

Lumberton Independent School District
Lumberton High School
2018-2019 Campus Improvement Plan



Mission Statement

Lumberton High School is committed to providing all students the skills, knowledge and character to prepare for a career.

Vision

"The high road to service is traveled with integrity, compassion and understanding...people don't care how much we know until they know how much we care."

Core Beliefs

Professionalism

All students can learn

Fun

High ethical standards

Excellence in every endeavor

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Comprehensive Needs Assessment

Demographics

Demographics Summary

NCLB DEMOGRAPHICS 1. Who are the students? What percentages of students fall into each ethnic, socioeconomic, gender and special populations group? How have the demographics changed over the last 3-5 years?

Our student enrollment is currently 1,078 students. Lumberton largest ethnic group at Lumberton High School is White Students. White Students make up 87.9% of the school population followed by Hispanic Students 7.8%, Two or More Race Students 1.8%, Asian Students at 1.2%, American Indian Students 0.7%, African American Students 0.4%, and Pacific Island Students 0.1%. 1 in 5 of every student is economically disadvantaged. 8.53% of our students are serviced by Special Education. The only change in student population that has changed in the last 3 to 5 years is a slight growth in the number of our Hispanic Students. All other student groups have remained close to the same percent of population.

2. Are enrollment numbers declining or increasing? What trends are seen in an analysis of first semester vs. second semester? How has enrollment changed over the last 3-5 years?

School Year	Student Enrollment
2015-2016	1,156
2016-2017	1,125
2017-2018	1,078

Enrollment numbers have decreased slightly over the last three year. In 2017 we had a large number of students displaced due to the flooding from Hurricane Harvey. In the second semester our numbers usually go down due to the fact that many students choose home school as an option for their education.

3. What are the student mobility rates? What support systems are in place to assist these students?

Our mobility rate at Lumberton High School is 10.2 %. Each year we have grade level orientation meetings for students. We also provide a campus tour by our office assistants when a new student arrives on campus.

4. What percentage of students are Migrant? Do they return each year? What time of year?

We have no students that are documented as Migrant.

5. What are the dropout rates and completion rates? Which students and student groups are dropping out? What interventions and support systems are in place to reduce these numbers and keep students in school?

Our dropout rate is less than 1.1% and the completion rate is greater than 96%. We started a program in 2013 called Vision 2020. This program was designed to provide at-risk students with supports. These supports included everything from providing the students with supplies, tutorials, and taking the students on field trips to expose them to different career opportunities that are available. We also schedule students that are credit deficient into a recovery class in which they work on particular subjects at their own pace. This allows them the ability to recover and graduate with their age appropriate peers.

6. How many students withdraw each year for homeschooling or private schools?

0.4% of our students withdraw to attend private school or home school. We also gain 0.4% of our total student population that return to Lumberton High School from private school or a home school setting.

7. Which students are identified as at-risk? Does the district/campus only use state indicators or are local indicators also included? Which programs are available for students at-risk of dropping out? How are students targeted to participate and what is the participation rate?

28.4% of our students are considered at-risk. we use both state and local indicators to identify at-risk students. Credit recovery classes, counseling services, Positive Behavior Supports System, and Vision 2020 Club.

8. What does the data indicate about special education referrals when analyzed by student groups and race/ethnicity? What does the data indicate about students who qualified versus those who do not qualify?

Because of the lack of diversity at Lumberton High School there is no data to support that special education referrals are higher when analyzed by race or ethnicity. Most of our students qualify for special education with intellectual disabilities 55.2%, followed by behavioral disabilities 20.8%, Autism 13.5%, and physical disabilities 10.4%.

9. What are the attendance rates? What trends are seen over the last 3-5 years? What interventions are in place to promote high attendance? What are the campus procedures to track and respond to unexcused absences, tardiness and other practices to improve attendance?

Our attendance rate is at 95.4%. This is slightly below the state and district average. Our attendance rate has declined slightly over the last 5 years. This can be attributed to the relaxation of state wide truancy laws. We track all absences and send a district adopted letter home each time a student exceeds three unexcused absences. Students that do not miss more than four days in a semester are eligible to be exempt from their final exams if they meet our expected attendance standards. Assistant Principals call students in that have excessive absences and offer counseling service and assistance. We also have an automated phone message that goes out to parents every time a student is absent or tardy. By notifying parents we are forming a partnership to help reduce the number of tardies and days absent. Tardies are handled in a discipline setting according to a progressive ladder of consequences. Some forms of PBIS are used as incentives to improve student tardies.

10. What does the student-level data reveal about excused absences, unexcused absences and tardiness?

Student data reveals that tardies have increased over a 3 year period. Our attendance rate has decreased slightly over a five year period. Most absences are excused with a doctor note or parent note. Unexcused absences have increased over a 3 year period. Many students and parents do not turn in notes even though they have documentation of an excused absences. At the end of the school year we had several students that did not meet the 90% rule of attendance. For the entire month of May we worked with students to make up hours to meet the 90% requirement.

11. How are ELL students supported and how effective are the services and supports in meeting the cognitive, linguistic and affective needs of ELLs?

100% of our teacher were trained last August on Sheltered Instruction. Sheltered Instruction is a research based proven strategy to improve the performance of ELL students. We continue to offer incentives and encourage our teachers to gain certification in ESL. This year we were able to add two additional teachers to our certification list. Our ELL students are scheduled with teachers that have an excellent track record in supporting the needs of these ELL students. Our ELL department conduct periodic checks with these students and provides pull out remediation sessions. After school hours our district runs a programs that offer assistance in reading and other academic areas to this segment of our community.

12. How do the demographics of the teachers compare with the demographics of the students?

Our staff demographics show a lack of diversity. 95% of our teachers are white, and 5% Hispanic. This closely resembles our student population. Two-thirds of our teaching staff is female which is not reflective of our student population.

13. What is the average class size?

Average class size is 19.8 students. This number does not reflect what you would see if you walked in a typical class at Lumberton High School. Because we have to fulfill endorsements for diplomas we offer a wide range of class that sometimes average low class size. If you were to visit a typical AP class you would find that number close to 28 students per class. Math classes have the largest average of all core subjects with 21.2 students per class.

14. How many graduates go on to community college? Universities? Trade schools? Work?

59.2% of our graduates from 2016 are enrolled in an institution of higher learning. 97.9% of our students are considered college ready when they graduate LHS. 44.9% of our students have completed two or more advanced or college credit classes, and 4% will have more than 12 hours of college credit when they graduate. We do not have data on students that go straight to work out of high school.

Demographics Strengths

Our demographic strength is a big portion of our students graduate ready for college and the work force. We have a low drop out rate and a high graduation rate. This year over 100 of our graduates attended Lumberton ISD from Kindergarten through graduation. Each year teachers can expect steady group of students that will be in the school system their entire educational career. This helps with vertical alignment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Lack of diversity among our student population.

Student Achievement

Student Achievement Summary

NCLB STUDENT ACHIEVEMENT

15. How did each student group score on the latest state assessment? Which groups did not meet satisfactory performance? Why? Which groups met satisfactory performance? Why? Is there a significant difference between the performances of different student groups? Why?

STAAR English I

Student Group	Total Students Tested	% That Met Standard
Economically Disadvantage	142	57.04%
American Indian	2	100%
Asian	5	100%
African American	2	0%
Hispanic	34	64.71%
Two or More Races	8	50%
White	268	75.09%
Special Education	34	14.71%
LEP	11	36.36%
Female	168	85.12%
Male	152	60.53%

STAAR English II

Student Group	Total Students Tested	% That Met Standard
Economically Disadvantage	116	65.52%
American Indian	4	75%

Asian	4	100%
African American	3	66.67%
Hispanic	30	63.33%
Two or More Races	10	50%
White	268	76.64%
Special Education	27	14.81%
LEP	9	11.11%
Female	123	82.93%
Male	172	68.6%

STAAR Algebra

Student Group	Total Students Tested	% That Met Standard
Economically Disadvantage	94	81.91%
American Indian	1	100%
Asian	4	100%
African American	1	100%
Hispanic	21	80.95%
Two or More Races	4	75%
White	268	87.78%
Special Education	31	54.84%
LEP	5	60%
Female	114	90.35%
Male	97	83.51%

STAAR Biology

Student Group	Total Students Tested	% That Met Standard
Economically Disadvantage	121	90.08%
American Indian	2	100%
Asian	5	100%
African American	2	50%
Hispanic	29	86.21%
Two or More Races	6	66.67%
White	247	93.93%

Special Education	28	64.29%
LEP	5	80%
Female	161	92.55%
Male	130	92.31%

STAAR Social Studies

Student Group	Total Students Tested	% That Met Standard
Economically Disadvantage	74	95.95%
American Indian	1	100%
Asian	2	100%
African American	1	0%
Hispanic	13	100%
Two or More Races	1	100%
White	240	97.5%
Special Education	13	53.85%
LEP	2	100%
Female	127	86.85%
Male	131	97.71%

Although the sample size is small, our African American students did not score well in English I and English II. One possible cause of this could be that the literature that is selected in the curriculum does not appeal to our African American students. Right now our curriculum is one based on the classics. Perhaps in the future we should look at some differentiation of instruction to include more modern literature. In general our Economically Disadvantaged students do not perform as well as the school average. The exception being Algebra. On the thing that our Algebra teachers do a great job of is nurturing students to make sure their basic needs are taken care of. It may benefit our other core teachers to do observations in these teachers' classes to institute some of their classroom management strategies. Special Education students still fall significantly below school average in all subjects. The reason for this is the level of support provided in our inclusion classes and content mastery. We have to use better teaching strategies to engage students and increase the rigor while reduce the amount of support.

16. Which student groups did not meet growth expectations? Why? Which groups met growth expectations? Why? Is there a significant difference between the performances of different student groups? Why?

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17. Which student groups exceeded growth expectations toward Level III Advanced? Why? On average our white female sub group had the highest percentage of students reaching level 3 advanced. 66% of the students with two or more races achieved level 3 advanced on the STAAR Biology Test. 46.56 of white males mastered the US History Exam. Previous research tells us that females usually outperform male in areas of liberal arts. At Lumberton High School, Female students outperform males in all areas except History.

18. Which student groups that meet the minimum size requirements have performance results that fall below the System Safeguards standard? How will the performance rate, participation rate and/or low graduation rate be addressed for each qualifying student group?

Economically Disadvantaged Students English I (57.04%), Special Education Students English I (14.71%), Special Education Students English II (14.81%), Special Education Students Algebra I (54.84%), Special Education Students US History (53.69%)

We need to increase the rigor of our content for Special Education Students. this means using differianted instruction methods to engage and challenge them but still be in fidelity with their IEP's. With our Economically Disadvantaged students we will need to first examine if their basic needs are taken care of.

19. What trends and patterns are identified when student performance scores on state assessments are compared over a period of 3-5 years? How do the same students perform as they progress from grade to grade? From subject to subject?

The trend for Special education students has been very consistent over the last 3 years. We must increase our training for teachers in inclusion classes in the area of differentiated instruction and improve the level of support.

20. What are the areas of lowest performance? What does the data look like for the past three years?

The lowest area of performance over the last three years have been our English I & II scores. However, when you compare our English scores with regional and state averages, we outperform other school by a larger margin than other subjects. For example English I scores were 23% and English II scores were 18% higher than the state average. The next subject that came close to this type of margin was our Algebra I which scored 10% above the state average.

Subject	State	Region V	Lumberton HS	Region Difference	State Difference
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English I	60%	67%	83%	+16	+23
English II	62%	67%	80%	+13	+18
Algebra I	82%	86%	92%	+6	+10
Biology	85%	86%	93%	+7	+8
US History	92%	90%	96%	+6	+4

21. How are the requirements for accelerated instruction being addressed?

This year we increased our dual credit offerings by 40%. This allows more students to accumulate advanced credits and college credit hours. For the 2018 - 2019 school year we will adopt a contract for our AP course. This contract will specify requirements and expectations for these courses.

22. How are individual student needs identified? How are student-specific services and interventions determined, implemented, monitored, adjusted and evaluated? What structures, including RtI, are in place to support each student?

Each student comes to LHS with a universal screening in their cumulative folder. We examine these screening to see if there is a need for remediation. If there is a need they are scheduled into a remediation class. We also review STAAR scores from year to year and adjust the students schedule to find them the class that provides the proper amount of support. Once we identify a student in need of interventions we create a monitor list. This monitor list helps us track and evaluate their progress. Our two RTI strategies that we rely on are our Pre-Algebra class for math interventions and our ELA pull out program for reading and writing.

23. How does student performance on state assessments compare with student performance on local benchmark assessments and the students' report cards?

Our student performance of state assessments mirror very closely the results of our common local assessments. The exception to the is when our teachers review the results of these local assessments, and are able to implement strategies to address areas of concern. It is very common for our students to make improvements from local common assessments to the state test. Failure rate on report cards is much higher than state assessment. Special Education and 504 students sometimes received modified curriculum and accommodations to help them pass courses.

24. How do achievement rates of special education students compare with non-special education students? What plans are in place to support special

education students? Their teachers?

Special education passing rates are lower than non-special education student rates. For our Special education students we offer inclusion support (Two teachers for one class), content mastery, before and after school tutorials, and academic advisers assigned to each student.

Teachers received professional development on differentiated instruction, teaching methods, and a wide variety of strategies to improve student performance.

25. How do achievement rates of Section 504 students and students in other special programs compare with all other students? What plans are in place to support them? Their teachers?

Achievement rates for 504 are lower than other students. One of the reasons for this is a common accommodations for 504 students is retesting. This is not an option on the state test.

Individual accommodations, before and after school tutorials, and inclusion support.

Teachers receive a yearly training on implementing 504 accommodations and are provided professional development in differentiated instruction.

26. What interventions are in place to support students who are not successful? Does the data confirm that the interventions are working?

To help students that have failed the STAAR test we offer several remediation opportunities. For every tested subject we offer a remediation "blitz" to re-testers. We pull the students that were unsuccessful on the test and have several mini sessions to review difficult concepts and key points. This year our English re-testers were very successful. Over 50% of these re-testers passed. We also have created self paced programs for each subject on the computer. Students are now able to prepare for these test at their own pace. Our Biology group passed the STAAR test this year at a rate of 92% which is up from the previous year. These students completed this program.

27. Are the SSI, ARD, LPAC, 504 and other committee decisions concerning state assessments and interventions appropriate and beneficial for students?

In most cases yes. One of the issues that we have concerning state assessments is the insistence that many life skill students take the regular STAAR exam rather than the alternative test. When we look at data concerning these students, if they are somewhat self-sufficient they have to take the regular STAAR test. Most of these students will never live independently without some sort of assistance. These students perform very poorly on these test yet are able to pass the alternative test which is more appropriate for their cognitive level.

28. How is RtI being implemented? How are students identified and placed in RtI? Are the RtI processes and implementation effective? How is the RtI process affecting referrals to special education?

Students are identified based on the following criterion:

- EOC performance

- Prior year report card
- Attendance that does not meet the 90% rule
- Excessive placement outside of the general education classroom due behavior violations

Implementation of the RtI process at LHS would benefit from the employment of a reading and math interventionist. The two additional staffing units would greatly improve the ability to implement appropriate classroom interventions and provide specialized Tier 2 service.

RtI services at the high school campus resulted in only one referral for Tier 3 special education services in 2017-18. The student qualified and was served accordingly

29. What tools are available to ensure that strategies are designed to improve student performance?

The following tools are available but greater training is needed to maximize the effective use of the product:

- READ 180
- Failure Free Reading
- Aware in the Eduphoria system
- APEX
- The STAAR Remediation component of APEX

30. Are the majority of course failures specific to subjects or teachers? What supports are in place to help?

We keep specific data on all teacher's failure rate. Although some teachers have a higher failure rate than others we do see a trend of increased rates per subject. Subjects that have a high rate include: Geometry, Biology, and American Sign Language.

We offer before and after school tutorials, monitor list, individual counseling, and creation of a Pre-Algebra class.

31. What do classroom observations reveal about class sections with high course failures?

Class observations show no difference in these courses.

32. How does the campus systemically address reteaching for students who are absent, particularly for students who are at-risk of failing?

Students are provided with assignments that they missed when they return to school. We encourage these students to attend before and after school tutorials that are at-risk. If students fall behind we schedule them for an APEX class. This allows them to expedite the process and work at their pace.

Student Achievement Strengths

LHS performs well above state and regional levels in all academic areas.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: We need to increase the number of students that reach mastery level of student achievement.

School Culture and Climate

School Culture and Climate Summary

33. How do students describe their campus? How does this differ from teachers' descriptions?

Our students seem to be very happy and have a lot of pride in our school. The students and teachers are safe and consider our school to have a very supportive environment. From discussion with our leadership team at LHS, they describe our school as a safe place where the staff cares for and supports students. Recently we did a surveys on the culture of LHS with our teachers. The results are found as an addendum section.

Our teachers also completed a survey to define our core values of what we feel is important to our school. Teachers will be hired and retained based on their adherence to these core values. These are the results of that survey:

- 1. Integrity** **93%**
- 2. Respect** **74%**
- 3. Hard Work** **60%**
- 4. Honesty** **50%**
- 5. Loyalty** **48%**
- 6. Pride** **45%**
- 7. Responsibility** **45%**
- 8. Sincerity** **45%**
- 9. Accountability** **45%**

10. Class **45%**

11. Discipline **40%**

12. Compassion **40%**

34. What support systems are in place for students who are new to the campus?

New student tours

Individual meeting and planning with Grade Level Counselors.

35. How do students describe campus life with regards to respect, relationships, behavior, support, belonging, etc? Do all student groups have the same perceptions? How does this perception compare with their teachers' perceptions?

Our student leadership groups' description is very similar to that of the teachers. When you discuss this topic with other groups you will find that there are many different opinions and perceptions of our campus. A student survey is needed to gauge the perception of LHS.

36. What does an analysis of discipline data reveal? What interventions are in place to increase appropriate behavior?

Tardies and Dress Code are top two categories of student discipline referrals. We use a system of positive behavior support initiatives to encourage students to follow the rules. These initiatives include individual rewards, prizes, and recognition for improvements made in behavior. We also offer exemptions from final exams when students have no serious discipline issues and meet attendance and grade requirements. Administrators have received training in restorative discipline.

37. Why are disciplinary removals occurring? How often? When? Where?

Most disciplinary removals are removed because of major infractions of the rules or habitual behavior. We use a discipline ladder that provides a list of consequences for students that have discipline infractions. This helps the Assistant Principals be consistent when assigning consequences to students. The consequences are progressive for repeat violations.

38. How are the disciplinary practices and decision making evaluated? By whom? How often are adjustments made and why?

At the end of the year our administrative team evaluates discipline data and makes any change to our discipline ladder. We use to this data to determine what areas to focus our positive support initiatives and if any changes need to take place in our practices need to change.

39. Are disciplinary policies and practices proactive or reactive? Why?

Mostly reactive but because we do meet and analyze our discipline data, we are proactive for the next school year.

40. What are the staff patterns with referrals, including specific times when they occur?

Some teachers write more discipline referrals than others. At the end of the year we analyze the number that each teacher writes. We then determine if that teacher needs professional development in classroom management. The busiest time of year is the spring months. Discipline incidents during this time are two time greater than the fall.

41. What strategies are in place to reduce the threat of bullying? Does the data confirm the strategies are working?

When we analyze our discipline data we only found one incident of bullying. We use several interventions to prevent bullying. We offer at least two anti-bullying programs per year. We provide an anonymous system to report bullying. Although we only have one confirmed bullying report, our stakeholders continue to believe that this is taking place at LHS. As a staff we will continue to be vigilant and offer our students and teachers training and support.

42. What percentage of students are sent to the DAEP or JJAEP for discretionary purposes? Mandatory purposes? For what offenses? Is one student group more heavily represented than others?

Les than 0.2% of our students are sent to DAEP or JJAEP. 75% of our students that were assigned to DAEP are for mandatory. The largest group of students assigned to DAEP are white male students.

43. Are effective procedures in place to promote safety? Do students feel safe? How do you know?

We have really had to focus on safety this year due to the events in our country. We have revamped our entire student flow to make sure that our exterior

doors remained locked. We have had several meetings and trainings with our teachers on the issue of school safety. Before the start of school we will spend a considerable amount of time training for school safety. Most of our students feel safe. We have several discussions with different student groups to gauge their level of feeling safe.

44. What do district and/or campus safety audits reveal?

The last safety audit was satisfactory.

45. Do campus activities promote wide-spread student participation? Are they inclusive or exclusive?

We have a large number of groups, clubs, and teams that promote a wide interest of activities. The largest percentage of our students are involved in one or more activities.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

46. Are all teachers state certified? Are instructional paraprofessionals highly qualified?

At the end of the 2018 school year, all teachers are state certified and paraprofessionals are highly qualified.

47. What are the retention rates for employees? What systems are in place to support new teachers?

At the end of this school year we will retain 89% of our staff. This is better than the previous three years. We have regular department meetings that provide each teacher with site-level support. Each new teacher is provided with a mentor that provides guidance and support. We also provide district level support with monthly training session offered on a variety of subjects.

48. What strategies and structures are in place to build capacity?

We have a district and campus mentor system in place to help develop teachers and build capacity. Recently we have received a significant amount of training in the area of professional learning communities. By incorporating site-based department decision making in collaboration, we have seen an increase in morale and improved teaching strategies.

49. What professional development and resources are needed? How are these needs identified?

Each year we compare teacher growth by analyzing evaluation sources. We look at standardized test scores and review our annual needs assessment. Once we analyze this information , we are ale to determine the weakness of each individual and our campus and address these needs with the appropriate professional development.

50. What professional development is available? In what format? How often? What follow-up support is available?

As a district, we offer a wide variety of professional development oportunites in curriculum, classroom management, and technology. These oportunites are offered throughout the school year and in the summer. Within our district directors do follow-up eaulations on specific trainings. In our T-Tess post and summative confernces we discuss the revelence of these professional development sessions.

51. How are the strengths of the most effective teachers shared with others?

We use our experienced teachers and most effective teachers as mentors and facilitators for professional development opportunities.

52. What structures are in place to ensure that teachers and others implement what they learn?

Administrator follow-up using walk-throughs and evaluations.

53. What support is available for teachers whose student performance is below district and/or state standards?

We will assign struggling teachers a growth program that can include book studies, observe other effective teachers, or other professional development pertinent to their weakness.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

When we look state assessments we can see that our curriculum appears to be very good and properly sequenced. Our students perform above state averages and we successfully met state standards. Our district employees two full time curriculum directors which are a great assets to the high school campus. These directors work with our teacher to align curriculum across grade levels and subject areas. This year we will be bringing in the use of curriculum assessments. These assessments will provide our teachers with data that they can use to adjust their curriculum. At the end of last year our administrative team came together and constructed a curriculum governing policy for the district to align our curriculum and resources and to reduce the amount of random variance.

CURRICULUM, INSTRUCTION AND ASSESSMENT

54. What does the analysis of state assessment reporting categories and student expectations reveal about the strengths and weaknesses of the district curriculum? When analyzing state data it appears that our curriculum is very sound.

55. What does a comparison of state assessment results and an analysis of the pacing guide reveal?

At the present time our pacing appears to be very appropriate. We compare our year at a glance and make sure all TEKS are covered by the time our students take their EOC exams.

56. Is the curriculum aligned with the TEKS, English Language Proficiency Standards (ELPS) and College Career Readiness Standards (CCRS)? How do you know?

Yes our curriculum is aligned with ELPS and College Readiness Standards. We analyze SAT/ACT scores and use data provided by our AEIS report.

57. Does the rigor and relevance of instruction align with the TEKS, ELPS and CCRS? Is instruction cognitively demanding and challenging? How do you know?

Administrative walk-throughs, fidelity checks, and curriculum assessments.

58. Are teachers implementing the district's curriculum with fidelity? How do you know?

Checking lesson plans and making sure the YAG is being followed in administrative walk through.

59. How is the curriculum vertically and horizontally articulated so that teaching and learning expectations are clear for each grade level and subject area?

Our district curriculum directors work with all grades levels to make sure curriculum is aligned across different grade levels.

60. What are the expectations for students to engage in authentic work and solve complex, real world problems?

The expectation is for teachers to provide rigorous instruction through hands on activities and meaningful discussions.

61. How are students making connections with complex concepts and skills across one or more disciplines?

We try very hard to align concepts from different subjects. For example we cover the Medieval period in History which coincides with the period of literature.

62. What assessments are being used to measure student achievement? How are they selected and/or created? How are the results used?

Daily assignments, Test grades, Common assessments, EOC results.

63. How are local assessments designed? Are they tightly aligned with the written and taught curriculum? Do they include higher order thinking and multi-â€ step processing?

Local assessments are designed by curriculum directors. They are aligned with the YAG and the TEKS.

64. Are local assessment items assessed using multiple representations, i.e. graphs, diagrams, tables, charts, etc.?

Combination of the above.

65. Are assessments being used effectively? What do teachers do with the data?

We just started using these assessment so we are hoping to have a better understanding of data and how we use it.

66. How is progress tracked for students, staff, grade levels, departments, campuses and the district?

Through compiled data entered into eduophoria.

67. Are the materials being used supported by scientifically-based research and tightly aligned with the TEKS?

Yes

68. Are the strategies being used supported by scientifically-based research and best practices?

Yes

69. What types of data are used for instructional planning? Is planning done by teams or individually?

Using the results of curriculum assessment and EOC results. As a department.

70. How are the instructional initiatives of the campus or district aligned with this improvement plan?

Our improvement plan drive our instructional initiatives. We analyze data, determine our needs, and plan a strategy to address those needs.

71. How are differentiation and learning scaffolds addressed? What about the use of technology, questioning strategies, manipulates and other instructional strategies?

Teachers are expected to use differentiation in the classroom.

72. How are professional development strategies implemented and monitored?

By classroom walk-throughs of administrators, department heads, curriculum directors. Also we participate with collaborative learning with our staff to reinforce concepts learned in professional development activities.

73. How are the readiness, supporting, and process standards addressed?

Curriculum assessment.

74. How are professional learning communities and/or departments organized? How are they tracking student progress and performance? What is the expectation when progress is not occurring?

Our professional learning communities are organized by content department and grade level.

75. Do teachers participate in goal-setting for increased student performance? Do students?

Yes. No

76. Do students monitor their own academic progress?

Yes through the use of parent portal.

77. How are content and language objectives communicated with students?

Through the class syllabus and classroom objective listed daily.

Parent and Community Engagement

Parent and Community Engagement Summary

81. Does the campus focus on an authentic home/school connection to educate and engage parents in understanding how to support their children? How?

Listed below are a variety of programs and events that allows LHS to connect with parents.

- Freshmen scheduling is done in the spring with incoming freshmen and their parents. Each student and parent(s) meet with a trained educator to complete a 4-year plan which includes the foundation program, scheduling, and endorsements.
- Freshmen orientation is conducted for students and parents to introduce them to the rules, procedures, and expectations in high school. The focus is primarily on how to help students and parents transition from middle school to high school.
- Running start which is held at the beginning of the year encourages parents to come with their child to see courses in which the student will be enrolled for the year, see the nurse to check on immunizations and medication, choose clubs/activities with which to become involved, and register for parent self-serve which allows the parent to receive notification of missing or low grades.
- Individual meetings with students and parents to discuss study skills, graduation requirements, college entrance, scholarship, and career readiness.
- Dual credit parent meeting in the spring to inform parents and students of the opportunities available through dual credit, including requirements, expectations, and benefits.
- Assistance and computer access for parents to complete the FAFSA.
- Meet the Teacher night at the beginning of the school year to allow parents and teachers to connect and discuss the course syllabus and class expectation.
- Teacher phone calls and emails to inform parents of academic concerns and to discuss strategies to help the student be successful.
- Assistant Principal phone calls and conferences with parents to discuss and formulate a plan to improve student behavior and attendance.
- We plan to implement a contract to delineate expectations for students enrolled in Pre-AP/AP courses.

82. How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?

LHS has many positive relationships with parents and the community. The evidence that these relationships are meaningful for both parties lies in the fact that they continue and grow each year. Listed below are examples.

- Local businesses and organizations award scholarships for students to attend college.
- Employment for Work Program students
- Community Pep Rallies to kick off school/football and for homecoming are heavily attended.
- Community sponsors for organizations for Christmas and homecoming parades.
- School Supplies donated by local businesses and organizations
- Caring Hearts adopted "in need" students for Christmas
- Local speakers for practical advice workshops for students
- Boat captains and sponsors for the Fishing club
- Gift cards provided by local stores and restaurants for our students affected by Hurricane Harvey
- Booster clubs for band, athletics, and drill team
- Yogurt and Coffee nights sponsored by Neches FCU to teach lessons on financial responsibility.

83. What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?

Parents rely on LHS and believe in the staff's effectiveness and genuine care and compassion for their students. It is evident parents feel welcome by the number of parents that stop by for advice or just to share the triumphs and tragedies of themselves and their children with the LHS staff.

84. What are teachers' expectations for parental involvement?

Teachers expect parents to support their child's educational needs.

85. How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc?

School information is readily accessible through the website. Many teachers and sponsors also utilize the Remind app to keep students and parents informed of information for specific classes and organizations.

86. Are communications translated into languages other than English when needed?

Yes

87. What types of community partnerships exist? How are they recruited?

School organizations contact members of the community to establish partnerships. At times, members of the community will also contact organizations. One of the primary community partners is Neches FCU since they have a branch located in the commons area that is staffed every day. We also partner with local churches and Goodwill for our Life Skills classes. Texas Young Farmers Association partners with FFA to provide materials for banquets and competitions. Also, we partner with our Project Graduation parents to provide a safe celebration after graduation.

88. Do parents and community members participate in the site-based planning committee? How are they selected?

Yes, they are solicited to join through the school website.

89. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

Yes, our campus has an open door policy to allow parents and community access to administration and staff. We also have an anonymous alert system that can be utilized by any student, parent, or community member. The district also holds regular school board meetings which are

School Context and Organization

School Context and Organization Summary

NCLB SCHOOL CONTEXT AND ORGANIZATION

90. What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

3 Goals?

91. How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

Goes with #90

92. How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

We have several strategies in place to ensure needs are identified and analyzed for causes and remedies. Some of the vehicles for this include campus and district site base committees, organized department meetings that lead to department head meetings, a district curriculum department with benchmark testing, and campus administrative team meetings. Strategies and remedies are constantly being suggested concerning our needs. These teams observe and analyze data collected throughout each school year to prioritize needs and ensure that resources and funds be utilized in the most beneficial way to help those students that need it most to meet Texas's challenging state academic standards.

93. Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement?

Lumberton High School is absolutely focused and committed to improving student academic achievement. Our teachers and administrators are committed to their daily responsibilities that their job asks of them. However, we also know that this strenuous workload cannot overshadow the importance of growth. Teachers and administrators are constantly continuing their educations to remain focused on growth and improvement. Administrators conduct multiple walkthroughs based on T-TESS standards in every classroom throughout the school year. Feedback is always provided to the teachers following the walkthrough. The T-TESS system that LHS uses as an evaluation tool is set up to maximize teacher growth.

94. Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments?

Yes, our curriculum department requires core tested subjects to issue benchmark exams throughout the school year. The data collected from the results helps

us determine if and what adjustments need to be made. Common subject teachers meet following the data collection process to discuss results and any new strategies for improvement.

95. Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?

The complicated master scheduling process does not always allow an entire department to share time during the school day. However, every effort is made to have common planning periods for shared teacher preps. Additionally, department heads conduct monthly department meetings with their groups to get all involved in a room together periodically. These groups are expected to plan accordingly based on the district adopted curriculum derived from state standards.

96. How are formal and informal leadership structured on the campus?

LHS has a campus principal and three assistant principals. Each administrator is responsible for eighteen to twenty two teachers for evaluation purposes. Each assistant principal is responsible for a grade level in regards to any needs including discipline. The freshman class is divided among the three assistant principals by alphabet. Each department has a lead teacher.

97. How do teachers have a voice in decision making and school practices?

Administration has an open-door policy in regards to teacher suggestions and advice. The principal holds a department head meeting each month. The departments meet prior to these meetings, so all teachers are heard. This is then communicated during a portion of the department head meeting to administration. Additionally, LHS has a site based committee which includes teachers. Here, teachers have a direct influence on the decision making process on campus.

98. How are duty rosters and supervision schedules developed?

Each teacher has a twenty minute duty once per week. Prior to the semester, department heads draw a number to determine their department's slot in the duty sign up process. The departments then choose their semester duty assignment based on that order. All areas of campus are monitored during non-instructional time.

99. What programs are available before school? After school?

All teachers offer tutorials each morning from 8:00 – 8:25. Additionally, teacher led tutorials are offered in the library Monday through Thursday afternoons from 4:00 – 5:00. All typical extracurricular activities and clubs meet and practice before and/or after school.

100. Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions?

Yes, LHS has a seven period day with minimal transition time. Yes, drills are planned in accordance with the requirements of the law. Any other necessary

interruptions are kept to a minimum or limited to emergency situations.

101. Does an analysis of the school map and physical environment reveal a focus on instruction?

Yes, common grade level and content area classrooms are kept in proximity of one another to foster collaboration among these teachers. The career and technology classes are all housed in one vocational building. The more hands-on, or louder activity classrooms (criminal justice, agriculture, etc.) are kept slightly separated from classrooms that require low volumes for concentration.

Technology

Technology Summary

Our school expects teachers to use technology everyday during instruction. We monitor teacher use of technology with administrative observations. One of the indicators on our teacher observation form is to check if teachers are using technology as part of the lesson. If they are successful they are given credit for incorporating this strategy. Our teachers are provided with professional development during the Summer and throughout the year to improve their ability to impact students with instructional technology. Teachers are provided with computers, laptops, iPads, projectors, and Smart Boards to use in their classrooms. Students have access to technology through (BYOT) bring your own technology. The school provides a wireless network so students can use their wireless devices to gain access to the Internet for educational purposes. Students that do not have access to BYOT are allowed to use computers in our labs and library before and after school. Our school also provides laptop carts that are used in classroom instruction. Over the last several years we have upgraded the number and quality of computer labs at our school. Also our technology department continues to increase our wireless capability to serve more students at a faster rate. At LHS we require all students to take BIMM which is a fundamental class to provide students with the skills they will need to be successful using technology. In the next 5 years we would like to see every student have access to technology either through BYOT or a school provided computer for use at school and home.

Comprehensive Needs Assessment Data Documentation

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

Goals











Revised/Approved: October 08, 2015

Goal 1: Create a learning environment in which the majority of our students and staff feel safe.

Performance Objective 1: Provide staff and students with comprehensive training to deal with injuries and medical conditions.

Evaluation Data Source(s) 1: Staff and students complete courses.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Provide all staff with "Stop the Bleed" training. This is a comprehensive course of emergency treatment and tourniquet application.						
2) Provide all students and sponsors with basic CPR and AED training to deal with medical emergencies.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 1: Create a learning environment in which the majority of our students and staff feel safe.

Performance Objective 2: All staff will be trained in Active Shooter Response.

Evaluation Data Source(s) 2: Pass the course and successfully complete planned scenarios.

Summative Evaluation 2:







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) All staff members will complete an Active Shooter Response Course provided by the school. Teachers will perform interactive simulations of various active shooter situations.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 1: Create a learning environment in which the majority of our students and staff feel safe.

Performance Objective 3: Increase security on campus.

Evaluation Data Source(s) 3: One or more officers present on the high school campus everyday.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Hire a police officer for the full day on the high school campus.						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Goal 2: Increase engaged parent and community involvement that leads to improvements in academic performance (Test scores, ACT/SAT scores, Grades) and improved morale.

Performance Objective 1: Increase participation and input of parents in the success of student academic achievement.

Evaluation Data Source(s) 1: Improved student performance and increase passing rate on AP test.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Create and Implement AP and Pre-AP contract for parents and students taking advanced placement classes.						
2) Form a Science, Technology, Engineering, and Mathematics Council to provide support for these programs at Lumberton High School. This will include mentoring, advising, and financial support.						
3) Increase the rigor of all inclusion instruction. This will include more cooperative learning activities and the use of differentiated teaching strategies.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Increase student performance on all standardized test.

Performance Objective 1: Increase the percentage of Special Education Students that pass all EOC test by 5%.

Evaluation Data Source(s) 1: STAAR Test

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Improve the quality of inclusion instruction within the regular education classroom.						
2) Implement differentiated education strategies across the board in all subjects.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Increase student performance on all standardized test.

Performance Objective 2: Increase all End of Course Exams performance by 2%.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Emphasize reading comprehension across subject matters. This will include reading comprehension drills during warm up activities and lesson content.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Increase the number of students enrolled in dual-credit classes.

Performance Objective 1: Offer the TSI test on campus two times during the school.

Evaluation Data Source(s) 1: Number of students taking the TSI at Lumberton High School.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Partner with Lamar University to offer the TSI test at Lumberton High School during the school day.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Increase the number of students enrolled in dual-credit classes.

Performance Objective 2: Offer incentives for students enrolling in dual-credit classes

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer tuition reimbursement for students taking an A or B in any dual-credit class.			0%	0%		

Goal 5: Improve staff retention rate.

Performance Objective 1: Retain 75% of athletic coaches/teachers for the 2019-2020 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Increase stipends for coaches of all sports.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve attendance rates of students and teachers for the 2018-2019 school year.

Performance Objective 1: Increase student attendance rate to 96%

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Have individual teachers call students and their parents once they miss more than 3 days in a semester.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 6: Improve attendance rates of students and teachers for the 2018-2019 school year.

Performance Objective 2: Increase teacher attendance rate to 97%.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

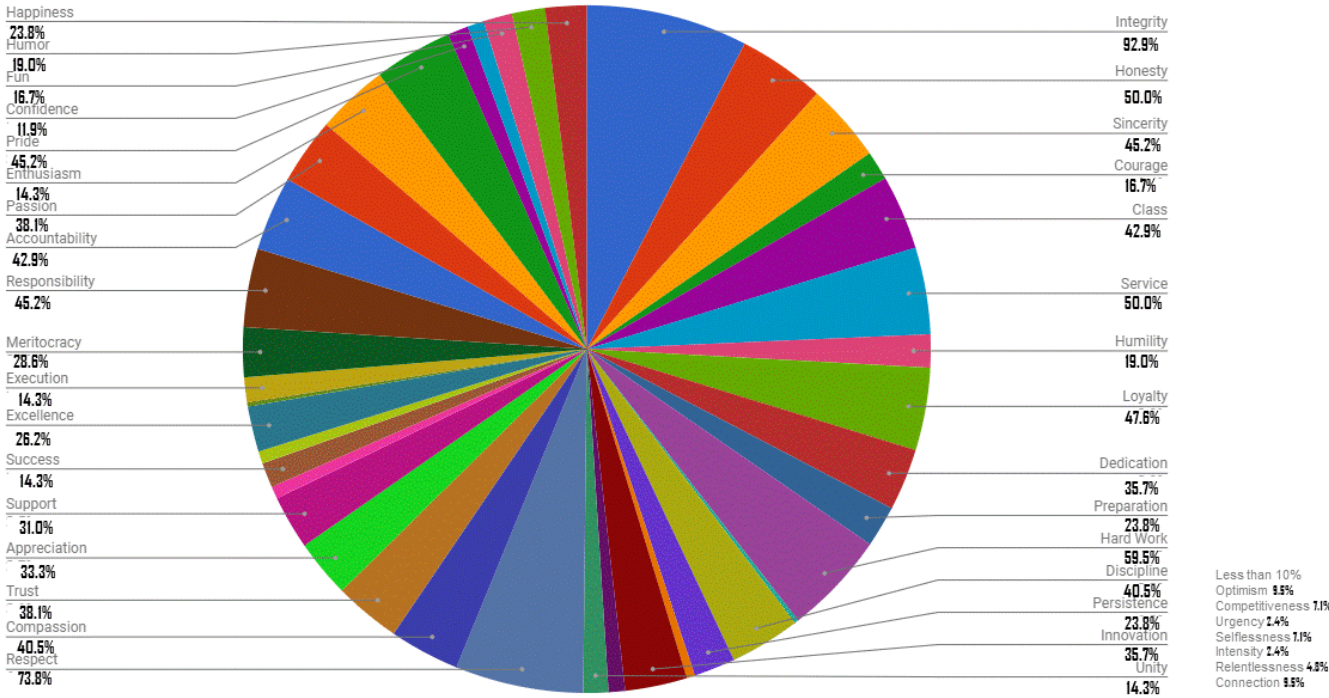
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Offer incentive program for teachers that obtain 97% attendance or better for each nine-week period.						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	3	Increase the rigor of all inclusion instruction. This will include more cooperative learning activities and the use of differentiated teaching strategies.

Addendums

LHS Core Values



**Texas Education Agency
2017-18 School Report Card
LUMBERTON H S (100907001)**

District Name: **LUMBERTON ISD**
Campus Type: **High School**

Total Students: **1,125**
Grade Span: **09 - 12**

2018 Performance

State accountability ratings are based on three domains: Student Achievement, Student Progress, and Closing the Gaps. The table below provides a summary of domain results as well as an overall result for this campus. The scaled score is a numeric score that has been scaled from 0 to 100 for comparability across domains. In 2018, to receive the Met Standard or Met Alternative Standard accountability rating, campuses must meet a scaled score of 60 or above.

	Rating	Scaled Score
Overall	Met Standard	83
Student Achievement	Met Standard	84
School Progress	Met Standard	78
Closing the Gaps	Met Standard	79

2018 Accountability Rating

Met Standard

For 2018 state accountability, campuses are rated as **Met Standard**, **Improvement Required**, or **Not Rated**. The rating, **Met Alternative Standard**, is assigned to charters and alternative education campuses evaluated under alternative education accountability (AEA) provisions.

Distinction Designations

ELA/Reading	Mathematics
Science	

Campuses that receive a rating of **Met Standard** are eligible for as many as seven distinction designations: **Academic Achievement in English Language Arts (ELA)/Reading, Academic Achievement in Mathematics, Academic Achievement in Science, Academic Achievement in Social Studies, Top 25% Comparative Academic Growth, Top 25% Comparative Closing the Gaps, and Postsecondary Readiness.**

School and Student Information

This section provides demographic information about the campus, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2016-17)	94.6%	95.5%	95.7%
Enrollment by Race/Ethnicity			
African American	0.7%	0.3%	12.6%
Hispanic	8.3%	8.6%	52.4%
White	87.1%	87.7%	27.8%
American Indian	0.8%	0.5%	0.4%
Asian	1.2%	0.8%	4.4%
Pacific Islander	0.0%	0.0%	0.1%
Two or More Races	2.0%	2.1%	2.3%
Enrollment by Student Group			
Economically Disadvantaged	31.6%	36.9%	58.8%
English Learners	1.4%	1.9%	18.8%
Special Education	8.4%	8.3%	9.1%
Mobility Rate (2016-17)	10.5%	10.9%	16.0%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	20.4	18.5	16.7
Foreign Languages	21.7	21.7	18.6
Mathematics	21.4	19.5	17.9
Science	21.4	19.0	19.0
Social Studies	19.5	19.4	19.3

School Financial Information (2016-17)

Various financial indicators are reported for the campus, district, and state, where applicable, based on actual data from the prior year. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State		Campus	District	State
Instructional Staff Percent	n/a	67.2%	64.4%	Expenditures per Student			
Instructional Expenditure Ratio	n/a	64.1%	63.1%	Total Operating Expenditures	\$6,982	\$7,818	\$9,503
				Instruction	\$4,568	\$4,655	\$5,338
				Instructional Leadership	\$50	\$203	\$149
				School Leadership	\$510	\$411	\$555

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2018	77%	81%	83%	*	79%	84%	*	100%	-	62%	76%
	2017	75%	81%	82%	*	73%	83%	*	100%	-	81%	70%
Reading	2018	74%	81%	74%	*	*	75%	*	*	-	*	63%
	2017	72%	80%	74%	*	*	75%	*	*	-	*	*
Mathematics	2018	81%	83%	86%	*	*	86%	*	*	-	*	82%
	2017	79%	82%	84%	*	*	83%	*	*	-	*	74%
Science	2018	80%	81%	91%	*	87%	92%	*	*	-	*	88%
	2017	79%	87%	89%	*	*	90%	*	*	-	*	80%
Social Studies	2018	78%	81%	95%	-	*	95%	*	*	-	*	96%
	2017	77%	79%	94%	*	92%	95%	*	*	-	*	90%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2018	48%	50%	62%	*	51%	63%	*	73%	-	55%	51%
	2017	45%	50%	59%	*	45%	60%	*	81%	-	42%	46%
Reading	2018	46%	52%	58%	*	*	59%	*	*	-	*	48%
	2017	44%	52%	54%	*	*	56%	*	*	-	*	*
Mathematics	2018	50%	48%	50%	*	*	51%	*	*	-	*	41%
	2017	46%	48%	55%	*	*	54%	*	*	-	*	40%
Science	2018	51%	51%	64%	*	52%	66%	*	*	-	*	48%
	2017	49%	56%	59%	*	*	61%	*	*	-	*	51%
Social Studies	2018	53%	55%	80%	-	*	80%	*	*	-	*	77%
	2017	49%	53%	75%	*	54%	77%	*	*	-	*	59%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2018	22%	21%	18%	*	9%	19%	*	40%	-	28%	13%
	2017	20%	20%	18%	*	9%	19%	*	56%	-	22%	12%
Reading	2018	19%	22%	8%	*	*	9%	*	*	-	*	6%
	2017	19%	20%	5%	*	*	5%	*	*	-	*	*
Mathematics	2018	24%	19%	20%	*	*	21%	*	*	-	*	15%
	2017	22%	20%	28%	*	*	29%	*	*	-	*	21%
Science	2018	23%	21%	21%	*	16%	20%	*	*	-	*	14%
	2017	19%	21%	19%	*	*	19%	*	*	-	*	15%
Social Studies	2018	31%	29%	39%	-	*	39%	*	*	-	*	30%
	2017	27%	30%	44%	*	29%	46%	*	*	-	*	35%
Academic Growth Score (All Grades Tested)												
All Subjects	2018	69	66	68	*	49	69	*	100	-	68	66
	2018	69	65	67	*	42	69	*	*	-	69	68
Mathematics	2018	70	66	69	*	58	69	*	*	-	*	64

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

LUMBERTON H S (100907001)
LUMBERTON ISD

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2016-17	1.9%	1.7%	1.7%	0.0%	1.1%	1.8%	0.0%	0.0%	*	0.0%	3.8%
2015-16	2.0%	1.1%	1.1%	*	2.3%	1.0%	0.0%	0.0%	*	0.0%	2.6%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	89.7%	95.7%	95.7%	-	100.0%	95.1%	*	*	-	*	90.0%
Graduates, TxCHSE, & Cont	94.1%	96.5%	96.5%	-	100.0%	96.0%	*	*	-	*	92.5%
Class of 2016											
Graduated	89.1%	96.0%	96.0%	*	94.7%	95.9%	*	100.0%	-	*	92.6%
Graduates, TxCHSE, & Cont	93.8%	97.3%	97.3%	*	94.7%	97.4%	*	100.0%	-	*	95.6%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	91.6%	96.0%	96.0%	*	94.7%	95.9%	*	100.0%	-	*	94.0%
Graduates, TxCHSE, & Cont	93.4%	96.7%	96.7%	*	94.7%	96.7%	*	100.0%	-	*	94.0%
Class of 2015											
Graduated	91.3%	92.8%	92.8%	-	90.5%	92.9%	-	*	*	*	79.1%
Graduates, TxCHSE, & Cont	93.3%	94.0%	94.0%	-	90.5%	94.2%	-	*	*	*	79.1%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2015											
Graduated	91.8%	92.8%	92.8%	-	90.5%	92.9%	-	*	*	*	79.1%
Graduates, TxCHSE, & Cont	93.3%	94.4%	94.4%	-	90.5%	94.7%	-	*	*	*	79.1%
Class of 2014											
Graduated	90.9%	97.4%	97.4%	-	100.0%	97.1%	-	*	-	*	94.6%
Graduates, TxCHSE, & Cont	92.8%	98.9%	98.9%	-	100.0%	98.8%	-	*	-	*	96.4%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2017	89.7%	95.0%	95.0%	-	100.0%	94.3%	*	*	-	*	85.7%
Class of 2016	89.1%	95.7%	95.7%	*	94.7%	95.6%	*	100.0%	-	*	92.6%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2017	88.5%	90.6%	90.6%	-	90.5%	91.2%	*	*	-	*	75.0%
Class of 2016	87.4%	88.2%	88.2%	*	100.0%	86.8%	*	100.0%	-	*	83.9%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2017	85.9%	90.6%	90.6%	-	90.5%	91.2%	*	*	-	*	75.0%
Class of 2016	85.1%	87.8%	87.8%	*	100.0%	86.5%	*	100.0%	-	*	82.5%
College, Career, and Military Ready (Annual Graduates)											
2016-17	54.2%	50.6%	50.6%	-	54.5%	50.9%	*	*	-	*	37.9%
SAT/ACT Results (Annual Graduates)											
Tested											
Class of 2017	73.5%	68.5%	68.5%	-	68.2%	69.6%	*	*	-	*	45.7%
Class of 2016	71.6%	71.8%	71.8%	*	82.4%	69.9%	*	100.0%	-	*	61.3%
Average SAT Score											
Class of 2017	1019	1069	1069	-	1083	1072	*	*	-	-	1043
Class of 2016	1375	1399	1399	*	1314	1408	*	1326	-	*	1426
Average ACT Score											
Class of 2017	20.3	22.7	22.7	-	23.6	22.7	*	*	-	-	*
Class of 2016	20.3	21.0	21.0	*	*	21.2	-	*	-	*	22.3

'?' Indicates that the data for this item were statistically improbable, or were reported outside a reasonable range.

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

'-' Indicates zero observations reported for this group.

'n/a' Indicates data reporting is not applicable for this group.

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