2021-22 Texas Academic Performance Report (TAPR)

District Name: ALDINE ISD

Campus Name: LA PROMESA

Campus Number: 101902017

2022 Accountability Rating: B

(evaluated with alternative education accountability provisions)

This page is intentionally blank.

											Two or	Special	Special	Continu	Non- Continu-		EB/EL (Current
	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander	More	Ed	Ed	ously	ously	Econ	& Monitored)
					formance I	_							,				
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	59%	-	-	-	-	_	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	51%	30%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	30%	12%	-	-	-	-	_	-	-	-	_	-	-	-	-	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	52%	-	-	-	-	_	-	-	-	_	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	21%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	60%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
At Meets Grade Level or Above	2022	54%	34%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	28%	13%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	50%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
At Meets Grade Level or Above	2022	43%	23%	-	-	-	-	_	-	-	-	_	-	_	-	-	_
At Masters Grade Level	2022	23%	10%	-	-	-	-	-	-	-	-	_	_	-	-	-	-
Grade 5 Reading																	
At Approaches Grade Level or Above	2022	81%	66%	-	-	-	-	_	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	39%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	36%	19%	-	-	-	-	_	-	-	-	_	_	-	-	_	_
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	60%	-	-	-	-	_	-	-	-	_	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	29%	-	-	-	-	-	-	-	-	-	-	_	_	_	-
At Masters Grade Level	2022	25%	12%	-	-	-	-	-	-	-	-	-	-	_	_	_	-
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	41%	-	-	-	-	_	-	-	-	-	-	-	-	-	_
At Meets Grade Level or Above	2022	38%	16%	-	-	-	-	-	-	-	-	-	-	_	_	_	-
At Masters Grade Level	2022	18%	5%	-	-	-	-	_	-	-	-	_	_	_	-	-	-

	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
Grade 6 Reading														•			
At Approaches Grade Level or Above	2022	70%	49%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	43%	22%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
At Masters Grade Level	2022	23%	8%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2022	73%	52%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	39%	17%	-	-	_	-	_	-	-	_	-	-	-	-	-	-
At Masters Grade Level	2022	16%	5%	-	-	_	-	_	-	-	_	-	_	-	-	-	-
Grade 7 Reading																	
At Approaches Grade Level or Above	2022	80%	65%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	56%	35%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
At Masters Grade Level	2022	37%	19%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2022	61%	38%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	12%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
At Masters Grade Level	2022	13%	3%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
Grade 8 Reading																	
At Approaches Grade Level or Above	2022	83%	72%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	58%	42%	-	-	_	-	-	-	_	-	-	-	-	-	-	-
At Masters Grade Level	2022	37%	24%	-	-	-	-	-	-	-	-	-	-	-	-	-	_
Grade 8 Mathematics																	
At Approaches Grade Level or Above	2022	71%	56%	-	-	_	-	-	-	_	-	-	-	-	_	-	-
At Meets Grade Level or Above	2022	40%	24%	-	-	_	-	-	-	-	_	-	-	-	-	-	-
At Masters Grade Level	2022	14%	8%	-	-	_	-	_	-	-	_	-	-	-	-	-	-
Grade 8 Science																	
At Approaches Grade Level or Above	2022	74%	56%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	45%	26%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	24%	10%	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 8 Social Studies																	

																	EB/EL
	School				African			American		Pacific	Two or More	Special Ed	Special Ed	Continu- ously	Non- Continu- ously	Econ	(Current &
			District	Campus	American	Hispanic	White										Monitored)
At Approaches Grade Level or Above	2022	61%		-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	31%	13%	-	_	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	18%	5%	-	_	-	-	-	-	_	-	-	-	-	_	-	-
End of Course English I																	
At Approaches Grade Level or Above	2022	65%	48%	18%	-	18%	-	_	-	-	-	-	-	*	18%	15%	18%
At Meets Grade Level or Above	2022	47%	28%	7%	_	7%	-	-	-	-	-	-	-	*	7%	5%	7%
At Masters Grade Level	2022	11%	3%	0%	_	0%	-	-	-	_	-	-	-	*	0%	0%	0%
End of Course English II																	
At Approaches Grade Level or Above	2022	72%	57%	-	_	_	-	_	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	55%	37%	-	_	-	-	-	-	-	-	-	-	-	_	-	-
At Masters Grade Level	2022	9%	3%	-	_	-	-	-	-	-	-	-	-	-	_	-	-
End of Course Algebra I																	
At Approaches Grade Level or Above	2022	76%	59%	82%	_	82%	-	_	-	-	-	-	-	*	82%	85%	82%
At Meets Grade Level or Above	2022	43%	24%	56%	_	56%	-	-	-	-	-	-	-	*	57%	55%	56%
At Masters Grade Level	2022	27%	12%	42%	_	42%	-	-	-	-	-	-	-	*	43%	40%	42%
End of Course Biology																	
At Approaches Grade Level or Above	2022	83%	69%	36%	-	36%	-	-	-	-	-	-	-	*	36%	30%	36%
At Meets Grade Level or Above	2022	55%	34%	18%	_	18%	-	-	-	-	-	-	-	*	18%	15%	18%
At Masters Grade Level	2022	21%	8%	2%	_	2%	-	-	-	-	-	-	-	*	2%	3%	2%
End of Course U.S. History																	
At Approaches Grade Level or Above	2022	89%	81%	-	_	-	-	_	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	68%	51%	-	_	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	42%	24%	-	_	-	-	-	-	-	-	-	-	-	-	-	-
SAT/ACT All Subjects																	
At Approaches Grade Level or Above	2022	92%	90%	-	_	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	64%	48%	-	_	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	13%	3%	-	_	-	-	-	-	-	-	-	-	-	-	-	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	57%	45%	_	45%	-	-	-	-	-	-	-	*	45%	43%	45%

	School Year		District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Special Ed (Current)	Ed	ously	ously	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2022	48%	29%	27%	-	27%	-	-	-	_	-	-	-	*	27%	25%	27%
At Masters Grade Level	2022	23%	10%	15%	-	15%	-	-	-	_	-	-	-	*	15%	14%	15%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	59%	18%	-	18%	-	-	-	_	-	-	-	*	18%	15%	18%
At Meets Grade Level or Above	2022	53%	33%	7%	-	7%	-	-	-	_	-	-	-	*	7%	5%	7%
At Masters Grade Level	2022	25%	12%	0%	-	0%	-	-	-	_	-	-	-	*	0%	0%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	53%	82%	-	82%	-	-	-	-	-	-	-	*	82%	85%	82%
At Meets Grade Level or Above	2022	42%	22%	56%	-	56%	-	-	-	_	-	-	-	*	57%	55%	56%
At Masters Grade Level	2022	20%	9%	42%	-	42%	-	-	-	_	-	-	-	*	43%	40%	42%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	58%	36%	-	36%	-	-	-	_	-	-	-	*	36%	30%	36%
At Meets Grade Level or Above	2022	47%	26%	18%	-	18%	-	-	-	_	-	-	-	*	18%	15%	18%
At Masters Grade Level	2022	21%	8%	2%	-	2%	-	_	-	-	-	_	-	*	2%	3%	2%

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

⁻ Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 progress data are shown.

	School Year		District		African American ol Progress		White		Asian				Ed	ously	Non- Continu- ously Enrolled	Econ	EB/EL (Current & Monitored)
End of Course Algebra I	2022	67	53	70	-	70	-	-	-	-	-	-	-	*	69	70	70
	2019	75	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2022	74	70	70	-	70	-	-	-	-	-	-	-	*	69	70	70
	2019	69	65	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2022	69	64	70	-	70	-	-	-	-	-	-	-	*	69	70	70
	2019	70	64	-	-	-	-	-	-	-	-	-	-	-	-	-	-

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

					Total	BE-Trans				ALP		ESL		ALP	EB/EL with		Total	Monitored
	School				Bilingual	Early	BE-Trans			Bilingual		Content-		ESL	Parental		EB/EL	Former
	Year	State	District	Campus	Education					(Exception)		Based	Pull-Out	(Waiver)	Denial	EB/EL	(Current)	EB/EL
					STAAR	R Performa	nce Rate b	y Subject	and Perfo	rmance Leve	el							
All Grades All Subjects																		
At Approaches Grade Level or Above	2022	74%	57%	45%	-	-	-	-	-	-	45%	41%	46%	-	-	-	45%	-
	2021	67%	47%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	48%	29%	27%	-	-	-	-	-	-	27%	26%	27%	-	-	-	27%	-
	2021	41%	20%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	23%	10%	15%	-	-	-	-	-	-	15%	15%	15%	-	-	-	15%	-
	2021	18%	6%	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading																		
At Approaches Grade Level or Above	2022	75%	59%	18%	-	-	-	-	-	-	18%	11%	19%	-	-	-	18%	-
	2021	68%	49%	-	-	-	_	-	_	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	53%	33%	7%	-	-	_	-	-	-	7%	0%	8%	-	_	-	7%	-
	2021	45%	24%	-	-	-	_	-	_	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2022	25%	12%	0%	-	-	_	-	_	-	0%	0%	0%	-	-	-	0%	-
	2021	18%	6%	-	-	-	_	-	_	-	-	-	-	-	-	-	-	-
All Grades Mathematics																		
At Approaches Grade Level or Above	2022	72%	53%	82%	-	-	-	-	-	-	82%	89%	81%	-	-	_	82%	-
	2021	66%	44%	-	-	_	_	-	_	-	-	-	-	-	_	-	-	-
At Meets Grade Level or Above	2022	42%	22%	56%	-	-	_	-	_	-	56%	56%	56%	-	-	-	56%	-
	2021	37%	16%	-	-	-	_	_	_	-	-	-	-	-	-	_	-	-
At Masters Grade Level	2022	20%	9%	42%	-	-	_	_	_	-	42%	44%	42%	-	-	_	42%	-
	2021	18%	5%	-	-	-	_	_	_	-	-	-	-	-	-	_	-	-
All Grades Science																		
At Approaches Grade Level or Above	2022	76%	58%	36%	-	-	-	-	-	-	36%	22%	39%	-	-	-	36%	-
	2021	71%	50%	-	-	-	_	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2022	47%	26%	18%	-	-	_	-	_	-	18%	22%	17%	-	_	-	18%	-
	2021	44%	21%	-	-	-	_	-	_	-	-	-	-	-	_	-	-	-
At Masters Grade Level	2022	21%	8%	2%	-	-	_	-	_	-	2%	0%	3%	-	-	-	2%	-
	2021	20%	6%	-	-	-	_	-	_	-	-	-	-	-	_	-	-	-
					Sc	hool Prog	ress Doma	ain - Acade	emic Grow	th Score								
All Grades Both Subjects	2022	74%	70%	70%	_	_		-	_		70%	71%	70%	-	_	_	70%	-
_	2019	69%	65%	-	-	_	_	_	_		-	-	_		_		_	
All Grades Mathematics	2022	69%	64%	70%	-	_	_	-	-	_	70%	71%	70%	-	_	_	70%	-
	2019	70%	64%	-	_	_	_	_	_		_	_	_		_		-	

Texas Education Agency

2021-22 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure data are shown.

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

	State	District	Campus	African American	_			Asian	Pacific Islander		Special Ed (Current)	Ed	Continu- ously Enrolled	ously	Econ Disadv	EB/EL (Current & Monitored)
					2022 9		Participat Grades)	tion								
All Tests						(7411 €	Ji uucs,									
Assessment Participant	99%	99%	100%	_	100%	100%	-	_	_	_	_	_	*	100%	100%	100%
Included in Accountability	93%	92%	32%	-	33%	0%	-	-	-	-	_	-	*	32%	59%	32%
Not Included in Accountability: Mobile	5%	5%	0%	_	0%	0%	-	_	_	_	_	_	*	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	67%	-	67%	100%	-	-	-	-	-	-	*	68%	41%	67%
Not Tested	1%	1%	0%	-	0%	0%	-	-	-	-	-	-	*	0%	0%	0%
Absent	1%	1%	0%	-	0%	0%	-	-	_	-	_	_	*	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	-	-	*	0%	0%	0%
Reading																
Assessment Participant	99%	99%	99%	-	99%	*	-	-	_	-	-	-	*	99%	100%	99%
Included in Accountability	92%	90%	31%	-	32%	*	-	-	_	-	-	-	*	31%	58%	31%
Not Included in Accountability: Mobile	5%	5%	0%	-	0%	*	-	-	-	-	_	-	*	0%	0%	0%
Not Included in Accountability: Other Exclusions	2%	4%	68%	-	67%	*	-	-	-	-	-	-	*	69%	42%	68%
Not Tested	1%	1%	1%	-	1%	*	-	-	-	-	-	-	*	1%	0%	1%
Absent	1%	1%	1%	-	1%	*	-	-	-	-	-	-	*	1%	0%	1%
Other	0%	0%	0%	-	0%	*	-	-	-	-	_	-	*	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	100%	-	100%	*	-	-	_	-	-	-	*	100%	100%	100%
Included in Accountability	93%	92%	33%	-	34%	*	-	-	-	-	-	-	*	33%	60%	33%
Not Included in Accountability: Mobile	5%	5%	0%	-	0%	*	-	-	-	-	-	-	*	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	2%	67%	-	66%	*	-	-	-	-	-	-	*	67%	40%	67%
Not Tested	1%	1%	0%	-	0%	*	-	-	-	-	-	-	*	0%	0%	0%
Absent	1%	1%	0%	-	0%	*	-	-	-	-	-	-	*	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	-	-	-	-	-	*	0%	0%	0%
Science																
Assessment Participant	98%	99%	100%	_	100%	*	-	_	-	-	-	-	*	100%	100%	100%
Included in Accountability	93%	93%	33%	-	34%	*	-	-	_	-	-	_	*	32%	60%	33%
Not Included in Accountability: Mobile	4%	5%	0%	-	0%	*	_	_	_	-	_	_	*	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	1%	67%	_	66%	*	-	-	_	-	-	-	*	68%	40%	67%
Not Tested	2%	1%	0%	-	0%	*	_	-	-	-	-	-	*	0%	0%	0%

	State	District	Campus	African American	Hispanic	White	American Indian		Pacific Islander		Ed	Ed	Continu- ously Enrolled	ously	Econ	EB/EL (Current & Monitored)
Absent	1%	1%	0%	-	0%	*	-	_	-	_	-	_	*	0%	0%	0%
Other	0%	0%	0%	-	0%	*	-	_	-	-	-	-	*	0%	0%	0%

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

⁻ Indicates there are no students in the group.

Texas Education Agency 2021-22 Attendance, Graduation, and Dropout Rates (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

Texas Education Agency 2021-22 Graduation Profile (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

		Campus Percent		State Count
Graduates (2020-21 Annual Gradu	ıates)			
Total Graduates	-	-	3,813	358,842
By Ethnicity:				
African American	-	-	871	44,018
Hispanic	-	-	2,789	183,306
White	-	-	63	103,898
American Indian	-	-	1	1,195
Asian	-	-	52	18,030
Pacific Islander	-	-	10	553
Two or More Races	-	-	27	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	20	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	729
Foundation H.S. Program (No Endorsement)	-	-	1,123	56,281
Foundation H.S. Program (Endorsement)	-	-	36	13,582
Foundation H.S. Program (DLA)	-	-	2,632	287,316
Special Education Graduates	-	-	293	31,028
Economically Disadvantaged Graduates	-	-	3,271	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	554	32,809
At-Risk Graduates	-	-	2,657	155,884
CTE Completers	-	-	1,136	99,076

Texas Education Agency 2021-22 College, Career, and Military Readiness (CCMR) (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

Texas Education Agency 2021-22 CCMR-Related Indicators (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

Texas Education Agency 2021-22 Other Postsecondary Indicators (TAPR) LA PROMESA (101902017) - ALDINE ISD - HARRIS COUNTY

		Mem	bership			Enro	ollment	
	Car	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	150	100.0%	61,528	5,402,928	150	100.0%	61,633	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.4%
Pre-Kindergarten	0	0.0%	5.2%	4.1%	0	0.0%	5.2%	4.1%
Pre-Kindergarten: 3-year Old	0	0.0%	0.4%	0.6%	0	0.0%	0.4%	0.6%
Pre-Kindergarten: 4-year Old	0	0.0%	4.8%	3.5%	0	0.0%	4.8%	3.5%
Kindergarten	0	0.0%	6.4%	6.8%	0	0.0%	6.4%	6.8%
Grade 1	0	0.0%	7.2%	7.1%	0	0.0%	7.2%	7.1%
Grade 2	0	0.0%	6.9%	7.1%	0	0.0%	6.8%	7.1%
Grade 3	0	0.0%	7.0%	7.1%	0	0.0%	7.0%	7.1%
Grade 4	0	0.0%	7.1%	7.1%	0	0.0%	7.0%	7.1%
Grade 5	0	0.0%	7.2%	7.2%	0	0.0%	7.2%	7.2%
Grade 6	0	0.0%	7.3%	7.4%	0	0.0%	7.3%	7.4%
Grade 7	0	0.0%	7.9%	7.7%	0	0.0%	7.8%	7.7%
Grade 8	0	0.0%	7.8%	7.9%	0	0.0%	7.8%	7.8%
Grade 9	150	100.0%	9.3%	8.8%	150	100.0%	9.3%	8.8%
Grade 10	0	0.0%	7.2%	7.6%	0	0.0%	7.2%	7.5%
Grade 11	0	0.0%	6.8%	7.2%	0	0.0%	6.8%	7.2%
Grade 12	0	0.0%	6.3%	6.7%	0	0.0%	6.4%	6.7%
Ethnic Distribution:								
African American	0	0.0%	21.5%	12.8%	0	0.0%	21.5%	12.8%
Hispanic	147	98.0%	74.0%	52.8%	147	98.0%	73.9%	52.7%
White	3	2.0%	2.0%	26.3%	3	2.0%	2.0%	26.3%
American Indian	0	0.0%	0.2%	0.3%	0	0.0%	0.2%	0.3%
Asian	0	0.0%	1.0%	4.8%	0	0.0%	1.0%	4.8%
Pacific Islander	0	0.0%	0.2%	0.2%	0	0.0%	0.2%	0.2%
Two or More Races	0	0.0%	1.1%	2.9%	0	0.0%	1.2%	2.9%
Sex:								
Female	71	47.3%	49.0%	48.9%	71	47.3%	49.0%	48.8%
Male	79	52.7%	51.0%	51.1%	79	52.7%		51.2%
Economically Disadvantaged	68	45.3%	89.9%	60.7%	68	45.3%	89.8%	60.6%
Non-Educationally Disadvantaged	82	54.7%	10.1%	39.3%	82	54.7%		39.4%
Section 504 Students	0	0.0%	5.4%	7.4%	0	0.0%		7.4%
EB Students/EL		100.0%	42.2%	21.7%		100.0%		21.7%

		Mem	bership			Enro	llment	
	Car	npus			Car	npus		
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.4%	0.6%				
Students w/ Dyslexia	0	0.0%	5.5%	5.0%	0	0.0%	5.5%	5.0%
Foster Care	0	0.0%	0.5%	0.3%	0	0.0%	0.5%	0.3%
Homeless	2	1.3%	0.3%	1.1%	2	1.3%	0.3%	1.1%
Immigrant	134	89.3%	5.7%	2.0%	134	89.3%	5.7%	2.0%
Migrant	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Title I	150	100.0%	99.9%	64.3%	150	100.0%	99.9%	64.3%
Military Connected	0	0.0%	0.2%	3.3%	0	0.0%	0.2%	3.3%
At-Risk	150	100.0%	75.5%	53.5%	150	100.0%	75.5%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	150	100.0%	41.5%	21.9%	150	100.0%	41.4%	21.8%
Gifted and Talented Education	0	0.0%	4.0%	8.0%	0	0.0%	4.0%	8.0%
Special Education	0	0.0%	8.9%	11.6%	0	0.0%	8.9%	11.7%
Students with Disabilities by Type of Primary Disability	/ :							
Total Students with Disabilities	0							
By Type of Primary Disability Students with Intellectual Disabilities	0	0.0%	41.7%	43.0%				
Students with Physical Disabilities	0	0.0%	23.5%	20.8%				
Students with Autism	0	0.0%	16.6%	14.7%				
Students with Behavioral Disabilities	0	0.0%	15.6%	20.0%				
Students with Non-Categorical Early Childhood	0	0.0%	2.6%	1.5%				
Mobility (2020-21):								
Total Mobile Students	-	-	15.4%	13.6%				
By Ethnicity: African American	_	_	4.6%	2.5%				
Hispanic	-	-	10.0%	6.6%				
White	-	-	0.5%	3.5%				
American Indian	-	-	0.0%	0.1%				
Asian	-	-	0.1%	0.3%				
Pacific Islander	-	-	0.0%	0.0%				
Two or More Races	-	-	0.2%	0.5%				
Count and Percent of Special Ed Students who are Mobile	-	-	17.2%	15.7%				
Count and Percent of EB Students/EL who are Mobile	-	-	16.6%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	-	-	14.2%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	0	0.0%	21.6%	18.9%				

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	-	20.1	18.7
Grade 1	-	20.2	18.7
Grade 2	-	19.6	18.6
Grade 3	-	19.5	18.7
Grade 4	-	20.8	18.8
Grade 5	-	21.4	20.2
Grade 6	-	20.5	19.2
Secondary:			
English/Language Arts	16.7	18.6	16.3
Foreign Languages	21.4	20.1	18.4
Mathematics	-	22.9	17.5
Science	16.7	23.8	18.5
Social Studies	16.7	24.5	19.1

	Campus			
Staff Information	Count/Average	Percent	District	State
Total Staff	17.0	100.0%	100.0%	100.0%
Professional Staff:	15.0	88.2%	61.2%	64.1%
Teachers	12.0	70.6%	44.8%	49.3%
Professional Support	1.0	5.9%	12.0%	10.7%
Campus Administration (School Leadership)	2.0	11.8%	3.2%	2.9%
Educational Aides:	2.0	11.8%	10.8%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	0.0	n/a	0.0	4,194.0
Part-time Librarians	0.0	n/a	0.0	607.0
Full-time Counselors	1.0	n/a	176.0	13,550.0
Part-time Counselors	0.0	n/a	4.0	1,176.0
Total Minority Staff:	15.0	88.2%	82.6%	52.1%
Teachers by Ethnicity:				
African American	2.0	16.7%	43.8%	11.2%
Hispanic	7.0	58.3%	28.4%	28.9%
White	2.0	16.7%	23.0%	56.4%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	1.0	8.3%	2.8%	1.9%
Pacific Islander	0.0	0.0%	0.1%	0.1%
Two or More Races	0.0	0.0%	1.3%	1.2%
Teachers by Sex:				
Males	4.0	33.3%	25.5%	24.1%
Females	8.0	66.7%	74.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.6%	1.4%
Bachelors	7.0	58.3%	68.3%	72.6%
Masters	4.0	33.3%	27.9%	25.2%
Doctorate	1.0	8.3%	1.2%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	2.0	16.7%	9.2%	7.9%
1-5 Years Experience	4.0	33.3%	34.2%	26.7%
6-10 Years Experience	3.0	25.0%	20.2%	20.6%
11-20 Years Experience	3.0	25.0%	22.6%	28.6%
21-30 Years Experience	0.0	0.0%	10.7%	13.2%

	Campu	Campus		
Staff Information	Count/Average	Percent	District	State
Over 30 Years Experience	0.0	0.0%	3.0%	2.9%
Number of Students per Teacher	12.5	n/a	15.6	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	6.2	6.3
Average Years Experience of Principals with District	4.0	5.6	5.4
Average Years Experience of Assistant Principals	4.0	6.6	5.5
Average Years Experience of Assistant Principals with District	1.0	6.0	4.8
Average Years Experience of Teachers:	6.2	9.7	11.1
Average Years Experience of Teachers with District:	4.9	7.0	7.2
Average Teacher Salary by Years of Experience (regular d	uties only):		
Beginning Teachers	\$58,000	\$43,040	\$51,054
1-5 Years Experience	\$59,188	\$58,235	\$54,577
6-10 Years Experience	\$60,610	\$61,902	\$57,746
11-20 Years Experience	\$63,860	\$65,268	\$61,377
21-30 Years Experience	-	\$75,244	\$65,949
Over 30 Years Experience	-	\$87,171	\$71,111
Average Actual Salaries (regular duties only):			
Teachers	\$60,513	\$61,867	\$58,887
Professional Support	\$78,750	\$72,677	\$69,505
Campus Administration (School Leadership)	\$92,270	\$85,930	\$84,990
Instructional Staff Percent:	n/a	62.4%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

	Campus			
Program Information	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	5.4	44.7%	9.3%	6.2%
Career and Technical Education	0.0	0.0%	6.2%	5.2%
Compensatory Education	0.0	0.0%	5.6%	3.0%
Gifted and Talented Education	0.0	0.0%	0.6%	1.7%
Regular Education	6.6	55.3%	65.4%	70.8%

	Campus			
Program Information	Count	Percent	District	State
Special Education	0.0	0.0%	10.4%	9.6%
Other	0.0	0.0%	2.5%	3.5%

- Indicates there are no students in the group.
- * Indicates results are masked due to small numbers to protect student confidentiality.
- ** When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.

 n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2020-21 Financial Actual Report

(To open link in a new window, press the "Ctrl" key and click on the link.)