

Texas Education Agency 2018-19 Federal Report Card for Texas Public Schools

Campus Name: JAMES FANNIN MIDDLE

Campus ID: 057910051

District Name: GRAND PRAIRIE ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
Baseline 2016-17 Rates												41%
2017-18 through 2021-22												36%
2022-23 through 2026-27												38%
2027-28 through 2031-32												40%
Graduation Rate: 4-Year Longitudinal Rate^												
Baseline 2016-17 Rates		89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
2017-18 through 2021-22		90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
2022-23 through 2026-27		92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
2027-28 through 2031-32		94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

^^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;

- a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
- b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
- c. Graduation Rate: Federal Graduation Status
- d. ELP Indicator: English Learner Language Proficiency Status
- e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—

(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
	Academic Achievement	50%
High Schools and K-12	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;

A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),

C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and

TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.

(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);

The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.

Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D) (i) or implementing targeted support and improvement plans under subsection (d)(2); and

Comprehensive Support and Improvement Schools, Targeted Support and Improvement Schools and Additional Targeted Support Schools list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i) (II) of such subsection.

Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status. Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.

To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Table with 25 columns: State, District, Campus, Afr, Hispanic, White, Amer Ind, Asian, Isl, Two or More Races, Econ Disadv, Non Econ Disadv, CWD, CWOD, EL, Male, Female, Migrant, Homeless, Foster Care, Military. Rows include STAAR Percent at Approaches Grade Level or Above for Grade 6, 7, and 8, categorized by Reading and Mathematics for All Students, CWD, CWOD, EL, Male, and Female.

Table with columns: End of Course, English I, Algebra I, and various demographic categories (Afr, Amer, Pac or Econ, Non Econ, etc.) with percentage values.

STAAR Percent at Meets Grade Level or Above

Large table showing STAAR Percent at Meets Grade Level or Above for Grade 6 (Reading, Mathematics), Grade 7 (Reading, Mathematics), Grade 8 (Reading, Mathematics, Science), and End of Course (English I, Algebra I).

			Afr	Amer	Hispanic	White	Ind	Asian	Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
State District	CWD	24%	25%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	63%	66%	100%	-	100%	*	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	-	-
	EL	40%	58%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	100%	-	-	-
	Male	53%	56%	100%	-	100%	-	-	-	-	-	100%	*	-	100%	100%	100%	-	-	-	-
	Female	65%	67%	100%	-	100%	*	-	-	-	-	100%	-	-	100%	100%	-	100%	-	-	-

STAAR Percent at Masters Grade Level

Grade 6

Subject	Group	All	CWD	CWOD	EL	Male	Female
Reading	All	17%	14%	4%	11%	4%	0%
	Students						
	CWD	6%	7%	9%	*	12%	0%
	CWOD	18%	14%	3%	13%	3%	0%
	EL	4%	7%	3%	-	3%	0%
	Male	14%	11%	2%	*	3%	0%
	Female	20%	16%	6%	17%	6%	0%
Mathematics	All	20%	13%	4%	0%	5%	4%
	Students						
	CWD	9%	10%	11%	*	12%	14%
	CWOD	22%	13%	3%	0%	4%	0%
	EL	8%	9%	3%	-	3%	0%
	Male	20%	13%	4%	*	4%	7%
	Female	20%	14%	5%	0%	6%	0%

Grade 7

Subject	Group	All	CWD	CWOD	EL	Male	Female
Reading	All	29%	23%	12%	17%	10%	22%
	Students						
	CWD	9%	10%	14%	*	9%	*
	CWOD	31%	24%	11%	11%	11%	20%
	EL	8%	15%	10%	-	9%	*
	Male	25%	19%	8%	20%	8%	9%
	Female	32%	27%	16%	14%	13%	43%
Mathematics	All	16%	11%	6%	17%	5%	6%
	Students						
	CWD	7%	9%	18%	*	14%	*
	CWOD	17%	11%	4%	11%	4%	0%
	EL	6%	8%	5%	-	5%	*
	Male	16%	11%	6%	20%	5%	0%
	Female	16%	10%	6%	14%	4%	14%

Grade 8

Subject	Group	All	CWD	CWOD	EL	Male	Female
Reading	All	27%	17%	12%	0%	12%	20%
	Students						
	CWD	7%	7%	17%	*	17%	*
	CWOD	30%	18%	11%	0%	12%	17%
	EL	5%	10%	10%	-	10%	*
	Male	24%	14%	8%	*	7%	17%
	Female	31%	20%	18%	0%	19%	*
Mathematics	All	17%	16%	6%	11%	6%	11%
	Students						
	CWD	9%	11%	20%	*	16%	*
	CWOD	18%	16%	4%	0%	4%	0%
	EL	6%	9%	5%	-	5%	*
	Male	16%	15%	8%	*	7%	17%
	Female	17%	17%	4%	0%	5%	*
Science	All	25%	19%	17%	11%	17%	30%
	Students						
	CWD	10%	9%	20%	*	17%	*
	CWOD	26%	20%	16%	0%	17%	33%
	EL	5%	11%	16%	-	16%	*
	Male	25%	19%	20%	*	19%	33%
	Female	24%	18%	13%	0%	14%	*

End of Course

Subject	Group	All	CWD	CWOD	EL	Male	Female
English I	All	10%	7%	50%	-	50%	-
	Students						
	CWD	3%	2%	-	-	-	-
	CWOD	11%	8%	50%	-	50%	-
	EL	1%	2%	*	-	*	-
	Male	7%	5%	33%	-	33%	-
	Female	14%	11%	*	-	*	-
Algebra I	All	36%	39%	91%	-	90%	*
	Students						
	CWD	9%	11%	-	-	-	-
	CWOD	39%	43%	91%	-	90%	*
	EL	19%	34%	91%	-	91%	-
	Male	31%	35%	92%	-	92%	-
	Female	40%	43%	89%	-	88%	*

STAAR Percent at Approaches Grade Level or Above

Subject	All	CWD	CWOD	EL	Male	Female
All Subjects	77%	75%	61%	71%	61%	63%
Students						
All Subjects	77%	75%	61%	71%	61%	63%
Students						
All Subjects	77%	75%	61%	71%	61%	63%
Students						

	Female	State District	Campus	Afr	Hispanic	White	Amer	Asian	Pac	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
	26%	25%	7%	5%	7%	10%	-	-	-	*	8%	4%	19%	6%	7%	-	7%	-	*	-	*
Science																					
All Students	24%	19%	17%	11%	17%	30%	-	-	-	*	18%	10%	20%	16%	16%	20%	13%	-	*	-	*
CWD	8%	6%	20%	*	17%	*	-	-	-	-	16%	40%	20%	-	20%	14%	38%	-	-	-	-
CWOD	26%	21%	16%	0%	17%	33%	-	-	-	*	18%	0%	-	16%	15%	21%	11%	-	*	-	*
EL	7%	12%	16%	-	16%	*	-	-	*	16%	17%	20%	15%	16%	18%	13%	-	-	*	-	-
Male	25%	19%	20%	*	19%	33%	-	-	-	-	21%	15%	14%	21%	18%	20%	-	-	*	-	-
Female	23%	19%	13%	0%	14%	*	-	-	-	*	14%	0%	38%	11%	13%	-	13%	-	-	-	*

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	60	54	61	62	*	*	-	*	60	60	62
CWD	60	60	65	45	*	*	-	-	59	60	58
CWOD	60	53	60	67	-	*	-	*	61	-	62
EL	62	-	62	56	-	*	-	-	62	58	62
Male	59	50	60	63	*	*	-	*	59	65	58
Female	61	57	61	61	-	-	-	*	62	53	67
Mathematics											
All Students	50	58	50	53	*	*	-	*	49	58	47
CWD	58	80	54	82	*	*	-	-	58	58	53
CWOD	49	53	49	44	-	*	-	*	48	-	46
EL	47	-	47	21	-	*	-	-	46	53	47
Male	49	75	49	50	*	*	-	*	48	53	44
Female	51	47	51	58	-	-	-	*	51	66	50

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL ^A	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates there are no students in the group.
^A Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
375	28	7%

^A Indicates data reporting does not meet for Minimum Size.
 ** Indicates results are masked due to small numbers to protect student confidentiality.
 ' ' Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Student Success (Student Achievement Domain Score: STAAR Component Only)	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
STAAR Component Score	33	39	33	36	*	*	-	5	34	30	30

School Quality (College, Career, and Military Readiness Performance)

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

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

STAAR Performance Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	N	Y	N	N					N	Y	N
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N	N	N	N					N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	N	N	N	N					N	Y	N
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	N	N	N	N					N	N	N
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	N	N	N	N					N	N	N
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N	N	N	N					N	N	N

English Learner Language Proficiency Status

Interim Goals (2018-2022)												36%
Target Met												N
Interim Goals (2023-2027)												38%
Target Met												N
Interim Goals (2028-2032)												40%
Target Met												N
Long-Term Goals												40%
Target Met												N

Federal Graduation Status^

Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met												
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met												
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met												
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met												

+' STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
 Blank cells above represent student group indicators that do not meet the minimum size criteria.
 ^ Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
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		African	American	Pacific	Two or	Non												
		Campus	American	Hispanic	White	Indian	Asian	Islander	Races	Econ	Disadv	Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All	100%	100%	100%	97%	*	*	-	100%	100%	100%	98%	100%	100%	99%	100%	-	
	Students																	
	CWD	98%	100%	99%	91%	*	*	-	-	97%	100%	98%	-	100%	96%	100%	-	
	CWOD	100%	100%	100%	100%	-	*	-	100%	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	Male	99%	100%	100%	96%	*	*	-	*	99%	100%	96%	100%	100%	99%	-	-	
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-	
Reading	All	100%	100%	100%	98%	*	*	-	*	100%	100%	98%	100%	100%	99%	100%	-	
	Students																	
	CWD	98%	100%	99%	93%	*	*	-	-	98%	100%	98%	-	100%	97%	100%	-	
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	100%	-	*	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	Male	99%	100%	100%	97%	*	*	-	*	99%	100%	97%	100%	100%	99%	-	-	
	Female	100%	100%	100%	100%	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-	
Mathematics	All	100%	100%	100%	98%	*	*	-	*	100%	100%	99%	100%	99%	100%	99%	-	
	Students																	
	CWD	99%	100%	100%	93%	*	*	-	-	99%	100%	99%	-	100%	98%	100%	-	
	CWOD	100%	100%	100%	100%	-	*	-	*	100%	100%	-	100%	99%	100%	99%	-	
	EL	99%	-	99%	100%	-	*	-	*	99%	100%	100%	99%	99%	100%	99%	-	
	Male	100%	100%	100%	97%	*	*	-	*	100%	100%	98%	100%	100%	100%	-	-	
	Female	99%	100%	99%	100%	-	-	-	99%	100%	100%	99%	99%	99%	-	99%	-	
Science	All	99%	100%	100%	90%	-	-	-	*	99%	100%	94%	100%	100%	98%	100%	-	
	Students																	
	CWD	94%	*	96%	*	-	-	-	-	92%	100%	94%	-	100%	91%	100%	-	
	CWOD	100%	100%	100%	100%	-	-	-	*	100%	100%	-	100%	100%	100%	100%	-	
	EL	100%	-	100%	*	-	-	-	*	100%	100%	100%	100%	100%	100%	100%	-	
	Male	98%	*	99%	83%	-	-	-	-	98%	100%	91%	100%	100%	98%	-	-	
	Female	100%	100%	100%	*	-	-	-	100%	100%	100%	100%	100%	100%	-	100%	-	
Non-Participation Rate																		
All Subjects	All	0%	0%	0%	3%	*	*	-	0%	0%	0%	2%	0%	0%	1%	0%	-	
	Students																	
	CWD	2%	0%	1%	9%	*	*	-	-	3%	0%	2%	-	0%	4%	0%	-	
	CWOD	0%	0%	0%	0%	-	*	-	0%	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	
	Male	1%	0%	0%	4%	*	*	-	*	1%	0%	4%	0%	0%	1%	-	-	
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-	
Reading	All	0%	0%	0%	2%	*	*	-	*	0%	0%	2%	0%	0%	1%	0%	-	
	Students																	
	CWD	2%	0%	1%	7%	*	*	-	-	2%	0%	2%	-	0%	3%	0%	-	
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	0%	-	*	-	*	0%	0%	0%	0%	0%	0%	0%	-	
	Male	1%	0%	0%	3%	*	*	-	*	1%	0%	3%	0%	0%	1%	-	-	
	Female	0%	0%	0%	0%	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-	
Mathematics	All	0%	0%	0%	2%	*	*	-	*	0%	0%	1%	0%	1%	0%	1%	-	
	Students																	
	CWD	1%	0%	0%	7%	*	*	-	-	1%	0%	1%	-	0%	2%	0%	-	
	CWOD	0%	0%	0%	0%	-	*	-	*	0%	0%	-	0%	1%	0%	1%	-	
	EL	1%	-	1%	0%	-	*	-	*	1%	0%	0%	1%	1%	0%	1%	-	
	Male	0%	0%	0%	3%	*	*	-	*	0%	0%	2%	0%	0%	0%	-	-	
	Female	1%	0%	1%	0%	-	-	-	1%	0%	0%	1%	1%	1%	-	1%	-	
Science	All	1%	0%	0%	10%	-	-	-	*	1%	0%	6%	0%	0%	2%	0%	-	
	Students																	
	CWD	6%	*	4%	*	-	-	-	-	8%	0%	6%	-	0%	9%	0%	-	
	CWOD	0%	0%	0%	0%	-	-	-	*	0%	0%	-	0%	0%	0%	0%	-	
	EL	0%	-	0%	*	-	-	-	*	0%	0%	0%	0%	0%	0%	0%	-	
	Male	2%	*	1%	17%	-	-	-	-	2%	0%	9%	0%	0%	2%	-	-	
	Female	0%	0%	0%	*	-	-	-	0%	0%	0%	0%	0%	0%	-	0%	-	

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

'-' Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	113	5	101	5	0	0	0	2	65		
	Female	57	2	50	5	0	0	0	0	35		
	Total	170	7	151	10	0	0	0	2	100		
Out-of-School Suspensions												
	Male	20	0	16	2	0	0	0	2	7		
	Female	8	2	4	2	0	0	0	0	4		
	Total	28	2	20	4	0	0	0	2	11		
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	29	2	17	8	0	0	0	2	11		5
	Female	9	2	5	2	0	0	0	0	5		5
	Total	38	4	22	10	0	0	0	2	16		10
Out-of-School Suspensions												
	Male	10	2	4	2	0	0	0	2	0		2
	Female	2	2	0	0	0	0	0	0	0		4
	Total	12	4	4	2	0	0	0	2	0		6
Expulsions												
With Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	54	2	47	5	0	0	0	0	20	5	5
	Female	39	2	32	5	0	0	0	0	20	5	2
	Total	93	4	79	10	0	0	0	0	40	10	7
												Total
Incidents of Violence												
Incidents of rape or attempted rape												0
Incidents of sexual assault (other than rape)												0
Incidents of robbery with a weapon												0
Incidents of robbery with a firearm or explosive device												0
Incidents of robbery without a weapon												0
Incidents of physical attack or fight with a weapon												0
Incidents of physical attack or fight with a firearm or explosive device												0
Incidents of physical attack or fight without a weapon												11
Incidents of threats of physical attack with a weapon												0

	Total
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total	African	Hispanic	White	Indian or	Asian	Pacific	Two	EL	Students
		students	American			Alaska		Islander	or		with
						Native		Races	More		Disabilities
Preschool Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

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

-' Indicates there are no students in the group.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty