development
Staff/Parents/Community/ Business members involved w/SBDM
Survey and Interviews of Students/Staff/Parents
Teacher Turnover Rates
TPRI Data
Universal Screener Data
Wharton Independent School District

**Report on Violent or Criminal Incidents
Student Disciplinary Action Incident Counts by Reason Code
2018-19 School Year (To the Extented Permitted under FERPA)**

Reason Code	Description	Sivells	Wharton Elementary	Wharton Jr. High	Wharton High School
		241904102	241904106	241904042	241904001
11	Used, exhibited, possessed firearm	0	0	0	0
12	Used, exhibited possessed illegal knife	0	0	0	0
13	Used, exhibited, possessed illegal club	0	0	0	0
14	Used, exhibited, possessed prohibited weapon	0	0	0	0
16	Arson	0	0	0	0
17	Murder, capital murder, criminal attempt to commit murder/capital murder	0	0	0	0
18	Indecency with a child	0	0	0	0
19	Aggravated kidnapping	0	0	0	0
29	Aggravated assault against school district employee/volunteer	0	0	0	0
30	Aggravated assault against non-employee/volunteer	0	0	0	0
31	Sexual assault/aggravated sexual assault against school district employee/volunteer	0	0	0	0
32	Sexual assault/aggravated sexual assault against non-employee/volunteer	0	0	0	0
36	Felony controlled substance violation	0	0	0	0
37	Felony alcohol violation	0	0	0	0
46	Aggravated robbery	0	0	0	0
47	Manslaughter	0	0	0	0
48	Criminally negligent homicide	0	0	0	0
49	Engages in deadly conduct	0	0	0	0
57	Continuous Sexual Abuse of Young Child or Children	0	0	0	0
Total Incidents		0	0	0	0
Student Enrollment (Fall 2018 PEIMS Snapshot)		494	630	300	591
Incident Rate		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 Distict's webpage and at all

Report of 2016-2017 High School Graduates' Enrollment and Academic Performance in Texas Public Higher Education in FY 2018

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 2016-2017 high school graduates who attended public four-year and two-year higher education in FY 2018. 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 2017, spring 2018, and summer 2018 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 2018, 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 2018 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.

**Texas High School Graduates from FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018**

County	District	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					Unk	
			<2.0	2.0- 2.49	2.5- 2.99	3.0- 3.49	>3.5		
WHARTON ISD									
	241904001	WHARTON H S							
		Four-Year Public University	21	6	5	1	5	4	0
		Two-Year Public Colleges	55	20	8	5	13	7	2
		Independent Colleges & Universities	2						
		Not Trackable	2						
		Not Found	71						
		Total High School Graduates	151						

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2019 Accountability Rating: The overall rating earned by the district or campus for 2019.

2019 Special Education Determination Status (*district TAPR only*): This label represents an integrated determination status based on an evaluation of each district's Results Driven Accountability (RDA) indicators (formerly Performance Based Monitoring Analysis indicators) in the special education program area; the State Performance Plan (SPP) compliance indicators 9, 10, 11, 12, and 13; data integrity; uncorrected noncompliance; and audit findings. Districts receive one of four special education determination statuses:

Meets Requirements

Needs Assistance

Needs Intervention

Needs Substantial Intervention

For more information, see the special education intervention guidance and resources documents at the following link: <https://tea.texas.gov/si/SPEDmonitoring/>

Additional resources include the RDA Manual and the State Performance Plan at the following links: <https://tea.texas.gov/academics/special-student-populations/review-and-support/results-driven-accountability-rda>
https://tea.texas.gov/Reports_and_Data/Data_Submission/State_Performance_Plan/State_Performance_Plan_and_Annual_Performance_Report_and_Requirements/

2019 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.

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.

Performance

STAAR (State of Texas Assessments of Academic Readiness): 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/>.

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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/2019/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

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.

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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.

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:

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018 but passed in 2019

number of matched grades 4–8 students who did not reach the satisfactory standard in 2018

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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.

Student Success Initiative (SSI): Grade-advancement requirements enacted by the 76th Legislature in 1999 that require students to demonstrate proficiency on the reading and mathematics assessments in grades 5 and 8.

For 2019, the TAPR shows the following for each SSI grade:

- (1) *Students Meeting Approaches Grade Level Standard on First STAAR Administration:* The percentage of students who met the Approaches Grade Level standard during the first administration. It is calculated as follows:

$$\frac{\text{number of students who met the Approaches Grade Level standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (2) *Students Requiring Accelerated Instruction:* The percentage of students who did not pass the first administration of the STAAR. It is calculated as follows:

$$\frac{\text{number of students who did not meet the standard in the first administration}}{\text{number of students who took the assessment in the first administration}}$$

number of students who took the assessment in the first administration

- (3) *STAAR Cumulative Met Standard:* The cumulative (and unduplicated) percentage of students who took and passed the assessments in the first and second administrations combined. It is calculated as follows:

$$\frac{\text{number of students who passed the assessment in either of the first two administrations}}{\text{cumulative number of students who took the assessment in either of the first two administrations}}$$

cumulative number of students who took the assessment in either of the first two administrations

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- (4) *STAAR Non-Proficient Students Promoted by a Grade Placement Committee (GPC)*: The percentage of students who did not reach the satisfactory standard on STAAR but were promoted to the next grade level by a grade placement committee. It is calculated as follows:

number of students who did not pass the assessment in the first, second, or third administrations but were promoted to the next grade level

number of students who did not pass the assessment in the first, second, or third administrations

- (5) *STAAR Met Standard (Non-Proficient in Previous Year) Promoted and Retained*: The percentage of students who met standard this year but did not meet the satisfactory standard on STAAR in the previous year, disaggregated by promoted or retained.

Promoted to Grade 6 or 9: The percentage of students who passed the STAAR in 2019 who were promoted to grade 6 or 9. Using grade 5 reading as an example, the calculation is as follows:

number of students promoted by their GPC who passed grade 6 reading STAAR in 2019

number of students who were promoted by their GPC and took grade 6 reading STAAR in 2019

Retained in Grade 5 or 8: The percentage of students who passed the STAAR in 2019 who were retained in grade 5 or 8. Using grade 5 reading as an example, the calculation is as follows:

number of students retained who passed grade 5 reading STAAR in 2019

number of students retained and took grade 5 reading STAAR in 2019

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. Bilingual 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.

Participation

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

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- *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)

Attendance and Graduation

Attendance, Graduation, and Dropout Rates

Attendance Rate: The percentage of days that students were present in 2017–18 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:

total number of days that students in grades 1–12 were present in 2017–18

total number of days that students in grades 1–12 were in membership in 2017–18

This indicator was used in awarding distinction designations in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (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

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- 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:

number of dropouts in grades 7 and 8 during the 2017–18 school year

number of students in grades 7 and 8 in attendance at any time during the 2017–18 school year

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 2017–18 school year

number of students in grades 9–12 in attendance at any time during the 2017–18 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, 2017–18](#) 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).

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For the *4-Year Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2014–15. They are followed through their expected graduation with the Class of 2018.

For the *5-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2013–14. They are followed for five years and included if they graduated within a year after their expected graduation with the Class of 2017.

For the *6-Year Extended Longitudinal Rate*, the cohort consists of students who first attended ninth grade in 2012–13. They are followed for six years and included if they graduated within two years after their expected graduation with the Class of 2016.

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 2014–15 ninth-grade cohort remains with that cohort. A student who started the ninth grade in 2014–15 but takes 5 years to graduate (i.e., graduates in May 2019) is still part of the 2018 cohort; he or she is not switched to the 2019 cohort. This student would be considered a continuing student and counted as part of the Continued HS number for the Class of 2018. 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, 2018 for the 2018 cohort.

**number of students from the cohort who received a high school diploma by
August 31, 2018**

number of students in the 2018 cohort*

- (2) *Received TxCHSE*: For the 2018 cohort, the percentage who received a Texas high school equivalency certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2018 cohort*

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- (3) *Continued High School*: The percentage of the 2018 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

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 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2018 cohort*

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2018 cohort. It is calculated as follows:

number of students from the 2018 cohort who received a high school diploma by August 31, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018

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, 2018 plus number of students from the cohort who received a TxCHSE by August 31, 2018 plus number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2018 cohort*

5-Year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2017 cohort. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2017 cohort*

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- (2) *Received TxCHSE*: For the 2017 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

$$\frac{\text{number of students from the cohort who received a TxCHSE by August 31, 2018}}{\text{number of students in the 2017 cohort*}}$$

- (3) *Continued High School*: The percentage of the 2017 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (4) *Dropped Out*: The percentage of the 2017 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

$$\frac{\text{number of students from the cohort who dropped out before fall of the 2018–19 school year}}{\text{number of students in the 2017 cohort*}}$$

- (5) *Graduates & TxCHSE*: The percentage of graduates and TxCHSE recipients in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2018} \end{aligned}}{\text{number of students in the 2017 cohort*}}$$

- (6) *Graduates, TxCHSE & Continuers*: The percentage of graduates, TxCHSE recipients, and continuers in the 2017 cohort. It is calculated as follows:

$$\frac{\begin{aligned} &\text{number of students from the cohort who received a high school diploma by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who received a TxCHSE by August 31, 2018} \\ &\text{plus} \\ &\text{number of students from the cohort who were enrolled in the fall of the 2018–19 school year} \end{aligned}}{\text{number of students in the 2017 cohort*}}$$

6-year Extended Longitudinal Rate

- (1) *Graduated*: The percentage who received their high school diploma by August 31, 2018, for the 2016 cohort. It is calculated as follows:

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number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 cohort*

- (2) *Received TxCHSE*: For the 2016 cohort, the percentage who received a TxCHSE certificate by August 31, 2018. It is calculated as follows:

number of students from the cohort who received a TxCHSE by August 31, 2018

number of students in the 2016 cohort*

- (3) *Continued High School*: The percentage of the 2016 cohort still enrolled as students in the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who were enrolled in the fall of the 2018–19 school year

number of students in the 2016 cohort*

- (4) *Dropped Out*: The percentage of the 2016 cohort who dropped out and did not return by the fall of the 2018–19 school year. It is calculated as follows:

number of students from the cohort who dropped out before fall of the 2018–19 school year

number of students in the 2016 cohort*

- (5) *Graduates & TxCHSE*. The percentage of graduates and TxCHSE recipients in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018**

number of students in the 2016 cohort*

- (6) *Graduates, TxCHSE & Continuers*. The percentage of graduates, TxCHSE recipients, and continuers in the 2016 cohort. It is calculated as follows:

**number of students from the cohort who received a high school diploma by August 31, 2018
plus
number of students from the cohort who received a TxCHSE by August 31, 2018
plus
number of students from the cohort who were enrolled in the fall of the 2018–19 school year**

number of students in the 2016 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

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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 2014–15. They are followed through 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, 2018

number of students in the 2018 cohort **

- (2) *5-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2013–14. They are followed for five years to see if they graduated within a year 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, 2018

number of students in the 2017 cohort**

- (3) *6-Year Extended Federal Graduation Rate*. Cohort of students who first attended ninth grade in 2012–13. They are followed for six years to see if they graduated within two years after their expected graduation with the Class of 2016. It is calculated as follows:

number of students from the cohort who received a high school diploma by August 31, 2018

number of students in the 2016 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, 2017–18](#). (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:

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RHSP/DAP Graduates (Longitudinal Rate) (Class of 2018) 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 2018 who complete a 4-year RHSP or DAP

**number of graduates in the Class of 2018 with reported graduation plans
(excludes graduates with FHSP degree plans)**

FHSP-E Graduates (Longitudinal Rate) (Class of 2018) 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 2018 who complete a 4-year FHSP-E
number of graduates in the Class of 2018 with reported FHSP graduation plans

FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) 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 2018 who complete a 4-year FHSP-DLA
number of graduates in the Class of 2018 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate) (Class of 2018) The percentage of graduates who, after four years, satisfied the course requirements for the Recommended High School Program, Distinguished Achievement Program, or the Foundation High School Program with an endorsement or at the distinguished level of achievement.

**number of graduates from the Class of 2018 who complete a 4-year RHSP or
DAP or FHSP-E or FHSP-DLA**
number of graduates in the Class of 2018 with reported graduation plans

RHSP/DAP Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Recommended High School Program or Distinguished Achievement Program.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP
**number of graduates in SY 2017–18 with reported graduation plans (excludes
graduates with FHSP degree plans)**

FHSP-E Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program with an endorsement.

number of graduates in SY 2017–18 who earn an FHSP-E

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number of graduates in SY 2017–18 with reported FHSP graduation plans

FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 who satisfied the course requirements for the Foundation High School Program at the distinguished level of achievement.

number of graduates in SY 2017–18 who earn an FHSP-DLA

number of graduates in school year (SY) 2017–18 with reported FHSP graduation plans

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate) (2017–18) The percentage of graduates in 2018 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.

number of graduates in SY 2017–18 reported with graduation codes for RHSP or DAP or FHSP-E or FHSP-DLA

number of graduates in SY 2017–18 with reported graduation plans

RHSP graduates have graduation type codes of 19, 22, 25, 28, or 31; DAP graduates have graduation type codes of 20, 23, 26, 29, or 32; FHSP graduates are students with graduation type codes of 34, 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 2017 and the Class of 2018. *(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 2017–18 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)*

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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 eligible for free or reduced-price lunch or other public assistance

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 2017–18 school year considered as at risk

total number of students

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 nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math. *(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 while in high school. *(Data source: TSDS PEIMS 40100/49010)*
- 5) **OnRamps Course Credits:** A graduate completing an OnRamps course and receiving at least three hours of university or college credit in any subject area. *(Data source: OnRamps program)*

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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 48011)*
- 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 who has completed and received 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. These graduates receive one-half point credit for coursework completed toward an industry-based certification. The list of CTE courses aligned with industry-based certifications is provided in Chapter 2 of 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) **Current Special Education Students with Advanced Degree Plans:** 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)*
- 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)*

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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

* For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables.

The percentages are calculated as follows:

English Language Arts.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA in 2017–18

number of 2017–18 annual graduates

Mathematics.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in mathematics in 2017–18

number of 2017–18 annual graduates

Both Subjects.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in both ELA and mathematics in 2017–18

number of 2017–18 annual graduates

Either Subject.

number of graduates who met or exceeded the college-ready criteria on the TSIA, SAT, ACT, or by successfully completing and earning credit for a college prep course in ELA or mathematics in 2017–18

number of 2017–18 annual graduates

Dual Course Credits: The percentage of annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics (Data source: TSDS PEIMS 43415)

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number of 2017–18 annual graduates who completed and earned credit for nine or more hours of dual credit in any subject or three or more hours in ELA or mathematics

number of 2017–18 annual graduates

AP/IB Criteria Met in Any Subject: The percentage of annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination. *(Data source: College Board and IB)*

number of 2017–18 annual graduates who earned a 3 or more on an AP examination or a 4 or more on an IB examination

number of 2017–18 annual graduates

Associate’s Degree: The percentage of annual graduates who earned an associate’s degree before graduation. *(Data source: TSDS PEIMS 40100)*

number of 2017–18 annual graduates who earned an associate’s degree before graduation

number of 2017–18 annual graduates

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 course and qualified for three hours of university or college credit *(Data source: OnRamps program)*

number of 2017–18 annual graduates who completed an OnRamps course and qualified for three hours of college credit before graduation

number of 2017–18 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 [2019 Accountability Manual](#). *(Data source: TSDS PEIMS 48011)*

number of 2017–18 annual graduates who earned an approved industry-based certification

number of 2017–18 annual graduates

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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 [2019 Accountability Manual](#). (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who received a graduation type code of 04, 05, 54, or 55}}{\text{number of 2017–18 annual graduates}}$$

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)

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a coherent sequence of CTE courses and completed and earned credit for coursework aligned with approved industry-based certifications}}{\text{number of 2017–18 annual graduates}}$$

U.S. Armed Forces Enlistment: The percentage of annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces. (Data source: TSDS PEIMS 40203)

$$\frac{\text{number of 2017–18 annual graduates who were reported as intending to enlist in or enlisting in the U.S. Armed Forces}}{\text{number of 2017–18 annual graduates}}$$

Current Special Education Students with Advanced Degree Plans: The percentage of annual graduates under an advanced degree plan and identified as a current special education student (Data source: TSDS PEIMS 40203 and 40110)

$$\frac{\text{number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student}}{\text{number of 2017–18 annual graduates}}$$

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)

$$\frac{\text{number of 2017–18 annual graduates who earned a Level I or Level II certificate}}{\text{number of 2017–18 annual graduates}}$$

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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)

$$\frac{\text{number of 2017–18 annual graduates who took the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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

$$\frac{\text{sum of total reading scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the reading portion of the TSIA}}$$

Mathematics

$$\frac{\text{sum of total mathematics scores of all annual graduates who took the TSIA}}{\text{number of annual graduates who took the mathematics portion of the TSIA}}$$

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.

$$\frac{\text{number of 2017–18 annual graduates who met the TSI criteria on the TSIA}}{\text{number of 2017–18 annual graduates}}$$

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)

number of 2017–18 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

$$\frac{\text{number of 2017–18 annual graduates who were enrolled in a CTE-coherent sequence of courses as part of a four-year plan of study to take two or more CTE courses for three or more credits}}{\text{number of 2017–18 annual graduates}}$$

Completed and Received Credit for College Prep Courses (Annual Graduates): The percentage of annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in either ELA or mathematics or both. (Data source: TSDS PEIMS 43415)

English Language Arts.

$$\frac{\text{number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA}}{\text{number of 2017–18 annual graduates}}$$

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Mathematics.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in mathematics

number of 2017–18 annual graduates

Both Subjects.

number of 2017–18 annual graduates who completed and earned credit for a college prep course as defined in TEC §28.014 in ELA and mathematics

number of 2017–18 annual graduates

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 2014–15 to 2017–18 school years. *(Data source: TSDS PIEMS 43415)*

number of 2017–18 annual graduates who completed and earned credit for at least one AP or IB course in the 2014–15 to 2017–18 school years

number of 2017–18 annual graduates

AP/IB Results (Participation) (Grades 11–12): The percentage of students in grades 11 and 12 who took the College Board’s Advanced Placement (AP) examinations or the International Baccalaureate’s (IB) Diploma Program examinations. *(Data source: College Board and IB)*

All Subjects

Number of students in grades 11 & 12 in the 2017–18 school year who took at least one AP or IB examination

total students enrolled in grades 11 & 12

English Language Arts

number of students in grades 11 & 12 in the 2017–18 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 2017–18 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 2017–18 school year who took at least one AP or IB examination in science

total students enrolled in grades 11 & 12

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Social Studies

Number of students in grade 11 & 12 in the 2017–18 school year who took at least one AP or IB examination in social studies

total students enrolled in grades 11 & 12

These indicators were used in determining the 2019 distinction designations for campuses and districts. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: College Board, IB, and TSDS PEIMS 40110)

AP/IB Results (Examinees \geq 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 2017–18 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 2017–18 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 2017–18 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 2017–18 with at least one AP or IB score at or above criterion in science

number of 11th and 12th graders with at least one AP or IB examination in science

Social Studies

number of 11th and 12th graders in 2017–18 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

These indicators were used in determining the 2019 distinction designations for campuses. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (Data source: The College Board, The International Baccalaureate Organization, and TSDS PEIMS 40110)

AP/IB Results (11th & 12th Graders \geq Criterion): The percentage of students enrolled in grades 11 and 12 with at least one AP or IB score at or above the criterion score. This denominator includes students enrolled in grades 11 and 12 who did not take AP or IB examination. High school

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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 2017–18 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. For the class of 2017 and previous years, the scores were based on each student’s most recent examination. Because of the change to using highest score, only the class of 2018 is shown.

(1) *Tested:* The percentage of graduates who took either college admissions assessment:

number of 2017–18 graduates who took either the SAT or the ACT

number of 2017–18 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 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

**number of 2017–18 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 2017–18 graduating examinees who scored at or above the
criterion score on either the SAT or the ACT**

number of 2017–18 graduates reported

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. *(Data source: College Board and TSDS PEIMS 40203)*

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Average SAT Score (Annual Graduates): Performance of annual graduates from all Texas public schools on the College Board’s SAT assessment. If a student takes the SAT more than once, the best result by subject area is selected, and the SAT total is calculated as the sum of the highest section scores.

- (1) *Average SAT Score (All Subjects):* The average score for the SAT evidence-based reading and writing and mathematics combined. The maximum score is 1600.

sum of SAT total scores (evidence-based reading and writing + mathematics) of all 2017–18 graduates who took the SAT

number of 2017–18 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.

sum of SAT evidence-based reading and writing scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

- (3) *Average SAT Score (Mathematics):* The average score for the SAT mathematics. The maximum score is 800.

sum of SAT mathematics scores of all 2017–18 graduates who took the SAT

number of 2017–18 graduates who took the SAT

Note: For the small percentage of students who took the SAT examination prior to March 2016, their scores were converted to corresponding scores on the redesigned SAT using College Board’s concordance tables. (*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.

sum of ACT composite scores of all 2017–18 graduates who took the ACT

number of 2017–18 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.

sum of ACT English and Reading combined scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

- (3) *Average ACT Score (Mathematics):* The average score for the mathematics ACT. The maximum score is 36.

sum of ACT mathematics scores of all 2017–18 graduates who took the ACT

number of 2017–18 graduates who took the ACT

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(4) *Average ACT Score (Science)*: The average score for the science ACT. The maximum score is 36.

sum of ACT science scores of all 2017-18 graduates who took the ACT

number of 2017-18 graduates who took the ACT

OnRamps Course Credits: The percentage of annual graduates who completed an OnRamps course and earned three hours of college credit (*Data source: OnRamps program*)

number of 2017–18 annual graduates who completed an OnRamps course and earned three hours of college credit before graduation

number of 2017–18 annual graduates

Current Special Education Students with Advanced Degree Plans: 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 40203 and 40110*)

number of 2017–18 annual graduates who graduated under an advanced degree plan and were identified as a current special education student

number of 2017–18 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

number of students in grades 11–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 11–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 11–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

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number of students in grades 11–12 who received credit for at least one mathematics course in 2017–18

Science

number of students in grades 11–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 11–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 11–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#). (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

number of students in grades 9–12 in 2017–18 who received credit for at least one advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one course in 2017–18

English Language Arts

number of students in grades 9–12 in 2017–18 who received credit for at least one ELA advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one ELA course in 2017–18

Mathematics

number of students in grades 9–12 in 2017–18 who received credit for at least one mathematics advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one mathematics course in 2017–18

Science

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number of students in grades 9–12 in 2017–18 who received credit for at least one science advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one science course in 2017–18

Social Studies

number of students in grades 9–12 in 2017–18 who received credit for at least one social studies advanced/dual-credit course

number of students in grades 9–12 who received credit for at least one social studies course in 2017–18

This indicator was used in awarding distinction designations to high schools in 2019. For a detailed explanation of distinction designations, see Chapter 6 of the [2019 Accountability Manual](#).
(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.

number of graduates during the 2016–17 school year who attended a public or independent college or university in Texas in the 2017–18 academic year

number of graduates during the 2016–17 school year

Students who enrolled in out-of-state colleges or universities or any non-public career school are not included. Students who attend public community colleges in Texas are included.
(Data source: THECB)

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.

number of graduates during the 2016–17 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 2016–17 school year who enrolled in a public college or university in Texas for the school year following the year they graduated

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)

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Profile

Student Information

Total Students: The total number of public school students who were reported in membership on October 26, 2018, at any grade from early childhood education through grade 12. Membership differs from enrollment as it does not include those students who are served in the district for less than two hours per day. 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. *(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)*

Economically Disadvantaged: The count and percentage of students eligible for free or reduced-price lunch or eligible for other public assistance.

$$\frac{\text{number of students eligible for free or reduced-price lunch or other public assistance}}{\text{total number of students}}$$

(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.

Inclusion and exclusion of EL performance varies by indicator:

- EL performance of students who are in year one in U.S. schools is excluded from all STAAR indicators. Exclusion of other EL performance varies, depending on the indicator. For detailed information on the inclusion and exclusion of EL performance, see the [2019 Accountability Manual](#).
- EL performance is included in all other non-STAAR indicators, regardless of years in U.S. schools.

In the *Profile* section of the reports, 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)*

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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:

$$\frac{\text{number of students with one or more disciplinary placements}}{\text{number of students who were in attendance at any time during the school year}}$$

For 2018–19, 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.

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 \(d-1\)](#).

$$\frac{\text{number of students in the 2018–19 school year considered as at risk}}{\text{total number of students}}$$

(Data source: TSDS PEIMS 40110)

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)
- 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)

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- 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 Non-Categorical Early Childhood (TSDS PEIMS disability code 14)

- 14—Noncategorical Early Childhood (NCES)

(Data source: TSDS PEIMS 41163)

Mobility (*campus profile only*): The count and percentage of students who have been in membership at a campus for less than 83 percent of the school year (i.e., missed six or more weeks).

number of mobile students in 2017–18

**number of students who were in membership at any time during the
2017–18 school year**

This rate is calculated at the campus level and disaggregated by race/ethnicity. The mobility rate shown in the “district” column is 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. *(Data source: TSDS PEIMS 42400)*

Retention Rates by Grade (*not on campus profile*): The percentage of students in Texas public schools who enrolled in fall 2018 in the same grade in which they were reported for the last six-week period of the prior school year (2017–18).

the number of students enrolled in the same grade from one school year to the next

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, 2017–18*, available from TEA. *(Data source: TSDS PEIMS 40110)*

Data Quality (*not on campus profile*): The percentage of errors made by 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

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the end of the school start window. (For 2017–18 the end of the school-start window was September 28, 2018.)

number of underreported students

number of students in grades 7–12 who were served in the district in the 2017–18 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).

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.
- Subjects in the areas of 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)*

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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)*

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 headcount 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 reporting 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 teacher), 1–5 years, 6–10 years, 11–20 years, and over 20 years. *(Data source: TSDS PEIMS 30040, 30050, and 30090)*

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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.

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)*

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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.

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 2017–18 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 2017–18 who were not employed in the district in the fall of 2018–19. It is calculated as the total FTE count of teachers from the fall of 2017–18 who were not employed in the district in the fall of 2018–19, divided by the total teacher FTE count for the fall of 2017–18. Staff who remained employed in the district but not as teachers also count toward teacher turnover. *(Data source: TSDS PEIMS 30050 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

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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.

Student Enrollment by Program: The count and percentage of students served in programs and/or courses for special education, career and technical education, 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)

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 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 (KG) Ready: 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. A student must pass all required assessment domains to be considered kindergarten ready. For school years 2013–14 through 2018–19, 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 Students: 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 determined to be kindergarten ready based on assessment results, who were eligible to attend PK and did attend public PK the prior school year.

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Eligible Students Who Did Not Attend PK: Kindergarten students who were eligible to attend public PK but did not attend public PK the prior school year.

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 were determined to be kindergarten ready based on assessment results.

Student 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.

number of kindergarten ready students

all kindergarten students who 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
Federal Accountability	Federal and State Education Policy.....	(512) 463-9414
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 (all assessments)	Student Assessment	(512) 463-9536
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

- 004Assistant/Associate/Deputy Superintendent
- 027Superintendent/CAO/CEO/President
- 061Asst/Assoc/Deputy Exec Director
- 062Component/Department Director
- 063Coordinator/Manager/Supervisor

CAMPUS ADMINISTRATORS

- 003Assistant Principal
- 020Principal

EITHER CENTRAL OR CAMPUS ADMINISTRATORS*

- 012Instructional Officer
- 028Teacher Supervisor
- 040Athletic Director
- 043Business Manager
- 044Tax Assessor and/or Collector
- 045Director - Personnel/Human Resources
- 055Registrar
- 060Executive Director

PROFESSIONAL SUPPORT STAFF

- 002Art Therapist
- 005Psychological Associate
- 006Audiologist
- 007Corrective Therapist
- 008Counselor
- 011Educational Diagnostician
- 013Librarian
- 015Music Therapist
- 016Occupational Therapist
- 017Certified Orientation & Mobility Specialist
- 018Physical Therapist
- 019Physician
- 021Recreational Therapist
- 022School Nurse
- 023LSSP/Psychologist
- 024Social Worker
- 026Speech Therapist/Speech-Lang Pathologist
- 030Visiting Teacher/Truant Officer
- 032Work-Based Learning Site Coordinator
- 041Teacher Facilitator
- 042Teacher Appraiser
- 054Department Head
- 056Athletic Trainer
- 058Other Campus Professional Personnel
- 064Specialist/Consultant
- 065Field Service Agent
- 079Other ESC Professional Personnel
- 080Other Non-Campus Professional Personnel
- 100Instructional Materials Coordinator
- 101Legal Services
- 102Communications Professional
- 103Research/Evaluation Professional
- 104Internal Auditor
- 105Security
- 106District/Campus Information Technology Professional

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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

TEACHERS

087	Teacher
047	Substitute Teacher

EDUCATIONAL AIDES

033	Educational Aide
036	Certified Interpreter

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

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- 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

03221100	Research/Technical Writing
03221200	Creative Writing
03221500	Literary Genres
03221600	Humanities (First Time Taken)
03221800	Independent Study In English (First Time Taken)
03231000	Independent Study In Journalism (First Time Taken)
03231902	Advanced Broadcast Journalism III
03240400	Oral Interpretation III
03240800	Debate III
03241100	Public Speaking III
03241200	Independent Study In Speech (First Time Taken)
A3220100	AP English Language and Composition
A3220200	AP English Literature and Composition
I3220300	IB English III
I3220400	IB English IV

Mathematics

03101100	Pre Calculus
03102500	Independent Study In Mathematics (First Time Taken)
03102501	Independent Study In Mathematics (Second Time Taken)
03580370	Discrete Math for Computer Science
03580395	Robotics Programming and Design
12701410	Applied Math for Tech Professionals
13001000	Math Appl in Ag/Food and Nat/Resources
13016700	Accounting II
13016900	Statistical and Business Decision Making
13018000	Financial Mathematics
13020970	Math for Medical Professionals
13032950	Manufacturing Engineering Technology II
13036700	Engineering Mathematics
13037050	Robotics II
13037600	Digital Electronics
A3100101	AP Calculus AB

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Mathematics (cont.)

A3100102	AP Calculus BC
A3100200	AP Statistics
A3580100	AP Computer Science A
I3100100	IB Mathematical Studies, Standard Level
I3100200	IB Mathematics, Standard Level
I3100300	IB Mathematics, Higher Level
I3100400	IB Further Mathematics, Standard Level

Technology Applications

03580200	Computer Science I
03580300	Computer Science II
A3580300	AP Computer Science Principles
N1100014	AP Research
N1130026	AP Seminar
I3580200	IB Computer Science I, Standard Level
I3580300	IB Computer Science II, Higher Level
I3580400	IB Information Technology In A Global Society, SL
I3580500	IB Information Technology In A Global Society

Fine Arts

03150400	Music IV Band
03150800	Music IV Orchestra
03151200	Music IV Choir
03151600	Music IV Jazz Ensemble
03152000	Music IV Instrumental Ensemble
03152400	Music IV Vocal Ensemble
03250400	Theatre Arts IV
03251000	Theatre Production IV
03251200	Technical Theatre IV
03502300	Art IV Drawing
03502400	Art IV Painting
03502500	Art IV Printmaking
03502600	Art IV Fibers
03502700	Art IV Ceramics
03502800	Art IV Sculpture
03502900	Art IV Jewelry
03503100	Art IV Photography
03830400	Dance IV
A3150200	AP Music Theory
A3500100	AP History Of Art
A3500300	AP Art/Drawing Portfolio
A3500400	AP Art/Two-Dimensional Design Portfolio
A3500500	AP Art/Three-Dimensional Design Portfolio

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Fine Arts (cont.)

I3250200	IB Music, Standard Level
I3250300	IB Music, Higher Level
I3600100	IB Visual Art/Design, Higher Level
I3600200	IB Visual Art/Design, Standard Level-A
I3750200	IB Theatre Arts, Standard Level
I3750300	IB Theatre Arts, Higher Level
I3830100	IB Dance, Standard Level
I3830200	IB Dance, Higher Level

Science

A3010200	AP Biology
A3020000	AP Environmental Science
A3040000	AP Chemistry
A3050003	AP Physics I: Algebra Based
A3050004	AP Physics II: Algebra Based
A3050005	AP Physics C: Electricity and Magnetism
A3050006	AP Physics C: Mechanics
I3010201	IB Biology, Standard Level
I3010202	IB Biology, Higher Level
I3020000	IB Environmental Systems and Societies
I3030001	IB Design Technology, Standard Level
I3030002	IB Design Technology, Higher Level
I3040002	IB Chemistry, Standard Level
I3040003	IB Chemistry, Higher Level
I3050002	IB Physics, Standard Level
I3050003	IB Physics, Higher Level
13000700	Advanced Animal Science
13002100	Advanced Plant and Soil Science
13020600	Anatomy and 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 and Design
13037210	Scientific Research and Design II
13037220	Scientific Research and Design III
13037300	Engineering Design and Problem Solving
13037500	Engineering Science

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A3310100	AP Microeconomics
A3310200	AP Macroeconomics
A3330100	AP United States Government and Politics
A3330200	AP Comparative Government and Politics
A3340100	AP United States History
A3340200	AP European History
A3350100	AP Psychology
A3360100	AP Human Geography
A3360200	AP Human Geography (Elective)
A3370100	AP World History
I3301100	IB History, Standard Level
I3301200	IB History: Africa, Higher Level
I3301300	IB History: Americas, Higher Level
I3301400	IB History: East and Southeast Asia, Higher Level
I3301500	IB History: Europe, Higher Level
I3302100	IB Geography, Standard Level
I3302200	IB Geography, Higher Level
I3303100	IB Economics, Standard Level
I3303200	IB Economics, Higher Level
I3303300	IB Business and Management I
I3303400	IB Business and Management II
I3304100	IB Psychology, Standard Level
I3304200	IB Psychology, Higher Level
I3366010	IB Philosophy
03310301	Economics Advanced Studies (First Time Taken)
03380001	Social Studies Advanced Studies (First Time Taken)

Advanced Languages (Modern or Classical)

03110400	Arabic IV
03110500	Arabic V
03110600	Arabic VI
03110700	Arabic VII
03110910	Adv, 1st Time, Arabic
03110920	Adv, 2nd Time, Arabic
03110930	Adv, 3rd Time, Arabic
03120400	Japanese IV
03120500	Japanese V
03120600	Japanese VI
03120700	Japanese VII
03120910	Adv, 1st Time, Japanese

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03120920	Adv, 2nd Time, Japanese
03120930	Adv, 3rd Time, Japanese

Advanced Languages (Cont.)

03400400	Italian IV
03400500	Italian V
03400600	Italian VI
03400700	Italian VII
03400910	Adv, 1st Time, Italian
03400920	Adv, 2nd Time, Italian
03400930	Adv, 3rd Time, Italian
03410400	French IV
03410500	French V
03410600	French VI
03410700	French VII
03410910	Adv, 1st Time, French
03410920	Adv, 2nd Time, French
03410930	Adv, 3rd Time, French
03420400	German IV
03420500	German V
03420600	German VI
03420700	German VII
03420910	Adv, 1st Time, German
03420920	Adv, 2nd Time, German
03420930	Adv, 3rd Time, German
03430400	Latin IV
03430500	Latin V
03430600	Latin VI
03430700	Latin VII
03440400	Spanish IV
03440440	Spanish For Spanish Speakers IV
03440500	Spanish V
03440600	Spanish VI
03440700	Spanish VII
03440910	Adv, 1st Time, Spanish
03440920	Adv, 2nd Time, Spanish
03440930	Adv, 3rd Time, Spanish
03450400	Russian IV
03450500	Russian V

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03450600	Russian VI
03450700	Russian VII
03450910	Adv, 1st Time, Russian
03450920	Adv, 2nd Time, Russian
03450930	Adv, 3rd Time, Russian
03470400	Portuguese IV
03470500	Portuguese V
03470600	Portuguese VI
03470700	Portuguese VII
03470910	Adv, 1st Time, Portuguese
03470920	Adv, 2nd Time, Portuguese
03470930	Adv, 3rd Time, Portuguese
03490400	Chinese IV
03490500	Chinese V
03490600	Chinese VI
03490700	Chinese VII
03490910	Adv, 1st Time, Chinese
03490920	Adv, 2nd Time, Chinese
03490930	Adv, 3rd Time, Chinese
03510400	Vietnamese IV
03510500	Vietnamese V
03510600	Vietnamese VI
03510700	Vietnamese VII
03510910	Adv, 1st Time, Vietnam
03510920	Adv, 2nd Time, Vietnam
03510930	Adv, 3rd Time, Vietnam
03520400	Hindi IV
03520500	Hindi V
03520600	Hindi VI
03520700	Hindi VII
03520910	Adv, 1st Time, Hindi
03520920	Adv, 2nd Time, Hindi
03520930	Adv, 3rd Time, Hindi
03980400	American Sign Language IV
03530910	Adv, 1st Time, Urdu
03530920	Adv, 2nd Time, Urdu
03530930	Adv, 3rd Time, Urdu
11401910	Adv, 1st Time, Turkish

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11401920	Adv, 2nd Time, Turkish
11401930	Adv, 3rd Time, Turkish
11403610	Adv, 1st Time, Korean
11403620	Adv, 2nd Time, Korean
11403630	Adv, 3rd Time, Korean
03996000	Other Foreign Languages Level IV
03996100	Other Foreign Languages Level V
03996200	Other Foreign Languages Level VI
03996300	Other Foreign Languages Level VII
A3120400	AP Japanese IV
A3400400	AP Italian IV
A3410100	AP French IV
A3420100	AP German IV
A3430100	AP Latin IV
A3440100	AP Spanish IV
A3440200	AP Spanish V
A3490400	AP Chinese IV
I3110400	IB Arabic IV
I3110500	IB Arabic V
I3120400	IB Japanese IV
I3120500	IB Japanese V
I3410400	IB French IV
I3410500	IB French V
I3420400	IB German IV
I3420500	IB German V
I3430400	IB Latin IV
I3430500	IB Latin V
I3440400	IB Spanish IV
I3440500	IB Spanish V
I3440600	IB Spanish VI
I3440700	IB Spanish VII
I3450400	IB Russian IV
I3450500	IB Russian V
I3480400	IB Hebrew IV
I3480500	IB Hebrew V
I3490400	IB Chinese IV

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Advanced Languages (Cont.)

I3490500	IB Chinese V
I3490600	IB Chinese VI
I3490700	IB Chinese VII
I3520400	IB Hindi IV
I3520500	IB Hindi V
I3663600	IB Languages Other Than English Level VI - Other
I3663700	IB Languages Other Than English Level VII - Other
I3996000	IB Languages Other Than English Level IV - Other
I3996100	IB Languages Other Than English Level V - Other

Other

I3000100	IB Theory of Knowledge
I3305100	IB World Religions A
I3366100	IB World Religions B
N1290317	GT Independent Study Mentorship III
N1290318	GT Independent Study Mentorship IV