Port Neches-Groves Independent School District
Meeting of Board of Trustees
January 13, 2020 7:00 PM West Groves Education Center

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Items on the consent agenda will be enacted with one motion. There will be no separate discussion of consent items unless a Board member so requests, in which event the item will be removed from the consent agenda and considered as an item on the regular agenda.

1. Recognition of Board of Trustees: School Board Recognition Month
2. Opening
   - A. Call to Order and Establishment of Quorum
   - B. Prayer and Pledges
   - C. Patron Presentations
3. Consent Agenda
   - A. Consider Approval of December 2019 Minutes
   - B. Consider Approval of Disbursements
   - C. Information on 2019-20 Budget Transfers
   - D. Quarterly Investment Report Correction
   - E. Report: Budget - General Fund, Tax Report
   - F. Consider Approval of Budget Amendment GF-4
   - G. Personnel - Information Only
4. Regular Agenda
   - A. 2018-19 Annual Performance Report
     1. Presentation of the Report
     2. Public Comments on the Report
     3. Approval of the Report
   - B. Superintendent Report
   - C. Board Member Requests for Future Agenda Items
   - D. Consider Approval of Language Revision in Superintendent's Contract Regarding Vacation Days
   - E. Adjournment

Closed Session

If, during the course of the meeting, discussion of any item on the agenda should be held in closed meeting, the Board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas Government Code, Chapter 551. Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting.

To Call Meeting to Order

I call this meeting of the Port Neches-Groves Independent School District to order. Let the record show that a quorum of board members is present, that this meeting has been duly called, and that notice of this meeting has been posted in accordance with the Texas Open Meetings Act, Texas Government Code Chapter 551.

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

AGENDA ITEM: Patron Presentations

You have five minutes to make your comments to the Board. The Board Secretary will keep your time and will indicate how much time you have left and when your time is up.

Please be aware that the Board will not entertain comments on individual personnel or students during patron presentations. In addition, the Board is not allowed to discuss or comment on issues brought up in open forum presentations.

Minutes of Public Hearing & Regular Meeting

The Board of Trustees
Port Neches-Groves ISD

A Public Hearing & Regular Meeting of the Board of Trustees of Port Neches-Groves ISD was held Monday, December 9, 2019, beginning at 7:00 PM in the West Groves Ed. Center, 5840 W. Jefferson, Groves, TX.

1. Public Hearing
   A. Solicit Partnership for Full Day Pre-Kindergarten - Information Only
   Julie Gauthier presented the following information:
   Background Information
   With the recent passing of House Bill 3, school districts are required to provide a full-day prekindergarten program to eligible four year olds. The commissioner will grant a 1, 2 or 3-year exemption to a district but only if the district has solicited and considered proposals for partnerships with eligible early learning centers. An eligible provider would be a public or private entity that is licensed and in good standing with the Texas Department of Family and Protective Services. Ideal partners would have a vision that aligns with the school district, strong management and leadership, employs certified teachers, and is able and is willing to comply with the components of a high quality prekindergarten program as outlined by the Texas Education Agency (curriculum, progress monitoring, etc.) Districts are required to solicit partnership proposals through a public meeting which we are conducting this evening. In addition to tonight's public meeting, the district will post the request for proposals on our district website and in the newspaper to solicit partnerships with early learning center providers.

   Public Statement
   In accordance with Texas Education Code Section 23.153, as amended by House Bill 3, Port Neches Groves ISD invites proposals for partnerships with public or private entities regarding required prekindergarten classes. Proposals for partnerships should include specific information regarding how the entity will comply with the High Quality Prekindergarten Program Requirements under Texas Education Code Subchapter E-1. Proposals should be mailed to the attention of Julie Gauthier, Assistant Superintendent of Administrative Services, Pre-K Proposal, Port Neches Groves ISD, 620 Ave C, Port Neches, TX 77651. Proposals are due by 4:00 p.m. on Tuesday, January 21, 2020. The Board will consider all qualified proposals received by the deadline at its regular Board Meeting on Monday, February 10, 2020.

The floor was then opened for public comments. There were a couple questions regarding the type of kindergarten program that would be needed. Mrs. Gauthier informed them it would be a Pre-K standards program and that a rubric is available if they would like to get a copy.

B. FIRST Public Hearing
Sheri Drawhorn presented the attached report that received a superior rating. The floor was then opened for public comments and there were none.

2. Opening - Regular Meeting will begin immediately following Public Hearing

A. Call to Order and Establishment of Quorum
Dr. Bartlett called the regular meeting to order at approximately 7:10 p.m. (immediately following the public hearing) and the presence of a quorum was established.

Present: Scott Bartlett, Brandon Cropper, Eric Sullivan, Rusty Brittain, Dustin Marsh
Absent: Lana Parker and Jake Lefort

B. Prayer and Pledges
Dr. Bartlett opened the meeting in prayer and led the pledges.

C. Patron Presentations - None

3. Consent Agenda
Brandon Cropper made a motion to approve the consent agenda as presented. Eric Sullivan seconded the motion. All were in favor (motion passed 5-0)

A. Consider Approval of Minutes of November 2019 Board Meeting(s)

B. Consider Approval of Disbursements

C. Report: Budget - General Fund, Tax Report

D. Information on 2019-20 Budget Transfers

E. Consider Approval of Budget Amendment GF-3

4. Regular Agenda

A. Resolution for Payment of Salaries for December 2, 5 & 6, 2019 Due to the Aftermath of the TPC Plant Explosion
table Motion Scott; Eric 2nd
Dr. Bartlett made a motion to table this item and to revisit it in closed session. Eric Sullivan seconded the motion. All were in favor. Motion passed (5-0).

B. Consider Approval for Submission of Waiver Application for Missed School Days
Brandon Cropper made a motion to approve the submission for a waiver application for missed school days. Rusty Brittain seconded the motion. All were in favor. Motion passed (5-0)

C. Resolution for Jefferson County Appraisal District Election
Brandon Cropper made a motion to approve the resolution for the Jefferson County Appraisal District Election as presented. The motion was seconded by Dustin Marsh. All were in favor (motion passed 5-0)

D. Consider Approval of Transactions Over $25,000

Rusty Brittain made a motion to approve the over $25,000 transaction. Eric Sullivan seconded the motion. All were in favor. Motion passed (5-0)

E. Second Reading and Final Approval of Update 114
Dustin Marsh made a motion to approve the second and final reading of Update 114. Brandon Cropper seconded the motion. All were in favor. Motion passed (5-0)

F. Consider Approval of Beaumont Interconnect Project Agreements
Rusty Brittain made a motion to approve the agreements as presented for the Beaumont Interconnect Project. Eric Sullivan seconded the motion. All were in favor. Motion passed (5-0) Copies of the agreements can be viewed at the administration building in the office of the Superintendent.

G. Superintendent's Report
Dr. Gonzales opened his remarks by stating that the district has had an interesting fall semester: Imelda, cyber security attack, and now the TPS plant explosion. He then thanked the admin staff for all their hard work and applauded their efforts in keeping staff aware of what has been happening. Great job!
Dr. Gonzales informed the Board that he received a phone call from Commissioner Mike Morath today who just wanted to check on the district and assure him that TEA would work with us in any way needed. Commissioner Morath also inquired about the district's cyber attack. It was stated that one school a week in the state of Texas is attacked by Ransomware.

Dr. Gonzales then asked Jeff Bergeron to give a quick review of what's been going on the last 12 days. (attached)

Dr. Gonzales then reiterated his confidence in our schools being clean and safe.

H. Adjourn into Closed Session (No Public Discussion) Pursuant to Chapter 551 of the Texas Government Code
Dr. Bartlett adjourned the regular meeting into closed session at approximately 7:50 p.m. to discuss item A (above) that was tabled.

I. Reconvene into Regular Session and Take Action, if any, on Subject Discussed in Closed Session
Dr. Bartlett reconvened the regular meeting at approximately 8:30 p.m. The following action was taken on items discussed in closed session:

1) Brandon Cropper made a motion to approve the resolution for payment of salaries for December 2, 5 & 6, 2010 due to the aftermath of the TPC plant explosion. Dustin Marsh seconded the motion. All were in favor. Motion passed (5-0)
2) Brandon Cropper made a motion to give the Personnel Department the authority to adjust the Chapter 21 contract pay for Jeff Bergeron, Maintenance Director as well as provide payment to the Superintendent for emergency support provided to the district in response to the TPC plant explosion. Time period beginning November 27, 2019 until the event is considered closed. Payment of time and one half for any hours worked over 8 hours during regularly scheduled days. Time and one-half would be paid

for all hours worked on days not scheduled to work.

5. Adjournment

   There being no further business to come before the Board, the meeting was adjourned at approximately 8:45 p.m.

Scott Bartlett, President

Eric Sullivan, Secretary

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

ANNUAL FINANCIAL MANAGEMENT REPORT FOR REPORTING PERIOD FISCAL YEAR 2017 - 2018

Board of Trustees

Scott Bartlett, President

Brandon Cropper, Vice President

Eric Sullivan, Secretary

Rusty Brittain, Member

Dustin Marsh, Member

Jake Lefort, Member

Lana Parker, Member

Administration

Dr. Mike Gonzales, Superintendent of Schools

Julie Gauthier, Assistant Superintendent for Administrative Services

Dr. Brenda Duhon, Assistant Superintendent for Curriculum & Instruction/Technology

Sheri Drawhorn, Business Manager

INTRODUCTION

Introduction

The Texas Administrative Code requires each school district to prepare an annual financial management report to report information and financial accountability ratings to parents and taxpayers.

Many business-related issues are covered in this report. The primary reporting tool, however, is the Financial Accountability Ratings Worksheet. This worksheet was developed by representatives of the Texas Education Agency (TEA), the Texas Business & Education Council (TBEC) and the Texas Association of School Business Officials (TASBO). It is administered by TEA and calculated on information submitted to the Agency via our PEIMS submission each year and other documentation procured by TEA. The accuracy of PEIMS data has always been critical on the student side of the submission, and this reporting requirement adds a high degree of importance to our finance submission each year.

Major changes were finalized in August 2015 in the Commissioner's Rule, authorized by HB 5, Section 49, 83rd Texas Legislature, Regular Session, 2013. House bill 5 amended Section 39.082 Texas Education Code to require the commissioner of education to include processes in the financial accountability rating system for anticipating the future financial solvency of each school district and open-enrollment charter school.

The changes to the School FIRST system implemented by the TEA in August 2015 are being phased-in over three years. During the phase-in period, the new School FIRST system has separate worksheets for rating years 14-15, 15-16, and 16-17 and subsequent years.

The worksheet consists of 15 criteria, each weighted equally with the exception of the Critical Indicators. A "No" response in criteria #1, #2a, #3, or #4 automatically result in a rating of Substandard Achievement, so these first five criteria are of utmost importance.

Currently, the District enjoys a rating of ***"Superior Achievement"***, scoring 98 out of a possible 100 on the financial accountability worksheet. The worksheet itself and a discussion of its salient points follow.

UNDERSTANDING
The Financial Integrity Rating System of Texas

School FIRST: Understanding the Financial Integrity Rating System of Texas

What you will learn:

- What School FIRST is and what it was designed to accomplish
- The reporting and disclosure requirements of School FIRST

Key points:

- Districts are given yearly financial accountability ratings.
- Annual reports and public hearings are required.

School FIRST: Understanding the Financial Integrity Rating System of Texas

Overview of School FIRST

The School Financial Integrity Rating System of Texas, or School FIRST, the state's financial accountability rating system, was developed by the Texas Education Agency (TEA) in response to legislation passed in 1999. In 2006, performance under School FIRST was added as a consideration for accreditation, along with academic performance. School FIRST provides additional transparency to public education finance and meaningful financial oversight and improvement for school districts.

Pursuant to Texas Education Code requirements, the commissioner of education has adopted rules to implement and administer School FIRST. These rules are found at 19 Texas Administrative Code section 109.1001. The rules were significantly revised in August 2015 to satisfy the legislative requirement that they include processes for anticipating the future financial solvency of each district.[1]

Under School FIRST, districts report certain financial data to TEA, including the district's annual financial report (AFR); TEA assigns a financial accountability rating to each district; and districts prepare and distribute an annual financial management report for taxpayers and parents based on the financial data, the accountability rating, and specific financial disclosures.

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Financial Accountability Ratings

Under the new School FIRST rules, as of the 2015-16 rating year, districts may receive one of four financial accountability ratings:

1. A for superior achievement
2. B for above standard achievement
3. C for standard achievement
4. F for substandard achievement[2]

TEA will base a district's rating on the district's overall performance on the financial measurements, ratios, and other specified indicators. The ratings are based on data from the immediate prior fiscal year; this data includes the district's AFR, PEIMS data, warrant holds, and the district's average daily attendance information used for school funding purposes.[3] Beginning in 2015-16, there are 15 indicators upon which the ratings are based. The first five are designated critical indicators, and items 1, 2A, 3, 4 and 5 must be passed in order to avoid an F rating. These critical indicators are as follows:

1. Timely filing of the AFR and data feed
2. Unmodified opinion and no material weakness in the AFR
   A. Unmodified auditor opinion
   B. No material weakness noted in the AFR
3. Compliance with payment terms of debt agreements
4. Timely payments to government entities
5. Unrestricted net asset balance greater than zero

Indicators 6 through 12 are Solvency Indicators, some of which are scored either 0 or 10 and some of which are scored on a sliding scale from 0 to 10 based on the relevant information. Indicators 13 through 15 are Financial Competence Indicators, all of which are scored either 0 or 10 based on the relevant information.

The rules establish scoring ranges for each rating. For example, a district will receive an A rating in 2015-16 for a score between 70 and 100; in 2016-17, an A rating will require a score between 90 and 100. Similarly, in 2015-16, an F rating will be awarded for scores from 0 to 30; in 2016-17, a score of 0 to 59 will earn an F rating. A district may also receive an F if it fails any critical indicator as discussed above, if the AFR or data are not both complete, or if either the AFR or the data are not submitted on time.[4]

TEA will issue preliminary financial accountability ratings on or before August 8 of each year.[5] If TEA receives a written appeal pursuant to the process set forth in the rules, TEA will issue a final rating no later than 60 days after receiving the appeal. If no appeal is filed, a rating becomes final 31 days after issuance of the preliminary rating.[6]

If the commissioner, based on the indicators or other relevant information, projects a deficit for a district's general fund within the following three school years, TEA will provide the district interim financial reports, including projected revenues and expenditures, to evaluate the district's current budget status. TEA may require a district to submit additional information necessary to

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produce the financial reports. If a district fails to provide the information or if the commissioner determines that the information is unreliable, the commissioner may order the district to acquire professional services to address the deficiency.[7]

Annual Financial Management Report

Districts must report financial accountability ratings and other information to parents, taxpayers, and other stakeholders through the preparation and distribution of an annual financial management report. The report must include a description of the district's financial management performance based on a comparison of its performance on the indicators. The report must also contain information about state-established standards and the district's performance on each indicator for the current and previous year's ratings.[8]

Financial Disclosures: In addition, the annual financial management report must include the following disclosures of board member and superintendent financial information:

- **Superintendent's contract:** A copy of the superintendent's current employment contract or other documentation showing the superintendent's total compensation and benefits; the district may publish the superintendent's contract on the school district's website instead of publication in the annual financial management report.[9]

- **Reimbursements by the district:** A summary schedule for the fiscal year of total expenditures paid and reimbursements received by the superintendent and each board member, including transactions resulting from use of school district credit cards to cover expenses incurred by the superintendent and each board member; the summary must separately report reimbursements for meals, lodging, transportation, motor fuel, and other items (excluding reimbursements for supplies and materials that were purchased for the operation of the school district).[10]

- **Outside compensation and fees to superintendent:** A summary schedule for the fiscal year of the dollar amount of compensation and fees received by the superintendent from another school district or any other outside entity in exchange for professional consulting and other personal services; the summary must separately report the amount received from each entity.[11]

- **Gifts from vendors:** A summary schedule for the fiscal year of the total dollar amount of gifts of $250 or more received by the district's executive officers and each board member.[12] This reporting requirement applies only to gifts received by the executive officers and board members (and their first degree relatives) from an outside entity that received payments from the district in the prior fiscal year and to gifts from competing vendors that were not awarded contracts in the prior fiscal year. There are exclusions for reimbursement for certain travel expenses for specified purposes.[13]

- **Business transactions:** A summary schedule for the fiscal year of the dollar amount received by a board member for the total amount of business transactions with the district; this disclosure is not to duplicate the disclosures regarding reimbursements.[14]

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- **Other information:** Any other information the board determines to be useful.

Notice and Public Hearing: Within two months after receiving a final financial accountability rating, a board must hold a public hearing on the annual financial management report at a location in the district's facilities. The board must give notice of the hearing to real property owners in the district and to parents of district students. In addition to the general notice requirements of the Texas Open Meetings Act, the board must provide notice of the hearing, including the time and place, to a newspaper of general circulation in the district once a week for two weeks prior to the hearing. The first notice must be published 14-30 days prior to the public hearing. If no newspaper is published in the county in which the district's central administration office is located, the board must publish notice in the county nearest to the county seat of the county in which the district's central administration office is located. Notice must also be given through electronic mail to media serving the district, including radio and television.[15]

At the hearing, the district must provide the annual financial management report to the attending parents and taxpayers and must provide an opportunity for comment. The district must retain the report for at least three years after the hearing and make it available to parents and taxpayers on request.[16]

Within one month after the public hearing, a district assigned an F rating must file a corrective action plan with TEA to address the district's financial weaknesses. A plan must identify the specific areas of weakness, such as transportation, curriculum, or teacher development, and include strategies for improvement. The commissioner may require certain information in the plan to address the factor(s) that may have contributed to the rating. The commissioner may impose appropriate sanctions for failure to submit or implement a corrective plan.[17]

Conclusion

School FIRST financial accountability ratings are based upon data reported to and reviewed by TEA. A district may appeal its preliminary rating before it becomes final. A district's final rating and other required disclosures are included in the district's annual financial management report, which is distributed at a public hearing after the final rating is received.

This document is provided for educational purposes only and contains information to facilitate a general understanding of the law. It is neither an exhaustive treatment of the law on this subject nor is it intended to substitute for the advice of an attorney. It is important for the recipient to consult with the district's own attorney in order to apply these legal principles to specific fact situations.

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Updated July 2016

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[1] The legislature enacted a Financial Solvency Review process in 2009 at Texas Education Code section 39.0822, but this was repealed by House Bill 5, 83rd Texas Legislature, R.S., 2013, when other requirements were added to Texas Education Code 39.082.

[2] 19 Tex. Admin. Code § 109.1001(h).

[3] 19 Tex. Admin. Code §109.1001(d).

[4] The rating worksheets containing the indicators, explanatory information for each indicator, scoring information for each indicator, and the scores necessary to receive each rating may be found as graphics attached to the rules at 19 Tex. Admin. Code § 109.1001(e)(2), (3) at texreg.sos.state.tx.us/fids/201502697-2.pdf and texreg.sos.state.tx.us/fids/201502697-3.pdf.

[5] Tex. Educ. Code §39.082(i); 19 Tex. Admin. Code §109.1001(k)

[6] 19 Tex. Admin. Code § 109.1001(k)(2)-(3), (l).

[7] Tex. Educ. Code § 39.0823.

[8] Tex. Educ. Code § 39.083; 19 Tex. Admin. Code § 109.1001(o). TEA provides a template to assist in the compilation of the annual financial management report at tea.texas.gov/index4.aspx?id=3864.

[9] 19 Tex. Admin. Code § 109.1001(o)(3)(B)(i).

[10] 19 Tex. Admin. Code § 109.1001(o)(3)(B)(ii).

[11] 19 Tex. Admin. Code § 109.1001(o)(3)(B)(iii).

[12] According to the TEA annual financial management report template, "an executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials."

[13] 19 Tex. Admin. Code § 109.1001(o)(3)(B)(iv).

[14] 19 Tex. Admin. Code § 109.1001(o)(3)(B)(v).

[15] Tex. Educ. Code § 39.083(d); 19 Tex. Admin. Code § 109.1001(o)(4).

[16] 19 Tex. Admin. Code § 109.1001(o)(5)-(6).

[17] Tex. Educ. Code § 39.0824; 19 Tex. Admin. Code § 109.1001(o)(7).

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DISCLOSURES

SUMMARY SCHEDULE OF TOTAL REIMBURSEMENTS RECEIVED BY SUPERINTEDENT AND BOARD OF TRUSTEES FISCAL YEAR AUGUST 31, 2018

School FIRST Annual Financial Management Report

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

Title 19 Texas Administrative Code Chapter 109, Budgeting, Accounting, and Auditing Subchapter AA,
Commissioner's Rules Concerning Financial Accountability Rating System, Section 109.1001(q). Effective 8/1/2018.
The template has been established to help the districts in gathering their data and presenting it at their School FIRST hearing. The template may not be all inclusive.

Superintendent's Current Employment Contract

A copy of the superintendent's current employment contract at the time of the School FIRST hearing is to be provided.
In lieu of publication in the annual School FIRST financial management report, the school district may chose to publish the superintendent's employment contract on the school district's Internet site.
If published on the Internet, the contract is to remain accessible for twelve months.

Reimbursements Received by the Superintendent and Board Members

For the Twelve-Month Period Ended August 31, 2018

Description of Reimbursements	Dr. Jimmy Creel	Dr. Mike Gonzales	Scott Bartlett	Rusty Brittain	Brandon Cropper	Mark Holmes	Jake LeFort	Lana Parker	Eric Sullivan
Meals	$ 44.95	$ 304.00	$	$	$	$ 88.00	$	$	$
Lodging	723.57	1,572.60				718.01			
Transportation	47.11	597.32				351.00			
Motor Fuel									
Other		297.50		65.00		395.00	182.50		
Total	$815.63	$2,771.42	$0.00	$65.00	$0.00	$1,552.01	$182.50	$0.00	$0.00

All "reimbursements" expenses, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order are to be reported. Items to be reported per category include:

Meals – Meals consumed out of town, and in-district meals at area restaurants (outside of board meetings, excludes catered board meeting meals).
Lodging - Hotel charges.
Transportation - Airfare, car rental (can include fuel on rental, taxis, mileage reimbursements, leased cars, parking and tolls).
Motor fuel – Gasoline.
Other: - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services

For the Twelve-Month Period	
Ended June 30 or August 31, 20XX	
Name(s) of Entity(ies)	Amount Received
	$
Total	$0.00

Compensation does not include business revenues generated from a family business (farming, ranching, etc.) that has no relation to school district business.

Gifts Received by Executive Officers and Board Members (and First Degree Relatives, if any)
(gifts that had an economic value of $250 or more in the aggregate in the fiscal year)

For the Twelve-Month Period Ended June 30 or August 31, 20XX	Superintendent	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Total	$	$	$	$	$	$	$	$

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification for local officials.

Business Transactions Between School District and Board Members

For the Twelve-Month Period Ended June 30 or August 31, 20XX	Board Member 1	Board Member 2	Board Member 3	Board Member 4	Board Member 5	Board Member 6	Board Member 7
Amounts	$	$	$	$	$	$	$

Note - The summary amounts reported under this disclosure are not to duplicate the items disclosed in the summary schedule of reimbursements received by board members.

FIRST
(Financial Integrity Rating System of Texas)
2017-2018 PN-GISD Status Detail

RATING YEAR DISTRICT NUMBER

Help Home

FIRST

Financial Integrity Rating System of Texas

2018-2019 RATINGS BASED ON SCHOOL YEAR 2017-2018 DATA - DISTRICT STATUS DETAIL

Name: PORT NECHES-GROVES ISD(123908)	**Publication Level 1:** 8/7/2019 3:33:27 PM
Status: Passed	**Publication Level 2:** 8/8/2019 2:06:12 PM
Rating: A = Superior	**Last Updated:** 8/8/2019 2:06:12 PM
District Score: 98	**Passing Score:** 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	8/5/2019 11:45:20 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	8/5/2019 11:45:20 PM	Yes
2.B	Did the external independent auditor report that the AFR was free of any instance (s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	8/5/2019 11:45:21 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	8/5/2019 11:45:21 PM	Yes
4			Yes

	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	8/5/2019 11:45:21 PM	
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	8/5/2019 11:45:21 PM	10
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)	8/5/2019 11:45:22 PM	10
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) (See ranges below.)	8/5/2019 11:45:22 PM	8
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	8/5/2019 11:45:23 PM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	8/5/2019 11:45:24 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	8/5/2019 11:45:24 PM	10
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	8/5/2019 11:45:25 PM	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	8/5/2019 11:45:26 PM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	8/5/2019 11:45:26 PM	10
15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	8/5/2019 11:45:26 PM	10
			98 Weighted Sum

			1 Multiplier Sum
			98 Score

DETERMINATION OF RATING

A.	Did the district answer '**No**' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

DISTRICT NUMBER | Help | Home

FIRST

Financial Integrity Rating System of Texas

2018-2019 RATINGS BASED ON 2017-2018 SCHOOL YEAR DATA
INDICATOR TEST 8

Name:	**PORT NECHES-GROVES ISD (123908)**
Indicator:	**Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) (See ranges below.)**
Result/Points	8
Last Updated:	8/5/2019 11:45:22 PM

FORMULA

	Field	Value
(		
	Long Term Liabilities	88,731,955
/	Total Assets	146,899,796
<= 1		
)		
Or		
(		
(		
	2018 Total Students	5,131
-	2014 Total Students	4,847
)		
/	2014 Total Students	4,847
>=	Threshold for Five-Year Percent Change in Students	0.07
)		

Mathematical Breakdown: 0.604 <= 1 Or 0.0586 >= 0.07

RESULT DETERMINATION REFERENCE

DETERMINATION OF POINTS

10	8	6	4	2	0
<=0.60	>0.60 <=0.70	>0.70 <=0.80	>0.80 <=0.90	>0.90 <=1.00	>1.00

2017 – 2018
AUDITED FINANCIAL STATEMENT

EXHIBIT C-2

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES - GOVERNMENTAL FUNDS FOR THE YEAR ENDED AUGUST 31, 2018

Data Control Codes		10 General Fund	50 Debt Service Fund	Other Governmental Funds	98 Total Governmental Funds
	REVENUES:				
5700	*Local and Intermediate Sources*	$ 31,636,354	$ 7,376,627	$ 1,643,251	$ 40,656,232
5800	*State Program Revenues*	14,157,932	191,658	60,319	14,409,909
5900	*Federal Program Revenues*	930,663	--	4,808,551	5,739,214
5020	Total Revenues	46,724,949	7,568,285	6,512,121	60,805,355
	EXPENDITURES:				
	Current:				
0011	*Instruction*	24,268,602	--	2,674,618	26,943,220
0012	*Instructional Resources and Media Services*	729,149	--	5,000	734,149
0013	*Curriculum and Staff Development*	1,115,014	--	12,557	1,127,571
0021	*Instructional Leadership*	--	--	15,897	15,897
0023	*School Leadership*	2,260,939	--	--	2,260,939
0031	*Guidance, Counseling, & Evaluation Services*	1,638,716	--	135,515	1,774,231
0032	*Social Work Services*	71,897	--	--	71,897
0033	*Health Services*	648,234	--	--	648,234
0034	*Student Transportation*	1,230,741	--	--	1,230,741
0035	*Food Service*	--	--	2,759,878	2,759,878
0036	*Cocurricular/Extracurricular Activities*	2,118,010	--	13,899	2,131,909
0041	*General Administration*	1,117,162	--	1,857	1,119,019
0051	*Facilities Maintenance and Operations*	6,333,428	--	291,744	6,625,172
0052	*Security and Monitoring Services*	122,708	--	--	122,708
0053	*Data Processing Services*	653,650	--	--	653,650
0061	*Community Services*	--	--	23,784	23,784
0071	*Principal on Long-term Debt*	--	5,044,999	--	5,044,999
0072	*Interest on Long-term Debt*	--	3,490,662	--	3,490,662
0073	*Bond Issuance Costs and Fees*	--	750	--	750
0081	*Capital Outlay*	2,019,717	--	--	2,019,717
0091	*Contracted Instructional Services*				
0091	*Between Public Schools*	394,988	--	--	394,988
0095	*Payments to Juvenile Justice Altermative*				
0095	*Education Programs*	36,000	--	--	36,000
0099	*Other Intergovernmental Charges*	242,355	--	--	242,355
6030	Total Expenditures	45,001,310	8,536,411	5,934,749	59,472,470
1100	Excess (Deficiency) of Revenues Over (Under)				
1100	Expenditures	1,723,639	(968,126)	577,372	1,332,885
	Other Financing Sources and (Uses):				
7912	*Sale of Real or Personal Property*	2,009,125	--	--	2,009,125
7080	Total Other Financing Sources and (Uses)	2,009,125	--	--	2,009,125
1200	Net Change in Fund Balances	3,732,764	(968,126)	577,372	3,342,010
0100	Fund Balances - Beginning	16,871,289	4,170,338	470,219	21,511,846
3000	Fund Balances - Ending	$ 20,604,053	$ 3,202,212	$ 1,047,591	$ 24,853,856

The accompanying notes are an integral part of this statement.

SUPERINTENDENT'S CONTRACT

SUPERINTENDENT'S EMPLOYMENT CONTRACT

THE STATE OF TEXAS §
§ KNOW ALL MEN BY THESE PRESENTS:
COUNTY OF JEFFERSON §

THIS SUPERINTENDENT'S EMPLOYMENT CONTRACT ("Contract") is made and entered into effective the 1st day of July, 2019, by and between the Board of Trustees (the "Board") of the Port Neches-Groves Independent School District (the "District") and Dr. Mike Gonzales (the "Superintendent").

W I T N E S S E T H:

NOW, THEREFORE, the Board and the Superintendent, for and in consideration of the terms hereinafter established and pursuant to Section 11.201(b) and Chapter 21, Subchapter E of the Texas Education Code, have agreed, and do hereby agree, as follows:

I. Term

1.1 **Term**. The Board, by and on behalf of the District, does hereby employ the Superintendent, and the Superintendent does hereby accept employment as Superintendent of Schools for the District for a term of three (3) years commencing on July 1, 2019, and ending on June 30, 2022. The District may, by action of the Board, and with the consent and approval of the Superintendent, extend the term of this Contract as permitted by state law.

1.2 **No Tenure.** The Board has not adopted any policy, rule, regulation, law, or practice providing for tenure. No right of tenure is created by this Contract. No property interest, express or implied, is created in continued employment beyond the Contract term.

II. Employment

2.1 **Duties**. The Superintendent is the chief executive of the District and shall faithfully perform the duties of the Superintendent of Schools for the District as prescribed in the job description and as may be lawfully assigned by the Board, and shall comply with all lawful Board directives, state and federal law, District policy, rules, and regulations as they exist or may hereafter be amended. Specifically, it shall be the duty of the Superintendent to recommend for employment all professional employees of the District subject to the Board's approval. It shall be the further duty of the Superintendent to employ all other personnel consistent with the Board's policies. It shall be the further duty of the Superintendent to direct, assign, reassign, and evaluate all of the employees of the District consistent with Board policies and federal and state law. It shall be the further duty of the Superintendent to organize, reorganize, and arrange the staff of the District, and to develop and establish administrative regulations, rules, and procedures

which the Superintendent deems necessary for the efficient and effective operation of the District consistent with the Board's lawful directives, the Board's policies, and state and federal law. It shall be the further duty of the Superintendent to accept all resignations of employees of the District consistent with the Board's policies, except the Superintendent's resignation, which may only be accepted by the Board. The Superintendent shall perform the duties of the Superintendent of Schools for the District with reasonable care, diligence, skill, and expertise. All duties assigned to the Superintendent by the Board shall be appropriate to and consistent with the professional role and responsibility of the Superintendent.

2.2 **Professional Certification**. The Superintendent shall at all times during the term of this Contract, and any renewal or extension thereof, hold and maintain a valid certificate required of a superintendent by the State of Texas and issued by the State Board for Educator Certification or the Texas Education Agency and any other certificates required by law.

2.3 **Reassignment**. The Superintendent cannot be reassigned from the position of Superintendent to another position without the Superintendent's express written consent.

2.4 **Board Meetings**. The Superintendent shall attend all meetings of the Board, both public and closed, with the exception of those closed meetings devoted to the consideration of any action or lack of action on the Superintendent's Contract, or the Superintendent's evaluation, or for purposes of resolving conflicts between individual Board members, or when the Board is acting in its capacity as a tribunal. In the event of illness or Board-approved absence, the Superintendent's designee shall attend such meetings.

2.5 **Criticisms, Complaints, and Suggestions**. The Board, individually and collectively, shall refer in a timely manner all substantive criticisms, complaints, and suggestions called to the Board's attention either: (a) to the Superintendent for study and/or appropriate action, and the Superintendent shall refer such matter(s) to the appropriate District employee or shall investigate such matter(s) and shall within a reasonable time inform the Board of the results of such efforts; or, (b) to the appropriate complaint resolution procedure as established by District Board policies.

2.6 **Indemnification**. To the extent it may be permitted to do by applicable law, including, but not limited to Texas Civil Practice & Remedies Code Chapter 102, the District does hereby agree to defend, hold harmless, and indemnify Superintendent from any and all demands, claims, suits, actions, judgments, expenses and attorneys' fees incurred in any legal proceedings brought against Superintendent in the Superintendent's individual or official capacity as an employee and as Superintendent of the District, providing the incident(s), which is (are) the basis of any such demand, claim, suits, actions, judgments, expenses and attorneys' fees, arose or does arise in the future from an act or omission of Superintendent as an employee of the District, acting within the course and scope of Superintendent's employment with the District; excluding, however, any such demand, claim, suits, actions, judgments, expenses and attorneys' fees for those

claims or any causes of action where it is determined that Superintendent committed official misconduct, or committed a willful or wrongful act or omission, or an act or omission constituting gross negligence, or acted in bad faith; and excluding any costs, fees, expenses or damages that would be recoverable or payable under an insurance contract, held either by the District or by Superintendent. The selection of Superintendent's legal counsel shall be with the mutual agreement of Superintendent and the District if such legal counsel is not also District's legal counsel. A legal defense may be provided through insurance coverage, in which case Superintendent's right to agree to legal counsel provided for him will depend on the terms of the applicable insurance contract. To the extent this Section 2.6 exceeds the authority provided and limitations imposed by Texas Civil Practice & Remedies Code, Chapter 102, it shall be construed and modified accordingly. The provisions of this Section 2.6 shall survive the termination of this Contract.

III. Compensation

3.1 **Salary**. The District shall provide the Superintendent with an annual salary in the sum of One Hundred Seventy-Three Thousand Seven Hundred Twenty Dollars ($173,720.00) which is a 7.5% raise (as approved for the district by the Board of Trustees on July 8, 2019). This annual salary rate shall be paid to the Superintendent in equal installments consistent with the Board's policies.

3.2 **Salary Adjustments**. At any time during the term of this Contract, the Board may, in its discretion, review and adjust the salary of the Superintendent, but in no event shall the Superintendent be paid less than the salary set forth in Section 3.1 of this Contract except by mutual agreement of the two parties. Such adjustments, if any, shall be made pursuant to a lawful Board resolution. In such event, the parties agree to provide their best efforts and reasonable cooperation to execute a new contract incorporating the adjusted salary.

3.3 **Vacation, Holiday and Personal Leave.** The Superintendent may take, at the Superintendent's choice, the greater of fifteen (15) days or the same number of days of vacation authorized by policies adopted by the Board for administrators on twelve-month contracts, the days to be in a single period or at different times. The vacation days taken by the Superintendent will be taken at such time or times as will least interfere with the performance of the Superintendent's duties as set forth in this Contract. Accrued but unused vacation days, up to a maximum of fifteen (15) days annually, shall accumulate and carry forward from year to year during the term of this Contract. The Superintendent shall observe the same legal holidays as provided by Board policies for administrative employees on twelve-month contracts. The Superintendent is hereby granted the same personal leave benefits as authorized by Board policies for administrative employees on twelve-month contracts.

3.4 **Insurance.** The District shall pay the same premiums for hospitalization and major medical insurance coverage for the Superintendent pursuant to the group health care plan provided by the District for its administrative employees.

3.5 **Professional Growth.** The Superintendent shall devote the Superintendent's time, attention, and energy to the direction, administration, and supervision of the District. The Board, however, encourages the continued professional growth of the Superintendent through the Superintendent's active attendance at and participation in appropriate professional meetings at the local, regional, state and national levels. The Board shall encourage the use of data and information sources, and shall encourage the participation of the Superintendent in pertinent education seminars and courses offered by public or private institutions or by educational associations, as well as the participation in informational meetings with those individuals whose particular skills, expertise, or backgrounds would serve to improve the capacity of the Superintendent to perform the Superintendent's professional responsibilities for the District. In its encouragement of the Superintendent to grow professionally, the Board shall permit a reasonable amount of release time for the Superintendent as the Superintendent and the Board deem appropriate, to attend such seminars, courses or meetings. The District shall pay the Superintendent's membership dues to the American Association of School Administrators and the Texas Association of School Administrators, as well as other memberships necessary to maintain and improve the Superintendent's professional skills. The District shall bear the reasonable cost and expense for registration, travel, meals, lodging, and other related expenses for such attendance and membership.

3.6 **Civic Activities.** The Board encourages the Superintendent to become a member of and participate in community and civic affairs, including the chamber of commerce, civic clubs, governmental committees, and educational organizations. The Board concludes that such participation will serve a legitimate purpose related to the educational mission of the District. The Superintendent may hold offices or accept responsibilities in these professional organizations, provided that such responsibilities do not interfere with the performance of his duties as Superintendent. Prior to engaging in these activities, the Superintendent will notify the Board in writing of the activity. The Board will notify the Superintendent if the activity presents a conflict or interferes with the performance of his duties as Superintendent. The District shall reimburse the Superintendent for the cost of membership in all local civic organizations in which the Superintendent participates and related travel outside of the District, subject to advance Board approval.

3.7 **Outside Consultant Activities.** The Superintendent may serve as a consultant or undertake speaking engagements, writing, teaching or other professional duties and obligations outside the District (referred to collectively herein as "Consulting Services") that do not conflict or interfere with the Superintendent's professional responsibilities to the District. The Superintendent may accept a reimbursement of expenses for such Consulting Services at no expense to the District. Consulting Services provided by the Superintendent under the terms and conditions of this paragraph must be consistent with state and federal law.

3.8 **Expenses.** The District shall pay or reimburse the Superintendent for reasonable expenses incurred by the Superintendent in the continuing performance of the Superintendent's duties under this Contract. The District agrees to pay the actual and

incidental costs incurred by the Superintendent for travel outside of the District. Such actual or incidental costs may include, but are not limited to, gasoline, hotels and accommodations, meals, rental car, and other expenses incurred in the performance of the business of the District. The Superintendent shall comply with all procedures and documentation requirements in accordance with Board policies.

3.9 **Texas Teacher Retirement System.** The District shall supplement the Superintendent's annual salary, for performance of Superintendent duties, by an amount equal to the Superintendent's portion of the monthly member contribution to the Texas Teacher Retirement System ("TRS") beginning on January 1, 2018, and continuing for the term of this Contract, with any extensions made by the Board. This supplement shall include both the retirement and TRS-Care parts of the TRS member contribution, as applicable. This additional salary supplement shall be paid to the Superintendent in regular monthly payroll installments and shall be reported as "creditable compensation" by the District for purposes of TRS, to the extent permitted by TRS.

3.10 **Annual Physical Examination.** The Superintendent shall undergo an annual physical examination performed by a licensed physician mutually acceptable to the Board and the Superintendent. The physician shall submit a confidential statement to the Board verifying the Superintendent's fitness to perform the Superintendent's duties and copies of all such statements shall be maintained in the Superintendent's personnel file. The District shall pay all costs of the annual physical examination.

3.11 **Automobile – Allowance.** The Board shall provide the Superintendent with an automobile allowance for in District travel in the sum of Four Hundred and Fifty Dollars ($450.00) per month. In addition to the allowance provided herein, the Board shall reimburse the Superintendent for out of District travel incurred by the Superintendent in the continuing performance of the Superintendent's duties under this Contract.

IV. Annual Performance Goals

4.1 **Development of Goals.** The Superintendent shall submit to the Board a preliminary list of goals for the District each year for the Board's consideration and adoption. The Superintendent and the Board shall then meet, and the Board shall approve or revise the list of goals. The Superintendent shall submit to the Board for its approval a plan to implement the goals. The Superintendent and the Board shall meet biannually to assess the goals and may adjust or revise the goals either by action of the Board or upon recommendation of the Superintendent and approval of the Board. The goals approved by the Board shall at all times be reduced to writing ("District Goals") and shall be among the criteria on which the Superintendent's performance is reviewed and evaluated. The Board agrees to work with and support the Superintendent in achieving the District Goals.

V. Review of Performance

5.1 **Time and Basis of Evaluation**. The Board shall evaluate and assess in writing the performance of the Superintendent at least once each year during the term of this Contract. The Board's evaluation and assessment of the Superintendent shall be reasonably related to the duties of the Superintendent as outlined in the Superintendent's job description and shall be based on the District's progress towards accomplishing the District Goals.

5.2 **Confidentiality.** Unless the Superintendent expressly requests otherwise in writing, the evaluation of the Superintendent shall at all times be conducted in executive session and shall be considered confidential to the extent permitted by law. Nothing herein shall prohibit the Board or the Superintendent from sharing the content of the Superintendent's evaluation with their respective legal counsel.

5.3 **Evaluation Format and Procedures**. The evaluation format and procedure shall be in accordance with the Board's policies and state and federal law. In the event that the Board determines that the performance of the Superintendent is unsatisfactory in any respect, it shall describe in writing, in reasonable detail, specific instances of unsatisfactory performance. The evaluation shall include recommendations as to areas of improvement in all instances where the Board deems performance to be unsatisfactory. A copy of the written evaluation shall be delivered to the Superintendent. The Superintendent shall have the right to make a written response to the evaluation within thirty (30) days of receipt of the written evaluation from the board. That response shall become a permanent attachment to the evaluation in the Superintendent's personnel file. In the event the Board deems that the evaluation instrument, format, and/or procedure is to be modified by the Board and such modifications would require new or different performance expectations, the Superintendent shall be provided a reasonable period of time to demonstrate such expected performance before being evaluated.

VI. Extension or Nonrenewal of Employment Contract

6.1 **Extension/Nonrenewal**. Extension and/or nonrenewal shall be in accordance with Board policy, Texas Education Code Chapter 21, Subchapter E, and applicable law. Notwithstanding anything to the contrary in Section 21.212(a) of the Texas Education Code, the Superintendent shall be entitled to written notice, containing reasonable notice of the reason for the proposed nonrenewal, not later than 45 days before the last day of the contract term, containing reasonable notice of the reason(s) for the proposed nonrenewal of the Superintendent's Contract with the District.

VII. Termination of Employment Contract

7.1 **Mutual Agreement**. This Contract may be terminated by the mutual agreement of the Superintendent and the Board in writing upon such terms and conditions as may be mutually agreed upon.

7.2 **Retirement or Death**. This Contract shall be terminated upon the retirement or death of the Superintendent.

7.3 **Dismissal for Good Cause**. The Board may dismiss the Superintendent during the term of the Contract for good cause. The term "good cause" is defined as follows:

(a) Failure to fulfill duties or responsibilities as set forth under the terms and conditions of this Contract;
(b) Incompetence or inefficiency in the performance of required or assigned duties as documented by evaluations, supplemental memoranda, or other written communication from the Board; provided, however, the terms and conditions of this paragraph shall not justify good cause unless the Board has provided the Superintendent a reasonable opportunity to remediate any incompetency or inefficiency;
(c) Insubordination or failure to comply with lawful written Board directives;
(d) Failure to comply with the Board's policies or the District's administrative regulations;
(e) Neglect of duties;
(f) Drunkenness or excessive use of alcoholic beverages;
(g) Illegal use of drugs, hallucinogens, or other substances regulated by the Texas Controlled Substances Act;
(h) Conviction of a felony or crime involving moral turpitude;
(i) Failure to meet the District's standards of professional conduct;
(j) Failure to comply with reasonable District professional development requirements regarding advanced course work or professional development;
(k) Disability, not otherwise protected by law, that impairs performance of the required duties of the Superintendent;
(l) Immorality, which is conduct the Board determines is not in conformity with the accepted moral standards of the community encompassed by the District. Immorality is not confined to sexual matters, but includes conduct inconsistent with rectitude or indicative of corruption, indecency, or depravity;
(m) Assault on an employee or student;
(n) Knowingly falsifying records or documents related to the District's activities;
(o) Conscious misrepresentation of facts to the Board or other District officials in the conduct of the District's business;
(p) Failure to fulfill requirements for superintendent certification; or,
(q) Any other reason constituting "good cause" under Texas law.

7.4 **Termination Procedure**. In the event that the Board terminates this Contract for "good cause," the Superintendent shall be afforded all the rights as set forth in the Board's policies and state and federal law.

7.5 **Resignation of Superintendent.** The Superintendent may leave the employment of the District at the end of a school year without penalty by filing a written resignation with the Board. The resignation must be addressed to the Board and filed not later than the 45th day before the first day of instruction of the following year. The Superintendent may resign with the consent of the Board at any other time.

VIII. Miscellaneous

8.1 **Controlling Law.** This Contract shall be governed by the laws of the State of Texas and shall be performable in Jefferson County, Texas, unless otherwise provided by law.

8.2 **Complete Agreement.** This Contract embodies the entire agreement between the parties hereto and cannot be varied except by written agreement of the undersigned parties, except as expressly provided herein.

8.3 **Conflicts.** In the event of any conflict between the terms, conditions, and provisions of this Contract and the provisions of the Board's policies, or any permissive state or federal law, then, unless otherwise prohibited by law, the terms of this Contract shall take precedence over the contrary provisions of the Board's policies or any such permissive law during the term of the Contract.

8.4 **Savings Clause.** In the event any one or more of the provisions contained in this Contract shall, for any reason, be held to be invalid, illegal, or unenforceable, such invalidity, illegality, or unenforceability shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein. All existing agreements and contracts, both verbal and written, between the parties hereto regarding the employment of the Superintendent have been superseded by this Contract, and this Contract constitutes the entire agreement between the parties unless amended pursuant to the terms of this Contract.

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

By:_____
President, Board of Trustees

ATTEST:

By:_____
Secretary, Board of Trustees

Executed this 9th day of September, 2019.

SUPERINTENDENT

By:_____
Mike Gonzales, Ed.D.

Executed this 9th day of September, 2019

TPC Blast Maintenance Work

November 27, 2019 – December 9, 2019

- Within 36 hours we secured all glass and window units that were damaged at the HS (from the explosion)
- Immediately began to assess damages at all campuses
- Structural reports were done
- VOC and asbestos samplings were taken at ALL buildings within the district (within the 4 mile blast radius)
- We called Signature Group in to begin assessing damages and were given quotes for necessary repair of damaged buildings (windows, ceiling tiles, etc. at Woodcrest, High School, PNMS, PNE, GMS and Van Buren)
- Sanitary cleansing and hygienic cleansing was done at ALL campuses. EVERY SINGLE BUILDING WAS CLEANED!!
- Hygienically cleaned all playgrounds and playground equipment in the district
- Property was scanned with an asbestos removal company at all campuses
- All A/C filters were changed throughout the district
- After the first 6 days when TPC had a chemical release, we re-assessed all PNG schools again. Once again, did VOC sample testing at all buildings in Port Neches.
- All filters were once again changed at all Port Neches schools
- Continued repair work at GMS, Van Buren, Woodcrest, High School, PNMS, PNE, Administration building and the alternative campus
- Sprayed all HVAC ducts with a neutralizer to eliminate any possible hazards in ductwork at Port Neches buildings
- Again, did another hygienic cleansing of Port Neches buildings
- Sheet rock repair and painting continued at GMS, PNMS and High School

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: January 13, 2020

AGENDA ITEM: Consider Approval of Disbursements

The monthly list of bills paid for the period December 1, 2019 to December 20, 2019 is detailed in the attachment. If members of the Board have questions regarding any of the disbursements, we would request that they contact our office prior to the Board meeting and list the check number and the payee for the item in question. We will pull the voucher and supporting documentation to give a detailed answer to any questions during the public Board meeting.

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District approve the disbursements for the period December 1, 2019 to December 20, 2019.

Resource Personnel: Sheri Drawhorn, Business Manager

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
ACE GLASS & MIRROR I	101022	12/20/2019	100.00	199 E 34 6315 00 937 0 99 0 00	Glass for bus 79	W855445
ACE IMAGEWEAR	100841	12/06/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Blanket PO-cleaning of bus shop personnel uniforms	0551251
ACE IMAGEWEAR	100841	12/06/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Blanket PO-cleaning of bus shop personnel uniforms	0552831-00
ACE IMAGEWEAR	100841	12/06/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Blanket PO-cleaning of bus shop personnel uniforms	0554388-00
ACE IMAGEWEAR	100841	12/06/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Blanket PO-cleaning of bus shop personnel uniforms	0555971-00
ACE IMAGEWEAR	100841	12/06/2019	48.28	199 E 34 6219 00 937 0 99 0 00	Blanket PO-cleaning of bus shop personnel uniforms	0557512-00
ALL PHASE ELECTRIC C	100923	12/13/2019	38.08	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78831
ALL PHASE ELECTRIC C	100923	12/13/2019	192.00	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78832
ALL PHASE ELECTRIC C	100923	12/13/2019	8.18	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78843
ALL PHASE ELECTRIC C	100923	12/13/2019	280.80	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78843
ALL PHASE ELECTRIC C	100923	12/13/2019	255.03	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78852
ALL PHASE ELECTRIC C	101023	12/20/2019	270.00	199 E 51 6317 19 936 0 99 0 00	PNMS-BULBS FOR ENTIRE CAMPUS	5949-78932
ALL PHASE ELECTRIC C	101023	12/20/2019	80.45	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78871
ALL PHASE ELECTRIC C	101023	12/20/2019	17.40	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78870
ALL PHASE ELECTRIC C	101023	12/20/2019	38.08	199 E 51 6317 19 936 0 99 0 00	BLANKET ACCOUNT	5949-78881
ALL PHASE ELECTRIC C	101023	12/20/2019	1,079.50	199 E 51 6317 77 936 0 99 0 00	Electrical supplies for repairs to campuses due to TPC Plant Explosion	5949-78922
AMAZON.COM	101156	12/20/2019	28.97	199 E 11 6399 00 107 0 11 0 00	PERKINS - BEAN BAG CHAIR-BLUE, PLAYDOUGH TOOLS, PLASTIC STACK STOOLS, WITCHES FINGERS/READING FINGERS	4887969389
AMAZON.COM	101156	12/20/2019	270.39	199 E 11 6399 00 102 0 23 0 00	FISHER AND WHITNEY SUPPLIES	4493776856
AMAZON.COM	101156	12/20/2019	20.36	199 E 11 6399 00 874 0 11 0 00	printer/cable	5865755938
AMAZON.COM	101156	12/20/2019	168.90	199 E 11 6644 00 874 0 11 0 00	printer/cable	5865755938
AMAZON.COM	101156	12/20/2019	92.39	199 E 11 6399 00 107 0 11 0 00	QUEBEDEAUX - SENTENCE STRIPS, TONGS, HEAVY DUTY PING PONG BALLS (2), JUMBO CHALK, FOAM DICE SET, COMPATIBLE INK CARTRIDGES.	7573676968
AMAZON.COM	101156	12/20/2019	203.05	199 E 11 6399 00 105 0 11 0 00	flagship cursive carpet	4354485735
AMAZON.COM	101156	12/20/2019	235.19	199 E 11 6399 00 102 0 24 0 00	GRAY SUPPLIES	4644954844
AMAZON.COM	101156	12/20/2019	166.62	199 E 11 6399 00 107 0 11 0 00	BELL - PLAY-DOH SETS, PLAY-DOH, MAGNETIC BUILDING	5765445777

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					TILES, PLASTIC COLORFUL STORAGE BASKET (2), PENCIL GRIPS, SQUARE ERASERS, MAGNETIC HOOKS	
AMAZON.COM	101156	12/20/2019	8.99	199 E 11 6399 00 871 0 25 0 00	Bilingual/ESL Materials	9677757869
AMAZON.COM	101156	12/20/2019	21.69	199 E 11 6399 00 107 0 11 0 00	STONE - BUILDING BLOCKS, ARTS & CRAFTS KIT, COLORED PAPER/CARDSTOCK, FINGER LIGHTS, WASHABLE FINGER PAINTS, LAMINATING SHEETS, PLASTIC DIVIDERS, PLASTIC INTERLOCKING DISC BUILDING, BRUSH SET, CHART TABLET	8758566688
AMAZON.COM	101156	12/20/2019	20.29	199 E 11 6399 00 107 0 11 0 00	STONE - BUILDING BLOCKS, ARTS & CRAFTS KIT, COLORED PAPER/CARDSTOCK, FINGER LIGHTS, WASHABLE FINGER PAINTS, LAMINATING SHEETS, PLASTIC DIVIDERS, PLASTIC INTERLOCKING DISC BUILDING, BRUSH SET, CHART TABLET	7677489935
AMAZON.COM	101156	12/20/2019	15.47	199 E 11 6399 00 102 0 11 0 00	FOSTER SUPPLIES	4664488965
AMAZON.COM	101156	12/20/2019	1.97	199 E 11 6399 00 874 0 11 0 00	speakers, batteries, modular plugs, phone	4779596584
AMAZON.COM	101156	12/20/2019	12.61	199 E 53 6399 00 874 0 99 0 00	speakers, batteries, modular plugs, phone	4779596584
AMAZON.COM	101156	12/20/2019	306.73	199 E 11 6399 00 871 0 25 0 00	Bilingual/ESL Materials	9666537938
AMAZON.COM	101156	12/20/2019	105.44	199 E 11 6399 00 041 0 11 0 00	Classroom supplies - L. Reyes & C. Dodson	4478873877
AMAZON.COM	101156	12/20/2019	255.90	199 E 41 6399 25 750 0 99 0 00	Office Supplies for Admin/Business Office	8754886533
AMAZON.COM	101156	12/20/2019	35.99	199 E 11 6399 00 001 0 11 0 00	MAGNETISM KIT	4645937595
AMAZON.COM	101156	12/20/2019	9.99	199 E 11 6399 00 102 0 11 0 00	CAILLIER SUPPLIES	8569859733
AMAZON.COM	101156	12/20/2019	16.99	199 E 11 6399 00 102 0 11 0 00	RICHARD SUPPLIES	7884693474
AMAZON.COM	101156	12/20/2019	19.95	199 E 11 6399 00 105 0 11 0 00	SELF INKING STAMP/ CUSTOMIZED	4733943865
AMAZON.COM	101156	12/20/2019	15.24	199 E 33 6399 00 102 0 99 0 00	NURSE SUPPLIES	4469378378
AMAZON.COM	101156	12/20/2019	44.61	199 E 33 6399 00 102 0 99 0 00	NURSE SUPPLIES	5934767476
AMAZON.COM	101156	12/20/2019	130.21	199 E 11 6399 00 107 0 11 0 00	STONE - BUILDING BLOCKS, ARTS & CRAFTS KIT, COLORED	6396866676

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					PAPER/CARDSTOCK, FINGER LIGHTS, WASHABLE FINGER PAINTS, LAMINATING SHEETS, PLASTIC DIVIDERS, PLASTIC INTERLOCKING DISC BUILDING, BRUSH SET, CHART TABLET	
AMAZON.COM	101156	12/20/2019	34.58	199 E 11 6399 00 103 0 11 0 00	FLASHLIGHT KEYCHAINS--APRIL GRAVES	4685565683
AMAZON.COM	101156	12/20/2019	-668.49	199 E 11 6399 00 870 0 22 0 00	C & T Supplies & Equipment-B. Duhon	4467765748
AMAZON.COM	101156	12/20/2019	34.99	199 E 11 6399 00 104 0 11 0 00	Megaphone Speaker for 1st grade	4474646867
AMAZON.COM	101156	12/20/2019	769.32	263 E 11 6399 88 999 0 25 0 00	ESL Instructional Supplies	4477468948
AMAZON.COM	101156	12/20/2019	12.57	199 E 13 6399 00 871 0 11 0 00	Office Supplies	4666955458
AMAZON.COM	101156	12/20/2019	179.95	199 E 11 6395 53 001 0 11 0 00	Math Dept. Supplies	9755589394
AMAZON.COM	101156	12/20/2019	135.34	263 E 11 6399 00 999 0 25 0 00	ESL Instructional Materials	4356494483
AMAZON.COM	101156	12/20/2019	72.84	199 E 11 6399 00 002 0 11 0 00	Amazon Order: Civil War 25th Anniv-DVD, 10 copies:Merriam-Webster Dicti&Thes 3pc laser pointer, 3'x5' TX flag, 3'x5' American flag, 2:Expo Whiteboard cleaner	4444873845
AMAZON.COM	101156	12/20/2019	87.75	199 E 11 6395 53 002 0 11 0 00	Amazon Order: Civil War 25th Anniv-DVD, 10 copies:Merriam-Webster Dicti&Thes 3pc laser pointer, 3'x5' TX flag, 3'x5' American flag, 2:Expo Whiteboard cleaner	4444873845
AMAZON.COM	101156	12/20/2019	28.49	199 E 11 6399 00 103 0 11 0 00	OFFICE SUPPLIES, PEP RALLY SUPPLIES, KEYBOARD FOR APRIL GRAVES	4558899483
AMAZON.COM	101156	12/20/2019	2.49	199 E 23 6399 00 103 0 99 0 00	OFFICE SUPPLIES, PEP RALLY SUPPLIES, KEYBOARD FOR APRIL GRAVES	4558899483
AMAZON.COM	101156	12/20/2019	58.76	199 E 11 6399 00 870 0 22 0 00	Supplies for Hospitality/Tourism	6589735538
AMAZON.COM	101156	12/20/2019	130.16	199 E 13 6399 00 871 0 11 0 00	Office Supplies	4643835857

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
AMAZON.COM	101156	12/20/2019	51.96	199 E 33 6399 00 105 0 99 0 00	108 PCS Fake Mustaches, Mustache Party Supplies Costume Facial Hair Face Mustaches Bulk Fakes Mustache Kids Self Adhesive Novelty for Adults Mexican and Cinco de Mayo Party Costume	9547859335
AMAZON.COM	101156	12/20/2019	89.62	199 E 31 6399 00 105 0 99 0 00	WHAT WERE YOU THINKING/RICKY STICKY FINGERS/THE JUDGMENTAL FLOWER/ FREDTEASE MONSTER/ HYGEINE BOOKSDIE THE FLY/BULLY BEANS/	4435735648
AMAZON.COM	101156	12/20/2019	38.29	199 E 11 6399 00 102 0 11 0 00	NELSON SUPPLIES	7547863973
AMAZON.COM	101156	12/20/2019	8.95	199 E 11 6399 00 102 0 11 0 00	MARTIN SUPPLIES	7794655575
AMAZON.COM	101156	12/20/2019	5.99	199 E 11 6399 00 102 0 11 0 00	JONES SUPPLIES	7644578686
AMAZON.COM	101156	12/20/2019	199.34	199 E 11 6399 00 102 0 11 0 00	FOSTER SUPPLIES	4446774998
AMAZON.COM	101156	12/20/2019	38.64	199 E 11 6399 00 102 0 11 0 00	JONES SUPPLIES	4696577773
AMAZON.COM	101156	12/20/2019	37.22	199 E 11 6399 00 102 0 11 0 00	DOCKENS SUPPLIES	6885975354
AMAZON.COM	101156	12/20/2019	8.07	199 E 11 6399 00 102 0 11 0 00	JONES SUPPLIES	4486663448
AMAZON.COM	101156	12/20/2019	3.70	199 E 11 6399 00 102 0 11 0 00	DOCKENS SUPPLIES	7697499764
AMAZON.COM	101156	12/20/2019	79.76	199 E 11 6399 00 107 0 23 0 00	DEWS- Mathlink cubes, bean bag-black, bean bag-orchid, bean bag-zebra (2)	6948353556
AMAZON.COM	101156	12/20/2019	101.26	199 E 11 6399 00 103 0 11 0 00	COMPUTER LAB HEADPHONES CONFETTI STICKS FOR VETERANS DAY PROGRAM	4563883446
AMAZON.COM	101156	12/20/2019	154.59	199 E 11 6399 60 001 0 11 0 00	Electivie Dept supplies	5575943866
AMAZON.COM	101156	12/20/2019	297.00	199 E 11 6399 00 103 0 11 0 00	COMPUTER LAB HEADPHONES CONFETTI STICKS FOR VETERANS DAY PROGRAM	8343989487
AMAZON.COM	101156	12/20/2019	84.10	199 E 11 6399 60 001 0 11 0 00	Electivie Dept supplies	4593894646
AMAZON.COM	101156	12/20/2019	991.38	199 E 41 6498 00 750 0 99 0 00	Rain Ponchos for Transportation-K. Segura	4666436487
AMAZON.COM	101156	12/20/2019	74.93	199 E 11 6399 00 102 0 11 0 00	SWANSON SUPPLIES	5945366536
AMAZON.COM	101156	12/20/2019	234.09	199 E 11 6399 00 102 0 11 0 00	MARTIN SUPPLIES	9934368777
AMAZON.COM	101156	12/20/2019	8.19	199 E 11 6399 00 102 0 11 0 00	SEYMOUR SUPPLIES	5877675865
AMAZON.COM	101156	12/20/2019	248.49	199 E 11 6399 00 102 0 11 0 00	SEWARD SUPPLIES	4578344347
AMAZON.COM	101156	12/20/2019	193.81	199 E 11 6399 00 102 0 11 0 00	NELSON SUPPLIES	4368964547
AMAZON.COM	101156	12/20/2019	13.29	199 E 11 6399 00 104 0 11 0 00	Costumes for Christmas	4459389974

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Program	
AMAZON.COM	101156	12/20/2019	63.56	199 E 41 6399 25 750 0 99 0 00	Office Supplies for Admin/Business Office	8585896856
AMAZON.COM	101156	12/20/2019	92.75	199 E 11 6399 00 107 0 23 0 00	DEWS- Mathlink cubes, bean bag-black, bean bag-orchid, bean bag-zebra (2)	6635868367
AMAZON.COM	101156	12/20/2019	36.94	199 E 11 6399 00 104 0 11 0 00	Costumes for Christmas Program	7679854857
AMAZON.COM	101156	12/20/2019	30.98	199 E 11 6399 00 104 0 11 0 00	Costumes for Christmas Program	6446667498
AMAZON.COM	101156	12/20/2019	210.44	199 E 11 6399 00 102 0 11 0 00	DOCKENS SUPPLIES	4468757989
AMAZON.COM	101156	12/20/2019	14.24	199 E 11 6399 00 874 0 11 0 00	converter/chromebook touchscreen/protector	4684583493
AMAZON.COM	101156	12/20/2019	0.75	199 E 53 6399 00 874 0 99 0 00	converter/chromebook touchscreen/protector	4684583493
AMAZON.COM	101156	12/20/2019	14.61	199 E 11 6399 00 102 0 11 0 00	CRUMPTON SUPPLIES	6757346889
AMAZON.COM	101156	12/20/2019	668.49	199 E 11 6399 00 870 0 22 0 00	C & T Supplies & Equipment-B. Duhon	8473669994
AMAZON.COM	101156	12/20/2019	174.42	199 E 11 6399 00 874 0 11 0 00	converter/chromebook touchscreen/protector	8934994333
AMAZON.COM	101156	12/20/2019	9.22	199 E 53 6399 00 874 0 99 0 00	converter/chromebook touchscreen/protector	8934994333
AMAZON.COM	101156	12/20/2019	452.24	199 E 11 6399 00 870 0 22 0 00	C & T Supplies & Equipment-B. Duhon	4463558687
AMAZON.COM	101156	12/20/2019	9.70	199 E 11 6399 00 102 0 23 0 00	FISHER AND WHITNEY SUPPLIES	8839688553
AMAZON.COM	101156	12/20/2019	23.00	199 E 11 6399 00 102 0 23 0 00	FISHER AND WHITNEY SUPPLIES	4386549837
AMAZON.COM	101156	12/20/2019	147.87	199 E 11 6399 00 105 0 11 0 00	BARSTOOLS FOR CLASSROOM	6995879439
AMAZON.COM	101156	12/20/2019	76.50	199 E 11 6399 00 102 0 11 0 00	LISA SMITH SUPPLIES	8956368664
AMAZON.COM	101156	12/20/2019	94.96	199 E 11 6399 00 874 0 11 0 00	converter/chromebook touchscreen/protector	7946668448
AMAZON.COM	101156	12/20/2019	5.02	199 E 53 6399 00 874 0 99 0 00	converter/chromebook touchscreen/protector	7946668448
AMAZON.COM	101156	12/20/2019	192.63	199 E 11 6399 00 102 0 11 0 00	JONES SUPPLIES	6677639845
AMAZON.COM	101156	12/20/2019	26.07	199 E 41 6399 00 720 0 99 0 00	Books	7458493594
AMAZON.COM	101156	12/20/2019	35.95	199 E 11 6321 60 001 0 11 0 00	Hands On Standard Books- A. Ballew	7938635969
AMAZON.COM	101156	12/20/2019	46.16	199 E 11 6399 00 107 0 11 0 00	AMAZON - Circle/dot sticky notes, ticonderoga pencils, pentel RSVP pens	9448688565

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
AMAZON.COM	101156	12/20/2019	6.31	199 E 11 6399 00 105 0 11 0 00	EXPO WHITEBOARD DRY ERASE SOFT PILE ERASER, EXTRA LARGE, BURLAP CLINGY THINGIES, SCOTCH LAMINATE POUCHES, MOUNTINT TABS, WELLS, DRY ERASE MARKERS, LIQUID TEMPRA ASST	4453937746
AMAZON.COM	101156	12/20/2019	86.16	199 E 11 6399 00 105 0 11 0 00	EXPO WHITEBOARD DRY ERASE SOFT PILE ERASER, EXTRA LARGE, BURLAP CLINGY THINGIES, SCOTCH LAMINATE POUCHES, MOUNTINT TABS, WELLS, DRY ERASE MARKERS, LIQUID TEMPRA ASST	4696795449
AMAZON.COM	101156	12/20/2019	17.41	199 E 11 6399 00 102 0 11 0 00	LACIE CARTER SUPPLIES	4357334949
AMAZON.COM	101156	12/20/2019	98.69	199 E 11 6399 00 103 0 11 0 00	CLASSROOM SUPPLIES--ALLISON GONZALES	4945837959
AMAZON.COM	101156	12/20/2019	219.23	199 E 11 6399 00 102 0 11 0 00	LACIE CARTER SUPPLIES	4358467857
AMAZON.COM	101156	12/20/2019	63.99	199 E 11 6399 00 872 0 23 0 00	AMAZON.com .. OT item for HS LS student .. AliMed Grip Splint II ..	9578486558
AMAZON.COM	101156	12/20/2019	126.07	199 E 11 6399 00 107 0 11 0 00	Fog machine & artificial snow juice for the machine	5775834546
AMAZON.COM	101156	12/20/2019	15.51	199 E 11 6399 00 105 0 11 0 00	EXPO WHITEBOARD DRY ERASE SOFT PILE ERASER, EXTRA LARGE, BURLAP CLINGY THINGIES, SCOTCH LAMINATE POUCHES, MOUNTINT TABS, WELLS, DRY ERASE MARKERS, LIQUID TEMPRA ASST	4534969769
AMAZON.COM	101156	12/20/2019	43.00	199 E 11 6399 00 107 0 11 0 00	PERKINS - BEAN BAG CHAIR-BLUE, PLAYDOUGH TOOLS, PLASTIC STACK STOOLS, WITCHES FINGERS/READING FINGERS	4379947353
AMAZON.COM	101156	12/20/2019	52.99	199 E 11 6399 00 107 0 11 0 00	PERKINS - BEAN BAG CHAIR-BLUE, PLAYDOUGH TOOLS, PLASTIC STACK STOOLS, WITCHES FINGERS/READING FINGERS	4599897537
AMAZON.COM	101156	12/20/2019	10.89	199 E 11 6399 00 102 0 11 0 00	CRUMPTON SUPPLIES	4494876349

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
AMAZON.COM	101156	12/20/2019	196.59	199 E 11 6399 00 102 0 23 0 00	CRUMPTON SUPPLIES	4494876349
AMAZON.COM	101156	12/20/2019	10.99	199 E 11 6399 00 102 0 24 0 00	GRAY SUPPLIES	9857333335
AMERICAN EXPRESS	43676520	12/11/2019	6.85	199 E 36 6497 52 001 0 99 0 00	PURCHASE ON AE AT POST OFFICE	AX112819A
AMERICAN EXPRESS	43676520	12/11/2019	55.64	199 E 51 6317 00 936 0 99 0 00	UPS SHIPPING HS-AUDITORIUM LIGHTING SYSTEM-CONTROL BOARD RETURN SHIPPING LOANER	AX112819AA
AMERICAN EXPRESS	43676520	12/11/2019	-33.94	199 E 36 6497 52 001 0 99 0 00	AMERICAN EXPRESS PURCHASE AT BEST BUY	AX112819B
AMERICAN EXPRESS	43676520	12/11/2019	6.90	199 E 51 6317 00 936 0 99 0 00	UPS SHIPPING HS-AUDITORIUM LIGHTING SYSTEM-CONTROL BOARD RETURN SHIPPING LOANER	AX112819BB
AMERICAN EXPRESS	43676520	12/11/2019	60.00	199 E 11 6399 00 001 0 11 0 00	PURCHASE ON AE AT WALGREENS	AX112819C
AMERICAN EXPRESS	43676520	12/11/2019	78.54	199 E 11 6249 00 001 0 11 0 00	PURCHASE ON AE AT S WILLIAMS	AX112819D
AMERICAN EXPRESS	43676520	12/11/2019	39.21	199 E 36 6497 52 001 0 99 0 00	PURCHASE ON AE AT PRICE & CO	AX112819E
AMERICAN EXPRESS	43676520	12/11/2019	386.12	199 E 13 6411 00 001 0 11 0 00	AE PURCHASE AT HILTON	AX112819F
AMERICAN EXPRESS	43676520	12/11/2019	16.00	199 E 36 6497 52 001 0 99 0 00	AE PURCHASE AT SUBWAY	AX112819G
AMERICAN EXPRESS	43676520	12/11/2019	180.00	199 E 13 6411 00 101 0 11 0 00	Science Teachers Assoc of TX Full Conference CAST 2019	AX112819H
AMERICAN EXPRESS	43676520	12/11/2019	180.00	199 E 13 6411 00 101 0 11 0 00	Science Teachers Assoc of TX Full Conference CAST 2019	AX112819I
AMERICAN EXPRESS	43676520	12/11/2019	125.00	199 E 36 6412 25 873 0 91 0 91	Little Caesars: boys basketball meal 11/12	AX112819J
AMERICAN EXPRESS	43676520	12/11/2019	750.60	199 E 36 6412 20 873 0 91 0 91	Chick-fil-A Sienna Crossing: football meals 11/15	AX112819K
AMERICAN EXPRESS	43676520	12/11/2019	156.00	199 E 36 6412 25 873 0 91 0 91	Domino's Pizza: boys basketball meals 11/19	AX112819L
AMERICAN EXPRESS	43676520	12/11/2019	30.00	199 E 36 6411 18 873 0 91 0 91	USATrackandField: Ballew Membership fee	AX112819M
AMERICAN EXPRESS	43676520	12/11/2019	231.34	199 E 36 6411 19 873 0 91 0 91	Hyatt Place - Comeaux room for 11/21-23	AX112819N
AMERICAN EXPRESS	43676520	12/11/2019	10.15	240 E 35 6399 00 938 0 99 0 00	postage to mail broken computer equipment	AX112819O
AMERICAN EXPRESS	43676520	12/11/2019	12.39	199 E 52 6499 00 877 0 99 0 00	meal for workers during cyber attack	AX112819P
AMERICAN EXPRESS	43676520	12/11/2019	164.94	199 E 52 6399 00 877 0 99 0 00	3 door bells	AX112819Q
AMERICAN EXPRESS	43676520	12/11/2019	240.00	199 E 34 6315 00 937 0 99 0 00	HCTRA EZ TAG REBILL-REF#115012634	AX112819R
AMERICAN EXPRESS	43676520	12/11/2019	49.99	263 E 11 6399 88 999 0 25 0 00	abcteach Online Subscription Renewal 2019-2020 for ESL	AX112819S

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
AMERICAN EXPRESS	43676520	12/11/2019	1,015.00	199 E 13 6411 00 871 0 11 0 00	Kemah Conference Registrations for R. Ferguson & 6 Teachers	AX112819T
AMERICAN EXPRESS	43676520	12/11/2019	36.25	263 E 11 6399 00 999 0 25 0 00	ESL Instructional Materials from Teachers Pay Teachers	AX112819U
AMERICAN EXPRESS	43676520	12/11/2019	1,396.35	199 E 13 6411 00 871 0 11 0 00	Hilton Dallas/Rockwall Hotel for TEPSA GROW Conference	AX112819V
AMERICAN EXPRESS	43676520	12/11/2019	25.99	289 E 11 6399 79 871 9 11 0 00	Taft Elem. - Harvey Grant After-School Tutorial Instructional Materials from Teachers Pay Teachers	AX112819W
AMERICAN EXPRESS	43676520	12/11/2019	17.30	199 E 13 6499 00 871 0 11 0 00	Domino's Order for Working Lunch on 11/12/19	AX112819X
AMERICAN EXPRESS	43676520	12/11/2019	19.80	199 E 13 6411 00 872 0 23 0 00	American Express CC .. Gasoline expense for travel to Region 4 IEP training - Oct 28-39, 2019 ..	AX112819Y
AMERICAN EXPRESS	43676520	12/11/2019	68.00	199 E 13 6411 00 872 0 23 0 00	American Express .. Valet Parking 10/29-10/30 @ Homewood Suites Houston .. Region 4 - IEP Training ..	AX112819Z
AMERICAN HERITAGE CA	31873	12/19/2019	99.36	863 L 00 2159 00 000 0 00 0 11	Payroll accrual	20191219AD
ANAHUAC ATHLETIC BOO	100924	12/13/2019	175.00	199 E 36 6412 31 873 0 91 0 91	Golf: entry fee	121219
ARLINGTON COMPUTER P	100925	12/13/2019	920.00	199 E 11 6249 00 001 0 11 0 00	VAPE SENSORS	0500117-IN
ARLINGTON COMPUTER P	100925	12/13/2019	1,030.00	199 E 36 6497 52 001 0 99 0 00	VAPE SENSORS	0500117-IN
AT&T	100842	12/06/2019	7,034.62	199 E 51 6259 11 936 0 99 0 00	MONTHLY LOCAL SERVICE, PHONE SERVICE FROM 11/19/19 - 12/18/19	110919
AT&T LONG DISTANCE	100843	12/06/2019	1,858.19	199 E 51 6259 11 936 0 99 0 00	AT&T LONG DISTANCE SERVICE FOR OCTOBER	844639190N
ATHLETIC SUPPLY, INC	100926	12/13/2019	1,845.00	199 E 36 6499 43 873 0 91 0 91	Trainers: clothing	180564
ATHLETIC SUPPLY, INC	100926	12/13/2019	1,095.00	199 E 36 6399 68 042 0 91 0 91	PNMS: polos, shoes, hoodies, pants, shorts, etc	180580
ATHLETIC SUPPLY, INC	100926	12/13/2019	270.00	199 E 36 6399 34 873 0 91 0 91	Soccer: socks, shoes, shirts, jerseys, hats, etc.	177584
ATHLETIC SUPPLY, INC	100926	12/13/2019	14.03	199 E 41 6499 00 701 0 99 0 00	Rival Polo Shirts for Football-M. Gonzales	181751
ATHLETIC SUPPLY, INC	100926	12/13/2019	290.97	499 E 41 6399 00 750 0 99 0 00	Rival Polo Shirts for Football-M. Gonzales	181751

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
AUSTIN, BLAKE	100921	12/11/2019	328.00	199 E 36 6412 25 873 0 91 0 91	Meals=$328.00 (19 Students w/2 meals ea & 1 Coach w/2 meals) Vidor Freshman Basketball Tournament in Vidor, TX on 12/12-13/19	12122019
AUTOMATIC PUMP & EQU	100927	12/13/2019	148.00	199 E 51 6317 16 936 0 99 0 00	PNMS-BOILER REPAIRS	23573
B&H PHOTO VIDEO	100844	12/06/2019	6,618.00	199 E 52 6399 00 877 0 99 0 00	cameras	828506020
BAKER DISTRIBUTING C	100845	12/06/2019	113.84	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z249404
BAKER DISTRIBUTING C	100845	12/06/2019	104.74	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z274321
BAKER DISTRIBUTING C	100845	12/06/2019	154.87	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z269636
BAKER DISTRIBUTING C	100845	12/06/2019	32.90	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z169855
BAKER DISTRIBUTING C	100845	12/06/2019	20.63	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z170612
BAKER DISTRIBUTING C	100928	12/13/2019	35.11	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z235196
BAKER DISTRIBUTING C	100928	12/13/2019	39.00	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z235685
BAKER DISTRIBUTING C	100928	12/13/2019	79.59	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z289468
BAKER DISTRIBUTING C	100928	12/13/2019	156.20	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z289532
BAKER DISTRIBUTING C	100928	12/13/2019	17.00	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z304814
BAKER DISTRIBUTING C	101024	12/20/2019	276.00	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	Z338988
BAPTIST HOSPITALS OF	100929	12/13/2019	12.00	199 E 33 6399 00 041 0 99 0 00	Heartsaver for K-12 Schools eCards (CPR)	11202019
BARBERS HILL ATHLETI	101016	12/13/2019	100.00	199 E 36 6412 69 042 0 91 0 91	Registration/Entry Fee=$100.00, Barbers Hill Basketball Tournament in Mont Belvieu, TX on 1/10 & 11/20	01102020a
BATES, AIMEE	100822	12/04/2019	356.00	199 E 36 6412 34 873 0 91 0 91	Meals=$356.00 (40 Students w/1 meal ea, 3 Coaches w/1 meal ea), New Caney Girls Soccer Scrimmage in New Caney, TX on 12/12/19	12122019
BATES, AIMEE	101017	12/18/2019	720.00	199 E 36 6412 34 873 0 91 0 91	Meals=720.00 (18 w/4 meals ea & 3 Coaches w/4 meals ea), Waller Varsity Tournament in Waller, TX on 1/2-4/20	01022020
BAYES ACHIEVEMENT CE	101026	12/20/2019	19,828.22	199 E 11 6219 21 872 0 23 0 00	Bayes Achievement Center, Inc .. Residential services for Ryan Ramshur & Candice Vincent ..	29049
BAYES ACHIEVEMENT CE	101026	12/20/2019	150.00	199 E 11 6219 21 872 0 23 0 00	Bayes Achievement Center, Inc .. Residential services	29110

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					for Ryan Ramshur & Candice Vincent ..	
BAYES ACHIEVEMENT CE	101026	12/20/2019	19,660.20	199 E 11 6219 21 872 0 23 0 00	Bayes Achievement Center, Inc .. Residential services for Ryan Ramshur & Candice Vincent ..	29060
BAYES ACHIEVEMENT CE	101026	12/20/2019	150.00	199 E 11 6219 21 872 0 23 0 00	Bayes Achievement Center, Inc .. Residential services for Ryan Ramshur & Candice Vincent ..	29121
BEAN, SAMARA	100633	12/11/2019	-439.00	199 E 36 6412 69 042 0 91 0 91	Meals=$264.00 (15 Students w/2 meals ea, 1 Coach w/2 meals ea), Registration/Entry Fee=$175.00, Henderson Middle School Basketball Tournament in Henderson, TX on 12/6-7/19	12062019
BEAUMONT FREIGHTLINE	100846	12/06/2019	2,516.31	199 E 34 6315 00 937 0 99 0 00	ECM and programming for bus 87	SIS-030-30
BEAUMONT INDEPENDENT	101027	12/20/2019	18,889.00	224 E 11 6219 00 872 0 23 0 00	Beaumont ISD .. Deaf Co-op .. RDSPD Fall 2019 Bi-Annual Billing. ..	120519
BELL FENCE MANUFACTU	100930	12/13/2019	898.17	199 E 51 6318 22 936 0 99 0 00	HS-BASEBALL FIELD-EXTENDING BACKSTOP NET BEHIND HOME PLATE	260593
BILL CLARK PEST CONT	100931	12/13/2019	325.00	240 E 35 6299 00 938 0 99 0 00	pest control, cafeterias, November 2019	112019
BOCAL MAJORITY BASSO	101028	12/20/2019	232.50	199 E 36 6399 64 001 0 99 0 00	BAND SUPPLIES	32908
BOLCH, TAMMIE	100847	12/06/2019	720.83	199 E 11 6299 00 872 0 23 0 00	Tammie Bolch, MS CCC-SLP .. Contracted Speech services .. November 2019	112019
BORDEN DAIRY COMPANY	100932	12/13/2019	3,289.57	240 E 35 6341 00 001 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	2,534.85	240 E 35 6341 00 041 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	2,106.84	240 E 35 6341 00 042 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	2,032.40	240 E 35 6341 00 101 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	1,486.81	240 E 35 6341 00 102 0 99 0 00	milk, tea, juice delivery,	2946221

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
BORDEN DAIRY COMPANY	100932	12/13/2019	1,054.04	240 E 35 6341 00 103 0 99 0 00	November 2019, all cafeterias milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	1,444.58	240 E 35 6341 00 104 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	1,329.81	240 E 35 6341 00 105 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	1,126.43	240 E 35 6341 00 107 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BORDEN DAIRY COMPANY	100932	12/13/2019	216.00	240 E 35 6341 23 001 0 99 0 00	milk, tea, juice delivery, November 2019, all cafeterias	2946221
BOUDREAUX, STEVEN	100848	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/19/19	111919
BOUDREAUX, STEVEN	100933	12/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/3/19	120319
BOUDREAUX, STEVEN	101029	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/09/19	120919
BRENHAM CUBETTE SOFT	101030	12/20/2019	500.00	199 E 36 6412 23 873 0 91 0 91	Softball: Brenham Entry Fee	121719
BRIDGE CITY ISD	101031	12/20/2019	400.00	199 E 36 6412 23 873 0 91 0 91	Softball: Bridge City Entry fee	121719
BRODART INC.	101032	12/20/2019	14.24	199 E 12 6329 00 001 0 11 0 00	Brodart Fall 2019 Book Order-Fiction Titles	B5818730
CARTER'S EDUCATIONAL	100849	12/06/2019	6,270.00	224 E 11 6219 00 872 0 23 0 00	Carter's Educational Training Services, Inc. .. In-Home Parent Training sessions .. Sept. 2019 ..	1349
CARTER'S EDUCATIONAL	101033	12/20/2019	250.00	224 E 11 6219 00 872 0 23 0 00	Carter's Educational Training Services, Inc.. In-Home training services & evaluations .. October 2019 ..	1351
CARTER'S EDUCATIONAL	101033	12/20/2019	6,240.00	224 E 11 6219 00 872 0 23 0 00	Carter's Educational Training Services, Inc.. In-Home training services & evaluations .. October 2019 ..	1352
CAT5 RESOURCES LLC	100851	12/06/2019	473.42	199 E 51 6299 00 936 0 99 0 00	HS, BUS BARN, GMS, PNMS, ADMIN BLDG-GENERATOR ANNUAL PREVENTATIVE MAINTENANCE CONTRACT	164902
CAT5 RESOURCES LLC	100851	12/06/2019	641.00	199 E 51 6299 00 936 0 99 0 00	HS, BUS BARN, GMS, PNMS, ADMIN BLDG-GENERATOR ANNUAL	164903

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					PREVENTATIVE MAINTENANCE CONTRACT	
CAT5 RESOURCES LLC	100851	12/06/2019	386.00	199 E 51 6299 00 936 0 99 0 00	HS, BUS BARN, GMS, PNMS, ADMIN BLDG-GENERATOR ANNUAL PREVENTATIVE MAINTENANCE CONTRACT	164904
CAT5 RESOURCES LLC	100851	12/06/2019	805.91	199 E 51 6299 00 936 0 99 0 00	HS, BUS BARN, GMS, PNMS, ADMIN BLDG-GENERATOR ANNUAL PREVENTATIVE MAINTENANCE CONTRACT	164905
CAT5 RESOURCES LLC	100851	12/06/2019	386.00	199 E 51 6299 00 936 0 99 0 00	HS, BUS BARN, GMS, PNMS, ADMIN BLDG-GENERATOR ANNUAL PREVENTATIVE MAINTENANCE CONTRACT	164906
CBRE HEERY, INC.	100852	12/06/2019	8,000.00	199 E 41 6219 14 701 0 99 0 00	Professional Services for 2019 Bond - November 2019 billing	PJIN001767
CCISD ATHLETICS	101034	12/20/2019	375.00	199 E 36 6412 23 873 0 91 0 91	Softball: Clear Creek entry fee	121719
CDW GOVERNMENT	100934	12/13/2019	1,611.00	199 E 11 6644 00 874 0 11 0 00	APCs	VTM1278
CDW GOVERNMENT	101035	12/20/2019	2,226.32	199 E 53 6644 00 874 0 99 0 00	laptop	VXX4108
CDW GOVERNMENT	101035	12/20/2019	87.08	199 E 53 6644 00 874 0 99 0 00	laptop	WBT2289
CDW GOVERNMENT	101035	12/20/2019	36.46	199 E 53 6644 00 874 0 99 0 00	laptop	VZH7306
CDW GOVERNMENT	101035	12/20/2019	53.54	199 E 12 6329 00 107 0 11 0 00	Chromebooks	TTK9932
CDW GOVERNMENT	101035	12/20/2019	521.76	199 E 12 6329 00 107 0 11 0 00	Chromebooks	TWK8929
CENGAGE LEARNING, IN	100853	12/06/2019	50.00	199 E 11 6325 00 001 0 11 0 00	Cengage Learning Yearly Ebook Hosting	23741581
CHICK-FIL-A MIDCOUNT	100854	12/06/2019	652.50	199 E 36 6412 20 873 0 91 0 91	Football: varsity meals 11/8	02419-300
CHICK-FIL-A MIDCOUNT	101037	12/20/2019	2,343.75	199 E 36 6412 64 001 0 99 0 00	MEALS FOR BAND STUDENTS FOR 11/8 FOOTBALL GAME	6310493
COASTAL WELDING SUPP	100935	12/13/2019	20.88	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	10342783
COASTAL WELDING SUPP	101038	12/20/2019	141.06	199 E 11 6399 00 870 0 22 0 00	PARTS & SUPPLIES FOR A/C - PARIS	10348734
COBURN SUPPLY COMPAN	100855	12/06/2019	54.13	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52765113
COBURN SUPPLY COMPAN	100855	12/06/2019	71.74	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52760307
COBURN SUPPLY COMPAN	100936	12/13/2019	453.05	199 E 51 6317 17 936 0 99 0 00	DW-TRASH PUMP	52751650
COBURN SUPPLY COMPAN	100936	12/13/2019	4.85	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52762580
COBURN SUPPLY COMPAN	100936	12/13/2019	27.20	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52770063
COBURN SUPPLY COMPAN	100936	12/13/2019	137.34	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52772890

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
COBURN SUPPLY COMPAN	100936	12/13/2019	48.27	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52778344
COBURN SUPPLY COMPAN	100936	12/13/2019	29.99	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52777957
COBURN SUPPLY COMPAN	101039	12/20/2019	64.73	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	52788689
COMMERCIAL FILTRATIO	101040	12/20/2019	7,376.95	199 E 51 6249 77 936 0 99 0 00	Replace HVAC filters due to TPC explosion	14016
COMPLETE ATHLETE	100937	12/13/2019	37.50	199 E 36 6399 68 041 0 91 0 91	GMS: polos	20000981
COMPLETE ATHLETE	101041	12/20/2019	1,117.50	199 E 36 6399 25 873 0 91 0 91	Basketball: shirts, jackets	1891920014
CORCORAN, ASHLEY	100910	12/11/2019	291.00	199 E 36 6412 69 041 0 91 0 91	Meals=$216.00, Registration/Entry Fee=$75.00, St. Anthony Girls Basketball Tournament in Beaumont, TX on 12/13 & 14/19	12132019
CROSBY HIGH SCHOOL	100911	12/11/2019	250.00	199 E 36 6412 23 873 0 91 0 91	Registration/Entry Fee=$250.00, Crosby JV Softball Tournament in Crosby, TX on 3/5-7/20	03052020
DECKER EQUIPMENT/SCH	101042	12/20/2019	183.30	199 E 51 6317 00 936 0 99 0 00	WC-STAND FOR SIGN IN FRONT OF CAMPUS	327893A
DELACERDA, GARRETT	101043	12/20/2019	175.00	199 E 36 6497 52 001 0 99 0 00	ACCOMPANIST FOR CONCERT	12102019
DICKEY'S BARBECUE PI	100938	12/13/2019	540.00	199 E 36 6412 20 873 0 91 0 91	Football: varsity meals 11/8	ZZ1ZH-FG2R
DORIAN BUSINESS SYST	100856	12/06/2019	349.00	199 E 36 6399 64 001 0 99 0 00	ONLINE DATABASE	INV0003684
DRAWHORN, SHERI	100912	12/11/2019	318.60	199 E 41 6411 00 750 0 99 0 00	Meals=$46.00, Mileage=$272.60, Meeting w/Investment Advisor in Austin, TX on 12/16/19	12162019
DUE, BRICE	100939	12/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/4/19	120419
EAKIN, MERLIN	100823	12/04/2019	27.07	199 E 13 6411 00 041 0 11 0 00	Reimbursement for gas=$27.07, Texas Art Educators Assoc Convention in Galveston, TX on 11/13-17/19	11132019a
EAN HOLDINGS, LLC	100858	12/06/2019	168.00	199 E 13 6411 00 101 0 11 0 00	Vehicle rental for teacher out of town training	7KWRPW
EAN HOLDINGS, LLC	100858	12/06/2019	89.00	199 E 13 6411 00 871 0 11 0 00	Vehicle Rental for Kemah Conference on 11/7/19	7M8SZT
EAN HOLDINGS, LLC	100858	12/06/2019	267.00	199 E 13 6411 00 871 0 11 0 00	Rental Vehicles for TEPSA Grow Conference for Administrators	7KYFWN
EAN HOLDINGS, LLC	100858	12/06/2019	267.00	199 E 13 6411 00 871 0 11 0 00	Rental Vehicles for TEPSA Grow Conference for	7KYFJL

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Administrators	
EAN HOLDINGS, LLC	100858	12/06/2019	267.00	199 E 13 6411 00 871 0 11 0 00	Rental Vehicles for TEPSA Grow Conference for Administrators	7KXPDD
EAN HOLDINGS, LLC	100858	12/06/2019	267.00	199 E 13 6411 00 871 0 11 0 00	Rental Vehicles for TEPSA Grow Conference for Administrators	7KXB15
EAN HOLDINGS, LLC	100858	12/06/2019	104.00	199 E 36 6412 52 001 0 99 0 00	RENT VEHICLE	7C622M
EAN HOLDINGS, LLC	100940	12/13/2019	74.00	199 E 13 6411 00 103 0 11 0 00	VEHICLE RENTAL LACY MILLS, JANA HARPER DAILY 5 LITERACY FRAMEWORK WORKSHOP NOVEMBER 15-16, 2019	7Q0489
EAN HOLDINGS, LLC	100940	12/13/2019	78.00	199 E 13 6411 00 001 0 11 0 00	RENT VEHICLE	7PS7V9
EAN HOLDINGS, LLC	100940	12/13/2019	156.00	199 E 31 6399 00 001 0 99 0 00	RENT VEHICLE	7P8SW9
EAN HOLDINGS, LLC	100940	12/13/2019	208.00	199 E 13 6411 00 001 0 11 0 00	RENT VEHICLE	7RFLGG
EAN HOLDINGS, LLC	101044	12/20/2019	224.00	199 E 13 6411 00 041 0 11 0 00	Vehicle Rental for Randy Eakin - TAEA Conference	7PF8PH
EAN HOLDINGS, LLC	101044	12/20/2019	104.00	199 E 36 6412 26 873 0 91 0 91	Harvill/Skinner rental 12/6-8	5500-3805-
EAN HOLDINGS, LLC	101044	12/20/2019	112.00	199 E 36 6412 26 873 0 91 0 91	Harvill/Skinner rental 12/6-8	5500-3810-
EAN HOLDINGS, LLC	101044	12/20/2019	144.05	199 E 13 6411 00 101 0 11 0 00	Vehicle rental for Teacher Training	9000-3880-
EASLEY, AARON	100941	12/13/2019	75.00	199 E 34 6219 00 937 0 99 0 00	Reimburse Aaron Easley for DOT physical on Nov. 25, 2019	121119
EASTEX RUBBER & GASK	101045	12/20/2019	221.60	199 E 51 6315 00 937 0 99 0 00	Part for #527	74334
ENTERGY	100859	12/06/2019	27,717.04	199 E 51 6259 12 936 0 99 0 00	Electrical service for PNGISD Account Number 133941385 from 10/05/19-11/07/19 Collective Bill	1001363677
ENTERGY	100942	12/13/2019	18.87	199 E 51 6259 12 936 0 99 0 00	Electrical service for PNGISD Account Number 137557443 from 10/31/19-11/30/19	1550054957
ENTERGY	101046	12/20/2019	66,117.28	199 E 51 6259 12 936 0 99 0 00	Electrical service for PNGISD Account Number 133941377 from 10/31/19-12/01/19 Collective Bill	1001368934
ENTERGY	101046	12/20/2019	130.90	199 E 51 6259 12 936 0 99 0 00	Electrical service for PNGISD Account Number 141937649 from 11/05/19-12/06/19	4200025279
ENTERPRISE FM TRUST	100944	12/13/2019	6,846.30	199 E 51 6269 00 936 0 99 0 00	LEASE VEHICLES FOR	FBN3844890

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					12/01-12/31/19 - Consolidated Invoice	
ENTERPRISE FM TRUST	100944	12/13/2019	2,435.85	199 E 34 6269 00 937 0 99 0 00	LEASE VEHICLES FOR 12/01-12/31/19 - Consolidated Invoice	FBN3844890
ENTERPRISE FM TRUST	100944	12/13/2019	897.83	199 E 53 6269 00 874 0 99 0 00	LEASE VEHICLES FOR 12/01-12/31/19 - Consolidated Invoice	FBN3844890
ENTERPRISE FM TRUST	101047	12/20/2019	117.00	199 E 36 6411 19 873 0 91 0 91	Bates Rental car 11/21-23	7RSP92
ENTERPRISE FM TRUST	101047	12/20/2019	117.00	199 E 36 6411 19 873 0 91 0 91	Comeaux rental Nov. 21-23	7RRJ83
ENTERPRISE TOLLS	100943	12/13/2019	17.57	199 E 13 6411 00 871 0 11 0 00	Toll Dues for 11/3 & 4/19 Travel, Rental Agreement #7KXPDD	7KXPDD
ESCO INSTITUTE	100945	12/13/2019	150.00	199 E 11 6399 00 870 0 22 0 00	EPA Online Test, for P Paris for Air Conditioning Classes For Ceritification	C6128099
ETC LITE, LLC	100860	12/06/2019	771.08	199 E 41 6219 00 720 0 99 0 00	CODE DETERMINATION & CONSULTING (MONTHLY RATE)	L11936
EUBERSICS, KATHRYN	101048	12/20/2019	140.00	199 E 36 6499 49 873 0 91 0 91	TRAINER FOR PNG VS VIDOR VOLLEYBALL GAME OM 10/04	100419
FASTENAL COMPANY	101049	12/20/2019	15.25	199 E 34 6315 00 937 0 99 0 00	Bus shop supplies from 2018-19 school year	TXPOR14662
FBS	201900006	12/19/2019	250.52	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	891.12	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	181.44	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	7,355.93	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	1,753.44	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	1,555.95	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	1,368.00	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	5,132.70	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	874.93	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	385.44	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	296.48	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	1,805.35	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	43.33	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	51.99	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	26.00	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	34.67	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	17.33	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
FBS	201900006	12/19/2019	34.67	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	117.80	863 L 00 2159 41 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	613.05	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	894.39	863 L 00 2159 45 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	1,352.05	863 L 00 2159 43 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	966.00	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	225.86	863 L 00 2159 40 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	17,483.42	863 L 00 2159 00 000 0 00 0 06	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	4,708.14	863 L 00 2159 40 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	1,120.08	863 L 00 2159 40 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	2,768.84	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	8,153.56	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	579.12	863 L 00 2159 40 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	5,363.15	863 L 00 2159 44 000 0 00 0 00	Payroll accrual	20191219AD
FBS	201900006	12/19/2019	12,617.92	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AF
FBS	201900006	12/19/2019	821.07	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AF
FBS	201900006	12/19/2019	3,295.00	863 L 00 2159 47 000 0 00 0 00	Payroll accrual	20191219AF
FERGUSON, ROXANNE	100909	12/09/2019	593.43	199 E 13 6411 00 871 0 11 0 00	Meals=$172.00, Gas/Parking=$65.00, Hotel=$356.43 (3 nights @ $118.81 each night), 2019 Parental Involvement Conf in San Marcos, TX on 12/11-14/19	12112019
FOLLETT SCHOOL SOLUT	100861	12/06/2019	184.56	199 E 12 6329 00 001 0 11 0 00	Follett Titlewave Fall 2019 Book Order	542790F
FRED MILLER'S	101050	12/20/2019	39.50	199 E 51 6315 00 937 0 99 0 00	lawn equipment	40533
FRED MILLER'S	101050	12/20/2019	100.99	199 E 51 6315 00 937 0 99 0 00	Lawn equipment	40541
FUNCTION4, LLC	100862	12/06/2019	74.00	199 E 11 6396 18 871 0 22 0 00	Ink for Riso printer	INV746823
GALLARDO, KAYLA	101018	12/18/2019	516.00	199 E 36 6412 40 873 0 91 0 91	Meals=$216.00 (12 Students w/2 meals ea, 1 Coach w/2 meals), Registration/Entry Fee=$300.00, Tarkington Girls Powerlifting Meet in Tarkington, TX on 1/3/20	01032020
GLOBAL EQUIPMENT CO.	100946	12/13/2019	1,450.21	199 E 51 6317 00 936 0 99 0 00	HS-FOOTBALL STADIUM PARKING BARRICADES	115146233
GONZALEZ OFFICE PROD	101051	12/20/2019	60.21	199 E 13 6399 00 872 0 23 0 00	Gonzalez Office Products .. Special Ed Office Supplies ..	WO-2010667
GONZALEZ OFFICE PROD	101051	12/20/2019	33.28	199 E 11 6399 00 107 0 11 0 00	OFFICE SUPPLIES - PLASTIC	WO-2010676

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					BINDING COMBS, HARDBOARD CLIPBOARDS	
GOPHER SPORTS	100947	12/13/2019	257.63	199 E 11 6399 00 102 0 11 0 00	TAYLOR SUPPLIES	9665906
GORDON, TOMMY	100913	12/11/2019	54.00	199 E 13 6499 00 870 0 22 0 00	Meals=$54.00 (5 Students w/1 meal ea & 1 Sponsor w/1 meal), Rice Festival Welding Competition in Beaumont, TX on 12/17/19	12172019
GOSS, KAITLYN	100948	12/13/2019	4,600.00	199 E 11 6219 21 872 0 23 0 00	Goss, Kaitlyn, OTR .. Billidng for SpEd students OT services ..	#9
GRAINGER	100949	12/13/2019	61.08	199 E 51 6317 16 936 0 99 0 00	PNMS-WOODSHOP PAINT ROOM-MAINTENANCE ON VENT FOR FUMES	9349817586
GREATAMERICA FINANCI	101052	12/20/2019	788.62	199 E 11 6269 00 870 0 22 0 00	Standard payment for Kyocera TASKalfa 8052ci Copier System	26056086
HARCOURT OUTLINES, I	100950	12/13/2019	207.08	199 E 31 6399 00 101 0 99 0 00	Perfect attendance & Honor roll pencils	INV027858
HARRELL, AARON	100863	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/21/19	112119
HARRELL, AARON	101053	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/11 (GMS)	121119
HAWTHORNE EDUCATIONA	100951	12/13/2019	19.61	199 E 11 6399 00 107 0 11 0 00	LANG - ADDES-5 QUICK SCORE SOFTWARE	554448
HAWTHORNE EDUCATIONA	100951	12/13/2019	30.39	199 E 31 6399 00 107 0 99 0 00	LANG - ADDES-5 QUICK SCORE SOFTWARE	554448
HCTRA-VIOLATIONS	100953	12/13/2019	136.10	199 E 34 6315 00 937 0 99 0 00	Toll violations-license plate #1398712-Invoice #'s-011909843942/011908988459/011909594114	0119089884
HCTRA-VIOLATIONS	100953	12/13/2019	19.50	199 E 34 6315 00 937 0 99 0 00	Toll violations-license plate #1015105-Invoice #'s-011909841017/011909841018	TX1015105
HCTRA-VIOLATIONS	100953	12/13/2019	144.50	199 E 51 6315 00 937 0 99 0 00	Toll violations-license plate #1015168-Invoice #'s-011909568401/011908907495/011908907494/011909839320	TX1015168
HCTRA-VIOLATIONS	100953	12/13/2019	26.75	199 E 51 6315 00 937 0 99 0 00	Toll violations-License plate #1164235-invoice #'s-011909840315/011909840316/011909589945	TX1164235

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
HERITAGE FOOD SERVIC	100864	12/06/2019	256.72	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	0006211759
HERITAGE FOOD SERVIC	100954	12/13/2019	211.04	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	0006276905
HERITAGE FOOD SERVIC	101054	12/20/2019	555.51	199 E 51 6317 00 936 0 99 0 00	WC KITCHEN-STEAMER PARTS QUOTE 346814030	0006291543
HERITAGE FOOD SERVIC	101054	12/20/2019	197.02	199 E 51 6317 00 936 0 99 0 00	WC KITCHEN-STEAMER PARTS QUOTE 346814030	0006290270
HERNANDEZ OFFICE SOL	100866	12/06/2019	25.72	199 E 11 6399 00 105 0 11 0 00	INK FOR PRINTER/SANDELL	196584-0
HERNANDEZ OFFICE SOL	100866	12/06/2019	81.90	199 E 11 6399 00 105 0 11 0 00	LABELS, PENS, WITE OUT WIRELESS MOUSE, HIGHLIGHTERS SCISSORS	196589-0
HERNANDEZ OFFICE SOL	100866	12/06/2019	168.99	199 E 11 6396 18 871 0 22 0 00	Ink for Daigrepont	196041-0
HERNANDEZ OFFICE SOL	100866	12/06/2019	1,722.33	199 E 11 6269 00 001 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 11 6269 00 002 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	765.48	199 E 11 6269 00 041 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	765.48	199 E 11 6269 00 042 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	382.74	199 E 11 6269 00 101 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	382.74	199 E 11 6269 00 102 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	382.74	199 E 11 6269 00 103 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	382.74	199 E 11 6269 00 104 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	382.74	199 E 11 6269 00 105 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	382.74	199 E 11 6269 00 107 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	7.77	240 E 35 6269 00 938 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	7.77	199 E 36 6269 00 873 0 91 0 91	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	16.92	199 E 41 6269 00 750 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 041 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 042 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 101 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 102 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 103 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 104 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 105 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 23 6269 00 107 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 13 6269 00 001 0 11 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	34.92	199 E 31 6269 00 001 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	16.92	199 E 23 6269 00 001 0 99 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100866	12/06/2019	16.77	199 E 13 6269 00 872 0 23 0 00	CONTRACT BASE RATE CHARGE FOR 12/01-12/31/19	119606
HERNANDEZ OFFICE SOL	100956	12/13/2019	744.99	199 E 11 6399 00 103 0 11 0 00	PAPER, LAMINATING FILM, MISC SUPPLIES	196420-1
HERNANDEZ OFFICE SOL	100956	12/13/2019	48.04	199 E 23 6399 00 103 0 99 0 00	PAPER, LAMINATING FILM, MISC SUPPLIES	196420-1
HERNANDEZ OFFICE SOL	100956	12/13/2019	782.04	199 E 11 6399 00 103 0 11 0 00	PAPER, LAMINATING FILM, MISC SUPPLIES	196420-0
HERNANDEZ OFFICE SOL	100956	12/13/2019	50.44	199 E 23 6399 00 103 0 99 0 00	PAPER, LAMINATING FILM, MISC SUPPLIES	196420-0
HERNANDEZ OFFICE SOL	100956	12/13/2019	952.50	199 E 11 6399 00 101 0 11 0 00	Copy Paper	196454-0
HERNANDEZ OFFICE SOL	100956	12/13/2019	10.91	199 E 11 6399 00 101 0 11 0 00	Teaching supplies	196657-1
HERNANDEZ OFFICE SOL	100956	12/13/2019	0.88	199 E 11 6399 00 101 0 23 0 00	Teaching supplies	196657-1
HERNANDEZ OFFICE SOL	100956	12/13/2019	135.13	199 E 11 6399 00 101 0 11 0 00	Teaching supplies	196657-0
HERNANDEZ OFFICE SOL	100956	12/13/2019	10.91	199 E 11 6399 00 101 0 23 0 00	Teaching supplies	196657-0
HERNANDEZ OFFICE SOL	100956	12/13/2019	41.86	199 E 11 6399 00 105 0 11 0 00	WITE OUT EZ CORRECT/REPORT PRO 10 POCKET/BINDER POCKETS/SEAL & VIEW FILE FOLDER LABEL PROTECTOR	196160-0

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
HERNANDEZ OFFICE SOL	101055	12/20/2019	65.83	199 E 23 6399 00 001 0 99 0 00	OFFICE SUPPLIES	196684-0
HERNANDEZ OFFICE SOL	101055	12/20/2019	19.92	199 E 23 6399 00 001 0 99 0 00	OFFICE SUPPLIES	196684-1
HERNANDEZ OFFICE SOL	101055	12/20/2019	58.75	199 E 11 6399 00 105 0 11 0 00	INK FOR PRINTER/SANDELL	196584-1
HERNANDEZ OFFICE SOL	101055	12/20/2019	177.49	199 E 11 6399 00 103 0 11 0 00	INK, APPOINTMENT BOOK	197361-0
HERNANDEZ OFFICE SOL	101055	12/20/2019	18.33	199 E 23 6399 00 103 0 99 0 00	INK, APPOINTMENT BOOK	197361-0
HERNANDEZ OFFICE SOL	101055	12/20/2019	630.00	199 E 11 6399 00 001 0 11 0 00	DESK	197384-0
HIGGINS, MISTY	100824	12/10/2019	-823.40	199 E 13 6411 00 872 0 23 0 00	Meals=$152.00, Gas/Parking=$180.00, Hotel=$491.40 (3 Nights @ $163.80 each) 27th NELI Disabilities Law Conference in Austin, TX on 12/8-11/19	12082019
HIGGINS, MISTY	100824	12/04/2019	823.40	199 E 13 6411 00 872 0 23 0 00	Meals=$152.00, Gas/Parking=$180.00, Hotel=$491.40 (3 Nights @ $163.80 each) 27th NELI Disabilities Law Conference in Austin, TX on 12/8-11/19	12082019
HOLLIER, DEAN	101056	12/20/2019	8,100.00	199 E 51 6299 00 936 0 99 0 00	HS FOOTBALL STADIUM - PARKING LOT REPAIRS-NEAR SCOREBOARD	2004
HOUGHTON MIFFLIN HAR	101057	12/20/2019	558.75	199 E 11 6399 00 871 0 11 0 00	HMH Instructional Materials for Woodcrest	954661845
HOUGHTON MIFFLIN HAR	101057	12/20/2019	177.50	199 E 11 6399 00 871 0 11 0 00	HMH Instructional Materials for Woodcrest	954672623
HUGHES, SARAH	100825	12/13/2019	-291.00	199 E 36 6412 69 041 0 91 0 91	Meals=$216.00 (12 Students w/2 meals ea, 1 Coach w/2 meals), St. Anthony Basketball Tournament in Beaumont, TX on 12/6&7/19	12062019
HUGHES, SARAH	100825	12/04/2019	291.00	199 E 36 6412 69 041 0 91 0 91	Meals=$216.00 (12 Students w/2 meals ea, 1 Coach w/2 meals), St. Anthony Basketball Tournament in Beaumont, TX on 12/6&7/19	12062019
IMAGINE LEARNING, IN	100957	12/13/2019	8,200.00	263 E 11 6399 00 999 0 25 0 00	Imagine Learning 2019-2020 Language & Literacy Student License Renewal	INV42201
IMAGINE LEARNING, IN	100957	12/13/2019	5,300.00	263 E 11 6399 88 999 0 25 0 00	Imagine Learning 2019-2020 Language & Literacy Student	INV42201

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					License Renewal	
INFOBASE PUBLISHING	100867	12/06/2019	1,750.54	199 E 11 6325 00 001 0 11 0 00	Infobase-Subscription Renewal	339793
INTERNAL REVENUE	0	12/04/2019	-9.40	863 L 00 2152 00 000 0 00 0 00	Payroll accrual	20191121BD
INTERNAL REVENUE	0	12/04/2019	0.00	863 L 00 2151 00 000 0 00 0 00	Payroll accrual	20191121BD
INTERNAL REVENUE	0	12/04/2019	-9.40	863 L 00 2152 00 000 0 00 0 00	Payroll accrual	20191121BF
INTERNAL REVENUE	0	12/04/2019	9.40	863 L 00 2152 00 000 0 00 0 00	Payroll accrual	20191203AD
INTERNAL REVENUE	0	12/04/2019	28.27	863 L 00 2151 00 000 0 00 0 00	Payroll accrual	20191203AD
INTERNAL REVENUE	0	12/04/2019	9.40	863 L 00 2152 00 000 0 00 0 00	Payroll accrual	20191203AF
INTERNAL REVENUE	0	12/20/2019	39,346.93	863 L 00 2152 00 000 0 00 0 00	Payroll accrual	20191219AD
INTERNAL REVENUE	0	12/20/2019	225,028.58	863 L 00 2151 00 000 0 00 0 00	Payroll accrual	20191219AD
INTERNAL REVENUE	0	12/20/2019	9,266.49	863 L 00 2151 00 000 0 00 0 00	Payroll accrual	20191219AD
INTERNAL REVENUE	0	12/20/2019	39,346.93	863 L 00 2152 00 000 0 00 0 00	Payroll accrual	20191219AF
INTERQUEST DETECTION	100868	12/06/2019	300.00	199 E 52 6219 01 877 0 99 0 00	Canine Service on 10/20/19	6763
INTERSTATE BATTERY O	100958	12/13/2019	531.80	199 E 51 6317 00 936 0 99 0 00	MD-SCISSOR LIFT PARTS	1905601018
IVY, AARON	100869	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/16/19	111619
IVY, AARON	100959	12/13/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/3/19	120319
IVY, AARON	101058	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/11 AND 12/12/19	121119
IVY, AARON	101058	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/11 AND 12/12/19	121119
J.W. PEPPER AND SON,	100870	12/06/2019	163.00	199 E 36 6399 64 001 0 99 0 00	BAND MUSIC	209266991
J.W. PEPPER AND SON,	101059	12/20/2019	42.00	199 E 36 6399 64 001 0 99 0 00	BAND MUSIC	226277970
JASON'S DELI	100960	12/13/2019	1,875.00	199 E 36 6412 64 001 0 99 0 00	MEALS FOR TRAVEL	1911110020
JEFFERSON COUNTY APP	100961	12/13/2019	88,155.00	199 E 99 6213 00 999 0 99 0 99	FIRST QUARTER PAYMENT ON 2020 ENTITY ALLOCATIONS	1ST QTR PM
JEFFERSON COUNTY CLE	100962	12/13/2019	11,772.22	199 E 41 6439 00 702 0 99 0 00	Election Billing for the November 5, 2019, Constitutional Amendment, Special, and Joint Election	110519
JOHNNY'S TOWING & RE	100963	12/13/2019	300.00	199 E 34 6315 00 937 0 99 0 00	Tow Bus 51 from PNG bus brn to Beaumont Freightliner on 11/20/19	118553
JOHNNY'S TOWING & RE	101060	12/20/2019	350.00	199 E 34 6315 00 937 0 99 0 00	Tow bus 57 from Hwy. 90 & Major Dr. Beaumont, Tx. to PNG HS on 12/13/19	22015
JOHNSON SUPPLY	101061	12/20/2019	293.53	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	05327895
JUNIOR LIBRARY GUILD	101062	12/20/2019	2,636.10	199 E 11 6325 00 041 0 11 0 00	Junior Library Guild Book Subscription Service	490881
JUNIOR LIBRARY GUILD	101062	12/20/2019	60.10	199 E 11 6325 00 042 0 24 0 00	Subscription	470087
JUNIOR LIBRARY GUILD	101062	12/20/2019	5,808.79	199 E 12 6329 00 042 0 11 0 00	Subscription	470087
KARCZEWSKI BRADSHAW	100964	12/13/2019	905.00	199 E 41 6211 09 701 0 99 0 00	Legal Matters - October 2019	14923

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					Invoice #14923	
KARCZEWSKI BRADSHAW	101063	12/20/2019	560.00	199 E 41 6211 09 701 0 99 0 00	Legal Matters - November 2019 Invoice #15139	15139
KMK INDUSTRIAL, LLC	100965	12/13/2019	-11.90	199 E 51 6299 00 936 0 99 0 00	TAFT-PLAYGROUND REPAIRS-RENTAL: SKID LOADER	11027-0002
KMK INDUSTRIAL, LLC	100965	12/13/2019	-23.80	199 E 51 6299 00 936 0 99 0 00	TAFT-PLAYGROUND REPAIRS-RENTAL: SKID LOADER	11032-0002
KMK INDUSTRIAL, LLC	100965	12/13/2019	-42.00	199 E 51 6299 00 936 0 99 0 00	TAFT-PLAYGROUND REPAIRS-RENTAL: SKID LOADER	11113-0002
KMK INDUSTRIAL, LLC	100965	12/13/2019	354.00	199 E 51 6299 00 936 0 99 0 00	TAFT-PLAYGROUND REPAIRS-RENTAL: SKID LOADER	11113-0001
KMK INDUSTRIAL, LLC	101064	12/20/2019	577.00	199 E 51 6317 77 936 0 99 0 00	26' Scissor lift to change bulbs & fixtures on damaged campuses by TPC Plant Explosion	11377-0001
KOMMERCIAL KITCHENS	100966	12/13/2019	2,151.30	240 E 35 6342 00 001 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	1,410.64	240 E 35 6342 00 041 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	702.50	240 E 35 6342 00 042 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	495.90	240 E 35 6342 00 101 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	447.10	240 E 35 6342 00 102 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	324.00	240 E 35 6342 00 103 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	385.29	240 E 35 6342 00 104 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	184.00	240 E 35 6342 00 105 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	339.50	240 E 35 6342 00 107 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	657.50	240 E 35 6341 23 001 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	80.00	240 E 35 6341 23 041 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	264.00	240 E 35 6341 23 042 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
KOMMERCIAL KITCHENS	100966	12/13/2019	16.00	240 E 35 6341 23 101 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	56.00	240 E 35 6341 23 102 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	48.00	240 E 35 6341 23 103 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	24.00	240 E 35 6341 23 104 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	64.00	240 E 35 6341 23 105 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KOMMERCIAL KITCHENS	100966	12/13/2019	48.00	240 E 35 6341 23 107 0 99 0 00	water and non food purchases, all cafeterias, November 2019	120319
KONE INC	100967	12/13/2019	1,510.47	199 E 51 6299 00 936 0 99 0 00	BLANKET ACCOUNT	959397896
KYLER COUNSELING, PL	101065	12/20/2019	490.00	199 E 31 6219 00 002 0 99 0 00	PNGHS, PNMS, GMS, & AEC Counseling Services for November	84
KYLER COUNSELING, PL	101065	12/20/2019	1,470.00	199 E 31 6219 00 871 0 99 0 00	PNGHS, PNMS, GMS, & AEC Counseling Services for November	84
KYOCERA DOCUMENT SOL	100872	12/06/2019	1,292.85	199 E 11 6269 00 001 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	71.43	199 E 11 6269 00 002 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	735.72	199 E 11 6269 00 041 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	735.72	199 E 11 6269 00 042 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
KYOCERA DOCUMENT SOL	100872	12/06/2019	385.71	199 E 11 6269 00 101 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	385.71	199 E 11 6269 00 102 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	385.71	199 E 11 6269 00 103 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	385.71	199 E 11 6269 00 104 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	385.71	199 E 11 6269 00 105 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	385.71	199 E 11 6269 00 107 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	71.43	199 E 51 6269 00 936 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	85.72	240 E 35 6269 00 938 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color	5008100505

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					copiers-11/1/19-11/30/19	
KYOCERA DOCUMENT SOL	100872	12/06/2019	85.72	199 E 41 6269 00 701 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	164.28	199 E 13 6269 00 871 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	64.28	199 E 36 6269 00 873 0 91 0 91	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	107.15	199 E 41 6269 00 720 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	214.28	199 E 41 6269 00 750 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 041 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 042 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 101 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5	5008100505

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					TASKalfa 5052ci Color copiers-11/1/19-11/30/19	
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 102 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 103 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 104 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 105 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 23 6269 00 107 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	71.43	199 E 13 6269 00 001 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	71.43	199 E 31 6269 00 001 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	78.58	199 E 34 6269 00 937 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6	5008100505

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	
KYOCERA DOCUMENT SOL	100872	12/06/2019	142.85	199 E 23 6269 00 001 0 99 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	121.43	199 E 13 6269 00 872 0 23 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
KYOCERA DOCUMENT SOL	100872	12/06/2019	85.71	199 E 12 6269 00 041 0 11 0 00	16 TASKalfa 5002i B/W copiers 22 7002I B/W copiers 6 TASKalfa 8002i B/W copiers 5 TASKalfa 5052ci Color copiers-11/1/19-11/30/19	5008100505
LABATT FOOD SERVICE	100969	12/13/2019	25,243.85	240 E 35 6341 00 001 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	8,676.71	240 E 35 6341 00 041 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	8,673.74	240 E 35 6341 00 042 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	5,697.87	240 E 35 6341 00 101 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	4,434.80	240 E 35 6341 00 102 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	2,858.10	240 E 35 6341 00 103 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	3,266.12	240 E 35 6341 00 104 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	3,247.30	240 E 35 6341 00 105 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	3,585.19	240 E 35 6341 00 107 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	986.43	240 E 35 6342 00 001 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	268.65	240 E 35 6342 00 041 0 99 0 00	food, nonfood purchases, all	295213NOVE

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					cafeterias, November 2019	
LABATT FOOD SERVICE	100969	12/13/2019	393.61	240 E 35 6342 00 042 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	271.20	240 E 35 6342 00 101 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	91.14	240 E 35 6342 00 102 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	218.95	240 E 35 6342 00 103 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	230.26	240 E 35 6342 00 104 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	148.11	240 E 35 6342 00 105 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	148.49	240 E 35 6342 00 107 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	7,349.68	240 E 35 6341 23 001 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	890.06	240 E 35 6341 23 041 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	863.14	240 E 35 6341 23 042 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	309.49	240 E 35 6341 23 101 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	535.18	240 E 35 6341 23 102 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	597.97	240 E 35 6341 23 103 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	407.35	240 E 35 6341 23 104 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	308.44	240 E 35 6341 23 105 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LABATT FOOD SERVICE	100969	12/13/2019	178.13	240 E 35 6341 23 107 0 99 0 00	food, nonfood purchases, all cafeterias, November 2019	295213NOVE
LAKESHORE LEARNING M	100970	12/13/2019	129.09	199 E 11 6399 00 107 0 24 0 00	ADDISON - Bingo cards (sight words 1,2,3), alphabet match-up cards, alphabet photo floor puzzle, stickers, alphabet bingo	3630761119
LAKESHORE LEARNING M	101066	12/20/2019	90.23	199 E 11 6399 00 105 0 11 0 00	STUDENT CLOCKS / HARDWOOD	3770531119

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					BLOCKS - STARTER SET	
LEE, ANDREW	101067	12/20/2019	4,000.00	199 E 36 6299 64 001 0 99 0 00	MARCHING DRILL	1002
LERNER PUBLISHING GR	100971	12/13/2019	83.96	199 E 12 6329 00 041 0 11 0 00	List of library books from Lerner publishing/ C. O. Karl Gunderson	1344924
LERNER PUBLISHING GR	101068	12/20/2019	20.99	199 E 12 6329 00 041 0 11 0 00	List of library books from Lerner publishing/ C. O. Karl Gunderson	1346055
LINA	31874	12/19/2019	13.93	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
LONE STAR PERCUSSION	101069	12/20/2019	356.97	199 E 11 6649 64 001 0 99 0 00	DRUM EQUIPMENT	INV- 60990
LOVELACE, LINDA	100826	12/10/2019	-643.40	199 E 13 6411 00 872 0 23 0 00	Meals=$152.00, Hotel=$491.40 (3 Nights @ $163.80), 27th NELI Disabilities Law Conference on 12/8-11/19	12082019
LOVELACE, LINDA	100826	12/04/2019	643.40	199 E 13 6411 00 872 0 23 0 00	Meals=$152.00, Hotel=$491.40 (3 Nights @ $163.80), 27th NELI Disabilities Law Conference on 12/8-11/19	12082019
LOWE'S	100974	12/13/2019	311.60	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	901501
LOWE'S	100974	12/13/2019	40.76	199 E 51 6317 18 936 0 99 0 00	BLANKET ACCOUNT	902369
LOWE'S	100974	12/13/2019	14.23	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	911265
LOWE'S	100974	12/13/2019	10.51	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	903663
MACKIN BOOK COMPANY	101070	12/20/2019	39.76	199 E 11 6325 00 041 0 11 0 00	Picture Books for Life Skills Students	609480
MACKIN BOOK COMPANY	101070	12/20/2019	254.20	199 E 11 6325 00 041 0 11 0 00	Picture Books for Life Skills Students	609129
MALLETT, DEBRA	100827	12/10/2019	-152.00	199 E 13 6411 00 872 0 23 0 00	Meals=$152.00, 27th NELI Disabilities Law Conference on 12/8-11/19	12082019
MALLETT, DEBRA	100827	12/04/2019	152.00	199 E 13 6411 00 872 0 23 0 00	Meals=$152.00, 27th NELI Disabilities Law Conference on 12/8-11/19	12082019
MARKET BASKET #17	100980	12/13/2019	29.51	199 E 41 6499 00 702 0 99 0 00	Refreshments for Board meeting (November 11, 2019)	1911110028
MARKET BASKET #17	100980	12/13/2019	77.94	199 E 41 6499 00 701 0 99 0 00	Refreshments for Staff Leadership Meeting (November 12, 2019)	1911120002
MARKET BASKET #17	100980	12/13/2019	131.21	199 E 11 6399 00 041 0 23 0 00	Grocery items for Life Skills - C. Sowell	1911120014

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
MARKET BASKET #17	100980	12/13/2019	28.72	199 E 11 6399 00 872 0 23 0 00	Market Basket .. Blanket PO ..	1911050003
MARKET BASKET #17	100980	12/13/2019	23.98	199 E 11 6399 00 872 0 23 0 00	Market Basket .. Blanket PO ..	1911140002
MARKET BASKET #17	100980	12/13/2019	23.79	199 E 11 6399 00 101 0 23 0 00	Life Skills purchases supplies	1911190008
MARKET BASKET #17	100980	12/13/2019	28.54	199 E 11 6399 00 101 0 23 0 00	Life Skills purchases supplies	1911110013
MARKET BASKET #17	100980	12/13/2019	49.05	199 E 11 6399 00 001 0 11 0 00	SUPPLIES FOR LIFE SKILLS	1910090009
MARKET BASKET #17	100980	12/13/2019	43.55	199 E 11 6399 00 001 0 11 0 00	SUPPLIES FOR LIFE SKILLS	1910280012
MARKET BASKET #17	100980	12/13/2019	16.87	199 E 11 6399 00 001 0 11 0 00	SUPPLIES FOR LIFE SKILLS	1910290003
MARKET BASKET #17	100980	12/13/2019	40.48	199 E 11 6399 00 001 0 11 0 00	SUPPLIES FOR LIFE SKILLS	1910300012
MARKET BASKET #17	100980	12/13/2019	7.97	199 E 11 6399 00 001 0 11 0 00	SUPPLIES FOR LIFE SKILLS	1910310002
MARKET BASKET #17	100980	12/13/2019	67.08	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911060003
MARKET BASKET #17	100980	12/13/2019	88.57	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911260001
MARKET BASKET #17	100980	12/13/2019	112.67	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911040014
MARKET BASKET #17	100980	12/13/2019	37.57	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911220001
MARKET BASKET #17	100980	12/13/2019	90.15	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911200000
MARKET BASKET #17	100980	12/13/2019	22.63	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911210000
MARKET BASKET #17	100980	12/13/2019	200.04	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911180000
MARKET BASKET #17	100980	12/13/2019	21.51	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911180002
MARKET BASKET #17	100980	12/13/2019	29.18	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911130017
MARKET BASKET #17	100980	12/13/2019	143.28	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911120000
MARKET BASKET #17	100980	12/13/2019	86.69	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911120002
MARKET BASKET #17	100980	12/13/2019	49.55	199 E 11 6399 00 870 0 22 0 00	Blanket Purchase Order for C&T (Food Labs)	1911220000
MARKET BASKET #17	100980	12/13/2019	17.45	199 E 11 6399 00 872 0 23 0 00	Market Basket .. Blanket PO ..	1911140001
MATERA PAPER COMPANY	100873	12/06/2019	497.64	199 E 51 6316 00 001 0 99 0 00	CUSTODIAL SUPPLIES	H464056
MATERA PAPER COMPANY	100873	12/06/2019	-17.99	199 E 51 6316 00 001 0 99 0 00	CUSTODIAL SUPPLIES	H469458

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
MATERA PAPER COMPANY	101072	12/20/2019	215.77	199 E 51 6316 00 001 0 99 0 00	CUSTODIAL SUPPLIES	H472704
MATERA PAPER COMPANY	101072	12/20/2019	2,168.42	199 E 51 6316 00 001 0 99 0 00	CUSTODIAL SUPPLIES	H472029
MATERA PAPER COMPANY	101072	12/20/2019	639.26	199 E 51 6316 00 102 0 99 0 00	PNE-CUSTODIAL SUPPLIES QUOTE #QH20558	H469521
MATERA PAPER COMPANY	101072	12/20/2019	97.00	199 E 51 6316 00 002 0 99 0 00	ALT.-CUSTODIAL SUPPLIES QUOTE #QH20557	H469547
MATERA PAPER COMPANY	101072	12/20/2019	716.88	199 E 51 6316 00 105 0 99 0 00	VB-CUSTODIAL SUPPLIES QUOTE QH20602	H469823
MATERA PAPER COMPANY	101072	12/20/2019	65.17	199 E 51 6316 00 103 0 99 0 00	RW-CUSTODIAL SUPPLIES QUOTE #QH20470	H469257
MEYER, KAYLA	100914	12/11/2019	7.05	199 E 13 6411 00 101 0 11 0 00	Reimbursement for gas=$7.05, CAST 2019-STAT in Dallas, TX on 11/20-23/19	11202019a
MICRO INTERGRATION &	100981	12/13/2019	4,724.00	199 E 52 6399 00 877 0 99 0 00	camera entry systems	219724
MOJICA, RUDY	101073	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/10/19	121019
MPAC	101074	12/20/2019	85.00	199 E 36 6497 52 105 0 99 0 00	85 tickets for 2nd Grade to see Whimsical	000275
MUSIC IN MOTION	100874	12/06/2019	100.00	199 E 11 6399 00 105 0 11 0 00	FLAGS, RESONATOR BELLS ALPHADOTS DYNAMICS STICK RHYTHMS, SIMPLE TIMES SET MAGNETIC STORAGE BINS	00743831
NATIONAL SCOREBOARD	101075	12/20/2019	315.00	199 E 51 6249 77 936 0 99 0 00	Repairs to gym scoreboards due to TPC Plant Explosion	10954
NATIONAL SCOREBOARD	101075	12/20/2019	807.50	199 E 51 6249 77 936 0 99 0 00	Repairs to gym scoreboards due to TPC Plant Explosion	10955
NCS PEARSON, INC.	101076	12/20/2019	131.18	199 E 11 6334 00 872 0 23 0 00	Pearson Clinical Assessment .. Diagnostician SpEd testing supplies..	7650875
NCS PEARSON, INC.	101076	12/20/2019	147.08	199 E 11 6334 00 872 0 23 0 00	Pearson Clinical Assessment .. Diagnostician SpEd testing supplies..	7636551
NEDERLAND ISD	101077	12/20/2019	21,935.00	199 E 36 6499 49 873 0 91 0 91	Game Expenses: Varsity Football Pre-Sale tickets 11/8/19	120919
NICHOLS, CLINT	101078	12/20/2019	240.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY FOR BASKETBALL GAME (PNMS)	121319
NICHOLS, CLINT	101078	12/20/2019	240.00	199 E 52 6219 02 877 0 99 0 00	WORK SECURITY AT BASKETBALL GAME PNG VS HAMSHIRE FANNETT	121719
OCCUPATIONAL MEDICAL	101079	12/20/2019	65.00	199 E 34 6219 00 937 0 99 0 00	DOT physical for Joseph C.	00036644-0

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Benoit on 11/18/19	
OFFICE DEPOT	100875	12/06/2019	467.50	199 E 51 6317 00 936 0 99 0 00	MD-OFFICE SUPPLIES	3888548520
OFFICE DEPOT	100875	12/06/2019	20.99	199 E 51 6317 00 936 0 99 0 00	MD-OFFICE SUPPLIES	3888548520
OFFICE DEPOT	100875	12/06/2019	21.70	199 E 51 6317 00 936 0 99 0 00	MD-OFFICE SUPPLIES	3888676710
OFFICE DEPOT	100875	12/06/2019	27.39	199 E 51 6317 00 936 0 99 0 00	MD-OFFICE SUPPLIES	3888676700
OLMSTED-KIRK PAPER C	101080	12/20/2019	451.48	199 E 11 6399 00 870 0 22 0 00	Paper Supplies (T. Siau)	4391018
PAX SUPPLY	100982	12/13/2019	131.10	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	40898
PAXTON PATTERSON LLC	100876	12/06/2019	11.04	199 E 11 6399 00 870 0 22 0 00	SUPPLIES FOR GMS SHOP	380839
PAXTON PATTERSON LLC	100876	12/06/2019	669.35	199 E 11 6399 00 870 0 22 0 00	SUPPLIES FOR GMS SHOP	380516
PINNACLE MEDICAL MAN	100877	12/06/2019	784.00	199 E 36 6299 00 001 0 99 0 00	DRUG TESTING	81286
PINNACLE MEDICAL MAN	100983	12/13/2019	1,128.00	199 E 36 6299 00 001 0 99 0 00	DRUG TESTS	81796
PINNACLE MEDICAL MAN	100983	12/13/2019	158.00	199 E 36 6299 00 001 0 99 0 00	DRUG TESTS	81544
PINNACLE MEDICAL MAN	100983	12/13/2019	158.00	199 E 36 6299 00 001 0 99 0 00	DRUG TESTS	81413
PINNACLE MEDICAL MAN	101081	12/20/2019	28.00	199 E 36 6299 00 001 0 99 0 00	DRUG TESTS	81878
PNGISD - VERIZON REI	31868	12/19/2019	1,063.72	863 L 00 2159 48 000 0 00 0 00	Payroll accrual	20191219AD
PORT ARTHUR NEWSMEDI	100879	12/06/2019	300.00	199 E 41 6491 00 701 0 99 0 00	Request for Qualifications for Architectural/Engineering Design Services-Legal Section of Port Arthur News on 11/22/19 & 11/29/19	942605
PORT ARTHUR, CITY OF	100878	12/06/2019	464.35	199 E 51 6259 10 936 0 99 0 00	Water Utilities, Acct. #51951-89776, 10/8/19-11/8/19	10/08-11/0
PORT NECHES MIDDLE S	101083	12/20/2019	330.00	199 E 11 6399 00 042 0 11 0 00	stamps	121119
PORT NECHES, CITY OF	100984	12/13/2019	3,347.71	199 E 51 6259 10 936 0 99 0 00	WATER UTILITIES, 10/14/19-11/04/19	PNISD-3
PORT NECHES, CITY OF	101082	12/20/2019	1,161.22	199 E 51 6259 10 936 0 99 0 00	WATER UTILITIES, 10/23/19-11/22/19	PNISD-1
PORT NECHES, CITY OF	101082	12/20/2019	443.02	199 E 51 6259 10 936 0 99 0 00	WATER UTILITIES, 11/04/19-12/03/19	121819
POWELL, YOUNGBLOOD &	100880	12/06/2019	805.50	199 E 41 6211 09 701 0 99 0 00	legal services for October 2019 (invoice #1225) Special Education	1225
POWELL, YOUNGBLOOD &	100880	12/06/2019	6,498.00	199 E 41 6211 09 701 0 99 0 00	legal services for October 2019 (invoice #1229) General Matters	1229
POWELL, YOUNGBLOOD &	101084	12/20/2019	157.50	199 E 41 6211 09 701 0 99 0 00	legal services for November 2019 (invoice #1363) General Matters	1363
POWELL, YOUNGBLOOD &	101084	12/20/2019	3,558.00	199 E 41 6211 09 701 0 99 0 00	legal services for November	1361

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					2019 (invoice #1361) General Matters	
POWELL, YOUNGBLOOD &	101084	12/20/2019	742.50	199 E 41 6211 09 701 0 99 0 00	legal services for November 2019 (invoice #1360) Special Education	1360
PRO CHEM INC.	101085	12/20/2019	324.61	199 E 34 6315 00 937 0 23 0 00	Bus shop supplies	59053
PRO CHEM INC.	101085	12/20/2019	334.45	199 E 34 6315 00 937 0 99 0 00	Bus shop supplies	59053
PRO CHEM INC.	101085	12/20/2019	324.62	199 E 51 6315 00 937 0 99 0 00	Bus shop supplies	59053
QUILL LLC	100881	12/06/2019	182.20	199 E 11 6399 00 042 0 11 0 00	packing tape, ink, spirals	2607116
RAMSHUR, STEPHANIE	101086	12/20/2019	640.32	199 E 13 6419 10 872 0 23 0 00	Stephanie Ramshur - Reimbursement for monthly travel to Bayes Achievement Center to visit Ryan Ramshur..	120919
REGION 5 ESC	100885	12/06/2019	300.00	199 E 13 6411 00 041 0 11 0 00	Region 5 Conference for Kelli Holmes	279266
REGION 5 ESC	100885	12/06/2019	30.00	199 E 33 6411 00 999 0 99 0 99	UDCA training at region 5 on October 22 - 4 staff members from Taft, GE and GMS	078204
REGION 5 ESC	100885	12/06/2019	30.00	199 E 33 6411 00 999 0 99 0 99	UDCA training at region 5 on October 22 - 4 staff members from Taft, GE and GMS	078205
REGION 5 ESC	100885	12/06/2019	30.00	199 E 33 6411 00 999 0 99 0 99	UDCA training at region 5 on October 22 - 4 staff members from Taft, GE and GMS	078206
REGION 5 ESC	100885	12/06/2019	50.00	199 E 13 6411 00 872 0 23 0 00	Region 5 w/s #259569 .. Dysgraphia Evaluation-For Diagnosticians.. Nov 7, 2019 ..	078132
REGION 5 ESC	100885	12/06/2019	50.00	199 E 13 6411 00 872 0 23 0 00	Region 5 w/s #259569 .. Dysgraphia Evaluation-For Diagnosticians.. Nov 7, 2019 ..	078133
REGION 5 ESC	100885	12/06/2019	50.00	199 E 13 6411 00 872 0 23 0 00	Region 5 w/s #259569 .. Dysgraphia Evaluation-For Diagnosticians.. Nov 7, 2019 ..	078134
REGION 5 ESC	100885	12/06/2019	50.00	199 E 13 6411 00 872 0 23 0 00	Region 5 w/s #259569 .. Dysgraphia Evaluation-For	078135

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Diagnosticians.. Nov 7, 2019 ..	
REGION 5 ESC	100885	12/06/2019	50.00	199 E 13 6411 00 872 0 23 0 00	Region 5 w/s #259569 .. Dysgraphia Evaluation-For Diagnosticians.. Nov 7, 2019 ..	078136
REGION 5 ESC	100885	12/06/2019	50.00	199 E 13 6411 00 872 0 23 0 00	Region 5 w/s #259569 .. Dysgraphia Evaluation-For Diagnosticians.. Nov 7, 2019 ..	078131
REGION 5 ESC	100985	12/13/2019	25.00	199 E 41 6499 00 701 0 99 0 00	Superintendent Secretaries Quarterly Meeting (November 20, 2019)	078459
REGION 5 ESC	100985	12/13/2019	1,600.00	263 E 13 6299 00 999 0 25 0 00	Region 5 Bilingual/ESL Cooperative 2019-2020	078416
REGION 5 ESC	100985	12/13/2019	1,000.00	199 E 41 6239 17 701 0 99 0 00	Region 5 Accountability and Assessment Packages (2019-20)	0784169
REGION 5 ESC	100985	12/13/2019	850.00	199 E 13 6299 00 871 0 11 0 00	2019-2020 Counselor Connection Cooperative	078416A
REGION 5 ESC	101088	12/20/2019	3,200.00	199 E 13 6299 00 871 0 11 0 00	Region 5 Principal Development Project 2019-2020	078575
REGION 5 ESC	101088	12/20/2019	30.00	199 E 13 6219 00 107 0 11 0 00	BENOIT - MAKE AND TAKE FOR LIFE SKILLS	078503
REGION 5 ESC	101088	12/20/2019	1,400.00	244 E 13 6219 00 001 0 22 0 00	CTE SUPPORT SERVICES COOP FEES - REGION 5 ESC	078416CTE
REGION 5 ESC	101088	12/20/2019	300.00	199 E 41 6211 09 701 0 99 0 00	Legal Services Co-Op (2019-20)	078253
REGION 5 ESC	101088	12/20/2019	1,250.00	199 E 41 6219 15 701 0 99 0 00	Field Service Co-Op 2019-20	078285
REPUBLIC SERVICES #8	100986	12/13/2019	871.35	199 E 51 6299 00 936 0 99 0 00	BLANKET ACCOUNT	0862-00086
RILEY, ROBERT	100886	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/18, 11/19 AND 11/20/19	111819
RILEY, ROBERT	100886	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/18, 11/19 AND 11/20/19	111819
RILEY, ROBERT	100886	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/18, 11/19 AND 11/20/19	111819
RILEY, ROBERT	101089	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/11 (GMS)	121319
RITTER LUMBER	100887	12/06/2019	113.40	199 E 11 6399 00 870 0 22 0 00	BLANKET PO FOR SUPPLIES FOR HVAC, AUTO & WELDING SHOPS	1911-64353
RITTER LUMBER	100887	12/06/2019	16.60	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911-62864

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
RITTER LUMBER	100987	12/13/2019	25.95	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911-64056
RITTER LUMBER	100987	12/13/2019	22.95	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911-64509
RITTER LUMBER	100987	12/13/2019	127.34	199 E 11 6399 00 870 0 22 0 00	BLANKET PO FOR SUPPLIES FOR HVAC, AUTO & WELDING SHOPS	1912-68263
RITTER LUMBER	101090	12/20/2019	86.17	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911-66098
RITTER LUMBER	101090	12/20/2019	29.36	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1911-65267
RIVERSIDE INSIGHTS	101091	12/20/2019	393.32	199 E 11 6334 00 872 0 23 0 00	Riverside Insights .. Diagnosticians testing materials ..	INV021286
ROCCAFORTE, JULIE	101092	12/20/2019	52.00	199 E 36 6499 49 873 0 91 0 91	WORK CLOCK FOR VOLLEYBALL GAME PNG VS BARBERS HILL ON 10/25/19	102519
ROSS RIDGE SAND COMP	101093	12/20/2019	222.00	199 E 51 6318 22 936 0 99 0 00	HS, PNMS, GMS-LONG JUMP PIT SAND HS-BASEBALL FIELD-WHITE SAND	69291
ROTARY CLUB OF PORT	100988	12/13/2019	212.00	199 E 41 6495 00 701 0 99 0 00	Quarterly Rotary Dues for 10/1/19 - 12/31/19 (Mike Gonzales)	10/01-12/3
SAFETY KLEEN SYSTEMS	100989	12/13/2019	236.54	199 E 11 6249 00 870 0 22 0 00	Supplies for Automotive-J. Guerrero	81442219
SAM'S CLUB	101094	12/20/2019	165.00	199 E 41 6498 00 750 0 99 0 00	Renewal Membership for Port Neches-Groves ISD for Sheri Drawhorn/Business Office and 2 Add-On (Maintenance/PNGISD) Cards	3415061820
SAMARITANS COUNSELIN	100888	12/06/2019	400.00	199 E 13 6299 00 111 0 32 0 00	STAFF DEVELOPMENT	WESTGROVES
SAMARITANS COUNSELIN	100888	12/06/2019	0.00	199 E 13 6411 00 107 0 11 0 00	PROFESSIONAL DEVELOPMENT	WOODCREST
SAMARITANS COUNSELIN	100888	12/06/2019	100.00	169 A 00 1101 00 000 0 00 0 00	PROFESSIONAL DEVELOPMENT	WOODCREST
SAMARITANS COUNSELIN	101095	12/20/2019	1,072.80	199 E 31 6219 00 871 0 99 0 00	Samaritan Counseling for K-5 Campuses for November	PNG1101201
SAMARITANS COUNSELIN	101095	12/20/2019	105.60	289 E 31 6219 01 871 8 11 0 00	Samaritan Counseling for November for Hurricane Serve Grant	PNG HARVEY
SANFORD, JACOB	100922	12/11/2019	184.00	199 E 36 6412 25 873 0 91 0 91	Meals=$184.00 (10 Students w/2 meals ea & 1 Coach w/2 meals) Vidor JV Basketball Tournament in Vidor, TX on 12/12-13/19	12122019
SANITARY SUPPLY CO,	101096	12/20/2019	87.10	199 E 51 6316 00 041 0 99 0 00	GMS-FLOOR CLEANING MACHINE	301561

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					PARTS AND LABOR FOR REPAIR QUOTE #7208	
SANITARY SUPPLY CO,	101096	12/20/2019	50.00	199 E 51 6299 00 936 0 99 0 00	GMS-FLOOR CLEANING MACHINE PARTS AND LABOR FOR REPAIR QUOTE #7208	301561
SANITARY SUPPLY CO,	101096	12/20/2019	347.39	240 E 35 6342 00 001 0 99 0 00	Nonfood orders for HS; GMS; PNMS; TAFT; WC INVOICE #300907,298066,301732,301157,300920,301706	300779,301
SANITARY SUPPLY CO,	101096	12/20/2019	819.80	240 E 35 6342 00 041 0 99 0 00	Nonfood orders for HS; GMS; PNMS; TAFT; WC INVOICE #300907,298066,301732,301157,300920,301706	300779,301
SANITARY SUPPLY CO,	101096	12/20/2019	110.88	240 E 35 6342 00 042 0 99 0 00	Nonfood orders for HS; GMS; PNMS; TAFT; WC INVOICE #300907,298066,301732,301157,300920,301706	300779,301
SANITARY SUPPLY CO,	101096	12/20/2019	156.12	240 E 35 6342 00 104 0 99 0 00	Nonfood orders for HS; GMS; PNMS; TAFT; WC INVOICE #300907,298066,301732,301157,300920,301706	300779,301
SANITARY SUPPLY CO,	101096	12/20/2019	77.62	240 E 35 6342 00 107 0 99 0 00	Nonfood orders for HS; GMS; PNMS; TAFT; WC INVOICE #300907,298066,301732,301157,300920,301706	300779,301
SCANTRON CORPORATION	100990	12/13/2019	4,279.81	199 E 11 6399 00 001 0 11 0 00	SCANTRONS	6419134
SCHEXNAIDER, CORTNIE	100828	12/09/2019	-824.00	199 E 36 6412 52 001 0 99 0 00	Meals=$824.00 (43 Students w/2 meals ea, 2 Sponsors & 2 Bus Drivers w/2 meals ea), Kilgore Rangerettes Christmas in Kilgore, TX on 12/8/19	12082019
SCHEXNAIDER, CORTNIE	100828	12/04/2019	824.00	199 E 36 6412 52 001 0 99 0 00	Meals=$824.00 (43 Students w/2 meals ea, 2 Sponsors & 2 Bus Drivers w/2 meals ea), Kilgore Rangerettes Christmas in Kilgore, TX on 12/8/19	12082019
SCHOLASTIC BOOK FAIR	101097	12/20/2019	992.03	211 E 61 6399 00 871 0 24 0 00	Parent Involvement for Van Buren Elementary	W4276086BF
SCHOLASTIC INC.	100991	12/13/2019	112.54	263 E 11 6399 00 999 0 25 0 00	ESL/Bilingual Instructional	20510877

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Materials	
SCHOOL HEALTH CORPOR	101098	12/20/2019	261.71	199 E 33 6399 00 104 0 99 0 00	Nurse Supplies	3693850-00
SCHOOL NURSE SUPPLY	100992	12/13/2019	54.85	199 E 33 6399 00 105 0 99 0 00	HOTV EYE CHART & FLASH CARDS	0764855-IN
SCHOOL NURSE SUPPLY	101099	12/20/2019	60.44	199 E 33 6399 00 101 0 99 0 00	Medical Supplies	0768615-IN
SEA RANCH CAFE	101100	12/20/2019	225.00	199 E 36 6499 38 873 0 91 0 91	Tournament: PNMS/GMS Boys Hospitality 12/13	219654
SEBCO BOOKS	100993	12/13/2019	1,499.41	199 E 12 6329 00 104 0 11 0 00	84 titles from Sebco	198020
SEBCO BOOKS	101101	12/20/2019	530.46	199 E 12 6329 00 001 0 11 0 00	Fall 2019 Sebco Book Order	198243
SEBCO BOOKS	101101	12/20/2019	56.01	199 E 12 6329 00 104 0 11 0 00	84 titles from Sebco	198378
SEIDLITZ EDUCATION,	101102	12/20/2019	2,605.00	199 E 13 6411 00 871 0 25 0 00	Seidlitz Education Workshop for Bilingual/ESL Teachers	23467
SELMAN, PEGGY	100889	12/06/2019	16.10	199 E 11 6399 00 870 0 22 0 00	Postage for CATE NCCER Core Curriculum Certificates	112119
SERNA, RICARDO	100994	12/13/2019	80.98	199 E 36 6499 44 873 0 91 0 91	Misc: reimburse for phone case	112119
SETZER HARDWARE	100995	12/13/2019	21.58	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	121512
SETZER HARDWARE	100995	12/13/2019	11.49	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	121616
SETZER HARDWARE	100995	12/13/2019	8.99	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	121636
SETZER HARDWARE	100995	12/13/2019	41.24	199 E 51 6317 17 936 0 99 0 00	BLANKET ACCOUNT	121654
SHERWIN WILLIAMS	100890	12/06/2019	22.35	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	1069-7
SIERRA SPRING WATER	101103	12/20/2019	55.49	199 E 41 6399 25 750 0 99 0 00	Water Service for Administration Building	3636078121
SIGMA ENGINEERS, INC	100891	12/06/2019	5,440.00	199 E 51 6299 00 936 0 99 0 00	HS-FOOTBALL, BASEBALL, & SOFTBALL BLEACHER INSPECTIONS	19-181-1
SIGNATURE GROUP	101106	12/20/2019	277,167.15	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01695
SIGNATURE GROUP	101106	12/20/2019	6,868.02	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01702
SIGNATURE GROUP	101106	12/20/2019	10,998.77	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01701
SIGNATURE GROUP	101106	12/20/2019	14,605.89	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01700
SIGNATURE GROUP	101106	12/20/2019	5,476.44	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01699
SIGNATURE GROUP	101106	12/20/2019	85,849.68	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01694
SIGNATURE GROUP	101106	12/20/2019	133,573.41	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01696
SIGNATURE GROUP	101106	12/20/2019	43,422.06	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant	19-01697

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					explosion - Phase 1	
SIGNATURE GROUP	101106	12/20/2019	23,852.26	199 E 51 6249 77 936 0 99 0 00	Cleanup from the TPC plant explosion - Phase 1	19-01698
SIMON, COURTNEY	100892	12/06/2019	3,946.25	199 E 11 6219 21 872 0 23 0 00	Courtney Simon, OTR .. Billing for OT student services .. 11/11/19-11/15/19 ..	PN-181
SIMON, COURTNEY	100892	12/06/2019	4,360.13	199 E 11 6219 21 872 0 23 0 00	Courtney Simon, OTR .. Billing for OT student services .. 11/4/19-11/8/19 .. Inv #PN-180	PN-180
SIMON, COURTNEY	100997	12/13/2019	3,893.75	199 E 11 6219 21 872 0 23 0 00	Courtney Simon, OTR .. Billing for OT student services 11/18/19-11/22/19 ..	PN-182
SIMON, COURTNEY	100997	12/13/2019	3,683.75	199 E 11 6219 21 872 0 23 0 00	Courtney Simon, OTR .. Billing for OT student services .. 10/28/19-10/31/19 & 12/02/19-12/06/19 ..	PN-179
SIMON, COURTNEY	100997	12/13/2019	2,872.63	199 E 11 6219 21 872 0 23 0 00	Courtney Simon, OTR .. Billing for OT student services .. 10/28/19-10/31/19 & 12/02/19-12/06/19 ..	PN-183
SIMON, COURTNEY	101107	12/20/2019	4,193.00	199 E 11 6219 21 872 0 23 0 00	Courtney Simon, OTR .. Billing for OT student services 12/09/19-12/13/19 ..	PN-184
SKINNER, KARA	100829	12/04/2019	316.00	199 E 36 6412 26 873 0 91 0 91	Meals=$316.00 (35 Students w/1 meal ea, 3 Coaches w/1 meal ea), Freshman, JV & Varsity Girls Basketball Tournament in Lumberton, TX on 12/10/19	12102019
SKINNER, KARA	100915	12/11/2019	29.57	199 E 36 6412 26 873 0 91 0 91	Reimbursement for gas of rental car on 12/6/19	12062019
SKINNER, KARA	100916	12/11/2019	316.00	199 E 36 6412 26 873 0 91 0 91	Meals=$316.00 (35 Students w/1 meals ea & 3 Coaches w/3 meals ea), Freshman, JV & Varsity Girls Basketball in Huffman, TX on 11/13/19	12132019
SKINNER, KARA	100917	12/11/2019	316.00	199 E 36 6412 26 873 0 91 0 91	Meals=$316.00 (35 Students	12202019

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					w/1 meals ea & 3 Coaches w/3 meals ea), Freshman, JV & Varsity Girls Basketball in Cleveland, TX on 12/20/19	
SKINNER, KARA	101019	12/18/2019	316.00	199 E 36 6412 26 873 0 91 0 91	Meals=$316.00, Freshman, JV & Varsity Basketball Tournament in Dayton, TX on 01/03/2020	01032020
SKINNER, KARA	101020	12/18/2019	936.00	199 E 36 6412 26 873 0 91 0 91	Meals=$936.00 (15 Students w/6 meals ea & 3 Coaches w/6 meals ea), Freshman, JV & Varsity Girls Basketball Tournament in Brazosport, TX on 12/27-28/19	12272019
SMART'S TRUCK & TRAI	100893	12/06/2019	150.73	199 E 34 6315 00 937 0 99 0 00	Parts for bus fleet and stock	IE79568
SMART'S TRUCK & TRAI	101108	12/20/2019	227.22	199 E 34 6315 00 937 0 99 0 00	Parts for white and yellow fleet	IE81147
SMART'S TRUCK & TRAI	101108	12/20/2019	54.20	199 E 51 6315 00 937 0 99 0 00	Parts for white and yellow fleet	IE81147
SMITH, CADE	101109	12/20/2019	100.00	199 E 36 6499 49 873 0 91 0 91	SCORER FOR WEST BROOK VS PNG BASKETBALL GAMES ON 11/26, 11/23 AND 11/25	112619
SMITH, CHRISTIAN	100918	12/11/2019	456.00	199 E 36 6412 25 873 0 91 0 91	Meals=$456.00 (16 students w/3 meals ea, 2 sponsors w/3 meals ea), Hardin-Jefferson Varsity Basketball Tournament in Beaumont, TX on 12/12-14/19	12122019
SMITH, HEITH	100894	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/20 AND 11/22/19	112019
SMITH, HEITH	100894	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/20 AND 11/22/19	112019
SMITH, HEITH	101110	12/20/2019	400.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/09 AND 12/10/19	120919
SMITH, HEITH	101110	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/09 AND 12/10/19	120919
SNIDER, SHELBY	100830	12/04/2019	-156.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Barbers Hill Basketball Tournament in Mont Belvieu, TX on 1/10-11/20	01102020
SNIDER, SHELBY	100830	12/04/2019	156.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Barbers Hill Basketball	01102020

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Tournament in Mont Belvieu, TX on 1/10-11/20	
SNIDER, SHELBY	100831	12/04/2019	-331.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Registration/Entry Fee=$175.00, Hardin-Jefferson Middle School Basketball Tournament on 12/6&7/19	12062019
SNIDER, SHELBY	100831	12/04/2019	331.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Registration/Entry Fee=$175.00, Hardin-Jefferson Middle School Basketball Tournament on 12/6&7/19	12062019
SNIDER, SHELBY	100834	12/04/2019	156.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Barbers Hill Basketball Tournament in Mont Belvieu, TX on 1/10-11/20	01102020
SNIDER, SHELBY	100835	12/11/2019	-331.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Registration/Entry Fee=$175.00, Hardin-Jefferson Middle School Basketball Tournament on 12/6&7/19	12062019
SNIDER, SHELBY	100835	12/04/2019	331.00	199 E 36 6412 69 042 0 91 0 91	Meals=$156.00 (18 Students w/1 meal ea & 1 Coach), Registration/Entry Fee=$175.00, Hardin-Jefferson Middle School Basketball Tournament on 12/6&7/19	12062019
SOUTHEAST TEXAS COAC	101111	12/20/2019	200.00	199 E 36 6411 18 873 0 91 0 91	Coaches Travel: 2019-2020 Membership	121719
SOUTHERN TIRE MART,	100895	12/06/2019	172.12	199 E 34 6315 00 937 0 23 0 00	Tires for white and bus fleet	4580026589
SOUTHERN TIRE MART,	100895	12/06/2019	530.42	199 E 34 6315 00 937 0 99 0 00	Tires for white and bus fleet	4580026589
SOUTHERN TIRE MART,	100895	12/06/2019	44.56	199 E 51 6315 00 937 0 99 0 00	Tires for white and bus fleet	4580026589
SPECIALIZED ASSESSME	100998	12/13/2019	735.00	224 E 11 6219 00 872 0 23 0 00	Specialized Assessment & Consulting .. Billing for student Evaluation ..	106806

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
SPECIALIZED ASSESSME	101112	12/20/2019	3,627.50	224 E 11 6219 00 872 0 23 0 00	Specialized Assessment & Consulting .. Billing for Student Counseling & Psych Evals ..	106878
SPIDLE & SPIDLE, INC	100896	12/06/2019	863.69	199 E 34 6311 00 937 0 23 0 00	Blanket PO-Diesel	166713
SPIDLE & SPIDLE, INC	100896	12/06/2019	2,591.05	199 E 34 6311 00 937 0 99 0 00	Blanket PO-Diesel	166713
SPIDLE & SPIDLE, INC	100896	12/06/2019	941.50	199 E 34 6311 00 937 0 23 0 00	Blanket PO-Diesel	166485
SPIDLE & SPIDLE, INC	100896	12/06/2019	2,824.50	199 E 34 6311 00 937 0 99 0 00	Blanket PO-Diesel	166485
SPIDLE & SPIDLE, INC	100896	12/06/2019	3,345.44	199 E 34 6311 00 937 0 99 0 00	Blanket PO -Gasoline	166484
SPIDLE & SPIDLE, INC	100896	12/06/2019	238.96	199 E 51 6311 00 937 0 99 0 00	Blanket PO -Gasoline	166484
STATE AND FEDERAL ED	100999	12/13/2019	412.00	244 E 13 6219 00 001 0 22 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
STATE AND FEDERAL ED	100999	12/13/2019	3,401.00	211 E 21 6291 00 871 0 24 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
STATE AND FEDERAL ED	100999	12/13/2019	548.00	255 E 21 6291 00 871 0 11 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
STATE AND FEDERAL ED	100999	12/13/2019	261.00	289 E 21 6291 00 871 0 11 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
STATE AND FEDERAL ED	100999	12/13/2019	131.00	263 E 21 6291 00 999 0 25 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B	505

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Pre-K	
STATE AND FEDERAL ED	100999	12/13/2019	85.00	263 E 21 6291 88 999 0 25 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
STATE AND FEDERAL ED	100999	12/13/2019	4,500.00	224 E 21 6291 00 872 0 23 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
STATE AND FEDERAL ED	100999	12/13/2019	146.00	225 E 21 6291 00 111 0 23 0 00	Second Quarter Consultant Fee for Title I, Title II, Title III, Title III Immigrant, Title IV, Carl Perkins CTE Grant, IDEA B Formula, IDEA B Pre-K	505
SUPERIOR LAWN MAINTE	101000	12/13/2019	5,708.00	199 E 51 6219 21 936 0 99 0 00	BLANKET ACCOUNT	7170
SUPERIOR LAWN MAINTE	101000	12/13/2019	5,888.00	199 E 51 6219 21 936 0 99 0 00	BLANKET ACCOUNT	7454
SUPERIOR LAWN MAINTE	101000	12/13/2019	800.00	199 E 51 6299 00 936 0 99 0 00	GE-LAWN MAINTENANCE ALONG FENCE LINE	7657
SWICEGOOD MUSIC COMP	100898	12/06/2019	75.00	199 E 11 6249 64 042 0 11 0 00	Music for band and instrument repair	R200620
SWICEGOOD MUSIC COMP	100898	12/06/2019	40.00	199 E 36 6399 64 042 0 99 0 00	Music for band and instrument repair	M115976
SWICEGOOD MUSIC COMP	100898	12/06/2019	106.00	199 E 36 6399 64 042 0 99 0 00	Music for band and instrument repair	M116015
SWICEGOOD MUSIC COMP	100898	12/06/2019	60.00	199 E 11 6399 00 001 0 11 0 00	CHOIR MUSCI	M115733
SWICEGOOD MUSIC COMP	100898	12/06/2019	43.50	199 E 11 6399 00 001 0 11 0 00	CHOIR MUSCI	M115767
SWICEGOOD MUSIC COMP	100898	12/06/2019	16.95	199 E 11 6399 00 001 0 11 0 00	CHOIR MUSCI	M115679
SWICEGOOD MUSIC COMP	100898	12/06/2019	147.00	199 E 11 6399 00 001 0 11 0 00	CHOIR MUSCI	M115675
SWICEGOOD MUSIC COMP	100898	12/06/2019	62.00	199 E 36 6399 64 041 0 99 0 00	Sheet Music for Band	M116217
SWICEGOOD MUSIC COMP	101113	12/20/2019	35.00	199 E 11 6249 64 042 0 11 0 00	instrument repair	R200950
SWICEGOOD MUSIC COMP	101113	12/20/2019	65.00	199 E 11 6249 64 042 0 11 0 00	instrument repair	R200971
T A H P E R D	101114	12/20/2019	300.00	199 E 13 6411 00 105 0 11 0 00	TAPHERD CONVENTION & MEMBERSHIP	28923
TASB INC	100899	12/06/2019	1,779.68	199 E 41 6499 00 701 0 99 0 00	TASB Localized Update 114	573188

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					(invoice #573188)	
TASB INC	100899	12/06/2019	9,536.78	199 E 41 6499 00 701 0 99 0 00	TASB 2020 Membership Fee	570864
TASB INC	100899	12/06/2019	350.00	199 E 41 6211 09 701 0 99 0 00	TASB Legal Assistance Fund 2020	572537
TASBO	101115	12/20/2019	385.00	199 E 41 6411 00 750 0 99 0 00	Registration/Entry Fee for TASBO 2020 Engage Conference Registration for S. Drawhorn in Houston, TX on 3/4-5/20, Invoice #328205	328205
TCA (TEXAS COUNSELIN	101001	12/13/2019	200.00	199 E 31 6411 00 104 0 99 0 00	Pre-registration for TCA-Ware	121219
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	457056
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	899583
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	674282
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	250050
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	705732
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	588296
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	864294
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	340128
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	932155
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	558652
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	991670
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 874 0 11 0 00	TCEA Conference	286594
TCEA	101118	12/20/2019	339.00	199 E 13 6411 00 104 0 11 0 00	2020 TCEA Conference Registration	541528
TCG ADMINISTRATORS	31869	12/19/2019	260.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20191219AD
TCG ADMINISTRATORS	31869	12/19/2019	12,717.00	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20191219AD
TCG ADMINISTRATORS	31869	12/19/2019	21,270.33	863 L 00 2159 00 000 0 00 0 09	Payroll accrual	20191219AD
TCG ADMINISTRATORS	31869	12/19/2019	4,027.96	863 L 00 2159 00 000 0 00 0 08	Payroll accrual	20191219AD
TCS TECHNOLOGIES & I	101119	12/20/2019	10,000.00	199 E 53 6299 00 874 0 99 0 00	Cyber Forensics Investigations per contract-Emergency Case 2019	9009
TCTA	31870	12/19/2019	7,731.33	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
TEACHER RETIREMENT S	0	12/06/2019	18,111.32	863 L 00 2155 00 000 0 00 0 00	Payroll accrual	20191121AD
TEACHER RETIREMENT S	0	12/06/2019	214,549.87	863 L 00 2155 00 000 0 00 0 00	Payroll accrual	20191121AD
TEACHER RETIREMENT S	0	12/06/2019	27,530.50	863 L 00 2159 00 000 0 00 0 10	Payroll accrual	20191121AD
TEACHER RETIREMENT S	0	12/06/2019	18,721.00	863 L 00 2159 00 000 0 00 0 10	Payroll accrual	20191121AD
TEACHER RETIREMENT S	0	12/06/2019	52,269.00	863 L 00 2159 00 000 0 00 0 10	Payroll accrual	20191121AD
TEACHER RETIREMENT S	0	12/06/2019	962.00	863 L 00 2159 00 000 0 00 0 10	Payroll accrual	20191121AD
TEACHER RETIREMENT S	0	12/06/2019	20,897.95	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191121AF

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
TEACHER RETIREMENT S	0	12/06/2019	189,756.00	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191121AF
TEACHER RETIREMENT S	0	12/06/2019	71,396.73	199 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER RETIREMENT S	0	12/06/2019	4,581.00	211 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER RETIREMENT S	0	12/06/2019	5,019.62	224 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER RETIREMENT S	0	12/06/2019	278.40	225 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER RETIREMENT S	0	12/06/2019	4,663.57	240 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER RETIREMENT S	0	12/06/2019	734.97	255 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER RETIREMENT S	0	12/06/2019	424.12	289 L 00 2155 00 000 0 00 0 00	TRS matching -- from JE Batch Number ZT191101	201911TRSM
TEACHER SYNERGY, LLC	100900	12/06/2019	33.17	199 E 11 6399 00 103 0 11 0 00	SECOND GRADE PHONICS RESOURCES	104152934
TEPSA	101002	12/13/2019	339.00	199 E 23 6495 00 102 0 99 0 00	PRINCIPAL MEMBERSHIP	300045136
TERRELL, DARREN	100901	12/06/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 11/21/19	112119
TERRELL, DARREN	101120	12/20/2019	320.00	199 E 52 6219 01 877 0 99 0 00	SRO ON 12/12/19	121219
TEXAS GAS SERVICE	101003	12/13/2019	521.02	199 E 51 6259 13 936 0 99 0 00	GAS SERVICE, 10/29/19-12/02/19	10/296-12/
TEXAS GAS SERVICE	101003	12/13/2019	737.35	199 E 51 6259 13 936 0 99 0 00	GAS SERVICE, 10/28/19-11/25/19	120319
TEXAS GAS SERVICE	101121	12/20/2019	8,623.41	199 E 51 6259 13 936 0 99 0 00	GAS SERVICE, 11/01/19-12/04/19	10/31-12/0
TEXAS LETTER JACKETS	101004	12/13/2019	40.00	199 E 36 6499 44 873 0 91 0 91	Misc: 2019-2020 athletic letterjackets	3654
TEXAS LETTER JACKETS	101004	12/13/2019	40.00	199 E 36 6499 44 873 0 91 0 91	Misc: 2019-2020 athletic letterjackets	3655
TEXAS LETTER JACKETS	101004	12/13/2019	320.00	199 E 36 6499 44 873 0 91 0 91	Misc: 2019-2020 athletic letterjackets	3678
TEXAS LETTER JACKETS	101122	12/20/2019	160.00	199 E 36 6497 52 001 0 99 0 00	LETTER JACKETS	3679
THE CERAMIC STORE IN	101036	12/20/2019	424.56	199 E 11 6399 00 041 0 11 0 00	Supplies for Art classes - R. Eakin & K. Thibodeaux	239868
THE COLLEGE BOARD	101005	12/13/2019	195.00	199 E 13 6411 60 001 0 11 0 00	AP Workshop-Chemistry (Furby)	CV-3492-00
THE COLLEGE BOARD	101005	12/13/2019	195.00	199 E 13 6411 60 001 0 11 0 00	AP Workshop-Physics-Guarnere	CV-3492-00
THE COLLEGE BOARD	101005	12/13/2019	195.00	199 E 13 6411 60 001 0 11 0 00	AP Workshop-Biology-Meier	CV-3492-00
THE HOME DEPOT PRO	101123	12/20/2019	22.62	199 E 41 6498 00 750 0 99 0 00	Dart Container, J-Style 8 oz.	505313668

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					White Styrofoam Drink Cups, 1000/Case	
THE LETCO GROUP, LLC	100972	12/13/2019	1,684.50	199 E 51 6317 00 936 0 99 0 00	ALL ELEMENTARY PLAYGROUNDS-FALL PROTECTION	4462571-IN
THE LETCO GROUP, LLC	100972	12/13/2019	1,684.50	199 E 51 6317 00 936 0 99 0 00	ALL ELEMENTARY PLAYGROUNDS-FALL PROTECTION	4464837-IN
THE LITTLETON GROUP	100973	12/13/2019	2,103.00	753 E 33 6429 00 999 0 99 0 00	WORKER'S COMP CLAIMS FOR 12/01-12/31/19	1201-1231-
THE SCIENCE DUO, LLC	100902	12/06/2019	897.00	199 E 11 6399 00 042 0 11 0 00	membership subscription for Dana, Toni & kim	1026
THIBODEAUX, KELSEY	100832	12/04/2019	-10.92	199 E 13 6411 00 041 0 11 0 00	Reimbursement for Gas/Parking=$10.92, TAEA in Galveston, TX on 11/14-16/19	11142019a
THIBODEAUX, KELSEY	100832	12/04/2019	10.92	199 E 13 6411 00 041 0 11 0 00	Reimbursement for Gas/Parking=$10.92, TAEA in Galveston, TX on 11/14-16/19	11142019a
THIBODEAUX, KELSEY	100836	12/04/2019	10.92	199 E 13 6411 00 041 0 11 0 00	Reimbursement for Gas/Parking=$10.92, TAEA in Galveston, TX on 11/14-16/19	11142019a
THSBCA	101006	12/13/2019	340.00	199 E 36 6411 18 873 0 91 0 91	Baseball: 2020 clinic and member fees	121219
TIME WARNER CABLE	101007	12/13/2019	28.93	199 E 51 6259 00 874 0 99 0 00	BUSINESS INTERNET FROM 11/19-12/18/19, 1606 Park St. ACCT #8260170110005542	5542111919
TIME WARNER CABLE	101007	12/13/2019	163.66	199 E 51 6259 00 874 0 99 0 00	BUSINESS INTERNET FROM 12/05/19-01/04/20, 606 Avenue C, Armory, Port Neches ACCT #8260170110287702	2877021205
TIVA	31871	12/19/2019	33.34	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
TMEA REGION X BAND	101124	12/20/2019	800.00	199 E 36 6412 64 001 0 99 0 00	BAND ENTRY FEES	121719
TOLEDO PHYSICAL ED S	100903	12/06/2019	51.89	199 E 11 6399 00 102 0 11 0 00	TAYLOR SUPPLIES	273912-00
TOTAL SAFETY US, INC	101125	12/20/2019	6,232.59	199 E 51 6249 77 936 0 99 0 00	TEM ASB Air & VOC Monitoring at all campuses due to TPC Plant Explosion	6271444-00
TOTAL SAFETY US, INC	101125	12/20/2019	6,350.00	199 E 51 6249 77 936 0 99 0 00	TEM ASB Air & VOC Monitoring at all campuses due to TPC Plant Explosion	6271393-00
TOTAL SPECIAL EDUCAT	101126	12/20/2019	13,000.00	199 E 11 6219 21 872 0 23 0 00	Total Special Education Solutions, Inc. ..	1203

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					Emotional/Behavioral Evaluations - November 2019 ..	
TRI CITY COFFEE SERV	100904	12/06/2019	12.18	199 E 13 6499 00 871 0 11 0 00	Tri-City Coffee Purchase Order	173787
TRI CITY COFFEE SERV	100904	12/06/2019	12.18	240 E 35 6399 00 938 0 99 0 00	Tri-City Coffee Purchase Order	173787
TRI CITY COFFEE SERV	100904	12/06/2019	12.18	199 E 53 6499 00 874 0 99 0 00	Tri-City Coffee Purchase Order	173787
TRI CITY COFFEE SERV	100904	12/06/2019	12.16	199 E 13 6399 00 872 0 23 0 00	Tri-City Coffee Purchase Order	173787
TRI CITY COFFEE SERV	100904	12/06/2019	61.25	199 E 41 6399 25 750 0 99 0 00	Coffee Service for Administration Office	173879
TRI CITY COFFEE SERV	100904	12/06/2019	70.35	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	173705
TRI CITY COFFEE SERV	101127	12/20/2019	84.25	199 E 51 6317 00 936 0 99 0 00	BLANKET ACCOUNT	173880
TRI CITY COFFEE SERV	101127	12/20/2019	12.14	199 E 13 6499 00 871 0 11 0 00	Tri-City Coffee Purchase Order	174125
TRI CITY COFFEE SERV	101127	12/20/2019	12.14	240 E 35 6399 00 938 0 99 0 00	Tri-City Coffee Purchase Order	174125
TRI CITY COFFEE SERV	101127	12/20/2019	12.14	199 E 53 6499 00 874 0 99 0 00	Tri-City Coffee Purchase Order	174125
TRI CITY COFFEE SERV	101127	12/20/2019	12.13	199 E 13 6399 00 872 0 23 0 00	Tri-City Coffee Purchase Order	174125
TRONITECH DOCUMENT M	101008	12/13/2019	200.00	199 E 31 6399 00 001 0 99 0 00	SCAN TRANSCRIPTS	8754
TRONITECH DOCUMENT M	101128	12/20/2019	218.79	199 E 41 6299 28 720 0 99 0 00	Six (6) months of older personnel and student records storage	8819
TSTA	31872	12/19/2019	274.62	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
TSTA	31872	12/19/2019	45.34	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
TX CHILD SUPPORT SDU	0	12/19/2019	1,347.00	863 L 00 2159 00 000 0 00 0 00	Payroll accrual	20191219AD
TX H S POWERLIFTING	101009	12/13/2019	75.00	199 E 36 6412 24 873 0 91 0 91	Powerlifting: 2020 membership	2020
U-HAUL INTERNATIONAL	100905	12/06/2019	480.25	199 E 36 6412 20 873 0 91 0 91	Football: U-Haul for 11/8 and 11/15	5463732
U-HAUL INTERNATIONAL	101010	12/13/2019	1.75	199 E 36 6412 20 873 0 91 0 91	Football: 2019 away game truck	UTV0578702
U-HAUL INTERNATIONAL	101010	12/13/2019	1.75	199 E 36 6412 20 873 0 91 0 91	Football: 2019 away game truck	UTV0577024
U-HAUL INTERNATIONAL	101010	12/13/2019	50.10	199 E 36 6412 20 873 0 91 0 91	Football: U-Haul	5460184
UIL MUSIC REGION 10	101129	12/20/2019	348.00	199 E 36 6412 52 001 0 99 0 00	REGISTRATION FEES	121819

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
UNITED REFRIGERATION	100906	12/06/2019	80.12	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	71046941-0
UNITED REFRIGERATION	101011	12/13/2019	41.44	199 E 51 6317 16 936 0 99 0 00	BLANKET ACCOUNT	71132961-0
UNITED REFRIGERATION	101130	12/20/2019	505.05	199 E 51 6317 16 936 0 99 0 00	HS BASEBALL FIELD RESTROOM-WINDOW UNIT	71276528-0
US POSTMASTER	101132	12/20/2019	235.00	199 E 11 6399 00 001 0 11 0 00	BULK RATE FEE FOR PERMIT PI/#18 FOR 02/15/2020 - 02/14/2021	18
USI EDUCATION AND GO	101131	12/20/2019	588.27	199 E 11 6399 00 001 0 11 0 00	LAMINATING FILM	0390510901
VACUUM CITY & UNIQUE	100907	12/06/2019	54.90	199 E 51 6639 00 936 0 99 0 00	PNMS-VACUUM CLEANER PARTS	353664
VERIZON WIRELESS	101012	12/13/2019	1,063.72	199 A 00 1290 48 000 0 00 0 00	VERIZON MI-FI CHARGES - 10/22/19-11/21/19	9842620313
VERIZON WIRELESS	101012	12/13/2019	2,867.97	199 E 51 6259 11 936 0 99 0 00	VERIZON CELL PHONE CHARGES-10/22/19-11/21/19	9842620312
WAL-MART COMMUNITY	100839	12/06/2019	148.96	199 E 11 6399 00 870 0 22 0 00	Fall Advisory Board Luncheon-D. Mills	P927300980
WAL-MART COMMUNITY	100839	12/06/2019	277.80	199 E 11 6399 00 870 0 22 0 00	Supplies for lab & decorations for luncheons-D. Mills	P927300980
WAL-MART COMMUNITY	100839	12/06/2019	212.44	199 E 11 6399 00 870 0 22 0 00	Trunk or Treat Candy-J. Guerrero	P9273009Q0
WAL-MART COMMUNITY	100839	12/06/2019	110.61	199 E 11 6399 00 870 0 22 0 00	Hospitality & Tourism Lab-D. Mills	P9273009G0
WAL-MART COMMUNITY	100839	12/06/2019	92.44	199 E 11 6399 00 870 0 22 0 00	Food for Hospitality & Tourism Lab-D. Mills	P9273009Y0
WAL-MART COMMUNITY	100920	12/11/2019	49.88	199 E 11 6399 00 001 0 11 0 00	SCIENCE LAB MATERIALS	P927300990
WAL-MART COMMUNITY	100920	12/11/2019	122.08	199 E 36 6412 00 873 0 91 0 91	Blanket PO for water, gatorade, cups for all teams	P9273009Q0
WAL-MART COMMUNITY	100920	12/11/2019	111.38	199 E 36 6412 00 873 0 91 0 91	Blanket PO for water, gatorade, cups for all teams	P9273009K0
WAL-MART COMMUNITY	100920	12/11/2019	129.72	199 E 36 6412 00 873 0 91 0 91	Blanket PO for water, gatorade, cups for all teams	P9273009S0
WAL-MART COMMUNITY	100920	12/11/2019	19.40	199 E 11 6399 00 871 0 25 0 00	Open Purchase Order for ESL Supplies	P9273009A0
WAL-MART COMMUNITY	100920	12/11/2019	45.87	199 E 11 6399 00 871 0 25 0 00	Open Purchase Order for ESL Supplies	P9273009Y0
WELLS, CRYSTAL	100833	12/04/2019	-166.00	199 E 36 6412 52 001 0 99 0 00	Meals=$166.00 (8 Students w/1 meal ea, 2 Sponsors & 1 Bus Driver w/1 meal ea), Pre-Area Choir Contest in Huffman, TX	12052019

VENDOR	CHECK NUMBER	CHECK DATE	AMOUNT	ACCOUNT NUMBER	INVOICE DESCRIPTION	INVOICE NUMBER
					on 12/5/19	
WELLS, CRYSTAL	100833	12/04/2019	166.00	199 E 36 6412 52 001 0 99 0 00	Meals=$166.00 (8 Students w/1 meal ea, 2 Sponsors & 1 Bus Driver w/1 meal ea), Pre-Area Choir Contest in Huffman, TX on 12/5/19	12052019
WELLS, CRYSTAL	100837	12/04/2019	166.00	199 E 36 6412 52 001 0 99 0 00	Meals=$166.00 (8 Students w/1 meal ea, 2 Sponsors & 1 Bus Driver w/1 meal ea), Pre-Area Choir Contest in Huffman, TX on 12/5/19	12052019
WELLS, CRYSTAL	101021	12/18/2019	14.00	199 E 36 6412 52 001 0 99 0 00	Reimbursement for meals, Pre-Area Choir Contest in Huffman, TX on 12/5/19	120519a
WEST DAVIS AND COMPA	101013	12/13/2019	4,800.00	199 E 41 6212 00 750 0 99 0 00	INTERIM BILLING ON PREPARATION OF REPORT ON EXAMINATION OF FINANCIAL STATEMENTS FOR THE YEAR ENDED 08/31/19	121119
WIESER EDUCATIONA, I	101133	12/20/2019	134.23	199 E 11 6325 00 042 0 11 0 00	class set for Gale	91450
WILLIAM V. MACGILL &	100908	12/06/2019	260.45	199 E 33 6399 00 999 0 99 0 99	Thermometer for nurse at PNMS	IN0698683
WINFIELD SOLUTIONS,	101014	12/13/2019	3,195.00	199 E 51 6498 34 936 0 99 0 00	DW-WEED KILLER AND ANT BAIT	63505135
WINFIELD SOLUTIONS,	101014	12/13/2019	1,975.80	199 E 51 6498 34 936 0 99 0 00	DW-WEED KILLER AND ANT BAIT	63505133
WOLFE'S TROPHY SHOP	101134	12/20/2019	136.00	199 E 36 6499 38 873 0 91 0 91	Tournament: PNMS/GMS medals 12/13	960057
YUMI ICE CREAM CO IN	101015	12/13/2019	628.80	240 E 35 6341 23 041 0 99 0 00	ice cream purchases, November 2019	113019
YUMI ICE CREAM CO IN	101015	12/13/2019	275.52	240 E 35 6341 23 042 0 99 0 00	ice cream purchases, November 2019	113019
YUMI ICE CREAM CO IN	101015	12/13/2019	241.44	240 E 35 6341 23 101 0 99 0 00	ice cream purchases, November 2019	113019
YUMI ICE CREAM CO IN	101015	12/13/2019	137.76	240 E 35 6341 23 102 0 99 0 00	ice cream purchases, November 2019	113019
YUMI ICE CREAM CO IN	101015	12/13/2019	331.92	240 E 35 6341 23 104 0 99 0 00	ice cream purchases, November 2019	113019
YUMI ICE CREAM CO IN	101015	12/13/2019	421.44	240 E 35 6341 23 105 0 99 0 00	ice cream purchases, November 2019	113019
	Totals for checks		2,468,942.41			

F U N D S U M M A R Y

FUND	DESCRIPTION	BALANCE SHEET	REVENUE	EXPENSE	TOTAL
169	TRANSPORTATION FUND	100.00	0.00	0.00	100.00
199	GENERAL FUND	72,460.45	0.00	1,218,025.57	1,290,486.02
211	TITLE I, PART A	4,581.00	0.00	4,393.03	8,974.03
224	IDEA- PART B-FORMULA	5,019.62	0.00	40,511.50	45,531.12
225	IDEA- PART B-PRESCHOOL	278.40	0.00	146.00	424.40
240	CHILD NUTRITION FUND	4,663.57	0.00	108,200.67	112,864.24
244	VOC. ED.-BASIC GRANT	0.00	0.00	1,812.00	1,812.00
255	TITLE II, PART A - TPTR	734.97	0.00	548.00	1,282.97
263	TITLE III, PART A - LEP	0.00	0.00	16,419.44	16,419.44
289	TITLE IV, PT. A	424.12	0.00	392.59	816.71
499	LOCAL GRANTS	0.00	0.00	290.97	290.97
753	WORKER'S COMP. INSURANCE FUND	0.00	0.00	2,103.00	2,103.00
863	PAYROLL CLEARING	987,837.51	0.00	0.00	987,837.51
*** Fund Summary Totals ***		1,076,099.64	0.00	1,392,842.77	2,468,942.41

********** End of report **********

Port Neches-Groves Independent School District

Board Document

MEETING DATE: January 13, 2020

AGENDA ITEM: Information on Budget Transfers

Budget Transfers within Function Codes are allowed without prior Board approval. Details of these transfers will be reported to the Board of Trustees each month for discussion. This report also includes any budget amendments approved by the Board of Trustees.

Recommendation: Information Only

Resource Personnel: Sheri Drawhorn, Business Manager

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
REVENUES - 199										
199 R 00 5745 00 000 0 00 0 00	GENERAL	.					$0	$1,000,000	$0	$1,000,000
			GRAND TOTAL ALL REVENUE ADJUSTMENTS					**$1,000,000**	**$0**	
EXPENDITURES - 199										
199 E 11 6112 75 042 0 22 0 00	GENERAL	INST	SUBSTITUTES	SUBSTITUTE	PNM	C & T	$15,000	$0	($10,000)	$5,000
199 E 11 6112 75 104 0 23 0 00	GENERAL	INST	SUBSTITUTES	SUBSTITUTE	TE	SP ED	$3,000	$0	($1,500)	$1,500
199 E 11 6112 75 999 0 99 0 99	GENERAL	INST	SUBSTITUTES	SUBSTITUTE		UNDISTRIB	$5,000	$0	$77,686	$82,686
199 E 11 6118 00 104 0 24 0 00	GENERAL	INST	EXTRA DUT P	-	TE	ACC ED	$0	$0	$1,500	$1,500
199 E 11 6119 00 001 0 11 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	BASIC	$4,356,685	$0	($826,511)	$3,530,174
199 E 11 6119 00 001 0 21 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	G&T	$0	$0	$251,373	$251,373
199 E 11 6119 00 001 0 22 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	C & T	$1,051,030	$0	$180,954	$1,231,984
199 E 11 6119 00 001 0 23 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	SP ED	$418,775	$0	$94,971	$513,746
199 E 11 6119 00 001 0 24 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	ACC ED	$8,841	$0	$87,585	$96,426
199 E 11 6119 00 001 0 25 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	BILINGUAL	$2,600	$0	($1,500)	$1,100
199 E 11 6119 00 001 0 38 0 00	GENERAL	INST	PROFESSIONAL		PNGHS	CCMR	$0	$0	$223,035	$223,035
199 E 11 6119 00 002 0 11 0 00	GENERAL	INST	PROFESSIONAL		ALTERNATIVE	BASIC	$0	$0	$48,386	$48,386
199 E 11 6119 00 002 0 28 0 00	GENERAL	INST	PROFESSIONAL		ALTERNATIVE	DISCIPLINA	$335,812	$0	($48,386)	$287,426
199 E 11 6119 00 041 0 11 0 00	GENERAL	INST	PROFESSIONAL		GM	BASIC	$1,933,608	$0	($162,221)	$1,771,387
199 E 11 6119 00 041 0 21 0 00	GENERAL	INST	PROFESSIONAL		GM	G&T	$0	$0	$118,073	$118,073
199 E 11 6119 00 041 0 22 0 00	GENERAL	INST	PROFESSIONAL		GM	C & T	$51,297	$0	($30,902)	$20,395
199 E 11 6119 00 041 0 23 0 00	GENERAL	INST	PROFESSIONAL		GM	SP ED	$275,000	$0	$1,229	$276,229
199 E 11 6119 00 041 0 24 0 00	GENERAL	INST	PROFESSIONAL		GM	ACC ED	$0	$0	$49,326	$49,326
199 E 11 6119 00 042 0 11 0 00	GENERAL	INST	PROFESSIONAL		PNM	BASIC	$2,002,210	$0	($186,016)	$1,816,194
199 E 11 6119 00 042 0 21 0 00	GENERAL	INST	PROFESSIONAL		PNM	G&T	$0	$0	$220,460	$220,460
199 E 11 6119 00 042 0 22 0 00	GENERAL	INST	PROFESSIONAL		PNM	C & T	$101,388	$0	($11,681)	$89,707
199 E 11 6119 00 042 0 23 0 00	GENERAL	INST	PROFESSIONAL		PNM	SP ED	$167,397	$0	($18,932)	$148,465
199 E 11 6119 00 042 0 24 0 00	GENERAL	INST	PROFESSIONAL		PNM	ACC ED	$59,205	$0	$10,100	$69,305
199 E 11 6119 00 042 0 25 0 00	GENERAL	INST	PROFESSIONAL		PNM	BILINGUAL	$550	$0	$550	$1,100
199 E 11 6119 00 101 0 11 0 00	GENERAL	INST	PROFESSIONAL		GE	BASIC	$689,105	$0	$99,784	$788,889
199 E 11 6119 00 101 0 21 0 00	GENERAL	INST	PROFESSIONAL		GE	G&T	$0	$0	$107,352	$107,352

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
199 E 11 6119 00 101 0 24 0 00	GENERAL	INST	PROFESSIONAL		GE	ACC ED	$509,093	$0	($249,500)	$259,593
199 E 11 6119 00 101 0 25 0 00	GENERAL	INST	PROFESSIONAL		GE	BILINGUAL	$550	$0	$550	$1,100
199 E 11 6119 00 102 0 11 0 00	GENERAL	INST	PROFESSIONAL		PNE	BASIC	$693,876	$0	$193,317	$887,193
199 E 11 6119 00 102 0 21 0 00	GENERAL	INST	PROFESSIONAL		PNE	G&T	$0	$0	$77,228	$77,228
199 E 11 6119 00 102 0 23 0 00	GENERAL	INST	PROFESSIONAL		PNE	SP ED	$118,482	$0	$16,765	$135,247
199 E 11 6119 00 102 0 24 0 00	GENERAL	INST	PROFESSIONAL		PNE	ACC ED	$460,290	$0	($194,972)	$265,318
199 E 11 6119 00 102 0 25 0 00	GENERAL	INST	PROFESSIONAL		PNE	BILINGUAL	$0	$0	$550	$550
199 E 11 6119 00 103 0 11 0 00	GENERAL	INST	PROFESSIONAL		RE	BASIC	$1,135,256	$0	($186,125)	$949,131
199 E 11 6119 00 103 0 24 0 00	GENERAL	INST	PROFESSIONAL		RE	ACC ED	$147,617	$0	$63,045	$210,662
199 E 11 6119 00 103 0 36 0 00	GENERAL	INST	PROFESSIONAL		RE	Early Educ	$0	$0	$114,446	$114,446
199 E 11 6119 00 104 0 11 0 00	GENERAL	INST	PROFESSIONAL		TE	BASIC	$653,391	$0	$272,088	$925,479
199 E 11 6119 00 104 0 24 0 00	GENERAL	INST	PROFESSIONAL		TE	ACC ED	$601,713	$0	($377,345)	$224,368
199 E 11 6119 00 104 0 36 0 00	GENERAL	INST	PROFESSIONAL		TE	Early Educ	$0	$0	$98,527	$98,527
199 E 11 6119 00 105 0 11 0 00	GENERAL	INST	PROFESSIONAL		VBE	BASIC	$619,238	$0	$308,847	$928,085
199 E 11 6119 00 105 0 23 0 00	GENERAL	INST	PROFESSIONAL		VBE	SP ED	$145,954	$0	$25,352	$171,306
199 E 11 6119 00 105 0 24 0 00	GENERAL	INST	PROFESSIONAL		VBE	ACC ED	$605,301	$0	($437,733)	$167,568
199 E 11 6119 00 105 0 36 0 00	GENERAL	INST	PROFESSIONAL		VBE	Early Educ	$0	$0	$53,004	$53,004
199 E 11 6119 00 107 0 11 0 00	GENERAL	INST	PROFESSIONAL		WE	BASIC	$590,678	$0	$227,439	$818,117
199 E 11 6119 00 107 0 24 0 00	GENERAL	INST	PROFESSIONAL		WE	ACC ED	$391,777	$0	($255,522)	$136,255
199 E 11 6119 00 107 0 36 0 00	GENERAL	INST	PROFESSIONAL		WE	Early Educ	$0	$0	$95,548	$95,548
199 E 11 6119 00 111 0 33 0 00	GENERAL	INST	PROFESSIONAL		WGEL	PRE-K Spec	$116,464	$0	($21,231)	$95,233
199 E 11 6119 00 871 0 11 0 00	GENERAL	INST	PROFESSIONAL		CURRICULUM	BASIC	$52,904	$0	($52,904)	$0
199 E 11 6119 00 871 0 25 0 00	GENERAL	INST	PROFESSIONAL		CURRICULUM	BILINGUAL	$3,100	$0	($1,100)	$2,000
199 E 11 6119 00 999 0 11 0 00	GENERAL	INST	PROFESSIONAL			BASIC	$104,234	$0	($104,234)	$0
199 E 11 6119 00 999 0 37 0 00	GENERAL	INST	PROFESSIONAL			Dyslexia	$0	$0	$104,234	$104,234
199 E 11 6129 00 001 0 23 0 00	GENERAL	INST	CLERICAL/AID		PNGHS	SP ED	$192,847	$0	($33,787)	$159,060
199 E 11 6129 00 042 0 11 0 00	GENERAL	INST	CLERICAL/AID		PNM	BASIC	$45,566	$0	$5,926	$51,492
199 E 11 6129 00 042 0 11 0 00	GENERAL	INST	CLERICAL/AID		PNM	SP ED	$40,936	$0	($5,870)	$35,066
199 E 11 6129 00 101 0 11 0 00	GENERAL	INST	CLERICAL/AID		GE	BASIC	$16,291	$0	$500	$16,791
199 E 11 6129 00 101 0 23 0 00	GENERAL	INST	CLERICAL/AID		GE	SP ED	$84,752	$0	($16,830)	$67,922
199 E 11 6129 00 102 0 23 0 00	GENERAL	INST	CLERICAL/AID		PNE	SP ED	$53,852	$0	$15,000	$68,852
199 E 11 6129 00 103 0 24 0 00	GENERAL	INST	CLERICAL/AID		RE	ACC ED	$22,162	$0	($22,162)	$0
199 E 11 6129 00 103 0 36 0 00	GENERAL	INST	CLERICAL/AID		RE	Early Educ	$0	$0	$22,162	$22,162
199 E 11 6129 00 104 0 11 0 00	GENERAL	INST	CLERICAL/AID		TE	BASIC	$44,707	$0	($21,303)	$23,404
199 E 11 6129 00 104 0 36 0 00	GENERAL	INST	CLERICAL/AID		TE	Early Educ	$0	$0	$21,303	$21,303
199 E 11 6129 00 107 0 11 0 00	GENERAL	INST	CLERICAL/AID		WE	BASIC	$36,428	$0	($35,928)	$500

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
199 E 11 6129 00 107 0 23 0 00	GENERAL	INST	CLERICAL/AID		WE	SP ED	$19,556	$0	$16,000	$35,556
199 E 11 6219 21 872 0 23 0 00	GENERAL	INST	PROFESSIONAL	CONTRACTS	SPECIAL ED	SP ED	$495,300	$0	($15,000)	$480,300
199 E 11 6325 00 041 0 11 0 00	GENERAL	INST	LIBRARY MAT		GM	BASIC	$6,000	$0	($300)	$5,700
199 E 11 6325 00 041 0 21 0 00	GENERAL	INST	LIBRARY MAT		GM	G&T	$0	$0	$300	$300
199 E 11 6325 00 042 0 21 0 00	GENERAL	INST	LIBRARY MAT		PNM	G&T	$0	$0	$700	$700
199 E 11 6399 00 042 0 11 0 00	GENERAL	INST	GENERAL SUPP		PNM	BASIC	$42,700	$0	($1,900)	$40,800
199 E 11 6399 00 042 0 21 0 00	GENERAL	INST	GENERAL SUPP		PNM	G&T	$0	$0	$1,200	$1,200
199 E 11 6399 00 101 0 11 0 00	GENERAL	INST	GENERAL SUPP		GE	BASIC	$29,200	$0	($500)	$28,700
199 E 11 6399 00 101 0 21 0 00	GENERAL	INST	GENERAL SUPP		GE	G&T	$0	$0	$500	$500
199 E 11 6399 00 104 0 11 0 00	GENERAL	INST	GENERAL SUPP		TE	BASIC	$27,500	$0	($500)	$27,000
199 E 11 6399 00 104 0 21 0 00	GENERAL	INST	GENERAL SUPP		TE	G&T	$0	$0	$500	$500
199 E 11 6399 00 107 0 11 0 00	GENERAL	INST	GENERAL SUPP		WE	BASIC	$28,560	$0	($400)	$28,160
199 E 11 6399 00 107 0 21 0 00	GENERAL	INST	GENERAL SUPP		WE	G&T	$0	$0	$400	$400
199 E 11 6399 00 870 0 22 0 00	GENERAL	INST	GENERAL SUPP		VOC	C & T	$39,214	$0	$10,000	$49,214
199 E 11 6399 00 871 0 25 0 00	GENERAL	INST	GENERAL SUPP		CURRICULUM	BILINGUAL	$33,000	$0	($9,000)	$24,000
199 E 11 6399 00 871 0 36 0 00	GENERAL	INST	GENERAL SUPP		CURRICULUM	Early Educ	$0	$50,000	$50,000	$100,000
199 E 11 6399 00 872 0 23 0 00	GENERAL	INST	GENERAL SUPP		SPECIAL ED	SP ED	$16,700	$0	$15,000	$31,700
199 E 11 6399 00 999 0 11 0 99	GENERAL	INST	GENERAL SUPP			BASIC	$10,000	$0	($400)	$9,600
199 E 11 6399 00 999 0 99 0 99	GENERAL	INST	GENERAL SUPP			UNDISTRIB	$0	$50,000	($41,000)	$9,000
199 E 11 6639 00 870 0 22 0 00	GENERAL	INST	F & E > $5,0		VOC	C & T	$28,300	$0	$400	$28,700
				TOTAL INSTRUCTION			**$19,739,992**	**$100,000**	**$0**	**$19,839,992**
				TOTAL MEDIA			**$0**	**$0**	**$0**	**$0**
199 E 13 6141 00 999 0 99 0 99	GENERAL	CUR DEV	SOC.SEC. & M			UNDISTIRB	$10,000	$0	($9,000)	$1,000
199 E 13 6299 00 111 0 32 0 00	GENERAL	CUR DEV	MISC. CONT.		WGEL	Pre-K	$0	$0	$500	$500
199 E 13 6399 00 999 0 11 0 99	GENERAL	CUR DEV	GENERAL SUPP			BASIC	$3,000	$0	($900)	$2,100

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
199 E 13 6399 00 999 0 24 0 00	GENERAL	CUR DEV	GENERAL SUPP			ACC ED	$0	$0	$100	$100
199 E 13 6411 00 101 0 11 0 00	GENERAL	CUR DEV	TRAVEL		GE	BASIC	$5,000	$0	$300	$5,300
199 E 13 6411 00 871 0 25 0 00	GENERAL	CUR DEV	TRAVEL		CURRICULUM	BILINGUAL	$6,200	$0	$9,000	$15,200
				TOTAL CURRICULUM			**$24,200**	**$0**	**$0**	**$24,200**
199 E 23 6399 00 999 0 99 0 99	GENERAL	SCH LDS	GENERAL SUPP			UNDISTRIB	$5,000	$0	($240)	$4,760
199 E 23 6495 00 042 0 99 0 00	GENERAL	SCH LDS	DUES		PNM	UNDISTRIB	$500	$0	$240	$740
				TOTAL SCHOOL ADMINISTRATION			**$0**	**$0**	**$0**	**$0**
				TOTAL COUNSELING SERVICES			**$0**	**$0**	**$0**	**$0**
				TOTAL SOCIAL WORK SERVICES			**$0**	**$0**	**$0**	**$0**
				TOTAL HEALTH SERVICES			**$0**	**$0**	**$0**	**$0**
				TOTAL TRANSPORTATION			**$0**	**$0**	**$0**	**$0**
199 E 36 6119 01 001 0 91 0 91	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	PNGHS	ATH	$279,878	$44,000	$0	$323,878
199 E 36 6119 01 042 0 91 0 91	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	PNM	ATH	$45,936	$3,000	$0	$48,936
199 E 36 6119 03 001 0 23 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	PNGHS	SP ED	$0	$2,000	$0	$2,000
199 E 36 6119 03 001 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	PNGHS	UNDISTRIB	$88,201	$1,100	$0	$89,301
199 E 36 6119 03 041 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	GM	UNDISTRIB	$20,140	$2,100	$0	$22,240
199 E 36 6119 03 042 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	PNM	UNDISTRIB	$24,580	$2,300	$0	$26,880
199 E 36 6119 03 101 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	GE	UNDISTRIB	$6,000	$1,750	$0	$7,750
199 E 36 6119 03 102 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	PNE	UNDISTRIB	$7,500	$250	$0	$7,750

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
199 E 36 6119 03 103 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	RE	UNDISTRIB	$0	$2,000	$0	$2,000
199 E 36 6119 03 104 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	TE	UNDISTRIB	$0	$2,000	$0	$2,000
199 E 36 6119 03 105 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	VBE	UNDISTRIB	$0	$2,000	$0	$2,000
199 E 36 6119 03 107 0 99 0 00	GENERAL	CO-CURR	PROFESSIONAL	INCREMENT	WE	UNDISTRIB	$0	$2,000	$0	$2,000
199 E 36 6119 06 873 0 91 0 91	GENERAL	CO-CURR	PROFESSIONAL	TRAINER	ATHLETIC D	ATH	$136,594	$500	$0	$137,094
199 E 36 6412 68 041 0 91 0 91	GENERAL	CO-CURR	TRAVEL	STU BOYS	GM	ATH	$2,200	$0	$1,200	$3,400
199 E 36 6497 52 104 0 99 0 00	GENERAL	CO-CURR	MISC COST	ACTIVITIES	TE	UNDISTRIB	$600	$0	$500	$1,100
199 E 36 6497 63 999 0 99 0 99	GENERAL	CO-CURR	MISC COST	CONTINGENCY		UNDISTRIB	$10,000	$0	($1,700)	$8,300
				TOTAL ATHLETICS			**$621,629**	**$65,000**	**$0**	**$686,629**
199 E 41 6219 14 701 0 99 0 00	GENERAL	GEN ADM	PROFESSIONAL	CONSULTING	SUPT	UNDISTRIB	$10,800	$0	$32,000	$42,800
199 E 41 6219 16 750 0 99 0 00	GENERAL	GEN ADM	PROFESSIONAL	STUDY	GEN ADMIN	UNDISTRIB	$42,000	$0	($32,000)	$10,000
199 E 41 6491 00 701 0 99 0 00	GENERAL	GEN ADM	PUBLIC NOTIC		SUPT	UNDISTRIB	$3,000	$0	$1,000	$4,000
199 E 41 6491 00 751 0 99 0 00	GENERAL	GEN ADM	PUBLIC NOTIC		GEN ADMIN	UNDISTRIB	$5,000	$0	($1,000)	$4,000
				TOTAL ADMINISTRATION			**$60,800**	**$0**	**$0**	**$60,800**
199 E 51 6122 75 001 0 99 0 00	GENERAL	MAINT	XTRA DUTY /	TCP Explosio	MAINT	UNDISTRIB	$0	$400,000	($350,000)	$50,000
199 E 51 6122 75 001 0 99 0 00	GENERAL	MAINT	SUB SUPPORT	SUBSTITUTE	PNGHS	UNDISTRIB	$40,000	$0	($30,000)	$10,000
199 E 51 6122 75 042 0 99 0 00	GENERAL	MAINT	SUB SUPPORT	SUBSTITUTE	PNM	UNDISTRIB	$12,000	$0	($10,000)	$2,000
199 E 51 6125 00 001 0 99 0 00	GENERAL	MAINT	SALARIES		PNGHS	UNDISTRIB	$278,419	$0	($40,000)	$238,419
199 E 51 6125 00 105 0 99 0 00	GENERAL	MAINT	SALARIES		VBE	UNDISTRIB	$81,448	$0	($5,000)	$76,448
199 E 51 6126 98 936 0 99 0 00	GENERAL	MAINT	SUPPORT	REGULAR	MAINT	UNDISTRIB	$1,050,505	$0	($39,000)	$1,011,505
199 E 51 6144 98 936 0 99 0 00	GENERAL	MAINT	TRS ON-BEHAL	REGULAR	MAINT	UNDISTRIB	$84,569	$0	($5,000)	$79,569
199 E 51 6219 21 936 0 99 0 00	GENERAL	MAINT	PROFESSIONAL	GROUNDS	MAINT	UNDISTRIB	$0	$0	$92,000	$92,000
199 E 51 6249 45 936 0 99 0 00	GENERAL	MAINT	MAINT. REPAI	Armory	MAINT	UNDISTRIB	$0	$0	$50,000	$50,000

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
199 E 51 6249 77 936 0 99 0 00	GENERAL	MAINT	MAINT. REPAI	TCP Explosio	MAINT	UNDISTRIB	$0	$500,000	$350,000	$850,000
199 E 51 6259 12 936 0 99 0 00	GENERAL	MAINT	UTILITIES	ELECTRICITY	MAINT	UNDISTRIB	$1,215,000	$0	($100,000)	$1,115,000
199 E 51 6299 00 936 0 99 0 00	GENERAL	MAINT	MISC CONT		MAINT	UNDISTRIB	$271,537	$0	($63,000)	$208,537
199 E 51 6299 09 936 0 99 0 00	GENERAL	MAINT	MISC CONT	BOND	MAINT	UNDISTRIB	$0	$0	$100,000	$100,000
199 E 51 6317 45 936 0 99 0 00	GENERAL	MAINT	SUPPLIES	Armory	MAINT	UNDISTRIB	$0	$0	$50,000	$50,000
199 E 51 6317 77 936 0 99 0 00	GENERAL	MAINT	SUPPLIES	TCP Explosio	MAINT	UNDISTRIB	$0	$100,000	$0	$100,000
				TOTAL MAINTENANCE			**$3,033,478**	**$1,000,000**	**$0**	**$4,033,478**
				TOTAL SECURITY			**$0**	**$0**	**$0**	**$0**
199 E 53 6399 11 874 0 99 0 00	GENERAL	DATA PR	GENERAL SUPP	SKYWARD M	TECHNOLOGY	UNDISTRIB	$90,500	$0	$4,000	$94,500
199 E 53 6141 00 999 0 99 0 99	GENERAL	DATA PR	SOC. SEC. & M			UNDISTRIB	$5,000	$0	($5,000)	$0
199 E 53 6269 00 874 0 99 0 00	GENERAL	DATA PR	RENTAL & LEA		TECHNOLOGY	UNDISTRIB	$12,000	$0	($5,000)	$7,000
199 E 53 6299 00 874 0 99 0 00	GENERAL	DATA PR	MISC. CONT.		TECHNOLOGY	UNDISTRIB	$5,000	$0	$10,000	$15,000
199 E 53 6499 00 999 0 99 0 00	GENERAL	DATA PR	MISC			UNDISTRIB	$10,000	$0	($4,000)	$6,000
				TOTAL DATA PROCESSING			**$122,500**	**$0**	**$0**	**$122,500**
				TOTAL DEBIT SERVICES			**$0**	**$0**	**$0**	**$0**
				TOTAL CONSTRUCTION			**$0**	**$0**	**$0**	**$0**

DECEMBER

ACCOUNT NUMBER	FUND	FUNCTION	OBJECT	SUB-OBJECT	ORGANIZATION	PROGRAM CODE	2019-20 ORIGINAL BUDGET	2019-20 BUDGET AMENDMENT	2019-20 BUDGET TRANSFERS	2019-20 REVISED BUDGET
					CONT. INST. SVCS.\PUBLIC SCHLS		$0	$0	$0	$0
					OPERATING TRANSFERS OUT		$0	$0	$0	$0
					GRAND TOTAL ALL EXPENDITURE ADJUSTMENTS			$1,165,000	$0	

Port Neches-Groves Independent School District

Board Document

MEETING DATE: January 13, 2020

AGENDA ITEM: Consider Approval of Quarterly Investment Report Ending August 31, 2019

The Investment Report approved during the 11/11/19 Board Meeting was the 8/31/18 Quarterly Investment Report instead of the 8/31/2019 Report

The 4th Quarter Investment Report for 2019 is attached for approval.

Section 2256.023 of the Public Funds Investment Act, as amended during the 74th Legislature, requires the investment officer to prepare and submit to the governing body of the entity, not less than quarterly, a written report of investment transactions for all funds covered by the Act for the preceding quarter.

Investment Officer:

Sheri Drawhorn

_____

Sheri Drawhorn

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District approve the Quarterly Investment Report Ending August 2019

Resource Personnel: Sheri Drawhorn, Business Manager

QUARTERLY INVESTMENT REPORT
FOR THE QUARTER ENDED AUGUST 31, 2019

Investment Program

The legal requirements and local authority for investment of district funds are detailed in Board Policy CDA (Legal) and CDA (Local) as adopted by the Board of Trustees. The investments utilized by Port Neches-Groves ISD for the Quarter Ended August 31, 2019 included Lone Star Investment Pool, BBVA Compass Money Market and Certificates of Deposits, and TD Ameritrade.

Investment Position at August 31, 2019

	Book Value	Market Value
Lone Star Investment Pool	$8,949,787.29	$8,950,208.89
TD Ameritrade	$5,389,733.03	$5,423,607.35
Money Market – BBVA Compass	$10,168,800.25	$10,168,800.25
Total	$24,508,320.57	$24,542,616.49

Investment Activity

Schedule of Transactions by Fund Group
Investments in Lone Star Investment Pool
Quarter Ended August 31, 2019

	Carrying Amount 5/31/2019	Additions 06/01-08/31	Deductions 06/01-08/31	Changes In Market Value 06/01-08/31	Carrying Amount 8/31/2019
General Fund	$9,595,349.99	$8,566,253.18	$11,838,808.33	($259.91)	$6,322,534.93
Debt Service Fund	4,102,304.95	85,483.67	1,560,000.00	($114.66)	2,627,673.96
Capital Projects Fund-2009	0.00				0.00
Total Lone Star	$13,697,654.94	$8,651,736.85	$13,398,808.33	($374.57)	$8,950,208.89

TD-Ameritrade
Quarter Ended August 31, 2019

	Carrying Amount 5/31/2019	Additions 06/01-08/31	Deductions 06/01-08/31	Changes In Market Value 06/01-08/31	Carrying Amount 8/31/2019
General Fund	$5,342,242.90	$68,667.94	$1,714.12	$14,410.63	$5,423,607.35

BBVA Compass - Money Market
Quarter Ended August 31, 2019

	Carrying Amount 5/31/2019	Additions 06/01-08/31	Deductions 06/01-08/31	Carrying Amount 8/31/2019
General Fund	$10,147,045.37	$21,754.88	$0.00	$10,168,800.25

Port Neches-Groves Independent School District
Board Document

MEETING DATE: January 13, 2020

AGENDA ITEM: Report: Budget

The following report is attached:

- Income Summary – General Fund
- Tax Office Report

Recommendation: No Recommendation. Report Only.

Resource Personnel: Sheri Drawhorn, Business Manager

Fn	Obj	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	Encumbered Amount	Unencumbered Balance - FY A
00	LOCAL REVENUE	30,387,924.00	31,387,924.00	6,678,146.45	0.00	23,871,191.56
00	STATE REVENUE	19,009,082.00	19,009,082.00	9,065,523.06	0.00	9,943,558.94
00	FEDERAL REVENUE	530,000.00	530,000.00	67.82	0.00	509,821.81
00	.	49,927,006.00	50,927,006.00	15,743,737.33	0.00	34,324,572.31
11	PAYROLL COST	24,934,401.00	24,924,401.00	8,098,143.13	0.00	16,826,257.87
11	CONTRACTED SERVICES	783,012.00	768,012.00	244,738.30	3,067.50	468,798.07
11	SUPPLIES & MATERIALS	906,114.00	1,030,714.00	372,699.66	65,893.14	589,250.61
11	OTHER OPERATING EXPENSES	19,510.00	19,510.00	166.24	148.96	19,137.96
11	CAPITAL OUTLAY	342,535.00	342,935.00	93,573.79	61,290.88	188,070.33
11	INSTRUCTION	26,985,572.00	27,085,572.00	8,809,321.12	130,400.48	18,091,514.84
12	PAYROLL COST	604,612.00	604,612.00	189,323.69	0.00	415,288.31
12	CONTRACTED SERVICES	2,000.00	2,000.00	342.84	0.00	1,657.16
12	SUPPLIES & MATERIALS	56,100.00	56,100.00	19,314.52	7,413.33	29,276.75
12	OTHER OPERATING EXPENSES	3,700.00	3,700.00	0.00	0.00	3,700.00
12	INST. RESOURCES & MEDIA SVCS	666,412.00	666,412.00	208,981.05	7,413.33	449,922.22
13	PAYROLL COST	970,570.00	961,570.00	309,435.85	0.00	652,134.15
13	CONTRACTED SERVICES	65,200.00	65,700.00	36,493.04	10.00	25,047.96
13	SUPPLIES & MATERIALS	42,000.00	41,200.00	27,574.17	453.39	13,179.16
13	OTHER OPERATING EXPENSES	148,670.00	157,970.00	44,800.92	10,953.75	101,589.83
13	CURRICULUM DEV.& INST.STF DEV	1,226,440.00	1,226,440.00	418,303.98	11,417.14	791,951.10
23	PAYROLL COST	2,378,239.00	2,378,239.00	819,012.16	0.00	1,559,226.84
23	CONTRACTED SERVICES	19,000.00	19,000.00	4,271.08	0.00	14,728.92
23	SUPPLIES & MATERIALS	23,400.00	23,160.00	7,079.05	407.43	15,096.81
23	OTHER OPERATING EXPENSES	29,689.00	29,929.00	4,081.06	432.07	25,415.87
23	SCHOOL LEADERSHIP	2,450,328.00	2,450,328.00	834,443.35	839.50	1,614,468.44
31	PAYROLL COST	1,645,168.00	1,645,168.00	537,993.31	0.00	1,107,174.69
31	CONTRACTED SERVICES	51,380.00	51,380.00	14,767.40	0.00	33,882.60
31	SUPPLIES & MATERIALS	7,800.00	7,800.00	3,612.33	10.00	4,177.67
31	OTHER OPERATING EXPENSES	16,187.00	16,187.00	2,505.38	0.00	13,681.62
31	GUIDANCE & COUNSELING	1,720,535.00	1,720,535.00	558,878.42	10.00	1,158,916.58
32	PAYROLL COST	64,705.00	64,705.00	20,944.40	0.00	43,760.60
32	SUPPLIES & MATERIALS	5,000.00	5,000.00	0.00	0.00	5,000.00
32	SOCIAL WORK SERVICES	69,705.00	69,705.00	20,944.40	0.00	48,760.60
33	PAYROLL COST	642,978.00	642,978.00	210,292.18	0.00	432,685.82
33	CONTRACTED SERVICES	2,000.00	2,000.00	0.00	0.00	2,000.00
33	SUPPLIES & MATERIALS	24,305.00	24,305.00	10,852.17	1,099.35	12,159.12
33	OTHER OPERATING EXPENSES	5,445.00	5,445.00	1,008.23	359.50	3,777.27
33	HEALTH SERVICES	674,728.00	674,728.00	222,152.58	1,458.85	450,622.21
34	PAYROLL COST	1,131,334.00	1,131,334.00	411,019.67	0.00	720,314.33
34	CONTRACTED SERVICES	64,850.00	64,850.00	13,276.62	1,487.36	49,636.02
34	SUPPLIES & MATERIALS	262,500.00	262,500.00	69,485.41	56,797.51	132,022.12
34	OTHER OPERATING EXPENSES	-200,500.00	-200,500.00	16,440.09	0.00	-216,940.09
34	CAPITAL OUTLAY	445,000.00	445,000.00	0.00	0.00	445,000.00
34	PUPIL TRANSPORTATION	1,703,184.00	1,703,184.00	510,221.79	58,284.87	1,130,032.38
36	PAYROLL COST	1,076,255.00	1,141,255.00	391,086.80	0.00	750,168.20
36	CONTRACTED SERVICES	63,425.00	63,425.00	19,376.66	11,550.00	32,498.34
36	SUPPLIES & MATERIALS	229,680.00	229,680.00	31,454.16	53,973.28	139,807.56
36	OTHER OPERATING EXPENSES	826,565.00	826,565.00	225,973.02	20,873.04	570,915.37

Fn	Obj	2019-20 Original Budget	2019-20 Revised Budget	2019-20 FYTD Activity	Encumbered Amount	Unencumbered Balance - FY A
36	CAPITAL OUTLAY	265,000.00	265,000.00	3,000.00	0.00	262,000.00
36	COCURR./EXTRACURR.ACTIVITIES	2,460,925.00	2,525,925.00	670,890.64	86,396.32	1,755,389.47
41	PAYROLL COST	915,253.00	915,253.00	308,814.71	0.00	606,438.29
41	CONTRACTED SERVICES	194,900.00	194,900.00	82,719.58	122.00	112,058.42
41	SUPPLIES & MATERIALS	39,000.00	39,000.00	3,137.05	915.45	34,883.51
41	OTHER OPERATING EXPENSES	167,300.00	167,300.00	49,357.07	1,774.49	116,168.44
41	GENERAL ADMINISTRATION	1,316,453.00	1,316,453.00	444,028.41	2,811.94	869,548.66
51	PAYROLL COST	3,268,624.00	3,189,624.00	994,304.34	0.00	2,195,319.66
51	CONTRACTED SERVICES	2,070,037.00	2,999,037.00	1,164,576.27	168,482.75	1,619,177.98
51	SUPPLIES & MATERIALS	622,500.00	772,500.00	232,564.46	67,842.02	467,971.84
51	OTHER OPERATING EXPENSES	1,339,000.00	1,339,000.00	679,607.02	0.00	659,270.98
51	CAPITAL OUTLAY	29,000.00	29,000.00	19,438.61	8,044.63	1,516.76
51	PLANT MAINTENANCE & OPERATIONS	7,329,161.00	8,329,161.00	3,090,490.70	244,369.40	4,943,257.22
52	PAYROLL COST	30,558.00	30,558.00	8,062.41	0.00	22,495.59
52	CONTRACTED SERVICES	225,500.00	225,500.00	58,060.00	0.00	167,440.00
52	SUPPLIES & MATERIALS	40,000.00	40,000.00	19,386.52	0.00	20,613.48
52	OTHER OPERATING EXPENSES	15,445.00	15,445.00	160.88	0.00	15,284.12
52	CAPITAL OUTLAY	9,200.00	9,200.00	9,156.37	0.00	43.63
52	SECURITY & MONITORING SERVICES	320,703.00	320,703.00	94,826.18	0.00	225,876.82
53	PAYROLL COST	559,548.00	554,548.00	194,000.90	0.00	360,547.10
53	CONTRACTED SERVICES	17,000.00	22,000.00	17,329.46	0.00	4,670.54
53	SUPPLIES & MATERIALS	100,000.00	104,000.00	96,208.05	373.47	7,418.48
53	OTHER OPERATING EXPENSES	10,500.00	6,500.00	3,227.23	0.00	3,272.77
53	CAPITAL OUTLAY	66,050.00	66,050.00	17,392.85	315.68	48,341.47
53	DATA PROCESSING SERVICES	753,098.00	753,098.00	328,158.49	689.15	424,250.36
81	CAPITAL OUTLAY	400,000.00	400,000.00	0.00	0.00	400,000.00
81	FACILITIES ACQ. & CONSTRUCTION	400,000.00	400,000.00	0.00	0.00	400,000.00
95	CONTRACTED SERVICES	36,000.00	36,000.00	36,000.00	0.00	0.00
95	PYMTS.TO JJAEP PROGRAMS	36,000.00	36,000.00	36,000.00	0.00	0.00
99	CONTRACTED SERVICES	425,000.00	425,000.00	88,155.00	0.00	336,845.00
99	OPERATING TRANSFERS OUT	425,000.00	425,000.00	88,155.00	0.00	336,845.00
	Grand Revenue Totals	49,927,006.00	50,927,006.00	15,743,737.33	0.00	34,324,572.31
	Grand Expense Totals	48,538,244.00	49,703,244.00	16,335,796.11	544,090.98	32,691,355.90
	Grand Totals	1,388,762.00	1,223,762.00	592,058.78	544,090.98	1,633,216.41
		Profit	Profit	Loss	Loss	Profit

Number of Accounts: 2477

********** End of report **********

ALLISON NATHAN GETZ
TAX ASSESSOR-COLLECTOR



TERRY WUENSCHEL
CHIEF DEPUTY

STATE OF TEXAS
COUNTY OF JEFFERSON

I, Allison Nathan Getz, P.C.C., the Tax Assessor-Collector of Jefferson County, Texas and also, by contract or statute, the Tax Assessor-Collector for **PORT NECHES-GROVES ISD**, affirm, under oath, that this amount **$6,573,479.06**, represents all taxes collected for **PORT NECHES-GROVES ISD** during the month of December 2019.

Allison Nathan Getz

Allison Nathan Getz, P.C.C.

JEFFERSON COUNTY COURTHOUSE • P.O. BOX 2112 • BEAUMONT, TEXAS 77704-2112
PHONE: (409)835-8516 • FAX: (409)835-8589

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0011 PT NECHES-GROVES ISD

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	2,693,697,213	13,830,849-	2,679,866,364	01.342750	34,854,169.59	7,109

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
2019	35,128,876.53	177,096.31-	274,706.94-	6,447,095.93	7,668,708.40	27,185,461.19	22.00	0.00
2018	580,936.00	176,959.64-	190,561.83-	96,751.55	140,546.25	249,827.92	36.00	551.00-
2017	166,574.14	751.09-	7,538.44-	2,560.58	15,637.11	143,398.59	9.83	551.00-
2016	117,433.03	.00	534.04-	1,665.07	9,811.97	107,087.02	8.39	534.04-
2015	93,511.46	.00	534.04-	341.68	4,524.35	88,453.07	4.87	534.04-
2014	71,773.26	.00	534.04-	0.00	3,504.41	67,734.81	4.92	534.04-
2013	36,050.81	.00	99.43-	74.15	2,097.84	33,853.54	5.84	99.43-
2012	39,426.33	.00	99.43-	0.00	598.91	38,727.99	1.52	99.43-
2011	30,839.97	.00	99.43-	0.00	280.75	30,459.79	.91	99.43-
2010	26,843.49	.00	99.43-	0.00	280.75	26,463.31	1.05	99.43-
2009	23,719.03	.00	99.43-	0.00	516.67	23,102.93	2.19	99.43-
2008	14,518.01	.00	99.43-	0.00	724.12	13,694.46	5.02	99.43-
2007	12,147.99	.00	99.43-	0.00	280.75	11,767.81	2.33	99.43-
2006	14,582.14	.00	134.99-	0.00	381.18	14,065.97	2.64	134.99-
2005	14,192.07	.00	134.99-	0.00	381.18	13,675.90	2.71	134.99-
2004	15,113.38	.00	134.99-	18.47	399.65	14,578.74	2.67	134.99-
2003	13,082.85	.00	134.99-	0.00	381.18	12,566.68	2.94	134.99-
2002	11,976.33	.00	119.11-	0.00	336.32	11,520.90	2.84	119.11-
2001	10,614.83	.00	134.99-	0.00	381.18	10,098.66	3.64	134.99-
2000	9,462.95	.00	43.32-	0.00	122.33	9,297.30	1.30	43.32-
1999	10,531.18	.00	0.00	0.00	0.00	10,531.18		0.00
1998	39,513.73	.00	0.00	0.00	0.00	39,513.73		0.00
****	36,481,719.51	354,807.04-	475,942.72-	6,548,507.43	7,849,895.30	28,155,881.49		4,237.51-

FISCAL START: 09/01/2019 END: 08/31/2020 JURISDICTION: 0012 PT NECHES-GROVES ISD HB 1200

	CERT TAXABLE VALUE	ADJUSTMENTS	ADJ TAX VALUE	TAX RATE	TAX LEVY	PAID ACCTS
CURRENT YEAR	237,623,000	1-	237,622,999	00.274400	652,037.51	0

YEAR	TAXES DUE	MONTH ADJ	ADJUSTMENT YTD	LEVY PAID	PAID YTD	BALANCE	COLL %	YTD UNCOLL
2019	652,037.51	.00	0.00	0.00	0.00	652,037.51		0.00
2018	0.00	.00	0.00	0.00	0.00	0.00		0.00
****	652,037.51	.00	0.00	0.00	0.00	652,037.51		0.00

YEAR	FUND	TAX RATE	LEVY PAID	DISCOUNT GIVEN	PENALTY INTEREST	TIF AMOUNT	DISBURSE TOTAL	ATTORNEY	OTHER FEES	REFUND AMOUNT	PAYMENT AMOUNT
2019	M & O	1.068350	5,129,588.15	.00	.00	.00	5,129,588.15	.00	.00	.00	5,129,588.15
	I & S	.274400	1,317,507.78	.00	.00	.00	1,317,507.78	.00	.00	.00	1,317,507.78
	TOTAL	1.342750	6,447,095.93	.00	.00	.00	6,447,095.93	.00	.00	.00	6,447,095.93
2018	M & O	1.170000	78,370.62	.00	18,445.52	.00	96,816.14	1,694.69	.00	.00	98,510.83
	I & S	.274410	18,380.93	.00	4,326.18	.00	22,707.11	.00	.00	.00	22,707.11
	TOTAL	1.444410	96,751.55	.00	22,771.70	.00	119,523.25	1,694.69	.00	.00	121,217.94
2017	M & O	1.170000	2,074.10	.00	916.82	.00	2,990.92	875.38	.00	.00	3,866.30
	I & S	.274410	486.48	.00	215.02	.00	701.50	.00	.00	.00	701.50
	TOTAL	1.444410	2,560.58	.00	1,131.84	.00	3,692.42	875.38	.00	.00	4,567.80
2016	M & O	1.040000	1,198.86	.00	561.47	.00	1,760.33	488.96	.00	.00	2,249.29
	I & S	.404410	466.21	.00	218.31	.00	684.52	.00	.00	.00	684.52
	TOTAL	1.444410	1,665.07	.00	779.78	.00	2,444.85	488.96	.00	.00	2,933.81
2015	M & O	1.040000	246.01	.00	145.16	.00	391.17	108.66	.00	.00	499.83
	I & S	.404410	95.67	.00	56.44	.00	152.11	.00	.00	.00	152.11
	TOTAL	1.444410	341.68	.00	201.60	.00	543.28	108.66	.00	.00	651.94
2013	M & O	1.040000	53.78	.00	44.64	.00	98.42	27.14	.00	.00	125.56
	I & S	.394000	20.37	.00	16.91	.00	37.28	.00	.00	.00	37.28
	TOTAL	1.434000	74.15	.00	61.55	.00	135.70	27.14	.00	.00	162.84
2004	M & O	1.500000	17.02	.00	23.18	.00	40.20	5.39	.00	.00	45.59
	I & S	.127792	1.45	.00	1.98	.00	3.43	.00	.00	.00	3.43
	TOTAL	1.627792	18.47	.00	25.16	.00	43.63	5.39	.00	.00	49.02
ALL	M & O		5,211,548.54	.00	20,136.79	.00	5,231,685.33	3,200.22	.00	.00	5,234,885.55
ALL	I & S		1,336,958.89	.00	4,834.84	.00	1,341,793.73	.00	.00	.00	1,341,793.73
ALL	TOTAL		6,548,507.43	.00	24,971.63	.00	6,573,479.06	3,200.22	.00	.00	6,576,679.28
DLQ	M & O		81,960.39	.00	20,136.79	.00	102,097.18	3,200.22	.00	.00	105,297.40
DLQ	I & S		19,451.11	.00	4,834.84	.00	24,285.95	.00	.00	.00	24,285.95
DLQ	TOTAL		101,411.50	.00	24,971.63	.00	126,383.13	3,200.22	.00	.00	129,583.35
CURR	M & O		5,129,588.15	.00	.00	.00	5,129,588.15	.00	.00	.00	5,129,588.15
CURR	I & S		1,317,507.78	.00	.00	.00	1,317,507.78	.00	.00	.00	1,317,507.78
CURR	TOTAL		6,447,095.93	.00	.00	.00	6,447,095.93	.00	.00	.00	6,447,095.93

Port Neches-Groves Independent School District

Board Document

MEETING DATE: January 13, 2020

AGENDA ITEM: Consider Approval of Budget Amendment GF-4

Previous budget amendment for TCP plant explosion and fire needs to be adjusted to add an additional $500,000 to the total estimated cost for cleaning and repairs.

PNG ISD hired a local forensic specialist to assist during the ransomware attack – this is outside the insurance. $10,000 for this expenditure is not in our original budget.

Recommendation: It is recommended that the Board of Trustees of the Port Neches-Groves Independent School District approve Fiscal Year 19-20 Budget amendment.

Resource Personnel: Sheri Drawhorn, Business Manager

2019-2020 BUDGET AMENDMENT NUMBER GF-4

13-Jan-20

		Current Budget	Change	Amended Budget
Revenue				
199-00-5745-00-000-0-00	Insurance Proceeds	975,000	1,350,000	2,325,000
199-00-5745-00-000-0-00	Deductible	25,000	0	25,000
	Total Revenue	1,000,000	1,350,000	2,350,000
Expenditures				
199-51-6121-77-936-0-99	Maintenance Payroll	50,000	350,000	400,000
199-51-6249-77-936-0-99	Contracted Services	850,000	1,000,000	1,850,000
199-51-6317-77-936-0-99	Supplies	100,000	0	100,000
199-53-6299-00-874-0-99	Contracted Services - Data Processing	5,000	10,000	15,000
	Total Expenditures	1,005,000	1,360,000	2,365,000
Net (Increase) in the General Fund Budget			**(10,000)**	

2019-2020 BUDGET CHANGE				
	Total Revenues	50,927,006	1,350,000	52,277,006
	Total Expenditures	49,703,244	1,360,000	51,063,244
	2019-2020 Adjusted Budget	1,223,762	(10,000)	1,213,762

FUND BALANCE INFORMATION:

Estimated Fund Balance 8/31/19	$ 25,000,000
19-20 Budget	$ 1,213,762
Projected Fund Balance 8/31/20	$ 26,213,762

PORT NECHES-GROVES INDEPENDENT SCHOOL DISTRICT

BOARD DOCUMENT

MEETING DATE: January 13, 2020

AGENDA ITEM: 2018-2019 Annual Performance Report
- Presentation of the Report
- Public Comments on the Report
- Approval of Report

Public schools in Texas are required by the Texas Education Agency Code (TEC 39.053) to produce an annual performance report (APR). This report contains the Texas Academic Performance Report (TAPR) and information about student performance and attendance. It also contains updated campus plans for the current year.

According to Board Policy BR (LEGAL):

Within 90 days after the report is received from TEA, the Board shall hold a hearing for public discussion of the report and shall notify property owners and parents in the District of the hearing. The notification must include notice to a newspaper of general circulation in the District and to electronic media serving the District.

Recommendation: It is recommended that the Board of Trustees approve the 2018-2019 Annual Performance Report.

Resource Personnel: Dr. Brenda Duhon, Assistant Superintendent for Curriculum and Instruction/Technology
Crystal Werkheiser, High School Curriculum Coordinator
Tanya Davis, Middle School Curriculum Coordinator
Roxanne Ferguson, Elementary Curriculum Coordinator

Texas Academic Performance Report (TAPR)

2018-2019

Port Neches-Groves ISD



TAPR Overview

- The Texas Academic Performance Reports (TAPR) pull together a wide range of information on the performance of students in each school and district in Texas every year. Performance is shown disaggregated by student groups, including ethnicity and socioeconomic status. The reports also provide extensive information on school and district staff, programs, and student demographics.

  The TAPR was previously known as the Academic Excellence Indicator System (AEIS) Reports. Those reports were published from 2003–04 to 2011–12. They may be found at the AEIS Archive.

- The Texas Academic Performance Report (TAPR) is available in two forms:
  - An online TAPR system that is more comprehensive and dynamic than in previous years. The online TAPR system is updated with district and campus academic performance, financial reports, and staff, program, and student demographic data as soon as it is becomes available.

  - A shortened PDF version which includes major data points that allow districts to fulfill their public notification requirements.

Updates for 2019

Updates

- Two new sections are available on the
  under the Performance tab:
  - The first, STAAR Performance–Additional Student Groups displays STAAR results by student groups that were not previously reported for performance, such as at-risk, migrant, and male and female.
  - The second, STAAR Performance–All Students–Additional Student Groups displays STAAR results for all tested students, regardless of whether they were in the accountability subset, and disaggregates results by student groups that were not previously reported for performance.

- SAT/ACT aligned with TSI criteria for reporting
  - 1150 SAT changed to 1010 for reading and math combined
  - 24 ACT composite changed to 23
  - Label updated
    - “Completion of Either Nine or More Hours of Postsecondary Credit in Any Subject or Three or More Hours of ELA or Math (Annual Graduates)” now “Dual Course Credits (Annual Graduates)”

New for 2019

New

- Newly included will be OnRamps Course Credits, Graduates under an Advanced Degree Plan identified as a Current Special Education Student, and Graduates with a Level I or II Certificate

- The Profile Section will include counts of 504 students as well as counts of students with dyslexia

- There will be an Accountability Data tab addition with Distinction Designation reports

Accessing the TAPR Report



TEA Website | A-Z Index | Contact TEA | Sign Up For Updates

Texas Education Agency

Home > Performance Reporting Division > Texas Academic Performance Reports > 2018–19 Texas Academic Performance Report

Performance Reporting

Campus Report
District Report
Region Report
State Report

2018–19 Texas Academic Performance Reports

The 2018–19 Texas Academic Performance Report (TAPR) data are now available. The new comprehensive TAPR system provides details of district and campus academic performance with financial reports and information about staff, programs, and demographics. Updates to the online TAPR system are listed in the TAPR System Release Notes.

Search by individual campus or district.

TAPR data are also available by ESC region and for the entire state.

The PDF TAPR and the comprehensive TAPR Glossary will be available in December.

TAPR Glosario, the Spanish translation of the glossary, will be available later this winter.

TAPR Guidelines, which help districts fulfill their legal responsibilities regarding the annual report of their educational performance and the TAPR, will be available in December.

TAPR Data Download (rates only) in Excel, comma-delimited format, or tab-delimited format will be available in December. The advanced (numerators and denominators) data download will be available in January.

Prior to the 2012–13 school year, TAPR was known as the Academic Excellence Indicator System (AEIS) reports. Those reports, for school years 2003–04 through 2011–12, are available in the AEIS Archives.

1. https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html
2. www.pngisd.org
3. Campus Libraries or Offices

2019 TAPR Content
District/Campus Performance

- The performance section of the TAPR shows STAAR performance in the following ways:
  - *By grade level, subject, and student group*
  - *By Performance Level Designation (PLD)*
  - *By End-of-Course (EOC) subject*
  - *All grades*
  - *School Progress Domain: Academic Growth by Grade and Subject*
  - *Progress of Prior-Year Non-Proficient Students*
  - *Student Success Initiative*

2019 TAPR Content
District/Campus Performance (continued)

- Participation Rate
- Attendance Rate
- Annual Dropout Rates
- Graduation Rates
  - *4-year longitudinal*
  - *5-year extended longitudinal*
  - *6-year extended longitudinal*
  - *4-year Federal*

2019 TAPR Content
District/Campus Performance (continued)

- CCMR Related Indicators
  - *RHSP, DAP, FHSP Graduates*
  - *College-Ready Graduates*
    - *TSI Criteria Graduates*
    - *Dual Credit - Completion of either nine or more hours of postsecondary credit in any subject or three or more hours of ELA or Math*
    - *AP/IB Met Criteria in any subject*
    - *Associate's Degree*
  - *Career/Military Ready Graduates*
    - *Approved Industry-Based Certification*
    - *Graduate with completed IEP and Workforce Readiness*
    - *CTE Coherent Sequence Coursework aligned with Industry-Based Certification*
    - *U.S. Armed Forces Enlistment*
    - *TSIA Results*

2019 TAPR Content
District/Campus Performance (continued)

- CCMR Readiness Indicators
  - *TSIA Results*
  - *CTE Coherent Sequence*
  - *Completed and Received Credit for College Prep Courses*
  - *AP/IB Results*
  - *SAT/ACT Results*
  - *Average SAT Score*
  - *Average ACT Score*
  - *Advance Dual-Credit Course Completion*
  - *Graduates enrolled in Texas Institution of Higher Education*
  - *Graduates in TX-IHE Completing One Year Without Enrollment in a Developmental Education Course*

2019 TAPR Report Overview

District/Campus Profile

- Student Information
  - *Enrollment*
  - *Ethnic distribution*
  - *Economically Disadvantaged*
  - *English Learners*
  - *Students with Disciplinary Placements (2017-2018)*
  - *At-Risk*
  - *Students with Disabilities by Type of Primary Disability*
  - *504 Students*
  - *Students with Dyslexia*
  - *Retention Rates*
  - *Class Size Information*

2019 TAPR Report Overview
District/Campus Profile

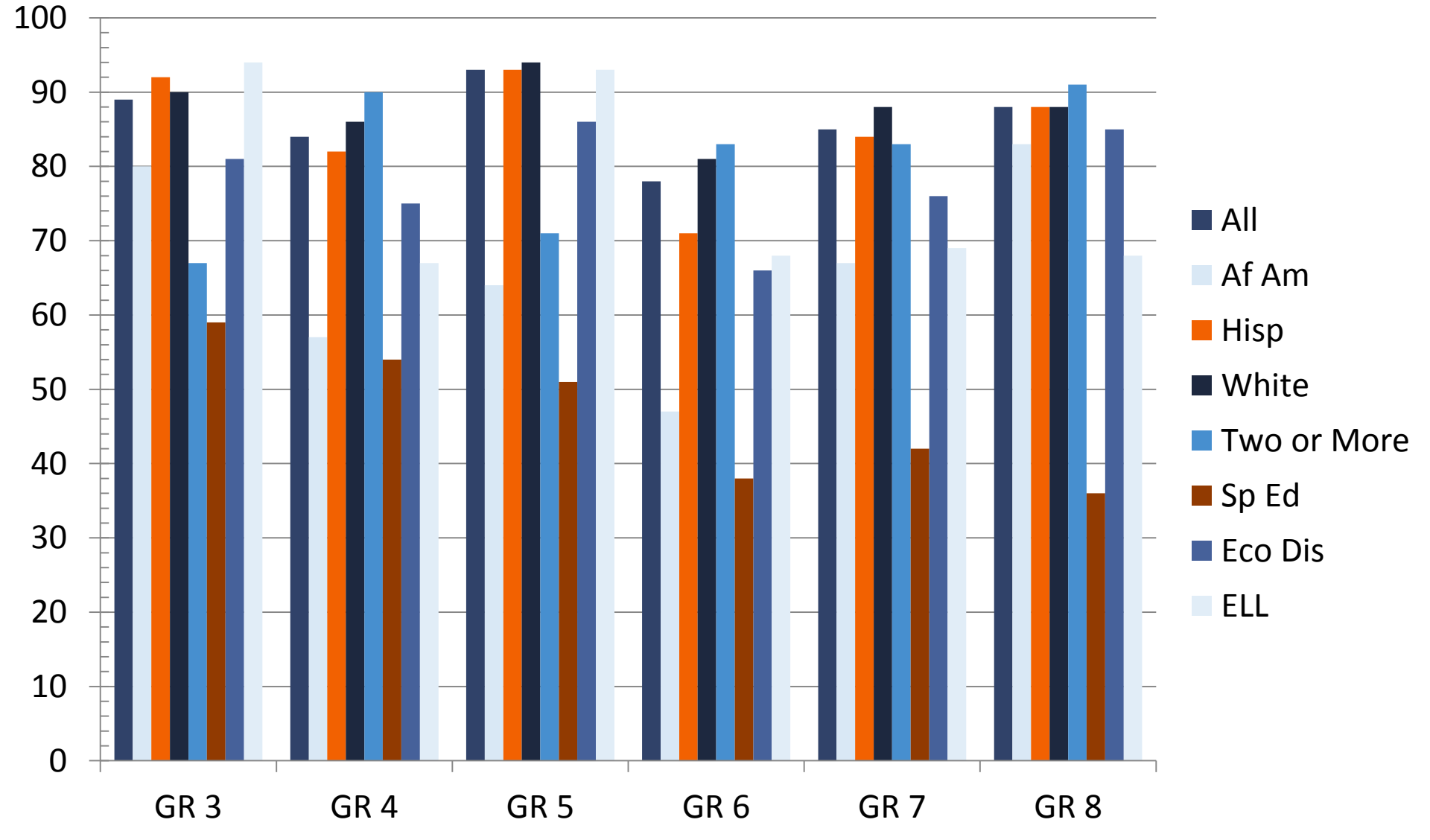
- Staff Information
  - *Total Staff*
  - *Professional Staff*
  - *Educational Aides*
  - *Auxiliary Staff*
  - *Teachers by Ethnicity and Sex*
  - *Teachers by Highest Degree Held*
  - *Teachers by Years of Experience*
  - *Number of Students per Teacher*
  - *Experience of Campus Leadership*
  - *Average Years Experience of Teachers*
  - *Average Teacher Salary*
  - *Turnover Rate for Teachers*
  - *Shared Service Arrangement Staff*
  - *Contracted Instructional Staff*

2019 TAPR Report Overview
District/Campus Profile

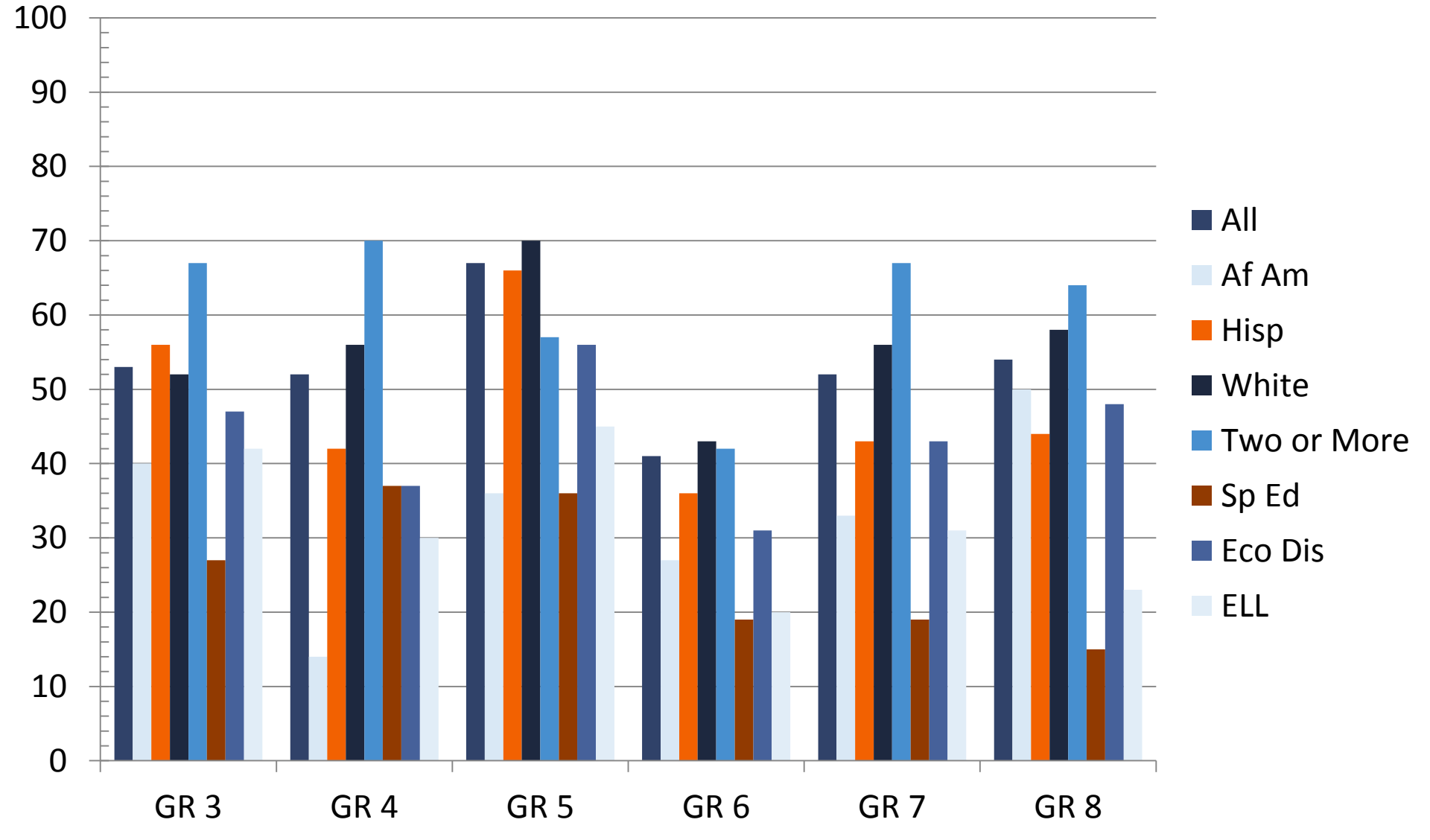
- Programs
  - *Student Enrollment by Program*
    - *Bilingual/ESL*
    - *Career & Technical*
    - *Gifted and Talented*
    - *Special Education*
  - *Teachers by Program*
    - *Bilingual/ESL*
    - *Career & Technical*
    - *Compensatory*
    - *Gifted and Talented*
    - *Regular Education*
    - *Special Education*

- Budget
  - *Link to PEIMS Financial Standard Reports*

2019 STAAR 3-8 Reading Performance
Percent at Approaches Grade Level or Above

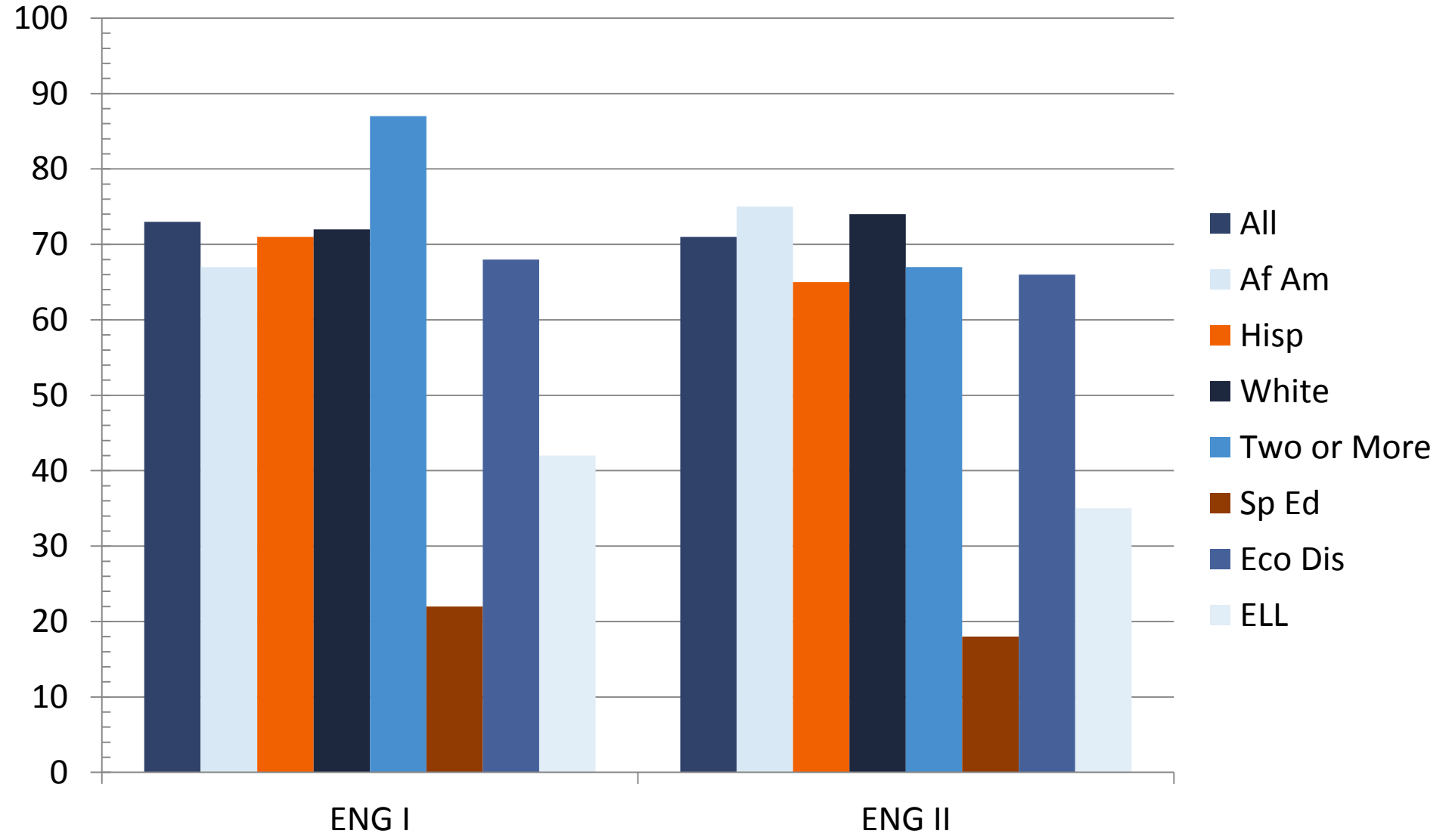


2019 STAAR 3-8 Reading Performance
Percent at Meets Grade Level or Above



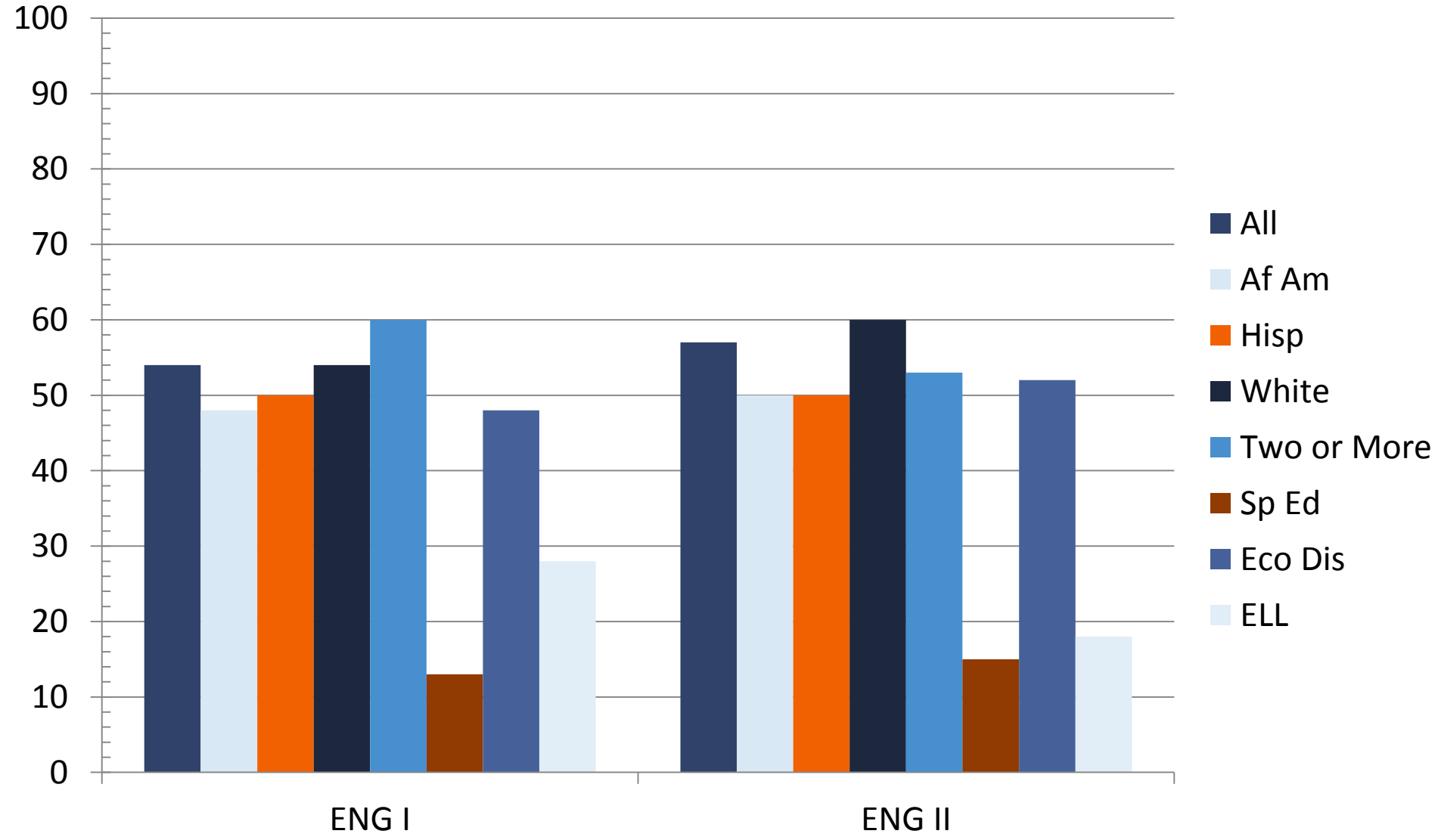
2019 STAAR End-of-Course: English Language Arts

Percent at Approaches Grade Level or Above

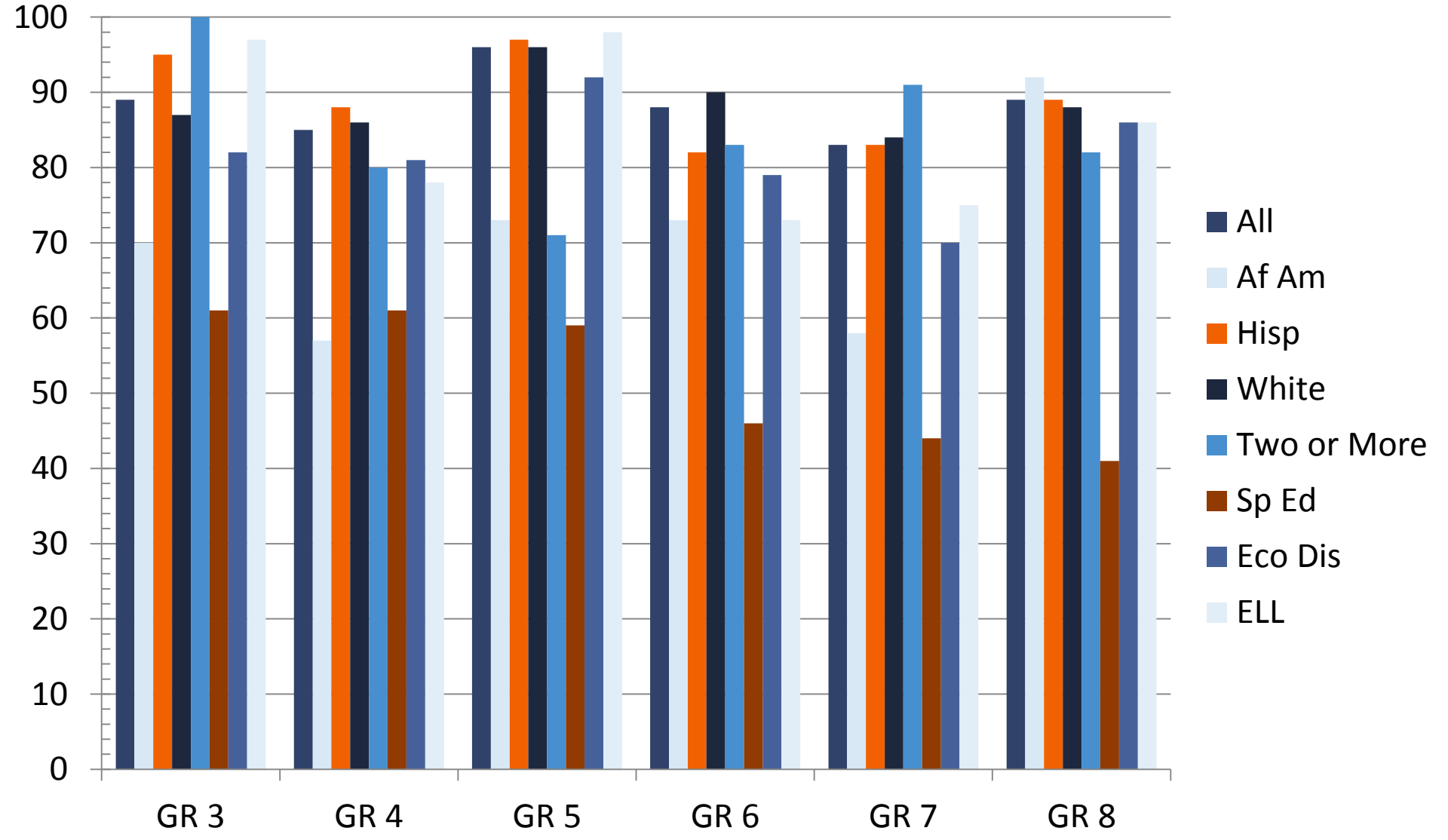


2019 STAAR End-of-Course: English Language Arts

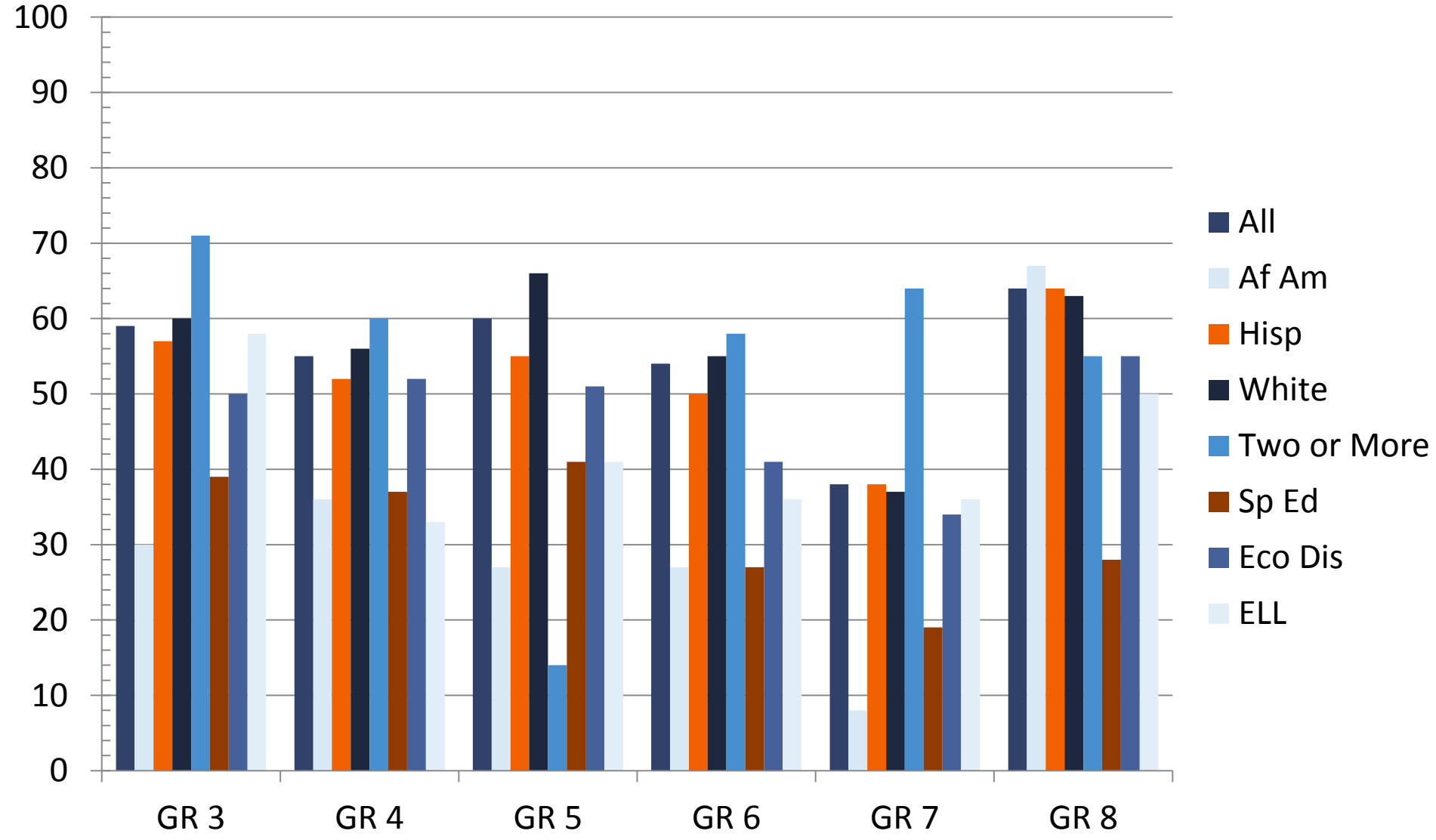
Percent at Meets Grade Level or Above



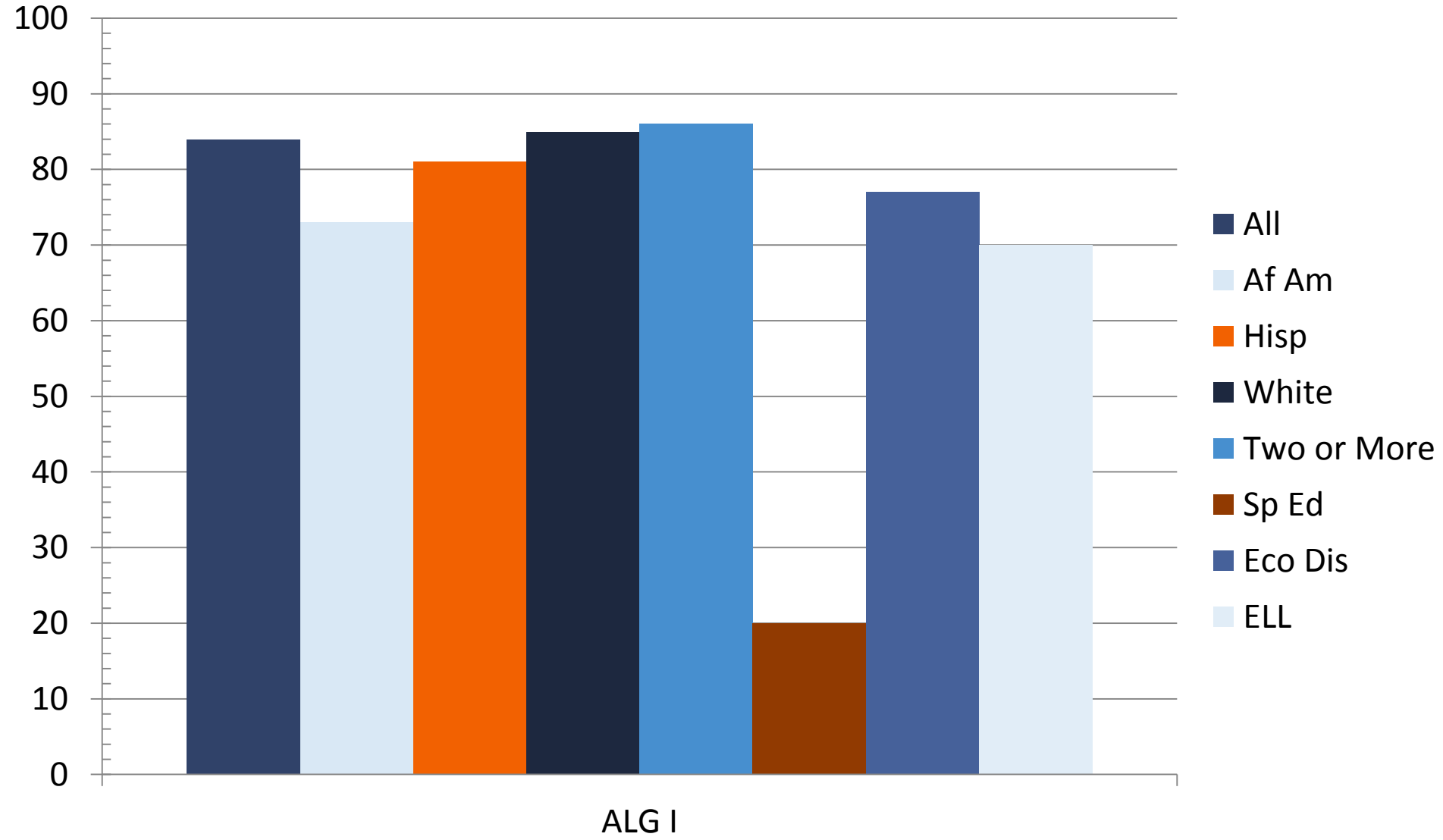
2019 STAAR 3-8 Mathematics Performance
Percent at Approaches Grade Level or Above



2019 STAAR 3-8 Mathematics Performance
Percent at Meets Grade Level or Above

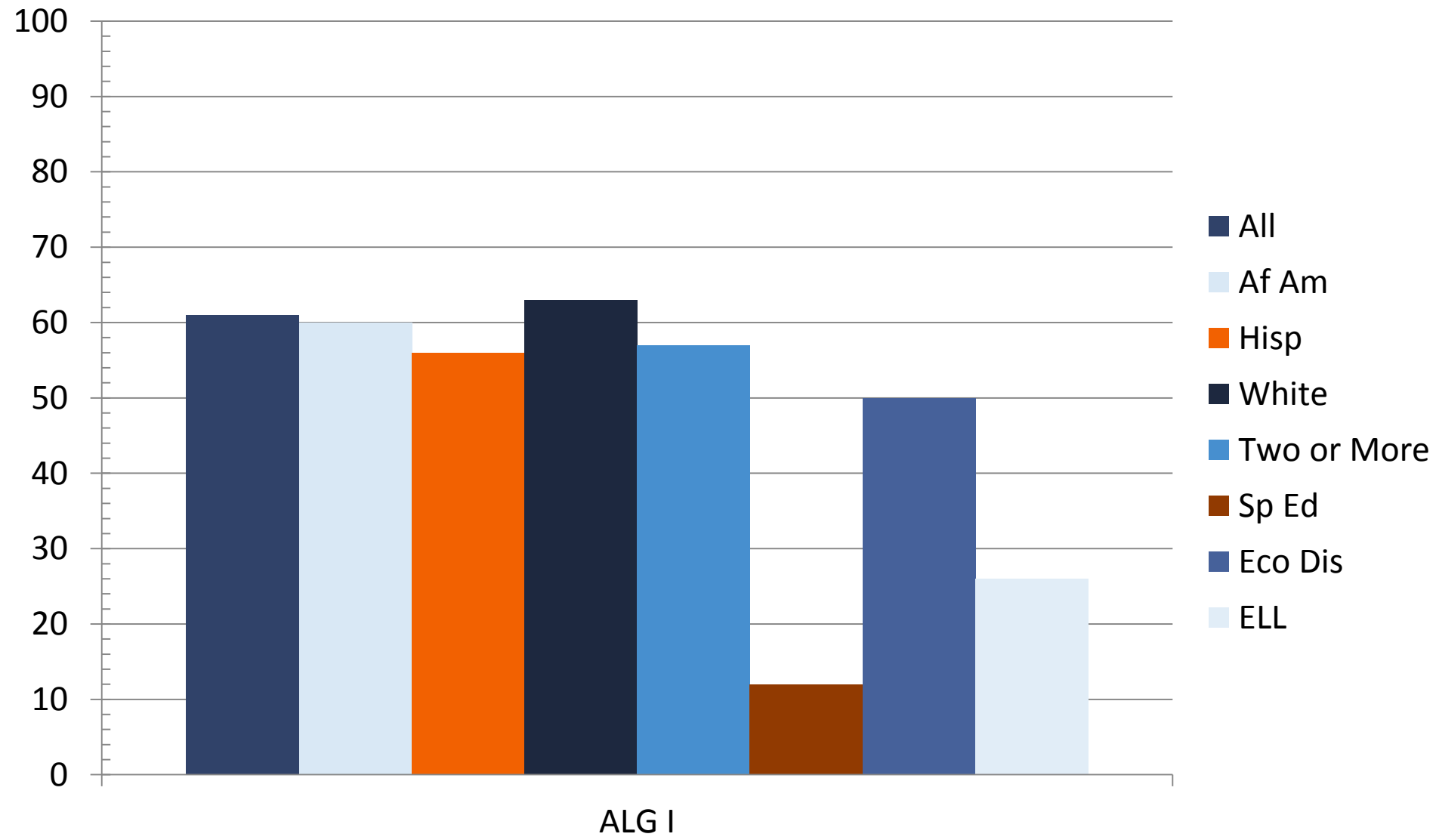


2019 STAAR End-of-Course: Mathematics
Percent at Approaches Grade Level or Above

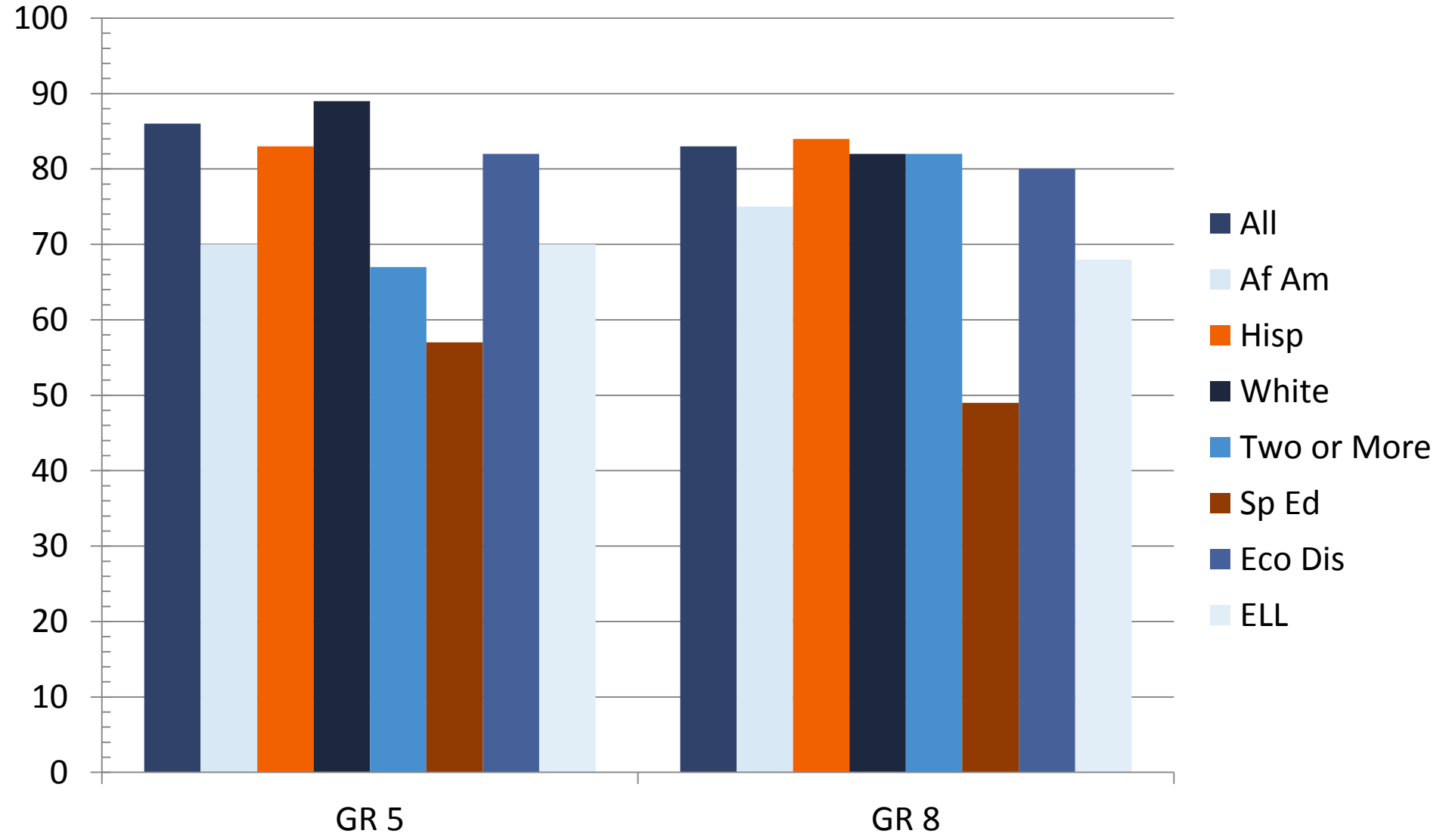


2019 STAAR End-of-Course: Mathematics

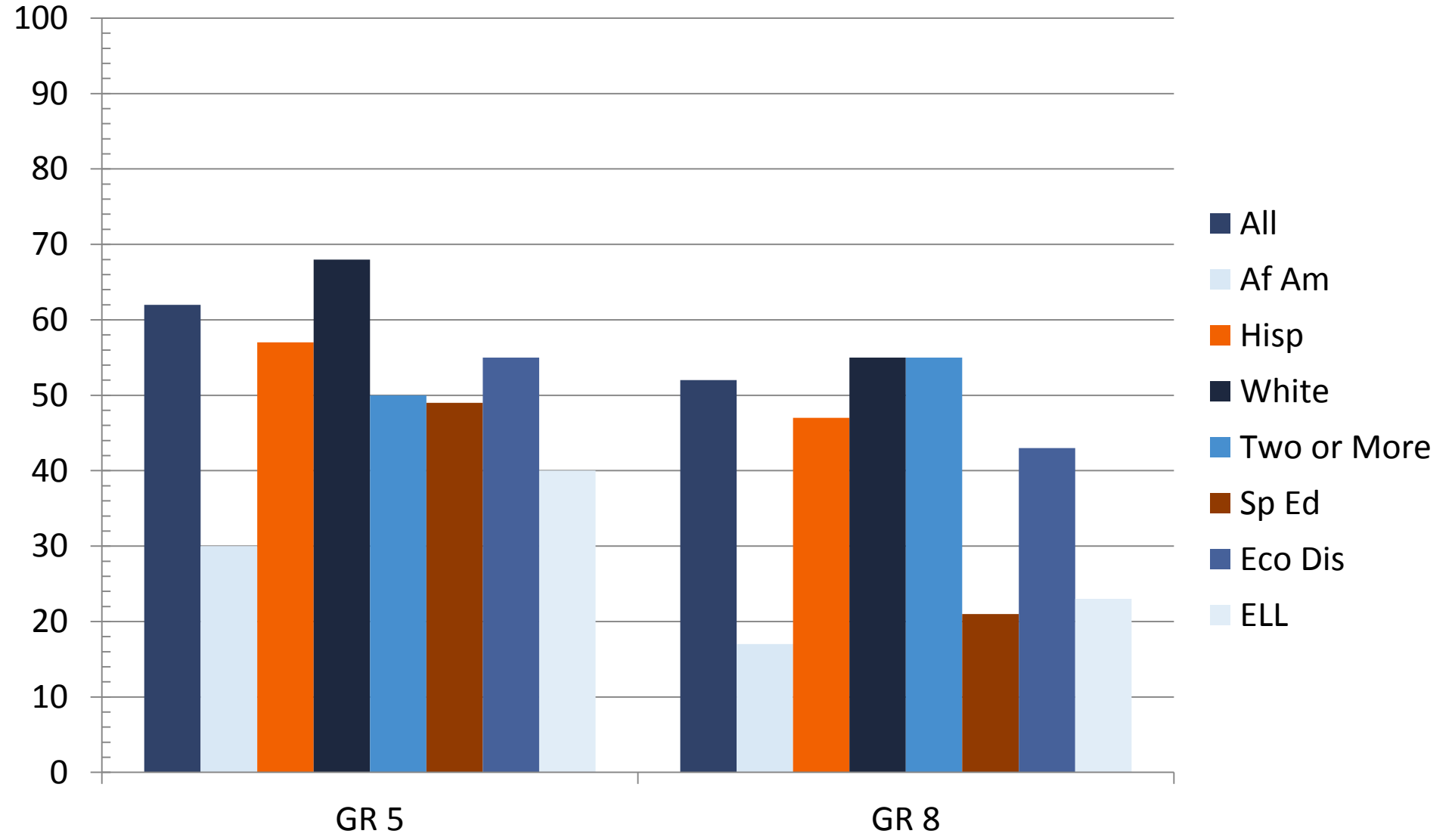
Percent at Meets Grade Level or Above



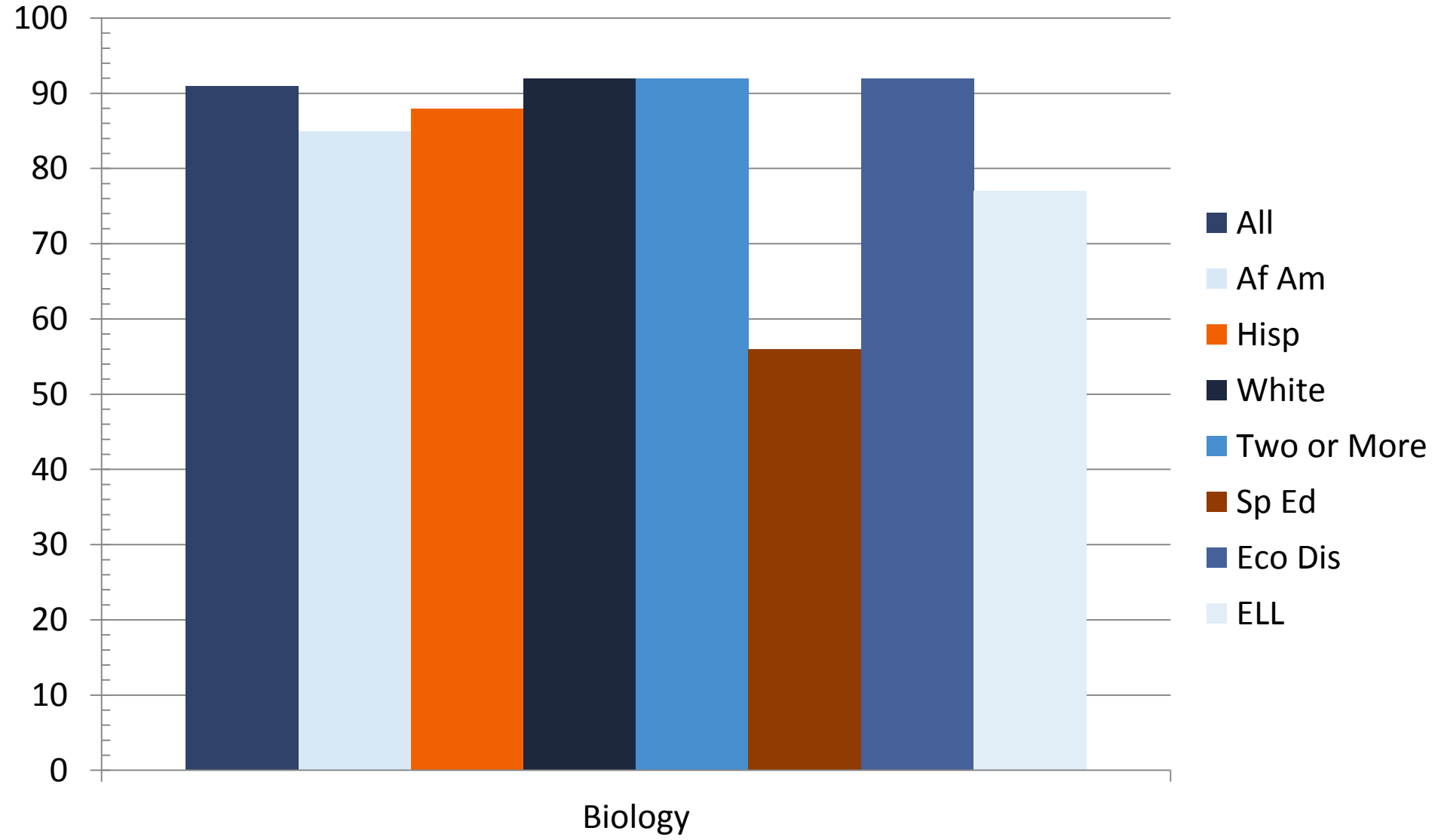
2019 STAAR 3-8 Science Performance
Percent at Approaches Grade Level or Above



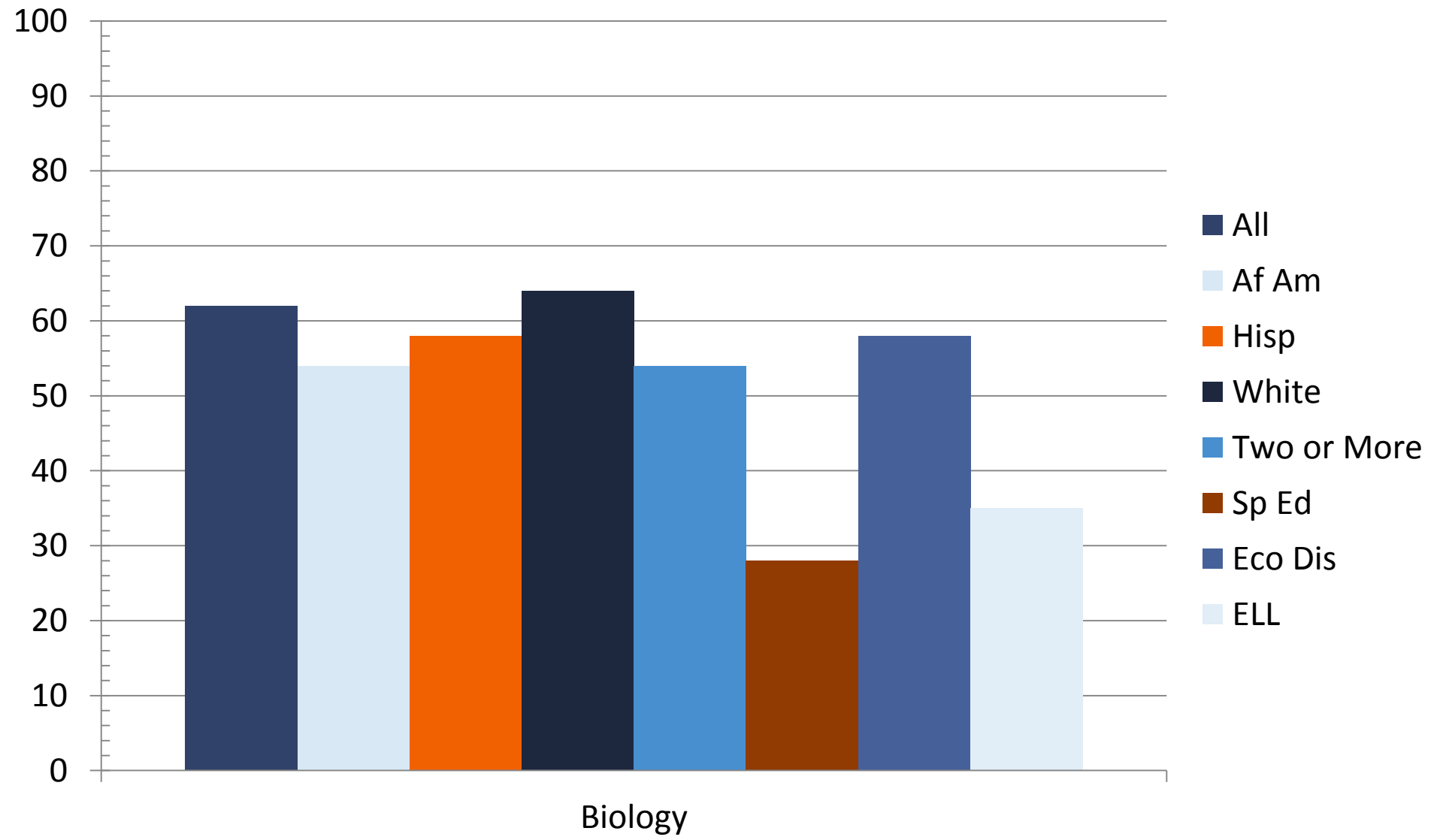
2019 STAAR 3-8 Science Performance
Percent at Meets Grade Level or Above



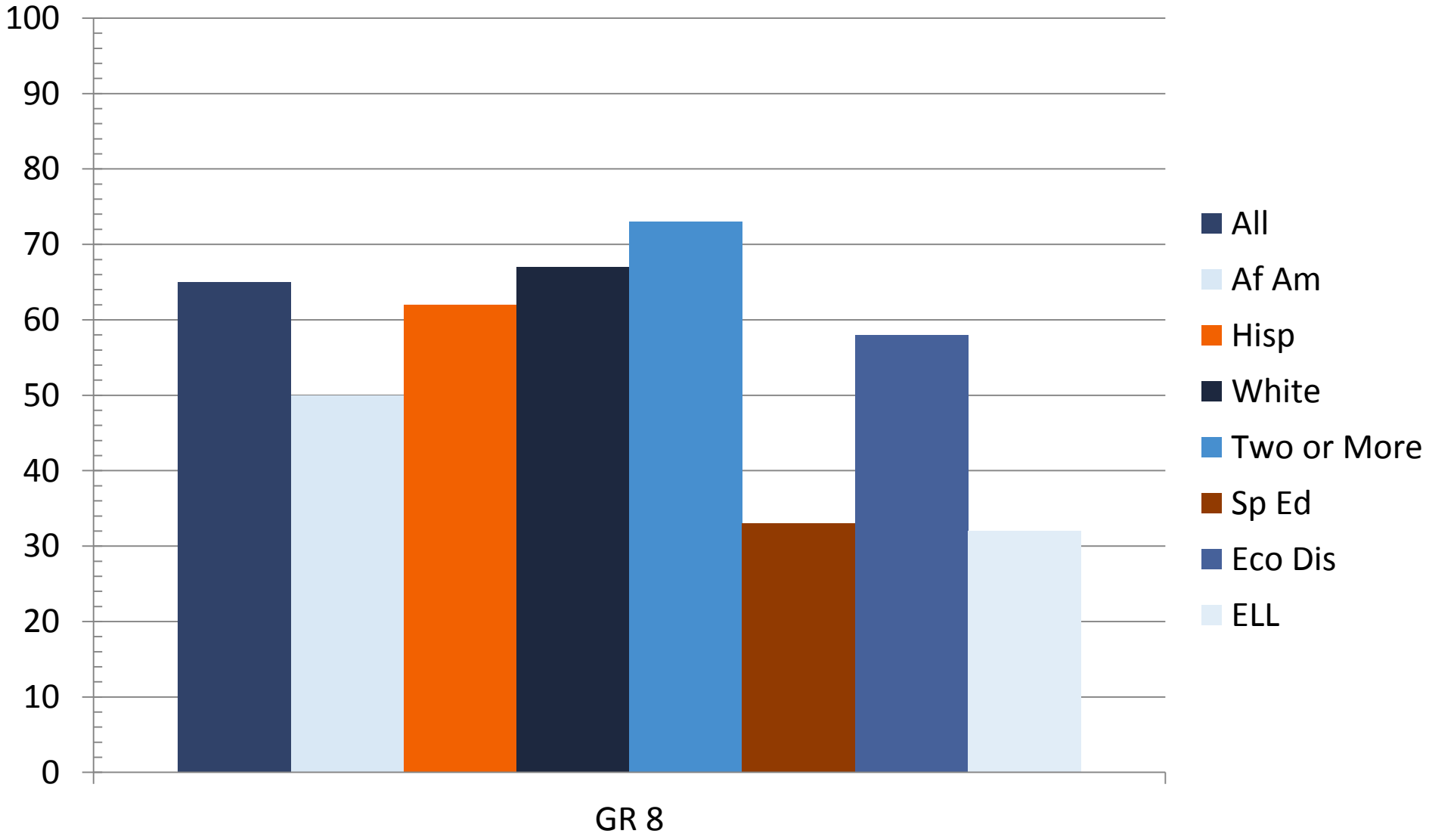
2019 STAAR End-of-Course: Biology
Percent at Approaches Grade Level or Above



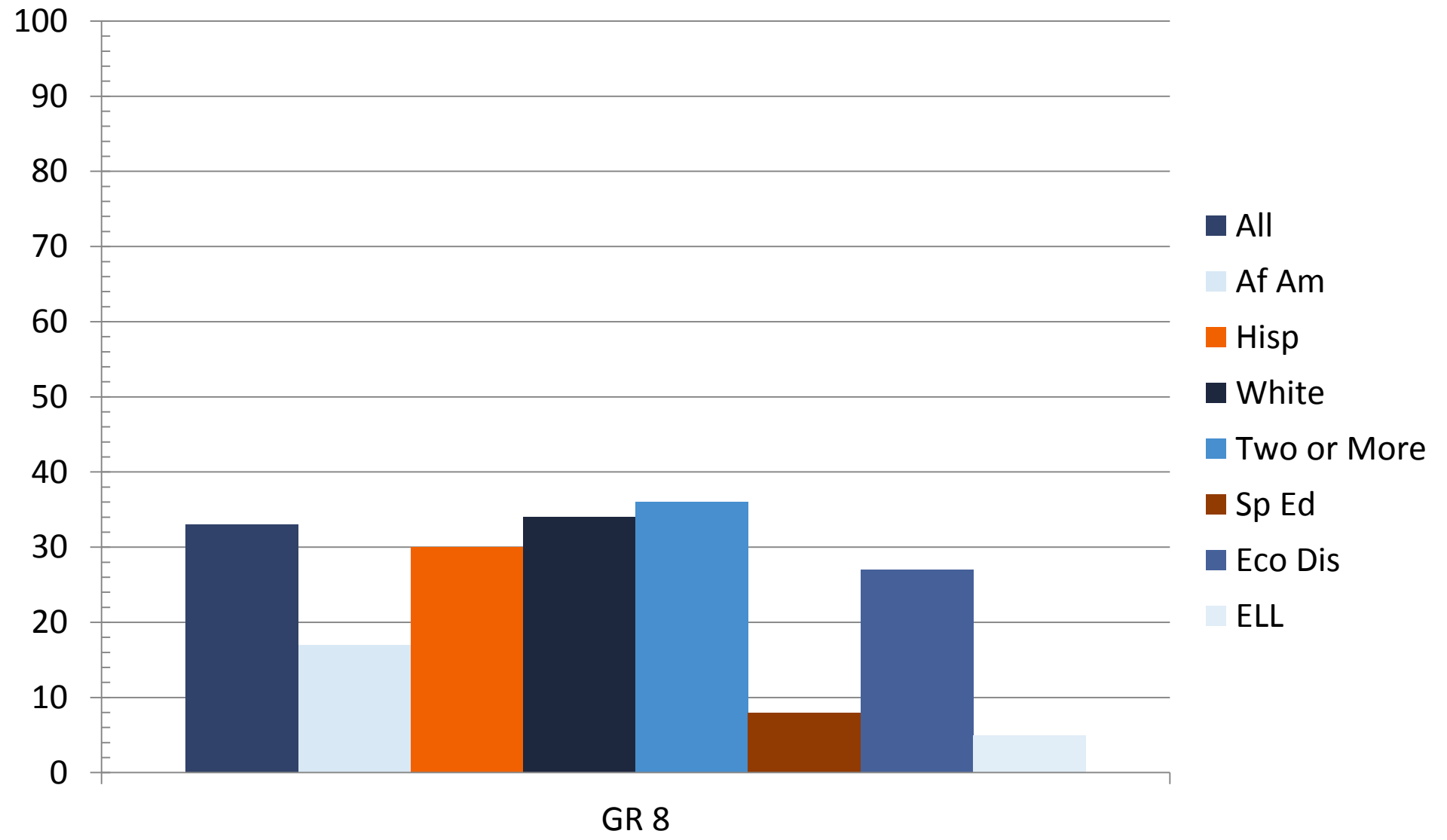
2019 STAAR End-of-Course: Biology
Percent at Meets Grade Level or Above



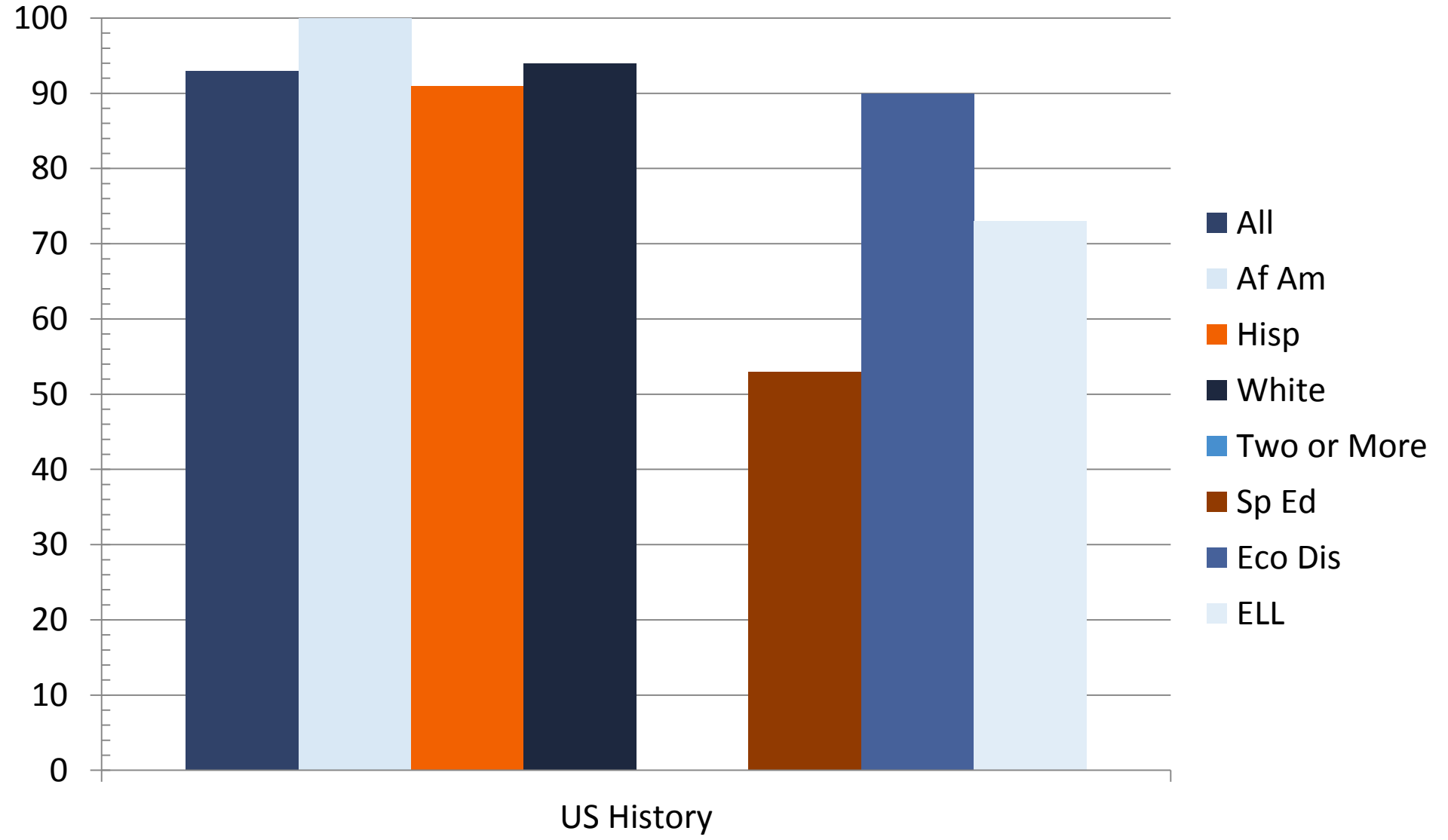
2019 STAAR 3-8 Social Studies Performance
Percent at Approaches Grade Level or Above



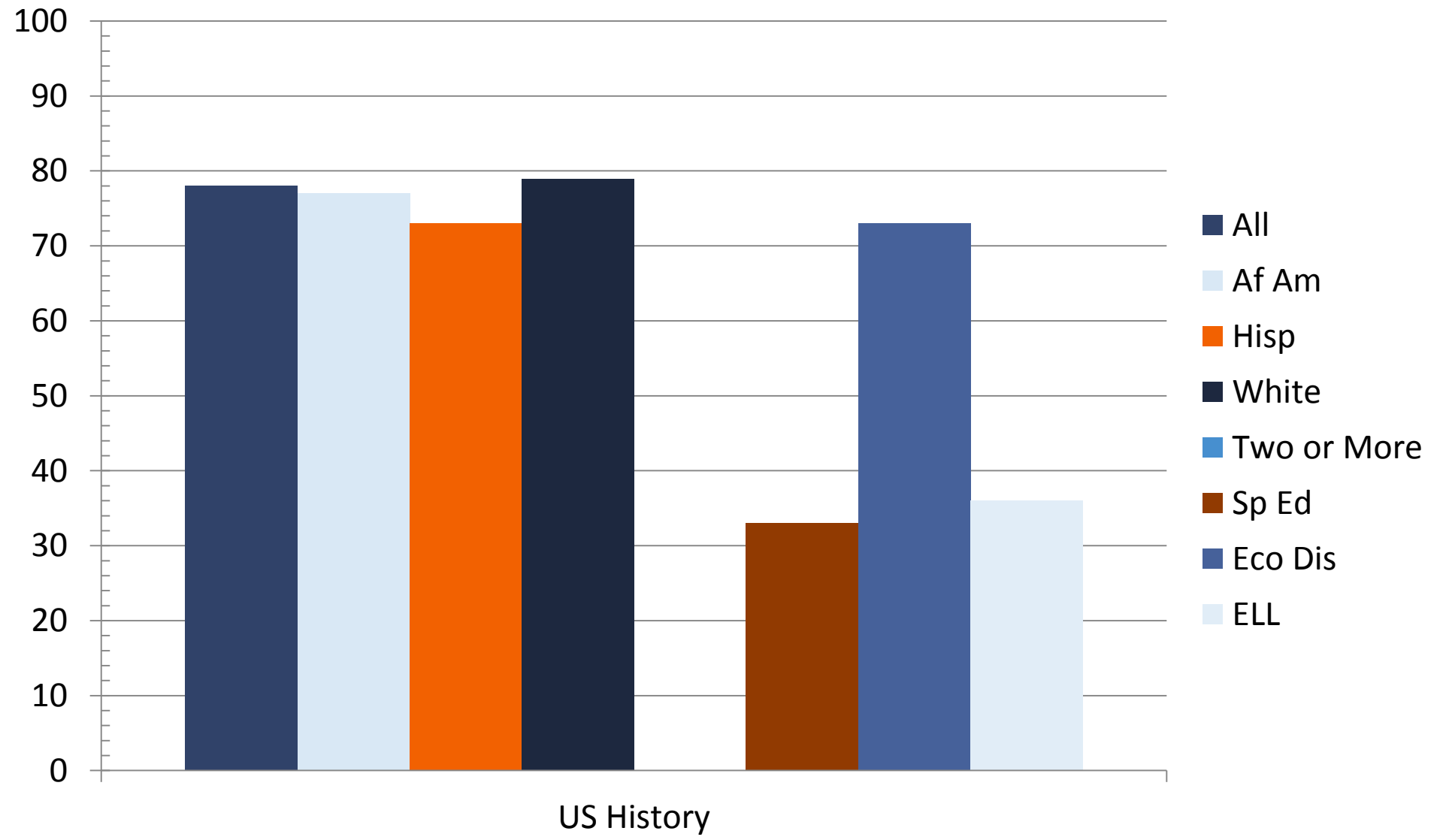
2019 STAAR 3-8 Social Studies Performance
Percent at Meets Grade Level or Above



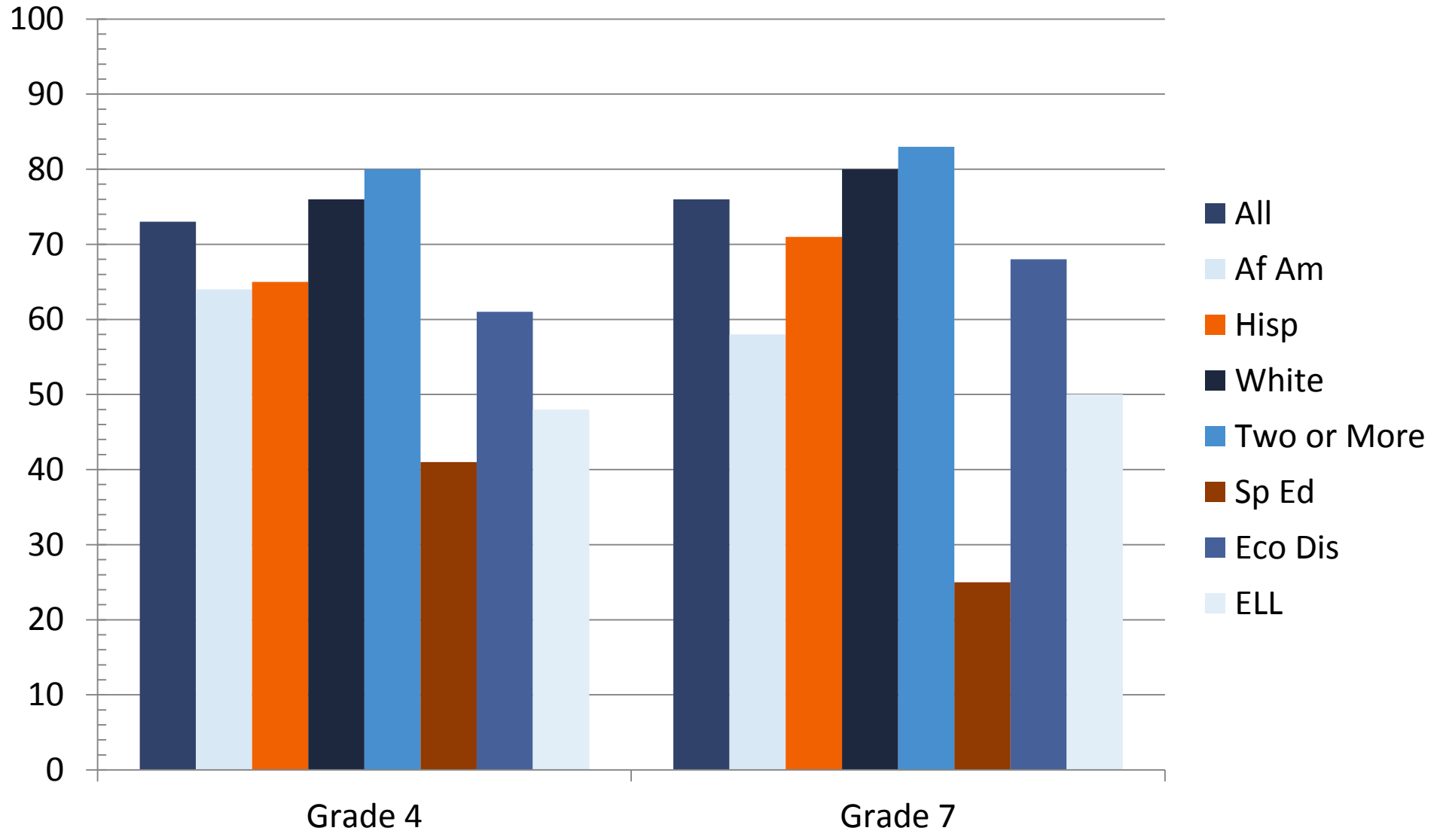
2019 STAAR End-of-Course: U.S. History
Percent at Approaches Grade Level or Above



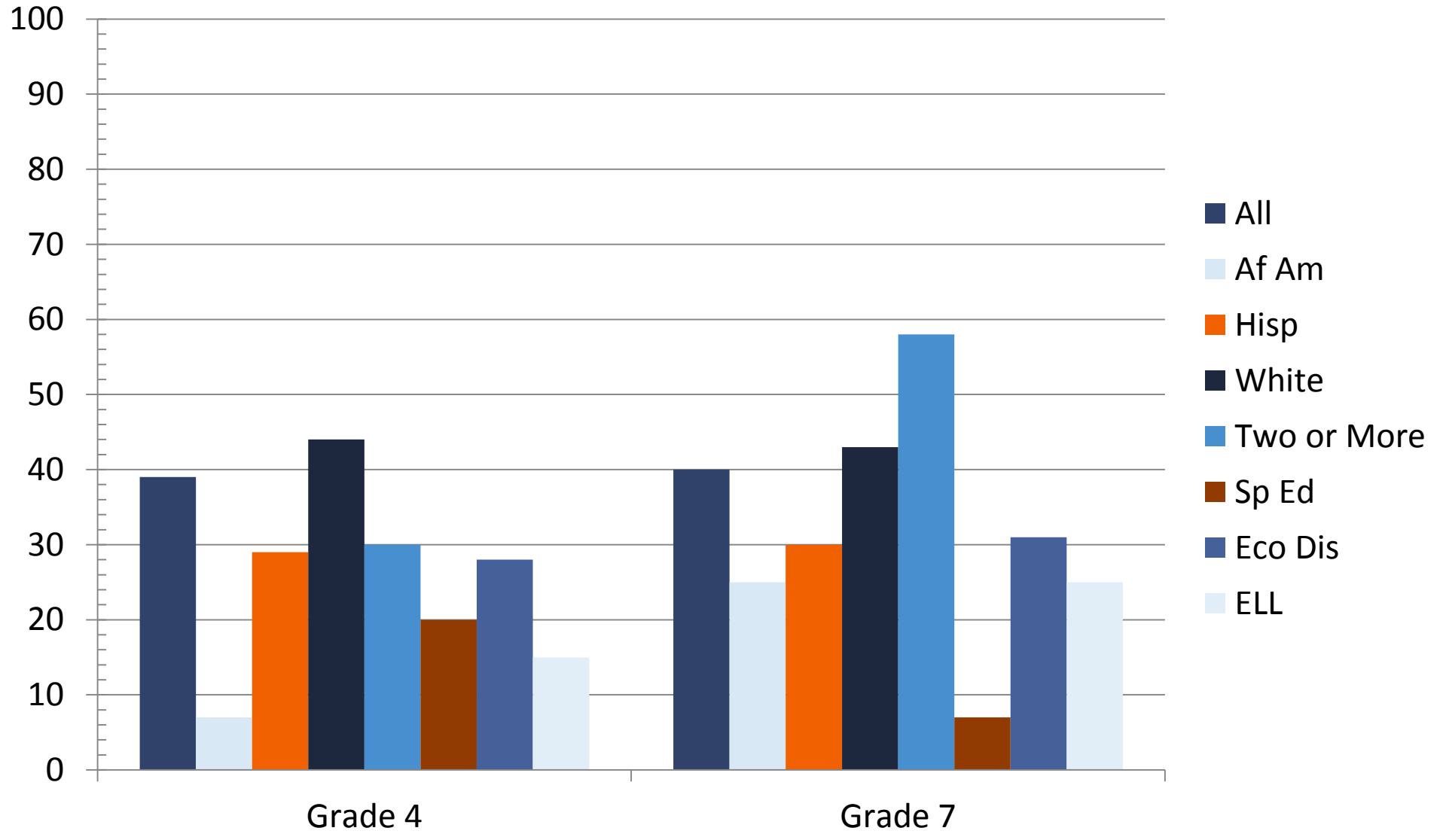
2019 STAAR End-of-Course: U.S. History
Percent at Meets Grade Level or Above



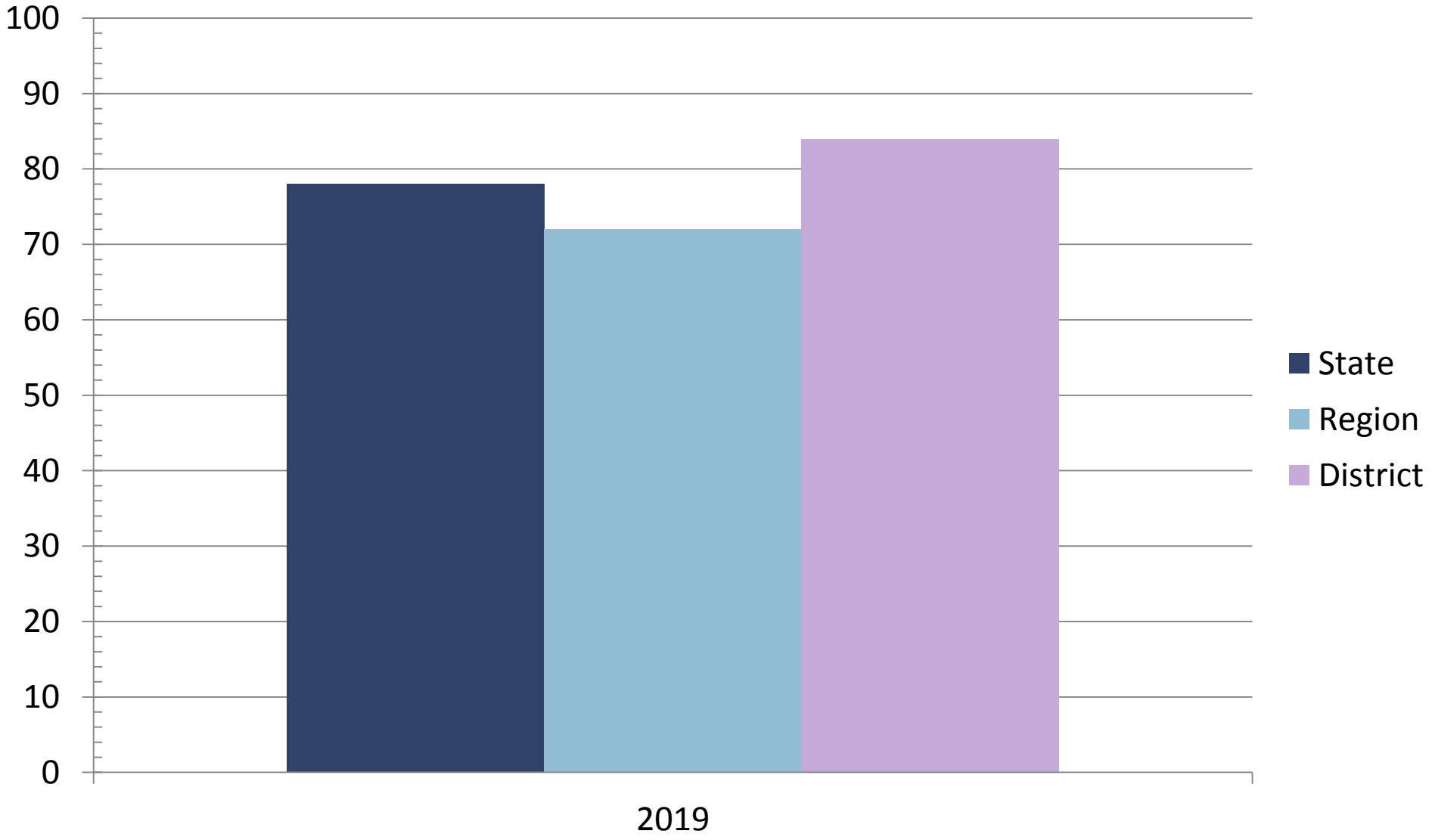
2019 STAAR 3-8 Writing Performance
Percent at Approaches Grade Level or Above



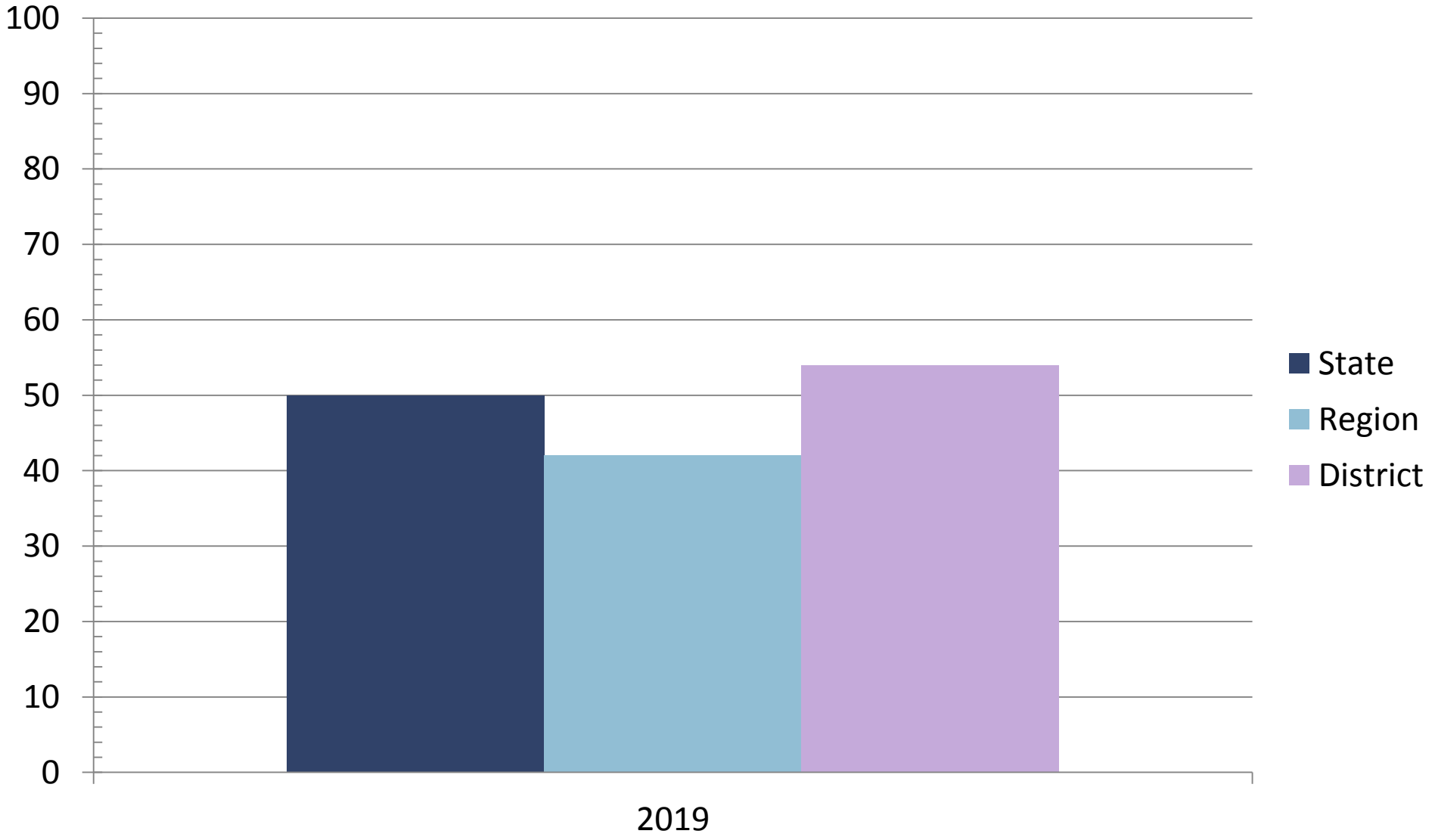
2019 STAAR 3-8 Writing Performance
Percent at Meets Grade Level or Above



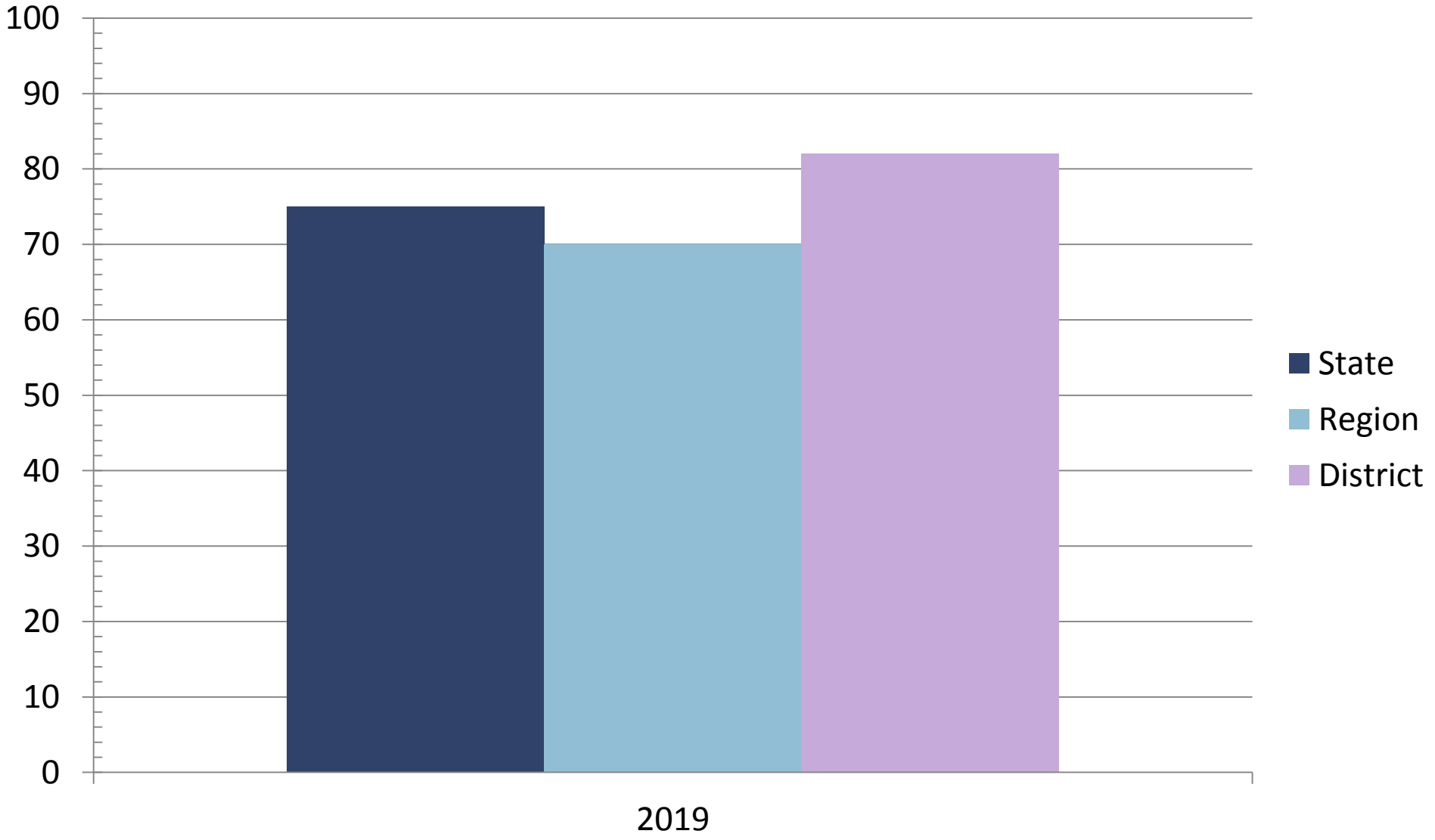
STAAR Percent at Approaches Grade Level or Above
All Grades, All Subjects



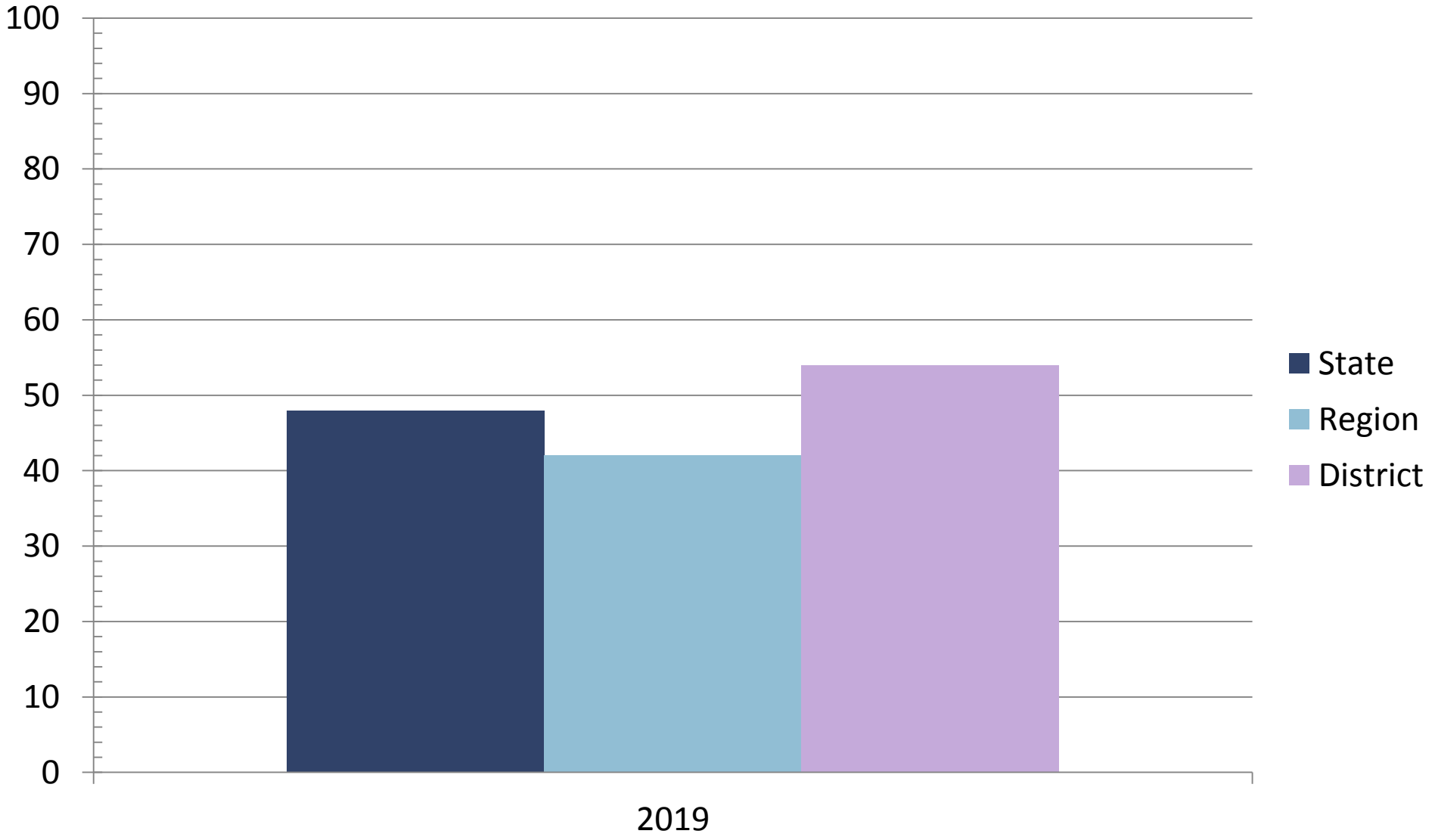
STAAR Percent at Meets Grade Level or Above
All Grades, All Subjects



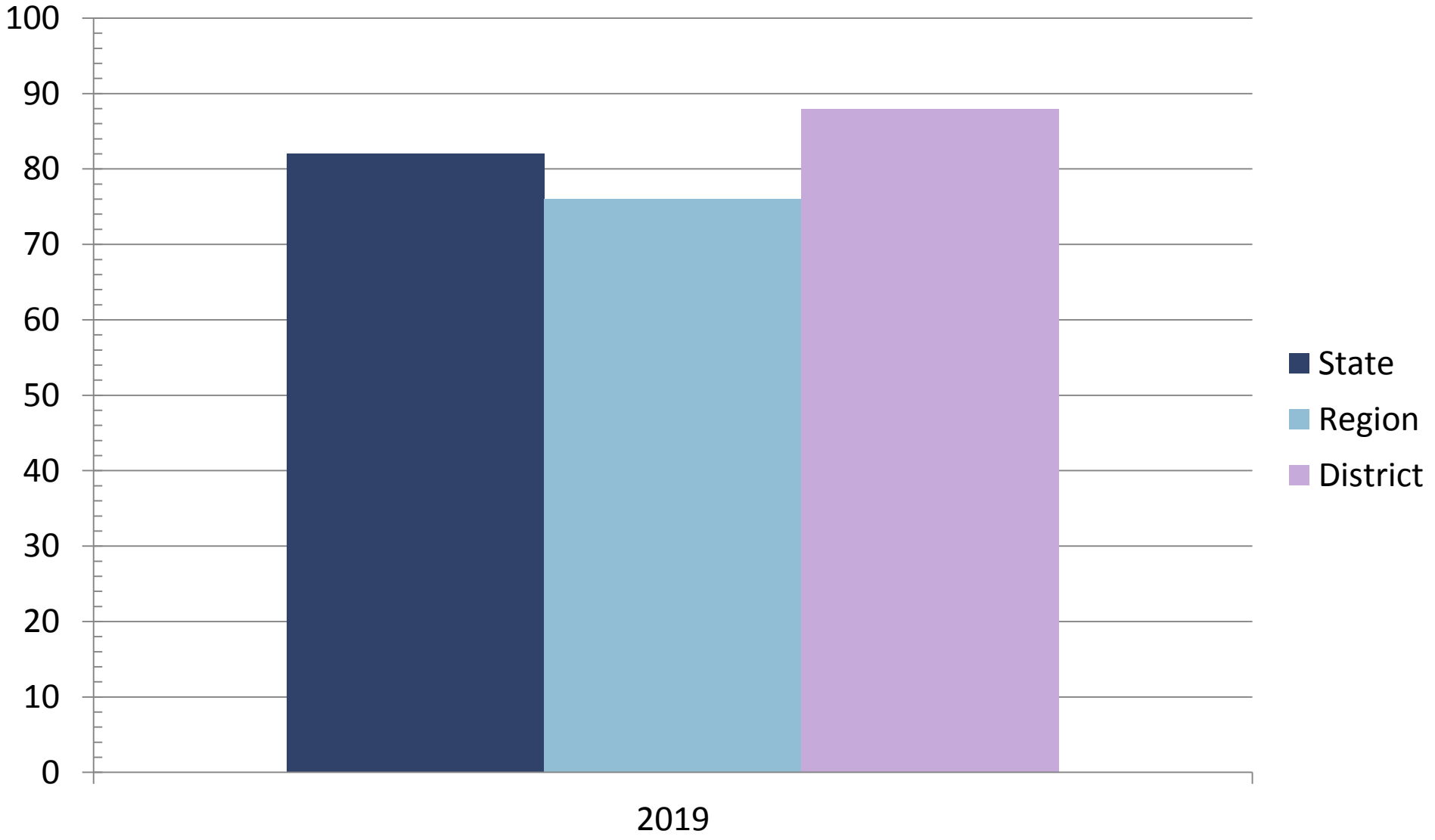
STAAR Percent at Approaches Grade Level or Above All Grades, ELA/Reading



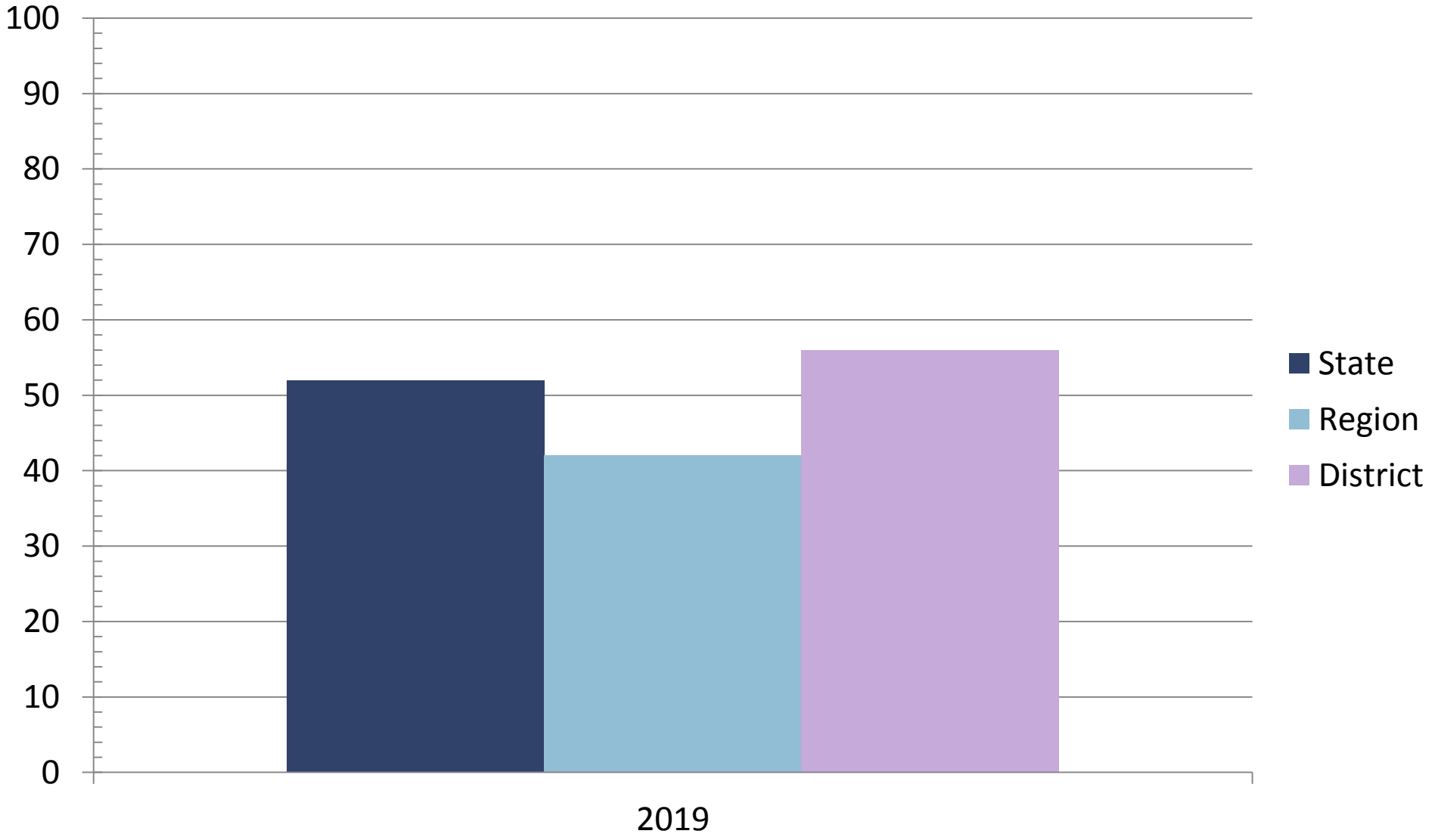
STAAR Percent at Meets Grade Level or Above
All Grades, ELA/Reading



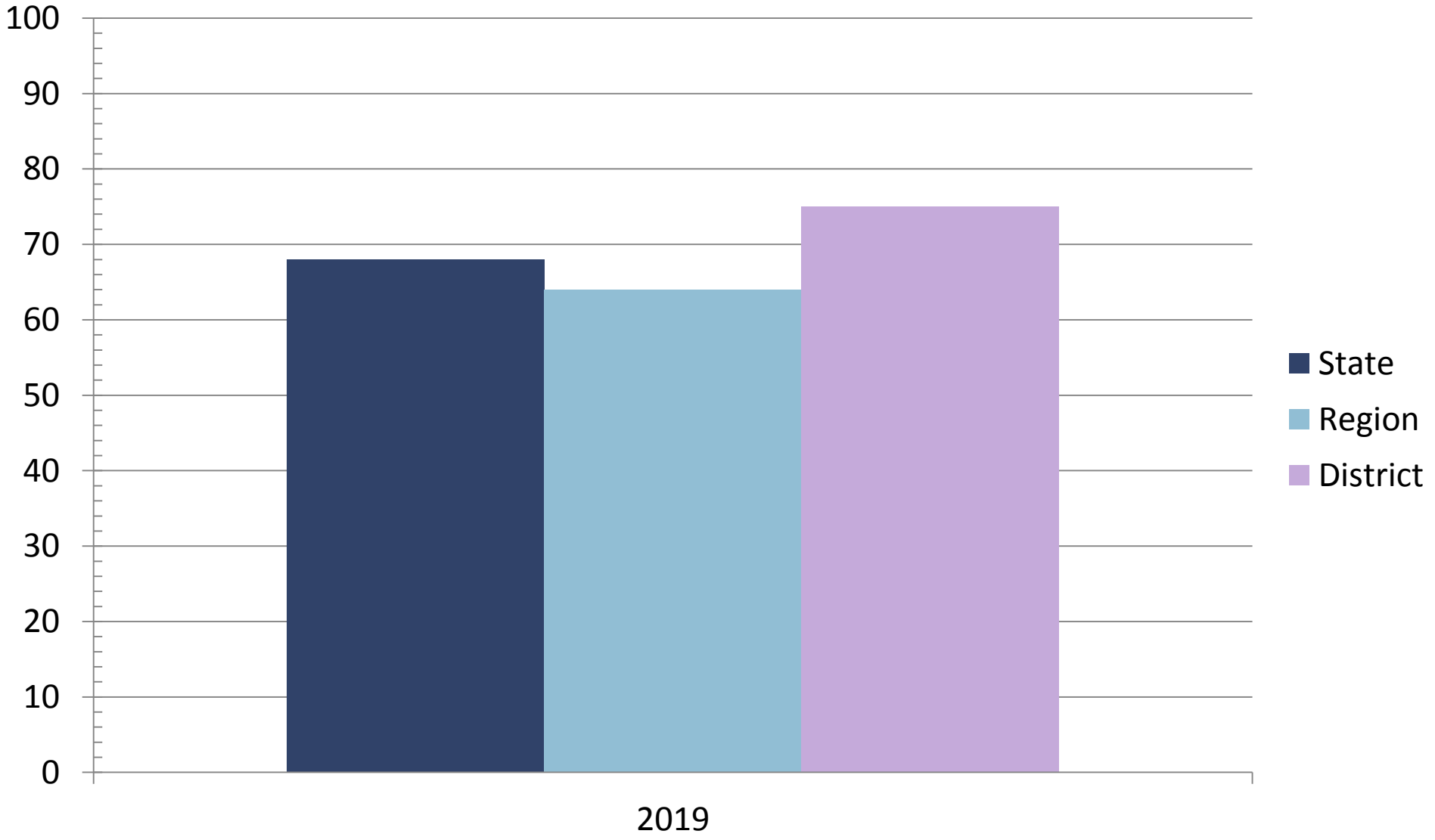
STAAR Percent at Approaches Grade Level or Above
All Grades, Mathematics



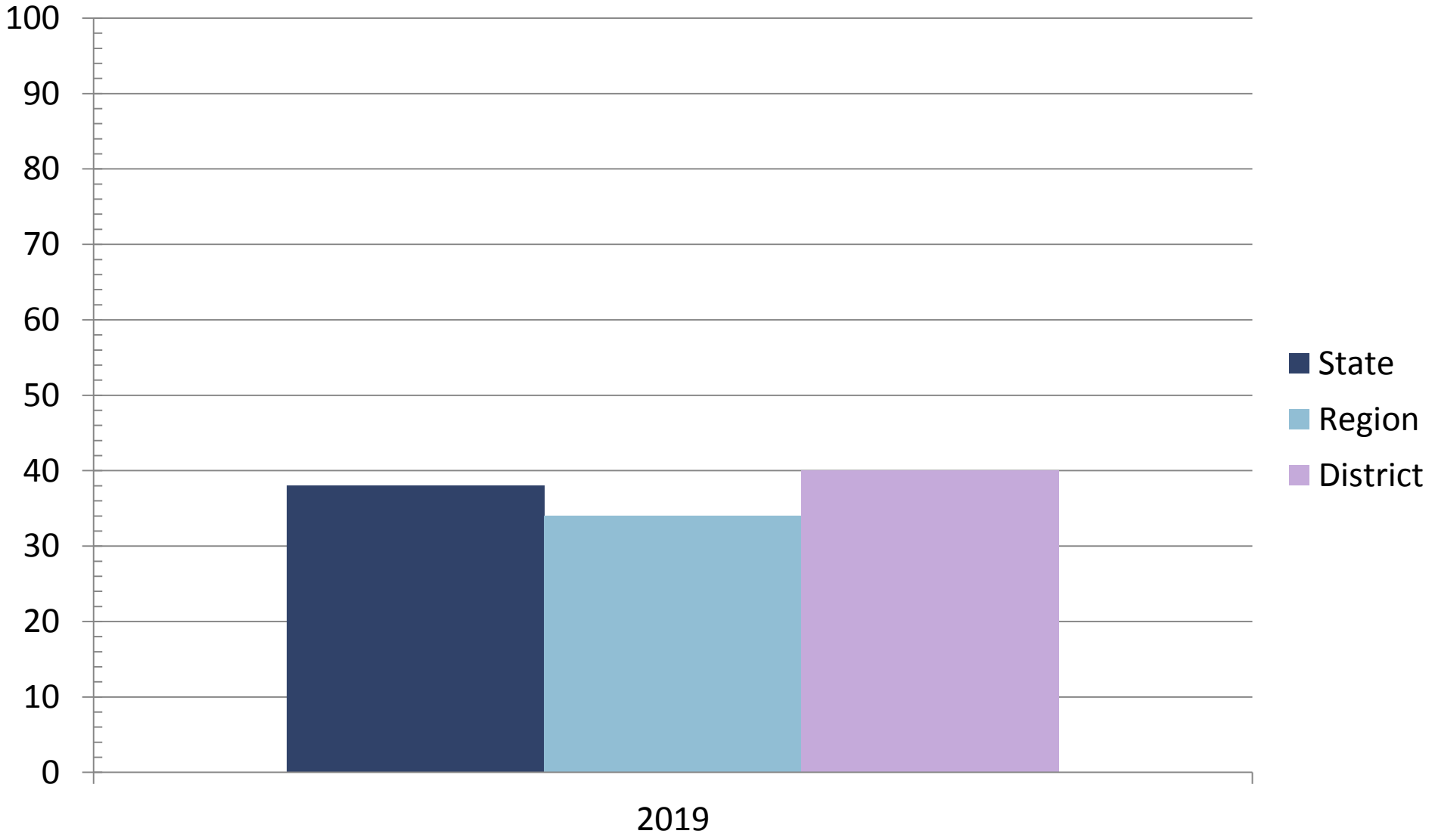
STAAR Percent at Meets Grade Level or Above
All Grades, Mathematics



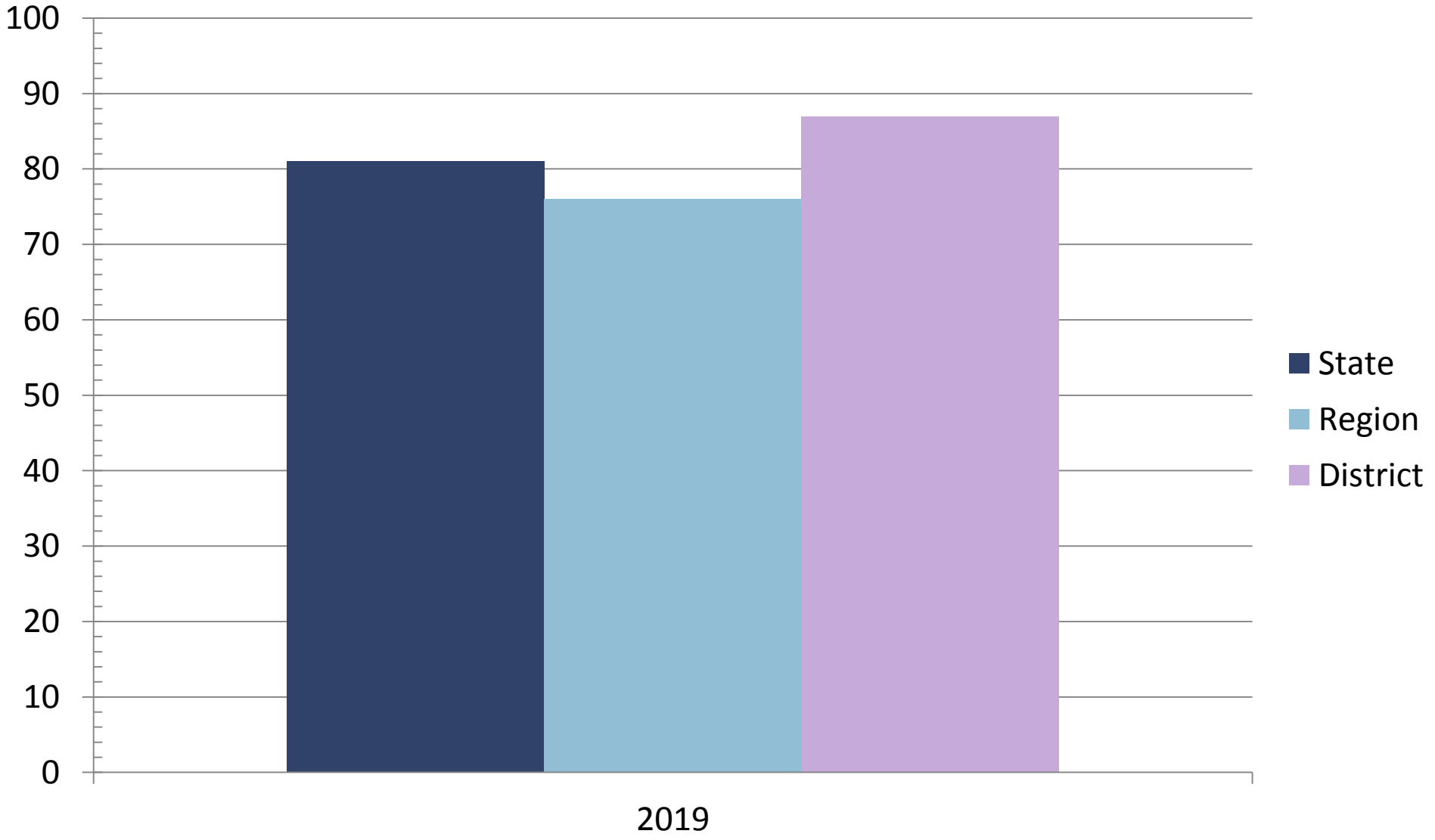
STAAR Percent at Approaches Grade Level or Above All Grades, Writing



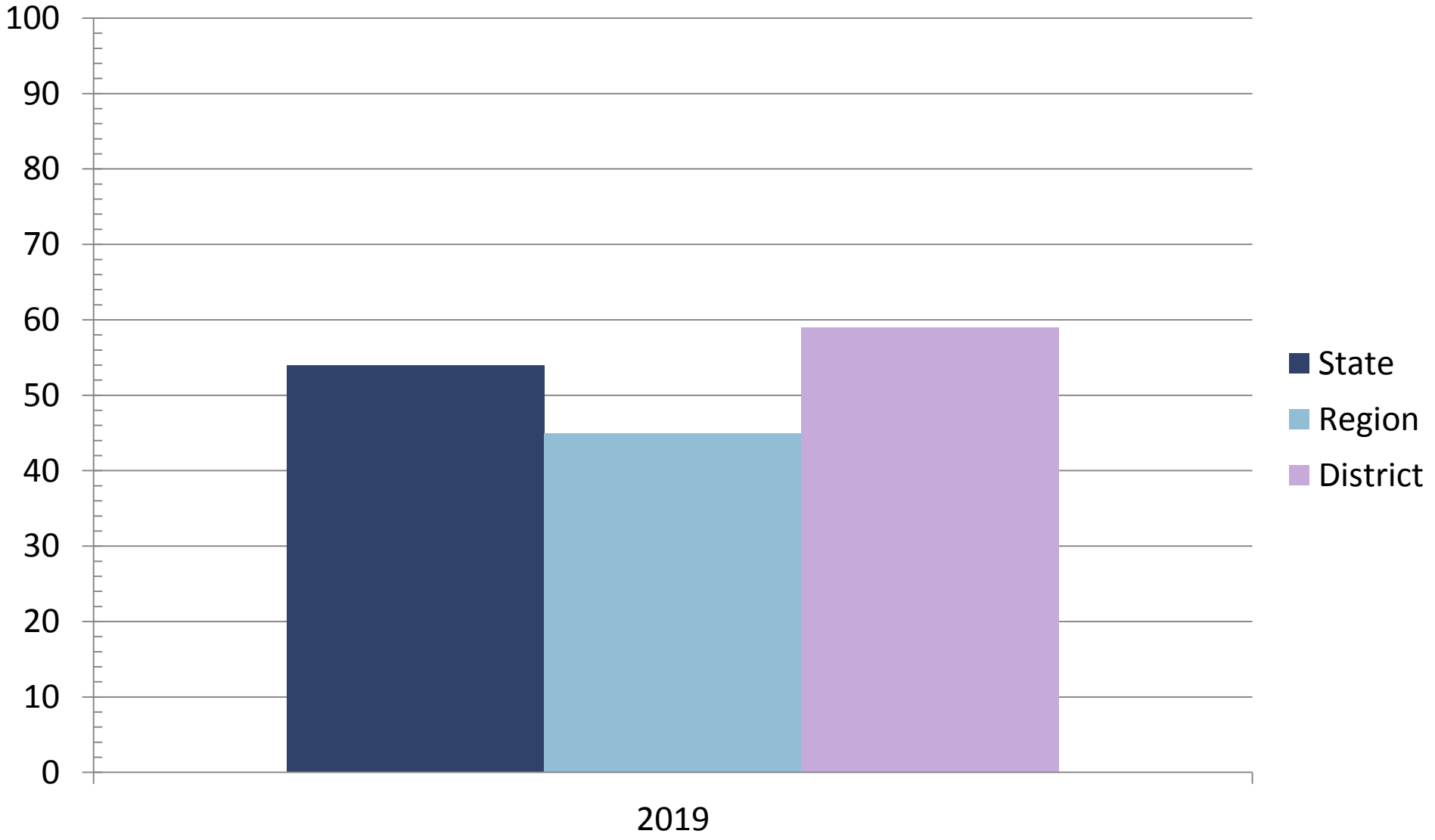
STAAR Percent at Meets Grade Level or Above
All Grades, Writing



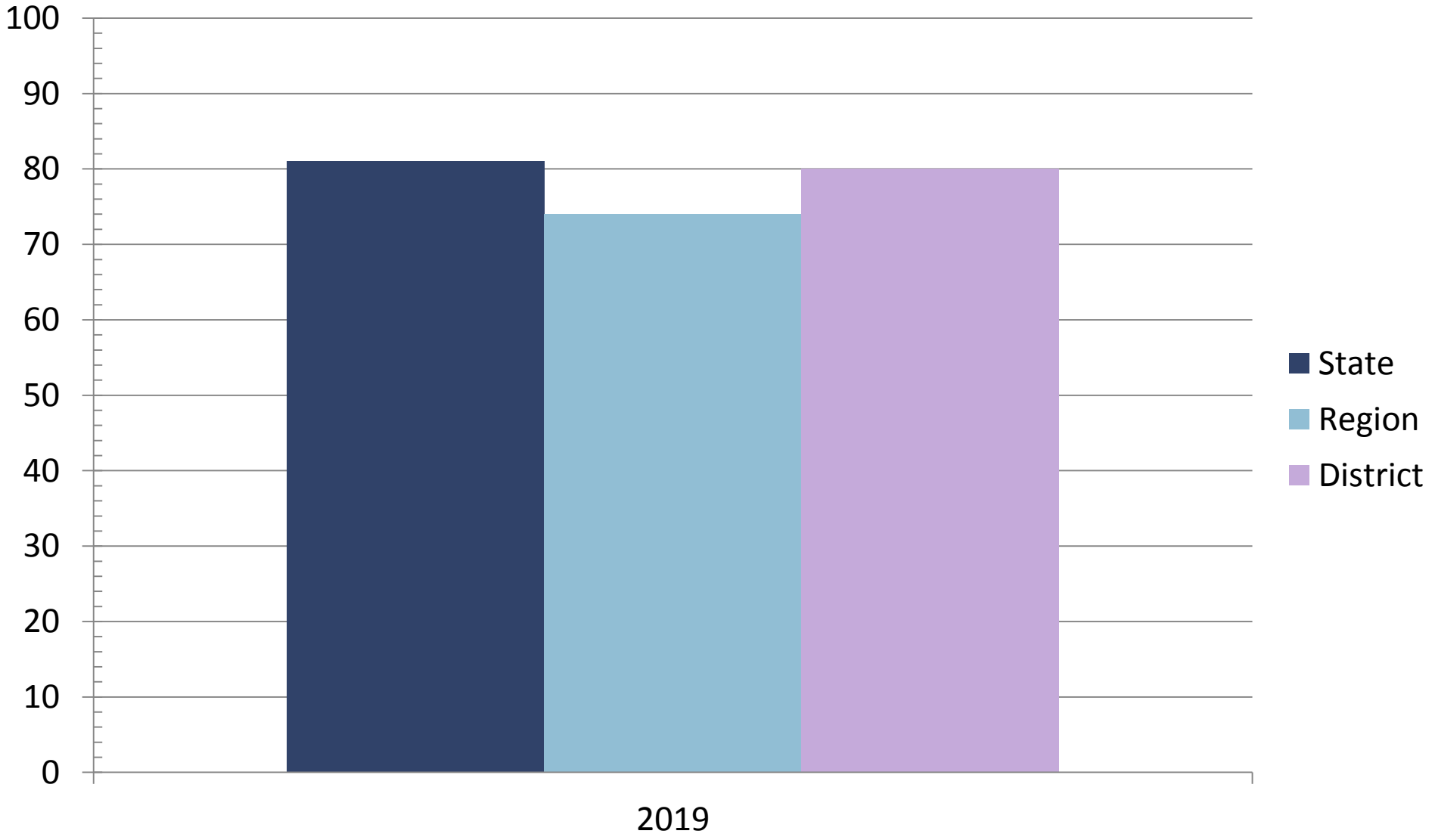
STAAR Percent at Approaches Grade Level or Above All Grades, Science



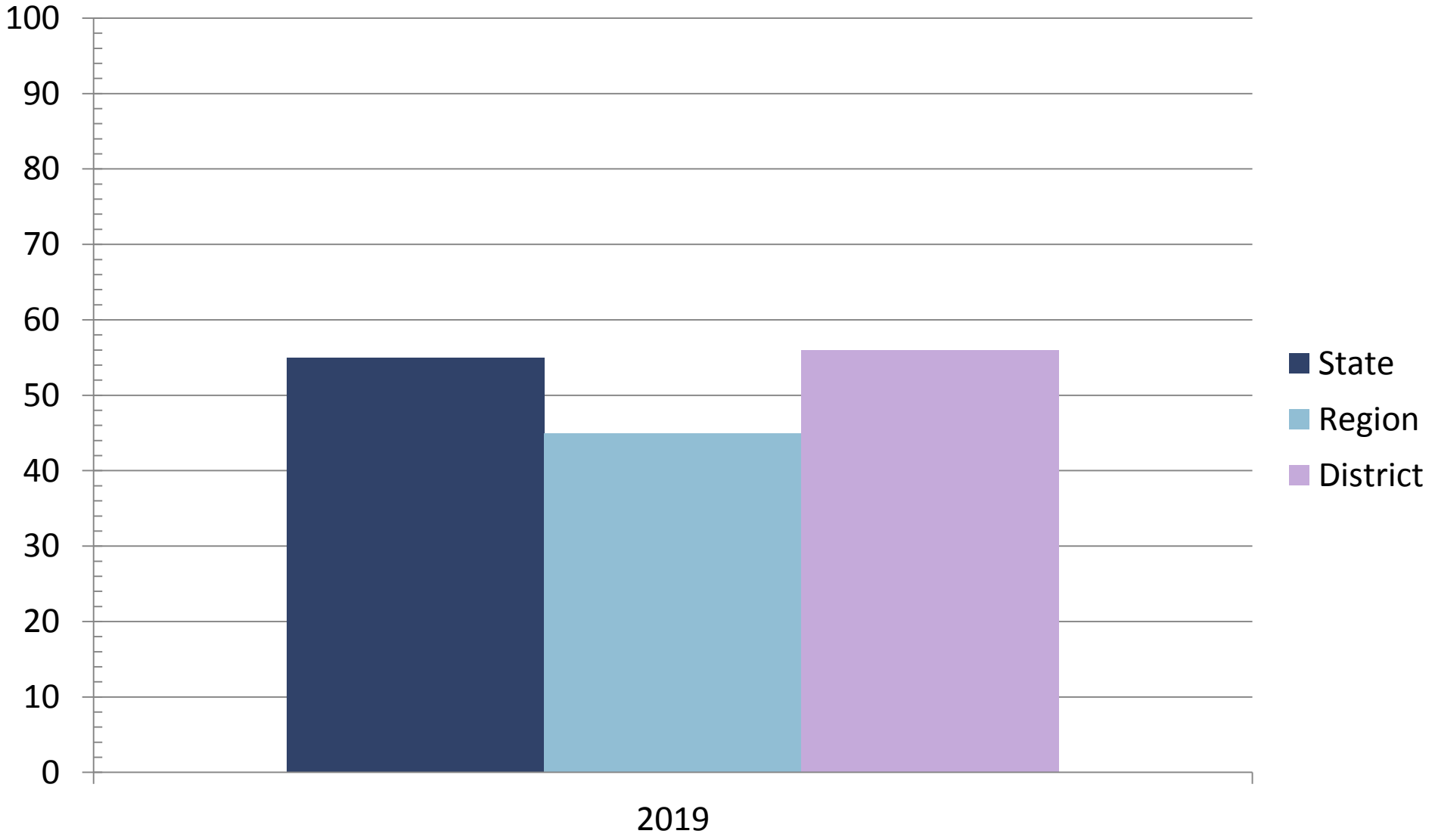
STAAR Percent at Meets Grade Level or Above
All Grades, Science



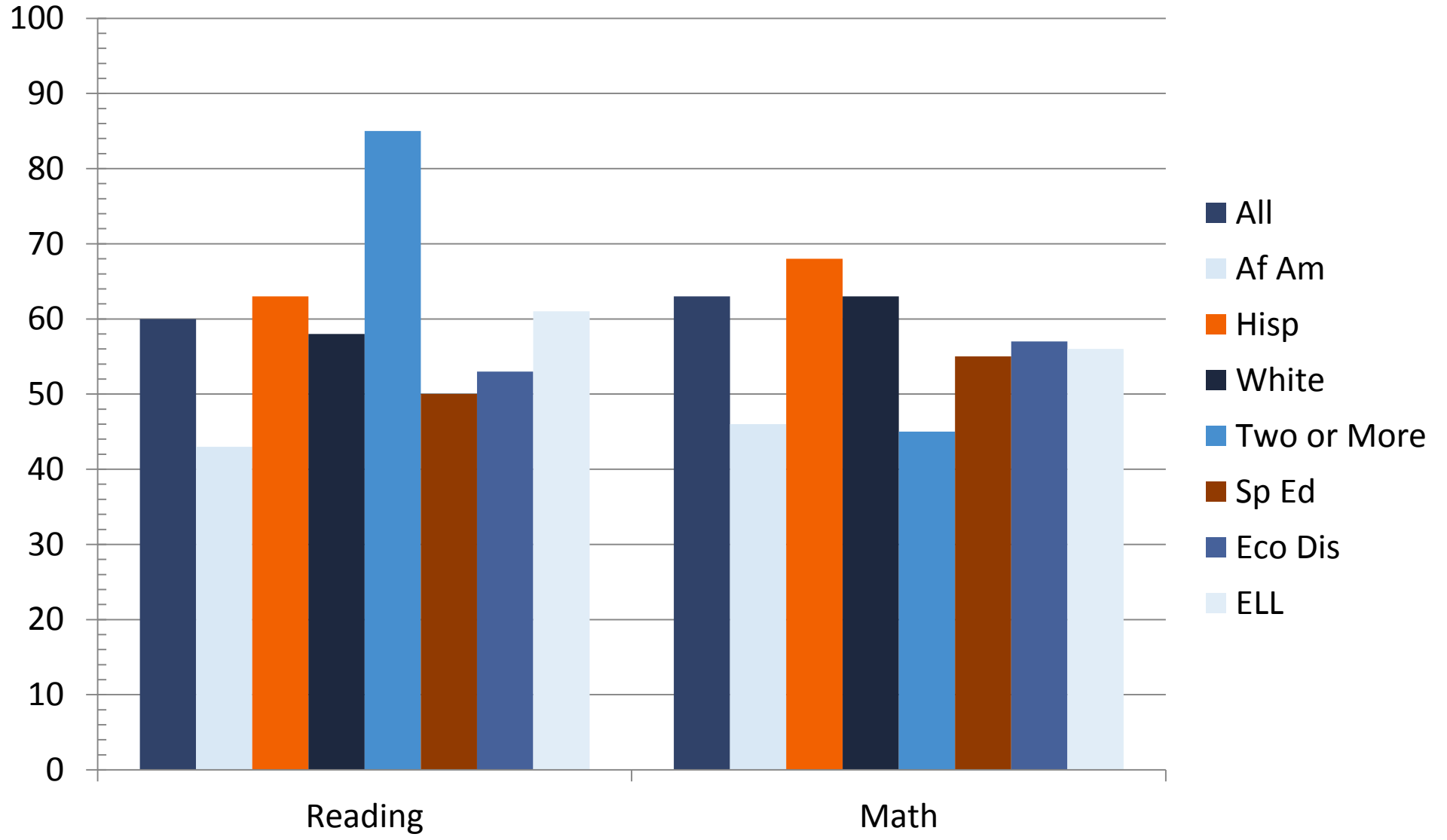
STAAR Percent at Approaches Grade Level or Above
All Grades, Social Studies



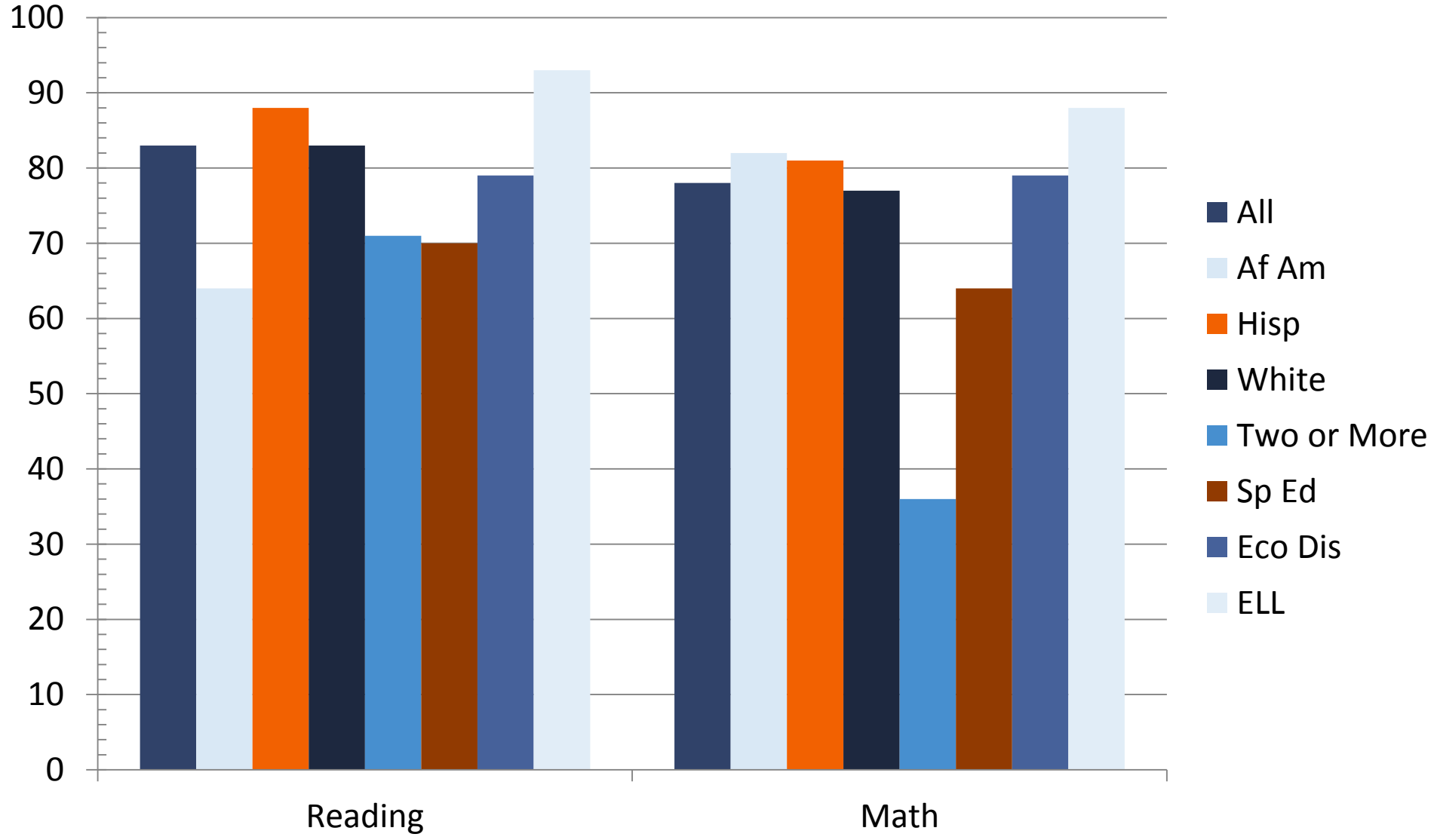
STAAR Percent at Meets Grade Level or Above
All Grades, Social Studies



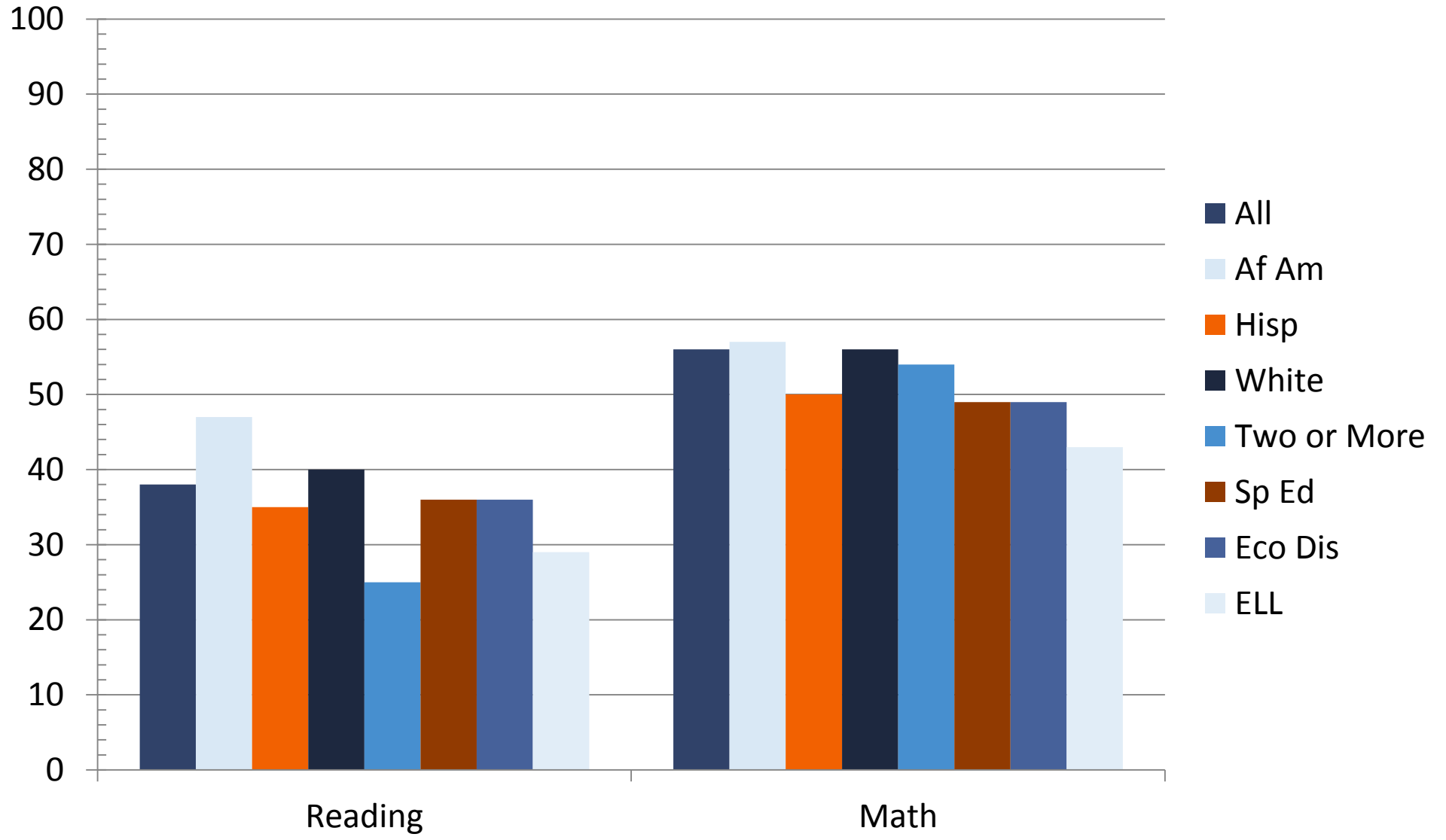
2019 Academic Growth Score
4th Grade Reading and Math



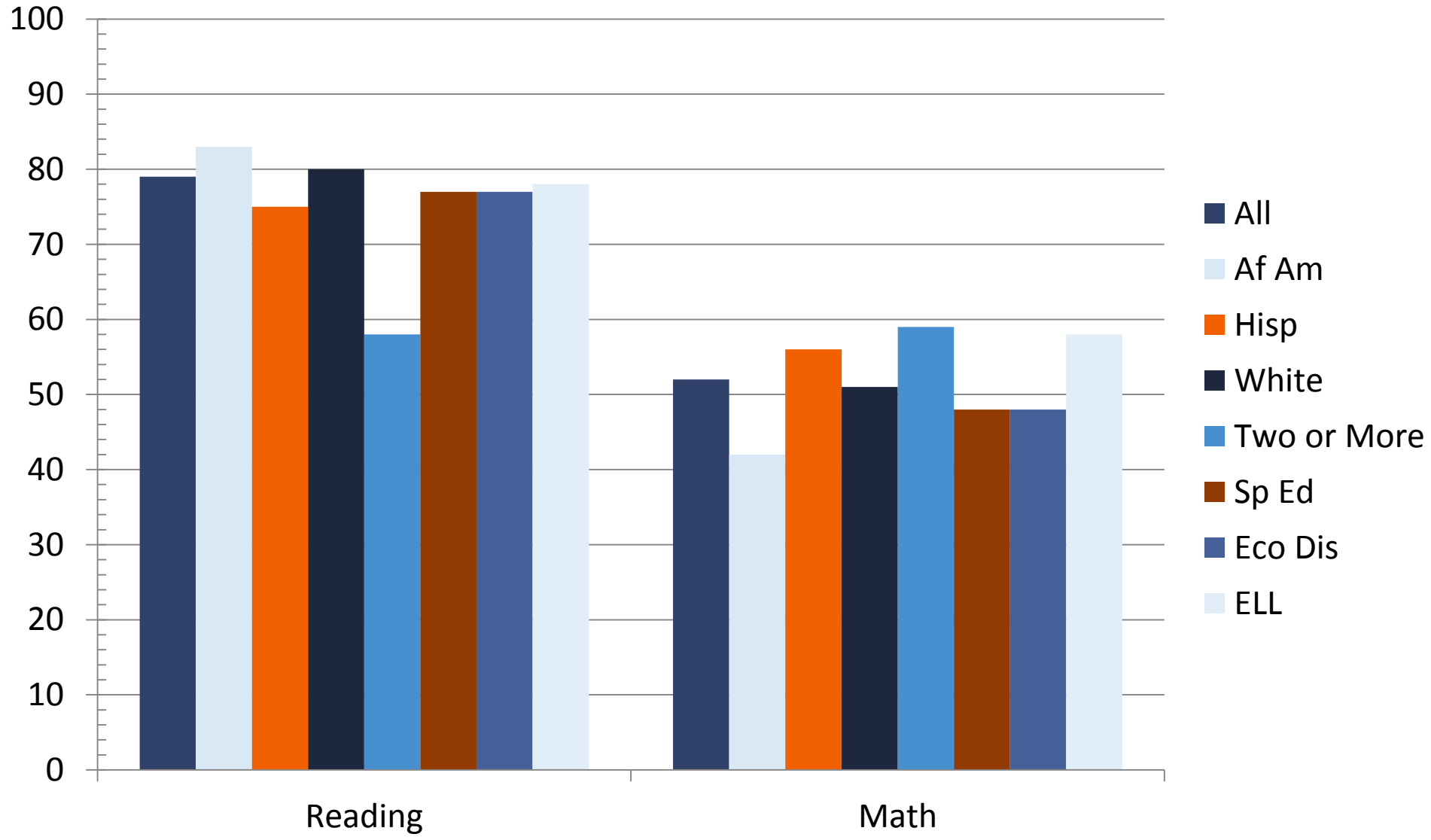
2019 Academic Growth Score
5th Grade Reading and Math



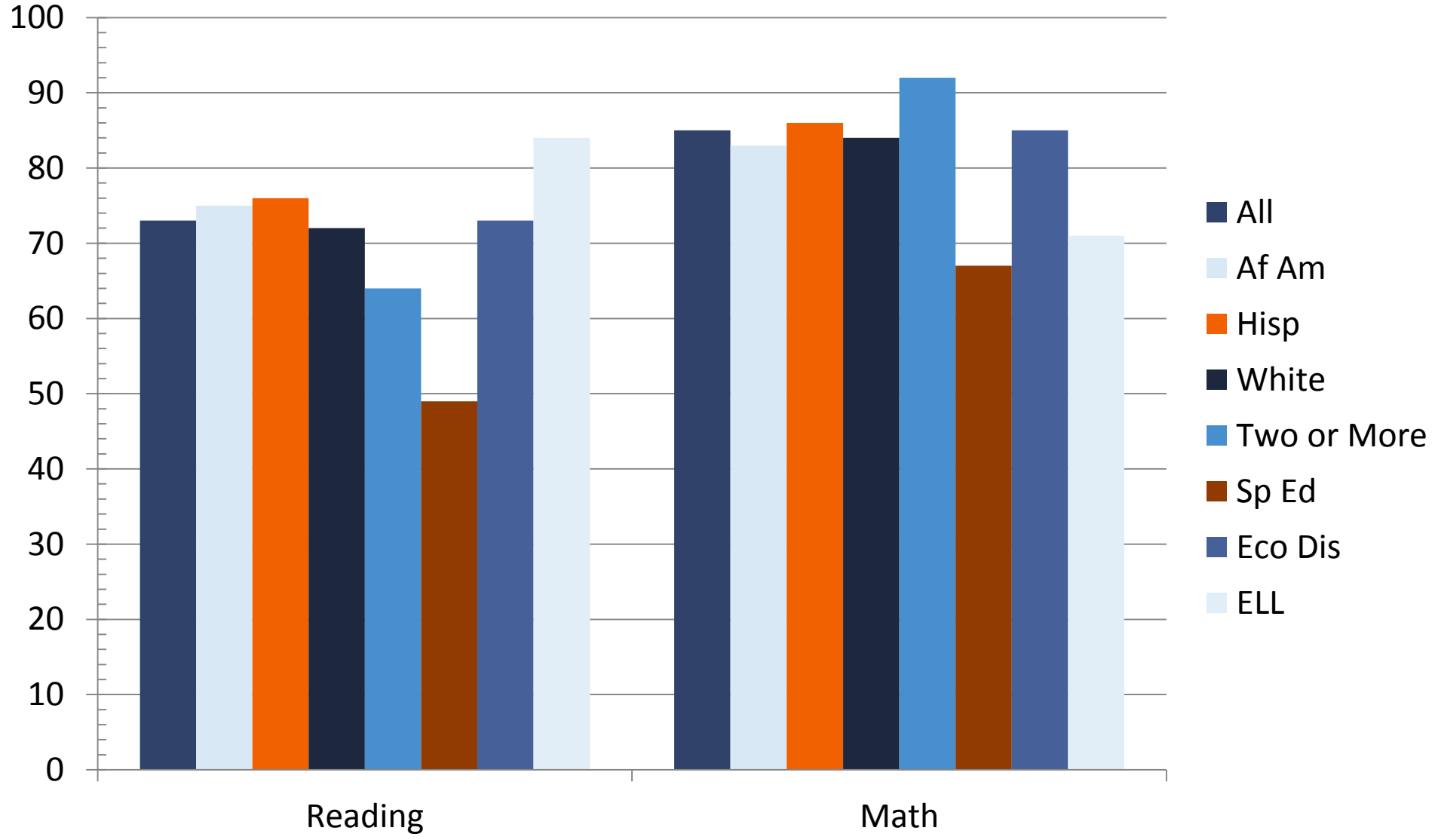
2019 Academic Growth Score
6th Grade Reading and Math



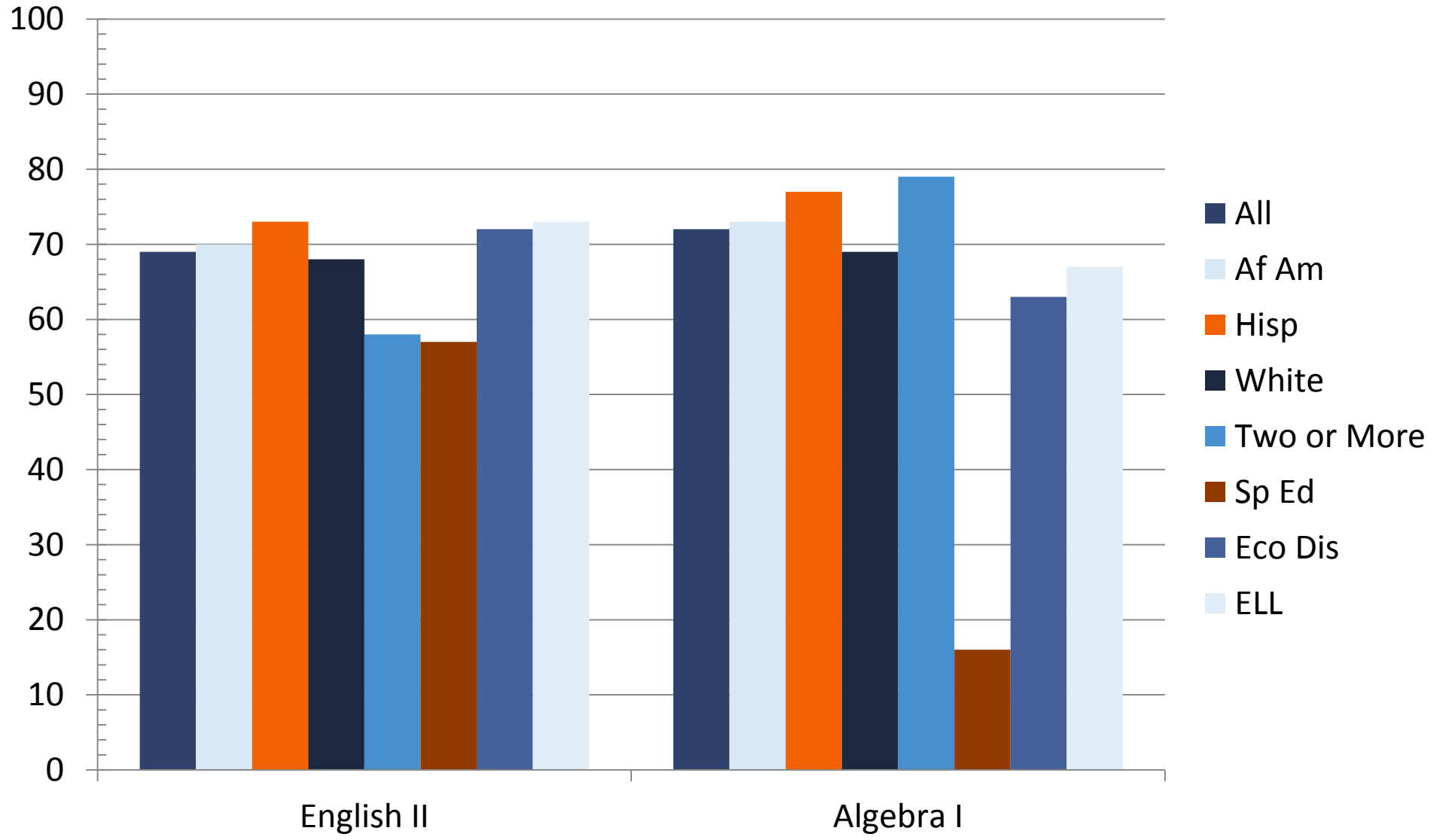
2019 Academic Growth Score
7th Grade Reading and Math



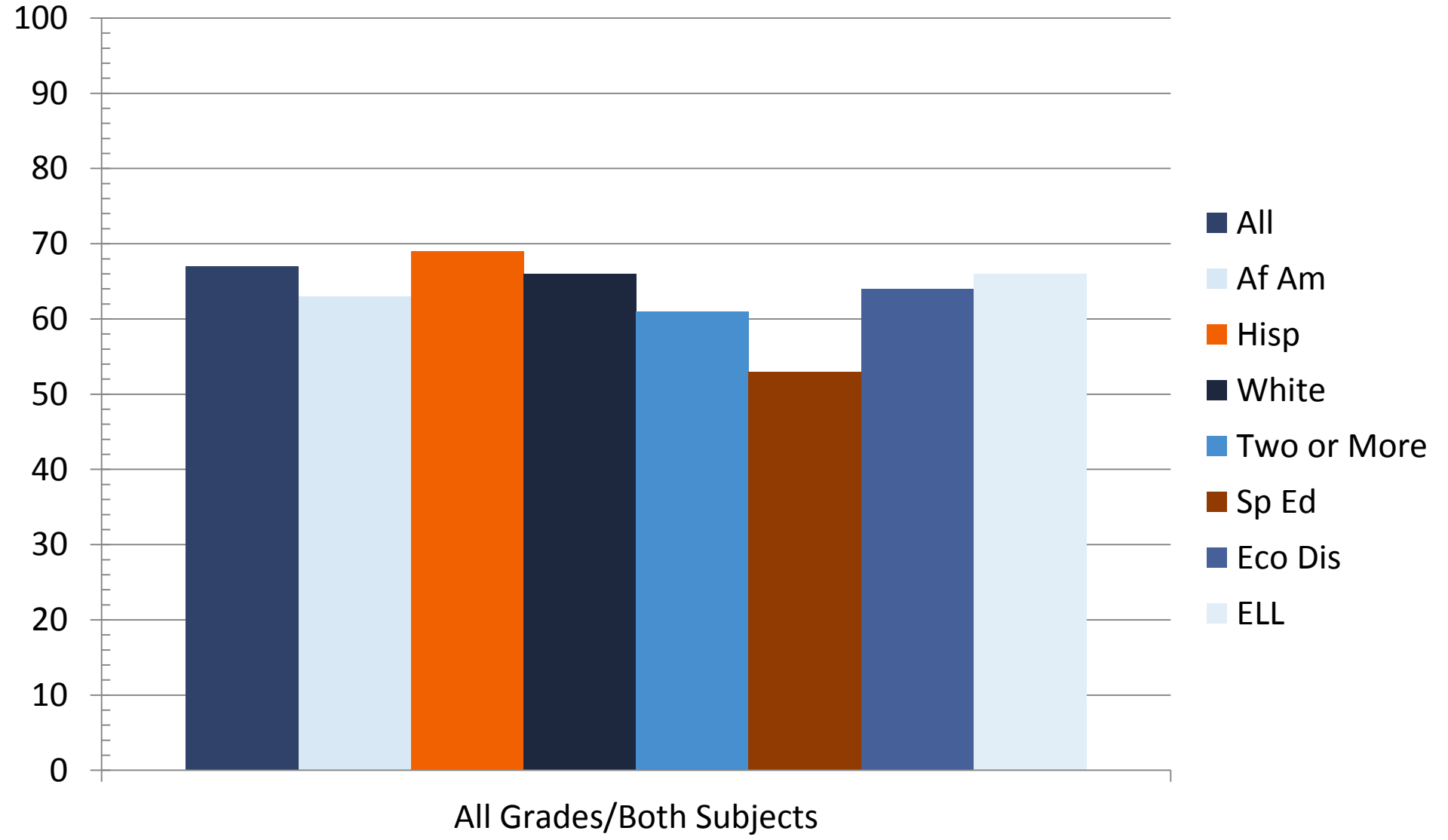
2019 Academic Growth Score
8th Grade Reading and Math



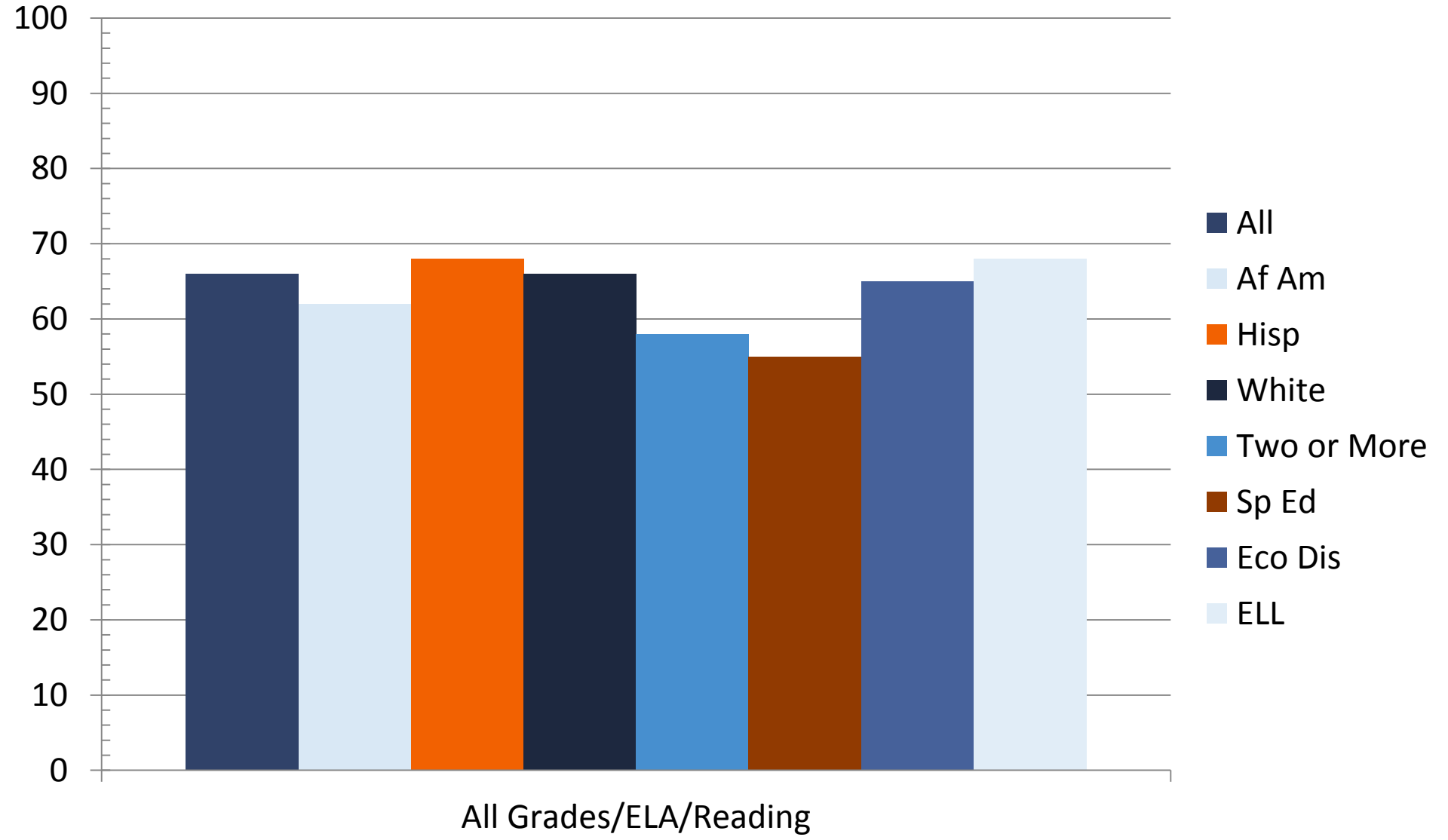
2019 Academic Growth Score
EOC English II and Algebra I



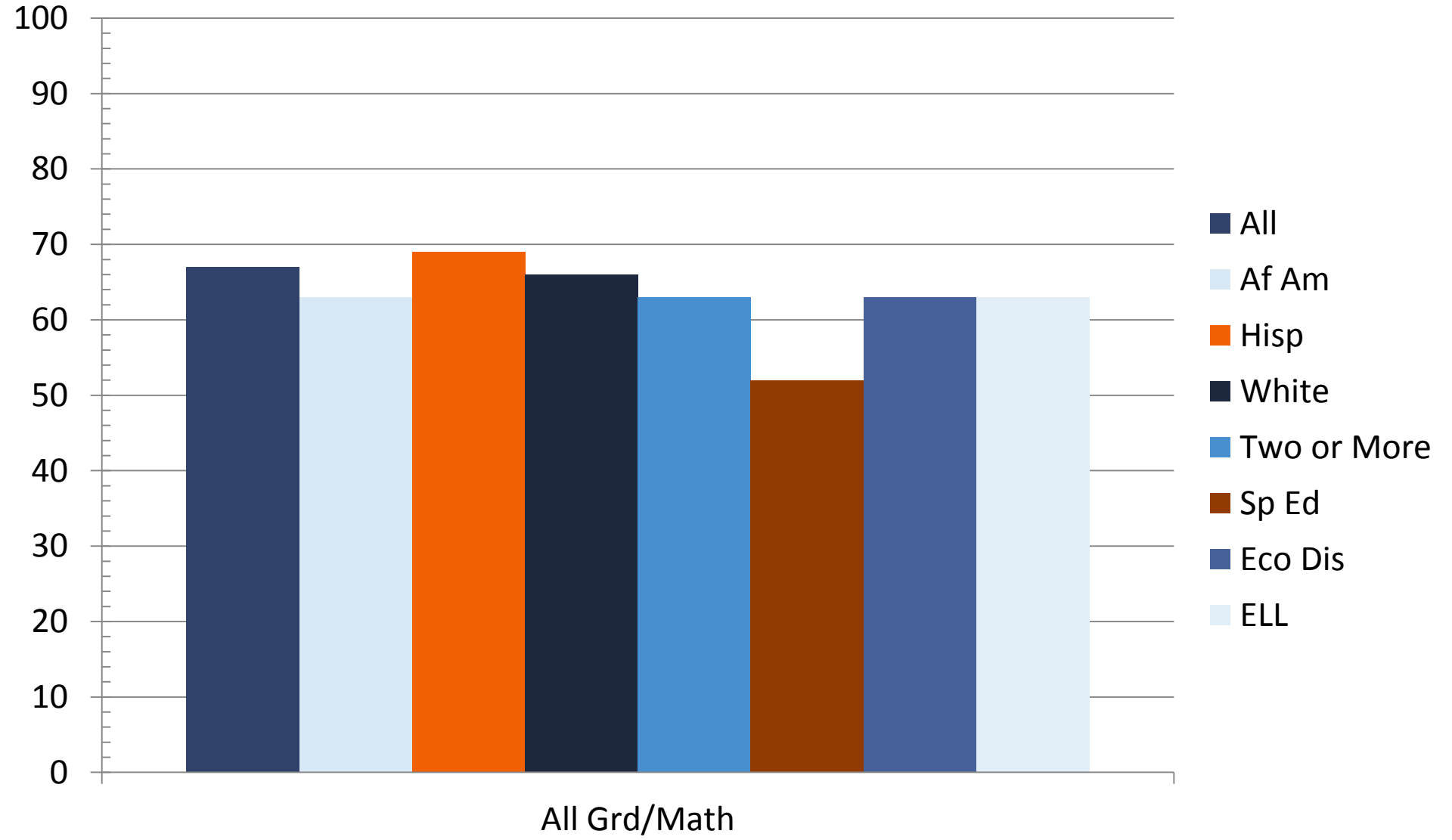
2019 Academic Growth Score
All Grades Both Subjects



2019 Academic Growth Score
All Grades ELA/Reading

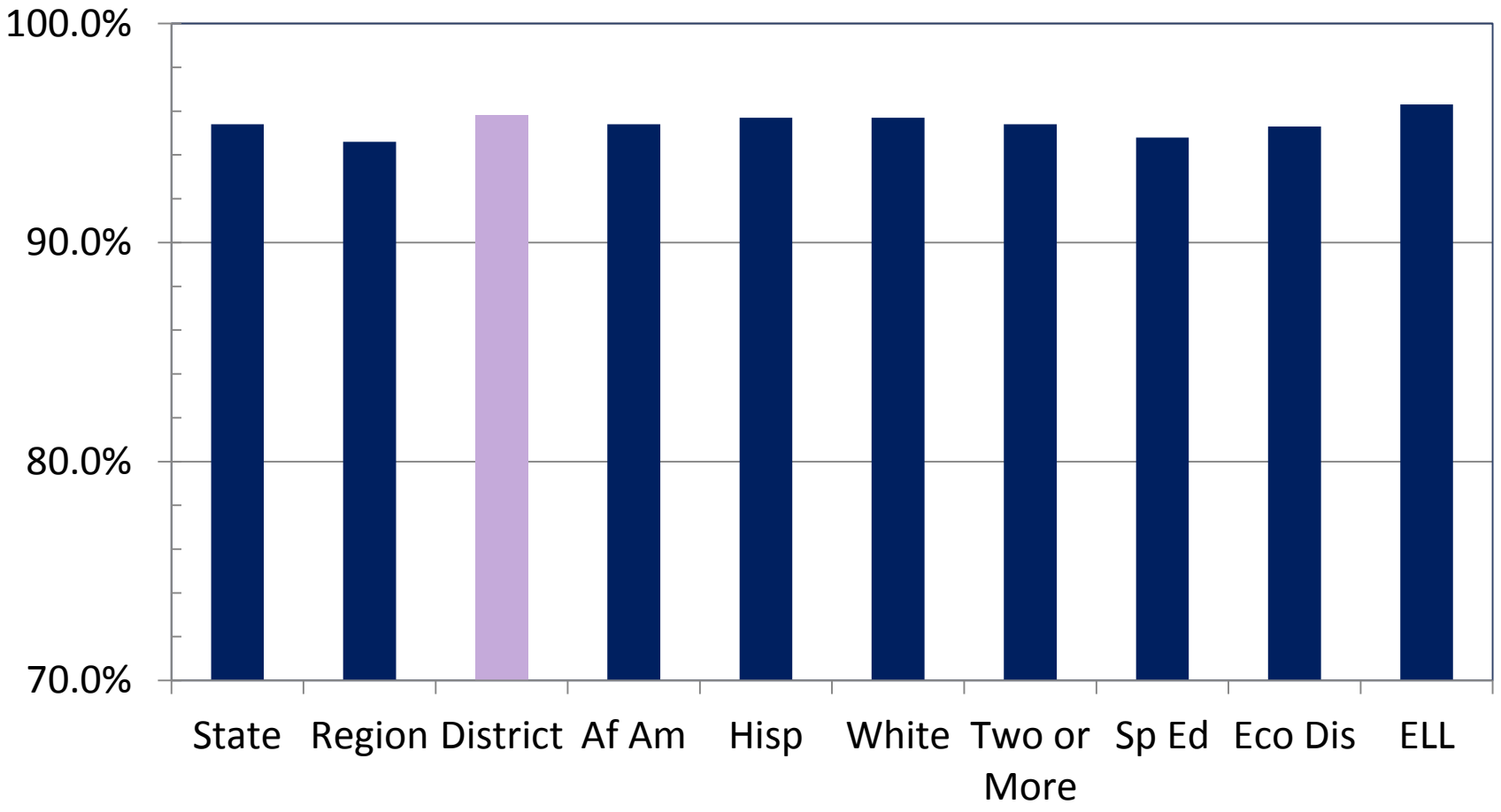


2019 Academic Growth Score
All Grades Mathematics



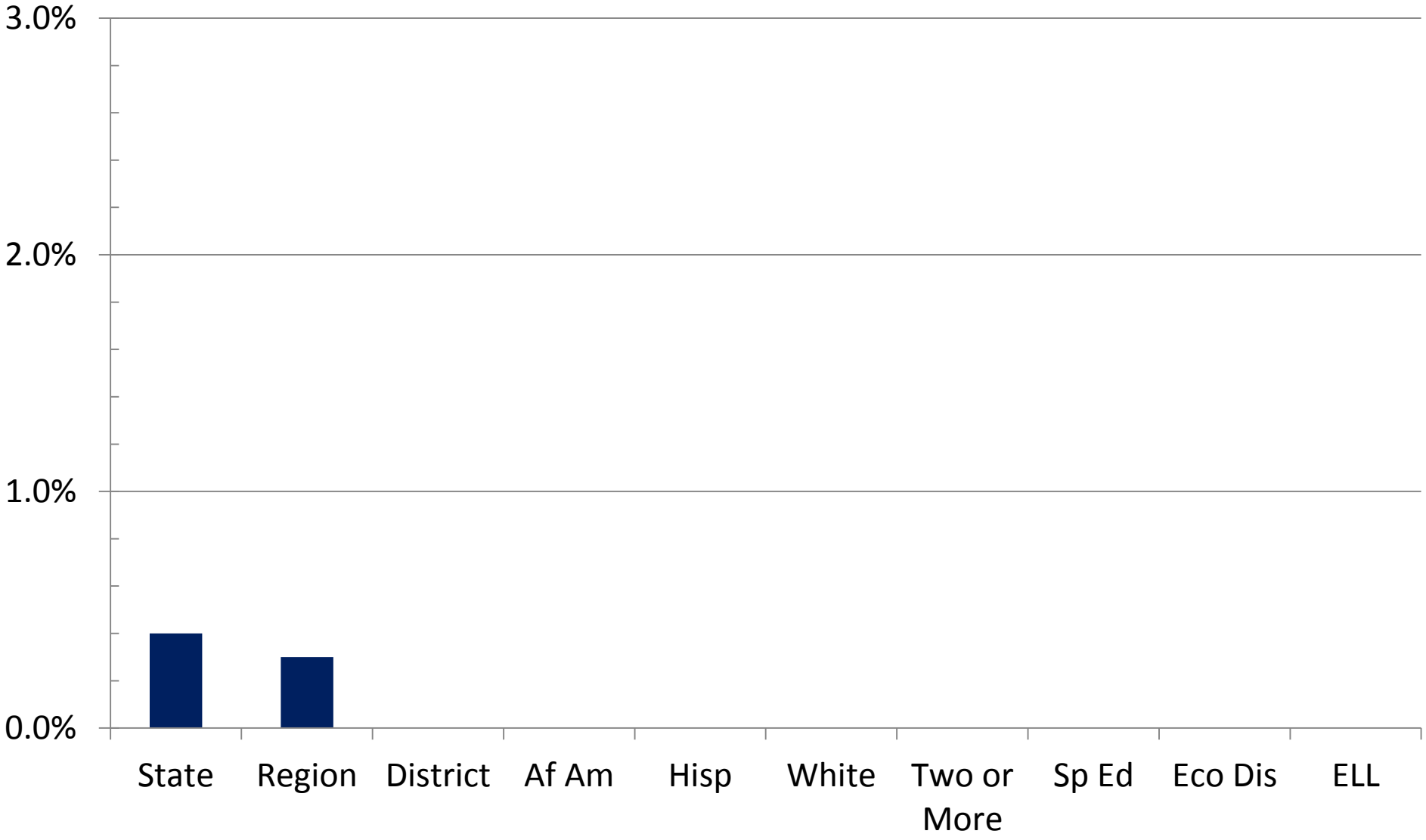
2019 Attendance

2017-2018 School Year



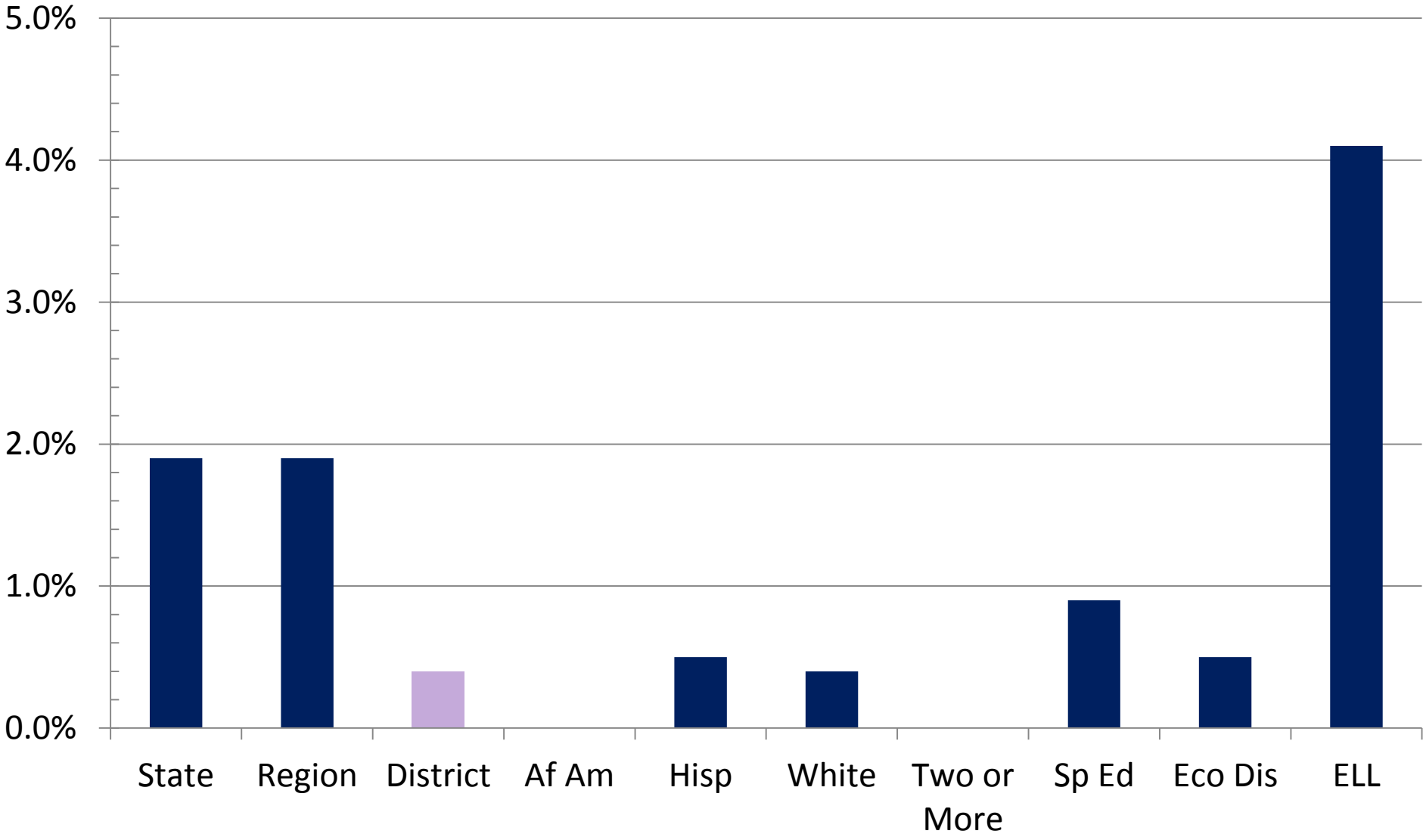
2019 Annual Dropout Rate (Grades 7-8)

2017-2018 School Year



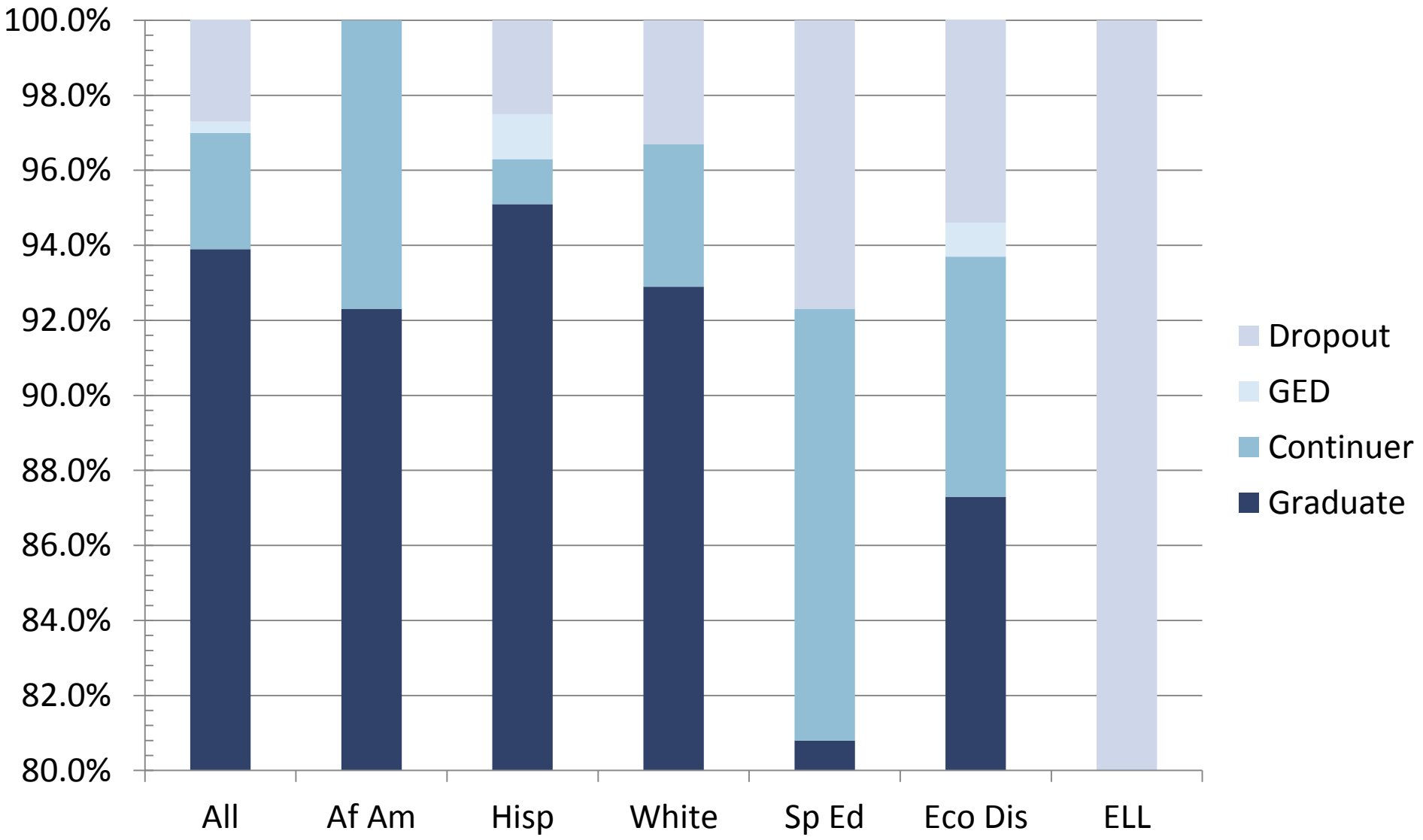
2019 Annual Dropout Rate (Grades 9-12)

2017-2018 School Year



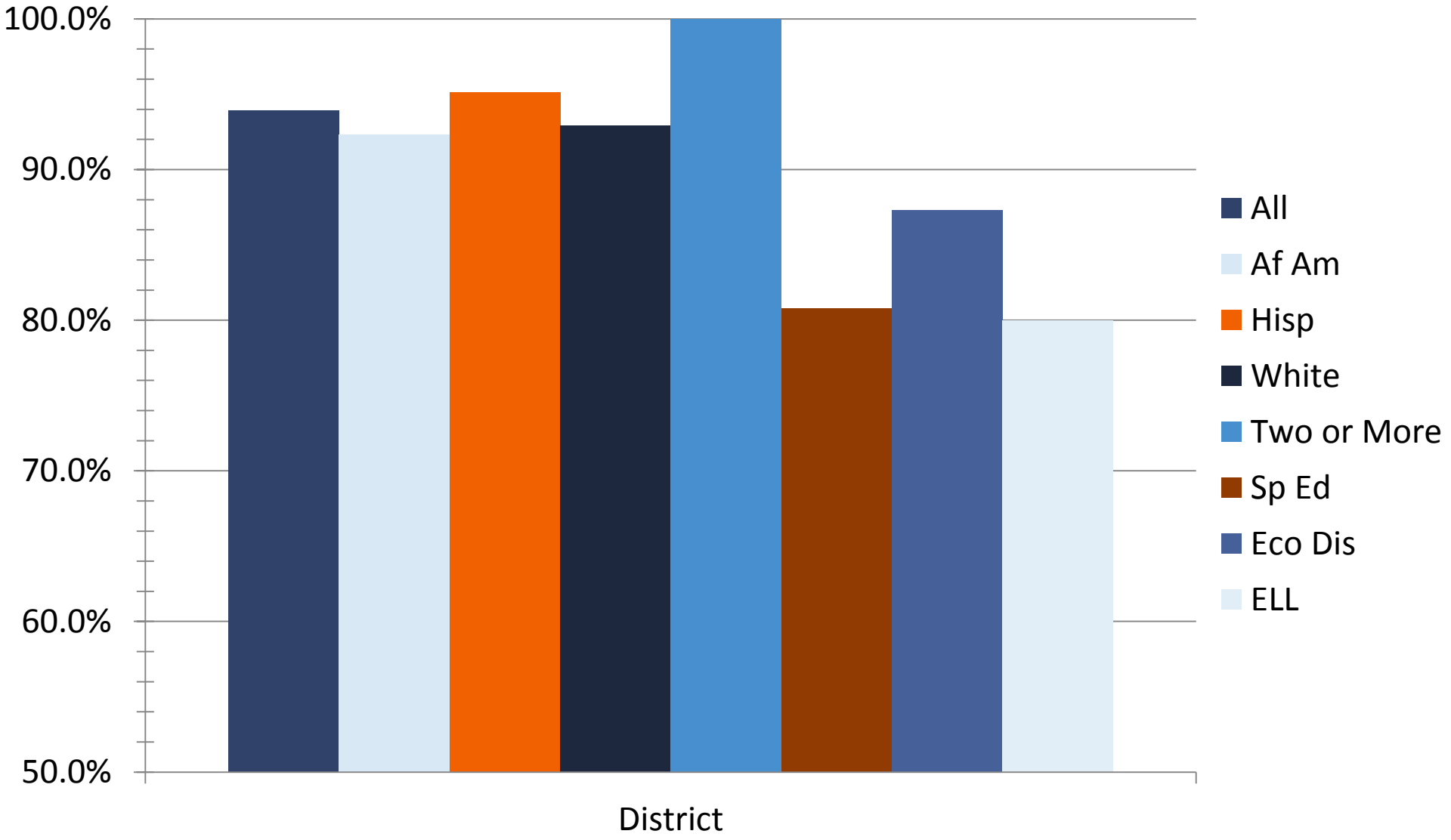
4-Year Longitudinal Graduation Rate (Grades 9-12)

Class of 2018 Cohort



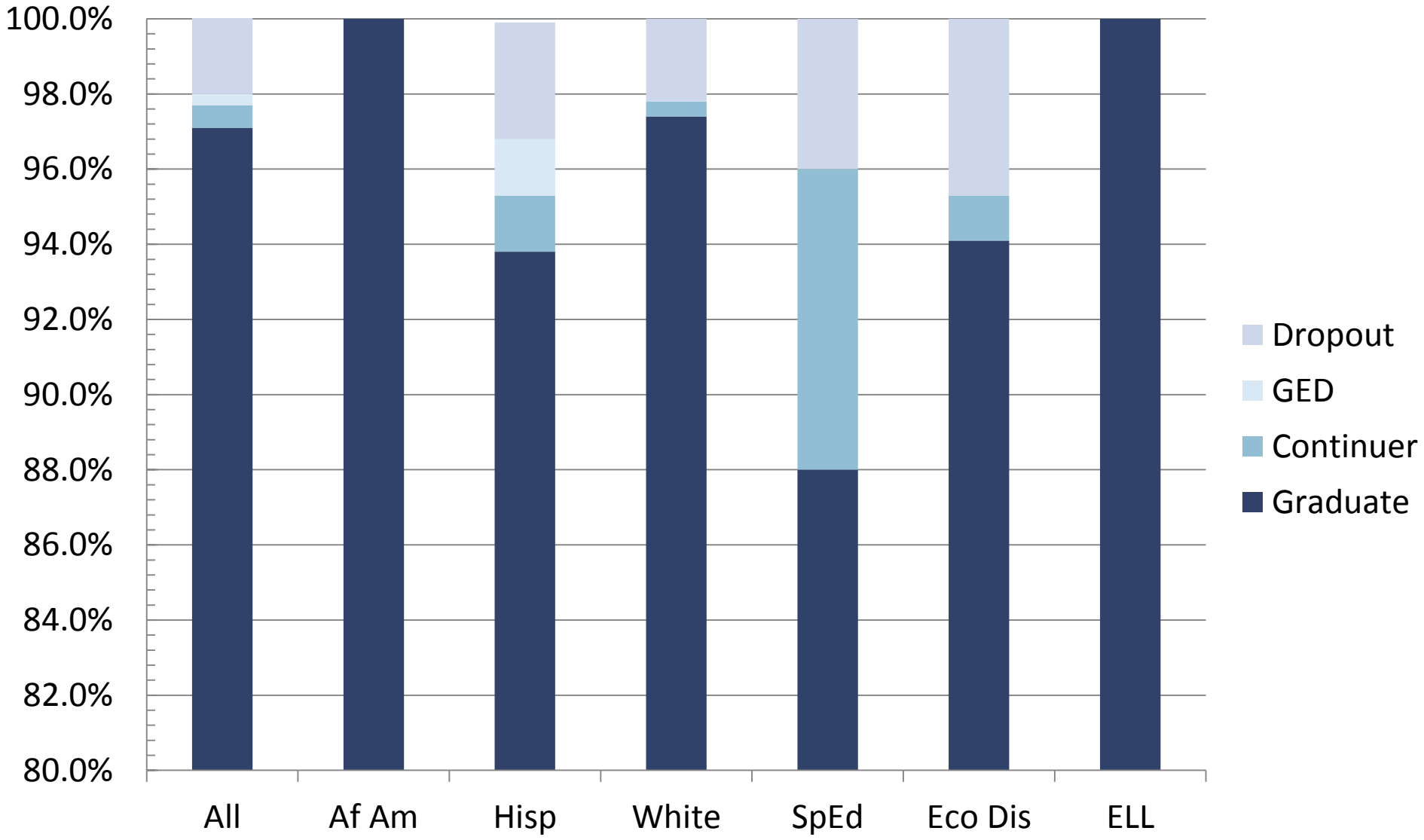
4-Year Federal Graduation Rate Without Exclusions (9-12)

Class of 2018 Cohort



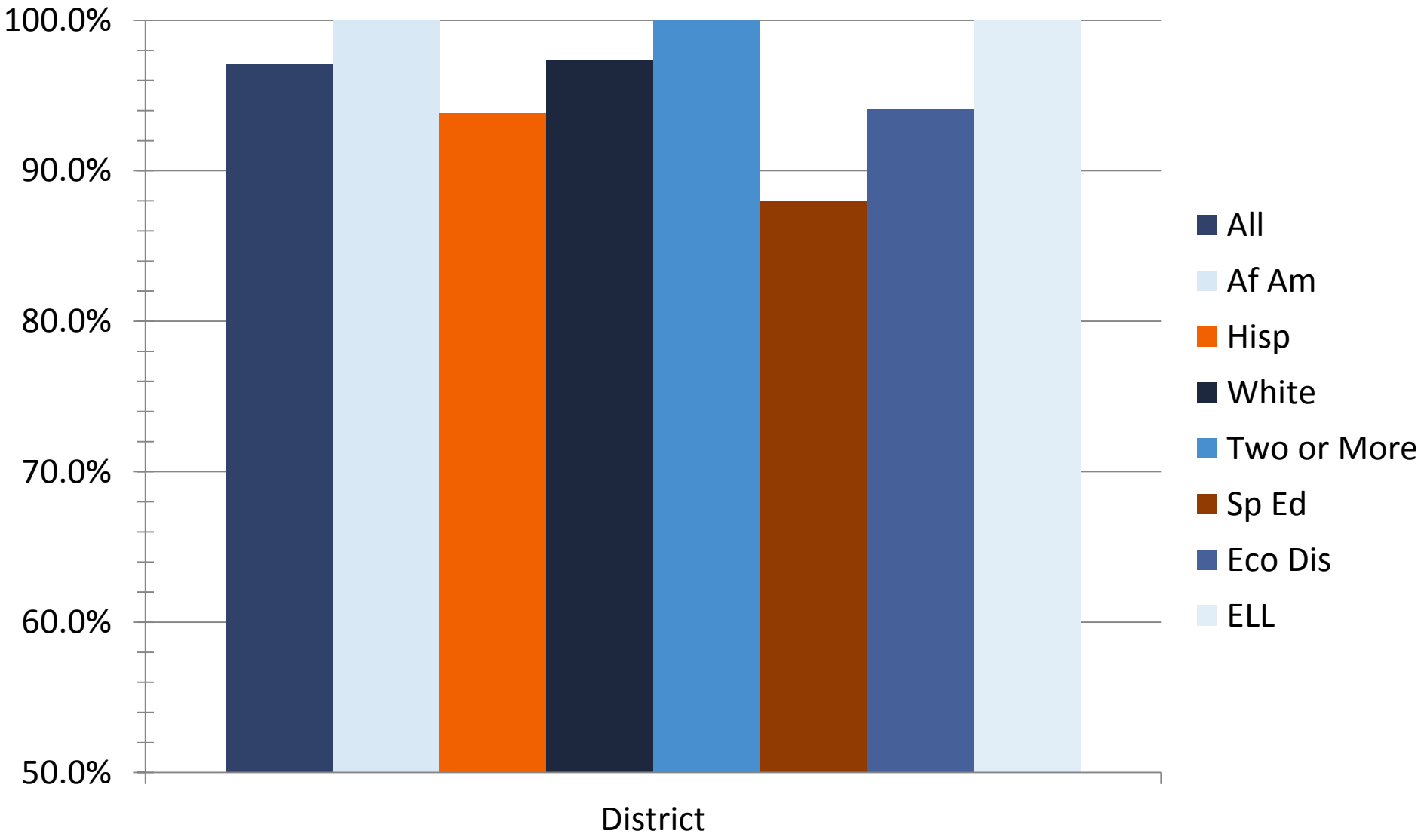
5-Year Extended Longitudinal Graduation Rate (Grades 9-12)

Class of 2017 Cohort



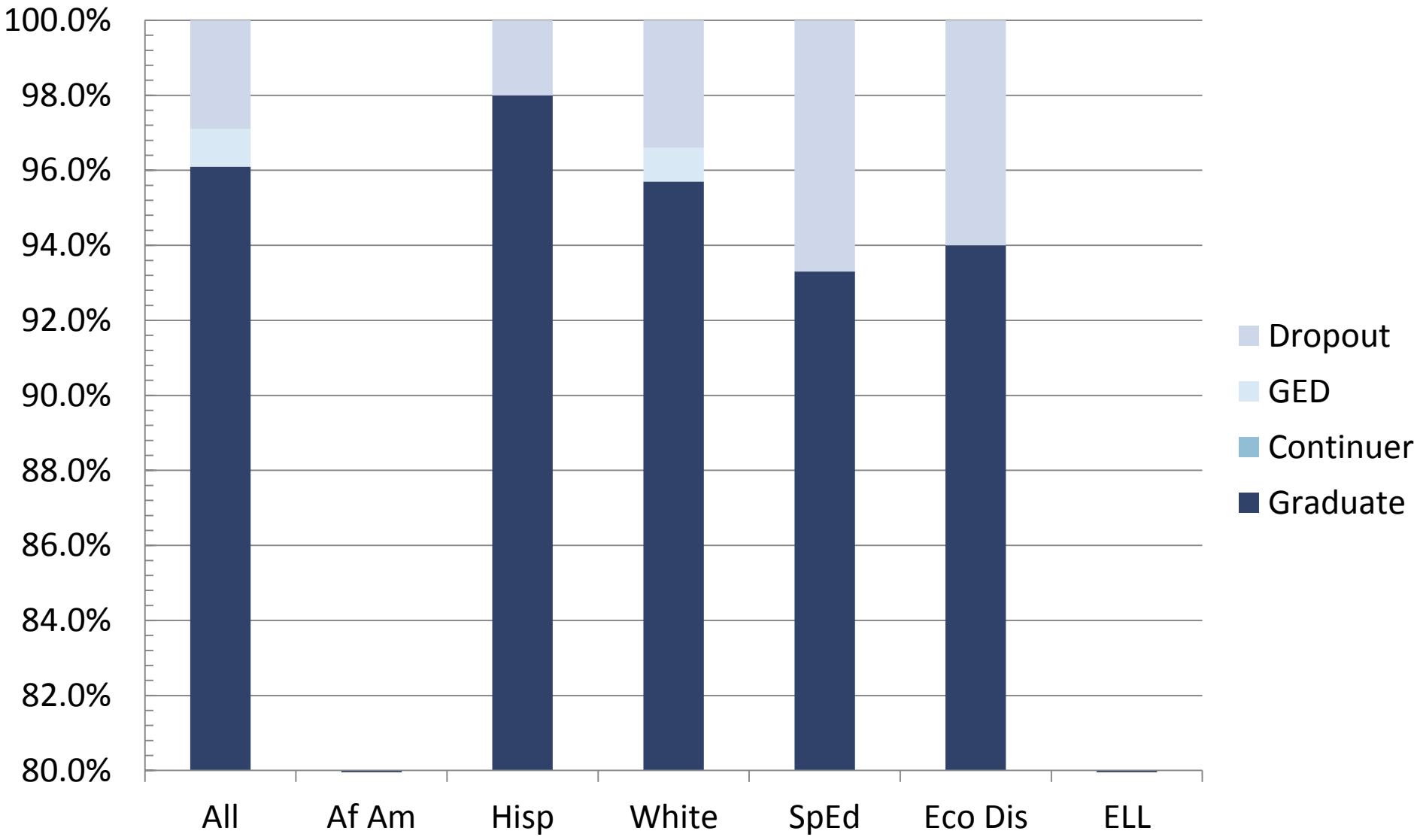
5-Year Extended Federal Graduation Rate Without Exclusions (9-12)

Class of 2017 Cohort



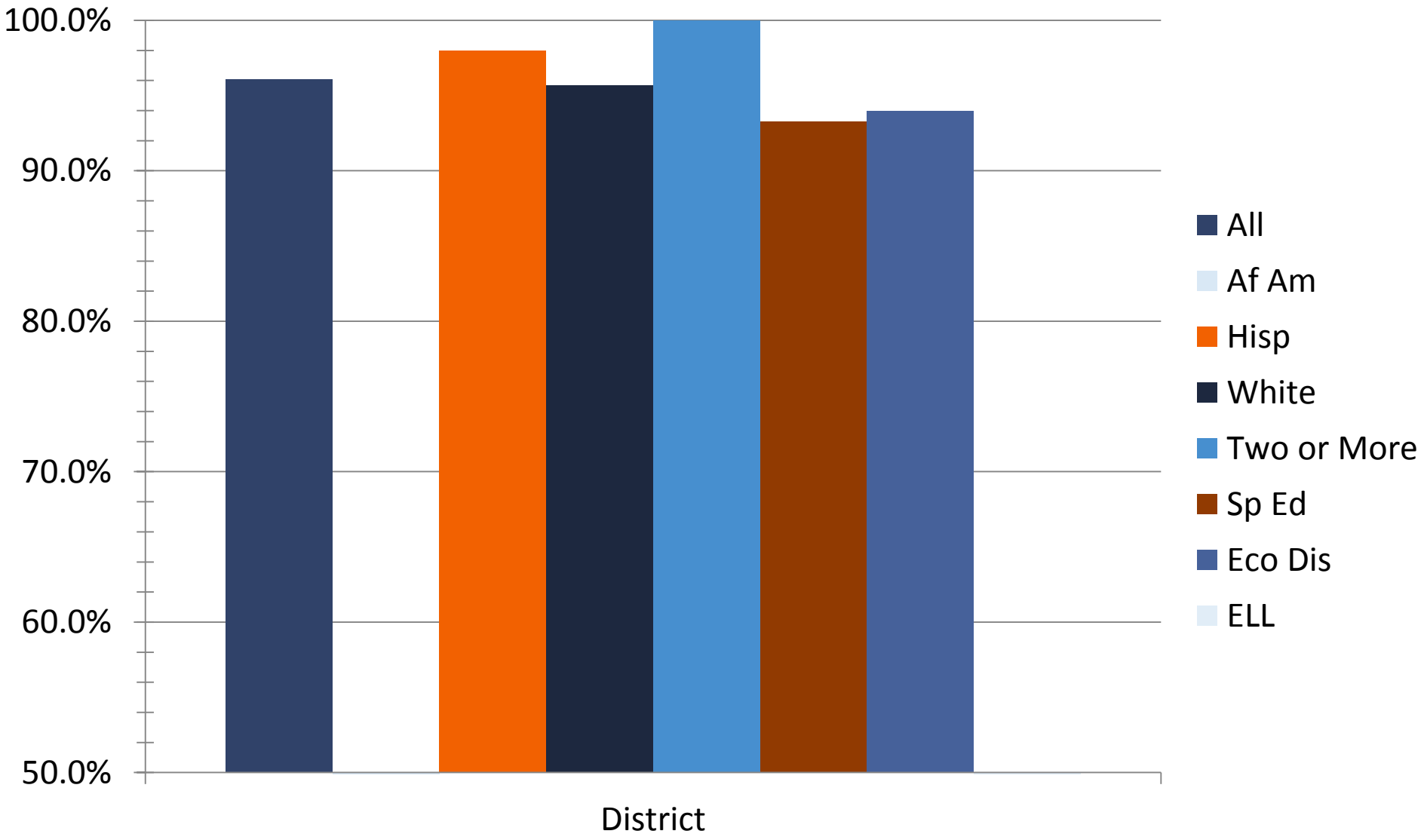
6-Year Extended Longitudinal Graduation Rate (Grades 9-12)

Class of 2016 Cohort



6-Year Extended Federal Graduation Rate Without Exclusions (9-12)

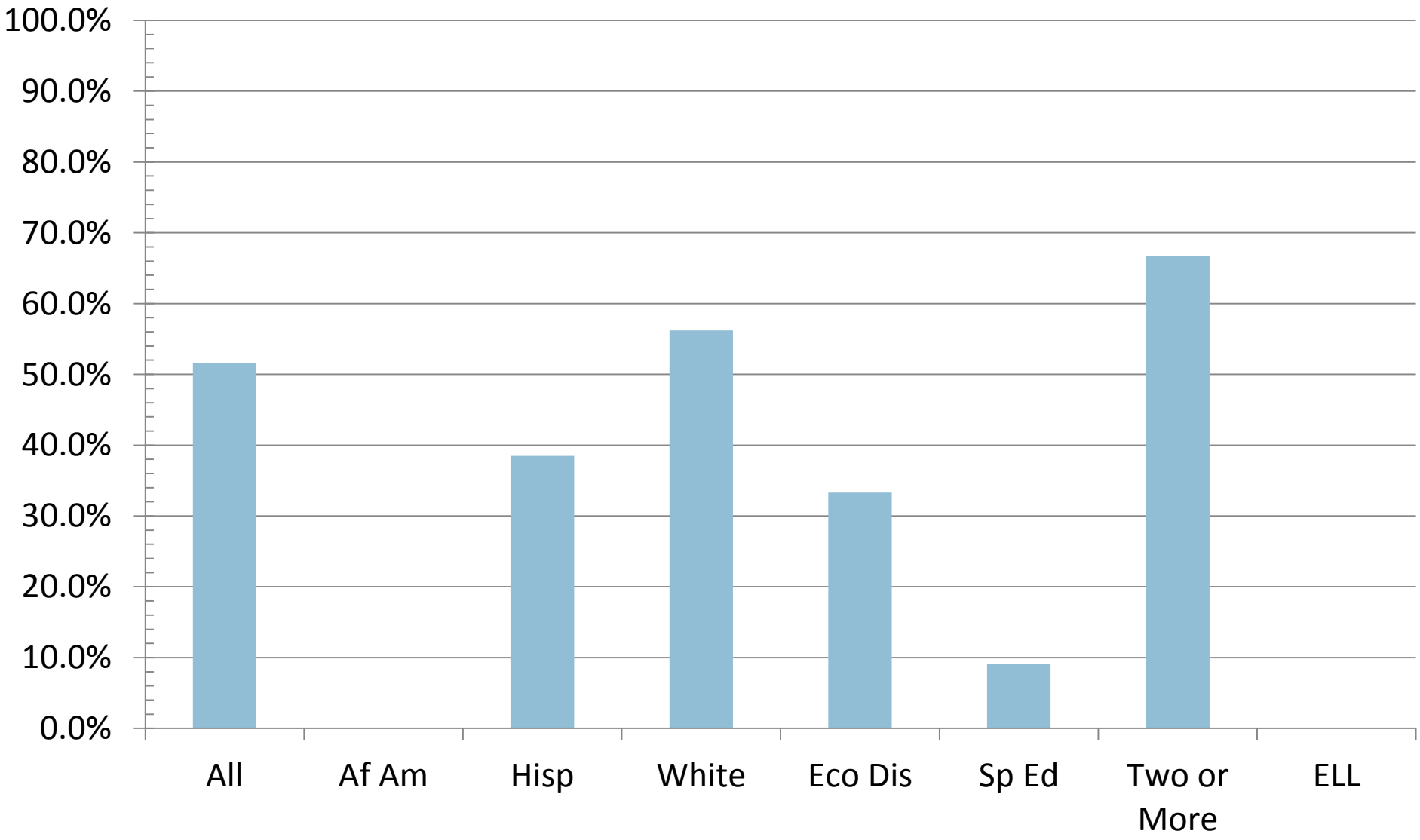
Class of 2016 Cohort



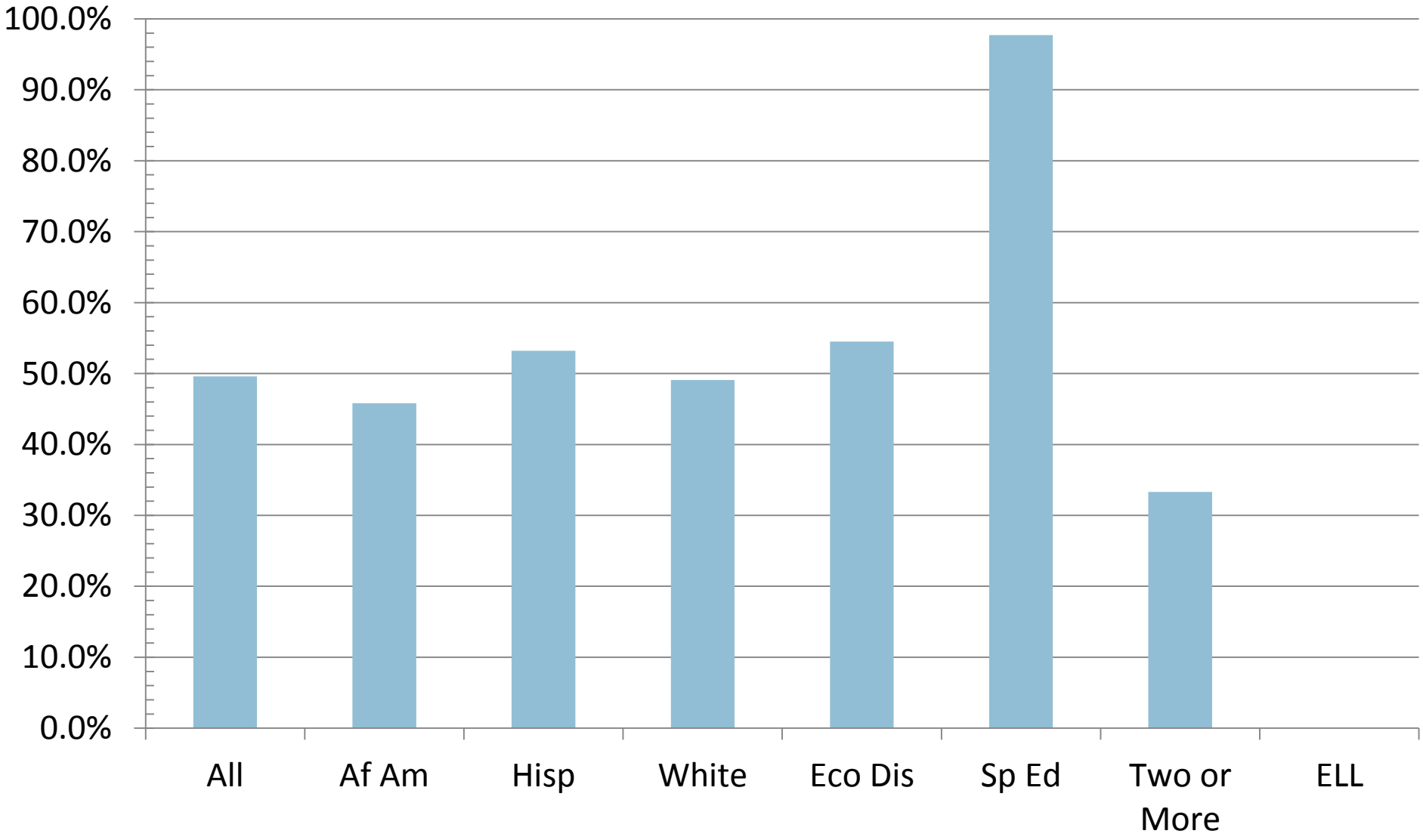
SHAC Program Topics/Activities Summary

- School Nutrition Regulatory Requirements
- USDA School Lunch/Breakfast Requirements
- District Safety Update – Introduce School Resource Officer
- Health Hazard Information – Vaping in Schools
- Mental Health of Students – Samaritan Counseling
- Health Science Course Offering Update – Student Presentation
- Student Vaping Health Concerns – Student Presentation
- Wellness Policy Update & Revision
- CATCH Curriculum Update
- District Fitness Assessment
- Parent Co-chair:
  Kim Hall (2018-2019)

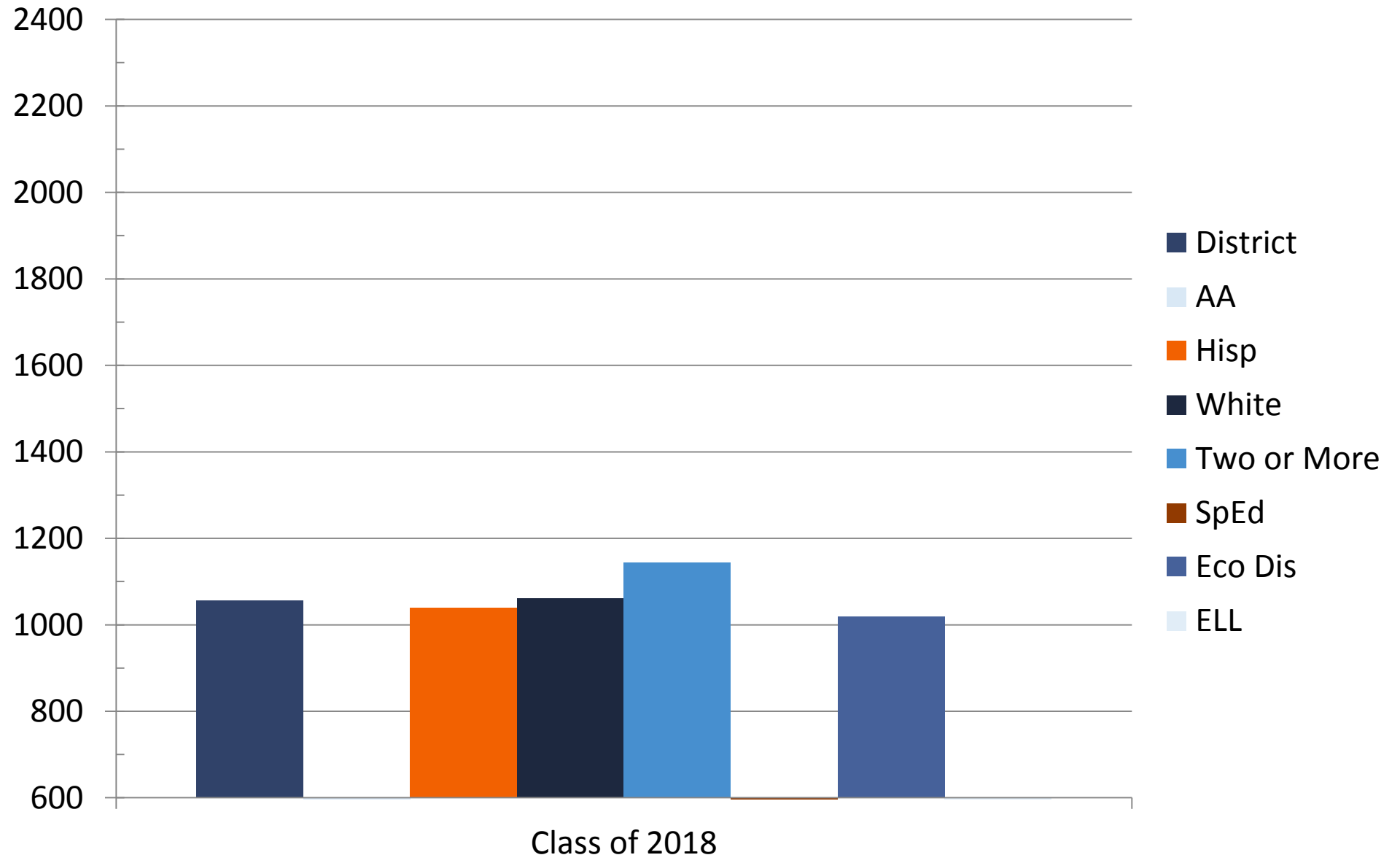
Class of 2018 College Ready Graduates



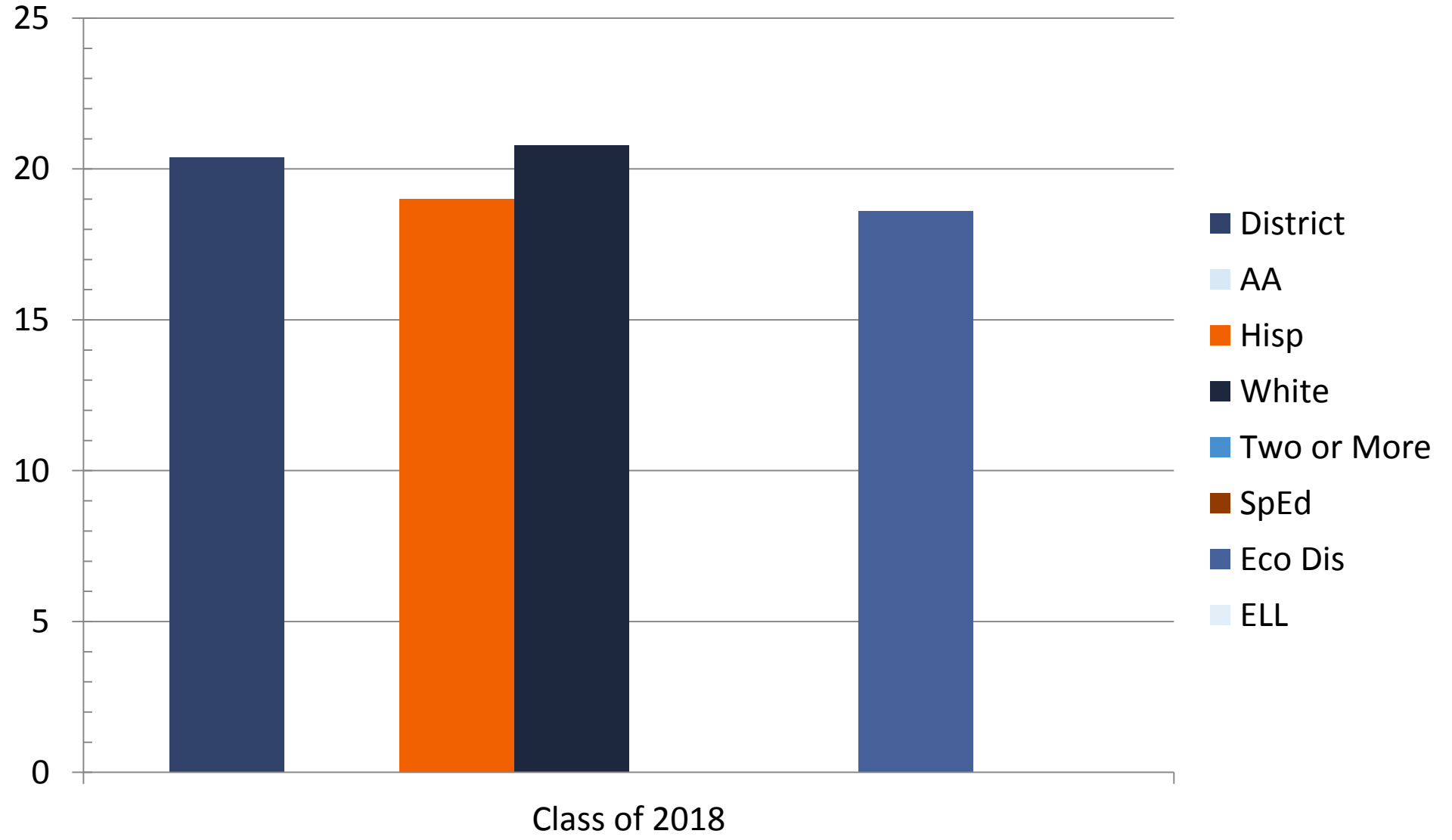
Class of 2018 Career or Military Ready Graduates



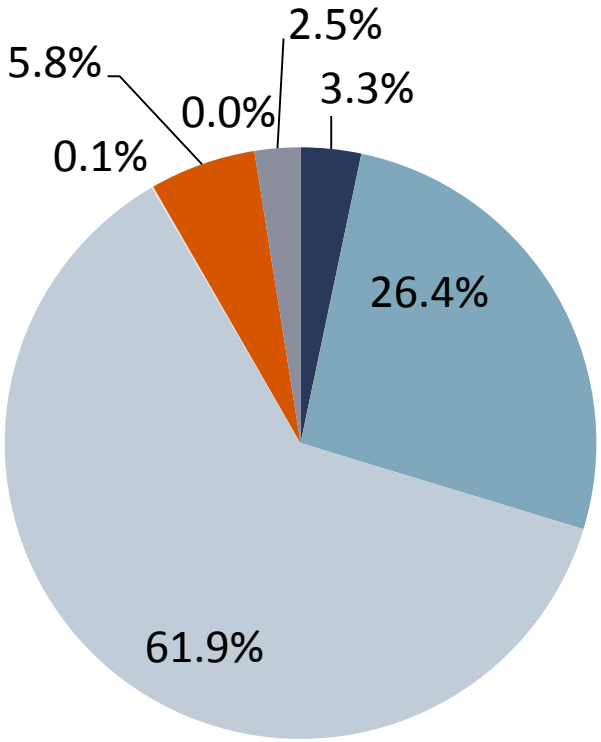
Average SAT Score, All Subjects



Average ACT Score, All Subjects

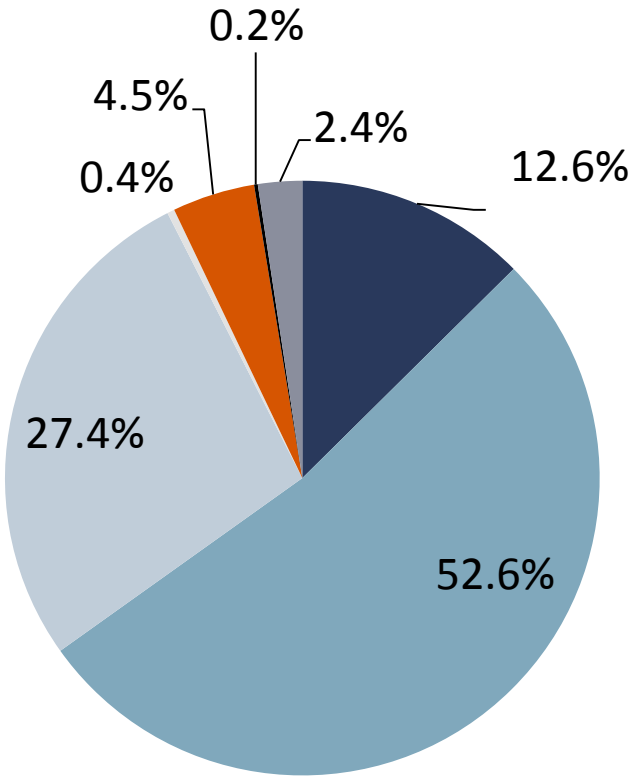


2019 Student Ethnic Distribution



District

- African American
- Hispanic
- White
- American Indian
- Asian
- Pacific Islander
- Two or More Races

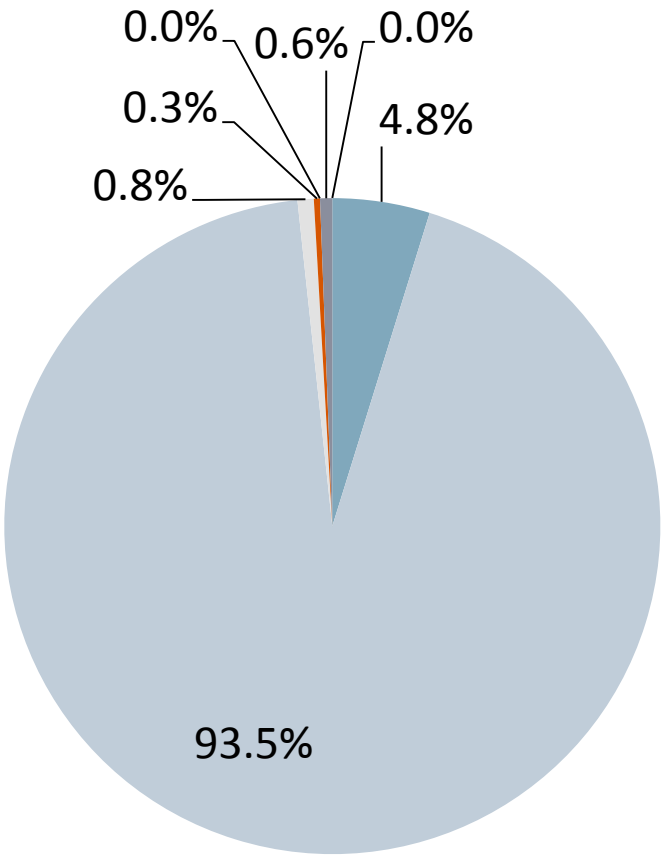


State

2019 Student Demographics

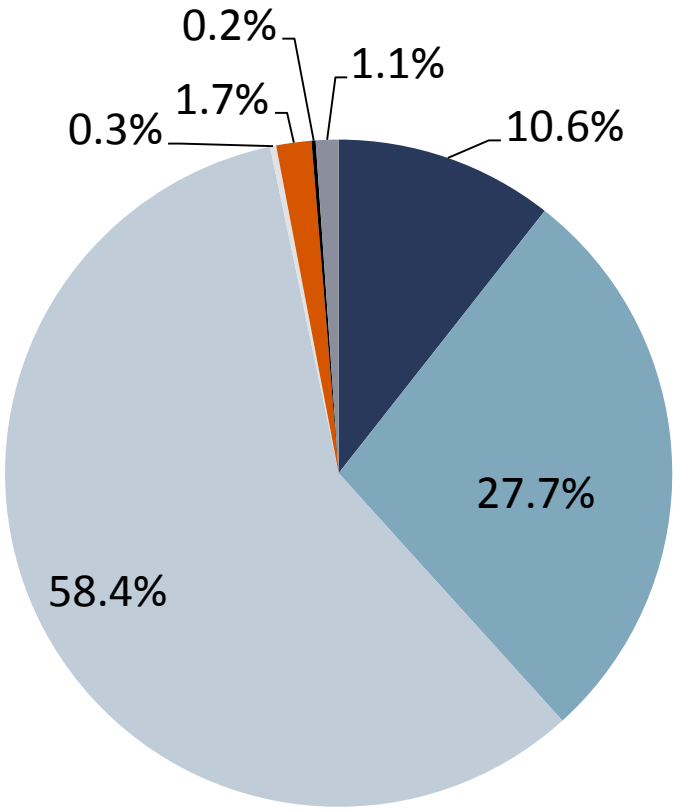
	District	State
Economically Disadvantaged	**46.3%**	**60.6%**
English Language Learners	**5.5%**	**19.5%**
Students w/Disciplinary Placements (2017-2018)	**1.2%**	**1.4%**
At-Risk	**34.4%**	**50.1%**

2019 Teacher Ethnic Distribution



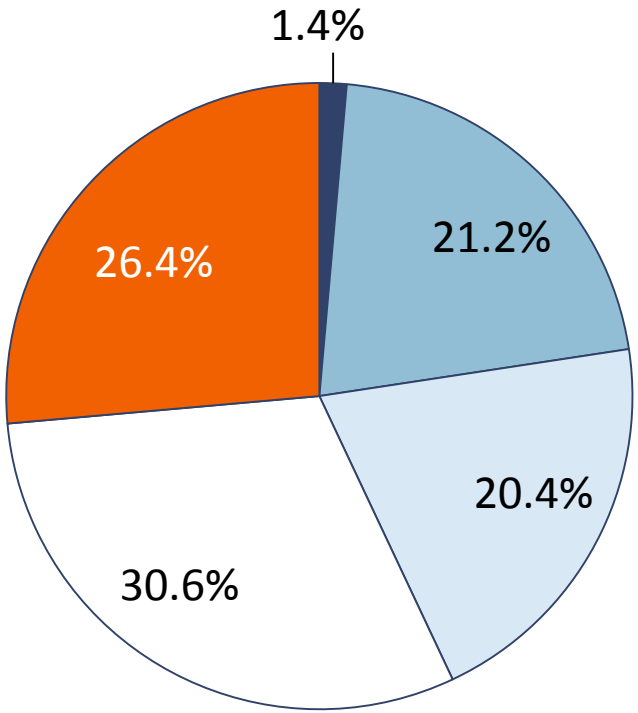
District

African American
Hispanic
White
American Indian
Asian
Pacific Islander
Two or More Races



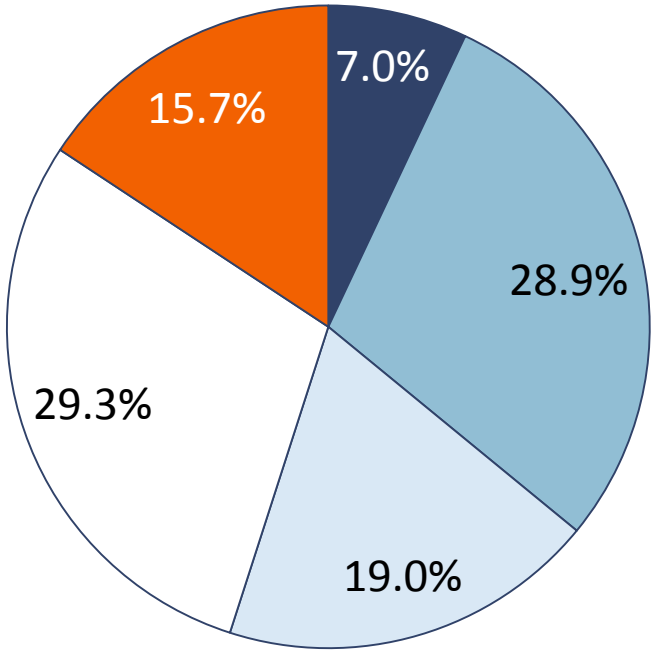
State

2019 Teachers Years of Experience



District

Beginning
1-5 Years
6-10 Years
11-20 Years
Over 20 years



State

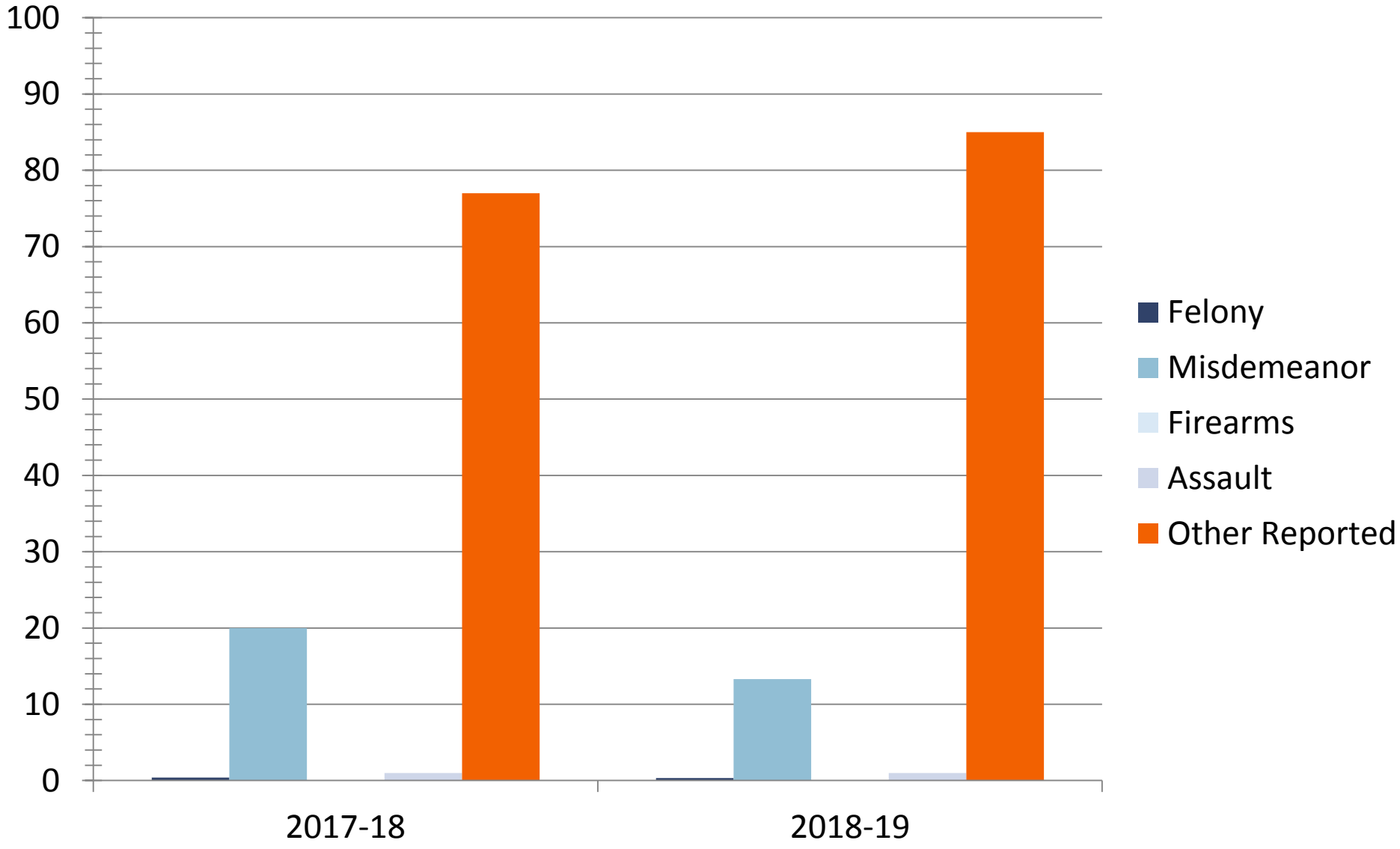
2019 Enrollment by Program

	District	State
Bilingual/ESL	**5.4%**	**19.7%**
Career & Technical Education	**28.4%**	**26.3%**
Gifted & Talented Education	**12%**	**8.1%**
Special Education	**9.6%**	**9.6%**

Violent and Criminal Incidents

- Texas statute (TEC 39.053) requires every district to publish an annual report on violent and criminal incidents at campuses in the district.
- The report must include:
  - *Number, rate and type of incidents*
  - *Information concerning school violence prevention and intervention policies and procedures used by the district*
  - *Findings that result from Safe and Drug-Free Schools and Communities Act*

Violent and Criminal Incidents



Texas Higher Education Coordinating Board

- Texas statute (TEC 51.403e) requires every district to include with its TAPR a report on student performance in postsecondary institutions during the first year enrolled after graduation from high school. The report includes:
  - *Number of Total Graduates, disaggregated by attendance in Institutes of Higher Education*
  - *Number of Students within each GPA reporting band*

High School Graduates from FY2017
Enrolled in Texas Public or Independent Higher Education in FY 2018

Port Neches-Groves High School	Total Graduates	GPA for 1st Year in Public Higher Education in Texas					
		< 2.0	2.0 – 2.49	2.5 – 2.99	3.0 – 3.49	> 3.5	Unknown
Four-Year Public University	126	19	18	18	28	43	0
Two-Year Public Colleges	90	25	15	11	23	15	1
Independent Colleges & Universities	4						
Not Trackable	2						
Not Found	108						
Total High School Graduates	330						

Student Support Programs 2018-2019

Federal Program	Entitlement
Title I, Part A – Accelerated Instruction	$728,410
Title II, Part A - Teacher & Principal Training & Recruiting (TPTR)	$119,896
Title I, Part C – Career & Technology	$ 52,469
Title III, Part A -Language Instruction for Limited English Proficient	$ 26,436
Title III, Part A - Immigrant	$ 7,593
Title IV, Part A	$ 45,940
IDEA-B Formula	$917,889
IDEA-B Preschool	$ 30,357
TOTAL FUNDING	**$1,928,990**

Port Neches-Groves ISD
Grants Awarded 2018-2019



$24,176

GRANT INITIATIVES 2018-2019

Grants Awarded 2018-2019

Grant		Amount
PNG Educational Foundation	Fall 2018	$1,768
	Spring 2019	$2,171
Exxon Mobil – Easy Match – Ridgewood Elementary – D. Clark		$1,000
Exxon Mobil – Easy Match – Ridgewood Elementary – D. Fournet		$1,000
BASF – STEM Grant – Donna Cole – Taft Elementary		$1,200
Texas Retired Teachers Foundation Grant Donna Cole – Taft Elementary		$ 500
TASB Video Contest – Staci Gary – Taft Elementary		$2,500
BASF STEM – Missy Sturdivant – Van Buren Elementary		$2,600
Mid-County Teacher's Credit Union – Woodcrest Elementary		$1,500
Lowes – Woodcrest Elementary		$ 500

GRANTS AWARDED 2018-2019 (con't.)

Grant	Amount
BASF Total Grant – Groves Elementary	$3,000
Exxon Mobil – Adopt A Month – Tri-Con/Express Mart – PNE	$ 500
Exxon Mobil – Matching Gifts VIP Program – Stacia Fisher – PNE	$ 500
Backpack Buddy – Knights of Columbus – PNE	$1,225
Donor's Choose – Ashley Lofton – PNE	$ 650
Donor's Choose – Emily Martin – PNE	$ 303
Donor's Choose – Carrie Jones – PNE	$1,159
Kinsel Music – Debbie Cade – PNE	$ 100
Huntsman – Charles Dodson – GMS	$1,000
STEM Grant – Huntsman – Brian Cates – PNMS	$1,000

Accountability Ratings



- Port Neches-Groves ISD – A
- Ridgewood – B
- Taft – B
- Van Buren – A
- Woodcrest – B
- Groves Elementary – B
- Port Neches Elementary – B
- Groves Middle School – C
- Port Neches Middle School – C
- Port Neches-Groves High School – B



2019 Texas Education Agency Academic Distinctions



Taft Elementary

- ❑ Academic Achievement in English Language Arts/Reading
- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Van Buren Elementary

- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Woodcrest Elementary

- ❑ Academic Achievement in English Language Arts/Reading
- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Groves Elementary

- ❑ Academic Achievement in English Language Arts/Reading
- ❑ Academic Achievement in Math
- ❑ Top 25% Comparative Closing the Gaps
- ❑ Postsecondary Readiness

Port Neches Elementary

- ❑ Academic Achievement in Science

Port Neches-Groves High School

- ❑ Postsecondary Readiness

PEIMS Financial Standard Reports
2017-2018 Financial Actual Report

For more information, please contact:

Dr. Brenda Duhon
Assistant Superintendent
bduhon@pngisd.org
409-962-8446

Annual Performance Report
2018-2019



Approved by Board of Trustees
January 13, 2020

_____

Scott Bartlett, President
Board of Trustees

_____

Dr. Mike Gonzales, Superintendent

Port Neches-Groves Independent School District
123-908
620 Avenue C
Port Neches, Texas 77651

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

District Number: **123908**

2019 Accountability Rating: **A**

2019 Special Education Determination Status:

Needs Assistance

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District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

		State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	72%	**89%**	80%	92%	90%	*	84%	-	67%	59%	88%	91%	80%	81%	94%
	2018	77%	74%	**89%**	67%	86%	90%	-	90%	-	100%	69%	100%	90%	82%	87%	87%
At Meets Grade Level or Above	2019	45%	39%	**53%**	40%	56%	52%	*	53%	-	67%	27%	53%	56%	37%	47%	42%
	2018	43%	38%	**49%**	25%	33%	56%	-	50%	-	33%	31%	43%	51%	40%	39%	20%
At Masters Grade Level	2019	27%	22%	**34%**	30%	38%	34%	*	37%	-	0%	11%	41%	36%	26%	29%	27%
	2018	25%	21%	**33%**	0%	16%	40%	-	45%	-	11%	16%	43%	35%	23%	24%	7%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	72%	**89%**	70%	95%	87%	*	100%	-	100%	61%	88%	90%	88%	82%	97%
	2018	78%	71%	**89%**	75%	85%	90%	-	95%	-	89%	68%	100%	91%	78%	88%	90%
At Meets Grade Level or Above	2019	49%	40%	**59%**	30%	57%	60%	*	79%	-	71%	39%	59%	61%	55%	50%	58%
	2018	47%	39%	**58%**	17%	49%	62%	-	70%	-	44%	38%	86%	60%	45%	53%	37%
At Masters Grade Level	2019	25%	18%	**25%**	10%	23%	26%	*	32%	-	14%	16%	24%	26%	17%	13%	24%
	2018	23%	18%	**29%**	8%	20%	32%	-	30%	-	33%	10%	43%	30%	23%	22%	13%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	71%	**84%**	57%	82%	86%	-	89%	-	90%	54%	94%	85%	82%	75%	67%
	2018	73%	68%	**78%**	44%	80%	79%	*	75%	-	88%	58%	59%	82%	70%	77%	68%
At Meets Grade Level or Above	2019	44%	39%	**52%**	14%	42%	56%	-	61%	-	70%	37%	56%	56%	37%	37%	30%
	2018	46%	41%	**51%**	22%	49%	55%	*	35%	-	25%	33%	47%	55%	41%	43%	24%
At Masters Grade Level	2019	22%	18%	**24%**	0%	18%	27%	-	22%	-	30%	17%	22%	25%	20%	16%	7%
	2018	24%	19%	**24%**	11%	29%	23%	*	15%	-	13%	11%	18%	25%	21%	18%	5%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	69%	**85%**	57%	88%	86%	-	89%	-	80%	61%	94%	88%	75%	81%	78%
	2018	78%	69%	**85%**	50%	84%	87%	*	95%	-	67%	66%	76%	90%	74%	81%	76%
At Meets Grade Level or Above	2019	48%	39%	**55%**	36%	52%	56%	-	67%	-	60%	37%	61%	58%	44%	52%	33%
	2018	49%	36%	**56%**	10%	50%	61%	*	60%	-	44%	47%	47%	63%	40%	46%	29%
At Masters Grade Level	2019	28%	21%	**28%**	14%	22%	30%	-	39%	-	30%	10%	28%	29%	22%	21%	11%
	2018	27%	17%	**30%**	0%	25%	35%	*	30%	-	0%	18%	24%	34%	23%	24%	12%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	62%	**73%**	64%	65%	76%	-	89%	-	80%	41%	89%	75%	68%	61%	48%
	2018	63%	56%	**69%**	30%	71%	71%	*	70%	-	33%	32%	65%	72%	61%	64%	58%
At Meets Grade Level or Above	2019	35%	30%	**39%**	7%	29%	44%	-	50%	-	30%	20%	50%	41%	29%	28%	15%
	2018	39%	32%	**46%**	10%	45%	50%	*	40%	-	22%	19%	29%	49%	40%	39%	30%
At Masters Grade Level	2019	11%	8%	**14%**	0%	10%	17%	-	11%	-	0%	7%	17%	15%	13%	6%	0%
	2018	11%	7%	**10%**	10%	8%	11%	*	10%	-	11%	5%	6%	11%	7%	8%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**93%**	64%	93%	94%	-	92%	*	71%	51%	100%	93%	90%	86%	93%
	2018	84%	80%	**92%**	60%	90%	93%	-	89%	-	100%	61%	90%	93%	87%	88%	86%
At Meets Grade Level or Above	2019	54%	47%	**67%**	36%	66%	70%	-	60%	*	57%	36%	53%	70%	58%	56%	45%
	2018	54%	46%	**68%**	30%	63%	71%	-	67%	-	83%	34%	67%	70%	60%	56%	61%

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		State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	23%	**35%**	9%	35%	38%	-	20%	*	14%	8%	29%	37%	28%	26%	16%
	2018	26%	20%	**34%**	10%	31%	35%	-	41%	-	42%	12%	33%	36%	29%	25%	23%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	83%	**96%**	73%	97%	96%	-	100%	*	71%	59%	100%	96%	94%	92%	98%
	2018	91%	85%	**94%**	80%	95%	94%	-	96%	-	100%	63%	90%	94%	93%	92%	93%
At Meets Grade Level or Above	2019	58%	46%	**60%**	27%	55%	66%	-	60%	*	14%	41%	53%	65%	48%	51%	41%
	2018	58%	46%	**67%**	40%	63%	69%	-	70%	-	75%	37%	71%	69%	61%	62%	59%
At Masters Grade Level	2019	36%	25%	**36%**	9%	34%	40%	-	28%	*	14%	23%	18%	38%	31%	28%	25%
	2018	30%	20%	**32%**	10%	27%	33%	-	48%	-	33%	17%	48%	34%	26%	28%	30%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	67%	**86%**	70%	83%	89%	-	80%	*	67%	57%	94%	86%	84%	82%	70%
	2018	76%	69%	**88%**	60%	83%	91%	-	85%	-	100%	55%	90%	88%	89%	84%	75%
At Meets Grade Level or Above	2019	49%	41%	**62%**	30%	57%	68%	-	48%	*	50%	49%	47%	66%	53%	55%	40%
	2018	41%	33%	**59%**	20%	54%	63%	-	63%	-	50%	33%	71%	60%	57%	47%	43%
At Masters Grade Level	2019	24%	18%	**32%**	10%	29%	37%	-	16%	*	0%	22%	18%	34%	26%	27%	14%
	2018	17%	12%	**29%**	0%	20%	32%	-	41%	-	33%	15%	52%	32%	19%	22%	11%
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	62%	**78%**	47%	71%	81%	-	82%	-	83%	38%	95%	80%	69%	66%	68%
	2018	69%	62%	**79%**	60%	80%	81%	*	65%	-	75%	67%	75%	82%	71%	75%	64%
At Meets Grade Level or Above	2019	37%	30%	**41%**	27%	36%	43%	-	50%	-	42%	19%	57%	42%	37%	31%	20%
	2018	39%	31%	**44%**	30%	43%	46%	*	35%	-	25%	27%	50%	46%	38%	38%	43%
At Masters Grade Level	2019	18%	14%	**18%**	7%	14%	21%	-	14%	-	17%	11%	24%	19%	16%	12%	5%
	2018	19%	12%	**20%**	10%	18%	21%	*	20%	-	17%	7%	13%	21%	16%	11%	18%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	74%	**88%**	73%	82%	90%	-	100%	-	83%	46%	95%	90%	78%	79%	73%
	2018	77%	68%	**87%**	60%	79%	90%	*	90%	-	92%	52%	94%	89%	80%	81%	74%
At Meets Grade Level or Above	2019	47%	37%	**54%**	27%	50%	55%	-	64%	-	58%	27%	57%	56%	44%	41%	36%
	2018	44%	32%	**56%**	60%	54%	56%	*	70%	-	42%	28%	63%	58%	51%	44%	55%
At Masters Grade Level	2019	21%	14%	**23%**	13%	17%	23%	-	54%	-	33%	14%	33%	24%	22%	15%	16%
	2018	18%	10%	**17%**	10%	17%	19%	*	10%	-	8%	8%	6%	18%	16%	10%	16%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	71%	**85%**	67%	84%	88%	-	74%	-	83%	42%	100%	89%	75%	76%	69%
	2018	74%	69%	**80%**	60%	78%	80%	*	87%	-	90%	35%	78%	83%	69%	72%	62%
At Meets Grade Level or Above	2019	49%	42%	**52%**	33%	43%	56%	-	47%	-	67%	19%	30%	58%	32%	43%	31%
	2018	48%	40%	**48%**	50%	40%	50%	*	60%	-	70%	16%	67%	50%	42%	44%	29%
At Masters Grade Level	2019	29%	23%	**28%**	8%	19%	33%	-	37%	-	25%	8%	20%	33%	15%	20%	11%
	2018	29%	21%	**26%**	30%	22%	27%	*	33%	-	50%	5%	22%	28%	22%	23%	10%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	68%	**83%**	58%	83%	84%	-	83%	-	91%	44%	89%	87%	71%	70%	75%
	2018	72%	66%	**73%**	50%	74%	72%	*	89%	-	89%	27%	83%	75%	66%	71%	70%
At Meets Grade Level or Above	2019	43%	34%	**38%**	8%	38%	37%	-	50%	-	64%	19%	22%	41%	28%	34%	36%
	2018	40%	30%	**30%**	30%	33%	28%	*	33%	-	33%	4%	17%	30%	30%	28%	35%
At Masters Grade Level	2019	17%	10%	**7%**	0%	7%	8%	-	0%	-	9%	4%	0%	8%	4%	4%	8%

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	2018	18%	11%	**6%**	0%	10%	5%	*	0%	-	0%	2%	0%	5%	9%	5%	10%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	67%	**76%**	58%	71%	80%	-	70%	-	83%	25%	80%	81%	63%	68%	50%
	2018	69%	66%	**75%**	70%	76%	72%	*	93%	-	90%	20%	89%	77%	68%	66%	68%
At Meets Grade Level or Above	2019	42%	37%	**40%**	25%	30%	43%	-	50%	-	58%	7%	30%	44%	27%	31%	25%
	2018	43%	38%	**47%**	40%	41%	49%	*	67%	-	40%	4%	56%	49%	41%	37%	23%
At Masters Grade Level	2019	18%	13%	**9%**	0%	6%	11%	-	15%	-	0%	4%	0%	12%	0%	8%	0%
	2018	15%	10%	**12%**	20%	6%	13%	*	33%	-	10%	2%	11%	13%	5%	7%	0%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	81%	**88%**	83%	88%	88%	*	100%	-	91%	36%	89%	91%	80%	85%	68%
	2018	86%	84%	**87%**	91%	82%	88%	-	92%	-	100%	40%	89%	89%	81%	86%	55%
At Meets Grade Level or Above	2019	55%	46%	**54%**	50%	44%	58%	*	73%	-	64%	15%	78%	58%	39%	48%	23%
	2018	49%	43%	**46%**	45%	40%	46%	-	62%	-	70%	17%	33%	47%	41%	37%	14%
At Masters Grade Level	2019	28%	20%	**25%**	17%	20%	27%	*	18%	-	36%	5%	33%	27%	15%	18%	5%
	2018	27%	21%	**23%**	18%	23%	23%	-	31%	-	20%	7%	22%	25%	18%	17%	5%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	82%	**89%**	92%	89%	88%	*	100%	-	82%	41%	71%	90%	83%	86%	86%
	2018	86%	82%	**88%**	100%	89%	87%	-	96%	-	100%	21%	100%	89%	85%	89%	78%
At Meets Grade Level or Above	2019	57%	46%	**64%**	67%	64%	63%	*	89%	-	55%	28%	43%	66%	53%	55%	50%
	2018	51%	43%	**58%**	20%	47%	61%	-	80%	-	64%	10%	58%	61%	47%	51%	30%
At Masters Grade Level	2019	17%	9%	**17%**	0%	11%	20%	*	44%	-	9%	5%	14%	19%	9%	15%	5%
	2018	15%	9%	**14%**	10%	15%	13%	-	20%	-	18%	3%	33%	16%	9%	13%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	75%	**83%**	75%	84%	82%	*	100%	-	82%	49%	78%	84%	78%	80%	68%
	2018	76%	70%	**73%**	73%	68%	74%	-	85%	-	80%	30%	56%	73%	75%	71%	32%
At Meets Grade Level or Above	2019	51%	41%	**52%**	17%	47%	55%	*	82%	-	55%	21%	67%	57%	32%	43%	23%
	2018	52%	43%	**44%**	27%	35%	46%	-	62%	-	50%	17%	33%	45%	39%	39%	9%
At Masters Grade Level	2019	25%	16%	**22%**	0%	16%	26%	*	36%	-	27%	8%	44%	25%	12%	19%	5%
	2018	28%	20%	**22%**	9%	15%	25%	-	27%	-	10%	10%	22%	25%	14%	18%	5%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	60%	**65%**	50%	62%	67%	*	82%	-	73%	33%	67%	69%	51%	58%	32%
	2018	65%	57%	**60%**	73%	56%	59%	-	62%	-	80%	28%	56%	59%	60%	57%	23%
At Meets Grade Level or Above	2019	37%	27%	**33%**	17%	30%	34%	*	73%	-	36%	8%	56%	36%	23%	27%	5%
	2018	36%	26%	**24%**	18%	19%	25%	-	27%	-	40%	7%	22%	25%	19%	20%	5%
At Masters Grade Level	2019	21%	14%	**17%**	0%	15%	18%	*	18%	-	27%	3%	33%	19%	7%	15%	0%
	2018	21%	14%	**9%**	9%	5%	9%	-	19%	-	0%	3%	0%	11%	3%	6%	0%
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	63%	**73%**	67%	71%	72%	*	81%	-	87%	22%	67%	74%	68%	68%	42%
	2018	65%	62%	**71%**	53%	65%	74%	*	78%	-	65%	23%	*	74%	56%	68%	44%
At Meets Grade Level or Above	2019	50%	45%	**54%**	48%	50%	54%	*	68%	-	60%	13%	33%	56%	46%	48%	28%
	2018	44%	40%	**50%**	35%	41%	54%	*	61%	-	53%	11%	*	54%	33%	41%	19%
At Masters Grade Level	2019	11%	8%	**7%**	5%	6%	6%	*	19%	-	0%	4%	0%	8%	4%	4%	0%
	2018	7%	5%	**6%**	0%	3%	7%	*	9%	-	12%	0%	*	7%	2%	3%	0%

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End of Course English II																	
At Approaches Grade Level or Above	2019	68%	63%	**71%**	75%	65%	74%	*	62%	-	67%	18%	*	74%	57%	66%	35%
	2018	67%	65%	**73%**	67%	66%	77%	-	70%	-	60%	20%	86%	74%	68%	70%	40%
At Meets Grade Level or Above	2019	49%	44%	**57%**	50%	50%	60%	*	55%	-	53%	15%	*	61%	38%	52%	18%
	2018	48%	44%	**53%**	50%	41%	56%	-	57%	-	60%	16%	86%	54%	46%	45%	7%
At Masters Grade Level	2019	8%	5%	**6%**	13%	4%	6%	*	7%	-	7%	3%	*	6%	2%	5%	0%
	2018	8%	5%	**8%**	6%	5%	9%	-	10%	-	20%	2%	29%	8%	10%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	80%	**84%**	73%	81%	85%	-	100%	-	86%	20%	88%	84%	83%	77%	70%
	2018	83%	80%	**89%**	80%	81%	92%	*	94%	-	85%	45%	*	91%	81%	87%	76%
At Meets Grade Level or Above	2019	61%	51%	**61%**	60%	56%	63%	-	76%	-	57%	12%	50%	65%	46%	50%	26%
	2018	55%	46%	**62%**	47%	56%	63%	*	84%	-	54%	20%	*	65%	52%	56%	45%
At Masters Grade Level	2019	37%	27%	**32%**	7%	30%	31%	-	44%	-	57%	2%	38%	35%	19%	20%	15%
	2018	32%	22%	**37%**	33%	33%	37%	*	68%	-	8%	9%	*	41%	24%	30%	30%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	86%	**91%**	85%	88%	92%	*	96%	-	92%	56%	*	93%	81%	92%	77%
	2018	87%	84%	**88%**	87%	85%	89%	-	88%	-	100%	33%	86%	89%	86%	84%	63%
At Meets Grade Level or Above	2019	62%	54%	**62%**	54%	58%	64%	*	74%	-	54%	28%	*	64%	52%	58%	35%
	2018	59%	50%	**62%**	60%	55%	64%	-	64%	-	83%	19%	86%	62%	63%	56%	26%
At Masters Grade Level	2019	25%	16%	**13%**	8%	11%	13%	*	26%	-	15%	3%	*	14%	11%	11%	4%
	2018	24%	14%	**20%**	7%	16%	20%	-	28%	-	67%	2%	29%	20%	16%	15%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	87%	**93%**	100%	91%	94%	-	91%	-	*	53%	*	93%	93%	90%	73%
	2018	92%	87%	**91%**	82%	91%	92%	-	87%	-	100%	38%	*	92%	88%	87%	71%
At Meets Grade Level or Above	2019	73%	62%	**78%**	77%	73%	79%	-	87%	-	*	33%	*	78%	77%	73%	36%
	2018	70%	62%	**73%**	36%	71%	77%	-	65%	-	71%	28%	*	76%	57%	71%	33%
At Masters Grade Level	2019	45%	33%	**49%**	31%	44%	49%	-	65%	-	*	18%	*	49%	50%	41%	18%
	2018	40%	31%	**38%**	27%	30%	41%	-	43%	-	57%	7%	*	39%	35%	34%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	72%	**84%**	70%	82%	85%	73%	88%	*	82%	44%	90%	86%	77%	77%	71%
	2018	77%	71%	**82%**	67%	79%	83%	69%	85%	-	86%	43%	82%	84%	75%	78%	68%
At Meets Grade Level or Above	2019	50%	42%	**54%**	36%	49%	56%	13%	63%	*	55%	25%	52%	57%	42%	46%	32%
	2018	48%	40%	**53%**	34%	47%	56%	31%	60%	-	51%	23%	55%	55%	44%	45%	33%
At Masters Grade Level	2019	24%	17%	**23%**	8%	19%	25%	0%	27%	*	19%	9%	24%	24%	16%	17%	10%
	2018	22%	15%	**22%**	11%	18%	23%	0%	29%	-	20%	8%	24%	23%	17%	17%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	70%	**82%**	67%	80%	84%	67%	81%	*	81%	40%	91%	84%	75%	75%	68%
	2018	74%	70%	**81%**	63%	78%	82%	40%	81%	-	84%	45%	80%	83%	73%	78%	65%
At Meets Grade Level or Above	2019	48%	42%	**54%**	38%	49%	56%	33%	58%	*	59%	23%	52%	57%	41%	45%	30%
	2018	46%	41%	**51%**	37%	44%	55%	40%	54%	-	53%	23%	56%	54%	43%	43%	29%
At Masters Grade Level	2019	21%	16%	**21%**	10%	19%	24%	0%	21%	*	16%	8%	26%	23%	16%	16%	9%
	2018	19%	15%	**21%**	9%	18%	22%	0%	25%	-	23%	7%	23%	22%	18%	16%	9%

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All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	76%	**88%**	71%	88%	88%	*	96%	*	85%	48%	92%	90%	82%	81%	83%
	2018	81%	74%	**87%**	71%	84%	88%	100%	94%	-	89%	50%	90%	89%	80%	85%	81%
At Meets Grade Level or Above	2019	52%	42%	**56%**	37%	54%	57%	*	68%	*	56%	29%	53%	59%	45%	48%	40%
	2018	50%	39%	**56%**	32%	51%	58%	20%	71%	-	52%	27%	59%	59%	47%	49%	43%
At Masters Grade Level	2019	26%	18%	**24%**	8%	21%	26%	*	35%	*	26%	11%	24%	26%	18%	17%	16%
	2018	24%	16%	**24%**	12%	22%	26%	0%	35%	-	15%	10%	27%	26%	19%	20%	18%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	64%	**75%**	62%	68%	78%	-	79%	-	82%	35%	86%	78%	65%	65%	49%
	2018	66%	61%	**72%**	50%	73%	72%	*	80%	-	63%	25%	73%	75%	64%	65%	61%
At Meets Grade Level or Above	2019	38%	34%	**40%**	15%	30%	43%	-	50%	-	45%	14%	43%	43%	28%	30%	21%
	2018	41%	35%	**47%**	25%	43%	50%	*	51%	-	32%	11%	38%	49%	40%	38%	27%
At Masters Grade Level	2019	14%	10%	**12%**	0%	8%	14%	-	13%	-	0%	6%	11%	13%	6%	7%	0%
	2018	13%	8%	**11%**	15%	7%	12%	*	20%	-	11%	4%	8%	12%	6%	7%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	76%	**87%**	77%	85%	88%	*	90%	*	83%	54%	86%	88%	82%	84%	71%
	2018	80%	75%	**84%**	75%	79%	86%	-	86%	-	93%	40%	81%	84%	83%	80%	61%
At Meets Grade Level or Above	2019	54%	45%	**59%**	34%	54%	62%	*	65%	*	53%	32%	52%	62%	46%	52%	34%
	2018	51%	42%	**56%**	39%	48%	59%	-	63%	-	57%	23%	65%	57%	51%	48%	31%
At Masters Grade Level	2019	25%	17%	**23%**	6%	19%	26%	*	24%	*	17%	11%	24%	24%	18%	20%	9%
	2018	23%	15%	**23%**	6%	17%	25%	-	32%	-	32%	9%	41%	25%	16%	19%	7%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	74%	**80%**	76%	74%	82%	*	88%	-	73%	43%	77%	82%	67%	73%	45%
	2018	78%	73%	**75%**	77%	73%	75%	-	73%	-	88%	33%	50%	76%	70%	72%	47%
At Meets Grade Level or Above	2019	55%	45%	**56%**	48%	48%	58%	*	82%	-	47%	20%	62%	58%	43%	48%	15%
	2018	53%	45%	**48%**	27%	44%	51%	-	45%	-	53%	17%	20%	52%	33%	44%	19%
At Masters Grade Level	2019	33%	24%	**33%**	16%	27%	35%	*	50%	-	40%	10%	46%	35%	23%	27%	6%
	2018	31%	23%	**23%**	18%	17%	25%	-	31%	-	24%	5%	0%	25%	15%	19%	2%

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

		State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	58	**60**	43	63	58	-	78	-	85	50	56	60	61	53	61
	2018	63	59	**57**	38	63	55	*	68	-	36	44	79	59	54	58	66
Grade 4 Mathematics	2019	65	62	**63**	46	68	63	-	67	-	45	55	75	66	53	57	56
	2018	65	55	**58**	39	54	60	*	68	-	75	58	62	60	55	55	46
Grade 5 ELA/Reading	2019	81	78	**83**	64	88	83	-	86	*	71	70	88	84	83	79	93
	2018	80	75	**80**	55	82	79	-	88	-	83	73	80	80	81	78	85
Grade 5 Mathematics	2019	83	81	**78**	82	81	77	-	82	*	36	64	62	76	82	79	88
	2018	81	75	**69**	65	68	68	-	78	-	75	59	73	67	77	70	78
Grade 6 ELA/Reading	2019	42	39	**38**	47	35	40	-	29	-	25	36	55	37	41	36	29
	2018	47	40	**44**	40	48	42	*	47	-	33	43	34	44	43	38	50
Grade 6 Mathematics	2019	54	51	**56**	57	50	56	-	75	-	54	49	69	56	57	49	43
	2018	56	50	**61**	75	53	63	*	58	-	67	50	44	58	74	55	55
Grade 7 ELA/Reading	2019	77	77	**79**	83	75	80	-	92	-	58	77	95	80	75	77	78
	2018	76	71	**71**	72	67	71	*	89	-	89	60	78	72	69	73	73
Grade 7 Mathematics	2019	63	62	**52**	42	56	51	-	47	-	59	48	50	54	45	48	58
	2018	67	64	**52**	50	52	54	*	39	-	50	43	50	52	56	55	50
Grade 8 ELA/Reading	2019	77	76	**73**	75	76	72	*	59	-	64	49	75	74	70	73	84
	2018	79	76	**71**	95	76	69	-	83	-	39	33	56	69	79	68	84
Grade 8 Mathematics	2019	84	82	**85**	83	86	84	*	96	-	92	67	100	85	84	85	71
	2018	81	77	**79**	100	82	77	-	88	-	90	53	86	78	84	81	78
End of Course English II	2019	69	66	**69**	70	73	68	*	81	-	58	57	*	70	65	72	73
	2018	67	66	**66**	58	60	68	-	68	-	*	46	75	66	65	61	77
End of Course Algebra I	2019	75	69	**72**	73	77	69	-	78	-	79	16	75	73	66	63	67
	2018	72	65	**78**	65	72	79	*	95	-	73	48	*	81	66	73	65
All Grades Both Subjects	2019	69	66	**67**	63	69	66	70	71	*	61	53	70	67	65	64	66
	2018	69	64	**66**	63	65	66	61	75	-	66	52	65	66	66	65	67
All Grades ELA/Reading	2019	68	66	**66**	62	68	66	*	69	*	58	55	70	67	66	65	68
	2018	69	65	**65**	60	67	64	*	74	-	58	52	67	65	64	64	72
All Grades Mathematics	2019	70	67	**67**	63	69	66	*	73	*	63	52	70	68	64	63	63
	2018	70	64	**67**	66	64	67	70	76	-	72	52	63	66	68	65	62

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Prior Year and Student Success Initiative

		State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	36%	**49%**	31%	46%	54%	*	35%	-	50%	13%	40%	41%
	2018	38%	34%	**42%**	*	39%	45%	*	40%	-	100%	21%	42%	27%
Mathematics	2019	45%	40%	**49%**	38%	60%	46%	-	71%	-	0%	20%	44%	59%
	2018	47%	39%	**43%**	40%	49%	39%	*	83%	-	*	19%	46%	50%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	72%	**86%**	55%	85%	88%	-	88%	*	71%	44%	79%	61%
Students Requiring Accelerated Instruction	2019	22%	28%	**14%**	45%	15%	12%	-	12%	0%	29%	56%	21%	39%
STAAR Cumulative Met Standard	2019	86%	81%	**92%**	64%	92%	94%	-	88%	*	71%	44%	85%	78%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	76%	**91%**	73%	92%	92%	-	96%	*	57%	53%	84%	87%
Students Requiring Accelerated Instruction	2019	17%	24%	**9%**	27%	8%	8%	-	4%	0%	43%	47%	16%	13%
STAAR Cumulative Met Standard	2019	90%	83%	**95%**	73%	97%	96%	-	100%	*	71%	53%	91%	91%
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	72%	**82%**	75%	81%	81%	*	100%	-	82%	34%	76%	33%
Students Requiring Accelerated Instruction	2019	22%	28%	**18%**	25%	19%	19%	0%	0%	-	18%	66%	24%	67%
STAAR Cumulative Met Standard	2019	85%	80%	**88%**	83%	87%	88%	*	100%	-	91%	35%	84%	44%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	76%	**86%**	83%	85%	86%	*	100%	-	82%	37%	81%	67%
Students Requiring Accelerated Instruction	2019	18%	24%	**14%**	17%	15%	14%	0%	0%	-	18%	63%	19%	33%
STAAR Cumulative Met Standard	2019	88%	82%	**88%**	92%	87%	88%	*	100%	-	82%	38%	85%	72%

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

(Current EL Students)

		State	Region 05	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	**84%**	-	-	-	-	-	58%	71%	57%	67%	58%	58%
	2018	77%	71%	**82%**	-	-	-	-	-	51%	44%	73%	50%	51%	51%
At Meets Grade Level or Above	2019	50%	42%	**54%**	-	-	-	-	-	18%	24%	18%	25%	18%	18%
	2018	48%	40%	**53%**	-	-	-	-	-	17%	15%	21%	20%	17%	17%
At Masters Grade Level	2019	24%	17%	**23%**	-	-	-	-	-	4%	5%	4%	0%	4%	4%
	2018	22%	15%	**22%**	-	-	-	-	-	4%	4%	4%	10%	4%	4%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	70%	**82%**	-	-	-	-	-	53%	60%	52%	*	53%	54%
	2018	74%	70%	**81%**	-	-	-	-	-	44%	40%	56%	*	44%	43%
At Meets Grade Level or Above	2019	48%	42%	**54%**	-	-	-	-	-	15%	20%	14%	*	15%	14%
	2018	46%	41%	**51%**	-	-	-	-	-	10%	9%	13%	*	10%	11%
At Masters Grade Level	2019	21%	16%	**21%**	-	-	-	-	-	3%	10%	2%	*	3%	3%
	2018	19%	15%	**21%**	-	-	-	-	-	3%	2%	3%	*	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	76%	**88%**	-	-	-	-	-	78%	86%	77%	*	78%	78%
	2018	81%	74%	**87%**	-	-	-	-	-	69%	60%	90%	*	69%	69%
At Meets Grade Level or Above	2019	52%	42%	**56%**	-	-	-	-	-	26%	43%	25%	*	26%	27%
	2018	50%	39%	**56%**	-	-	-	-	-	25%	24%	29%	*	25%	26%
At Masters Grade Level	2019	26%	18%	**24%**	-	-	-	-	-	6%	0%	6%	*	6%	6%
	2018	24%	16%	**24%**	-	-	-	-	-	8%	8%	6%	*	8%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	64%	**75%**	-	-	-	-	-	21%	-	21%	*	21%	20%
	2018	66%	61%	**72%**	-	-	-	-	-	41%	35%	*	*	41%	40%
At Meets Grade Level or Above	2019	38%	34%	**40%**	-	-	-	-	-	3%	-	3%	*	3%	3%
	2018	41%	35%	**47%**	-	-	-	-	-	14%	12%	*	*	14%	13%
At Masters Grade Level	2019	14%	10%	**12%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	8%	**11%**	-	-	-	-	-	0%	0%	*	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	76%	**87%**	-	-	-	-	-	55%	*	53%	*	55%	55%
	2018	80%	75%	**84%**	-	-	-	-	-	40%	35%	*	*	40%	42%
At Meets Grade Level or Above	2019	54%	45%	**59%**	-	-	-	-	-	16%	*	16%	*	16%	17%
	2018	51%	42%	**56%**	-	-	-	-	-	17%	16%	*	*	17%	17%
At Masters Grade Level	2019	25%	17%	**23%**	-	-	-	-	-	4%	*	4%	*	4%	4%
	2018	23%	15%	**23%**	-	-	-	-	-	3%	3%	*	*	3%	3%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	74%	**80%**	-	-	-	-	-	43%	*	43%	*	43%	42%
	2018	78%	73%	**75%**	-	-	-	-	-	33%	35%	*	*	33%	38%
At Meets Grade Level or Above	2019	55%	45%	**56%**	-	-	-	-	-	17%	*	19%	*	17%	17%
	2018	53%	45%	**48%**	-	-	-	-	-	13%	13%	*	*	13%	12%
At Masters Grade Level	2019	33%	24%	**33%**	-	-	-	-	-	9%	*	10%	*	9%	8%
	2018	31%	23%	**23%**	-	-	-	-	-	4%	4%	*	*	4%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	66%	**67%**	-	-	-	-	-	69%	*	69%	81%	69%	70%
	2018	69%	64%	**66%**	-	-	-	-	-	70%	71%	70%	*	70%	70%
All Grades ELA/Reading	2019	68%	66%	**66%**	-	-	-	-	-	75%	-	75%	*	75%	75%
	2018	69%	65%	**65%**	-	-	-	-	-	78%	79%	75%	*	78%	77%
All Grades Mathematics	2019	70%	67%	**67%**	-	-	-	-	-	64%	*	63%	*	64%	65%
	2018	70%	64%	**67%**	-	-	-	-	-	64%	63%	65%	*	64%	64%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	36%	**49%**	-	-	-	-	-	40%	-	40%	*	40%	41%

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
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TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 District STAAR Performance

Bilingual Education/English as a Second Language

(Current EL Students)

		State	Region 05	District	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	34%	**42%**	-	-	-	-	-	27%	25%	*	-	27%	27%
Mathematics	2019	45%	40%	**49%**	-	-	-	-	-	57%	-	57%	*	57%	59%
	2018	47%	39%	**43%**	-	-	-	-	-	52%	48%	*	*	52%	50%

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District STAAR Participation

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	*	99%	99%	100%	100%
Included in Accountability	94%	94%	**95%**	94%	93%	96%	100%	95%	*	95%	96%	95%	84%
Not Included in Accountability													
Mobile	4%	4%	**4%**	4%	6%	4%	0%	3%	*	5%	4%	5%	9%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	0%	1%	*	0%	0%	1%	7%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	*	1%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	*	1%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	0%	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	**100%**	99%	100%	100%	100%	100%	-	100%	99%	100%	100%
Included in Accountability	94%	94%	**96%**	89%	94%	98%	100%	96%	-	94%	95%	95%	78%
Not Included in Accountability													
Mobile	4%	5%	**3%**	10%	4%	2%	0%	2%	-	6%	4%	4%	8%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	0%	2%	-	0%	1%	1%	14%
Not Tested	1%	1%	**0%**	1%	0%	0%	0%	0%	-	0%	1%	0%	0%
Absent	1%	1%	**0%**	1%	0%	0%	0%	0%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	94.6%	**95.8%**	95.4%	95.7%	95.7%	92.9%	97.7%	-	95.4%	94.8%	95.3%	96.3%
2016-17	95.7%	95.1%	**96.3%**	96.4%	96.3%	96.2%	94.0%	98.1%	*	95.6%	95.3%	95.7%	96.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.3%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.6%	**0.1%**	0.0%	0.6%	0.0%	*	0.0%	-	0.0%	0.0%	0.3%	3.1%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.9%	**0.4%**	0.0%	0.5%	0.4%	*	0.0%	-	0.0%	0.9%	0.5%	4.1%
2016-17	1.9%	2.2%	**0.8%**	0.0%	1.4%	0.7%	*	0.0%	-	0.0%	1.7%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	90.3%	**93.9%**	92.3%	95.1%	92.9%	-	100.0%	-	100.0%	80.8%	87.3%	80.0%
Received TxCHSE	0.4%	0.3%	**0.3%**	0.0%	1.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.9%	0.0%
Continued HS	3.8%	2.5%	**3.1%**	7.7%	1.2%	3.8%	-	0.0%	-	0.0%	11.5%	6.4%	0.0%
Dropped Out	5.7%	6.8%	**2.8%**	0.0%	2.5%	3.3%	-	0.0%	-	0.0%	7.7%	5.5%	20.0%
Graduates and TxCHSE	90.4%	90.6%	**94.1%**	92.3%	96.3%	92.9%	-	100.0%	-	100.0%	80.8%	88.2%	80.0%
Graduates, TxCHSE, and Continuers	94.3%	93.2%	**97.2%**	100.0%	97.5%	96.7%	-	100.0%	-	100.0%	92.3%	94.5%	80.0%
Class of 2017													
Graduated	89.7%	91.1%	**95.3%**	100.0%	92.4%	95.2%	-	100.0%	-	100.0%	84.6%	92.9%	100.0%
Received TxCHSE	0.4%	0.3%	**0.3%**	0.0%	1.5%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	2.7%	**2.0%**	0.0%	1.5%	2.6%	-	0.0%	-	0.0%	11.5%	2.4%	0.0%
Dropped Out	5.9%	5.9%	**2.3%**	0.0%	4.5%	2.2%	-	0.0%	-	0.0%	3.8%	4.7%	0.0%
Graduates and TxCHSE	90.1%	91.3%	**95.6%**	100.0%	93.9%	95.2%	-	100.0%	-	100.0%	84.6%	92.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	94.1%	**97.7%**	100.0%	95.5%	97.8%	-	100.0%	-	100.0%	96.2%	95.3%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	92.8%	**97.1%**	100.0%	93.8%	97.4%	-	100.0%	-	100.0%	88.0%	94.1%	100.0%
Received TxCHSE	0.6%	0.4%	**0.3%**	0.0%	1.5%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.6%	**0.6%**	0.0%	1.5%	0.4%	-	0.0%	-	0.0%	8.0%	1.2%	0.0%
Dropped Out	6.3%	6.1%	**2.1%**	0.0%	3.1%	2.2%	-	0.0%	-	0.0%	4.0%	4.7%	0.0%
Graduates and TxCHSE	92.6%	93.3%	**97.3%**	100.0%	95.4%	97.4%	-	100.0%	-	100.0%	88.0%	94.1%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	93.9%	**97.9%**	100.0%	96.9%	97.8%	-	100.0%	-	100.0%	96.0%	95.3%	100.0%
Class of 2016													
Graduated	91.6%	91.6%	**96.1%**	*	98.0%	95.3%	*	100.0%	-	100.0%	90.0%	94.0%	-
Received TxCHSE	0.7%	0.5%	**0.7%**	*	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.0%	-
Continued HS	1.2%	0.7%	**0.3%**	*	0.0%	0.4%	*	0.0%	-	0.0%	3.3%	0.0%	-
Dropped Out	6.6%	7.2%	**3.0%**	*	2.0%	3.4%	*	0.0%	-	0.0%	6.7%	6.0%	-
Graduates and TxCHSE	92.2%	92.1%	**96.7%**	*	98.0%	96.2%	*	100.0%	-	100.0%	90.0%	94.0%	-
Graduates, TxCHSE, and Continuers	93.4%	92.8%	**97.0%**	*	98.0%	96.6%	*	100.0%	-	100.0%	93.3%	94.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	91.9%	**96.1%**	*	98.0%	95.7%	*	92.9%	-	100.0%	93.3%	94.0%	-

District Name: PORT NECHES-GROVES ISD
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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 District Attendance, Graduation, and Dropout Rates

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.6%	**1.0%**	*	0.0%	0.9%	*	7.1%	-	0.0%	0.0%	0.0%	-
Continued HS	0.5%	0.4%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	6.6%	7.2%	**2.9%**	*	2.0%	3.4%	*	0.0%	-	0.0%	6.7%	6.0%	-
Graduates and TxCHSE	92.9%	92.5%	**97.1%**	*	98.0%	96.6%	*	100.0%	-	100.0%	93.3%	94.0%	-
Graduates, TxCHSE, and Continuers	93.4%	92.8%	**97.1%**	*	98.0%	96.6%	*	100.0%	-	100.0%	93.3%	94.0%	-
Class of 2015													
Graduated	91.8%	91.9%	**95.9%**	100.0%	94.9%	96.3%	*	100.0%	-	80.0%	96.6%	90.6%	*
Received TxCHSE	1.0%	0.7%	**1.2%**	0.0%	0.0%	1.2%	*	0.0%	-	10.0%	3.4%	2.1%	*
Continued HS	0.6%	0.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.7%	7.3%	**2.9%**	0.0%	5.1%	2.4%	*	0.0%	-	10.0%	0.0%	7.3%	*
Graduates and TxCHSE	92.8%	92.6%	**97.1%**	100.0%	94.9%	97.6%	*	100.0%	-	90.0%	100.0%	92.7%	*
Graduates, TxCHSE, and Continuers	93.3%	92.7%	**97.1%**	100.0%	94.9%	97.6%	*	100.0%	-	90.0%	100.0%	92.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	90.3%	**93.9%**	92.3%	95.1%	92.9%	-	100.0%	-	100.0%	80.8%	87.3%	80.0%
Class of 2017	89.7%	91.1%	**95.1%**	100.0%	92.4%	95.2%	-	95.8%	-	100.0%	84.6%	92.9%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	96.0%	**99.6%**	100.0%	98.4%	100.0%	-	100.0%	-	100.0%	*	100.0%	*
Class of 2017	88.5%	82.4%	**83.2%**	90.9%	82.0%	82.3%	-	100.0%	-	66.7%	13.6%	72.2%	66.7%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	14.2%	**1.8%**	0.0%	0.0%	2.9%	-	*	-	*	5.6%	4.2%	*
Class of 2017	6.0%	3.8%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	71.1%	**90.9%**	83.3%	92.3%	91.2%	-	*	-	*	88.9%	83.3%	*
Class of 2017	60.8%	56.1%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	85.9%	**98.5%**	91.7%	97.4%	99.1%	-	100.0%	-	100.0%	95.2%	96.9%	*
Class of 2017	85.9%	78.0%	**83.2%**	90.9%	82.0%	82.3%	-	100.0%	-	66.7%	13.6%	72.2%	66.7%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	84.5%	**98.9%**	100.0%	96.9%	99.5%	-	100.0%	-	100.0%	*	100.0%	*
2016-17	87.2%	80.9%	**82.4%**	90.9%	80.6%	81.5%	-	100.0%	-	66.7%	13.6%	70.3%	66.7%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	14.7%	**1.8%**	0.0%	0.0%	2.9%	-	*	-	*	5.3%	5.9%	*
2016-17	7.2%	4.0%	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	70.2%	**91.1%**	83.3%	92.3%	91.4%	-	*	-	*	89.5%	76.5%	*
2016-17	56.5%	53.7%	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	84.8%	**97.9%**	91.7%	96.2%	98.7%	-	100.0%	-	100.0%	95.5%	96.2%	*
2016-17	84.0%	76.3%	**82.4%**	90.9%	80.6%	81.5%	-	100.0%	-	66.7%	13.6%	70.3%	66.7%

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

	District Count	District Percent	State Count	State Percent
Graduates (2017-18 Annual Graduates)				
Total Graduates	341	100.0%	347,893	100.0%
By Ethnicity:				
African American	12	3.5%	43,502	12.5%
Hispanic	78	22.9%	173,272	49.8%
White	226	66.3%	107,052	30.8%
American Indian	0	0.0%	1,226	0.4%
Asian	19	5.6%	15,589	4.5%
Pacific Islander	0	0.0%	528	0.2%
Two or More Races	6	1.8%	6,724	1.9%
By Graduation Type:				
Minimum H.S. Program	3	0.9%	5,855	1.7%
Recommended H.S. Program/Distinguished Achievement Program	282	82.7%	3,538	1.0%
Foundation H.S. Program (No Endorsement)	4	1.2%	49,432	14.2%
Foundation H.S. Program (Endorsement)	1	0.3%	16,542	4.8%
Foundation H.S. Program (DLA)	51	15.0%	272,526	78.3%
Special Education Graduates	22	6.5%	25,962	7.5%
Economically Disadvantaged Graduates	78	22.9%	166,956	48.0%
LEP Graduates	4	1.2%	21,359	6.1%
At-Risk Graduates	139	40.8%	144,805	41.6%

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

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	59.2%	**77.3%**	45.8%	71.2%	80.1%	-	86.8%	-	83.3%	97.7%	71.8%	*
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	37.2%	**51.6%**	0.0%	38.5%	56.2%	-	78.9%	-	66.7%	9.1%	33.3%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	48.1%	**61.3%**	8.3%	52.6%	64.2%	-	89.5%	-	83.3%	13.6%	39.7%	*
Mathematics													
2017-18	46.0%	33.4%	**47.5%**	0.0%	29.5%	54.0%	-	68.4%	-	66.7%	9.1%	30.8%	*
Both Subjects													
2017-18	42.1%	30.6%	**45.5%**	0.0%	28.2%	51.8%	-	63.2%	-	66.7%	9.1%	29.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	19.9%	**22.0%**	0.0%	20.5%	21.2%	-	42.1%	-	50.0%	4.5%	11.5%	*
2016-17	19.9%	16.9%	**14.2%**	9.1%	9.7%	14.4%	-	34.8%	-	0.0%	0.0%	4.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	4.6%	**0.9%**	0.0%	1.3%	0.4%	-	5.3%	-	0.0%	0.0%	0.0%	*
2016-17	20.1%	4.7%	**1.2%**	9.1%	1.6%	0.9%	-	0.0%	-	0.0%	0.0%	1.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.7%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	34.4%	**49.6%**	45.8%	53.2%	49.1%	-	47.4%	-	33.3%	97.7%	54.5%	*
2016-17	13.2%	15.7%	**12.6%**	4.5%	16.9%	11.0%	-	19.6%	-	12.5%	22.7%	10.9%	8.3%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	5.1%	**7.9%**	0.0%	12.8%	6.6%	-	10.5%	-	0.0%	0.0%	7.7%	*
2016-17	2.7%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.9%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	1.0%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.2%	**80.9%**	83.3%	83.3%	80.1%	-	84.2%	-	66.7%	68.2%	87.2%	*
2016-17	17.3%	26.0%	**25.2%**	9.1%	33.9%	22.1%	-	39.1%	-	25.0%	45.5%	21.9%	16.7%

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Texas Academic Performance Report
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	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	2.8%	**1.8%**	8.3%	2.6%	1.3%	-	0.0%	-	0.0%	0.0%	2.6%	*
2016-17	2.2%	1.1%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	3.0%	**6.2%**	0.0%	6.4%	7.1%	-	0.0%	-	0.0%	95.5%	9.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.6%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.5%	0.5%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%

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

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	20.7%	**22.9%**	0.0%	24.4%	22.1%	-	42.1%	-	16.7%	9.1%	15.4%	*
2016-17	23.4%	15.8%	**20.3%**	0.0%	17.7%	22.1%	-	26.1%	-	8.3%	4.5%	12.5%	0.0%
Mathematics													
2017-18	23.7%	15.1%	**22.3%**	0.0%	17.9%	24.3%	-	31.6%	-	16.7%	4.5%	19.2%	*
2016-17	19.8%	14.8%	**23.0%**	9.1%	27.4%	22.5%	-	26.1%	-	16.7%	0.0%	17.2%	16.7%
Both Subjects													
2017-18	18.1%	8.7%	**13.5%**	0.0%	15.4%	13.7%	-	15.8%	-	0.0%	4.5%	11.5%	*
2016-17	12.9%	7.2%	**13.0%**	0.0%	14.5%	12.6%	-	21.7%	-	8.3%	0.0%	7.8%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	62.9%	**82.4%**	83.3%	83.3%	82.3%	-	84.2%	-	66.7%	77.3%	87.2%	*
2016-17	50.5%	63.5%	**90.6%**	90.9%	95.2%	89.2%	-	91.3%	-	91.7%	95.5%	92.2%	100.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	1.2%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	1.4%	1.4%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	7.1%	**2.7%**	0.0%	2.4%	2.7%	-	7.1%	-	0.0%	n/a	0.8%	n/a
2017	26.2%	6.0%	**1.4%**	0.0%	2.1%	1.0%	*	4.8%	-	0.0%	n/a	2.6%	n/a
English Language Arts													
2018	15.3%	3.5%	**0.1%**	0.0%	0.0%	0.2%	-	0.0%	-	0.0%	n/a	0.0%	n/a
2017	15.9%	3.4%	**0.1%**	0.0%	0.0%	0.2%	*	0.0%	-	0.0%	n/a	0.5%	n/a
Mathematics													
2018	7.3%	1.8%	**0.1%**	0.0%	0.0%	0.0%	-	2.4%	-	0.0%	n/a	0.0%	n/a
2017	7.2%	1.2%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	n/a	0.0%	n/a
Science													
2018	10.8%	2.2%	**1.1%**	0.0%	0.6%	1.1%	-	4.8%	-	0.0%	n/a	0.4%	n/a
2017	10.9%	1.4%	**0.4%**	0.0%	0.0%	0.2%	*	4.8%	-	0.0%	n/a	0.5%	n/a
Social Studies													
2018	14.5%	2.9%	**1.9%**	0.0%	1.8%	2.0%	-	2.4%	-	0.0%	n/a	0.8%	n/a
2017	15.0%	2.1%	**1.3%**	0.0%	2.1%	1.0%	*	2.4%	-	0.0%	n/a	2.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	35.6%	**31.6%**	-	*	25.0%	-	*	-	-	n/a	*	n/a
2017	49.1%	41.5%	**20.0%**	-	*	40.0%	-	*	-	-	n/a	0.0%	n/a
English Language Arts													
2018	42.5%	40.7%	*	-	-	*	-	-	-	-	n/a	-	n/a
2017	41.3%	44.4%	*	-	-	*	-	-	-	-	n/a	*	n/a
Mathematics													
2018	52.8%	22.2%	*	-	-	-	-	*	-	-	n/a	-	n/a

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Texas Academic Performance Report
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	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	29.3%	**-**	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	24.1%	**50.0%**	-	*	60.0%	-	*	-	-	n/a	*	n/a
2017	38.3%	28.9%	*	-	-	*	-	*	-	-	n/a	*	n/a
Social Studies													
2018	44.6%	29.4%	**15.4%**	-	*	22.2%	-	*	-	-	n/a	*	n/a
2017	41.4%	34.2%	**22.2%**	-	*	40.0%	-	*	-	-	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	59.6%	**65.7%**	33.3%	52.6%	69.0%	?	89.5%	-	83.3%	n/a	45.4%	n/a
2016-17	73.5%	60.5%	**71.8%**	72.7%	66.1%	72.1%	-	100.0%	-	41.7%	n/a	56.3%	n/a
At/Above Criterion													
2017-18	37.9%	34.6%	**40.2%**	*	26.8%	45.5%	*	29.4%	-	60.0%	n/a	31.8%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1024	**1056**	*	1040	1061	*	1064	-	1144	n/a	1019	n/a
English Language Arts and Writing													
2017-18	521	520	**540**	*	536	542	*	532	-	580	n/a	518	n/a
Mathematics													
2017-18	515	504	**516**	*	504	518	*	532	-	564	n/a	500	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.2	**20.4**	-	19.0	20.8	-	*	-	*	n/a	18.6	n/a
English Language Arts													
2017-18	20.3	19.9	**20.4**	-	19.6	20.8	-	*	-	*	n/a	17.7	n/a
Mathematics													
2017-18	20.6	20.0	**19.9**	-	18.7	20.3	-	*	-	*	n/a	18.7	n/a
Science													
2017-18	20.9	20.5	**20.0**	-	17.7	20.6	-	*	-	*	n/a	19.2	n/a

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

	State	Region 05	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	34.1%	**23.7%**	13.2%	20.1%	24.7%	*	35.2%	-	22.2%	6.3%	17.1%	4.3%
2016-17	37.1%	27.8%	**15.5%**	6.4%	16.2%	14.9%	*	26.4%	-	12.1%	0.9%	10.3%	0.0%
English Language Arts													
2017-18	17.3%	13.0%	**4.7%**	0.0%	4.4%	4.2%	*	11.5%	-	12.9%	0.0%	2.1%	0.0%
2016-17	16.8%	12.1%	**4.3%**	4.3%	4.4%	3.7%	*	9.3%	-	6.3%	0.0%	1.4%	0.0%
Mathematics													
2017-18	20.7%	18.5%	**19.1%**	8.5%	16.0%	19.5%	*	31.4%	-	22.6%	2.3%	12.4%	4.8%
2016-17	19.5%	16.7%	**14.2%**	7.0%	13.7%	13.9%	*	23.5%	-	16.0%	0.0%	9.0%	0.0%
Science													
2017-18	21.2%	16.5%	**10.2%**	6.3%	8.3%	10.6%	*	16.1%	-	9.7%	3.1%	8.3%	2.4%
2016-17	5.7%	4.4%	**3.6%**	2.4%	2.1%	3.6%	*	9.8%	-	4.0%	0.0%	1.6%	0.0%
Social Studies													
2017-18	22.8%	14.5%	**2.5%**	0.0%	1.8%	2.8%	*	3.7%	-	3.3%	0.0%	0.9%	0.0%
2016-17	21.8%	15.1%	**4.5%**	4.3%	5.3%	3.2%	*	17.2%	-	3.1%	0.0%	3.8%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	51.6%	**66.7%**	63.6%	59.7%	67.6%	-	91.3%	-	41.7%	13.6%	47.5%	50.0%
2015-16	54.7%	52.9%	**63.1%**	*	55.1%	63.8%	*	76.9%	-	60.0%	37.9%	46.9%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	54.8%	**67.6%**	28.6%	73.0%	65.1%	-	85.7%	-	80.0%	*	68.4%	*
2015-16	55.7%	50.2%	**61.8%**	*	50.0%	64.8%	*	80.0%	-	*	36.4%	55.2%	-

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

Student Information	District Count	District Percent	State Count	State Percent
Total Students	5,133	100.0%	5,416,400	100.0%
Students by Grade:				
Early Childhood Education	9	0.2%	15,122	0.3%
Pre-Kindergarten	82	1.6%	238,810	4.4%
Kindergarten	366	7.1%	373,435	6.9%
Grade 1	364	7.1%	386,567	7.1%
Grade 2	383	7.5%	387,490	7.2%
Grade 3	398	7.8%	395,637	7.3%
Grade 4	379	7.4%	411,805	7.6%
Grade 5	416	8.1%	417,388	7.7%
Grade 6	459	8.9%	417,587	7.7%
Grade 7	411	8.0%	406,716	7.5%
Grade 8	391	7.6%	404,933	7.5%
Grade 9	390	7.6%	436,449	8.1%
Grade 10	369	7.2%	400,571	7.4%
Grade 11	371	7.2%	372,899	6.9%
Grade 12	345	6.7%	350,991	6.5%
Ethnic Distribution:				
African American	169	3.3%	684,349	12.6%
Hispanic	1,354	26.4%	2,847,629	52.6%
White	3,178	61.9%	1,484,069	27.4%
American Indian	6	0.1%	20,362	0.4%
Asian	298	5.8%	242,247	4.5%
Pacific Islander	1	0.0%	8,254	0.2%
Two or More Races	127	2.5%	129,490	2.4%
Economically Disadvantaged	2,378	46.3%	3,283,812	60.6%
Non-Educationally Disadvantaged	2,755	53.7%	2,132,588	39.4%
Section 504 Students	296	5.8%	354,440	6.5%
English Learners (EL)	283	5.5%	1,054,596	19.5%
Students w/ Disciplinary Placements (2017-18)	63	1.2%	75,963	1.4%
Students w/ Dyslexia	149	2.9%	194,074	3.6%
At-Risk	1,764	34.4%	2,713,848	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	494		521,908	
By Type of Primary Disability				
Students with Intellectual Disabilities	157	31.8%	221,426	42.4%
Students with Physical Disabilities	172	34.8%	114,118	21.9%
Students with Autism	**	**	71,373	13.7%
Students with Behavioral Disabilities	93	18.8%	107,604	20.6%
Students with Non-Categorical Early Childhood	*	*	7,387	1.4%

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

Student Information	- Non-Special Education Rates - District	State	- Special Education Rates - District	State
Retention Rates by Grade:				
Kindergarten	3.8%	1.7%	0.0%	6.2%
Grade 1	2.5%	3.1%	6.1%	5.5%
Grade 2	0.9%	1.8%	3.7%	2.3%
Grade 3	0.0%	1.1%	0.0%	0.9%
Grade 4	0.5%	0.5%	0.0%	0.5%
Grade 5	0.0%	0.5%	0.0%	0.6%
Grade 6	0.8%	0.4%	0.0%	0.5%
Grade 7	0.3%	0.6%	2.1%	0.6%
Grade 8	0.0%	0.4%	0.0%	0.7%
Grade 9	6.2%	7.2%	0.0%	12.7%

	---------- District ----------		---------- State ----------	
	Count	Percent	Count	Percent
Data Quality:				
Underreported Students	11	0.5%	6,321	0.3%

Class Size Information	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):		
Elementary:		
Kindergarten	19.3	18.9
Grade 1	18.2	18.8
Grade 2	18.3	18.7
Grade 3	17.2	18.9
Grade 4	15.3	19.2
Grade 5	16.8	21.2
Grade 6	21.8	20.4
Secondary:		
English/Language Arts	16.0	16.6
Foreign Languages	23.4	18.9
Mathematics	17.4	17.8
Science	19.1	18.9
Social Studies	21.0	19.3

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

Staff Information	District Count	District Percent	State Count	State Percent
Total Staff	481.5	100.0%	719,502.5	100.0%
Professional Staff:	426.6	88.6%	461,380.1	64.1%
Teachers	353.4	73.4%	358,450.1	49.8%
Professional Support	50.2	10.4%	72,848.5	10.1%
Campus Administration (School Leadership)	15.0	3.1%	21,812.7	3.0%
Central Administration	8.0	1.7%	8,268.8	1.1%
Educational Aides:	54.9	11.4%	74,292.4	10.3%
Auxiliary Staff:	0.0	0.0%	183,830.1	25.5%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	6.0	n/a	4,414.0	n/a
Part-time	1.0	n/a	572.0	n/a
Counselors				
Full-time	12.0	n/a	12,433.0	n/a
Part-time	0.0	n/a	1,097.0	n/a
Total Minority Staff:	31.0	6.4%	362,803.7	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	37,875.6	10.6%
Hispanic	17.1	4.8%	99,261.7	27.7%
White	330.3	93.5%	209,288.6	58.4%
American Indian	3.0	0.8%	1,236.1	0.3%
Asian	1.0	0.3%	6,037.0	1.7%
Pacific Islander	0.0	0.0%	676.7	0.2%
Two or More Races	2.0	0.6%	4,074.5	1.1%
Males	66.5	18.8%	85,138.1	23.8%
Females	286.9	81.2%	273,312.0	76.2%
Teachers by Highest Degree Held:				
No Degree	7.6	2.1%	4,932.1	1.4%
Bachelors	285.6	80.8%	263,991.5	73.6%
Masters	60.2	17.0%	87,059.6	24.3%
Doctorate	0.0	0.0%	2,466.8	0.7%
Teachers by Years of Experience:				
Beginning Teachers	5.1	1.4%	24,953.3	7.0%
1-5 Years Experience	75.0	21.2%	103,762.4	28.9%
6-10 Years Experience	72.1	20.4%	68,136.0	19.0%
11-20 Years Experience	108.0	30.6%	105,158.7	29.3%
Over 20 Years Experience	93.2	26.4%	56,439.7	15.7%
Number of Students per Teacher	14.5	n/a	15.1	n/a

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

Staff Information	District	State
Experience of Campus Leadership:		
Average Years Experience of Principals	5.0	6.3
Average Years Experience of Principals with District	5.0	5.4
Average Years Experience of Assistant Principals	5.8	5.3
Average Years Experience of Assistant Principals with District	5.4	4.7
Average Years Experience of Teachers:	14.5	11.1
Average Years Experience of Teachers with District:	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):		
Beginning Teachers	$40,601	$47,218
1-5 Years Experience	$45,651	$50,408
6-10 Years Experience	$49,178	$52,786
11-20 Years Experience	$51,994	$56,041
Over 20 Years Experience	$64,432	$62,039
Average Actual Salaries (regular duties only):		
Teachers	$53,191	$54,122
Professional Support	$63,058	$64,069
Campus Administration (School Leadership)	$86,091	$78,947
Central Administration	$114,956	$103,400
Instructional Staff Percent:	89.8%	64.5%
Turnover Rate for Teachers:	9.3%	16.5%
Staff Exclusions:		
Shared Services Arrangement Staff:		
Professional Staff	0.0	1,074.9
Educational Aides	0.0	189.4
Auxiliary Staff	0.0	411.6
Contracted Instructional Staff:	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
County Name: JEFFERSON
District Number: 123908

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

Program Information	District Count	District Percent	State Count	State Percent
Student Enrollment by Program:				
Bilingual/ESL Education	279	5.4%	1,066,099	19.7%
Career & Technical Education	1,460	28.4%	1,424,391	26.3%
Gifted & Talented Education	617	12.0%	436,361	8.1%
Special Education	494	9.6%	521,908	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.4	0.7%	23,092.5	6.4%
Career & Technical Education	19.8	5.6%	17,483.0	4.9%
Compensatory Education	9.8	2.8%	9,548.1	2.7%
Gifted & Talented Education	10.8	3.1%	7,164.0	2.0%
Regular Education	280.1	79.3%	255,885.2	71.4%
Special Education	30.5	8.6%	32,449.2	9.1%
Other	0.0	0.0%	12,828.0	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **PORT NECHES-GROVES H S**

Campus Number: **123908001**

2019 Accountability Rating: **B**

Distinction Designations:

Postsecondary Readiness

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District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

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

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
End of Course English I																	
At Approaches Grade Level or Above	2019	68%	73%	**73%**	67%	71%	72%	*	81%	-	87%	22%	67%	74%	68%	68%	42%
	2018	65%	71%	**71%**	53%	65%	74%	*	78%	-	65%	23%	*	74%	56%	68%	44%
At Meets Grade Level or Above	2019	50%	54%	**54%**	48%	50%	54%	*	68%	-	60%	13%	33%	56%	46%	48%	28%
	2018	44%	50%	**50%**	35%	41%	54%	*	61%	-	53%	11%	*	54%	33%	41%	19%
At Masters Grade Level	2019	11%	7%	**7%**	5%	6%	6%	*	19%	-	0%	4%	0%	8%	4%	4%	0%
	2018	7%	6%	**6%**	0%	3%	7%	*	9%	-	12%	0%	*	7%	2%	3%	0%
End of Course English II																	
At Approaches Grade Level or Above	2019	68%	71%	**71%**	75%	65%	74%	*	62%	-	67%	18%	*	74%	57%	66%	35%
	2018	67%	73%	**73%**	67%	66%	77%	-	70%	-	60%	20%	86%	74%	68%	70%	40%
At Meets Grade Level or Above	2019	49%	57%	**57%**	50%	50%	60%	*	55%	-	53%	15%	*	61%	38%	52%	18%
	2018	48%	53%	**53%**	50%	41%	56%	-	57%	-	60%	16%	86%	54%	46%	45%	7%
At Masters Grade Level	2019	8%	6%	**6%**	13%	4%	6%	*	7%	-	7%	3%	*	6%	2%	5%	0%
	2018	8%	8%	**8%**	6%	5%	9%	-	10%	-	20%	2%	29%	8%	10%	5%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**82%**	73%	78%	82%	-	100%	-	85%	20%	80%	81%	83%	76%	70%
	2018	83%	89%	**87%**	79%	79%	91%	*	92%	-	85%	44%	*	89%	80%	86%	75%
At Meets Grade Level or Above	2019	61%	61%	**55%**	60%	51%	56%	-	71%	-	54%	12%	20%	59%	44%	47%	26%
	2018	55%	62%	**58%**	43%	52%	60%	*	79%	-	54%	19%	*	61%	51%	54%	44%
At Masters Grade Level	2019	37%	32%	**22%**	7%	21%	20%	-	33%	-	54%	2%	0%	24%	16%	15%	15%
	2018	32%	37%	**32%**	29%	27%	33%	*	58%	-	8%	7%	*	35%	22%	27%	28%
End of Course Biology																	
At Approaches Grade Level or Above	2019	88%	91%	**91%**	85%	88%	92%	*	96%	-	92%	56%	*	93%	81%	92%	77%
	2018	87%	88%	**88%**	87%	85%	89%	-	88%	-	100%	33%	86%	89%	86%	84%	63%
At Meets Grade Level or Above	2019	62%	62%	**62%**	54%	58%	64%	*	74%	-	54%	28%	*	64%	52%	58%	35%
	2018	59%	62%	**62%**	60%	55%	64%	-	64%	-	83%	19%	86%	62%	63%	56%	26%
At Masters Grade Level	2019	25%	13%	**13%**	8%	11%	13%	*	26%	-	15%	3%	*	14%	11%	11%	4%
	2018	24%	20%	**20%**	7%	16%	20%	-	28%	-	67%	2%	29%	20%	16%	15%	0%
End of Course U.S. History																	
At Approaches Grade Level or Above	2019	93%	93%	**93%**	100%	91%	94%	-	91%	-	*	53%	*	93%	93%	90%	73%
	2018	92%	91%	**91%**	82%	91%	92%	-	87%	-	100%	38%	*	92%	88%	87%	71%
At Meets Grade Level or Above	2019	73%	78%	**78%**	77%	73%	79%	-	87%	-	*	33%	*	78%	77%	73%	36%
	2018	70%	73%	**73%**	36%	71%	77%	-	65%	-	71%	28%	*	76%	57%	71%	33%
At Masters Grade Level	2019	45%	49%	**49%**	31%	44%	49%	-	65%	-	*	18%	*	49%	50%	41%	18%
	2018	40%	38%	**38%**	27%	30%	41%	-	43%	-	57%	7%	*	39%	35%	34%	5%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**81%**	78%	77%	83%	*	85%	-	82%	32%	71%	83%	74%	77%	55%
	2018	77%	82%	**81%**	72%	76%	84%	*	82%	-	79%	31%	82%	83%	73%	78%	57%
At Meets Grade Level or Above	2019	50%	54%	**61%**	56%	55%	63%	*	70%	-	57%	20%	38%	64%	49%	54%	27%
	2018	48%	53%	**59%**	45%	51%	62%	*	65%	-	60%	18%	68%	61%	48%	52%	25%
At Masters Grade Level	2019	24%	23%	**18%**	12%	16%	19%	*	28%	-	22%	6%	14%	20%	13%	14%	5%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

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

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	22%	22%	**19%**	12%	15%	20%	*	29%	-	25%	3%	18%	20%	15%	15%	7%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**72%**	70%	69%	73%	*	72%	-	77%	20%	56%	74%	63%	67%	39%
	2018	74%	81%	**72%**	60%	66%	75%	*	74%	-	64%	22%	82%	74%	61%	69%	42%
At Meets Grade Level or Above	2019	48%	54%	**55%**	49%	50%	57%	*	62%	-	57%	14%	33%	59%	42%	50%	23%
	2018	46%	51%	**51%**	43%	41%	55%	*	58%	-	55%	14%	73%	54%	39%	43%	13%
At Masters Grade Level	2019	21%	21%	**6%**	8%	5%	6%	*	13%	-	3%	4%	0%	7%	3%	5%	0%
	2018	19%	21%	**7%**	3%	4%	8%	*	9%	-	14%	1%	18%	7%	5%	4%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**82%**	73%	78%	82%	-	100%	-	85%	20%	80%	81%	83%	76%	70%
	2018	81%	87%	**87%**	79%	79%	91%	*	92%	-	85%	44%	*	89%	80%	86%	75%
At Meets Grade Level or Above	2019	52%	56%	**55%**	60%	51%	56%	-	71%	-	54%	12%	20%	59%	44%	47%	26%
	2018	50%	56%	**58%**	43%	52%	60%	*	79%	-	54%	19%	*	61%	51%	54%	44%
At Masters Grade Level	2019	26%	24%	**22%**	7%	21%	20%	-	33%	-	54%	2%	0%	24%	16%	15%	15%
	2018	24%	24%	**32%**	29%	27%	33%	*	58%	-	8%	7%	*	35%	22%	27%	28%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**91%**	85%	88%	92%	*	96%	-	92%	56%	*	93%	81%	92%	77%
	2018	80%	84%	**88%**	87%	85%	89%	-	88%	-	100%	33%	86%	89%	86%	84%	63%
At Meets Grade Level or Above	2019	54%	59%	**62%**	54%	58%	64%	*	74%	-	54%	28%	*	64%	52%	58%	35%
	2018	51%	56%	**62%**	60%	55%	64%	-	64%	-	83%	19%	86%	62%	63%	56%	26%
At Masters Grade Level	2019	25%	23%	**13%**	8%	11%	13%	*	26%	-	15%	3%	*	14%	11%	11%	4%
	2018	23%	23%	**20%**	7%	16%	20%	-	28%	-	67%	2%	29%	20%	16%	15%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**93%**	100%	91%	94%	-	91%	-	*	53%	*	93%	93%	90%	73%
	2018	78%	75%	**91%**	82%	91%	92%	-	87%	-	100%	38%	*	92%	88%	87%	71%
At Meets Grade Level or Above	2019	55%	56%	**78%**	77%	73%	79%	-	87%	-	*	33%	*	78%	77%	73%	36%
	2018	53%	48%	**73%**	36%	71%	77%	-	65%	-	71%	28%	*	76%	57%	71%	33%
At Masters Grade Level	2019	33%	33%	**49%**	31%	44%	49%	-	65%	-	*	18%	*	49%	50%	41%	18%
	2018	31%	23%	**38%**	27%	30%	41%	-	43%	-	57%	7%	*	39%	35%	34%	5%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
End of Course English II	2019	69	69	**69**	70	73	68	*	81	-	58	57	*	70	65	72	73
	2018	67	66	**66**	58	60	68	-	68	-	*	46	75	66	65	61	77
End of Course Algebra I	2019	75	72	**67**	73	73	63	-	74	-	77	16	60	68	64	61	67
	2018	72	78	**75**	61	69	77	*	93	-	73	45	*	78	64	72	63
All Grades Both Subjects	2019	69	67	**68**	72	73	66	*	78	-	67	34	57	69	65	66	70
	2018	69	66	**70**	59	65	72	*	81	-	74	46	67	72	64	66	68
All Grades ELA/Reading	2019	68	66	**69**	70	73	68	*	81	-	58	57	*	70	65	72	73
	2018	69	65	**66**	58	60	68	-	68	-	*	46	75	66	65	61	77
All Grades Mathematics	2019	70	67	**67**	73	73	63	-	74	-	77	16	60	68	64	61	67
	2018	70	67	**75**	61	69	77	*	93	-	73	45	*	78	64	72	63

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

There is no data for this campus.

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

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

Total Students: 1,473
Grade Span: 09 - 12
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**81%**	-	-	-	-	-	43%	44%	42%	-	43%	43%
	2018	77%	82%	**81%**	-	-	-	-	-	42%	43%	33%	60%	42%	43%
At Meets Grade Level or Above	2019	50%	54%	**61%**	-	-	-	-	-	15%	0%	16%	-	15%	15%
	2018	48%	53%	**59%**	-	-	-	-	-	15%	17%	0%	0%	15%	14%
At Masters Grade Level	2019	24%	23%	**18%**	-	-	-	-	-	4%	0%	5%	-	4%	4%
	2018	22%	22%	**19%**	-	-	-	-	-	6%	6%	0%	0%	6%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**72%**	-	-	-	-	-	26%	*	28%	-	26%	26%
	2018	74%	81%	**72%**	-	-	-	-	-	21%	24%	*	*	21%	20%
At Meets Grade Level or Above	2019	48%	54%	**55%**	-	-	-	-	-	10%	*	11%	-	10%	10%
	2018	46%	51%	**51%**	-	-	-	-	-	3%	3%	*	*	3%	3%
At Masters Grade Level	2019	21%	21%	**6%**	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	19%	21%	**7%**	-	-	-	-	-	0%	0%	*	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**82%**	-	-	-	-	-	60%	*	58%	-	60%	60%
	2018	81%	87%	**87%**	-	-	-	-	-	65%	64%	*	-	65%	65%
At Meets Grade Level or Above	2019	52%	56%	**55%**	-	-	-	-	-	20%	*	21%	-	20%	20%
	2018	50%	56%	**58%**	-	-	-	-	-	29%	36%	*	-	29%	29%
At Masters Grade Level	2019	26%	24%	**22%**	-	-	-	-	-	10%	*	11%	-	10%	10%
	2018	24%	24%	**32%**	-	-	-	-	-	18%	21%	*	-	18%	18%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**91%**	-	-	-	-	-	63%	*	57%	-	63%	63%
	2018	80%	84%	**88%**	-	-	-	-	-	40%	33%	*	*	40%	45%
At Meets Grade Level or Above	2019	54%	59%	**62%**	-	-	-	-	-	13%	*	14%	-	13%	13%
	2018	51%	56%	**62%**	-	-	-	-	-	20%	22%	*	*	20%	18%
At Masters Grade Level	2019	25%	23%	**13%**	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	23%	23%	**20%**	-	-	-	-	-	0%	0%	*	*	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**93%**	-	-	-	-	-	63%	*	67%	-	63%	63%
	2018	78%	75%	**91%**	-	-	-	-	-	67%	73%	*	*	67%	71%
At Meets Grade Level or Above	2019	55%	56%	**78%**	-	-	-	-	-	38%	*	50%	-	38%	38%
	2018	53%	48%	**73%**	-	-	-	-	-	25%	27%	*	*	25%	21%
At Masters Grade Level	2019	33%	33%	**49%**	-	-	-	-	-	25%	*	33%	-	25%	25%
	2018	31%	23%	**38%**	-	-	-	-	-	8%	9%	*	*	8%	7%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	**68%**	-	-	-	-	-	72%	*	71%	-	72%	72%
	2018	69%	66%	**70%**	-	-	-	-	-	68%	68%	-	-	68%	68%
All Grades ELA/Reading	2019	68%	66%	**69%**	-	-	-	-	-	81%	-	81%	-	81%	81%
	2018	69%	65%	**66%**	-	-	-	-	-	83%	83%	-	-	83%	83%
All Grades Mathematics	2019	70%	67%	**67%**	-	-	-	-	-	63%	*	59%	-	63%	63%
	2018	70%	67%	**75%**	-	-	-	-	-	56%	56%	-	-	56%	56%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	99%	100%	100%	*	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**95%**	94%	93%	96%	*	90%	-	98%	99%	94%	78%
Not Included in Accountability													
Mobile	4%	4%	**4%**	5%	5%	4%	*	5%	-	2%	1%	5%	10%
Other Exclusions	1%	0%	**1%**	0%	1%	0%	*	5%	-	0%	0%	1%	12%
Not Tested	1%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	1%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	97%	100%	100%	*	100%	-	100%	99%	100%	100%
Included in Accountability	94%	96%	**96%**	96%	94%	97%	*	95%	-	100%	95%	95%	74%
Not Included in Accountability													
Mobile	4%	3%	**2%**	1%	3%	2%	*	3%	-	0%	1%	3%	8%
Other Exclusions	1%	1%	**1%**	0%	3%	0%	*	2%	-	0%	3%	1%	18%
Not Tested	1%	0%	**0%**	3%	0%	0%	*	0%	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	3%	0%	0%	*	0%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

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

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**94.6%**	93.5%	94.6%	94.4%	*	96.9%	-	95.5%	92.5%	93.8%	94.9%
2016-17	95.7%	96.3%	**95.4%**	96.0%	95.2%	95.3%	*	97.3%	-	95.0%	93.7%	94.6%	95.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	**-**	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	**-**	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	**0.4%**	0.0%	0.5%	0.4%	*	0.0%	-	0.0%	0.9%	0.5%	4.1%
2016-17	1.9%	0.8%	**0.8%**	0.0%	1.4%	0.7%	*	0.0%	-	0.0%	1.7%	1.4%	0.0%
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	**93.9%**	92.3%	95.1%	92.9%	-	100.0%	-	100.0%	80.8%	87.3%	80.0%
Received TxCHSE	0.4%	0.3%	**0.3%**	0.0%	1.2%	0.0%	-	0.0%	-	0.0%	0.0%	0.9%	0.0%
Continued HS	3.8%	3.1%	**3.1%**	7.7%	1.2%	3.8%	-	0.0%	-	0.0%	11.5%	6.4%	0.0%
Dropped Out	5.7%	2.8%	**2.8%**	0.0%	2.5%	3.3%	-	0.0%	-	0.0%	7.7%	5.5%	20.0%
Graduates and TxCHSE	90.4%	94.1%	**94.1%**	92.3%	96.3%	92.9%	-	100.0%	-	100.0%	80.8%	88.2%	80.0%
Graduates, TxCHSE, and Continuers	94.3%	97.2%	**97.2%**	100.0%	97.5%	96.7%	-	100.0%	-	100.0%	92.3%	94.5%	80.0%
Class of 2017													
Graduated	89.7%	95.3%	**95.3%**	100.0%	92.4%	95.2%	-	100.0%	-	100.0%	84.6%	92.9%	100.0%
Received TxCHSE	0.4%	0.3%	**0.3%**	0.0%	1.5%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	4.0%	2.0%	**2.0%**	0.0%	1.5%	2.6%	-	0.0%	-	0.0%	11.5%	2.4%	0.0%
Dropped Out	5.9%	2.3%	**2.3%**	0.0%	4.5%	2.2%	-	0.0%	-	0.0%	3.8%	4.7%	0.0%
Graduates and TxCHSE	90.1%	95.6%	**95.6%**	100.0%	93.9%	95.2%	-	100.0%	-	100.0%	84.6%	92.9%	100.0%
Graduates, TxCHSE, and Continuers	94.1%	97.7%	**97.7%**	100.0%	95.5%	97.8%	-	100.0%	-	100.0%	96.2%	95.3%	100.0%
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	**97.1%**	100.0%	93.8%	97.4%	-	100.0%	-	100.0%	88.0%	94.1%	100.0%
Received TxCHSE	0.6%	0.3%	**0.3%**	0.0%	1.5%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Continued HS	1.1%	0.6%	**0.6%**	0.0%	1.5%	0.4%	-	0.0%	-	0.0%	8.0%	1.2%	0.0%
Dropped Out	6.3%	2.1%	**2.1%**	0.0%	3.1%	2.2%	-	0.0%	-	0.0%	4.0%	4.7%	0.0%
Graduates and TxCHSE	92.6%	97.3%	**97.3%**	100.0%	95.4%	97.4%	-	100.0%	-	100.0%	88.0%	94.1%	100.0%
Graduates, TxCHSE, and Continuers	93.7%	97.9%	**97.9%**	100.0%	96.9%	97.8%	-	100.0%	-	100.0%	96.0%	95.3%	100.0%
Class of 2016													
Graduated	91.6%	96.1%	**96.1%**	*	98.0%	95.3%	*	100.0%	-	100.0%	90.0%	94.0%	-
Received TxCHSE	0.7%	0.7%	**0.7%**	*	0.0%	0.9%	*	0.0%	-	0.0%	0.0%	0.0%	-
Continued HS	1.2%	0.3%	**0.3%**	*	0.0%	0.4%	*	0.0%	-	0.0%	3.3%	0.0%	-
Dropped Out	6.6%	3.0%	**3.0%**	*	2.0%	3.4%	*	0.0%	-	0.0%	6.7%	6.0%	-
Graduates and TxCHSE	92.2%	96.7%	**96.7%**	*	98.0%	96.2%	*	100.0%	-	100.0%	90.0%	94.0%	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	**97.0%**	*	98.0%	96.6%	*	100.0%	-	100.0%	93.3%	94.0%	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	**96.1%**	*	98.0%	95.7%	*	92.9%	-	100.0%	93.3%	94.0%	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	**1.0%**	*	0.0%	0.9%	*	7.1%	-	0.0%	0.0%	0.0%	-
Continued HS	0.5%	0.0%	**0.0%**	*	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	-
Dropped Out	6.6%	2.9%	**2.9%**	*	2.0%	3.4%	*	0.0%	-	0.0%	6.7%	6.0%	-
Graduates and TxCHSE	92.9%	97.1%	**97.1%**	*	98.0%	96.6%	*	100.0%	-	100.0%	93.3%	94.0%	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	**97.1%**	*	98.0%	96.6%	*	100.0%	-	100.0%	93.3%	94.0%	-
Class of 2015													
Graduated	91.8%	95.9%	**95.9%**	100.0%	94.9%	96.3%	*	100.0%	-	80.0%	96.6%	90.6%	*
Received TxCHSE	1.0%	1.2%	**1.2%**	0.0%	0.0%	1.2%	*	0.0%	-	10.0%	3.4%	2.1%	*
Continued HS	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	*
Dropped Out	6.7%	2.9%	**2.9%**	0.0%	5.1%	2.4%	*	0.0%	-	10.0%	0.0%	7.3%	*
Graduates and TxCHSE	92.8%	97.1%	**97.1%**	100.0%	94.9%	97.6%	*	100.0%	-	90.0%	100.0%	92.7%	*
Graduates, TxCHSE, and Continuers	93.3%	97.1%	**97.1%**	100.0%	94.9%	97.6%	*	100.0%	-	90.0%	100.0%	92.7%	*
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	**93.9%**	92.3%	95.1%	92.9%	-	100.0%	-	100.0%	80.8%	87.3%	80.0%
Class of 2017	89.7%	95.1%	**95.1%**	100.0%	92.4%	95.2%	-	95.8%	-	100.0%	84.6%	92.9%	100.0%
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	**99.6%**	100.0%	98.4%	100.0%	-	100.0%	-	100.0%	*	100.0%	*
Class of 2017	88.5%	83.2%	**83.2%**	90.9%	82.0%	82.3%	-	100.0%	-	66.7%	13.6%	72.2%	66.7%
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	**1.8%**	0.0%	0.0%	2.9%	-	*	-	*	5.6%	4.2%	*
Class of 2017	6.0%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	**90.9%**	83.3%	92.3%	91.2%	-	*	-	*	88.9%	83.3%	*
Class of 2017	60.8%	-	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	**98.5%**	91.7%	97.4%	99.1%	-	100.0%	-	100.0%	95.2%	96.9%	*
Class of 2017	85.9%	83.2%	**83.2%**	90.9%	82.0%	82.3%	-	100.0%	-	66.7%	13.6%	72.2%	66.7%
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	**98.9%**	100.0%	96.9%	99.5%	-	100.0%	-	100.0%	*	100.0%	*
2016-17	87.2%	82.4%	**82.4%**	90.9%	80.6%	81.5%	-	100.0%	-	66.7%	13.6%	70.3%	66.7%
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	**1.8%**	0.0%	0.0%	2.9%	-	*	-	*	5.3%	5.9%	*
2016-17	7.2%	-	**-**	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	**91.1%**	83.3%	92.3%	91.4%	-	*	-	*	89.5%	76.5%	*
2016-17	56.5%	-	**-**	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	**97.9%**	91.7%	96.2%	98.7%	-	100.0%	-	100.0%	95.5%	96.2%	*
2016-17	84.0%	82.4%	**82.4%**	90.9%	80.6%	81.5%	-	100.0%	-	66.7%	13.6%	70.3%	66.7%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

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

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	341	100.0%	341	347,893
By Ethnicity:				
African American	12	3.5%	12	43,502
Hispanic	78	22.9%	78	173,272
White	226	66.3%	226	107,052
American Indian	0	0.0%	0	1,226
Asian	19	5.6%	19	15,589
Pacific Islander	0	0.0%	0	528
Two or More Races	6	1.8%	6	6,724
By Graduation Type:				
Minimum H.S. Program	3	0.9%	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	282	82.7%	282	3,538
Foundation H.S. Program (No Endorsement)	4	1.2%	4	49,432
Foundation H.S. Program (Endorsement)	1	0.3%	1	16,542
Foundation H.S. Program (DLA)	51	15.0%	51	272,526
Special Education Graduates	22	6.5%	22	25,962
Economically Disadvantaged Graduates	78	22.9%	78	166,956
LEP Graduates	4	1.2%	4	21,359
At-Risk Graduates	139	40.8%	139	144,805

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	**77.3%**	45.8%	71.2%	80.1%	-	86.8%	-	83.3%	97.7%	71.8%	*
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	**51.6%**	0.0%	38.5%	56.2%	-	78.9%	-	66.7%	9.1%	33.3%	*
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	**61.3%**	8.3%	52.6%	64.2%	-	89.5%	-	83.3%	13.6%	39.7%	*
Mathematics													
2017-18	46.0%	47.5%	**47.5%**	0.0%	29.5%	54.0%	-	68.4%	-	66.7%	9.1%	30.8%	*
Both Subjects													
2017-18	42.1%	45.5%	**45.5%**	0.0%	28.2%	51.8%	-	63.2%	-	66.7%	9.1%	29.5%	*
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	**22.0%**	0.0%	20.5%	21.2%	-	42.1%	-	50.0%	4.5%	11.5%	*
2016-17	19.9%	14.2%	**14.2%**	9.1%	9.7%	14.4%	-	34.8%	-	0.0%	0.0%	4.7%	0.0%
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	**0.9%**	0.0%	1.3%	0.4%	-	5.3%	-	0.0%	0.0%	0.0%	*
2016-17	20.1%	1.2%	**1.2%**	9.1%	1.6%	0.9%	-	0.0%	-	0.0%	0.0%	1.6%	0.0%
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	**49.6%**	45.8%	53.2%	49.1%	-	47.4%	-	33.3%	97.7%	54.5%	*
2016-17	13.2%	12.6%	**12.6%**	4.5%	16.9%	11.0%	-	19.6%	-	12.5%	22.7%	10.9%	8.3%
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	**7.9%**	0.0%	12.8%	6.6%	-	10.5%	-	0.0%	0.0%	7.7%	*
2016-17	2.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	1.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	**80.9%**	83.3%	83.3%	80.1%	-	84.2%	-	66.7%	68.2%	87.2%	*
2016-17	17.3%	25.2%	**25.2%**	9.1%	33.9%	22.1%	-	39.1%	-	25.0%	45.5%	21.9%	16.7%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	**1.8%**	8.3%	2.6%	1.3%	-	0.0%	-	0.0%	0.0%	2.6%	*
2016-17	2.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	**6.2%**	0.0%	6.4%	7.1%	-	0.0%	-	0.0%	95.5%	9.0%	*
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.5%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

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

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	**22.9%**	0.0%	24.4%	22.1%	-	42.1%	-	16.7%	9.1%	15.4%	*
2016-17	23.4%	20.3%	**20.3%**	0.0%	17.7%	22.1%	-	26.1%	-	8.3%	4.5%	12.5%	0.0%
Mathematics													
2017-18	23.7%	22.3%	**22.3%**	0.0%	17.9%	24.3%	-	31.6%	-	16.7%	4.5%	19.2%	*
2016-17	19.8%	23.0%	**23.0%**	9.1%	27.4%	22.5%	-	26.1%	-	16.7%	0.0%	17.2%	16.7%
Both Subjects													
2017-18	18.1%	13.5%	**13.5%**	0.0%	15.4%	13.7%	-	15.8%	-	0.0%	4.5%	11.5%	*
2016-17	12.9%	13.0%	**13.0%**	0.0%	14.5%	12.6%	-	21.7%	-	8.3%	0.0%	7.8%	0.0%
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	**82.4%**	83.3%	83.3%	82.3%	-	84.2%	-	66.7%	77.3%	87.2%	*
2016-17	50.5%	90.6%	**90.6%**	90.9%	95.2%	89.2%	-	91.3%	-	91.7%	95.5%	92.2%	100.0%
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.8%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Mathematics													
2017-18	3.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	1.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
Both Subjects													
2017-18	0.9%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	*
2016-17	0.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	-	0.0%	-	0.0%	0.0%	0.0%	0.0%
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	**2.7%**	0.0%	2.4%	2.7%	-	7.1%	-	0.0%	n/a	0.8%	n/a
2017	26.2%	1.4%	**1.4%**	0.0%	2.1%	1.0%	*	4.8%	-	0.0%	n/a	2.6%	n/a
English Language Arts													
2018	15.3%	0.1%	**0.1%**	0.0%	0.0%	0.2%	-	0.0%	-	0.0%	n/a	0.0%	n/a
2017	15.9%	0.1%	**0.1%**	0.0%	0.0%	0.2%	*	0.0%	-	0.0%	n/a	0.5%	n/a
Mathematics													
2018	7.3%	0.1%	**0.1%**	0.0%	0.0%	0.0%	-	2.4%	-	0.0%	n/a	0.0%	n/a
2017	7.2%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	n/a	0.0%	n/a
Science													
2018	10.8%	1.1%	**1.1%**	0.0%	0.6%	1.1%	-	4.8%	-	0.0%	n/a	0.4%	n/a
2017	10.9%	0.4%	**0.4%**	0.0%	0.0%	0.2%	*	4.8%	-	0.0%	n/a	0.5%	n/a
Social Studies													
2018	14.5%	1.9%	**1.9%**	0.0%	1.8%	2.0%	-	2.4%	-	0.0%	n/a	0.8%	n/a
2017	15.0%	1.3%	**1.3%**	0.0%	2.1%	1.0%	*	2.4%	-	0.0%	n/a	2.6%	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	**31.6%**	-	*	25.0%	-	*	-	-	n/a	*	n/a
2017	49.1%	20.0%	**20.0%**	-	*	40.0%	-	*	-	-	n/a	0.0%	n/a
English Language Arts													
2018	42.5%	*	*	-	-	*	-	-	-	-	n/a	-	n/a
2017	41.3%	*	*	-	-	*	-	-	-	-	n/a	*	n/a
Mathematics													
2018	52.8%	*	*	-	-	-	-	*	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	**-**	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	**50.0%**	-	*	60.0%	-	*	-	-	n/a	*	n/a
2017	38.3%	*	*	-	-	*	-	*	-	-	n/a	*	n/a
Social Studies													
2018	44.6%	15.4%	**15.4%**	-	*	22.2%	-	*	-	-	n/a	*	n/a
2017	41.4%	22.2%	**22.2%**	-	*	40.0%	-	*	-	-	n/a	0.0%	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	65.7%	**65.7%**	33.3%	52.6%	69.0%	?	89.5%	-	83.3%	n/a	45.4%	n/a
2016-17	73.5%	71.8%	**71.8%**	72.7%	66.1%	72.1%	-	100.0%	-	41.7%	n/a	56.3%	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	**40.2%**	*	26.8%	45.5%	*	29.4%	-	60.0%	n/a	31.8%	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1056	**1056**	*	1040	1061	*	1064	-	1144	n/a	1019	n/a
English Language Arts and Writing													
2017-18	521	540	**540**	*	536	542	*	532	-	580	n/a	518	n/a
Mathematics													
2017-18	515	516	**516**	*	504	518	*	532	-	564	n/a	500	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.4	**20.4**	-	19.0	20.8	-	*	-	*	n/a	18.6	n/a
English Language Arts													
2017-18	20.3	20.4	**20.4**	-	19.6	20.8	-	*	-	*	n/a	17.7	n/a
Mathematics													
2017-18	20.6	19.9	**19.9**	-	18.7	20.3	-	*	-	*	n/a	18.7	n/a
Science													
2017-18	20.9	20.0	**20.0**	-	17.7	20.6	-	*	-	*	n/a	19.2	n/a

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Other Postsecondary Indicators

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	**23.7%**	13.5%	20.1%	24.7%	*	35.2%	-	22.2%	6.3%	17.1%	4.3%
2016-17	37.1%	15.5%	**15.6%**	6.4%	16.3%	14.9%	*	26.4%	-	12.5%	0.9%	10.3%	0.0%
English Language Arts													
2017-18	17.3%	4.7%	**4.7%**	0.0%	4.4%	4.2%	*	11.5%	-	12.9%	0.0%	2.1%	0.0%
2016-17	16.8%	4.3%	**4.3%**	4.3%	4.4%	3.8%	*	9.3%	-	6.5%	0.0%	1.4%	0.0%
Mathematics													
2017-18	20.7%	19.1%	**19.1%**	8.7%	16.0%	19.5%	*	31.4%	-	22.6%	2.3%	12.4%	4.8%
2016-17	19.5%	14.2%	**14.3%**	7.0%	13.7%	13.9%	*	23.5%	-	16.0%	0.0%	9.0%	0.0%
Science													
2017-18	21.2%	10.2%	**10.2%**	6.4%	8.3%	10.6%	*	16.1%	-	9.7%	3.1%	8.3%	2.4%
2016-17	5.7%	3.6%	**3.7%**	2.4%	2.1%	3.6%	*	9.8%	-	4.2%	0.0%	1.6%	0.0%
Social Studies													
2017-18	22.8%	2.5%	**2.5%**	0.0%	1.8%	2.8%	*	3.7%	-	3.3%	0.0%	0.9%	0.0%
2016-17	21.8%	4.5%	**4.5%**	4.3%	5.3%	3.2%	*	17.2%	-	3.2%	0.0%	3.9%	0.0%
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	**66.7%**	63.6%	59.7%	67.6%	-	91.3%	-	41.7%	13.6%	47.5%	50.0%
2015-16	54.7%	63.1%	**63.1%**	*	55.1%	63.8%	*	76.9%	-	60.0%	37.9%	46.9%	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	**67.6%**	28.6%	73.0%	65.1%	-	85.7%	-	80.0%	*	68.4%	*
2015-16	55.7%	61.8%	**61.8%**	*	50.0%	64.8%	*	80.0%	-	*	36.4%	55.2%	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
Total Students	1,473	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.5%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	389	26.4%	7.6%	8.1%
Grade 10	369	25.1%	7.2%	7.4%
Grade 11	370	25.1%	7.2%	6.9%
Grade 12	345	23.4%	6.7%	6.5%
Ethnic Distribution:				
African American	55	3.7%	3.3%	12.6%
Hispanic	349	23.7%	26.4%	52.6%
White	933	63.3%	61.9%	27.4%
American Indian	1	0.1%	0.1%	0.4%
Asian	101	6.9%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	34	2.3%	2.5%	2.4%
Economically Disadvantaged	611	41.5%	46.3%	60.6%
Non-Educationally Disadvantaged	862	58.5%	53.7%	39.4%
Section 504 Students	110	7.5%	5.8%	6.5%
English Learners (EL)	50	3.4%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	41	2.6%	1.2%	1.4%
Students w/ Dyslexia	58	3.9%	2.9%	3.6%
At-Risk	707	48.0%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	115			
By Type of Primary Disability				
Students with Intellectual Disabilities	56	48.7%	31.8%	42.4%
Students with Physical Disabilities	6	5.2%	34.8%	21.9%
Students with Autism	18	15.7%	**	13.7%
Students with Behavioral Disabilities	35	30.4%	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	124	8.0%	9.7%	15.4%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	11	0.7%		
Hispanic	33	2.1%		
White	70	4.5%		
American Indian	0	0.0%		
Asian	4	0.3%		
Pacific Islander	0	0.0%		
Two or More Races	6	0.4%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	3.8%	1.7%	-	0.0%	6.2%
Grade 1	-	2.5%	3.1%	-	6.1%	5.5%
Grade 2	-	0.9%	1.8%	-	3.7%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	5.8%	6.2%	7.2%	0.0%	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.3	18.9
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.7
Grade 3	-	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	15.9	16.0	16.6
Foreign Languages	23.4	23.4	18.9
Mathematics	17.5	17.4	17.8
Science	19.5	19.1	18.9
Social Studies	22.7	21.0	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	132.1	100.0%	100.0%	100.0%
Professional Staff:	122.1	92.4%	88.6%	64.1%
Teachers	105.3	79.7%	73.4%	49.8%
Professional Support	10.8	8.1%	10.4%	10.1%
Campus Administration (School Leadership)	6.0	4.5%	3.1%	3.0%
Educational Aides:	10.0	7.6%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	5.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	14.0	10.6%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	12.0	11.4%	4.8%	27.7%
White	93.3	88.6%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	35.5	33.7%	18.8%	23.8%
Females	69.8	66.3%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	5.5	5.2%	2.1%	1.4%
Bachelors	66.8	63.4%	80.8%	73.6%
Masters	33.0	31.3%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	0.9%	1.4%	7.0%
1-5 Years Experience	23.0	21.8%	21.2%	28.9%
6-10 Years Experience	31.5	29.9%	20.4%	19.0%
11-20 Years Experience	26.0	24.7%	30.6%	29.3%
Over 20 Years Experience	23.8	22.6%	26.4%	15.7%
Number of Students per Teacher	14.0	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	5.0	6.3
Average Years Experience of Principals with District	8.0	5.0	5.4
Average Years Experience of Assistant Principals	8.0	5.8	5.3
Average Years Experience of Assistant Principals with District	7.3	5.4	4.7
Average Years Experience of Teachers:	13.3	14.5	11.1
Average Years Experience of Teachers with District:	8.2	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$41,000	$40,601	$47,218
1-5 Years Experience	$46,463	$45,651	$50,408
6-10 Years Experience	$51,230	$49,178	$52,786
11-20 Years Experience	$52,788	$51,994	$56,041
Over 20 Years Experience	$67,273	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,106	$53,191	$54,122
Professional Support	$68,344	$63,058	$64,069
Campus Administration (School Leadership)	$77,575	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES-GROVES H S
Campus Number: 123908001

Total Students: 1,473
Grade Span: 09 - 12
School Type: High School

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	50	3.4%	5.4%	19.7%
Career & Technical Education	1,254	85.1%	28.4%	26.3%
Gifted & Talented Education	326	22.1%	12.0%	8.1%
Special Education	115	7.8%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	1.4%	0.7%	6.4%
Career & Technical Education	17.2	16.3%	5.6%	4.9%
Compensatory Education	0.5	0.5%	2.8%	2.7%
Gifted & Talented Education	7.6	7.2%	3.1%	2.0%
Regular Education	66.4	63.0%	79.3%	71.4%
Special Education	12.1	11.5%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **PORT NECHES MIDDLE**

Campus Number: **123908042**

2019 Accountability Rating: **C**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	78%	**80%**	40%	68%	85%	-	85%	-	*	43%	92%	83%	65%	72%	77%
	2018	69%	79%	**79%**	50%	77%	82%	*	67%	-	*	50%	89%	83%	64%	30%	54%
At Meets Grade Level or Above	2019	37%	41%	**44%**	40%	35%	45%	-	55%	-	*	29%	58%	46%	35%	34%	23%
	2018	39%	44%	**42%**	33%	40%	44%	*	33%	-	*	17%	56%	44%	34%	10%	23%
At Masters Grade Level	2019	18%	18%	**20%**	0%	18%	23%	-	15%	-	*	14%	42%	20%	21%	14%	8%
	2018	19%	20%	**20%**	17%	17%	21%	*	22%	-	*	0%	11%	21%	16%	0%	23%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	88%	**91%**	60%	83%	93%	-	100%	-	*	50%	100%	94%	76%	86%	77%
	2018	77%	87%	**89%**	50%	87%	92%	*	89%	-	*	43%	100%	92%	80%	60%	85%
At Meets Grade Level or Above	2019	47%	54%	**56%**	20%	55%	57%	-	65%	-	*	29%	58%	58%	47%	41%	23%
	2018	44%	56%	**56%**	50%	63%	52%	*	72%	-	*	14%	56%	60%	43%	10%	62%
At Masters Grade Level	2019	21%	23%	**28%**	0%	20%	28%	-	55%	-	*	14%	42%	28%	29%	14%	23%
	2018	18%	17%	**22%**	17%	20%	24%	*	11%	-	*	0%	11%	24%	13%	0%	23%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	85%	**85%**	60%	85%	88%	-	76%	-	*	29%	100%	89%	73%	73%	72%
	2018	74%	80%	**80%**	50%	74%	82%	*	86%	-	*	32%	83%	85%	61%	71%	64%
At Meets Grade Level or Above	2019	49%	52%	**53%**	30%	48%	56%	-	47%	-	*	29%	50%	59%	31%	42%	33%
	2018	48%	48%	**45%**	50%	26%	50%	*	57%	-	*	7%	67%	48%	37%	41%	14%
At Masters Grade Level	2019	29%	28%	**28%**	0%	20%	32%	-	35%	-	*	14%	33%	32%	13%	19%	17%
	2018	29%	26%	**27%**	50%	15%	29%	*	36%	-	*	4%	33%	28%	24%	23%	7%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	83%	**81%**	50%	78%	85%	-	81%	-	*	50%	100%	87%	64%	60%	72%
	2018	72%	73%	**73%**	50%	72%	73%	*	88%	-	*	29%	*	77%	58%	71%	75%
At Meets Grade Level or Above	2019	43%	38%	**29%**	10%	33%	25%	-	50%	-	*	0%	20%	33%	17%	27%	33%
	2018	40%	30%	**31%**	33%	28%	32%	*	38%	-	*	0%	*	34%	19%	29%	33%
At Masters Grade Level	2019	17%	7%	**5%**	0%	8%	5%	-	0%	-	*	0%	0%	6%	2%	3%	17%
	2018	18%	6%	**5%**	0%	3%	7%	*	0%	-	*	0%	*	4%	6%	2%	8%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	**81%**	50%	83%	84%	-	72%	-	*	33%	100%	85%	67%	73%	61%
	2018	69%	75%	**79%**	67%	74%	80%	*	93%	-	*	21%	83%	83%	64%	71%	64%
At Meets Grade Level or Above	2019	42%	40%	**47%**	20%	43%	49%	-	56%	-	*	0%	50%	52%	30%	39%	39%
	2018	43%	47%	**57%**	50%	47%	60%	*	64%	-	*	4%	83%	60%	46%	45%	21%
At Masters Grade Level	2019	18%	9%	**11%**	0%	10%	12%	-	17%	-	*	0%	0%	14%	0%	7%	0%
	2018	15%	12%	**17%**	33%	4%	19%	*	36%	-	*	4%	17%	19%	10%	11%	0%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**88%**	83%	87%	86%	*	100%	-	*	29%	83%	88%	83%	81%	70%
	2018	86%	87%	**90%**	83%	84%	92%	-	89%	-	100%	50%	*	93%	81%	92%	33%
At Meets Grade Level or Above	2019	55%	54%	**54%**	33%	40%	58%	*	70%	-	*	8%	83%	56%	43%	43%	10%
	2018	49%	46%	**47%**	33%	43%	45%	-	63%	-	83%	25%	*	49%	43%	42%	22%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

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

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	25%	**25%**	17%	15%	29%	*	20%	-	*	0%	33%	25%	23%	14%	0%
	2018	27%	23%	**23%**	33%	24%	21%	-	32%	-	33%	8%	*	26%	15%	19%	0%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**87%**	100%	84%	86%	*	100%	-	*	29%	*	87%	87%	83%	70%
	2018	86%	88%	**89%**	100%	90%	88%	-	95%	-	100%	18%	100%	90%	89%	92%	70%
At Meets Grade Level or Above	2019	57%	64%	**65%**	50%	66%	64%	*	100%	-	*	13%	*	66%	61%	58%	50%
	2018	51%	58%	**57%**	0%	51%	57%	-	80%	-	71%	9%	57%	62%	45%	49%	30%
At Masters Grade Level	2019	17%	17%	**18%**	0%	7%	21%	*	50%	-	*	0%	*	18%	19%	13%	10%
	2018	15%	14%	**15%**	0%	22%	12%	-	20%	-	29%	0%	43%	16%	11%	11%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	**86%**	83%	87%	84%	*	100%	-	*	50%	83%	85%	90%	84%	70%
	2018	76%	73%	**75%**	67%	70%	75%	-	84%	-	83%	33%	*	74%	77%	76%	33%
At Meets Grade Level or Above	2019	51%	52%	**54%**	17%	53%	54%	*	80%	-	*	13%	67%	56%	43%	43%	30%
	2018	52%	44%	**44%**	17%	41%	44%	-	63%	-	33%	25%	*	46%	36%	44%	11%
At Masters Grade Level	2019	25%	22%	**23%**	0%	11%	28%	*	40%	-	*	4%	50%	24%	17%	18%	10%
	2018	28%	22%	**20%**	17%	14%	21%	-	32%	-	0%	8%	*	23%	11%	17%	11%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	65%	**64%**	33%	53%	68%	*	80%	-	*	29%	67%	67%	50%	54%	30%
	2018	65%	60%	**59%**	67%	57%	57%	-	63%	-	83%	33%	*	59%	57%	56%	11%
At Meets Grade Level or Above	2019	37%	33%	**29%**	17%	21%	28%	*	70%	-	*	4%	67%	29%	30%	20%	10%
	2018	36%	24%	**21%**	17%	19%	19%	-	26%	-	67%	8%	*	21%	21%	21%	11%
At Masters Grade Level	2019	21%	17%	**10%**	0%	6%	10%	*	10%	-	*	0%	33%	12%	3%	6%	0%
	2018	21%	9%	**5%**	17%	3%	4%	-	16%	-	0%	0%	*	6%	2%	6%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**100%**	-	100%	100%	-	*	-	*	-	*	100%	*	*	-
	2018	83%	89%	**100%**	*	*	100%	-	100%	-	-	*	-	100%	*	100%	*
At Meets Grade Level or Above	2019	61%	61%	**100%**	-	100%	100%	-	*	-	*	-	*	100%	*	*	-
	2018	55%	62%	**100%**	*	*	100%	-	100%	-	-	*	-	100%	*	100%	*
At Masters Grade Level	2019	37%	32%	**100%**	-	100%	100%	-	*	-	*	-	*	100%	*	*	-
	2018	32%	37%	**100%**	*	*	100%	-	100%	-	-	*	-	100%	*	100%	*
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**83%**	61%	79%	85%	*	87%	-	88%	37%	91%	85%	73%	74%	68%
	2018	77%	82%	**80%**	65%	76%	81%	100%	84%	-	90%	32%	85%	82%	71%	75%	58%
At Meets Grade Level or Above	2019	50%	54%	**49%**	25%	45%	50%	*	63%	-	69%	13%	59%	52%	37%	39%	29%
	2018	48%	53%	**46%**	33%	40%	46%	80%	58%	-	56%	10%	52%	48%	37%	38%	27%
At Masters Grade Level	2019	24%	23%	**20%**	2%	14%	23%	*	29%	-	31%	4%	35%	22%	14%	13%	10%
	2018	22%	22%	**18%**	22%	14%	19%	0%	26%	-	21%	3%	17%	20%	12%	13%	10%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**84%**	62%	80%	86%	*	85%	-	91%	33%	92%	86%	73%	75%	73%
	2018	74%	81%	**83%**	61%	78%	86%	*	80%	-	92%	39%	89%	87%	69%	78%	53%
At Meets Grade Level or Above	2019	48%	54%	**50%**	33%	41%	53%	*	55%	-	73%	18%	63%	53%	36%	40%	24%
	2018	46%	51%	**45%**	39%	35%	46%	*	51%	-	67%	13%	58%	47%	38%	39%	19%
At Masters Grade Level	2019	21%	21%	**25%**	5%	17%	28%	*	23%	-	36%	7%	38%	26%	18%	16%	10%
	2018	19%	21%	**23%**	33%	18%	23%	*	29%	-	42%	4%	21%	25%	18%	20%	11%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

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

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**87%**	67%	83%	89%	*	94%	-	82%	39%	96%	90%	75%	77%	73%
	2018	81%	87%	**86%**	67%	83%	86%	*	92%	-	92%	30%	95%	88%	79%	82%	78%
At Meets Grade Level or Above	2019	52%	56%	**53%**	24%	55%	53%	*	69%	-	55%	15%	54%	56%	41%	43%	34%
	2018	50%	56%	**52%**	33%	48%	51%	*	73%	-	50%	6%	53%	55%	39%	39%	44%
At Masters Grade Level	2019	26%	24%	**22%**	0%	17%	23%	*	40%	-	18%	4%	38%	23%	18%	12%	17%
	2018	24%	24%	**18%**	11%	18%	18%	*	22%	-	17%	2%	21%	19%	12%	9%	14%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	75%	**81%**	50%	83%	84%	-	72%	-	*	33%	100%	85%	67%	73%	61%
	2018	66%	72%	**79%**	67%	74%	80%	*	93%	-	*	21%	83%	83%	64%	71%	64%
At Meets Grade Level or Above	2019	38%	40%	**47%**	20%	43%	49%	-	56%	-	*	0%	50%	52%	30%	39%	39%
	2018	41%	47%	**57%**	50%	47%	60%	*	64%	-	*	4%	83%	60%	46%	45%	21%
At Masters Grade Level	2019	14%	12%	**11%**	0%	10%	12%	-	17%	-	*	0%	0%	14%	0%	7%	0%
	2018	13%	11%	**17%**	33%	4%	19%	*	36%	-	*	4%	17%	19%	10%	11%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**86%**	83%	87%	84%	*	100%	-	*	50%	83%	85%	90%	84%	70%
	2018	80%	84%	**75%**	67%	70%	75%	-	84%	-	83%	33%	*	74%	77%	76%	33%
At Meets Grade Level or Above	2019	54%	59%	**54%**	17%	53%	54%	*	80%	-	*	13%	67%	56%	43%	43%	30%
	2018	51%	56%	**44%**	17%	41%	44%	-	63%	-	33%	25%	*	46%	36%	44%	11%
At Masters Grade Level	2019	25%	23%	**23%**	0%	11%	28%	*	40%	-	*	4%	50%	24%	17%	18%	10%
	2018	23%	23%	**20%**	17%	14%	21%	-	32%	-	0%	8%	*	23%	11%	17%	11%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**64%**	33%	53%	68%	*	80%	-	*	29%	67%	67%	50%	54%	30%
	2018	78%	75%	**59%**	67%	57%	57%	-	63%	-	83%	33%	*	59%	57%	56%	11%
At Meets Grade Level or Above	2019	55%	56%	**29%**	17%	21%	28%	*	70%	-	*	4%	67%	29%	30%	20%	10%
	2018	53%	48%	**21%**	17%	19%	19%	-	26%	-	67%	8%	*	21%	21%	21%	11%
At Masters Grade Level	2019	33%	33%	**10%**	0%	6%	10%	*	10%	-	*	0%	33%	12%	3%	6%	0%
	2018	31%	23%	**5%**	17%	3%	4%	-	16%	-	0%	0%	*	6%	2%	6%	0%

District Name: PORT NECHES-GROVES ISD
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Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	38	**43**	50	41	45	-	33	-	*	46	67	44	38	43	38
	2018	47	44	**46**	58	45	46	*	53	-	*	33	33	45	50	44	65
Grade 6 Mathematics	2019	54	56	**60**	30	58	59	-	80	-	*	46	79	61	55	51	54
	2018	56	61	**74**	83	66	77	*	65	-	*	64	56	73	76	67	73
Grade 7 ELA/Reading	2019	77	79	**79**	80	80	79	-	91	-	*	86	100	79	81	76	92
	2018	76	71	**73**	80	61	75	*	88	-	*	61	100	74	67	78	81
Grade 7 Mathematics	2019	63	52	**48**	50	45	50	-	41	-	*	50	50	49	44	44	47
	2018	67	52	**50**	50	45	53	*	44	-	*	45	*	49	52	52	55
Grade 8 ELA/Reading	2019	77	73	**69**	67	72	69	*	55	-	*	33	67	70	62	65	70
	2018	79	71	**74**	92	77	73	-	81	-	50	42	*	74	77	71	100
Grade 8 Mathematics	2019	84	85	**81**	83	84	79	*	100	-	*	54	100	81	85	82	61
	2018	81	79	**79**	100	84	76	-	84	-	83	45	83	78	82	80	85
End of Course Algebra I	2019	75	72	**100**	-	100	100	-	*	-	*	-	*	100	*	*	-
	2018	72	78	**100**	*	*	100	-	100	-	-	*	-	100	*	100	*
All Grades Both Subjects	2019	69	67	**64**	62	65	64	*	65	-	52	48	77	64	61	61	61
	2018	69	66	**67**	78	64	68	*	72	-	61	51	64	67	69	70	76
All Grades ELA/Reading	2019	68	66	**63**	69	64	64	*	59	-	45	46	75	64	62	62	70
	2018	69	65	**65**	76	62	64	*	73	-	55	52	61	65	64	73	80
All Grades Mathematics	2019	70	67	**64**	55	65	64	*	71	-	59	51	79	65	60	60	53
	2018	70	67	**70**	79	66	71	*	72	-	68	49	67	70	73	68	71

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	**42%**	33%	41%	43%	-	43%	-	-	8%	37%	47%
	2018	38%	42%	**36%**	*	25%	46%	-	*	-	-	19%	33%	*
Mathematics	2019	45%	49%	**45%**	40%	53%	42%	-	*	-	*	14%	37%	33%
	2018	47%	43%	**44%**	*	43%	44%	-	*	-	*	*	51%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	82%	**83%**	67%	87%	81%	*	100%	-	*	30%	76%	50%
Students Requiring Accelerated Instruction	2019	22%	18%	**17%**	33%	13%	19%	*	0%	-	*	70%	24%	50%
STAAR Cumulative Met Standard	2019	85%	88%	**88%**	83%	89%	86%	*	100%	-	*	30%	82%	63%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	86%	**85%**	83%	81%	85%	*	100%	-	*	26%	79%	50%
Students Requiring Accelerated Instruction	2019	18%	14%	**15%**	17%	19%	15%	*	0%	-	*	74%	21%	50%
STAAR Cumulative Met Standard	2019	88%	88%	**86%**	100%	81%	86%	*	100%	-	*	26%	81%	50%

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**83%**	-	-	-	-	-	53%	-	53%	*	53%	54%
	2018	77%	82%	**80%**	-	-	-	-	-	26%	14%	57%	-	26%	26%
At Meets Grade Level or Above	2019	50%	54%	**49%**	-	-	-	-	-	15%	-	15%	*	15%	17%
	2018	48%	53%	**46%**	-	-	-	-	-	4%	0%	14%	-	4%	4%
At Masters Grade Level	2019	24%	23%	**20%**	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	22%	22%	**18%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**84%**	-	-	-	-	-	61%	-	61%	*	61%	63%
	2018	74%	81%	**83%**	-	-	-	-	-	6%	0%	17%	-	6%	6%
At Meets Grade Level or Above	2019	48%	54%	**50%**	-	-	-	-	-	11%	-	11%	*	11%	11%
	2018	46%	51%	**45%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
At Masters Grade Level	2019	21%	21%	**25%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	21%	**23%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**87%**	-	-	-	-	-	56%	-	56%	*	56%	58%
	2018	81%	87%	**86%**	-	-	-	-	-	56%	40%	83%	-	56%	56%
At Meets Grade Level or Above	2019	52%	56%	**53%**	-	-	-	-	-	17%	-	17%	*	17%	21%
	2018	50%	56%	**52%**	-	-	-	-	-	13%	0%	33%	-	13%	13%
At Masters Grade Level	2019	26%	24%	**22%**	-	-	-	-	-	11%	-	11%	*	11%	11%
	2018	24%	24%	**18%**	-	-	-	-	-	0%	0%	0%	-	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	75%	**81%**	-	-	-	-	-	33%	-	33%	-	33%	33%
	2018	66%	72%	**79%**	-	-	-	-	-	33%	*	*	-	33%	33%
At Meets Grade Level or Above	2019	38%	40%	**47%**	-	-	-	-	-	11%	-	11%	-	11%	11%
	2018	41%	47%	**57%**	-	-	-	-	-	0%	*	*	-	0%	0%
At Masters Grade Level	2019	14%	12%	**11%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	11%	**17%**	-	-	-	-	-	0%	*	*	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**86%**	-	-	-	-	-	57%	-	57%	*	57%	63%
	2018	80%	84%	**75%**	-	-	-	-	-	17%	17%	-	-	17%	17%
At Meets Grade Level or Above	2019	54%	59%	**54%**	-	-	-	-	-	29%	-	29%	*	29%	38%
	2018	51%	56%	**44%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	23%	**23%**	-	-	-	-	-	14%	-	14%	*	14%	13%
	2018	23%	23%	**20%**	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**64%**	-	-	-	-	-	43%	-	43%	*	43%	38%
	2018	78%	75%	**59%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Meets Grade Level or Above	2019	55%	56%	**29%**	-	-	-	-	-	14%	-	14%	*	14%	13%
	2018	53%	48%	**21%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	33%	33%	**10%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	31%	23%	**5%**	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	**64%**	-	-	-	-	-	61%	-	61%	*	61%	64%
	2018	69%	66%	**67%**	-	-	-	-	-	78%	85%	67%	-	78%	78%
All Grades ELA/Reading	2019	68%	66%	**63%**	-	-	-	-	-	83%	-	83%	*	83%	84%
	2018	69%	65%	**65%**	-	-	-	-	-	81%	90%	67%	-	81%	81%
All Grades Mathematics	2019	70%	67%	**64%**	-	-	-	-	-	38%	-	38%	*	38%	42%
	2018	70%	67%	**70%**	-	-	-	-	-	75%	80%	67%	-	75%	75%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	**42%**	-	-	-	-	-	43%	-	43%	*	43%	47%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	42%	**36%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	49%	**45%**	-	-	-	-	-	25%	-	25%	*	25%	33%
	2018	47%	43%	**44%**	-	-	-	-	-	*	*	*	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	99%	-	100%	99%	100%	100%
Included in Accountability	94%	95%	**96%**	94%	93%	96%	*	99%	-	100%	94%	97%	100%
Not Included in Accountability													
Mobile	4%	4%	**4%**	6%	7%	4%	*	0%	-	0%	5%	3%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	1%	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	1%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	99%	99%	100%	100%	-	100%	100%	99%	100%
Included in Accountability	94%	96%	**96%**	82%	93%	98%	100%	95%	-	93%	96%	95%	67%
Not Included in Accountability													
Mobile	4%	3%	**3%**	18%	4%	2%	0%	4%	-	7%	4%	3%	16%
Other Exclusions	1%	1%	**1%**	0%	3%	0%	0%	1%	-	0%	0%	1%	17%
Not Tested	1%	0%	**1%**	0%	1%	1%	0%	0%	-	0%	0%	1%	0%
Absent	1%	0%	**1%**	0%	1%	1%	0%	0%	-	0%	0%	1%	0%
Other	0%	0%	**0%**	0%	0%	0%	0%	0%	-	0%	0%	0%	0%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

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

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.3%**	96.7%	96.3%	96.0%	*	98.8%	-	95.6%	94.8%	95.4%	96.7%
2016-17	95.7%	96.3%	**96.7%**	96.5%	96.4%	96.7%	*	98.5%	-	95.8%	95.6%	95.8%	96.8%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.1%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
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Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

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

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
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Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	612	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.5%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	215	35.1%	8.9%	7.7%
Grade 7	211	34.5%	8.0%	7.5%
Grade 8	186	30.4%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	22	3.6%	3.3%	12.6%
Hispanic	135	22.1%	26.4%	52.6%
White	387	63.2%	61.9%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	55	9.0%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	12	2.0%	2.5%	2.4%
Economically Disadvantaged	254	41.5%	46.3%	60.6%
Non-Educationally Disadvantaged	358	58.5%	53.7%	39.4%
Section 504 Students	40	6.5%	5.8%	6.5%
English Learners (EL)	24	3.9%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	7	1.1%	1.2%	1.4%
Students w/ Dyslexia	20	3.3%	2.9%	3.6%
At-Risk	208	34.0%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	48			
By Type of Primary Disability				
Students with Intellectual Disabilities	23	47.9%	31.8%	42.4%
Students with Physical Disabilities	7	14.6%	34.8%	21.9%
Students with Autism	8	16.7%	**	13.7%
Students with Behavioral Disabilities	10	20.8%	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	49	7.9%	9.7%	15.4%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	9	1.5%		
Hispanic	7	1.1%		
White	27	4.4%		
American Indian	1	0.2%		
Asian	4	0.6%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	3.8%	1.7%	-	0.0%	6.2%
Grade 1	-	2.5%	3.1%	-	6.1%	5.5%
Grade 2	-	0.9%	1.8%	-	3.7%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	0.5%	0.8%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.6%	0.3%	0.6%	3.4%	2.1%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.3	18.9
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.7
Grade 3	-	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	21.0	21.8	20.4
Secondary:			
English/Language Arts	17.5	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	17.5	17.4	17.8
Science	18.3	19.1	18.9
Social Studies	18.0	21.0	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	52.0	100.0%	100.0%	100.0%
Professional Staff:	47.0	90.4%	88.6%	64.1%
Teachers	41.5	79.6%	73.4%	49.8%
Professional Support	3.6	6.9%	10.4%	10.1%
Campus Administration (School Leadership)	2.0	3.8%	3.1%	3.0%
Educational Aides:	5.0	9.6%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,414.0
Part-time	1.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	1.0	1.9%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	1.0	2.4%	4.8%	27.7%
White	40.5	97.6%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	10.3	25.0%	18.8%	23.8%
Females	31.1	75.0%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.1%	1.4%
Bachelors	35.2	85.0%	80.8%	73.6%
Masters	6.2	15.0%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.4%	7.0%
1-5 Years Experience	6.1	14.7%	21.2%	28.9%
6-10 Years Experience	4.6	11.1%	20.4%	19.0%
11-20 Years Experience	14.3	34.6%	30.6%	29.3%
Over 20 Years Experience	16.4	39.6%	26.4%	15.7%
Number of Students per Teacher	14.8	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	5.0	6.3
Average Years Experience of Principals with District	12.0	5.0	5.4
Average Years Experience of Assistant Principals	4.0	5.8	5.3
Average Years Experience of Assistant Principals with District	4.0	5.4	4.7
Average Years Experience of Teachers:	18.4	14.5	11.1
Average Years Experience of Teachers with District:	12.8	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$40,601	$47,218
1-5 Years Experience	$44,241	$45,651	$50,408
6-10 Years Experience	$48,123	$49,178	$52,786
11-20 Years Experience	$51,681	$51,994	$56,041
Over 20 Years Experience	$66,382	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$56,019	$53,191	$54,122
Professional Support	$57,947	$63,058	$64,069
Campus Administration (School Leadership)	$87,363	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES MIDDLE
Campus Number: 123908042

Total Students: 612
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	23	3.8%	5.4%	19.7%
Career & Technical Education	141	23.0%	28.4%	26.3%
Gifted & Talented Education	139	22.7%	12.0%	8.1%
Special Education	48	7.8%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	6.4%
Career & Technical Education	1.4	3.5%	5.6%	4.9%
Compensatory Education	0.0	0.0%	2.8%	2.7%
Gifted & Talented Education	0.7	1.7%	3.1%	2.0%
Regular Education	36.0	86.8%	79.3%	71.4%
Special Education	3.3	8.1%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **GROVES MIDDLE**

Campus Number: **123908041**

2019 Accountability Rating: **C**

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 6 Reading																	
At Approaches Grade Level or Above	2019	68%	78%	**75%**	50%	73%	78%	-	75%	-	88%	35%	100%	77%	72%	63%	65%
	2018	69%	79%	**80%**	*	83%	79%	-	*	-	78%	78%	57%	80%	78%	80%	73%
At Meets Grade Level or Above	2019	37%	41%	**39%**	20%	36%	42%	-	38%	-	38%	13%	56%	39%	38%	30%	19%
	2018	39%	44%	**46%**	*	46%	47%	-	*	-	33%	33%	43%	48%	41%	41%	60%
At Masters Grade Level	2019	18%	18%	**16%**	10%	12%	20%	-	13%	-	13%	9%	0%	17%	13%	10%	3%
	2018	19%	20%	**20%**	*	20%	20%	-	*	-	22%	11%	14%	21%	15%	12%	13%
Grade 6 Mathematics																	
At Approaches Grade Level or Above	2019	81%	88%	**85%**	80%	82%	86%	-	100%	-	88%	43%	89%	87%	78%	75%	71%
	2018	77%	87%	**85%**	*	75%	88%	-	*	-	100%	56%	86%	86%	80%	84%	67%
At Meets Grade Level or Above	2019	47%	54%	**51%**	30%	48%	54%	-	63%	-	63%	26%	56%	55%	42%	42%	42%
	2018	44%	56%	**57%**	*	49%	60%	-	*	-	44%	33%	71%	57%	58%	47%	50%
At Masters Grade Level	2019	21%	23%	**19%**	20%	16%	18%	-	50%	-	38%	13%	22%	19%	18%	16%	13%
	2018	18%	17%	**13%**	*	16%	13%	-	*	-	11%	11%	0%	12%	18%	11%	11%
Grade 7 Reading																	
At Approaches Grade Level or Above	2019	76%	85%	**86%**	*	83%	88%	-	*	-	75%	47%	*	89%	77%	79%	67%
	2018	74%	80%	**79%**	*	82%	79%	*	*	-	86%	40%	*	80%	78%	74%	57%
At Meets Grade Level or Above	2019	49%	52%	**52%**	*	41%	56%	-	*	-	63%	16%	*	57%	34%	44%	28%
	2018	48%	48%	**51%**	*	53%	50%	*	*	-	57%	33%	*	52%	48%	46%	57%
At Masters Grade Level	2019	29%	28%	**29%**	*	19%	34%	-	*	-	25%	5%	*	33%	17%	21%	6%
	2018	29%	26%	**26%**	*	27%	26%	*	*	-	29%	7%	*	27%	20%	23%	14%
Grade 7 Mathematics																	
At Approaches Grade Level or Above	2019	75%	83%	**85%**	*	87%	83%	-	*	-	100%	42%	*	88%	78%	79%	78%
	2018	72%	73%	**73%**	*	76%	71%	*	*	-	86%	24%	*	74%	72%	71%	63%
At Meets Grade Level or Above	2019	43%	38%	**47%**	*	41%	49%	-	*	-	71%	26%	*	50%	39%	40%	39%
	2018	40%	30%	**29%**	*	37%	23%	*	*	-	43%	12%	*	25%	38%	28%	38%
At Masters Grade Level	2019	17%	7%	**9%**	*	6%	10%	-	*	-	14%	5%	*	10%	7%	5%	0%
	2018	18%	6%	**7%**	*	16%	3%	*	*	-	0%	6%	*	6%	10%	8%	13%
Grade 7 Writing																	
At Approaches Grade Level or Above	2019	70%	76%	**71%**	*	63%	75%	-	*	-	75%	21%	*	76%	59%	63%	39%
	2018	69%	75%	**70%**	*	77%	65%	*	*	-	86%	17%	*	69%	71%	63%	75%
At Meets Grade Level or Above	2019	42%	40%	**33%**	*	22%	37%	-	*	-	50%	11%	*	36%	24%	24%	11%
	2018	43%	47%	**38%**	*	36%	39%	*	*	-	29%	6%	*	38%	36%	31%	25%
At Masters Grade Level	2019	18%	9%	**7%**	*	3%	10%	-	*	-	0%	5%	*	10%	0%	8%	0%
	2018	15%	12%	**6%**	*	7%	6%	*	*	-	0%	0%	*	8%	0%	3%	0%
Grade 8 Reading^																	
At Approaches Grade Level or Above	2019	86%	88%	**89%**	83%	89%	89%	*	*	-	88%	47%	*	93%	77%	88%	67%
	2018	86%	87%	**84%**	100%	80%	83%	-	100%	-	*	33%	80%	85%	80%	81%	69%
At Meets Grade Level or Above	2019	55%	54%	**54%**	67%	47%	58%	*	*	-	50%	27%	*	59%	36%	52%	33%
	2018	49%	46%	**44%**	60%	38%	46%	-	57%	-	*	11%	20%	46%	39%	33%	8%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

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

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	28%	25%	**24%**	17%	24%	25%	*	*	-	25%	13%	*	29%	9%	20%	8%
	2018	27%	23%	**23%**	0%	21%	26%	-	29%	-	*	6%	20%	24%	22%	15%	8%
Grade 8 Mathematics^																	
At Approaches Grade Level or Above	2019	88%	89%	**90%**	83%	92%	91%	*	*	-	78%	60%	*	94%	80%	88%	100%
	2018	86%	88%	**87%**	100%	88%	86%	-	100%	-	*	22%	100%	89%	81%	86%	85%
At Meets Grade Level or Above	2019	57%	64%	**62%**	83%	63%	61%	*	*	-	56%	53%	*	66%	48%	54%	50%
	2018	51%	58%	**59%**	40%	45%	66%	-	80%	-	*	11%	60%	61%	50%	53%	31%
At Masters Grade Level	2019	17%	17%	**16%**	0%	14%	19%	*	*	-	11%	13%	*	20%	2%	17%	0%
	2018	15%	14%	**14%**	20%	11%	15%	-	20%	-	*	6%	20%	16%	7%	14%	0%
Grade 8 Science																	
At Approaches Grade Level or Above	2019	81%	83%	**80%**	67%	82%	79%	*	*	-	88%	47%	*	83%	70%	76%	67%
	2018	76%	73%	**72%**	80%	66%	73%	-	86%	-	*	28%	60%	71%	73%	66%	31%
At Meets Grade Level or Above	2019	51%	52%	**50%**	17%	42%	56%	*	*	-	50%	33%	*	57%	25%	44%	17%
	2018	52%	44%	**44%**	40%	32%	49%	-	57%	-	*	11%	60%	45%	41%	36%	8%
At Masters Grade Level	2019	25%	22%	**22%**	0%	20%	24%	*	*	-	25%	13%	*	25%	9%	20%	0%
	2018	28%	22%	**24%**	0%	16%	31%	-	14%	-	*	11%	40%	27%	17%	19%	0%
Grade 8 Social Studies																	
At Approaches Grade Level or Above	2019	69%	65%	**66%**	67%	68%	66%	*	*	-	63%	40%	*	71%	52%	62%	33%
	2018	65%	60%	**60%**	80%	55%	62%	-	57%	-	*	24%	60%	60%	63%	59%	31%
At Meets Grade Level or Above	2019	37%	33%	**37%**	17%	36%	40%	*	*	-	13%	13%	*	43%	18%	32%	0%
	2018	36%	24%	**27%**	20%	20%	33%	-	29%	-	*	6%	20%	31%	17%	19%	0%
At Masters Grade Level	2019	21%	17%	**23%**	0%	21%	26%	*	*	-	0%	7%	*	27%	9%	22%	0%
	2018	21%	9%	**13%**	0%	7%	16%	-	29%	-	*	6%	0%	15%	5%	7%	0%
End of Course Algebra I																	
At Approaches Grade Level or Above	2019	85%	84%	**100%**	-	100%	100%	-	-	-	-	-	-	100%	-	100%	-
	2018	83%	89%	**100%**	-	100%	100%	-	*	-	-	-	-	100%	*	*	-
At Meets Grade Level or Above	2019	61%	61%	**100%**	-	100%	100%	-	-	-	-	-	-	100%	-	100%	-
	2018	55%	62%	**100%**	-	100%	100%	-	*	-	-	-	-	100%	*	*	-
At Masters Grade Level	2019	37%	32%	**88%**	-	100%	84%	-	-	-	-	-	-	88%	-	100%	-
	2018	32%	37%	**87%**	-	100%	75%	-	*	-	-	-	-	86%	*	*	-
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**81%**	74%	80%	82%	*	85%	-	82%	42%	83%	84%	72%	75%	65%
	2018	77%	82%	**77%**	80%	76%	77%	*	86%	-	87%	33%	77%	78%	75%	74%	61%
At Meets Grade Level or Above	2019	50%	54%	**48%**	36%	43%	51%	*	50%	-	50%	23%	40%	52%	34%	40%	27%
	2018	48%	53%	**45%**	40%	40%	47%	*	57%	-	42%	16%	42%	46%	42%	38%	31%
At Masters Grade Level	2019	24%	23%	**19%**	10%	16%	22%	*	27%	-	17%	9%	12%	22%	10%	16%	4%
	2018	22%	22%	**17%**	3%	16%	18%	*	23%	-	11%	7%	12%	18%	13%	13%	6%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**83%**	67%	81%	85%	*	73%	-	83%	42%	100%	85%	75%	75%	66%
	2018	74%	81%	**81%**	85%	82%	80%	*	90%	-	85%	45%	67%	82%	79%	78%	69%
At Meets Grade Level or Above	2019	48%	54%	**47%**	39%	41%	52%	*	45%	-	50%	18%	44%	51%	36%	41%	25%
	2018	46%	51%	**47%**	46%	45%	48%	*	60%	-	45%	24%	40%	49%	43%	40%	40%
At Masters Grade Level	2019	21%	21%	**23%**	17%	18%	26%	*	18%	-	21%	9%	6%	26%	13%	17%	5%
	2018	19%	21%	**23%**	0%	23%	24%	*	20%	-	20%	7%	13%	24%	19%	17%	11%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**87%**	83%	87%	87%	*	100%	-	88%	47%	81%	90%	79%	81%	79%
	2018	81%	87%	**83%**	77%	80%	83%	*	100%	-	95%	34%	93%	84%	78%	81%	72%
At Meets Grade Level or Above	2019	52%	56%	**55%**	44%	52%	57%	*	55%	-	63%	33%	44%	59%	43%	46%	43%
	2018	50%	56%	**51%**	46%	45%	53%	*	70%	-	45%	19%	53%	51%	50%	44%	41%
At Masters Grade Level	2019	26%	24%	**18%**	11%	14%	20%	*	36%	-	21%	11%	13%	21%	10%	14%	7%
	2018	24%	24%	**14%**	8%	17%	13%	*	30%	-	5%	8%	7%	14%	13%	12%	8%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	75%	**71%**	*	63%	75%	-	*	-	75%	21%	*	76%	59%	63%	39%
	2018	66%	72%	**70%**	*	77%	65%	*	*	-	86%	17%	*	69%	71%	63%	75%
At Meets Grade Level or Above	2019	38%	40%	**33%**	*	22%	37%	-	*	-	50%	11%	*	36%	24%	24%	11%
	2018	41%	47%	**38%**	*	36%	39%	*	*	-	29%	6%	*	38%	36%	31%	25%
At Masters Grade Level	2019	14%	12%	**7%**	*	3%	10%	-	*	-	0%	5%	*	10%	0%	8%	0%
	2018	13%	11%	**6%**	*	7%	6%	*	*	-	0%	0%	*	8%	0%	3%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**80%**	67%	82%	79%	*	*	-	88%	47%	*	83%	70%	76%	67%
	2018	80%	84%	**72%**	80%	66%	73%	-	86%	-	*	28%	60%	71%	73%	66%	31%
At Meets Grade Level or Above	2019	54%	59%	**50%**	17%	42%	56%	*	*	-	50%	33%	*	57%	25%	44%	17%
	2018	51%	56%	**44%**	40%	32%	49%	-	57%	-	*	11%	60%	45%	41%	36%	8%
At Masters Grade Level	2019	25%	23%	**22%**	0%	20%	24%	*	*	-	25%	13%	*	25%	9%	20%	0%
	2018	23%	23%	**24%**	0%	16%	31%	-	14%	-	*	11%	40%	27%	17%	19%	0%
All Grades Social Studies																	
At Approaches Grade Level or Above	2019	81%	80%	**66%**	67%	68%	66%	*	*	-	63%	40%	*	71%	52%	62%	33%
	2018	78%	75%	**60%**	80%	55%	62%	-	57%	-	*	24%	60%	60%	63%	59%	31%
At Meets Grade Level or Above	2019	55%	56%	**37%**	17%	36%	40%	*	*	-	13%	13%	*	43%	18%	32%	0%
	2018	53%	48%	**27%**	20%	20%	33%	-	29%	-	*	6%	20%	31%	17%	19%	0%
At Masters Grade Level	2019	33%	33%	**23%**	0%	21%	26%	*	*	-	0%	7%	*	27%	9%	22%	0%
	2018	31%	23%	**13%**	0%	7%	16%	-	29%	-	*	6%	0%	15%	5%	7%	0%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 6 ELA/Reading	2019	42	38	**33**	45	32	35	-	19	-	25	30	39	30	43	32	25
	2018	47	44	**41**	*	50	38	-	*	-	39	50	36	42	36	37	37
Grade 6 Mathematics	2019	54	56	**52**	70	46	54	-	63	-	56	50	56	51	58	49	38
	2018	56	61	**49**	*	46	49	-	*	-	67	44	29	41	71	54	42
Grade 7 ELA/Reading	2019	77	79	**78**	*	72	82	-	*	-	63	74	*	80	71	78	64
	2018	76	71	**69**	*	72	68	*	*	-	83	57	*	69	70	69	57
Grade 7 Mathematics	2019	63	52	**56**	*	62	52	-	*	-	71	47	*	59	46	51	69
	2018	67	52	**55**	*	57	53	*	*	-	58	41	*	54	58	57	43
Grade 8 ELA/Reading	2019	77	73	**76**	83	79	75	*	*	-	63	73	*	77	76	79	96
	2018	79	71	**68**	*	75	64	-	86	-	*	28	50	64	82	65	73
Grade 8 Mathematics	2019	84	85	**88**	83	87	89	*	*	-	89	87	*	90	82	87	79
	2018	81	79	**80**	*	80	78	-	100	-	*	58	90	79	85	82	73
End of Course Algebra I	2019	75	72	**100**	-	100	100	-	-	-	-	-	-	100	-	100	-
	2018	72	78	**100**	-	100	100	-	*	-	-	-	-	100	*	*	-
All Grades Both Subjects	2019	69	67	**63**	65	62	64	*	55	-	61	57	60	64	61	61	53
	2018	69	66	**61**	65	64	59	*	70	-	61	46	45	59	67	60	53
All Grades ELA/Reading	2019	68	66	**61**	64	59	63	*	41	-	50	56	60	61	61	61	51
	2018	69	65	**59**	58	66	56	*	70	-	50	43	40	59	61	56	54
All Grades Mathematics	2019	70	67	**66**	67	64	65	*	68	-	73	59	60	67	61	61	56
	2018	70	67	**63**	71	62	61	*	70	-	71	48	50	60	72	64	53

District Name: PORT NECHES-GROVES ISD
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Total Students: 646
Grade Span: 06 - 08
School Type: Middle

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	**45%**	0%	33%	56%	*	*	-	*	7%	34%	21%
	2018	38%	42%	**40%**	*	38%	35%	-	*	-	*	*	34%	*
Mathematics	2019	45%	49%	**46%**	50%	55%	40%	-	-	-	*	16%	41%	67%
	2018	47%	43%	**33%**	*	46%	27%	-	-	-	-	*	37%	*
Student Success Initiative														
Grade 8 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	82%	**80%**	83%	76%	82%	*	*	-	75%	40%	76%	20%
Students Requiring Accelerated Instruction	2019	22%	18%	**20%**	17%	24%	18%	*	*	-	25%	60%	24%	80%
STAAR Cumulative Met Standard	2019	85%	88%	**88%**	83%	85%	89%	*	*	-	88%	43%	86%	30%
Grade 8 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	82%	86%	**87%**	83%	88%	88%	*	*	-	78%	53%	84%	80%
Students Requiring Accelerated Instruction	2019	18%	14%	**13%**	17%	12%	12%	*	*	-	22%	47%	16%	20%
STAAR Cumulative Met Standard	2019	88%	88%	**90%**	83%	91%	90%	*	*	-	78%	57%	88%	90%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**81%**	-	-	-	-	-	48%	-	48%	*	48%	49%
	2018	77%	82%	**77%**	-	-	-	-	-	31%	31%	-	*	31%	34%
At Meets Grade Level or Above	2019	50%	54%	**48%**	-	-	-	-	-	10%	-	10%	*	10%	11%
	2018	48%	53%	**45%**	-	-	-	-	-	10%	10%	-	*	10%	15%
At Masters Grade Level	2019	24%	23%	**19%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	22%	22%	**17%**	-	-	-	-	-	3%	3%	-	*	3%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**83%**	-	-	-	-	-	38%	-	38%	*	38%	40%
	2018	74%	81%	**81%**	-	-	-	-	-	30%	30%	-	*	30%	36%
At Meets Grade Level or Above	2019	48%	54%	**47%**	-	-	-	-	-	4%	-	4%	*	4%	4%
	2018	46%	51%	**47%**	-	-	-	-	-	0%	0%	-	*	0%	9%
At Masters Grade Level	2019	21%	21%	**23%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	21%	**23%**	-	-	-	-	-	0%	0%	-	*	0%	9%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**87%**	-	-	-	-	-	71%	-	71%	*	71%	72%
	2018	81%	87%	**83%**	-	-	-	-	-	50%	50%	-	*	50%	53%
At Meets Grade Level or Above	2019	52%	56%	**55%**	-	-	-	-	-	25%	-	25%	*	25%	28%
	2018	50%	56%	**51%**	-	-	-	-	-	29%	29%	-	*	29%	33%
At Masters Grade Level	2019	26%	24%	**18%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	24%	24%	**14%**	-	-	-	-	-	7%	7%	-	*	7%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	75%	**71%**	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	66%	72%	**70%**	-	-	-	-	-	*	*	-	-	*	*
At Meets Grade Level or Above	2019	38%	40%	**33%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	41%	47%	**38%**	-	-	-	-	-	*	*	-	-	*	*
At Masters Grade Level	2019	14%	12%	**7%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	11%	**6%**	-	-	-	-	-	*	*	-	-	*	*
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**80%**	-	-	-	-	-	63%	-	63%	-	63%	63%
	2018	80%	84%	**72%**	-	-	-	-	-	17%	17%	-	-	17%	17%
At Meets Grade Level or Above	2019	54%	59%	**50%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	51%	56%	**44%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	25%	23%	**22%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	23%	23%	**24%**	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Social Studies															
At Approaches Grade Level or Above	2019	81%	80%	**66%**	-	-	-	-	-	25%	-	25%	-	25%	25%
	2018	78%	75%	**60%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Meets Grade Level or Above	2019	55%	56%	**37%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	53%	48%	**27%**	-	-	-	-	-	0%	0%	-	-	0%	0%
At Masters Grade Level	2019	33%	33%	**23%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	31%	23%	**13%**	-	-	-	-	-	0%	0%	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	**63%**	-	-	-	-	-	65%	-	65%	*	65%	64%
	2018	69%	66%	**61%**	-	-	-	-	-	61%	61%	-	*	61%	62%
All Grades ELA/Reading	2019	68%	66%	**61%**	-	-	-	-	-	65%	-	65%	*	65%	63%
	2018	69%	65%	**59%**	-	-	-	-	-	60%	60%	-	*	60%	64%
All Grades Mathematics	2019	70%	67%	**66%**	-	-	-	-	-	65%	-	65%	*	65%	65%
	2018	70%	67%	**63%**	-	-	-	-	-	62%	62%	-	*	62%	61%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	**45%**	-	-	-	-	-	21%	-	21%	-	21%	21%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
	2018	38%	42%	**40%**	-	-	-	-	-	*	*	-	-	*	*
Mathematics	2019	45%	49%	**46%**	-	-	-	-	-	67%	-	67%	-	67%	67%
	2018	47%	43%	**33%**	-	-	-	-	-	*	*	-	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	99%	99%	100%	100%
Included in Accountability	94%	95%	**95%**	96%	91%	98%	*	100%	-	89%	92%	95%	74%
Not Included in Accountability													
Mobile	4%	4%	**4%**	4%	6%	2%	*	0%	-	10%	7%	4%	13%
Other Exclusions	1%	0%	**1%**	0%	2%	0%	*	0%	-	0%	0%	1%	13%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	1%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	1%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	98%	100%	100%
Included in Accountability	94%	96%	**95%**	87%	93%	97%	*	95%	-	89%	93%	93%	65%
Not Included in Accountability													
Mobile	4%	3%	**4%**	13%	4%	3%	*	0%	-	11%	5%	5%	14%
Other Exclusions	1%	1%	**1%**	0%	2%	0%	*	5%	-	0%	0%	1%	21%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	2%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	2%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**95.5%**	96.2%	95.8%	95.4%	*	98.2%	-	94.1%	94.7%	95.1%	95.5%
2016-17	95.7%	96.3%	**96.1%**	94.3%	96.3%	96.0%	*	98.4%	-	94.9%	94.3%	95.4%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	**0.0%**	0.0%	0.0%	0.0%	*	0.0%	-	0.0%	0.0%	0.0%	0.0%
2016-17	0.3%	0.1%	**0.3%**	0.0%	0.9%	0.0%	*	0.0%	-	0.0%	0.0%	0.6%	6.3%
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

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

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
Total Students	646	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.5%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	244	37.8%	8.9%	7.7%
Grade 7	198	30.7%	8.0%	7.5%
Grade 8	204	31.6%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	18	2.8%	3.3%	12.6%
Hispanic	213	33.0%	26.4%	52.6%
White	378	58.5%	61.9%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	11	1.7%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	25	3.9%	2.5%	2.4%
Economically Disadvantaged	329	50.9%	46.3%	60.6%
Non-Educationally Disadvantaged	317	49.1%	53.7%	39.4%
Section 504 Students	47	7.3%	5.8%	6.5%
English Learners (EL)	30	4.6%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	11	1.8%	1.2%	1.4%
Students w/ Dyslexia	19	2.9%	2.9%	3.6%
At-Risk	232	35.9%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	60			
By Type of Primary Disability				
Students with Intellectual Disabilities	30	50.0%	31.8%	42.4%
Students with Physical Disabilities	6	10.0%	34.8%	21.9%
Students with Autism	7	11.7%	**	13.7%
Students with Behavioral Disabilities	17	28.3%	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	50	8.3%	9.7%	15.4%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	2	0.3%		
Hispanic	13	2.2%		
White	31	5.2%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	4	0.7%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	3.8%	1.7%	-	0.0%	6.2%
Grade 1	-	2.5%	3.1%	-	6.1%	5.5%
Grade 2	-	0.9%	1.8%	-	3.7%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	1.1%	0.8%	0.4%	0.0%	0.0%	0.5%
Grade 7	0.0%	0.3%	0.6%	0.0%	2.1%	0.6%
Grade 8	0.0%	0.0%	0.4%	0.0%	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.3	18.9
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.7
Grade 3	-	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	22.7	21.8	20.4
Secondary:			
English/Language Arts	15.3	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	17.2	17.4	17.8
Science	19.0	19.1	18.9
Social Studies	18.9	21.0	19.3

TEXAS EDUCATION AGENCY

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Texas Academic Performance Report
2018-19 Campus Staff Information

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	57.3	100.0%	100.0%	100.0%
Professional Staff:	50.3	87.8%	88.6%	64.1%
Teachers	42.7	74.6%	73.4%	49.8%
Professional Support	5.6	9.7%	10.4%	10.1%
Campus Administration (School Leadership)	2.0	3.5%	3.1%	3.0%
Educational Aides:	7.0	12.2%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	5.0	8.7%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	1.0	2.3%	4.8%	27.7%
White	38.7	90.6%	93.5%	58.4%
American Indian	2.0	4.7%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	2.3%	0.6%	1.1%
Males	11.7	27.3%	18.8%	23.8%
Females	31.1	72.7%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	2.0	4.7%	2.1%	1.4%
Bachelors	35.7	83.6%	80.8%	73.6%
Masters	5.0	11.7%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	1.4%	7.0%
1-5 Years Experience	15.9	37.2%	21.2%	28.9%
6-10 Years Experience	4.0	9.4%	20.4%	19.0%
11-20 Years Experience	11.7	27.3%	30.6%	29.3%
Over 20 Years Experience	10.2	23.8%	26.4%	15.7%
Number of Students per Teacher	15.1	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	5.0	6.3
Average Years Experience of Principals with District	8.0	5.0	5.4
Average Years Experience of Assistant Principals	1.0	5.8	5.3
Average Years Experience of Assistant Principals with District	1.0	5.4	4.7
Average Years Experience of Teachers:	12.6	14.5	11.1
Average Years Experience of Teachers with District:	9.4	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$41,000	$40,601	$47,218
1-5 Years Experience	$47,231	$45,651	$50,408
6-10 Years Experience	$47,113	$49,178	$52,786
11-20 Years Experience	$53,027	$51,994	$56,041
Over 20 Years Experience	$63,892	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$52,619	$53,191	$54,122
Professional Support	$58,714	$63,058	$64,069
Campus Administration (School Leadership)	$86,251	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES MIDDLE
Campus Number: 123908041

Total Students: 646
Grade Span: 06 - 08
School Type: Middle

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	30	4.6%	5.4%	19.7%
Career & Technical Education	65	10.1%	28.4%	26.3%
Gifted & Talented Education	59	9.1%	12.0%	8.1%
Special Education	60	9.3%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	6.4%
Career & Technical Education	0.7	1.7%	5.6%	4.9%
Compensatory Education	0.9	2.1%	2.8%	2.7%
Gifted & Talented Education	2.5	5.9%	3.1%	2.0%
Regular Education	35.1	82.1%	79.3%	71.4%
Special Education	3.5	8.2%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **PORT NECHES EL**

Campus Number: **123908102**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

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District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	84%	**89%**	67%	86%	90%	-	90%	-	*	56%	100%	89%	86%	80%	67%
	2018	73%	78%	**77%**	*	74%	78%	*	73%	-	*	63%	63%	83%	64%	72%	44%
At Meets Grade Level or Above	2019	44%	52%	**55%**	17%	54%	56%	-	60%	-	*	44%	58%	59%	38%	37%	22%
	2018	46%	51%	**48%**	*	53%	49%	*	36%	-	*	25%	50%	52%	41%	37%	19%
At Masters Grade Level	2019	22%	24%	**24%**	0%	25%	27%	-	10%	-	*	25%	17%	25%	22%	15%	0%
	2018	24%	24%	**22%**	*	34%	20%	*	9%	-	*	13%	13%	22%	22%	16%	0%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	85%	**85%**	67%	86%	87%	-	80%	-	*	63%	92%	89%	73%	80%	67%
	2018	78%	85%	**82%**	*	77%	84%	*	91%	-	60%	70%	50%	86%	71%	76%	69%
At Meets Grade Level or Above	2019	48%	55%	**46%**	17%	43%	50%	-	40%	-	*	25%	42%	47%	43%	44%	11%
	2018	49%	56%	**49%**	*	47%	51%	*	45%	-	60%	40%	38%	56%	34%	40%	19%
At Masters Grade Level	2019	28%	28%	**22%**	0%	18%	25%	-	20%	-	*	0%	25%	23%	19%	15%	0%
	2018	27%	30%	**21%**	*	13%	28%	*	9%	-	0%	10%	25%	25%	14%	12%	0%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	73%	**84%**	83%	79%	85%	-	90%	-	*	44%	92%	86%	78%	75%	44%
	2018	63%	69%	**70%**	*	67%	72%	*	82%	-	40%	33%	50%	74%	59%	60%	53%
At Meets Grade Level or Above	2019	35%	39%	**49%**	0%	43%	54%	-	50%	-	*	19%	50%	52%	38%	37%	0%
	2018	39%	46%	**46%**	*	39%	49%	*	55%	-	20%	0%	13%	48%	39%	33%	27%
At Masters Grade Level	2019	11%	14%	**22%**	0%	21%	24%	-	10%	-	*	13%	17%	21%	24%	12%	0%
	2018	11%	10%	**12%**	*	9%	12%	*	9%	-	20%	0%	13%	13%	8%	5%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	93%	**93%**	67%	91%	95%	-	92%	*	*	36%	100%	94%	90%	83%	88%
	2018	84%	92%	**91%**	*	89%	93%	-	90%	-	*	43%	92%	92%	86%	86%	87%
At Meets Grade Level or Above	2019	54%	67%	**63%**	33%	61%	67%	-	50%	*	*	18%	43%	66%	54%	46%	41%
	2018	54%	68%	**66%**	*	63%	66%	-	71%	-	*	7%	62%	69%	55%	49%	53%
At Masters Grade Level	2019	29%	35%	**33%**	0%	33%	37%	-	17%	*	*	9%	14%	35%	28%	20%	18%
	2018	26%	34%	**33%**	*	26%	34%	-	38%	-	*	0%	31%	35%	23%	19%	7%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**97%**	83%	98%	98%	-	100%	*	*	55%	100%	97%	98%	93%	100%
	2018	91%	94%	**94%**	*	100%	92%	-	95%	-	*	43%	92%	94%	93%	89%	93%
At Meets Grade Level or Above	2019	58%	60%	**52%**	17%	46%	58%	-	50%	*	*	9%	43%	54%	46%	37%	29%
	2018	58%	67%	**61%**	*	51%	63%	-	67%	-	*	21%	62%	64%	50%	53%	47%
At Masters Grade Level	2019	36%	36%	**27%**	0%	22%	33%	-	8%	*	*	9%	14%	28%	24%	14%	12%
	2018	30%	32%	**28%**	*	14%	29%	-	48%	-	*	7%	38%	29%	23%	20%	20%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	86%	**90%**	83%	87%	93%	-	83%	*	*	70%	100%	90%	92%	84%	76%
	2018	76%	88%	**88%**	*	86%	89%	-	90%	-	*	38%	85%	88%	88%	83%	73%
At Meets Grade Level or Above	2019	49%	62%	**69%**	50%	63%	75%	-	42%	*	*	40%	57%	73%	57%	59%	41%
	2018	41%	59%	**68%**	*	69%	69%	-	67%	-	*	23%	69%	69%	65%	56%	53%
At Masters Grade Level	2019	24%	32%	**38%**	17%	35%	43%	-	17%	*	*	20%	43%	40%	33%	32%	18%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

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

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	17%	29%	**33%**	*	20%	35%	-	38%	-	*	0%	54%	36%	21%	20%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**90%**	75%	89%	91%	-	89%	*	78%	54%	96%	91%	87%	83%	78%
	2018	77%	82%	**84%**	65%	81%	85%	*	89%	-	81%	47%	76%	87%	75%	77%	70%
At Meets Grade Level or Above	2019	50%	54%	**56%**	22%	53%	60%	-	48%	*	39%	26%	49%	59%	47%	44%	28%
	2018	48%	53%	**56%**	25%	53%	58%	*	60%	-	54%	19%	52%	60%	46%	44%	36%
At Masters Grade Level	2019	24%	23%	**28%**	3%	27%	31%	-	14%	*	4%	13%	21%	29%	25%	18%	10%
	2018	22%	22%	**25%**	10%	19%	27%	*	30%	-	23%	4%	32%	27%	18%	15%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**91%**	67%	89%	92%	-	91%	*	88%	48%	100%	91%	89%	81%	81%
	2018	74%	81%	**84%**	67%	80%	86%	*	84%	-	100%	50%	81%	88%	74%	78%	65%
At Meets Grade Level or Above	2019	48%	54%	**59%**	25%	58%	61%	-	55%	*	75%	33%	53%	63%	47%	42%	35%
	2018	46%	51%	**57%**	33%	57%	58%	*	59%	-	50%	14%	57%	61%	47%	42%	35%
At Masters Grade Level	2019	21%	21%	**29%**	0%	30%	32%	-	14%	*	13%	19%	16%	30%	25%	18%	12%
	2018	19%	21%	**28%**	17%	30%	27%	*	28%	-	25%	5%	24%	29%	23%	17%	3%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**92%**	75%	93%	92%	-	91%	*	75%	59%	95%	93%	87%	87%	88%
	2018	81%	87%	**88%**	71%	87%	88%	*	94%	-	78%	54%	76%	90%	81%	82%	81%
At Meets Grade Level or Above	2019	52%	56%	**49%**	17%	45%	54%	-	45%	*	13%	19%	42%	50%	45%	40%	23%
	2018	50%	56%	**55%**	29%	49%	57%	*	59%	-	67%	29%	52%	60%	41%	46%	32%
At Masters Grade Level	2019	26%	24%	**25%**	0%	20%	29%	-	14%	*	0%	4%	21%	26%	22%	15%	8%
	2018	24%	24%	**25%**	0%	13%	28%	*	34%	-	11%	8%	33%	27%	17%	16%	10%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	75%	**84%**	83%	79%	85%	-	90%	-	*	44%	92%	86%	78%	75%	44%
	2018	66%	72%	**70%**	*	67%	72%	*	82%	-	40%	33%	50%	74%	59%	60%	53%
At Meets Grade Level or Above	2019	38%	40%	**49%**	0%	43%	54%	-	50%	-	*	19%	50%	52%	38%	37%	0%
	2018	41%	47%	**46%**	*	39%	49%	*	55%	-	20%	0%	13%	48%	39%	33%	27%
At Masters Grade Level	2019	14%	12%	**22%**	0%	21%	24%	-	10%	-	*	13%	17%	21%	24%	12%	0%
	2018	13%	11%	**12%**	*	9%	12%	*	9%	-	20%	0%	13%	13%	8%	5%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**90%**	83%	87%	93%	-	83%	*	*	70%	100%	90%	92%	84%	76%
	2018	80%	84%	**88%**	*	86%	89%	-	90%	-	*	38%	85%	88%	88%	83%	73%
At Meets Grade Level or Above	2019	54%	59%	**69%**	50%	63%	75%	-	42%	*	*	40%	57%	73%	57%	59%	41%
	2018	51%	56%	**68%**	*	69%	69%	-	67%	-	*	23%	69%	69%	65%	56%	53%
At Masters Grade Level	2019	25%	23%	**38%**	17%	35%	43%	-	17%	*	*	20%	43%	40%	33%	32%	18%
	2018	23%	23%	**33%**	*	20%	35%	-	38%	-	*	0%	54%	36%	21%	20%	7%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	**60**	50	61	58	-	70	-	*	53	58	59	65	51	56
	2018	63	57	**56**	*	61	56	*	60	-	*	38	75	54	62	57	63
Grade 4 Mathematics	2019	65	63	**56**	50	61	58	-	40	-	*	40	75	56	58	53	39
	2018	65	58	**51**	*	47	52	*	40	-	80	55	44	53	46	47	38
Grade 5 ELA/Reading	2019	81	83	**83**	75	86	83	-	82	*	*	65	86	83	82	75	93
	2018	80	80	**78**	*	79	78	-	87	-	*	61	83	77	80	72	86
Grade 5 Mathematics	2019	83	78	**77**	83	77	78	-	82	*	*	82	71	74	84	78	94
	2018	81	69	**63**	*	56	63	-	71	-	*	50	75	59	74	61	71
All Grades Both Subjects	2019	69	67	**69**	65	74	69	-	69	*	56	58	71	68	74	65	77
	2018	69	66	**62**	31	60	63	*	69	-	68	52	71	61	64	59	63
All Grades ELA/Reading	2019	68	66	**72**	63	76	70	-	76	*	88	58	68	71	75	64	79
	2018	69	65	**67**	17	69	68	*	78	-	56	52	80	67	70	64	73
All Grades Mathematics	2019	70	67	**67**	67	71	68	-	62	*	25	58	74	65	73	67	74
	2018	70	67	**57**	43	51	58	*	60	-	78	52	63	56	59	54	53

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	**67%**	40%	73%	69%	-	*	-	*	10%	54%	70%
	2018	38%	42%	**47%**	*	44%	49%	*	*	-	*	*	48%	*
Mathematics	2019	45%	49%	**64%**	*	69%	70%	-	*	-	*	18%	56%	67%
	2018	47%	43%	**45%**	*	53%	38%	*	*	-	*	*	43%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	86%	**85%**	50%	85%	87%	-	92%	*	*	36%	77%	70%
Students Requiring Accelerated Instruction	2019	22%	14%	**15%**	50%	15%	13%	-	8%	*	*	64%	23%	30%
STAAR Cumulative Met Standard	2019	86%	92%	**93%**	67%	91%	95%	-	92%	*	*	36%	83%	80%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	91%	**90%**	83%	89%	93%	-	92%	*	*	55%	80%	90%
Students Requiring Accelerated Instruction	2019	17%	9%	**10%**	17%	11%	8%	-	8%	*	*	45%	20%	10%
STAAR Cumulative Met Standard	2019	90%	95%	**97%**	83%	98%	98%	-	100%	*	*	55%	93%	100%

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

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

Total Students: 383
Grade Span: 04 - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**90%**	-	-	-	-	-	69%	-	69%	*	69%	69%
	2018	77%	82%	**84%**	-	-	-	-	-	61%	53%	79%	*	61%	57%
At Meets Grade Level or Above	2019	50%	54%	**56%**	-	-	-	-	-	20%	-	20%	*	20%	19%
	2018	48%	53%	**56%**	-	-	-	-	-	22%	16%	36%	*	22%	20%
At Masters Grade Level	2019	24%	23%	**28%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	22%	22%	**25%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**91%**	-	-	-	-	-	67%	-	67%	*	67%	69%
	2018	74%	81%	**84%**	-	-	-	-	-	50%	45%	60%	*	50%	47%
At Meets Grade Level or Above	2019	48%	54%	**59%**	-	-	-	-	-	20%	-	20%	*	20%	19%
	2018	46%	51%	**57%**	-	-	-	-	-	13%	9%	20%	*	13%	12%
At Masters Grade Level	2019	21%	21%	**29%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	21%	**28%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**92%**	-	-	-	-	-	93%	-	93%	*	93%	94%
	2018	81%	87%	**88%**	-	-	-	-	-	75%	64%	100%	*	75%	71%
At Meets Grade Level or Above	2019	52%	56%	**49%**	-	-	-	-	-	27%	-	27%	*	27%	25%
	2018	50%	56%	**55%**	-	-	-	-	-	25%	18%	40%	*	25%	24%
At Masters Grade Level	2019	26%	24%	**25%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	24%	24%	**25%**	-	-	-	-	-	0%	0%	0%	*	0%	0%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	75%	**84%**	-	-	-	-	-	17%	-	17%	-	17%	17%
	2018	66%	72%	**70%**	-	-	-	-	-	50%	44%	*	*	50%	45%
At Meets Grade Level or Above	2019	38%	40%	**49%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	41%	47%	**46%**	-	-	-	-	-	20%	11%	*	*	20%	18%
At Masters Grade Level	2019	14%	12%	**22%**	-	-	-	-	-	0%	-	0%	-	0%	0%
	2018	13%	11%	**12%**	-	-	-	-	-	0%	0%	*	*	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**90%**	-	-	-	-	-	67%	-	67%	*	67%	60%
	2018	80%	84%	**88%**	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	54%	59%	**69%**	-	-	-	-	-	22%	-	22%	*	22%	20%
	2018	51%	56%	**68%**	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	25%	23%	**38%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	23%	23%	**33%**	-	-	-	-	-	*	*	*	-	*	*
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	**69%**	-	-	-	-	-	78%	-	78%	*	78%	79%
	2018	69%	66%	**62%**	-	-	-	-	-	60%	55%	75%	*	60%	59%
All Grades ELA/Reading	2019	68%	66%	**72%**	-	-	-	-	-	75%	-	75%	*	75%	77%
	2018	69%	65%	**67%**	-	-	-	-	-	73%	68%	*	*	73%	69%
All Grades Mathematics	2019	70%	67%	**67%**	-	-	-	-	-	80%	-	80%	*	80%	81%
	2018	70%	67%	**57%**	-	-	-	-	-	47%	41%	*	*	47%	50%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	**67%**	-	-	-	-	-	67%	-	67%	*	67%	70%
	2018	38%	42%	**47%**	-	-	-	-	-	*	*	*	-	*	*
Mathematics	2019	45%	49%	**64%**	-	-	-	-	-	60%	-	60%	*	60%	67%
	2018	47%	43%	**45%**	-	-	-	-	-	*	*	*	*	*	*

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	*	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	100%	94%	97%	-	92%	*	100%	96%	93%	89%
Not Included in Accountability													
Mobile	4%	4%	**4%**	0%	6%	3%	-	8%	*	0%	4%	7%	11%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	*	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	100%	-	100%	99%	100%	100%
Included in Accountability	94%	96%	**97%**	91%	96%	98%	*	100%	-	87%	96%	97%	92%
Not Included in Accountability													
Mobile	4%	3%	**2%**	9%	3%	2%	*	0%	-	13%	3%	3%	2%
Other Exclusions	1%	1%	**0%**	0%	1%	0%	*	0%	-	0%	0%	0%	6%
Not Tested	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	*	0%	-	0%	1%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.6%**	97.6%	96.5%	96.3%	*	98.3%	-	96.2%	95.8%	96.5%	97.6%
2016-17	95.7%	96.3%	**97.5%**	98.1%	97.5%	97.3%	*	98.7%	-	95.0%	96.9%	97.1%	98.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

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

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	383	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.5%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	185	48.3%	7.4%	7.6%
Grade 5	198	51.7%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	13	3.4%	3.3%	12.6%
Hispanic	77	20.1%	26.4%	52.6%
White	262	68.4%	61.9%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	22	5.7%	5.8%	4.5%
Pacific Islander	1	0.3%	0.0%	0.2%
Two or More Races	8	2.1%	2.5%	2.4%
Economically Disadvantaged	170	44.4%	46.3%	60.6%
Non-Educationally Disadvantaged	213	55.6%	53.7%	39.4%
Section 504 Students	38	9.9%	5.8%	6.5%
English Learners (EL)	17	4.4%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	1	0.2%	1.2%	1.4%
Students w/ Dyslexia	18	4.7%	2.9%	3.6%
At-Risk	101	26.4%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	33			
By Type of Primary Disability				
Students with Intellectual Disabilities	10	30.3%	31.8%	42.4%
Students with Physical Disabilities	14	42.4%	34.8%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	**	**	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	24	5.8%	9.7%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	1	0.2%		
Hispanic	4	1.0%		
White	16	3.8%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	2	0.5%		

Student Information	--------Non-Special Education Rates-------- Campus	District	State	--------Special Education Rates-------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	-	3.8%	1.7%	-	0.0%	6.2%
Grade 1	-	2.5%	3.1%	-	6.1%	5.5%
Grade 2	-	0.9%	1.8%	-	3.7%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	0.5%	0.5%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.3	18.9
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.7
Grade 3	-	17.2	18.9
Grade 4	14.6	15.3	19.2
Grade 5	14.3	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	-	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	-	17.4	17.8
Science	-	19.1	18.9
Social Studies	-	21.0	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	36.0	100.0%	100.0%	100.0%
Professional Staff:	30.0	83.3%	88.6%	64.1%
Teachers	26.8	74.3%	73.4%	49.8%
Professional Support	2.3	6.2%	10.4%	10.1%
Campus Administration (School Leadership)	1.0	2.8%	3.1%	3.0%
Educational Aides:	6.0	16.7%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	1.0	2.8%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	1.0	3.7%	4.8%	27.7%
White	24.8	92.5%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	1.0	3.7%	0.6%	1.1%
Males	1.0	3.7%	18.8%	23.8%
Females	25.8	96.3%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.1%	1.4%
Bachelors	25.0	93.4%	80.8%	73.6%
Masters	1.8	6.6%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	7.5%	1.4%	7.0%
1-5 Years Experience	4.0	14.9%	21.2%	28.9%
6-10 Years Experience	3.8	14.1%	20.4%	19.0%
11-20 Years Experience	10.0	37.4%	30.6%	29.3%
Over 20 Years Experience	7.0	26.2%	26.4%	15.7%
Number of Students per Teacher	14.3	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.0	6.3
Average Years Experience of Principals with District	1.0	5.0	5.4
Average Years Experience of Assistant Principals	0.0	5.8	5.3
Average Years Experience of Assistant Principals with District	0.0	5.4	4.7
Average Years Experience of Teachers:	14.6	14.5	11.1
Average Years Experience of Teachers with District:	10.4	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$41,000	$40,601	$47,218
1-5 Years Experience	$43,671	$45,651	$50,408
6-10 Years Experience	$47,909	$49,178	$52,786
11-20 Years Experience	$52,218	$51,994	$56,041
Over 20 Years Experience	$60,768	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$51,733	$53,191	$54,122
Professional Support	$54,606	$63,058	$64,069
Campus Administration (School Leadership)	$95,930	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: PORT NECHES EL
Campus Number: 123908102

Total Students: 383
Grade Span: 04 - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	16	4.2%	5.4%	19.7%
Career & Technical Education	0	0.0%	28.4%	26.3%
Gifted & Talented Education	42	11.0%	12.0%	8.1%
Special Education	33	8.6%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.4%	0.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.2	4.5%	2.8%	2.7%
Gifted & Talented Education	0.0	0.0%	3.1%	2.0%
Regular Education	23.7	88.6%	79.3%	71.4%
Special Education	1.8	6.5%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **GROVES EL**

Campus Number: **123908101**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

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

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	84%	**80%**	50%	80%	81%	-	88%	-	83%	52%	83%	80%	79%	72%	67%
	2018	73%	78%	**79%**	17%	83%	81%	-	78%	-	*	57%	56%	81%	75%	80%	84%
At Meets Grade Level or Above	2019	44%	52%	**49%**	13%	36%	56%	-	63%	-	67%	32%	50%	53%	36%	37%	33%
	2018	46%	51%	**53%**	17%	45%	61%	-	33%	-	*	36%	44%	59%	40%	48%	28%
At Masters Grade Level	2019	22%	24%	**23%**	0%	15%	27%	-	38%	-	50%	12%	33%	24%	19%	16%	11%
	2018	24%	24%	**25%**	0%	26%	27%	-	22%	-	*	11%	22%	28%	20%	20%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	85%	**85%**	50%	89%	85%	-	100%	-	83%	60%	100%	88%	76%	82%	83%
	2018	78%	85%	**88%**	33%	89%	90%	-	100%	-	*	64%	100%	94%	77%	85%	80%
At Meets Grade Level or Above	2019	48%	55%	**63%**	50%	56%	64%	-	100%	-	83%	44%	100%	69%	45%	57%	44%
	2018	49%	56%	**62%**	0%	53%	71%	-	78%	-	*	50%	56%	71%	45%	50%	36%
At Masters Grade Level	2019	28%	28%	**33%**	25%	24%	35%	-	63%	-	50%	16%	33%	36%	24%	24%	17%
	2018	27%	30%	**38%**	0%	33%	43%	-	56%	-	*	21%	22%	42%	31%	33%	20%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	73%	**63%**	50%	58%	64%	-	88%	-	83%	40%	83%	64%	60%	53%	50%
	2018	63%	69%	**68%**	17%	73%	71%	-	56%	-	*	32%	78%	71%	63%	66%	60%
At Meets Grade Level or Above	2019	35%	39%	**29%**	13%	22%	31%	-	50%	-	50%	20%	50%	31%	21%	22%	22%
	2018	39%	46%	**47%**	0%	48%	50%	-	22%	-	*	25%	44%	50%	40%	43%	32%
At Masters Grade Level	2019	11%	14%	**7%**	0%	4%	9%	-	13%	-	0%	4%	17%	8%	2%	2%	0%
	2018	11%	10%	**9%**	0%	8%	10%	-	11%	-	*	7%	0%	10%	6%	10%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	93%	**92%**	60%	95%	93%	-	92%	-	*	57%	100%	93%	91%	89%	96%
	2018	84%	92%	**92%**	71%	91%	94%	-	83%	-	100%	70%	88%	93%	88%	90%	86%
At Meets Grade Level or Above	2019	54%	67%	**70%**	40%	70%	73%	-	69%	-	*	43%	60%	74%	61%	63%	48%
	2018	54%	68%	**70%**	29%	64%	76%	-	50%	-	88%	48%	75%	72%	64%	60%	66%
At Masters Grade Level	2019	29%	35%	**37%**	20%	37%	39%	-	23%	-	*	7%	40%	40%	28%	31%	15%
	2018	26%	34%	**36%**	14%	34%	37%	-	50%	-	38%	19%	38%	36%	34%	29%	31%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**94%**	60%	97%	93%	-	100%	-	*	61%	100%	95%	91%	91%	96%
	2018	91%	94%	**95%**	86%	93%	95%	-	100%	-	100%	74%	88%	95%	93%	94%	93%
At Meets Grade Level or Above	2019	58%	60%	**68%**	40%	62%	74%	-	69%	-	*	54%	60%	74%	50%	61%	48%
	2018	58%	67%	**72%**	43%	69%	75%	-	83%	-	75%	44%	88%	73%	70%	68%	66%
At Masters Grade Level	2019	36%	36%	**44%**	20%	42%	46%	-	46%	-	*	29%	20%	47%	37%	37%	33%
	2018	30%	32%	**36%**	14%	32%	38%	-	50%	-	38%	22%	63%	38%	27%	32%	34%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	86%	**82%**	*	81%	85%	-	77%	-	*	52%	90%	83%	78%	80%	65%
	2018	76%	88%	**88%**	57%	82%	93%	-	67%	-	100%	63%	100%	88%	89%	85%	76%
At Meets Grade Level or Above	2019	49%	62%	**56%**	*	53%	61%	-	54%	-	*	52%	40%	59%	50%	53%	38%
	2018	41%	59%	**51%**	29%	47%	55%	-	50%	-	38%	37%	75%	51%	49%	42%	38%
At Masters Grade Level	2019	24%	32%	**27%**	*	25%	31%	-	15%	-	*	22%	0%	29%	20%	24%	12%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

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

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	17%	29%	**26%**	0%	21%	29%	-	50%	-	25%	22%	50%	28%	18%	24%	14%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**83%**	53%	84%	84%	-	90%	-	78%	54%	94%	84%	80%	78%	78%
	2018	77%	82%	**85%**	49%	85%	88%	-	80%	-	86%	60%	84%	87%	80%	83%	80%
At Meets Grade Level or Above	2019	50%	54%	**57%**	26%	51%	60%	-	67%	-	56%	41%	58%	60%	45%	49%	40%
	2018	48%	53%	**59%**	21%	55%	65%	-	51%	-	53%	40%	63%	63%	51%	52%	45%
At Masters Grade Level	2019	24%	23%	**29%**	11%	26%	32%	-	32%	-	26%	15%	23%	31%	23%	23%	16%
	2018	22%	22%	**28%**	5%	26%	31%	-	38%	-	25%	17%	31%	31%	22%	25%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**87%**	54%	88%	88%	-	90%	-	78%	55%	94%	87%	85%	80%	84%
	2018	74%	81%	**86%**	46%	87%	88%	-	80%	-	92%	64%	71%	88%	81%	85%	85%
At Meets Grade Level or Above	2019	48%	54%	**61%**	23%	55%	65%	-	67%	-	56%	38%	56%	64%	50%	50%	42%
	2018	46%	51%	**62%**	23%	55%	69%	-	40%	-	67%	42%	59%	66%	51%	54%	48%
At Masters Grade Level	2019	21%	21%	**30%**	8%	27%	33%	-	29%	-	33%	9%	38%	32%	24%	24%	13%
	2018	19%	21%	**31%**	8%	30%	32%	-	33%	-	33%	15%	29%	32%	26%	25%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**90%**	54%	94%	89%	-	100%	-	78%	60%	100%	92%	84%	86%	91%
	2018	81%	87%	**92%**	62%	91%	93%	-	100%	-	92%	69%	94%	94%	84%	90%	87%
At Meets Grade Level or Above	2019	52%	56%	**66%**	46%	59%	69%	-	81%	-	67%	49%	75%	72%	48%	59%	47%
	2018	50%	56%	**68%**	23%	61%	73%	-	80%	-	58%	47%	71%	72%	56%	59%	52%
At Masters Grade Level	2019	26%	24%	**39%**	23%	34%	41%	-	52%	-	44%	23%	25%	41%	31%	31%	27%
	2018	24%	24%	**37%**	8%	33%	40%	-	53%	-	25%	22%	41%	40%	29%	32%	28%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	75%	**63%**	50%	58%	64%	-	88%	-	83%	40%	83%	64%	60%	53%	50%
	2018	66%	72%	**68%**	17%	73%	71%	-	56%	-	*	32%	78%	71%	63%	66%	60%
At Meets Grade Level or Above	2019	38%	40%	**29%**	13%	22%	31%	-	50%	-	50%	20%	50%	31%	21%	22%	22%
	2018	41%	47%	**47%**	0%	48%	50%	-	22%	-	*	25%	44%	50%	40%	43%	32%
At Masters Grade Level	2019	14%	12%	**7%**	0%	4%	9%	-	13%	-	0%	4%	17%	8%	2%	2%	0%
	2018	13%	11%	**9%**	0%	8%	10%	-	11%	-	*	7%	0%	10%	6%	10%	0%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	87%	**82%**	*	81%	85%	-	77%	-	*	52%	90%	83%	78%	80%	65%
	2018	80%	84%	**88%**	57%	82%	93%	-	67%	-	100%	63%	100%	88%	89%	85%	76%
At Meets Grade Level or Above	2019	54%	59%	**56%**	*	53%	61%	-	54%	-	*	52%	40%	59%	50%	53%	38%
	2018	51%	56%	**51%**	29%	47%	55%	-	50%	-	38%	37%	75%	51%	49%	42%	38%
At Masters Grade Level	2019	25%	23%	**27%**	*	25%	31%	-	15%	-	*	22%	0%	29%	20%	24%	12%
	2018	23%	23%	**26%**	0%	21%	29%	-	50%	-	25%	22%	50%	28%	18%	24%	14%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Progress

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	60	**60**	38	64	57	-	88	-	75	48	50	61	58	54	64
	2018	63	57	**59**	40	64	55	-	78	-	*	46	83	64	47	59	69
Grade 4 Mathematics	2019	65	63	**70**	44	71	69	-	100	-	58	65	75	75	49	59	64
	2018	65	58	**66**	40	59	68	-	100	-	*	59	78	67	63	61	52
Grade 5 ELA/Reading	2019	81	83	**84**	50	89	82	-	91	-	*	72	90	84	84	82	92
	2018	80	80	**82**	79	84	81	-	92	-	81	80	75	82	82	83	85
Grade 5 Mathematics	2019	83	78	**79**	80	83	76	-	82	-	*	57	55	78	81	81	85
	2018	81	69	**74**	71	74	73	-	100	-	75	63	69	73	78	76	81
All Grades Both Subjects	2019	69	67	**74**	50	78	72	-	89	-	64	61	69	75	69	69	78
	2018	69	66	**71**	60	70	70	-	92	-	73	62	76	72	67	70	72
All Grades ELA/Reading	2019	68	66	**73**	42	79	70	-	89	-	72	61	75	73	72	68	80
	2018	69	65	**71**	63	74	69	-	83	-	73	63	79	74	63	71	77
All Grades Mathematics	2019	70	67	**74**	58	78	73	-	89	-	56	61	63	77	66	70	76
	2018	70	67	**70**	58	67	71	-	100	-	73	61	74	70	70	68	68

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	49%	**51%**	43%	57%	54%	-	*	-	*	28%	40%	43%
	2018	38%	42%	**48%**	*	48%	50%	-	*	-	*	36%	52%	56%
Mathematics	2019	45%	49%	**49%**	33%	71%	38%	-	*	-	*	33%	47%	80%
	2018	47%	43%	**53%**	*	56%	50%	-	*	-	*	45%	57%	63%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	86%	**87%**	60%	85%	90%	-	85%	-	*	48%	80%	54%
Students Requiring Accelerated Instruction	2019	22%	14%	**13%**	40%	15%	10%	-	15%	-	*	52%	20%	46%
STAAR Cumulative Met Standard	2019	86%	92%	**91%**	60%	93%	93%	-	85%	-	*	48%	86%	77%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	91%	**92%**	60%	94%	92%	-	100%	-	*	52%	87%	85%
Students Requiring Accelerated Instruction	2019	17%	9%	**8%**	40%	6%	8%	-	0%	-	*	48%	13%	15%
STAAR Cumulative Met Standard	2019	90%	95%	**93%**	60%	96%	93%	-	100%	-	*	52%	89%	85%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

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

Total Students: 412
Grade Span: 04 - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**83%**	-	-	-	-	-	63%	-	63%	*	63%	61%
	2018	77%	82%	**85%**	-	-	-	-	-	61%	61%	-	-	61%	61%
At Meets Grade Level or Above	2019	50%	54%	**57%**	-	-	-	-	-	16%	-	16%	*	16%	15%
	2018	48%	53%	**59%**	-	-	-	-	-	23%	23%	-	-	23%	23%
At Masters Grade Level	2019	24%	23%	**29%**	-	-	-	-	-	4%	-	4%	*	4%	3%
	2018	22%	22%	**28%**	-	-	-	-	-	9%	9%	-	-	9%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**87%**	-	-	-	-	-	74%	-	74%	*	74%	70%
	2018	74%	81%	**86%**	-	-	-	-	-	68%	68%	-	-	68%	68%
At Meets Grade Level or Above	2019	48%	54%	**61%**	-	-	-	-	-	16%	-	16%	*	16%	15%
	2018	46%	51%	**62%**	-	-	-	-	-	21%	21%	-	-	21%	21%
At Masters Grade Level	2019	21%	21%	**30%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	19%	21%	**31%**	-	-	-	-	-	11%	11%	-	-	11%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**90%**	-	-	-	-	-	89%	-	89%	*	89%	90%
	2018	81%	87%	**92%**	-	-	-	-	-	68%	68%	-	-	68%	68%
At Meets Grade Level or Above	2019	52%	56%	**66%**	-	-	-	-	-	21%	-	21%	*	21%	20%
	2018	50%	56%	**68%**	-	-	-	-	-	26%	26%	-	-	26%	26%
At Masters Grade Level	2019	26%	24%	**39%**	-	-	-	-	-	5%	-	5%	*	5%	5%
	2018	24%	24%	**37%**	-	-	-	-	-	11%	11%	-	-	11%	11%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	75%	**63%**	-	-	-	-	-	14%	-	14%	*	14%	13%
	2018	66%	72%	**68%**	-	-	-	-	-	40%	40%	-	-	40%	40%
At Meets Grade Level or Above	2019	38%	40%	**29%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	41%	47%	**47%**	-	-	-	-	-	20%	20%	-	-	20%	20%
At Masters Grade Level	2019	14%	12%	**7%**	-	-	-	-	-	0%	-	0%	*	0%	0%
	2018	13%	11%	**9%**	-	-	-	-	-	0%	0%	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	87%	**82%**	-	-	-	-	-	27%	-	27%	-	27%	27%
	2018	80%	84%	**88%**	-	-	-	-	-	56%	56%	-	-	56%	56%
At Meets Grade Level or Above	2019	54%	59%	**56%**	-	-	-	-	-	18%	-	18%	-	18%	18%
	2018	51%	56%	**51%**	-	-	-	-	-	22%	22%	-	-	22%	22%
At Masters Grade Level	2019	25%	23%	**27%**	-	-	-	-	-	9%	-	9%	-	9%	9%
	2018	23%	23%	**26%**	-	-	-	-	-	11%	11%	-	-	11%	11%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	67%	**74%**	-	-	-	-	-	74%	-	74%	*	74%	76%
	2018	69%	66%	**71%**	-	-	-	-	-	80%	80%	-	-	80%	80%
All Grades ELA/Reading	2019	68%	66%	**73%**	-	-	-	-	-	76%	-	76%	*	76%	78%
	2018	69%	65%	**71%**	-	-	-	-	-	90%	90%	-	-	90%	90%
All Grades Mathematics	2019	70%	67%	**74%**	-	-	-	-	-	72%	-	72%	*	72%	74%
	2018	70%	67%	**70%**	-	-	-	-	-	72%	72%	-	-	72%	72%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	49%	**51%**	-	-	-	-	-	50%	-	50%	*	50%	43%
	2018	38%	42%	**48%**	-	-	-	-	-	56%	56%	-	-	56%	56%
Mathematics	2019	45%	49%	**49%**	-	-	-	-	-	80%	-	80%	-	80%	80%
	2018	47%	43%	**53%**	-	-	-	-	-	63%	63%	-	-	63%	63%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	98%	100%	100%	-	100%	-	100%	99%	99%	99%
Included in Accountability	94%	95%	**95%**	90%	94%	96%	-	95%	-	100%	96%	94%	86%
Not Included in Accountability													
Mobile	4%	4%	**4%**	7%	5%	4%	-	5%	-	0%	3%	5%	9%
Other Exclusions	1%	0%	**0%**	0%	1%	0%	-	0%	-	0%	0%	0%	4%
Not Tested	1%	0%	**0%**	2%	0%	0%	-	0%	-	0%	1%	1%	1%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	1%
Other	0%	0%	**0%**	2%	0%	0%	-	0%	-	0%	1%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	87%	97%	97%	-	94%	-	100%	96%	96%	90%
Not Included in Accountability													
Mobile	4%	3%	**2%**	13%	2%	2%	-	0%	-	0%	2%	3%	0%
Other Exclusions	1%	1%	**1%**	0%	1%	0%	-	6%	-	0%	2%	1%	10%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.5%**	95.9%	96.1%	96.7%	*	97.8%	-	95.5%	95.7%	96.1%	96.5%
2016-17	95.7%	96.3%	**97.3%**	98.7%	97.3%	97.2%	*	98.4%	-	96.5%	96.4%	96.7%	96.5%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

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

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	412	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	0	0.0%	7.1%	6.9%
Grade 1	0	0.0%	7.1%	7.1%
Grade 2	0	0.0%	7.5%	7.2%
Grade 3	0	0.0%	7.8%	7.3%
Grade 4	194	47.1%	7.4%	7.6%
Grade 5	218	52.9%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	13	3.2%	3.3%	12.6%
Hispanic	135	32.8%	26.4%	52.6%
White	234	56.8%	61.9%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	21	5.1%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	9	2.2%	2.5%	2.4%
Economically Disadvantaged	235	57.0%	46.3%	60.6%
Non-Educationally Disadvantaged	177	43.0%	53.7%	39.4%
Section 504 Students	35	8.5%	5.8%	6.5%
English Learners (EL)	21	5.1%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.2%	1.4%
Students w/ Dyslexia	11	2.7%	2.9%	3.6%
At-Risk	143	34.7%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	58			
By Type of Primary Disability				
Students with Intellectual Disabilities	16	27.6%	31.8%	42.4%
Students with Physical Disabilities	19	32.8%	34.8%	21.9%
Students with Autism	12	20.7%	**	13.7%
Students with Behavioral Disabilities	11	19.0%	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	38	8.1%	9.7%	15.4%

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	4	0.9%		
Hispanic	9	1.9%		
White	22	4.7%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	3	0.6%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	-	3.8%	1.7%	-	0.0%	6.2%
Grade 1	-	2.5%	3.1%	-	6.1%	5.5%
Grade 2	-	0.9%	1.8%	-	3.7%	2.3%
Grade 3	-	0.0%	1.1%	-	0.0%	0.9%
Grade 4	0.6%	0.5%	0.5%	0.0%	0.0%	0.5%
Grade 5	0.0%	0.0%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	-	19.3	18.9
Grade 1	-	18.2	18.8
Grade 2	-	18.3	18.7
Grade 3	-	17.2	18.9
Grade 4	15.6	15.3	19.2
Grade 5	18.2	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	-	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	-	17.4	17.8
Science	-	19.1	18.9
Social Studies	-	21.0	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	37.4	100.0%	100.0%	100.0%
Professional Staff:	30.4	81.3%	88.6%	64.1%
Teachers	28.6	76.6%	73.4%	49.8%
Professional Support	1.8	4.7%	10.4%	10.1%
Campus Administration (School Leadership)	0.0	0.0%	3.1%	3.0%
Educational Aides:	7.0	18.7%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	0.0	0.0%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	0.0	0.0%	4.8%	27.7%
White	28.6	100.0%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	3.0	10.5%	18.8%	23.8%
Females	25.6	89.5%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.1%	1.4%
Bachelors	27.2	95.0%	80.8%	73.6%
Masters	1.4	5.0%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.5%	1.4%	7.0%
1-5 Years Experience	12.0	41.9%	21.2%	28.9%
6-10 Years Experience	5.3	18.6%	20.4%	19.0%
11-20 Years Experience	5.1	17.8%	30.6%	29.3%
Over 20 Years Experience	5.2	18.2%	26.4%	15.7%
Number of Students per Teacher	14.4	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	0.0	5.0	6.3
Average Years Experience of Principals with District	0.0	5.0	5.4
Average Years Experience of Assistant Principals	0.0	5.8	5.3
Average Years Experience of Assistant Principals with District	0.0	5.4	4.7
Average Years Experience of Teachers:	10.4	14.5	11.1
Average Years Experience of Teachers with District:	6.8	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$41,000	$40,601	$47,218
1-5 Years Experience	$44,843	$45,651	$50,408
6-10 Years Experience	$46,997	$49,178	$52,786
11-20 Years Experience	$50,763	$51,994	$56,041
Over 20 Years Experience	$58,680	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$48,679	$53,191	$54,122
Professional Support	$71,027	$63,058	$64,069
Campus Administration (School Leadership)	-	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: GROVES EL
Campus Number: 123908101

Total Students: 412
Grade Span: 04 - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	20	4.9%	5.4%	19.7%
Career & Technical Education	0	0.0%	28.4%	26.3%
Gifted & Talented Education	45	10.9%	12.0%	8.1%
Special Education	58	14.1%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.3	1.2%	0.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	3.5%	2.8%	2.7%
Gifted & Talented Education	0.0	0.0%	3.1%	2.0%
Regular Education	24.2	84.3%	79.3%	71.4%
Special Education	3.2	11.0%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **RIDGEWOOD EL**

Campus Number: **123908103**

2019 Accountability Rating: **B**

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District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

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

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

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

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

There is no data for this campus.

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

There is no data for this campus.

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**88%**	-	-	-	-	-	86%	-	86%	-	86%	86%
	2018	77%	82%	**93%**	-	-	-	-	-	100%	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	50%	54%	**58%**	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	48%	53%	**57%**	-	-	-	-	-	0%	-	0%	-	0%	0%
At Masters Grade Level	2019	24%	23%	**29%**	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	22%	22%	**36%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**88%**	-	-	-	-	-	71%	-	71%	-	71%	71%
	2018	74%	81%	**94%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	48%	54%	**58%**	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	46%	51%	**58%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	21%	21%	**34%**	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	19%	21%	**43%**	-	-	-	-	-	*	-	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**88%**	-	-	-	-	-	100%	-	100%	-	100%	100%
	2018	81%	87%	**92%**	-	-	-	-	-	*	-	*	-	*	*
At Meets Grade Level or Above	2019	52%	56%	**58%**	-	-	-	-	-	43%	-	43%	-	43%	43%
	2018	50%	56%	**56%**	-	-	-	-	-	*	-	*	-	*	*
At Masters Grade Level	2019	26%	24%	**25%**	-	-	-	-	-	14%	-	14%	-	14%	14%
	2018	24%	24%	**28%**	-	-	-	-	-	*	-	*	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	67%	100%	100%	-	100%	-	*	92%	95%	100%
Included in Accountability	94%	95%	**97%**	67%	100%	97%	-	100%	-	*	92%	92%	88%
Not Included in Accountability													
Mobile	4%	4%	**2%**	0%	0%	3%	-	0%	-	*	0%	3%	13%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
Not Tested	1%	0%	**1%**	33%	0%	0%	-	0%	-	*	8%	5%	0%
Absent	1%	0%	**1%**	33%	0%	0%	-	0%	-	*	8%	5%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**97%**	100%	91%	99%	-	91%	-	100%	100%	98%	60%
Not Included in Accountability													
Mobile	4%	3%	**1%**	0%	0%	1%	-	0%	-	0%	0%	0%	0%
Other Exclusions	1%	1%	**2%**	0%	9%	0%	-	9%	-	0%	0%	2%	40%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**97.2%**	97.5%	96.4%	97.3%	-	97.6%	-	98.5%	95.8%	96.7%	97.4%
2016-17	95.7%	96.3%	**97.4%**	97.5%	97.2%	97.2%	-	98.5%	*	96.6%	96.7%	96.9%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	438	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	113	25.8%	7.1%	6.9%
Grade 1	111	25.3%	7.1%	7.1%
Grade 2	103	23.5%	7.5%	7.2%
Grade 3	111	25.3%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	15	3.4%	3.3%	12.6%
Hispanic	92	21.0%	26.4%	52.6%
White	262	59.8%	61.9%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	59	13.5%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	10	2.3%	2.5%	2.4%
Economically Disadvantaged	145	33.1%	46.3%	60.6%
Non-Educationally Disadvantaged	293	66.9%	53.7%	39.4%
Section 504 Students	8	1.8%	5.8%	6.5%
English Learners (EL)	38	8.7%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.2%	1.4%
Students w/ Dyslexia	8	1.8%	2.9%	3.6%
At-Risk	63	14.4%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	46			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	31.8%	42.4%
Students with Physical Disabilities	31	67.4%	34.8%	21.9%
Students with Autism	10	21.7%	**	13.7%
Students with Behavioral Disabilities	*	*	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	20	6.0%	9.7%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	1	0.3%		
Hispanic	5	1.5%		
White	10	3.0%		
American Indian	0	0.0%		
Asian	3	0.9%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	4.4%	3.8%	1.7%	0.0%	0.0%	6.2%
Grade 1	2.2%	2.5%	3.1%	8.3%	6.1%	5.5%
Grade 2	0.0%	0.9%	1.8%	5.9%	3.7%	2.3%
Grade 3	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.0	19.3	18.9
Grade 1	19.8	18.2	18.8
Grade 2	18.7	18.3	18.7
Grade 3	19.4	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	-	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	-	17.4	17.8
Science	-	19.1	18.9
Social Studies	-	21.0	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	33.7	100.0%	100.0%	100.0%
Professional Staff:	30.7	91.1%	88.6%	64.1%
Teachers	26.0	77.0%	73.4%	49.8%
Professional Support	3.8	11.1%	10.4%	10.1%
Campus Administration (School Leadership)	1.0	3.0%	3.1%	3.0%
Educational Aides:	3.0	8.9%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	1.0	3.0%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	1.0	3.8%	4.8%	27.7%
White	25.0	96.2%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	0.0	0.0%	18.8%	23.8%
Females	26.0	100.0%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.1%	1.4%
Bachelors	24.0	92.3%	80.8%	73.6%
Masters	2.0	7.7%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.4%	7.0%
1-5 Years Experience	2.0	7.7%	21.2%	28.9%
6-10 Years Experience	7.0	26.9%	20.4%	19.0%
11-20 Years Experience	13.0	50.0%	30.6%	29.3%
Over 20 Years Experience	4.0	15.4%	26.4%	15.7%
Number of Students per Teacher	16.8	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.0	6.3
Average Years Experience of Principals with District	1.0	5.0	5.4
Average Years Experience of Assistant Principals	0.0	5.8	5.3
Average Years Experience of Assistant Principals with District	0.0	5.4	4.7
Average Years Experience of Teachers:	14.7	14.5	11.1
Average Years Experience of Teachers with District:	10.7	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$40,601	$47,218
1-5 Years Experience	$41,935	$45,651	$50,408
6-10 Years Experience	$47,647	$49,178	$52,786
11-20 Years Experience	$51,621	$51,994	$56,041
Over 20 Years Experience	$61,422	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$51,314	$53,191	$54,122
Professional Support	$59,785	$63,058	$64,069
Campus Administration (School Leadership)	$94,930	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: RIDGEWOOD EL
Campus Number: 123908103

Total Students: 438
Grade Span: KG - 03
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	38	8.7%	5.4%	19.7%
Career & Technical Education	0	0.0%	28.4%	26.3%
Gifted & Talented Education	0	0.0%	12.0%	8.1%
Special Education	46	10.5%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.8%	0.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	3.8%	2.8%	2.7%
Gifted & Talented Education	0.0	0.0%	3.1%	2.0%
Regular Education	23.6	90.6%	79.3%	71.4%
Special Education	1.2	4.7%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **TAFT EL**

Campus Number: **123908104**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	**89%**	*	89%	88%	*	*	-	-	50%	100%	88%	89%	77%	100%
	2018	77%	89%	**85%**	40%	86%	87%	-	83%	-	100%	61%	*	87%	75%	86%	87%
At Meets Grade Level or Above	2019	45%	53%	**48%**	*	49%	46%	*	*	-	-	7%	80%	51%	37%	46%	36%
	2018	43%	49%	**43%**	40%	29%	52%	-	67%	-	20%	17%	*	44%	40%	45%	27%
At Masters Grade Level	2019	27%	34%	**34%**	*	31%	33%	*	*	-	-	7%	60%	36%	26%	29%	18%
	2018	25%	33%	**23%**	0%	14%	27%	-	50%	-	20%	6%	*	25%	15%	26%	13%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	89%	**87%**	*	97%	81%	*	*	-	-	50%	100%	85%	95%	81%	100%
	2018	78%	89%	**82%**	60%	80%	84%	-	100%	-	80%	56%	*	85%	70%	86%	87%
At Meets Grade Level or Above	2019	49%	59%	**53%**	*	51%	53%	*	*	-	-	21%	80%	51%	58%	40%	64%
	2018	47%	58%	**54%**	20%	43%	60%	-	83%	-	60%	17%	*	59%	30%	58%	40%
At Masters Grade Level	2019	25%	25%	**20%**	*	23%	18%	*	*	-	-	7%	40%	22%	11%	10%	9%
	2018	23%	29%	**25%**	0%	14%	29%	-	50%	-	40%	6%	*	26%	20%	31%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**88%**	100%	93%	84%	*	*	-	-	50%	100%	87%	92%	79%	100%
	2018	77%	82%	**84%**	50%	83%	85%	-	92%	-	90%	58%	*	86%	73%	86%	87%
At Meets Grade Level or Above	2019	50%	54%	**51%**	83%	50%	49%	*	*	-	-	14%	80%	51%	47%	43%	50%
	2018	48%	53%	**49%**	30%	36%	56%	-	75%	-	40%	17%	*	52%	35%	52%	33%
At Masters Grade Level	2019	24%	23%	**27%**	50%	27%	25%	*	*	-	-	7%	50%	29%	18%	20%	14%
	2018	22%	22%	**24%**	0%	14%	28%	-	50%	-	30%	6%	*	25%	18%	28%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**89%**	*	89%	88%	*	*	-	-	50%	100%	88%	89%	77%	100%
	2018	74%	81%	**85%**	40%	86%	87%	-	83%	-	100%	61%	*	87%	75%	86%	87%
At Meets Grade Level or Above	2019	48%	54%	**48%**	*	49%	46%	*	*	-	-	7%	80%	51%	37%	46%	36%
	2018	46%	51%	**43%**	40%	29%	52%	-	67%	-	20%	17%	*	44%	40%	45%	27%
At Masters Grade Level	2019	21%	21%	**34%**	*	31%	33%	*	*	-	-	7%	60%	36%	26%	29%	18%
	2018	19%	21%	**23%**	0%	14%	27%	-	50%	-	20%	6%	*	25%	15%	26%	13%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**87%**	*	97%	81%	*	*	-	-	50%	100%	85%	95%	81%	100%
	2018	81%	87%	**82%**	60%	80%	84%	-	100%	-	80%	56%	*	85%	70%	86%	87%
At Meets Grade Level or Above	2019	52%	56%	**53%**	*	51%	53%	*	*	-	-	21%	80%	51%	58%	40%	64%
	2018	50%	56%	**54%**	20%	43%	60%	-	83%	-	60%	17%	*	59%	30%	58%	40%
At Masters Grade Level	2019	26%	24%	**20%**	*	23%	18%	*	*	-	-	7%	40%	22%	11%	10%	9%
	2018	24%	24%	**25%**	0%	14%	29%	-	50%	-	40%	6%	*	26%	20%	31%	20%

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

There is no data for this campus.

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

There is no data for this campus.

TEXAS EDUCATION AGENCY

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

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

Total Students: 415
Grade Span: KG - 03
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**88%**	-	-	-	-	-	100%	100%	100%	-	100%	100%
	2018	77%	82%	**84%**	-	-	-	-	-	83%	88%	81%	-	83%	83%
At Meets Grade Level or Above	2019	50%	54%	**51%**	-	-	-	-	-	50%	63%	42%	-	50%	50%
	2018	48%	53%	**49%**	-	-	-	-	-	29%	25%	31%	-	29%	29%
At Masters Grade Level	2019	24%	23%	**27%**	-	-	-	-	-	10%	13%	8%	-	10%	10%
	2018	22%	22%	**24%**	-	-	-	-	-	13%	0%	19%	-	13%	13%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**89%**	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	74%	81%	**85%**	-	-	-	-	-	83%	*	75%	-	83%	83%
At Meets Grade Level or Above	2019	48%	54%	**48%**	-	-	-	-	-	40%	*	33%	-	40%	40%
	2018	46%	51%	**43%**	-	-	-	-	-	25%	*	25%	-	25%	25%
At Masters Grade Level	2019	21%	21%	**34%**	-	-	-	-	-	20%	*	17%	-	20%	20%
	2018	19%	21%	**23%**	-	-	-	-	-	8%	*	13%	-	8%	8%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**87%**	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	81%	87%	**82%**	-	-	-	-	-	83%	*	88%	-	83%	83%
At Meets Grade Level or Above	2019	52%	56%	**53%**	-	-	-	-	-	60%	*	50%	-	60%	60%
	2018	50%	56%	**54%**	-	-	-	-	-	33%	*	38%	-	33%	33%
At Masters Grade Level	2019	26%	24%	**20%**	-	-	-	-	-	0%	*	0%	-	0%	0%
	2018	24%	24%	**25%**	-	-	-	-	-	17%	*	25%	-	17%	17%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**99%**	100%	100%	98%	*	*	-	*	100%	100%	100%
Included in Accountability	94%	95%	**92%**	100%	100%	89%	*	*	-	*	93%	92%	100%
Not Included in Accountability													
Mobile	4%	4%	**7%**	0%	0%	9%	*	*	-	*	7%	8%	0%
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%
Not Tested	1%	0%	**1%**	0%	0%	2%	*	*	-	*	0%	0%	0%
Absent	1%	0%	**1%**	0%	0%	2%	*	*	-	*	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	96%	**94%**	100%	92%	95%	-	86%	-	100%	90%	92%	100%
Not Included in Accountability													
Mobile	4%	3%	**6%**	0%	8%	5%	-	14%	-	0%	10%	8%	0%
Other Exclusions	1%	1%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	0%	-	0%	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.4%**	96.1%	96.2%	96.5%	*	98.0%	-	93.6%	96.0%	96.2%	97.0%
2016-17	95.7%	96.3%	**96.3%**	96.3%	96.2%	96.4%	*	97.8%	-	94.8%	96.2%	95.8%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

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

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	415	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	109	26.3%	7.1%	6.9%
Grade 1	104	25.1%	7.1%	7.1%
Grade 2	98	23.6%	7.5%	7.2%
Grade 3	104	25.1%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	11	2.7%	3.3%	12.6%
Hispanic	142	34.2%	26.4%	52.6%
White	240	57.8%	61.9%	27.4%
American Indian	1	0.2%	0.1%	0.4%
Asian	10	2.4%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	11	2.7%	2.5%	2.4%
Economically Disadvantaged	245	59.0%	46.3%	60.6%
Non-Educationally Disadvantaged	170	41.0%	53.7%	39.4%
Section 504 Students	7	1.7%	5.8%	6.5%
English Learners (EL)	42	10.1%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.2%	1.4%
Students w/ Dyslexia	6	1.4%	2.9%	3.6%
At-Risk	157	37.8%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	51			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	31.8%	42.4%
Students with Physical Disabilities	42	82.4%	34.8%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	*	*	18.8%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	*	1.4%
Mobility (2017-18):				
Total Mobile Students	40	11.3%	9.7%	15.4%

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	12	3.4%		
White	23	6.5%		
American Indian	1	0.3%		
Asian	3	0.8%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.3%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	3.8%	1.7%	0.0%	0.0%	6.2%
Grade 1	6.3%	2.5%	3.1%	5.0%	6.1%	5.5%
Grade 2	0.0%	0.9%	1.8%	0.0%	3.7%	2.3%
Grade 3	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	21.4	19.3	18.9
Grade 1	20.2	18.2	18.8
Grade 2	18.3	18.3	18.7
Grade 3	17.4	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	-	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	-	17.4	17.8
Science	-	19.1	18.9
Social Studies	-	21.0	19.3

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

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	34.0	100.0%	100.0%	100.0%
Professional Staff:	30.1	88.6%	88.6%	64.1%
Teachers	25.1	73.9%	73.4%	49.8%
Professional Support	4.0	11.8%	10.4%	10.1%
Campus Administration (School Leadership)	1.0	2.9%	3.1%	3.0%
Educational Aides:	3.9	11.4%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	3.0	8.8%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	1.1	4.4%	4.8%	27.7%
White	23.0	91.7%	93.5%	58.4%
American Indian	1.0	4.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	1.0	4.0%	18.8%	23.8%
Females	24.1	96.0%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.1	0.4%	2.1%	1.4%
Bachelors	22.0	87.7%	80.8%	73.6%
Masters	3.0	12.0%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.1	0.4%	1.4%	7.0%
1-5 Years Experience	2.0	8.0%	21.2%	28.9%
6-10 Years Experience	6.0	23.9%	20.4%	19.0%
11-20 Years Experience	9.0	35.9%	30.6%	29.3%
Over 20 Years Experience	8.0	31.9%	26.4%	15.7%
Number of Students per Teacher	16.5	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	5.0	6.3
Average Years Experience of Principals with District	3.0	5.0	5.4
Average Years Experience of Assistant Principals	0.0	5.8	5.3
Average Years Experience of Assistant Principals with District	0.0	5.4	4.7
Average Years Experience of Teachers:	15.4	14.5	11.1
Average Years Experience of Teachers with District:	11.2	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$19,433	$40,601	$47,218
1-5 Years Experience	$44,604	$45,651	$50,408
6-10 Years Experience	$47,415	$49,178	$52,786
11-20 Years Experience	$50,632	$51,994	$56,041
Over 20 Years Experience	$61,828	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$52,834	$53,191	$54,122
Professional Support	$52,163	$63,058	$64,069
Campus Administration (School Leadership)	$95,940	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: TAFT EL
Campus Number: 123908104

Total Students: 415
Grade Span: KG - 03
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	42	10.1%	5.4%	19.7%
Career & Technical Education	0	0.0%	28.4%	26.3%
Gifted & Talented Education	2	0.5%	12.0%	8.1%
Special Education	51	12.3%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.2	0.7%	0.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.2	0.8%	2.8%	2.7%
Gifted & Talented Education	0.0	0.0%	3.1%	2.0%
Regular Education	24.7	98.5%	79.3%	71.4%
Special Education	0.0	0.0%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **VAN BUREN EL**

Campus Number: **123908105**

2019 Accountability Rating: **A**

Distinction Designations:

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	**95%**	*	95%	95%	-	*	-	*	70%	*	96%	85%	87%	100%
	2018	77%	89%	**92%**	*	84%	94%	-	*	-	-	88%	*	92%	91%	85%	80%
At Meets Grade Level or Above	2019	45%	53%	**55%**	*	55%	54%	-	*	-	*	40%	*	58%	38%	47%	40%
	2018	43%	49%	**50%**	*	32%	57%	-	*	-	-	38%	*	51%	45%	38%	20%
At Masters Grade Level	2019	27%	34%	**32%**	*	36%	31%	-	*	-	*	10%	*	35%	15%	24%	40%
	2018	25%	33%	**38%**	*	16%	45%	-	*	-	-	13%	*	38%	36%	26%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	89%	**95%**	*	100%	92%	-	*	-	*	80%	*	94%	100%	87%	100%
	2018	78%	89%	**99%**	*	95%	100%	-	*	-	-	100%	*	100%	91%	100%	100%
At Meets Grade Level or Above	2019	49%	59%	**65%**	*	64%	66%	-	*	-	*	60%	*	65%	62%	58%	50%
	2018	47%	58%	**73%**	*	68%	78%	-	*	-	-	75%	*	73%	73%	65%	40%
At Masters Grade Level	2019	25%	25%	**31%**	*	27%	34%	-	*	-	*	10%	*	31%	31%	13%	30%
	2018	23%	29%	**41%**	*	26%	45%	-	*	-	-	13%	*	41%	36%	26%	0%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**95%**	*	98%	93%	-	100%	-	88%	75%	83%	95%	92%	87%	100%
	2018	77%	82%	**95%**	*	89%	97%	-	100%	-	-	94%	100%	96%	91%	93%	90%
At Meets Grade Level or Above	2019	50%	54%	**60%**	*	59%	60%	-	63%	-	75%	50%	67%	62%	50%	53%	45%
	2018	48%	53%	**61%**	*	50%	67%	-	75%	-	-	56%	75%	62%	59%	51%	30%
At Masters Grade Level	2019	24%	23%	**31%**	*	32%	32%	-	38%	-	13%	10%	50%	33%	23%	18%	35%
	2018	22%	22%	**39%**	*	21%	45%	-	75%	-	-	13%	50%	40%	36%	26%	0%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**95%**	*	95%	95%	-	*	-	*	70%	*	96%	85%	87%	100%
	2018	74%	81%	**92%**	*	84%	94%	-	*	-	-	88%	*	92%	91%	85%	80%
At Meets Grade Level or Above	2019	48%	54%	**55%**	*	55%	54%	-	*	-	*	40%	*	58%	38%	47%	40%
	2018	46%	51%	**50%**	*	32%	57%	-	*	-	-	38%	*	51%	45%	38%	20%
At Masters Grade Level	2019	21%	21%	**32%**	*	36%	31%	-	*	-	*	10%	*	35%	15%	24%	40%
	2018	19%	21%	**38%**	*	16%	45%	-	*	-	-	13%	*	38%	36%	26%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**95%**	*	100%	92%	-	*	-	*	80%	*	94%	100%	87%	100%
	2018	81%	87%	**99%**	*	95%	100%	-	*	-	-	100%	*	100%	91%	100%	100%
At Meets Grade Level or Above	2019	52%	56%	**65%**	*	64%	66%	-	*	-	*	60%	*	65%	62%	58%	50%
	2018	50%	56%	**73%**	*	68%	78%	-	*	-	-	75%	*	73%	73%	65%	40%
At Masters Grade Level	2019	26%	24%	**31%**	*	27%	34%	-	*	-	*	10%	*	31%	31%	13%	30%
	2018	24%	24%	**41%**	*	26%	45%	-	*	-	-	13%	*	41%	36%	26%	0%

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

There is no data for this campus.

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

There is no data for this campus.

TEXAS EDUCATION AGENCY

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

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

Total Students: 343
Grade Span: KG - 03
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**95%**	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	77%	82%	**95%**	-	-	-	-	-	90%	-	90%	-	90%	90%
At Meets Grade Level or Above	2019	50%	54%	**60%**	-	-	-	-	-	21%	*	25%	-	21%	21%
	2018	48%	53%	**61%**	-	-	-	-	-	30%	-	30%	-	30%	30%
At Masters Grade Level	2019	24%	23%	**31%**	-	-	-	-	-	14%	*	17%	-	14%	14%
	2018	22%	22%	**39%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**95%**	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	74%	81%	**92%**	-	-	-	-	-	80%	-	80%	-	80%	80%
At Meets Grade Level or Above	2019	48%	54%	**55%**	-	-	-	-	-	14%	*	17%	-	14%	14%
	2018	46%	51%	**50%**	-	-	-	-	-	20%	-	20%	-	20%	20%
At Masters Grade Level	2019	21%	21%	**32%**	-	-	-	-	-	14%	*	17%	-	14%	14%
	2018	19%	21%	**38%**	-	-	-	-	-	0%	-	0%	-	0%	0%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**95%**	-	-	-	-	-	100%	*	100%	-	100%	100%
	2018	81%	87%	**99%**	-	-	-	-	-	100%	-	100%	-	100%	100%
At Meets Grade Level or Above	2019	52%	56%	**65%**	-	-	-	-	-	29%	*	33%	-	29%	29%
	2018	50%	56%	**73%**	-	-	-	-	-	40%	-	40%	-	40%	40%
At Masters Grade Level	2019	26%	24%	**31%**	-	-	-	-	-	14%	*	17%	-	14%	14%
	2018	24%	24%	**41%**	-	-	-	-	-	0%	-	0%	-	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	**96%**	*	94%	97%	-	100%	-	100%	100%	97%	82%
Not Included in Accountability													
Mobile	4%	4%	**3%**	*	4%	3%	-	0%	-	0%	0%	3%	12%
Other Exclusions	1%	0%	**1%**	*	2%	0%	-	0%	-	0%	0%	0%	6%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	0%	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	96%	**96%**	*	90%	98%	-	100%	-	-	89%	92%	83%
Not Included in Accountability													
Mobile	4%	3%	**4%**	*	10%	2%	-	0%	-	-	11%	8%	17%
Other Exclusions	1%	1%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	0%	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.2%**	95.9%	95.7%	96.5%	-	95.7%	-	*	96.7%	95.5%	95.1%
2016-17	95.7%	96.3%	**96.4%**	96.2%	96.1%	96.3%	-	98.4%	-	96.8%	95.8%	95.7%	97.1%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

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

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
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Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	343	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	78	22.7%	7.1%	6.9%
Grade 1	71	20.7%	7.1%	7.1%
Grade 2	100	29.2%	7.5%	7.2%
Grade 3	94	27.4%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	13	3.8%	3.3%	12.6%
Hispanic	105	30.6%	26.4%	52.6%
White	207	60.3%	61.9%	27.4%
American Indian	0	0.0%	0.1%	0.4%
Asian	10	2.9%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	8	2.3%	2.5%	2.4%
Economically Disadvantaged	159	46.4%	46.3%	60.6%
Non-Educationally Disadvantaged	184	53.6%	53.7%	39.4%
Section 504 Students	4	1.2%	5.8%	6.5%
English Learners (EL)	32	9.3%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.2%	1.4%
Students w/ Dyslexia	3	0.9%	2.9%	3.6%
At-Risk	90	26.2%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	36			
By Type of Primary Disability				
Students with Intellectual Disabilities	*	*	31.8%	42.4%
Students with Physical Disabilities	19	52.8%	34.8%	21.9%
Students with Autism	7	19.4%	**	13.7%
Students with Behavioral Disabilities	*	*	18.8%	20.6%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2017-18):				
Total Mobile Students	31	10.9%	9.7%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	5	1.8%		
Hispanic	11	3.9%		
White	14	4.9%		
American Indian	0	0.0%		
Asian	1	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	6.8%	3.8%	1.7%	0.0%	0.0%	6.2%
Grade 1	1.2%	2.5%	3.1%	12.5%	6.1%	5.5%
Grade 2	2.4%	0.9%	1.8%	10.0%	3.7%	2.3%
Grade 3	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.7	19.3	18.9
Grade 1	14.8	18.2	18.8
Grade 2	18.9	18.3	18.7
Grade 3	16.3	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	-	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	-	17.4	17.8
Science	-	19.1	18.9
Social Studies	-	21.0	19.3

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	34.8	100.0%	100.0%	100.0%
Professional Staff:	28.8	82.8%	88.6%	64.1%
Teachers	25.1	72.0%	73.4%	49.8%
Professional Support	2.8	7.9%	10.4%	10.1%
Campus Administration (School Leadership)	1.0	2.9%	3.1%	3.0%
Educational Aides:	6.0	17.2%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	0.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	2.0	5.7%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	0.0	0.0%	4.8%	27.7%
White	25.1	100.0%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	0.0	0.0%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	1.0	4.0%	18.8%	23.8%
Females	24.1	96.0%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.1%	1.4%
Bachelors	22.2	88.4%	80.8%	73.6%
Masters	2.9	11.6%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.4%	7.0%
1-5 Years Experience	5.0	19.9%	21.2%	28.9%
6-10 Years Experience	5.9	23.5%	20.4%	19.0%
11-20 Years Experience	5.0	19.9%	30.6%	29.3%
Over 20 Years Experience	9.2	36.6%	26.4%	15.7%
Number of Students per Teacher	13.7	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	6.0	5.0	6.3
Average Years Experience of Principals with District	6.0	5.0	5.4
Average Years Experience of Assistant Principals	0.0	5.8	5.3
Average Years Experience of Assistant Principals with District	0.0	5.4	4.7
Average Years Experience of Teachers:	17.0	14.5	11.1
Average Years Experience of Teachers with District:	11.6	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$40,601	$47,218
1-5 Years Experience	$44,634	$45,651	$50,408
6-10 Years Experience	$48,394	$49,178	$52,786
11-20 Years Experience	$51,837	$51,994	$56,041
Over 20 Years Experience	$65,852	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,717	$53,191	$54,122
Professional Support	$47,988	$63,058	$64,069
Campus Administration (School Leadership)	$96,950	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: VAN BUREN EL
Campus Number: 123908105

Total Students: 343
Grade Span: KG - 03
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	32	9.3%	5.4%	19.7%
Career & Technical Education	0	0.0%	28.4%	26.3%
Gifted & Talented Education	0	0.0%	12.0%	8.1%
Special Education	36	10.5%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.1	0.4%	0.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	4.0%	2.8%	2.7%
Gifted & Talented Education	0.0	0.0%	3.1%	2.0%
Regular Education	21.6	86.0%	79.3%	71.4%
Special Education	2.4	9.6%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

2018-19 Texas Academic Performance Report

District Name: **PORT NECHES-GROVES ISD**

Campus Name: **WOODCREST EL**

Campus Number: **123908107**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	89%	**86%**	*	100%	86%	*	*	-	*	56%	*	88%	80%	86%	*
	2018	77%	89%	**83%**	*	80%	85%	-	-	-	-	77%	-	84%	79%	79%	83%
At Meets Grade Level or Above	2019	45%	53%	**49%**	*	46%	51%	*	*	-	*	22%	*	52%	40%	41%	*
	2018	43%	49%	**44%**	*	27%	49%	-	-	-	-	38%	-	46%	36%	32%	17%
At Masters Grade Level	2019	27%	34%	**38%**	*	38%	40%	*	*	-	*	11%	*	39%	35%	32%	*
	2018	25%	33%	**28%**	*	7%	35%	-	-	-	-	31%	-	33%	7%	15%	0%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	89%	**89%**	*	85%	92%	*	*	-	*	78%	*	94%	75%	81%	*
	2018	78%	89%	**83%**	*	80%	85%	-	-	-	-	69%	-	84%	79%	76%	83%
At Meets Grade Level or Above	2019	49%	59%	**63%**	*	77%	63%	*	*	-	*	44%	*	67%	50%	54%	*
	2018	47%	58%	**49%**	*	27%	56%	-	-	-	-	54%	-	51%	43%	29%	33%
At Masters Grade Level	2019	25%	25%	**24%**	*	15%	27%	*	*	-	*	11%	*	28%	10%	16%	*
	2018	23%	29%	**23%**	*	7%	27%	-	-	-	-	15%	-	23%	21%	6%	17%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	84%	**88%**	50%	92%	89%	*	*	-	*	67%	*	91%	78%	84%	*
	2018	77%	82%	**83%**	*	80%	85%	-	-	-	-	73%	-	84%	79%	78%	83%
At Meets Grade Level or Above	2019	50%	54%	**56%**	0%	62%	57%	*	*	-	*	33%	*	59%	45%	47%	*
	2018	48%	53%	**46%**	*	27%	53%	-	-	-	-	46%	-	48%	39%	31%	25%
At Masters Grade Level	2019	24%	23%	**31%**	0%	27%	33%	*	*	-	*	11%	*	34%	23%	24%	*
	2018	22%	22%	**25%**	*	7%	31%	-	-	-	-	23%	-	28%	14%	10%	8%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	82%	**86%**	*	100%	86%	*	*	-	*	56%	*	88%	80%	86%	*
	2018	74%	81%	**83%**	*	80%	85%	-	-	-	-	77%	-	84%	79%	79%	83%
At Meets Grade Level or Above	2019	48%	54%	**49%**	*	46%	51%	*	*	-	*	22%	*	52%	40%	41%	*
	2018	46%	51%	**44%**	*	27%	49%	-	-	-	-	38%	-	46%	36%	32%	17%
At Masters Grade Level	2019	21%	21%	**38%**	*	38%	40%	*	*	-	*	11%	*	39%	35%	32%	*
	2018	19%	21%	**28%**	*	7%	35%	-	-	-	-	31%	-	33%	7%	15%	0%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	88%	**89%**	*	85%	92%	*	*	-	*	78%	*	94%	75%	81%	*
	2018	81%	87%	**83%**	*	80%	85%	-	-	-	-	69%	-	84%	79%	76%	83%
At Meets Grade Level or Above	2019	52%	56%	**63%**	*	77%	63%	*	*	-	*	44%	*	67%	50%	54%	*
	2018	50%	56%	**49%**	*	27%	56%	-	-	-	-	54%	-	51%	43%	29%	33%
At Masters Grade Level	2019	26%	24%	**24%**	*	15%	27%	*	*	-	*	11%	*	28%	10%	16%	*
	2018	24%	24%	**23%**	*	7%	27%	-	-	-	-	15%	-	23%	21%	6%	17%

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

There is no data for this campus.

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

There is no data for this campus.

TEXAS EDUCATION AGENCY

District Name: PORT NECHES-GROVES ISD
Campus Name: WOODCREST EL
Campus Number: 123908107

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

Total Students: 315
Grade Span: KG - 03
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	84%	**88%**	-	-	-	-	-	*	*	-	-	*	*
	2018	77%	82%	**83%**	-	-	-	-	-	75%	67%	*	-	75%	75%
At Meets Grade Level or Above	2019	50%	54%	**56%**	-	-	-	-	-	*	*	-	-	*	*
	2018	48%	53%	**46%**	-	-	-	-	-	25%	33%	*	-	25%	25%
At Masters Grade Level	2019	24%	23%	**31%**	-	-	-	-	-	*	*	-	-	*	*
	2018	22%	22%	**25%**	-	-	-	-	-	0%	0%	*	-	0%	0%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	82%	**86%**	-	-	-	-	-	*	*	-	-	*	*
	2018	74%	81%	**83%**	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	48%	54%	**49%**	-	-	-	-	-	*	*	-	-	*	*
	2018	46%	51%	**44%**	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	21%	21%	**38%**	-	-	-	-	-	*	*	-	-	*	*
	2018	19%	21%	**28%**	-	-	-	-	-	*	*	*	-	*	*
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	88%	**89%**	-	-	-	-	-	*	*	-	-	*	*
	2018	81%	87%	**83%**	-	-	-	-	-	*	*	*	-	*	*
At Meets Grade Level or Above	2019	52%	56%	**63%**	-	-	-	-	-	*	*	-	-	*	*
	2018	50%	56%	**49%**	-	-	-	-	-	*	*	*	-	*	*
At Masters Grade Level	2019	26%	24%	**24%**	-	-	-	-	-	*	*	-	-	*	*
	2018	24%	24%	**23%**	-	-	-	-	-	*	*	*	-	*	*

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Participation

District Name: PORT NECHES-GROVES ISD
Campus Name: WOODCREST EL
Campus Number: 123908107

Total Students: 315
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	*	*	-	*	100%	100%	*
Included in Accountability	94%	95%	**92%**	100%	87%	93%	*	*	-	*	100%	95%	*
Not Included in Accountability													
Mobile	4%	4%	**8%**	0%	13%	7%	*	*	-	*	0%	5%	*
Other Exclusions	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	*
Not Tested	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	*
Absent	1%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	*
Other	0%	0%	**0%**	0%	0%	0%	*	*	-	*	0%	0%	*
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	*	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	96%	**93%**	*	100%	93%	-	-	-	-	87%	89%	100%
Not Included in Accountability													
Mobile	4%	3%	**7%**	*	0%	7%	-	-	-	-	13%	11%	0%
Other Exclusions	1%	1%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
Not Tested	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	*	0%	0%	-	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.8%	**96.4%**	*	96.7%	96.3%	*	*	-	*	95.2%	95.7%	98.6%
2016-17	95.7%	96.3%	**96.6%**	96.6%	97.5%	96.3%	*	*	-	*	95.2%	96.2%	97.9%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	0.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	95.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	97.7%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	2.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	97.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	96.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.0%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
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Campus Number: 123908107

Total Students: 315
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.9%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	97.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	95.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	99.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	83.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	98.5%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	83.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	98.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	82.4%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	91.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	-	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	97.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	82.4%	-	-	-	-	-	-	-	-	-	-	-

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

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	341	347,893
By Ethnicity:				
African American	-	-	12	43,502
Hispanic	-	-	78	173,272
White	-	-	226	107,052
American Indian	-	-	0	1,226
Asian	-	-	19	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	6	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	3	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	282	3,538
Foundation H.S. Program (No Endorsement)	-	-	4	49,432
Foundation H.S. Program (Endorsement)	-	-	1	16,542
Foundation H.S. Program (DLA)	-	-	51	272,526
Special Education Graduates	-	-	22	25,962
Economically Disadvantaged Graduates	-	-	78	166,956
LEP Graduates	-	-	4	21,359
At-Risk Graduates	-	-	139	144,805

District Name: PORT NECHES-GROVES ISD
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Total Students: 315
Grade Span: KG - 03
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	77.3%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.6%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	47.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	45.5%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	22.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	14.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	1.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	49.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	12.6%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	7.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	80.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	25.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: PORT NECHES-GROVES ISD
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Total Students: 315
Grade Span: KG - 03
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	6.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	22.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	20.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	22.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	23.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	13.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	13.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	90.6%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	1.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	0.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	0.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	1.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	0.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	1.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	1.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	20.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	*	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	-	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	50.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	*	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	15.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	22.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) * **													
Tested													
2017-18	74.6%	65.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	40.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) * **													
All Subjects													
2017-18	1036	1056	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	540	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	516	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) * **													
All Subjects													
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	19.9	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	20.0	-	-	-	-	-	-	-	-	n/a	-	n/a

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	15.5%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	4.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	19.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	14.2%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	10.2%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	66.7%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	63.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	67.6%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	61.8%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	315	100.0%	5,133	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	0	0.0%	1.6%	4.4%
Kindergarten	66	21.0%	7.1%	6.9%
Grade 1	78	24.8%	7.1%	7.1%
Grade 2	82	26.0%	7.5%	7.2%
Grade 3	89	28.3%	7.8%	7.3%
Grade 4	0	0.0%	7.4%	7.6%
Grade 5	0	0.0%	8.1%	7.7%
Grade 6	0	0.0%	8.9%	7.7%
Grade 7	0	0.0%	8.0%	7.5%
Grade 8	0	0.0%	7.6%	7.5%
Grade 9	0	0.0%	7.6%	8.1%
Grade 10	0	0.0%	7.2%	7.4%
Grade 11	0	0.0%	7.2%	6.9%
Grade 12	0	0.0%	6.7%	6.5%
Ethnic Distribution:				
African American	6	1.9%	3.3%	12.6%
Hispanic	72	22.9%	26.4%	52.6%
White	226	71.7%	61.9%	27.4%
American Indian	1	0.3%	0.1%	0.4%
Asian	4	1.3%	5.8%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	6	1.9%	2.5%	2.4%
Economically Disadvantaged	157	49.8%	46.3%	60.6%
Non-Educationally Disadvantaged	158	50.2%	53.7%	39.4%
Section 504 Students	7	2.2%	5.8%	6.5%
English Learners (EL)	13	4.1%	5.5%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.2%	1.4%
Students w/ Dyslexia	4	1.3%	2.9%	3.6%
At-Risk	40	12.7%	34.4%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	30			
By Type of Primary Disability				
Students with Intellectual Disabilities	9	30.0%	31.8%	42.4%
Students with Physical Disabilities	14	46.7%	34.8%	21.9%
Students with Autism	*	*	**	13.7%
Students with Behavioral Disabilities	*	*	18.8%	20.6%
Students with Non-Categorical Early Childhood	*	*	*	1.4%
Mobility (2017-18):				
Total Mobile Students	40	14.4%	9.7%	15.4%

District Name: PORT NECHES-GROVES ISD
Campus Name: WOODCREST EL
Campus Number: 123908107

Total Students: 315
Grade Span: KG - 03
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	1	0.4%		
Hispanic	8	2.9%		
White	27	9.7%		
American Indian	0	0.0%		
Asian	1	0.4%		
Pacific Islander	0	0.0%		
Two or More Races	3	1.1%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	5.5%	3.8%	1.7%	0.0%	0.0%	6.2%
Grade 1	0.0%	2.5%	3.1%	0.0%	6.1%	5.5%
Grade 2	1.2%	0.9%	1.8%	0.0%	3.7%	2.3%
Grade 3	0.0%	0.0%	1.1%	0.0%	0.0%	0.9%
Grade 4	-	0.5%	0.5%	-	0.0%	0.5%
Grade 5	-	0.0%	0.5%	-	0.0%	0.6%
Grade 6	-	0.8%	0.4%	-	0.0%	0.5%
Grade 7	-	0.3%	0.6%	-	2.1%	0.6%
Grade 8	-	0.0%	0.4%	-	0.0%	0.7%
Grade 9	-	6.2%	7.2%	-	0.0%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	15.1	19.3	18.9
Grade 1	17.1	18.2	18.8
Grade 2	16.9	18.3	18.7
Grade 3	15.6	17.2	18.9
Grade 4	-	15.3	19.2
Grade 5	-	16.8	21.2
Grade 6	-	21.8	20.4
Secondary:			
English/Language Arts	-	16.0	16.6
Foreign Languages	-	23.4	18.9
Mathematics	-	17.4	17.8
Science	-	19.1	18.9
Social Studies	-	21.0	19.3

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Staff Information

District Name: PORT NECHES-GROVES ISD
Campus Name: WOODCREST EL
Campus Number: 123908107

Total Students: 315
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	32.8	100.0%	100.0%	100.0%
Professional Staff:	27.8	84.8%	88.6%	64.1%
Teachers	22.9	69.8%	73.4%	49.8%
Professional Support	3.9	11.9%	10.4%	10.1%
Campus Administration (School Leadership)	1.0	3.0%	3.1%	3.0%
Educational Aides:	5.0	15.2%	11.4%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	6.0	4,414.0
Part-time	0.0	n/a	1.0	572.0
Counselors				
Full-time	1.0	n/a	12.0	12,433.0
Part-time	0.0	n/a	0.0	1,097.0
Total Minority Staff:	1.0	3.0%	6.4%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.0%	10.6%
Hispanic	0.0	0.0%	4.8%	27.7%
White	21.9	95.6%	93.5%	58.4%
American Indian	0.0	0.0%	0.8%	0.3%
Asian	1.0	4.4%	0.3%	1.7%
Pacific Islander	0.0	0.0%	0.0%	0.2%
Two or More Races	0.0	0.0%	0.6%	1.1%
Males	0.0	0.0%	18.8%	23.8%
Females	22.9	100.0%	81.2%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	2.1%	1.4%
Bachelors	20.0	87.3%	80.8%	73.6%
Masters	2.9	12.7%	17.0%	24.3%
Doctorate	0.0	0.0%	0.0%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	1.4%	7.0%
1-5 Years Experience	4.0	17.5%	21.2%	28.9%
6-10 Years Experience	3.0	13.1%	20.4%	19.0%
11-20 Years Experience	8.9	38.9%	30.6%	29.3%
Over 20 Years Experience	7.0	30.6%	26.4%	15.7%
Number of Students per Teacher	13.8	n/a	14.5	15.1

District Name: PORT NECHES-GROVES ISD
Campus Name: WOODCREST EL
Campus Number: 123908107

Total Students: 315
Grade Span: KG - 03
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	5.0	6.3
Average Years Experience of Principals with District	1.0	5.0	5.4
Average Years Experience of Assistant Principals	0.0	5.8	5.3
Average Years Experience of Assistant Principals with District	0.0	5.4	4.7
Average Years Experience of Teachers:	16.6	14.5	11.1
Average Years Experience of Teachers with District:	11.9	9.9	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$40,601	$47,218
1-5 Years Experience	$45,367	$45,651	$50,408
6-10 Years Experience	$46,873	$49,178	$52,786
11-20 Years Experience	$51,472	$51,994	$56,041
Over 20 Years Experience	$64,315	$64,432	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,729	$53,191	$54,122
Professional Support	$60,110	$63,058	$64,069
Campus Administration (School Leadership)	$94,930	$86,091	$78,947
Instructional Staff Percent:	n/a	89.8%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,043.6

District Name: PORT NECHES-GROVES ISD
Campus Name: WOODCREST EL
Campus Number: 123908107

Total Students: 315
Grade Span: KG - 03
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	12	3.8%	5.4%	19.7%
Career & Technical Education	0	0.0%	28.4%	26.3%
Gifted & Talented Education	4	1.3%	12.0%	8.1%
Special Education	30	9.5%	9.6%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	0.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	1.0	4.4%	2.8%	2.7%
Gifted & Talented Education	0.0	0.0%	3.1%	2.0%
Regular Education	20.3	88.8%	79.3%	71.4%
Special Education	1.6	6.8%	8.6%	9.1%
Other	0.0	0.0%	0.0%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

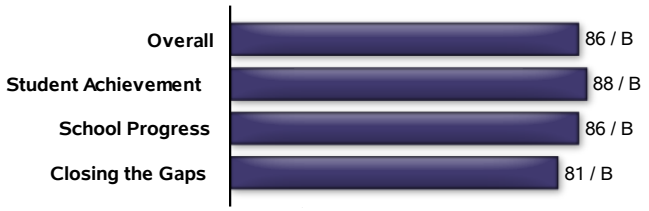
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PORT NECHES-GROVES H S (123908001)

Accountability Rating

B

PORT NECHES-GROVES H S earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PORT NECHES-GROVES H S. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: High School
Total Students: 1,473
Grade Span: 09 - 12

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **Postsecondary Readiness**
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps

School and Student Information

This section provides demographic information about PORT NECHES-GROVES H S, 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 (2017-18)	94.6%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.7%	3.3%	12.6%
Hispanic	23.7%	26.4%	52.6%
White	63.3%	61.9%	27.4%
American Indian	0.1%	0.1%	0.4%
Asian	6.9%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.3%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	41.5%	46.3%	60.6%
English Learners	3.4%	5.5%	19.5%
Special Education	7.8%	9.6%	9.6%
Mobility Rate (2017-18)	8.0%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Secondary			
English/Language Arts	15.9	16.0	16.6
Foreign Languages	23.4	23.4	18.9
Mathematics	17.5	17.4	17.8
Science	19.5	19.1	18.9
Social Studies	22.7	21.0	19.3

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,557	$9,293	$9,844
Instruction	$5,043	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$418	$441	$576

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STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**81%**	78%	77%	83%	*	85%	-	82%	77%
	2018	77%	82%	**81%**	72%	76%	84%	*	82%	-	79%	78%
ELA/Reading	2019	75%	82%	**72%**	70%	69%	73%	*	72%	-	77%	67%
	2018	74%	81%	**72%**	60%	66%	75%	*	74%	-	64%	69%
Mathematics	2019	82%	88%	**82%**	73%	78%	82%	-	100%	-	85%	76%
	2018	81%	87%	**87%**	79%	79%	91%	*	92%	-	85%	86%
Science	2019	81%	87%	**91%**	85%	88%	92%	*	96%	-	92%	92%
	2018	80%	84%	**88%**	87%	85%	89%	-	88%	-	100%	84%
Social Studies	2019	81%	80%	**93%**	100%	91%	94%	-	91%	-	*	90%
	2018	78%	75%	**91%**	82%	91%	92%	-	87%	-	100%	87%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**61%**	56%	55%	63%	*	70%	-	57%	54%
	2018	48%	53%	**59%**	45%	51%	62%	*	65%	-	60%	52%
ELA/Reading	2019	48%	54%	**55%**	49%	50%	57%	*	62%	-	57%	50%
	2018	46%	51%	**51%**	43%	41%	55%	*	58%	-	55%	43%
Mathematics	2019	52%	56%	**55%**	60%	51%	56%	-	71%	-	54%	47%
	2018	50%	56%	**58%**	43%	52%	60%	*	79%	-	54%	54%
Science	2019	54%	59%	**62%**	54%	58%	64%	*	74%	-	54%	58%
	2018	51%	56%	**62%**	60%	55%	64%	-	64%	-	83%	56%
Social Studies	2019	55%	56%	**78%**	77%	73%	79%	-	87%	-	*	73%
	2018	53%	48%	**73%**	36%	71%	77%	-	65%	-	71%	71%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**18%**	12%	16%	19%	*	28%	-	22%	14%
	2018	22%	22%	**19%**	12%	15%	20%	*	29%	-	25%	15%
ELA/Reading	2019	21%	21%	**6%**	8%	5%	6%	*	13%	-	3%	5%
	2018	19%	21%	**7%**	3%	4%	8%	*	9%	-	14%	4%
Mathematics	2019	26%	24%	**22%**	7%	21%	20%	-	33%	-	54%	15%
	2018	24%	24%	**32%**	29%	27%	33%	*	58%	-	8%	27%
Science	2019	25%	23%	**13%**	8%	11%	13%	*	26%	-	15%	11%
	2018	23%	23%	**20%**	7%	16%	20%	-	28%	-	67%	15%
Social Studies	2019	33%	33%	**49%**	31%	44%	49%	-	65%	-	*	41%
	2018	31%	23%	**38%**	27%	30%	41%	-	43%	-	57%	34%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	67	**68**	72	73	66	*	78	-	67	66
	2018	69	66	**70**	59	65	72	*	81	-	74	66
ELA/Reading	2019	68	66	**69**	70	73	68	*	81	-	58	72
	2018	69	65	**66**	58	60	68	-	68	-	*	61
Mathematics	2019	70	67	**67**	73	73	63	-	74	-	77	61
	2018	70	67	**75**	61	69	77	*	93	-	73	72

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

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Graduation and College, Career, and Military Readiness Outcomes

This section provides graduation, graduation plan, and College, Career, and Military Readiness rates.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Annual Dropout Rate (Gr 9-12)											
2017-18	1.9%	0.4%	**0.4%**	0.0%	0.5%	0.4%	*	0.0%	-	0.0%	0.5%
2016-17	1.9%	0.8%	**0.8%**	0.0%	1.4%	0.7%	*	0.0%	-	0.0%	1.4%
4-Year Longitudinal Rate (Gr 9-12)											
Class of 2018											
Graduated	90.0%	93.9%	**93.9%**	92.3%	95.1%	92.9%	-	100.0%	-	100.0%	87.3%
Graduates, TxCHSE, & Cont	94.3%	97.2%	**97.2%**	100.0%	97.5%	96.7%	-	100.0%	-	100.0%	94.5%
Class of 2017											
Graduated	89.7%	95.3%	**95.3%**	100.0%	92.4%	95.2%	-	100.0%	-	100.0%	92.9%
Graduates, TxCHSE, & Cont	94.1%	97.7%	**97.7%**	100.0%	95.5%	97.8%	-	100.0%	-	100.0%	95.3%
5-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2017											
Graduated	92.0%	97.1%	**97.1%**	100.0%	93.8%	97.4%	-	100.0%	-	100.0%	94.1%
Graduates, TxCHSE, & Cont	93.7%	97.9%	**97.9%**	100.0%	96.9%	97.8%	-	100.0%	-	100.0%	95.3%
Class of 2016											
Graduated	91.6%	96.1%	**96.1%**	*	98.0%	95.3%	*	100.0%	-	100.0%	94.0%
Graduates, TxCHSE, & Cont	93.4%	97.0%	**97.0%**	*	98.0%	96.6%	*	100.0%	-	100.0%	94.0%
6-Year Extended Longitudinal Rate (Gr 9-12)											
Class of 2016											
Graduated	92.1%	96.1%	**96.1%**	*	98.0%	95.7%	*	92.9%	-	100.0%	94.0%
Graduates, TxCHSE, & Cont	93.4%	97.1%	**97.1%**	*	98.0%	96.6%	*	100.0%	-	100.0%	94.0%
Class of 2015											
Graduated	91.8%	95.9%	**95.9%**	100.0%	94.9%	96.3%	*	100.0%	-	80.0%	90.6%
Graduates, TxCHSE, & Cont	93.3%	97.1%	**97.1%**	100.0%	94.9%	97.6%	*	100.0%	-	90.0%	92.7%
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)											
Class of 2018	90.0%	93.9%	**93.9%**	92.3%	95.1%	92.9%	-	100.0%	-	100.0%	87.3%
Class of 2017	89.7%	95.1%	**95.1%**	100.0%	92.4%	95.2%	-	95.8%	-	100.0%	92.9%
RHSP/DAP Graduates (Longitudinal Rate)											
Class of 2018	68.5%	99.6%	**99.6%**	100.0%	98.4%	100.0%	-	100.0%	-	100.0%	100.0%
Class of 2017	88.5%	83.2%	**83.2%**	90.9%	82.0%	82.3%	-	100.0%	-	66.7%	72.2%
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)											
Class of 2018	86.8%	98.5%	**98.5%**	91.7%	97.4%	99.1%	-	100.0%	-	100.0%	96.9%
Class of 2017	85.9%	83.2%	**83.2%**	90.9%	82.0%	82.3%	-	100.0%	-	66.7%	72.2%
College, Career, and Military Ready (Annual Graduates)											
2017-18	65.5%	77.3%	**77.3%**	45.8%	71.2%	80.1%	-	86.8%	-	83.3%	71.8%
SAT/ACT Results (Annual Graduates)											
Tested											
2017-18	74.6%	65.7%	**65.7%**	33.3%	52.6%	69.0%	?	89.5%	-	83.3%	45.4%
2016-17	73.5%	71.8%	**71.8%**	72.7%	66.1%	72.1%	-	100.0%	-	41.7%	56.3%
Average SAT Score ***											
2017-18	1036	1056	**1056**	*	1040	1061	*	1064	-	1144	1019
Average ACT Score ***											
2017-18	20.6	20.4	**20.4**	-	19.0	20.8	-	*	-	*	18.6

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n/a Indicates data reporting is not applicable for this group.
*** Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

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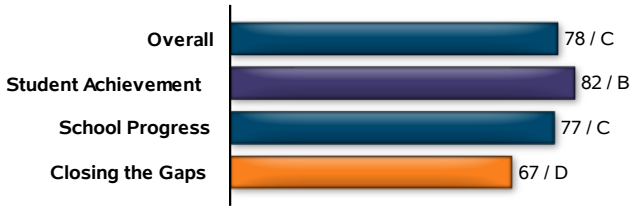
Texas Education Agency
2018-19 School Report Card
PORT NECHES MIDDLE (123908042)

Accountability Rating

C

PORT NECHES MIDDLE earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PORT NECHES MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Middle School
Total Students: 612
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PORT NECHES MIDDLE, 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 (2017-18)	96.3%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.6%	3.3%	12.6%
Hispanic	22.1%	26.4%	52.6%
White	63.2%	61.9%	27.4%
American Indian	0.2%	0.1%	0.4%
Asian	9.0%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.0%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	41.5%	46.3%	60.6%
English Learners	3.9%	5.5%	19.5%
Special Education	7.8%	9.6%	9.6%
Mobility Rate (2017-18)	7.9%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	21.0	21.8	20.4
Secondary			
English/Language Arts	17.5	16.0	16.6
Mathematics	17.5	17.4	17.8
Science	18.3	19.1	18.9
Social Studies	18.0	21.0	19.3

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,289	$9,293	$9,844
Instruction	$4,997	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$477	$441	$576

Texas Education Agency
2018-19 School Report Card
PORT NECHES MIDDLE (123908042)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**83%**	61%	79%	85%	*	87%	-	88%	74%
	2018	77%	82%	**80%**	65%	76%	81%	100%	84%	-	90%	75%
ELA/Reading	2019	75%	82%	**84%**	62%	80%	86%	*	85%	-	91%	75%
	2018	74%	81%	**83%**	61%	78%	86%	*	80%	-	92%	78%
Mathematics	2019	82%	88%	**87%**	67%	83%	89%	*	94%	-	82%	77%
	2018	81%	87%	**86%**	67%	83%	86%	*	92%	-	92%	82%
Writing	2019	68%	75%	**81%**	50%	83%	84%	-	72%	-	*	73%
	2018	66%	72%	**79%**	67%	74%	80%	*	93%	-	*	71%
Science	2019	81%	87%	**86%**	83%	87%	84%	*	100%	-	*	84%
	2018	80%	84%	**75%**	67%	70%	75%	-	84%	-	83%	76%
Social Studies	2019	81%	80%	**64%**	33%	53%	68%	*	80%	-	*	54%
	2018	78%	75%	**59%**	67%	57%	57%	-	63%	-	83%	56%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**49%**	25%	45%	50%	*	63%	-	69%	39%
	2018	48%	53%	**46%**	33%	40%	46%	80%	58%	-	56%	38%
ELA/Reading	2019	48%	54%	**50%**	33%	41%	53%	*	55%	-	73%	40%
	2018	46%	51%	**45%**	39%	35%	46%	*	51%	-	67%	39%
Mathematics	2019	52%	56%	**53%**	24%	55%	53%	*	69%	-	55%	43%
	2018	50%	56%	**52%**	33%	48%	51%	*	73%	-	50%	39%
Writing	2019	38%	40%	**47%**	20%	43%	49%	-	56%	-	*	39%
	2018	41%	47%	**57%**	50%	47%	60%	*	64%	-	*	45%
Science	2019	54%	59%	**54%**	17%	53%	54%	*	80%	-	*	43%
	2018	51%	56%	**44%**	17%	41%	44%	-	63%	-	33%	44%
Social Studies	2019	55%	56%	**29%**	17%	21%	28%	*	70%	-	*	20%
	2018	53%	48%	**21%**	17%	19%	19%	-	26%	-	67%	21%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**20%**	2%	14%	23%	*	29%	-	31%	13%
	2018	22%	22%	**18%**	22%	14%	19%	0%	26%	-	21%	13%
ELA/Reading	2019	21%	21%	**25%**	5%	17%	28%	*	23%	-	36%	16%
	2018	19%	21%	**23%**	33%	18%	23%	*	29%	-	42%	20%
Mathematics	2019	26%	24%	**22%**	0%	17%	23%	*	40%	-	18%	12%
	2018	24%	24%	**18%**	11%	18%	18%	*	22%	-	17%	9%
Writing	2019	14%	12%	**11%**	0%	10%	12%	-	17%	-	*	7%
	2018	13%	11%	**17%**	33%	4%	19%	*	36%	-	*	11%
Science	2019	25%	23%	**23%**	0%	11%	28%	*	40%	-	*	18%
	2018	23%	23%	**20%**	17%	14%	21%	-	32%	-	0%	17%
Social Studies	2019	33%	33%	**10%**	0%	6%	10%	*	10%	-	*	6%
	2018	31%	23%	**5%**	17%	3%	4%	-	16%	-	0%	6%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	67	**64**	62	65	64	*	65	-	52	61
	2018	69	66	**67**	78	64	68	*	72	-	61	70
ELA/Reading	2019	68	66	**63**	69	64	64	*	59	-	45	62
	2018	69	65	**65**	76	62	64	*	73	-	55	73
Mathematics	2019	70	67	**64**	55	65	64	*	71	-	59	60
	2018	70	67	**70**	79	66	71	*	72	-	68	68

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Texas Education Agency
2018-19 School Report Card
PORT NECHES MIDDLE (123908042)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	49%	**42%**	33%	41%	43%	-	43%	-	-	8%
2018	38%	42%	**36%**	*	25%	46%	-	*	-	-	19%
Mathematics											
2019	45%	49%	**45%**	40%	53%	42%	-	*	-	*	14%
2018	47%	43%	**44%**	*	43%	44%	-	*	-	*	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	82%	**83%**	67%	87%	81%	*	100%	-	*	30%
Students Requiring Accelerated Instruction											
2019	22%	18%	**17%**	33%	13%	19%	*	0%	-	*	70%
STAAR Cumulative Met Standard											
2019	85%	88%	**88%**	83%	89%	86%	*	100%	-	*	30%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	86%	**85%**	83%	81%	85%	*	100%	-	*	26%
Students Requiring Accelerated Instruction											
2019	18%	14%	**15%**	17%	19%	15%	*	0%	-	*	74%
STAAR Cumulative Met Standard											
2019	88%	88%	**86%**	100%	81%	86%	*	100%	-	*	26%

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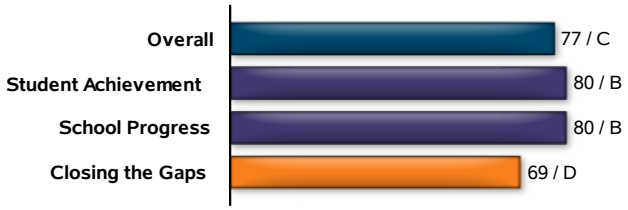
Texas Education Agency
2018-19 School Report Card
GROVES MIDDLE (123908041)

Accountability Rating

C

GROVES MIDDLE earned a C (70-79) for acceptable performance by serving many students well but needs to provide additional academic support to many more students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for GROVES MIDDLE. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Middle School
Total Students: 646
Grade Span: 06 - 08

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Science
- ✗ Social Studies
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about GROVES MIDDLE, 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 (2017-18)	95.5%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	2.8%	3.3%	12.6%
Hispanic	33.0%	26.4%	52.6%
White	58.5%	61.9%	27.4%
American Indian	0.2%	0.1%	0.4%
Asian	1.7%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	3.9%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	50.9%	46.3%	60.6%
English Learners	4.6%	5.5%	19.5%
Special Education	9.3%	9.6%	9.6%
Mobility Rate (2017-18)	8.3%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 6	22.7	21.8	20.4
Secondary			
English/Language Arts	15.3	16.0	16.6
Mathematics	17.2	17.4	17.8
Science	19.0	19.1	18.9
Social Studies	18.9	21.0	19.3

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,873	$9,293	$9,844
Instruction	$5,317	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$481	$441	$576

Texas Education Agency
2018-19 School Report Card
GROVES MIDDLE (123908041)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**81%**	74%	80%	82%	*	85%	-	82%	75%
	2018	77%	82%	**77%**	80%	76%	77%	*	86%	-	87%	74%
ELA/Reading	2019	75%	82%	**83%**	67%	81%	85%	*	73%	-	83%	75%
	2018	74%	81%	**81%**	85%	82%	80%	*	90%	-	85%	78%
Mathematics	2019	82%	88%	**87%**	83%	87%	87%	*	100%	-	88%	81%
	2018	81%	87%	**83%**	77%	80%	83%	*	100%	-	95%	81%
Writing	2019	68%	75%	**71%**	*	63%	75%	-	*	-	75%	63%
	2018	66%	72%	**70%**	*	77%	65%	*	*	-	86%	63%
Science	2019	81%	87%	**80%**	67%	82%	79%	*	*	-	88%	76%
	2018	80%	84%	**72%**	80%	66%	73%	-	86%	-	*	66%
Social Studies	2019	81%	80%	**66%**	67%	68%	66%	*	*	-	63%	62%
	2018	78%	75%	**60%**	80%	55%	62%	-	57%	-	*	59%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**48%**	36%	43%	51%	*	50%	-	50%	40%
	2018	48%	53%	**45%**	40%	40%	47%	*	57%	-	42%	38%
ELA/Reading	2019	48%	54%	**47%**	39%	41%	52%	*	45%	-	50%	41%
	2018	46%	51%	**47%**	46%	45%	48%	*	60%	-	45%	40%
Mathematics	2019	52%	56%	**55%**	44%	52%	57%	*	55%	-	63%	46%
	2018	50%	56%	**51%**	46%	45%	53%	*	70%	-	45%	44%
Writing	2019	38%	40%	**33%**	*	22%	37%	-	*	-	50%	24%
	2018	41%	47%	**38%**	*	36%	39%	*	*	-	29%	31%
Science	2019	54%	59%	**50%**	17%	42%	56%	*	*	-	50%	44%
	2018	51%	56%	**44%**	40%	32%	49%	-	57%	-	*	36%
Social Studies	2019	55%	56%	**37%**	17%	36%	40%	*	*	-	13%	32%
	2018	53%	48%	**27%**	20%	20%	33%	-	29%	-	*	19%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**19%**	10%	16%	22%	*	27%	-	17%	16%
	2018	22%	22%	**17%**	3%	16%	18%	*	23%	-	11%	13%
ELA/Reading	2019	21%	21%	**23%**	17%	18%	26%	*	18%	-	21%	17%
	2018	19%	21%	**23%**	0%	23%	24%	*	20%	-	20%	17%
Mathematics	2019	26%	24%	**18%**	11%	14%	20%	*	36%	-	21%	14%
	2018	24%	24%	**14%**	8%	17%	13%	*	30%	-	5%	12%
Writing	2019	14%	12%	**7%**	*	3%	10%	-	*	-	0%	8%
	2018	13%	11%	**6%**	*	7%	6%	*	*	-	0%	3%
Science	2019	25%	23%	**22%**	0%	20%	24%	*	*	-	25%	20%
	2018	23%	23%	**24%**	0%	16%	31%	-	14%	-	*	19%
Social Studies	2019	33%	33%	**23%**	0%	21%	26%	*	*	-	0%	22%
	2018	31%	23%	**13%**	0%	7%	16%	-	29%	-	*	7%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	67	**63**	65	62	64	*	55	-	61	61
	2018	69	66	**61**	65	64	59	*	70	-	61	60
ELA/Reading	2019	68	66	**61**	64	59	63	*	41	-	50	61
	2018	69	65	**59**	58	66	56	*	70	-	50	56
Mathematics	2019	70	67	**66**	67	64	65	*	68	-	73	61
	2018	70	67	**63**	71	62	61	*	70	-	71	64

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

Texas Education Agency
2018-19 School Report Card
GROVES MIDDLE (123908041)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	49%	**45%**	0%	33%	56%	*	*	-	*	7%
2018	38%	42%	**40%**	*	38%	35%	-	*	-	*	*
Mathematics											
2019	45%	49%	**46%**	50%	55%	40%	-	-	-	*	16%
2018	47%	43%	**33%**	*	46%	27%	-	-	-	-	*
Students Success Initiative											
Grade 8 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	82%	**80%**	83%	76%	82%	*	*	-	75%	40%
Students Requiring Accelerated Instruction											
2019	22%	18%	**20%**	17%	24%	18%	*	*	-	25%	60%
STAAR Cumulative Met Standard											
2019	85%	88%	**88%**	83%	85%	89%	*	*	-	88%	43%
Grade 8 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	82%	86%	**87%**	83%	88%	88%	*	*	-	78%	53%
Students Requiring Accelerated Instruction											
2019	18%	14%	**13%**	17%	12%	12%	*	*	-	22%	47%
STAAR Cumulative Met Standard											
2019	88%	88%	**90%**	83%	91%	90%	*	*	-	78%	57%

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

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Texas Education Agency
2018-19 School Report Card
PORT NECHES EL (123908102)

Accountability Rating

B

PORT NECHES EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for PORT NECHES EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 383
Grade Span: 04 - 05

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ Science
- ✗ ELA/Reading
- ✗ Mathematics
- ✗ Comparative Academic Growth
- ✗ Comparative Closing the Gaps
- ✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about PORT NECHES EL, 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 (2017-18)	96.6%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.4%	3.3%	12.6%
Hispanic	20.1%	26.4%	52.6%
White	68.4%	61.9%	27.4%
American Indian	0.0%	0.1%	0.4%
Asian	5.7%	5.8%	4.5%
Pacific Islander	0.3%	0.0%	0.2%
Two or More Races	2.1%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	44.4%	46.3%	60.6%
English Learners	4.4%	5.5%	19.5%
Special Education	8.6%	9.6%	9.6%
Mobility Rate (2017-18)	5.8%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 4	14.6	15.3	19.2
Grade 5	14.3	16.8	21.2

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,676	$9,293	$9,844
Instruction	$4,681	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$378	$441	$576

Texas Education Agency
2018-19 School Report Card
PORT NECHES EL (123908102)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**90%**	75%	89%	91%	-	89%	*	78%	83%
	2018	77%	82%	**84%**	65%	81%	85%	*	89%	-	81%	77%
ELA/Reading	2019	75%	82%	**91%**	67%	89%	92%	-	91%	*	88%	81%
	2018	74%	81%	**84%**	67%	80%	86%	*	84%	-	100%	78%
Mathematics	2019	82%	88%	**92%**	75%	93%	92%	-	91%	*	75%	87%
	2018	81%	87%	**88%**	71%	87%	88%	*	94%	-	78%	82%
Writing	2019	68%	75%	**84%**	83%	79%	85%	-	90%	-	*	75%
	2018	66%	72%	**70%**	*	67%	72%	*	82%	-	40%	60%
Science	2019	81%	87%	**90%**	83%	87%	93%	-	83%	*	*	84%
	2018	80%	84%	**88%**	*	86%	89%	-	90%	-	*	83%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**56%**	22%	53%	60%	-	48%	*	39%	44%
	2018	48%	53%	**56%**	25%	53%	58%	*	60%	-	54%	44%
ELA/Reading	2019	48%	54%	**59%**	25%	58%	61%	-	55%	*	75%	42%
	2018	46%	51%	**57%**	33%	57%	58%	*	59%	-	50%	42%
Mathematics	2019	52%	56%	**49%**	17%	45%	54%	-	45%	*	13%	40%
	2018	50%	56%	**55%**	29%	49%	57%	*	59%	-	67%	46%
Writing	2019	38%	40%	**49%**	0%	43%	54%	-	50%	-	*	37%
	2018	41%	47%	**46%**	*	39%	49%	*	55%	-	20%	33%
Science	2019	54%	59%	**69%**	50%	63%	75%	-	42%	*	*	59%
	2018	51%	56%	**68%**	*	69%	69%	-	67%	-	*	56%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**28%**	3%	27%	31%	-	14%	*	4%	18%
	2018	22%	22%	**25%**	10%	19%	27%	*	30%	-	23%	15%
ELA/Reading	2019	21%	21%	**29%**	0%	30%	32%	-	14%	*	13%	18%
	2018	19%	21%	**28%**	17%	30%	27%	*	28%	-	25%	17%
Mathematics	2019	26%	24%	**25%**	0%	20%	29%	-	14%	*	0%	15%
	2018	24%	24%	**25%**	0%	13%	28%	*	34%	-	11%	16%
Writing	2019	14%	12%	**22%**	0%	21%	24%	-	10%	-	*	12%
	2018	13%	11%	**12%**	*	9%	12%	*	9%	-	20%	5%
Science	2019	25%	23%	**38%**	17%	35%	43%	-	17%	*	*	32%
	2018	23%	23%	**33%**	*	20%	35%	-	38%	-	*	20%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	67	**69**	65	74	69	-	69	*	56	65
	2018	69	66	**62**	31	60	63	*	69	-	68	59
ELA/Reading	2019	68	66	**72**	63	76	70	-	76	*	88	64
	2018	69	65	**67**	17	69	68	*	78	-	56	64
Mathematics	2019	70	67	**67**	67	71	68	-	62	*	25	67
	2018	70	67	**57**	43	51	58	*	60	-	78	54

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
- Indicates zero observations reported for this group.
***** Indicates results are masked due to small numbers to protect student confidentiality.
n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2018-19 School Report Card
PORT NECHES EL (123908102)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	49%	**67%**	40%	73%	69%	-	*	-	*	10%
2018	38%	42%	**47%**	*	44%	49%	*	*	-	*	*
Mathematics											
2019	45%	49%	**64%**	*	69%	70%	-	*	-	*	18%
2018	47%	43%	**45%**	*	53%	38%	*	*	-	*	*
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	86%	**85%**	50%	85%	87%	-	92%	*	*	36%
Students Requiring Accelerated Instruction											
2019	22%	14%	**15%**	50%	15%	13%	-	8%	*	*	64%
STAAR Cumulative Met Standard											
2019	86%	92%	**93%**	67%	91%	95%	-	92%	*	*	36%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	91%	**90%**	83%	89%	93%	-	92%	*	*	55%
Students Requiring Accelerated Instruction											
2019	17%	9%	**10%**	17%	11%	8%	-	8%	*	*	45%
STAAR Cumulative Met Standard											
2019	90%	95%	**97%**	83%	98%	98%	-	100%	*	*	55%

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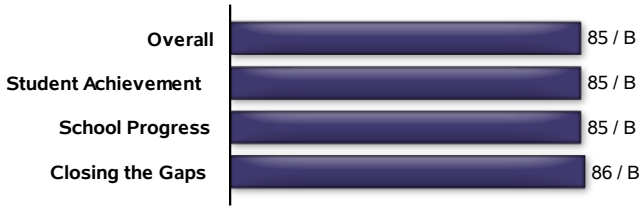
Texas Education Agency
2018-19 School Report Card
GROVES EL (123908101)

Accountability Rating

B

GROVES EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for GROVES EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 412
Grade Span: 04 - 05

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

- ✓ **ELA/Reading**
- ✓ **Mathematics**
- ✓ **Comparative Closing the Gaps**
- ✓ **Postsecondary Readiness**
- ✗ Science
- ✗ Comparative Academic Growth

School and Student Information

This section provides demographic information about GROVES EL, 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 (2017-18)	96.5%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.2%	3.3%	12.6%
Hispanic	32.8%	26.4%	52.6%
White	56.8%	61.9%	27.4%
American Indian	0.0%	0.1%	0.4%
Asian	5.1%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.2%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	57.0%	46.3%	60.6%
English Learners	5.1%	5.5%	19.5%
Special Education	14.1%	9.6%	9.6%
Mobility Rate (2017-18)	8.1%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Grade 4	15.6	15.3	19.2
Grade 5	18.2	16.8	21.2

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,844	$9,293	$9,844
Instruction	$4,695	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$414	$441	$576

Texas Education Agency
2018-19 School Report Card
GROVES EL (123908101)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**83%**	53%	84%	84%	-	90%	-	78%	78%
	2018	77%	82%	**85%**	49%	85%	88%	-	80%	-	86%	83%
ELA/Reading	2019	75%	82%	**87%**	54%	88%	88%	-	90%	-	78%	80%
	2018	74%	81%	**86%**	46%	87%	88%	-	80%	-	92%	85%
Mathematics	2019	82%	88%	**90%**	54%	94%	89%	-	100%	-	78%	86%
	2018	81%	87%	**92%**	62%	91%	93%	-	100%	-	92%	90%
Writing	2019	68%	75%	**63%**	50%	58%	64%	-	88%	-	83%	53%
	2018	66%	72%	**68%**	17%	73%	71%	-	56%	-	*	66%
Science	2019	81%	87%	**82%**	*	81%	85%	-	77%	-	*	80%
	2018	80%	84%	**88%**	57%	82%	93%	-	67%	-	100%	85%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**57%**	26%	51%	60%	-	67%	-	56%	49%
	2018	48%	53%	**59%**	21%	55%	65%	-	51%	-	53%	52%
ELA/Reading	2019	48%	54%	**61%**	23%	55%	65%	-	67%	-	56%	50%
	2018	46%	51%	**62%**	23%	55%	69%	-	40%	-	67%	54%
Mathematics	2019	52%	56%	**66%**	46%	59%	69%	-	81%	-	67%	59%
	2018	50%	56%	**68%**	23%	61%	73%	-	80%	-	58%	59%
Writing	2019	38%	40%	**29%**	13%	22%	31%	-	50%	-	50%	22%
	2018	41%	47%	**47%**	0%	48%	50%	-	22%	-	*	43%
Science	2019	54%	59%	**56%**	*	53%	61%	-	54%	-	*	53%
	2018	51%	56%	**51%**	29%	47%	55%	-	50%	-	38%	42%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**29%**	11%	26%	32%	-	32%	-	26%	23%
	2018	22%	22%	**28%**	5%	26%	31%	-	38%	-	25%	25%
ELA/Reading	2019	21%	21%	**30%**	8%	27%	33%	-	29%	-	33%	24%
	2018	19%	21%	**31%**	8%	30%	32%	-	33%	-	33%	25%
Mathematics	2019	26%	24%	**39%**	23%	34%	41%	-	52%	-	44%	31%
	2018	24%	24%	**37%**	8%	33%	40%	-	53%	-	25%	32%
Writing	2019	14%	12%	**7%**	0%	4%	9%	-	13%	-	0%	2%
	2018	13%	11%	**9%**	0%	8%	10%	-	11%	-	*	10%
Science	2019	25%	23%	**27%**	*	25%	31%	-	15%	-	*	24%
	2018	23%	23%	**26%**	0%	21%	29%	-	50%	-	25%	24%
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	67	**74**	50	78	72	-	89	-	64	69
	2018	69	66	**71**	60	70	70	-	92	-	73	70
ELA/Reading	2019	68	66	**73**	42	79	70	-	89	-	72	68
	2018	69	65	**71**	63	74	69	-	83	-	73	71
Mathematics	2019	70	67	**74**	58	78	73	-	89	-	56	70
	2018	70	67	**70**	58	67	71	-	100	-	73	68

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Texas Education Agency
2018-19 School Report Card
GROVES EL (123908101)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
Progress of Prior-Year Non-Proficient Students											
Sum of Grades 4-8											
Reading											
2019	41%	49%	**51%**	43%	57%	54%	-	*	-	*	28%
2018	38%	42%	**48%**	*	48%	50%	-	*	-	*	36%
Mathematics											
2019	45%	49%	**49%**	33%	71%	38%	-	*	-	*	33%
2018	47%	43%	**53%**	*	56%	50%	-	*	-	*	45%
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	86%	**87%**	60%	85%	90%	-	85%	-	*	48%
Students Requiring Accelerated Instruction											
2019	22%	14%	**13%**	40%	15%	10%	-	15%	-	*	52%
STAAR Cumulative Met Standard											
2019	86%	92%	**91%**	60%	93%	93%	-	85%	-	*	48%
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	91%	**92%**	60%	94%	92%	-	100%	-	*	52%
Students Requiring Accelerated Instruction											
2019	17%	9%	**8%**	40%	6%	8%	-	0%	-	*	48%
STAAR Cumulative Met Standard											
2019	90%	95%	**93%**	60%	96%	93%	-	100%	-	*	52%

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

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Texas Education Agency
2018-19 School Report Card
RIDGEWOOD EL (123908103)

Accountability Rating

B

RIDGEWOOD EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for RIDGEWOOD EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 438
Grade Span: KG - 03

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✗ ELA/Reading
✗ Mathematics
✗ Comparative Closing the Gaps
✗ Postsecondary Readiness

School and Student Information

This section provides demographic information about RIDGEWOOD EL, 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 (2017-18)	97.2%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.4%	3.3%	12.6%
Hispanic	21.0%	26.4%	52.6%
White	59.8%	61.9%	27.4%
American Indian	0.0%	0.1%	0.4%
Asian	13.5%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.3%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	33.1%	46.3%	60.6%
English Learners	8.7%	5.5%	19.5%
Special Education	10.5%	9.6%	9.6%
Mobility Rate (2017-18)	6.0%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.0	19.3	18.9
Grade 1	19.8	18.2	18.8
Grade 2	18.7	18.3	18.7
Grade 3	19.4	17.2	18.9

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,006	$9,293	$9,844
Instruction	$4,443	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$287	$441	$576

Texas Education Agency
2018-19 School Report Card
RIDGEWOOD EL (123908103)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**88%**	*	90%	88%	-	88%	-	*	76%
	2018	77%	82%	**93%**	100%	95%	93%	-	90%	-	100%	95%
ELA/Reading	2019	75%	82%	**88%**	*	88%	91%	-	75%	-	-	74%
	2018	74%	81%	**94%**	*	100%	93%	-	90%	-	*	97%
Mathematics	2019	82%	88%	**88%**	*	92%	85%	-	100%	-	*	79%
	2018	81%	87%	**92%**	*	90%	92%	-	90%	-	*	94%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**58%**	*	60%	58%	-	58%	-	*	55%
	2018	48%	53%	**57%**	25%	65%	60%	-	45%	-	38%	44%
ELA/Reading	2019	48%	54%	**58%**	*	72%	58%	-	42%	-	-	56%
	2018	46%	51%	**58%**	*	60%	64%	-	30%	-	*	34%
Mathematics	2019	52%	56%	**58%**	*	48%	58%	-	75%	-	*	54%
	2018	50%	56%	**56%**	*	70%	57%	-	60%	-	*	53%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**29%**	*	36%	29%	-	25%	-	*	22%
	2018	22%	22%	**36%**	13%	45%	40%	-	15%	-	13%	23%
ELA/Reading	2019	21%	21%	**34%**	*	48%	33%	-	17%	-	-	30%
	2018	19%	21%	**43%**	*	40%	50%	-	30%	-	*	28%
Mathematics	2019	26%	24%	**25%**	*	24%	25%	-	33%	-	*	14%
	2018	24%	24%	**28%**	*	50%	29%	-	0%	-	*	19%

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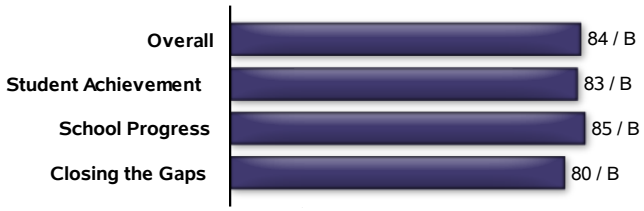
Texas Education Agency
2018-19 School Report Card
TAFT EL (123908104)

Accountability Rating

B

TAFT EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for TAFT EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 415
Grade Span: KG - 03

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **ELA/Reading**
✓ **Comparative Closing the Gaps**
✓ **Postsecondary Readiness**
✗ Mathematics

School and Student Information

This section provides demographic information about TAFT EL, 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 (2017-18)	96.4%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	2.7%	3.3%	12.6%
Hispanic	34.2%	26.4%	52.6%
White	57.8%	61.9%	27.4%
American Indian	0.2%	0.1%	0.4%
Asian	2.4%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.7%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	59.0%	46.3%	60.6%
English Learners	10.1%	5.5%	19.5%
Special Education	12.3%	9.6%	9.6%
Mobility Rate (2017-18)	11.3%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	21.4	19.3	18.9
Grade 1	20.2	18.2	18.8
Grade 2	18.3	18.3	18.7
Grade 3	17.4	17.2	18.9

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,044	$9,293	$9,844
Instruction	$4,401	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$377	$441	$576

Texas Education Agency
2018-19 School Report Card
TAFT EL (123908104)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**88%**	100%	93%	84%	*	*	-	-	79%
	2018	77%	82%	**84%**	50%	83%	85%	-	92%	-	90%	86%
ELA/Reading	2019	75%	82%	**89%**	*	89%	88%	*	*	-	-	77%
	2018	74%	81%	**85%**	40%	86%	87%	-	83%	-	100%	86%
Mathematics	2019	82%	88%	**87%**	*	97%	81%	*	*	-	-	81%
	2018	81%	87%	**82%**	60%	80%	84%	-	100%	-	80%	86%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**51%**	83%	50%	49%	*	*	-	-	43%
	2018	48%	53%	**49%**	30%	36%	56%	-	75%	-	40%	52%
ELA/Reading	2019	48%	54%	**48%**	*	49%	46%	*	*	-	-	46%
	2018	46%	51%	**43%**	40%	29%	52%	-	67%	-	20%	45%
Mathematics	2019	52%	56%	**53%**	*	51%	53%	*	*	-	-	40%
	2018	50%	56%	**54%**	20%	43%	60%	-	83%	-	60%	58%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**27%**	50%	27%	25%	*	*	-	-	20%
	2018	22%	22%	**24%**	0%	14%	28%	-	50%	-	30%	28%
ELA/Reading	2019	21%	21%	**34%**	*	31%	33%	*	*	-	-	29%
	2018	19%	21%	**23%**	0%	14%	27%	-	50%	-	20%	26%
Mathematics	2019	26%	24%	**20%**	*	23%	18%	*	*	-	-	10%
	2018	24%	24%	**25%**	0%	14%	29%	-	50%	-	40%	31%

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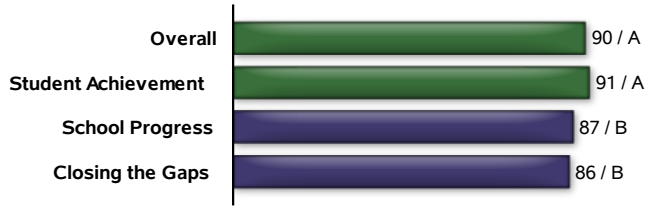
Texas Education Agency
2018-19 School Report Card
VAN BUREN EL (123908105)

Accountability Rating



VAN BUREN EL earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for VAN BUREN EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 343
Grade Span: KG - 03

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **Comparative Closing the Gaps** ✓ **Postsecondary Readiness**

✗ ELA/Reading ✗ Mathematics

School and Student Information

This section provides demographic information about VAN BUREN EL, 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 (2017-18)	96.2%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.8%	3.3%	12.6%
Hispanic	30.6%	26.4%	52.6%
White	60.3%	61.9%	27.4%
American Indian	0.0%	0.1%	0.4%
Asian	2.9%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	2.3%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	46.4%	46.3%	60.6%
English Learners	9.3%	5.5%	19.5%
Special Education	10.5%	9.6%	9.6%
Mobility Rate (2017-18)	10.9%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.7	19.3	18.9
Grade 1	14.8	18.2	18.8
Grade 2	18.9	18.3	18.7
Grade 3	16.3	17.2	18.9

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$8,074	$9,293	$9,844
Instruction	$5,871	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$479	$441	$576

Texas Education Agency
2018-19 School Report Card
VAN BUREN EL (123908105)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**95%**	*	98%	93%	-	100%	-	88%	87%
	2018	77%	82%	**95%**	*	89%	97%	-	100%	-	-	93%
ELA/Reading	2019	75%	82%	**95%**	*	95%	95%	-	*	-	*	87%
	2018	74%	81%	**92%**	*	84%	94%	-	*	-	-	85%
Mathematics	2019	82%	88%	**95%**	*	100%	92%	-	*	-	*	87%
	2018	81%	87%	**99%**	*	95%	100%	-	*	-	-	100%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**60%**	*	59%	60%	-	63%	-	75%	53%
	2018	48%	53%	**61%**	*	50%	67%	-	75%	-	-	51%
ELA/Reading	2019	48%	54%	**55%**	*	55%	54%	-	*	-	*	47%
	2018	46%	51%	**50%**	*	32%	57%	-	*	-	-	38%
Mathematics	2019	52%	56%	**65%**	*	64%	66%	-	*	-	*	58%
	2018	50%	56%	**73%**	*	68%	78%	-	*	-	-	65%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**31%**	*	32%	32%	-	38%	-	13%	18%
	2018	22%	22%	**39%**	*	21%	45%	-	75%	-	-	26%
ELA/Reading	2019	21%	21%	**32%**	*	36%	31%	-	*	-	*	24%
	2018	19%	21%	**38%**	*	16%	45%	-	*	-	-	26%
Mathematics	2019	26%	24%	**31%**	*	27%	34%	-	*	-	*	13%
	2018	24%	24%	**41%**	*	26%	45%	-	*	-	-	26%

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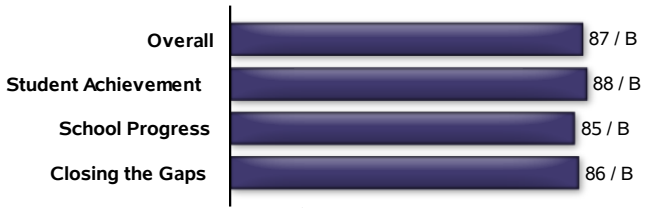
Texas Education Agency
2018-19 School Report Card
WOODCREST EL (123908107)

Accountability Rating

B

WOODCREST EL earned a B (80-89) for recognized performance by serving many students well and encouraging high academic achievement and/or appropriate academic growth for most students.

State accountability ratings are based on three domains: Student Achievement, School Progress, and Closing the Gaps. The graph below provides summary results for WOODCREST EL. Scores are scaled from 0 to 100 to align with letter grades.



School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 315
Grade Span: KG - 03

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

Distinction Designations

Campuses that earn a rating of A-D are eligible for as many as seven distinction designations, or awards for outstanding performance.

✓ **ELA/Reading**
✓ **Comparative Closing the Gaps**
✓ **Postsecondary Readiness**
✗ Mathematics

School and Student Information

This section provides demographic information about WOODCREST EL, 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 (2017-18)	96.4%	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	1.9%	3.3%	12.6%
Hispanic	22.9%	26.4%	52.6%
White	71.7%	61.9%	27.4%
American Indian	0.3%	0.1%	0.4%
Asian	1.3%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	1.9%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	49.8%	46.3%	60.6%
English Learners	4.1%	5.5%	19.5%
Special Education	9.5%	9.6%	9.6%
Mobility Rate (2017-18)	14.4%	9.7%	15.4%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	15.1	19.3	18.9
Grade 1	17.1	18.2	18.8
Grade 2	16.9	18.3	18.7
Grade 3	15.6	17.2	18.9

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$7,405	$9,293	$9,844
Instruction	$5,096	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$591	$441	$576

Texas Education Agency
2018-19 School Report Card
WOODCREST EL (123908107)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

		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	2019	78%	84%	**88%**	50%	92%	89%	*	*	-	*	84%
	2018	77%	82%	**83%**	*	80%	85%	-	-	-	-	78%
ELA/Reading	2019	75%	82%	**86%**	*	100%	86%	*	*	-	*	86%
	2018	74%	81%	**83%**	*	80%	85%	-	-	-	-	79%
Mathematics	2019	82%	88%	**89%**	*	85%	92%	*	*	-	*	81%
	2018	81%	87%	**83%**	*	80%	85%	-	-	-	-	76%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	54%	**56%**	0%	62%	57%	*	*	-	*	47%
	2018	48%	53%	**46%**	*	27%	53%	-	-	-	-	31%
ELA/Reading	2019	48%	54%	**49%**	*	46%	51%	*	*	-	*	41%
	2018	46%	51%	**44%**	*	27%	49%	-	-	-	-	32%
Mathematics	2019	52%	56%	**63%**	*	77%	63%	*	*	-	*	54%
	2018	50%	56%	**49%**	*	27%	56%	-	-	-	-	29%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	23%	**31%**	0%	27%	33%	*	*	-	*	24%
	2018	22%	22%	**25%**	*	7%	31%	-	-	-	-	10%
ELA/Reading	2019	21%	21%	**38%**	*	38%	40%	*	*	-	*	32%
	2018	19%	21%	**28%**	*	7%	35%	-	-	-	-	15%
Mathematics	2019	26%	24%	**24%**	*	15%	27%	*	*	-	*	16%
	2018	24%	24%	**23%**	*	7%	27%	-	-	-	-	6%

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Texas Education Agency
2018-19 School Report Card
WEST GROVES EARLY LEARNING CENTER (123908111)

Accountability Rating

WEST GROVES EARLY LEARNING CENTER is paired with PORT NECHES-GROVES ISD (123908000)



WEST GROVES EARLY LEARNING CENTER earned an A (90-100) for exemplary performance by serving most students well, encouraging high academic achievement and/or appropriate academic growth for almost all students, and preparing most students for eventual success in college, a career, or the military.

School Information

District Name: PORT NECHES-GROVES ISD
Campus Type: Elementary
Total Students: 91
Grade Span: EE - PK

For more information about this campus, see https://TXSchools.gov or the Texas Academic Performance Report at https://rptsvr1.tea.texas.gov/perfreport/tapr/2019/index.html.

School and Student Information

This section provides demographic information about WEST GROVES EARLY LEARNING CENTER, 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 (2017-18)	-	95.8%	95.4%
Enrollment by Race/Ethnicity			
African American	3.3%	3.3%	12.6%
Hispanic	37.4%	26.4%	52.6%
White	48.4%	61.9%	27.4%
American Indian	1.1%	0.1%	0.4%
Asian	5.5%	5.8%	4.5%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	4.4%	2.5%	2.4%
Enrollment by Student Group			
Economically Disadvantaged	78.0%	46.3%	60.6%
English Learners	17.6%	5.5%	19.5%
Special Education	17.6%	9.6%	9.6%
Mobility Rate (2017-18)	0.0%	9.7%	15.4%

School Financial Information (2017-18)

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

	Campus	District	State
Instructional Staff Percent	n/a	89.8%	64.5%
Instructional Expenditure Ratio	n/a	63.6%	62.7%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	$6,742	$9,293	$9,844
Instruction	$5,918	$5,202	$5,492
Instructional Leadership	$0	$3	$155
School Leadership	$99	$441	$576

Texas Education Agency
2018-19 School Report Card
WEST GROVES EARLY LEARNING CENTER (123908111)

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year.

There is no STAAR performance data for this campus.

Port Neches-Groves Independent School District

District Improvement Plan

2019-2020

Accountability Rating: A

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

Vision

Our students will model academic success and integrity in all endeavors. Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

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Comprehensive Needs Assessment

Needs Assessment Overview

The District Education Improvement Committee met on May 6, 2019, to work on the Comprehensive Needs Assessment and district improvement plan in the areas of Demographics, Student Achievement, District Processes and Programs, and Perceptions. The District Education Improvement Committee will meet again in early fall to review and finalize the plan. Even with increasingly varied demographics, PN-GISD and all campuses continue to strive for academic achievement improvement and closing achievement gaps across the district in all subjects. To avoid the time and expense involved in training and paying existing personnel in all facets of state and federal programs, the district needs to contract for professional and consultant services with an outside consulting servie to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.

Note: The committee decided to utilize redirected Title IV funds at Port Neches Elementary to cover 100% of the salary of an instructional personnel unit for allowable Title I activities.

Demographics

Demographics Summary

Port Neches-Groves Independent School District is located in Jefferson County, Texas. Nestled in the "Golden Triangle" of southeast Texas, the suburban communities of Port Neches and Groves are proudly served by the PN-G Independent School District. Serving a K-12 school population of approximately 5100 students, the district strives to provide excellence in education through the combined efforts of staff, students, parents, and community.

Templeton Demographics performed a demographic study of Port Neches and Groves communities in March 2014 and updated it in Fall 2015. The following development conditions were consistently noted in both communities:

- Cities are approximately 98% built-out.
- Cities are experiencing very limited “in-fill” growth.
- Limited multi-family development due to limited land availability.
- Limited commercial development

The following information was provided by each City Manager (April 2019 data):

Port Neches

- For the past couple of years, the City has experienced an increase in new home construction with an annual average of 40. For the current year, it is anticipated that 50 home starts will occur. Much of this construction takes place within established neighborhoods on vacant lots or properties on which the original structure has been removed. Additionally, a portion of City-owned riverfront property is slated for single-family residential development. The City will attempt to sell this 37-acre tract in the very near future.
- The City continues to pursue commercial development of a 13-acre tract of riverfront property. The City has obtained a commitment from one (1) restaurant and is currently in negotiations with several other interested parties. Likewise, construction will soon begin on necessary infrastructure improvements to facilitate ingress/egress and to provide utilities to this area.
- The downtown Port Neches area has continued to experience enhanced business activity involving a variety of stores/services. In addition to a popular microbrewery located on Port Neches Avenue, a new café has recently opened and renovation work is on-going for an entertainment venue and an event center.
- The Port Neches Economic Development Corporation continues to provide incentive funding to businesses expanding in or relocating to Port Neches.

Groves

- From 3-1-18 to 3-1-19 there have been 50 new homes built in Groves.
- Sales tax is reported at an all-time high for fiscal 2018 $2,239,000 which is $150,000,000 worth of taxable goods and services sold in Groves for fiscal 2018.

- Super KMart was sold to Fertitta for an industrial warehouse and laydown yard. New owner placed $2,000,000 of improvements into building and property. Looks better now than when it was K Mart.
- Wachovia bank sold to retail investors and will be torn down.
- Nearly all structures damaged by flooding are now repaired.
- City is back on removing empty and dangerous structures (16 set for demo this summer).
- Customer count at 6400 which is up from 6357 on last report.
- Heritage Point, Amber Estates and KL Butler all completed and built out. (60 new homes)
- Indian Springs Phase I sold out.

Enrollment Projections: (Templeton Demographics)

5-Year Enrollment Information

- 5-year elementary enrollment growth (2016-17 to 2020-21) = 135 students
- 5-year total enrollment growth = 344 students

10-Year Enrollment Information

- Elementary enrollment growth = 171 students
- Middle school growth = 270 students
- High school growth = 193 students
- District enrollment growth = 608 students
- Average growth rate during next 10 years = 1.15%

The Templeton Fall 2015 report noted the following:

- Port Neches-Groves has added more than 300 students in the last 5 years, making it the second fastest growing district in Region 5.
- The district is anticipated to reach 5,000 students by Fall 2016. (This projection was met. As of 4/1/17, 5027 students were enrolled.)
- Five-year enrollment growth of 344 students with Fall 2020 enrollment = 5,331.
- Ten-year enrollment growth of 609 students with Fall 2025 enrollment = 5,596.

Proposed Bond Election for New Elementary Schools

During the 2015-2016 school year, a community bond committee investigated the current state of elementary buildings in the district and determined that new elementary schools were needed throughout the district. The decision was made to reduce the number of elementary schools from six schools to four schools with two schools in each community. However, the district's bond capacity did not allow a bond issue at that time. In February, 2019, the bond committee reconvened and, based upon new district bond capacity data, they voted to move forward with making a proposal to the school board to move forward with a bond issue for four new elementary schools. The bond proposal was presented to the school board on March 18, 2019, and the board unanimously approved the motion to move forward with a bond issue in November, 2019.

Race/Ethnicity and Economically Disadvantaged

The following information is found in the district's ***Texas Academic Performance Reports*** (***TAPR***):

Year	AA	Hispanic	AI/AN	Asian	White	2+ Races	Nat. HI/Other Pac. Isld.	ECOD.	ELL	AT RISK
2012/2013	2.2%	17.2%	.6%	5.6%	72.9%	1.3%	.1%	34.25	3.8%	33.7%
2013/2014	2.6%	18.43%	.6%	5.6%	70.6%	2.2%	0%	40.3%	3.8%	40.1%
2014/2015	2.5%	20.7%	.3%	5.6%	68.1%	2.8%	0%	38.6%	3.6%	35.1%
2015-2016	2.7%	22.2%	.2%	5.5%	66.5%	2.8%	0%	33.5%	4.0%	40.6%
2016-2017	3.0%	23.3%	.2%	5.7%	64.9%	2.8%	0%	33.7%	4.7%	34%
2017-2018	2.9%	25.2%	.2%	5.6%	63.7%	2.5%	0%	38.1%	5.3%	41.7%

Student group percentages continue to fluctuate as reflected in the above TAPR data. Although District percentages are lower than state averages, Hispanic, Economically Disadvantaged, and ELL groups show consistent increases in the District. At this time, official TELPAS scores have not been released from the state. They are expected to be released in May.

Port Neches-Groves ISD participates in a Shared Services Agreement with Region 5 Educational Service Center to best meet the needs of any identified migrant students in the district.

The District coordinates and integrates programs and services by providing meals to all campuses through the Texas Department of Agriculture's National School Lunch and Breakfast programs. Currently, the School Breakfast Program serves approximately 915 reimbursable breakfasts daily and 3200 reimbursable lunches daily while 42% of our enrollment is approved for free or reduced-price meals.

Jefferson County has several high education institutions that serve as resources for PN-GISD employees and students: Lamar University, Lamar Institute of Technology in Beaumont, Lamar State College Port Arthur, and Lamar State College Orange. Lamar University provides opportunities for PN-GISD personnel to earn master’s degrees in teaching and education and a doctorate in educational leadership. Lamar University partners with PN-GISD to offer a variety of dual academic credit courses for PN-GISD high school students through the LEAP program. Lamar State College Port Arthur partners with the PN-GISD to offer criminal justice, anatomy and physiology, English, and process technology dual credit courses. Lamar State College Port Arthur and the PN-G CTE Department have articulated credit opportunities in automotive technology, digital interactive media, touch system data entry, health science, accounting, business information management, law enforcement, and cosmetology.

It seems that the borders between districts are disappearing as more and more laws are being rewritten and established processes are disappearing (Power of Attorneys, Grandparent Clause, McKinney-Vento). In the interest of uniformity, the Executive Director for Student Services has meet with enrollment personnel at each campus to answer any questions ensuring everyone is on the same page regarding the proper procedure for parents on enrollment. Checklists and procedures are in place and have been provided to each a campus with instructions on how to collect materials. All irregularities are

submitted to the Executive Director's office immediately. #OneStop registration provides an opportunity for special registration circumstances to be handled on an individual basis before registration is complete. We are making progress in this area and with continuous evaluation, adjustments will be made to ensure continued progress.

A growing concern at Port Neches-Groves ISD is recent school shootings in the United States. School safety concerns have caused PNGISD to review our effectiveness in ensuring student safety.

Demographics Strengths

- Executive Director of Student Services manages residency and truancy and serves as district homeless liaison.
- The Child Nutrition Department uses the Direct Certification and Contracting Entity match reports from the TX-UNPS database to help identify eligible students for free and reduced priced meals.
- Our attendance rate seems to have recovered after Hurricane Harvey hit in 2017-2018 school year. Our ADA for 2018-2019 was 96.3% as compared to 95.76% the previous year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student group percentages continue to fluctuate as reflected in district Texas Academic Performance Report (TAPR) data. **Root Cause**: Although District percentages are lower than state averages, Hispanic (25.2%), Eco Disadvantaged (38.1%), and ELL (5.3%) groups show consistent increases in the District.

Problem Statement 2: The current ADA for PN-GISD is 96.3%. **Root Cause**: Our district ADA reached its PreHarvey rate of 96.3%, but we continue to strive for higher attendance.

Problem Statement 3: We need more teachers who are ESL certified. **Root Cause**: Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase.

Student Academic Achievement

Student Academic Achievement Summary

Since the inception of the new accountability system, Port Neches-Groves ISD and every campus continues to meet the required standards in student achievement, student progress, closing performance gaps, and postsecondary readiness thus receiving the "Met Standard" rating. For the 2018-2019 academic school year, Port Neches-Groves ISD earned the A accountability rating. District and campus accountability ratings are as follows:

PNGISD	**A**
PNG High School	**B**
Port Neches Middle School	**C**
Groves Middle School	**C**
Port Neches Elementary	**B**
Groves Elementary	**B**
Ridgewood	**B**
Taft	**B**
Van Buren	**A**
Woodcrest	**B**

Now that the state has changed the descriptors of the four levels of proficiency on STAAR/EOC to *Approaches Grade Level, Meets Grade Level,* and *Masters Grade Level*, a new level of awareness has arisen as to how it describes the performance of students on these assessments. Historically, our focus has been on students passing the STAAR/EOC, but now “passing” (*Approaches Grade Level)* means that the child showed some knowledge of the material but didn’t show an understanding of some of the most important parts. It also means that the child will need extra help in the next grade level. As a district, we need to include in our focus, emphasis on helping our students reach *Meets Grade Level* and *Masters Grade Level*.

Distinction Designations for 2019-2020 include:

- PNGHS: Postsecondary Readiness
- Groves Elementary: Academic Achievement in Mathematics; Academic Achievement in ELA/Reading; Top 25% Comparative Closing the Gaps; Postsecondary Readiness
- Port Neches Elementary: Academic Achievement in Science
- Van Buren: Top 25% Comparative Closing the Gaps; Postsecondary Readiness
- Taft: Top 25% Comparative Closing the Gaps; Academic Achievement in ELA/Reading; Postsecondary Readiness
- Woodcrest: Academic Achievement in ELA/Reading; Top 25% Comparative Closing the Gaps; Postsecondary Readiness

Sections of Advanced Courses Remains Steady: Port Neches–Groves High School offered 58 sections of Pre AP, AP and dual credit classes which is an increase from the previous year.

We added supplemental instructional staff (teachers and paraprofessionals) at grades PK-5 to focus on closing educational achievement gaps in core academic subject areas among all disaggregated student groups and improve percentage of students performing at grade level in Reading and Math.

Continuous data analysis is a driving force at Port Neches-Groves ISD. DMAC offers a variety of data analysis reports and used regularly by administrators including principals and curriculum coordinators. Teachers have access to DMAC and many run their own instructional analysis reports to better understand the needs of their students.

A STAAR Practice Plan was implemented in 2013-2014 with a primary purpose of gathering data to support teachers in their areas of need. The plan is adjusted yearly to best meet district needs.

Student Academic Achievement Strengths

Elementary Strengths:

- 3rd and 4th grade Reading performance showed an increase at all levels--approaches, meets, and masters district wide.
- 3rd - 5th grad Math scores continue to increase across the district.
- 5th grade Science scores had a 3% increase in the "Meets" and "Masters" levels across the district.

Areas of Concern:

- Grades 3-5 student performance is lowest in Reporting Category 3 "The student will demonstrate an ability to understand and analyze information text."
- In 4th grade Writing across the district, student performance in Reporting Category 1 "The student will demonstrate an ability to compose a variety of written texts with a clear, central idea; coherent organization, sufficient development; and effective use of language and conventions." continues to see a decrease.

Middle School Improvements Made:

- 8th grade Social Studies "approaches" improved by 4% and still above Region 5 average
- 8th grade Social Studies "meets" improved by 9% and is now above Region 5 average
- 8th grade Social Studies "masters" improved from 8% to 16% and is now above the Region 5 average
- All middle school tests have improved in the "approaches" category from 2018-2019
- 7th grade Reading and Math improved in all categories

- 8th grade Science and Social Studies improved in all categories

Areas of Concern:

- 7th grade Math and Writing scores are below state in "meets" and "masters" levels
- Continuous improvement is needed on 8th grade Social Studies at all levels
- 6th grade Math and Reading scores have fallen at the Mets level

High School Strengths:

- PNGHS students exceed Region 5 passing percentages in all five tested subjects for Approaches Grade Level, Meets Grade Level, and Masters Grade Level, with the exception of the percentage for Biology & English I Masters. PNGHS students exceeded the State passing percentages in alll five tested subjects for Approaches Grade Level & Meets Grade Level.
- PNGHS now offers all grade-level core courses through inclusion in order to better assist our diverse student population.
- PNGHS continues to provide semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.
- PNGHS is in the second year of having a special education teacher in charge of our SPED Vocational Work Period. We are looking to provide more opportunities for transition to career and work readiness.

High School Areas of Concern:

- Special Education students are not showing knowledge of grade level concepts in core courses.
- English Learner students are not showing knowledge of grade level concepts in core courses.
- The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.
- Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia--to help them reach expected growth.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause**: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause**: As state standards have increased, there is more emphasis on individual student growth.

Problem Statement 3: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in

core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause**: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

District Processes & Programs

District Processes & Programs Summary

Staff Quality, Recruitment, & Retention

Port Neches-Groves ISD has a long-standing reputation of recruiting, hiring and retaining exceptionally talented and capable employees. Campus administrators along with campus-based hiring teams conduct intensive screening and interviewing processes to ensure that all new employees meet the high standards that the district requires and that our community expects. A District of Innovation (DOI) plan was submitted to TEA for implementation beginning with the 2017-2018 school year with a component to allow the District flexibility to create local certification requirements for qualification and training for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in hard-to-fill positions. In addition, the DOI plan also allows certified secondary teachers the ability to teach subject(s) out of their certified area for individuals who are knowledgeable in the area and equipped to effectively perform the duties of the position in question. Teachers new to the district are assigned a mentor teacher. Both new teachers and mentors are given clearly defined roles and responsibilities and resources are provided to help them during their first year in the district. Mentors and new teachers are required to submit monitoring reports to their curriculum coordinator every other six weeks.

Professional development for employees at all levels is a high priority. The District Education Improvement Committee provides input into the overall staff development plan and campuses plan as much campus-based staff development as possible to address campus training needs. Professional development transcripts are provided for teachers and staff through an online system (PDExpress) and online transcripts of professional development are readily available for staff. In addition, all staff are given opportunities to evaluate professional development through the online system.

PN-GISD believes in offering opportunities for local faculty who are interested in becoming administrators to receive mentoring and/or on-the-job training. Current faculty are informed of opportunities for certification and training and are given opportunities to “fill-in” as administrators when possible.

Title I funds will continue to be used for teacher and paraprofessional salaries at Title I campuses as well as for supplies. Title IV funds will be redirected to Title I to also be used for an additional teacher salary. Title teachers will implement effective instructional strategies in core subjects at the elementary school level to improve the academic achievement of diverse learners and close the identified achievement gaps.

The following table shows PN-GISD teachers based upon the highest degree held (**Texas Academic Performance Reports):**

	No Degree Held	Bachelor's	Master's	Doctorate
2012-2013	1.2%	80.3%	18.5%	0%
2013-2014	1.2%	82.1%	16.8%	0%
2014-2015	1.2%	84.5%	14.4%	0%
2015-2016	1.1%	82.5%	16.3%	0%
2016-2017	1.4%	82.6%	16.0%	0%

	No Degree Held	Bachelor's	Master's	Doctorate
2017-2018	1.2%	82.0%	16.9%	0%

The following table shows district teachers' years of experience **(Texas Academic Performance Reports)**

	Beg.	1-5 Years	6-10 Years	11-20 Years	Over 20 Years
2012-2013	2.4%	16.7%	18.0%	30.4%	32.5%
2013-2014	3.2%	19.7%	18.8%	29.4%	28.8%
2014-2015	3.2%	18.2%	19.8%	30.5%	28.3%
2015-2016	0.6%	21.6%	19.1%	31.2%	27.5%
2016-2017	2.2%	18.8%	19.1%	31.2%	28.8%
2017-2018	1.7%	18.8%	21.9%	30.3%	27.3%

Technology

Port Neches-Groves ISD Technology Department consists of the Assistant Superintendent for Curriculum and Instruction/Technology, Director of Information Services and Security, Network Administrator, three technicians, a department secretary, and a Help Desk position. Elementary campuses each employ a Technology Aide. Both middle schools have a certified teacher who serves as the Campus Technology Specialist. At the high school, the High School Curriculum Coordinator serves in this capacity.

Port Neches-Groves ISD has made a commitment to improve the quality and value of education in the district through the passage of a $123 million bond issue in 2008, of which $6,951,113 was dedicated to technology.

The technology package included the following components at Grades 6-12: dedicated teacher laptops, student laptops, administrator PCs, library PCs for grades 6-8, lab PCs, mobile distance learning equipment, video distribution system 6-12, 42” flat panel TVs for all instructional rooms, and new IP phone system. The technology package included the following components at Grades K-12 (all instructional classrooms): Document cameras, Mimio (interactive white boards), Ceiling-mounted projectors, and teacher microphone systems.

The infrastructure portion of the bond was to wire for one-to-one computing. Each student desk in grades 6-12 has a data pull as well as wireless access allow for mobile computing. Two middle schools and two elementary schools have received increased bandwidth.

The technical/infrastructure portion of the technology plan is reviewed and evaluated once a year by the Director of Information Services, the Network Supervisor, and the technical staff. Bandwidth is monitored daily and formal bandwidth test reports are generated each semester. Infiltration logs are continually evaluated for breeches of security of data systems. District materials database and maintenance/repairs database are maintained daily.

The Port Neches–Groves ISD interconnects 9 campuses, 1 Administrative Building, 1 Alternative Campus, and 1 Maintenance Building to a centralized network center housed at the West Groves Education Center which also houses our Early Learning Center. Each location has at least two servers. One server houses a campuses' specific needs and the other operates a software server. The Maintenance Department is connected to the high school by fiber. The Administration/Transportation building is connected to the High School by fiber and the High School is connected to West Groves Education Center by a 1 gig fiber provided by Spectrum which may be expanded, as needed. All our campuses are connected to the West Groves Education Center via fiber. Our bandwidth to the Internet is 500MB up and 500MB down. We are also connected to our regional center via a T1. The Region 5 Service Center provides us with DS3 lines. We maintain an individual LAN at every location. We maintain both a wired and wireless network at all locations. We have instituted "Bring Your Own Device" in the district. To handle the ever-increasing wireless traffic, we continue to build up our district wireless network. We have also converted laptops which were purchased during the 2008 bond to Chromebooks.

We currently maintain approximately 5400 computer/laptop systems. Current bandwidth is as follows: Groves Middle School – 1 GB to central hub; Van Buren Elementary – 1 GB to central hub; Port Neches Middle School – 1 GB to HS 1 GB to central hub; and Port Neches Elementary – 1 GB to HS shared 1 GB to central hub. Currently, our high school has two general purpose labs, five Business Information Management labs. In addition, we currently run a thin client setup at the high school LRC. Both middle schools house one general-purposes computer lab. For business applications, we utilize an online purchase order entry and tracking system throughout the district with servers located at the West Groves Education Center (the district hub).

Along with data systems, the Technology Department is responsible for installation and maintenance of a video, security, and phone systems. Video is delivered to all classrooms throughout the district. PowerPoint, cable, and satellite are distributed over the video system. The video system is also used for general announcements.

We are constantly analyzing and updating our data network to meet the needs of our district. This is done through constant vigilance of network usage through logs and real-time monitoring. We implemented a firewall in 2002 and changed all our systems behind the firewall, to a private IP naming convention which allowed for better network security. A network filter has been in operation since 1999. We also run a network virus protection software package.

Career & Technology

The PN-GISD Career and Technical Education Department is dedicated to preparing students to gain entry-level employment in a high-skill, high-wage job and/or to continue their education by providing coherent and rigorous content aligned with challenging standards and relevant knowledge and skills.

A vital component of PN-GISD CTE is participation in CTE student organizations. Students enrolled in a CTE course have the opportunity to participate in a student organization appropriate to the course in which he/she is enrolled. CTE student organizations promote leadership and job skill training and provides scholarship opportunities.

The District has implemented HB5 and will continue to refine its high school course offerings based upon student needs. Adjustments have been made to better prepare 8th graders for choosing their endorsement to begin their 9th grade year.

Courses are offered in the following areas: Architecture & Construction; Arts, A/V Technology & Communications; Business, Management & Administration; Career Development; Education & Training; Finance; Health Science, Hospitality & Tourism; Human Services; Information Technology;

Law, Public Safety, Corrections and Security; Manufacturing; STEM, and Transportation. Students are provided access to Kuder assessments to help guide them in choosing a career. Efforts have been made to add business partnerships to programs to provide real-word opportunities to our students.

An extensive CTE program evaluation plan was implemented in 2017-2018. Federal Carl Perkins funds are spent to help close key skills gaps so students are better prepared to enter the workforce. A CTE Advisory Committee meets twice a year and provides guidance for CTE program offerings. A formal comprehensive needs assessment will be conducted during the 2019-2020 school year in preparation for 2019-2020. Currently, there is a need to provide Chromebooks for CTE programs because district laptops are so old they are unreliable.

Gifted and Talented

The focus of instruction in K-12 is to enhance students' individual talents and promote divergent thinking skills. The district's G/T program is broadened to include an emphasis on specific subject matter and higher-order thinking skills. Development and enhancement of leadership abilities are an integral part of the program. In PN-GISD, students are identified and served by a GT certified teacher. Special instructional strategies/arrangements for GT students include enrichment activities provided within the regular classroom, enriched classes, accelerated advancement, credit by exam, and Distinguished Achievement Program options such as a College Board Pre-AP, AP classes, and high school/college concurrent enrollment.

Curriculum and Instruction

PN-GISD will continue to use the TEKS Resource System as a curriculum resource. The district has a board-approved Curriculum Management Plan.

Special Education

Special Education continues to experience an increase in the number of students with approximately 121 over last year. Currently, we have received 34 transfers from other districts, states, and countries. There have been 106 referrals from parents, campuses and through our Child Find Program. Of the 106, 87 qualified to receive Special Education services and 19 of those did not qualify for services. The Special Education Department continually monitors the numbers and and qualifying conditions of students receiving services within the district to ensure that the individual needs of each student are being met.

PreK/PPCD

Total West Groves Early Learning Center enrollment for 2018-2019 was 98 students (18 PPCD and 80 PreK) with 20 of these students being Bilingual or ESL students. Services provided include: speech, OT, PT, visually impaired consult. WGELC employs 2 PreK teachers, 1 bilingual teacher, 2 PPCD teachers, 5 paraprofessionals, 1 speech therapist, and 1 secretary/nurse. We will continue to keep both the Pre-K and PPCD classes smaller in order to meet the needs of our preschool-aged children. Currently, the WGELC hold a morning session (8:15 – 11:30 a.m.) and an afternoon session (12:150 – 3:30 p.m.).

The Pre-K classes have benefited greatly from additional funding after being awarded the "High Quality Prekindergarten Grant." Funds were used to enhance classroom instruction, add additional technology to the classrooms, provide professional development, and create a physical education program for the PreK students.

General Education - Section 504 and RtI

With the addition of the district Program Support Specialist, Section 504 and RtI processes and procedures were streamlined. Beginning in 2018-2019, the campus principal oversee Section 504 and RtI at his/her campus with SuccessEd as a resource. The District 504 Coordinator is the Assistant Superintendent for Administrative Services. Section 504 is currently tracked through SuccessEd software.

Dyslexia

A consistent district-wide dyslexia curriculum was implemented in 2014-2015 and continues to be used at all grade levels. During the 2018-2019 school year:

- 51 students were tested for dyslexia and 27 were identified
- 44 K-3 students received interventions; 14 4-5 students received interventions, and 14 6-8 students received interventions
- Of the 92 students in grades K-6 with Star Renaissance Reading scores, 86% made progress whereas 63% met the progress goal of 50 or more.

A district Dyslexia Specialist oversee the district's dyslexia program and a Dyslexia Interventionist is being added for the 2019-2020 school year for additional dyslexia support.

Bilingual Program

Beginning with the 2017-2018 school year PNGISD, started phase one of our transitional bilingual early exit model bilingual education program for our Spanish speaking PreK students. This model serves students identified with limited English proficiency in both English and Spanish and transfers them to English-only instruction. In 2018-2019, a waiver was obtained to cover our bilingual kindergarten class with an ESL certified kindergarten and first grade teachers along with support from a bilingual paraprofessional to help meet the needs of our students. We currently do not have enough bilingual certified teachers to serve our increasing population. We continue to attempt to find certified bilingual teachers; however, are currently serving them under an exception using the ESL model with support from Spanish-speaking paraprofessionals.

ESL Program

PN-GISD has a continuous upward trend in the number of English Learners. The ESL program serves students identified as English Learners by providing an ESL certified teacher who provides English Language Arts instruction exclusively, while the student remains in regular educational mainstream instruction or the student is pulled out by one of our district ESL Specialists who works with the student to become proficient in the English language. Our district continues to address the needs of English Language students by increasing the number of ESL Specialists and certified ESL ELAR teachers available to campuses to serve students and support teachers. By continuing to add support over the years, currently we are able to have specialists assigned to Taft, Ridgewood, Van Buren, Port Neches Middle School, Groves Middle School, Groves Elementary, and PN-G High School.

Translation Services

Beginning with the 2018-2019 school year, PNGISD has contracted with RTT mobile Interpretations for translating services to better communicate with our English learner parents. This service provides us with access to over 180 different languages at our fingertip to help bridge relationships with our increasing

ESL/bilingual parents.

Alternative Education Center

The AEC provides credit recovery, disciplinary alternative education placement, and homebound instruction programs. Fully certified instructional staff provides students with TEKS-based curriculum, special education services, social skills enhancement, and counseling services.

Counseling Program

The PNGISD district counseling program implements a counseling program following the guidelines of the Texas Comprehensive, Developmental Guidance and Counseling Program Model from the Texas Education Agency. Within this program structure there are four components which include the following:

- Guidance Curriculum
- Responsive Services
- Individual Planning
- System Support

The purpose of the guidance curriculum component is to help all students develop basic life skills. This is the foundation of a developmental guidance program. Several areas have been identified within the curriculum component. PNGISD strives to incorporate character education within all areas of the curriculum. Counselors may deliver the curriculum component in a variety of settings depending on the grade level.

Responsive services includes addressing the immediate concerns of students. These concerns may be academic, school-related, relationship, abuse, grief/loss, substance abuse, family issues, harassment issues, coping with stress and suicide prevention. The purpose of this component is two- fold: prevention and intervention.

Individual planning assists students in monitoring and understanding their own development. Areas to address include educational, career and personal-social. Counselors may assist students on an individual basis with their planning. Group settings may also assist students in learning about opportunities that are available.

System support includes program and staff support activities and services. Counselors are needed to help communicate in a variety of ways and areas including parent education, teacher/administrator consultation, staff development, counselor's professional development and public relations. Our school counselors are Master's level professionals who provide leadership and assistance in the above named areas.

The Port Neches Groves ISD philosophy of counseling includes the following:

It is the philosophy of the Port Neches-Groves Independent School District to assist each pupil in the understanding and acceptance of himself as an individual of inherent worth and to allow each pupil the opportunity to explore and attain to the limit of his potential.

The district recognizes the school counselor as a professional possessing skills and competencies allowing him or her to contribute directly to both the specific and broad purposes of education. The counselor must be able to develop and maintain effective individual and group relationships and to provide assistance with educational, career, and personal needs and concerns. The results of the counselor's efforts should facilitate the leaning process for every pupil.

Homeless

A district Homeless Liaison oversees our services for homeless students. The district reserves funds for homeless support through the ESSA grant application.

Data Security

Data security is at the forefront of technology responsibilities. Attacks on our data systems are increasing at an alarming rate. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Consulting Services

Supplemental contracted services are utilized to enhance, expand, increase, and extend the efficiency of the federal programs by providing technical assistance to support administrative staff in the implementation of programs for fiscal and programmatic compliance and effectiveness.

District Processes & Programs Strengths

- 57.6% of teachers have 11+ years of teaching experience.
- Average years of experience of teachers is 14.6.
- The district teacher turnover rate is 9.6% which is 7% less than the state average (16.6%).
- Continue expanded job postings to Region 5 and TASA job postings website.
- Aspiring Administrators initiative provides on-the-job training for future administrators.
- Both administrators and teachers are offered professional development opportunities to stay abreast with the constant changes within public education in Texas**.**
- District continues to allocate local technology funding on an annual basis to support technology.
- Continue to research alternative means in which to supplement our technology costs through eRate funding and Title II Part A funds for staff development.
- Interactive classrooms across the district.
- Middle school and high school personnel continue to work collaboratively to inform parents and students of HB5 components.
- PN-GISD continues to maintain valuable partnerships with local businesses and industry.
- Stronger post-secondary partnership with LSCPA.

- Regular assessment of students to evaluate GT placement, teacher training to earn and update GT certifications, and opportunities for GT services in all academic areas.
- Continue TSI assessment plan to provide post-secondary opportunities for students
- Curriculum coordinators conduct grade level/department meetings to provide teachers with the most up-to-date information in the areas of curriculum, instruction, and assessment.
- Teachers are provided an abundant amount of technology resources to strengthen their instruction. (Ex. iPads, Chrome Books, mimio boards, document cameras, etc.)
- Teachers are provided with supplemental programs and website subscriptions to use during both whole group instruction and intervention.
- Continuing PreK and PPCD at West Groves affords the following strengths:
    - Larger space and additional personnel that ensures a safer and more effective learning environment.
    - Smaller class sizes enable more individualized instruction.
    - Additional technology learning opportunities are available to PreK and PPCD students.
    - Intervention opportunities are more specific to students' areas of need.
- The addition of a Dylexia Interventionist.
- AEC teachers stay in constant communication with the main campuses in regard to student needs, strengths, academic progress, and curriculum. The alternative campus staff meets frequently to review students' Individualized Education Plans and/or Behavior Intervention Plans, when applicable, to ensure a smooth transition for the students back to their main campus.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands. **Root Cause**: The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually needing upgrading.

Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). **Root Cause**: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.

Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause**: Professional development is essential or all staff to efforts to improve our schools.

Problem Statement 4: Continue to increase the quality of the CTE program at Port Neches-Groves ISD. **Root Cause**: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students.

Problem Statement 5: The district needs to further develop an integrated approach to writing. **Root Cause**: Research shows that there is direct correlation among students who develop their writing skills and literacy through an integrated approach. A focus on authentic writing across all content areas will help students reach a deeper level of understanding, generate new ideas and thinking, enhance critical thinking, and will help retain learning in all content areas.

Problem Statement 6: Students in grades K-8 at all campuses need additional counseling services including children who are at risk of academic failure, dropping out of school, involved in the justice system, or show evidence of drug use and/or abuse. **Root Cause**: The increased complexity of personal and social issues students face along with the added stress from Hurricane Harvey combined with required administrative duties of the school counselor, current counseling services are not sufficient to meet the social and emotional needs of our K-8 students.

Problem Statement 7: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions. **Root Cause**: Yearly changes in staffing requires an annual review of certifications and updates.

Problem Statement 8: Attacks on our data systems are increasing at an alarming rate. **Root Cause**: The selling and distributing of an institution data has become a lucrative endeavor. Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Perceptions

Perceptions Summary

There is a special school spirit that infuses the two communities of Port Neches and Groves. With it comes a shared sense of purpose and values among staff members, board members, parents, and students. PN-GISD is a community that cares about one another and makes you feel part of something bigger than yourself. There is a sense of community, family, commitment, responsibility, cooperation, and pride.

In Spring, 2014, Gallagher Construction Services performed a facilities study of the district and identified strengths and needs in reference to our campus buildings. With regard to building security, HVAC/electrical systems, and educational functional and energy efficiencies, the secondary campuses did not have any deficiencies noted in the report. However, the following problems were identified: (1) building security should be addressed at all elementary campuses; (2) HVAC and electrical systems should be assessed and upgraded/replaced at all elementary campuses and at the Alternative Education Center; (3) the age of the elementary campuses and Alternative Education Center contributes to several educational functional and energy inefficiencies. As a result of this Gallager study, a community bond committee was formed during the 2014-2015 school year to investigate the current state of our elementary buildings, AEC, and WGEC. The bond committee recommended that new elementary schools (and updates to AEC and WGEC) be made as soon as the district was in a position to propose a bond election. Update: In February, 2019, the bond committee reconvened and, based upon new district bond capacity data, voted to move forward with a proposal to the school board for a bond election. The bond proposal was unanimously approved by the school board on March 18, 2019. Target date for the bond election is November, 2019.

With the Sandy Hook Elementary shootings in December, 2012, there emerged an increased sense of urgency to review safety procedures in PN-GISD. The district's decision to lock campuses and implement safety procedures for non-school personnel to enter campuses along with positioning city police officers randomly at campuses was positively received by teachers and parents. In addition, the August 2013 training of district personnel in Armed Intruder training by Safariland Group was extremely beneficial in an effort to better prepare ourselves for an unspeakable incident such as this. In addition, security audits have been performed at each campus to identify areas of weakness. In August, 2018, we will provide district-wide security training from a group partnership between the District, the Sheriff's Office, Groves Police Department, Port Neches Police Department, and our newly employed, School Resource Officer. Security efforts will continue in 2019-2020 and beyond.

Parent and family engagement is important at PNGISD. The district Family Engagement Surveys are now being developed by campuses rather than a one-size-fits-all survey from the district. Title I funds continue to provide for parent and family engagement activities at Title I campuses.

The motto "Tradition of Excellence" permeates into all aspects of our district culture. Port Neches-Groves ISD is an exceptional school district; a school district where every child is important. Our goal is to meet the needs of every student in every aspect of their lives. Tradition, pride, and success are common themes among the patrons of PN-GISD.

A custodian in our district summed it up by saying, "Nowhere will anyone ever find a more dedicated group of teachers who seem to love and care about our children's well-being. Nowhere will anyone find the heart, spirit, and love for their school district as those here at PN-G--from the community as a

whole, businesses, and parents!”

Perceptions Strengths

- Newly constructed buildings for Groves Middle School, Port Neches Middle School, and PN-G High School.
- Security measures including staff training, locked campuses, local police presence, and security audits.
- Widespread student participation in clubs and activities at the high school. In 2018-2019, 63% of the high school students participated in extra-curricular academic activities, 31% participated in extracurricular music activities, and 51% participated in extracurricular athletic activities.
- The district’s special culture is evidenced by widespread participation of faculty and students in serving children and families through such programs as HEB Read 3 campaign, Backpack Buddies, food drives, Christmas outreach programs, collections for Rainbow Room, Christmas cards and care packages for the troops, Pennies for the Garth House, and recycling plastic bags for sleeping mats for the homeless, and Indian's Give community-wide service day, to name a few.
- PN-GISD pride is evident by the massive number of persons who proudly sport their “purple” attire on Friday! When a district’s kindergarten students can recite the school’s fight song, you know that school pride is a vital part of its culture and history.
- District calendar that supports parent teacher conferences in the fall and spring for elementary teachers/parents.
- RTT Mobile translators are provided for various parent meetings, when needed.
- District information is communicated through the use of Channel 7 information system and the district/campus website that allows for the translation of information into eight languages other than English.
- Promoting positive district and campus activities through social media.
- There were no discipline records in 2018-2019 for firearms used, exhibited, or possessed.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Building security (all elementary campuses), HVAC and electrical systems (all elementary campuses and the Alternative Education Center), and educational functional and energy inefficiencies (all elementary campuses and the Alternative Education Center) are all deficient by today's standards. In addition, the districtaEUs newer facilities need to be continually evaluated to ensure maximum efficiency **Root Cause**: The age of the elementary campuses and the Alternative Education Center contributes to the educational functional and energy inefficiencies.

Problem Statement 2: The District needs to further develop a culture of collaboration and professional growth among its educational professionals. **Root Cause**: Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities

Problem Statement 3: Timely communication from teachers/campuses can be a struggle for teachers/campuses. **Root Cause**: Generally speaking, people today want things now rather than later with a growing need for instant gratification, especially through online connections. (http://www.bucknell.edu/

communications/bucknell-magazine/instant-gratification-and-its-dark-side.html). Parents want graded work returned more quickly, grades posted faster, instant communication with teachers and schools, etc.

Priority Problem Statements

Problem Statement 1: Student group percentages continue to fluctuate as reflected in district Texas Academic Performance Report (TAPR) data.

Root Cause 1: Although District percentages are lower than state averages, Hispanic (25.2%), Eco Disadvantaged (38.1%), and ELL (5.3%) groups show consistent increases in the District.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The current ADA for PN-GISD is 96.3%.

Root Cause 2: Our district ADA reached its PreHarvey rate of 96.3%, but we continue to strive for higher attendance.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Building security (all elementary campuses), HVAC and electrical systems (all elementary campuses and the Alternative Education Center), and educational functional and energy inefficiencies (all elementary campuses and the Alternative Education Center) are all deficient by today's standards. In addition, the districtaEUs newer facilities need to be continually evaluated to ensure maximum efficiency

Root Cause 3: The age of the elementary campuses and the Alternative Education Center contributes to the educational functional and energy inefficiencies.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: The District needs to further develop a culture of collaboration and professional growth among its educational professionals.

Root Cause 4: Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Timely communication from teachers/campuses can be a struggle for teachers/campuses.

Root Cause 5: Generally speaking, people today want things now rather than later with a growing need for instant gratification, especially through online connections. (http://www.bucknell.edu/ communications/bucknell-magazine/instant-gratification-and-its-dark-side.html). Parents want graded work returned more quickly, grades posted faster, instant communication with teachers and schools, etc.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands.

Root Cause 6: The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually needing upgrading.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing).

Root Cause 7: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.

Problem Statement 7 Areas: District Processes & Programs

Problem Statement 8: Teachers, administrators, and instructional aides need continual opportunities for staff development.

Root Cause 8: Professional development is essential or all staff to efforts to improve our schools.

Problem Statement 8 Areas: District Processes & Programs

Problem Statement 10: Continue to increase the quality of the CTE program at Port Neches-Groves ISD.

Root Cause 10: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students.

Problem Statement 10 Areas: District Processes & Programs

Problem Statement 11: The district needs to further develop an integrated approach to writing.

Root Cause 11: Research shows that there is direct correlation among students who develop their writing skills and literacy through an integrated approach. A focus on authentic writing across all content areas will help students reach a deeper level of understanding, generate new ideas and thinking, enhance critical thinking, and will help retain learning in all content areas.

Problem Statement 11 Areas: District Processes & Programs

Problem Statement 12: Students in grades K-8 at all campuses need additional counseling services including children who are at risk of academic failure, dropping out of school, involved in the justice system, or show evidence of drug use and/or abuse.

Root Cause 12: The increased complexity of personal and social issues students face along with the added stress from Hurricane Harvey combined with required administrative duties of the school counselor, current counseling services are not sufficient to meet the social and emotional needs of our K-8 students.

Problem Statement 12 Areas: District Processes & Programs

Problem Statement 13: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions.

Root Cause 13: Yearly changes in staffing requires an annual review of certifications and updates.

Problem Statement 13 Areas: District Processes & Programs

Problem Statement 14: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments.

Root Cause 14: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth.

Root Cause 15: As state standards have increased, there is more emphasis on individual student growth.

Problem Statement 15 Areas: Student Academic Achievement

Problem Statement 16: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math.

Root Cause 16: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

Problem Statement 16 Areas: Student Academic Achievement

Problem Statement 18: We need more teachers who are ESL certified.

Root Cause 18: Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase.

Problem Statement 18 Areas: Demographics

Problem Statement 19: Attacks on our data systems are increasing at an alarming rate.

Root Cause 19: The selling and distributing of an institution data has become a lucrative endeavor. Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Problem Statement 19 Areas: District Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- PBMAS data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Other additional data

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: Student groups will score at or above the state and region averages as measured by STAAR/EOC in all subjects and grades tested.

Evaluation Data Source(s) 1: STAAR data, TELPAS results, PBMAS

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) In accordance with the prioritized needs assessment, the campuses will implement effective instructional strategies in core subjects at the elementary level to improve the academic achievement of diverse learners and close the identified achievement gaps.	Campus Principals	In grades 3-5, the percentage of All Students/All Tests who reach Approaches Grade Level will increase from 81% to 82% by May 2018.	50%		
	Problem Statements: Student Academic Achievement 1, 2, 3 **Funding Sources**: 211 - Title I-A - 731385.00, Title IV redirected to Title I - 55011.00, 255 - Title II-A/TPTR - 148423.00				
2) Continue to contract with outside counseling professionals to provide supplemental counseling services to students who were impacted by the flooding that occurred as a result of Hurricane Harvey in August 2017.	Asst. Supt, C&I/Technology	Extra counseling services will lead to increased student success. Evidence: Invoices documenting students served.	55%		
	Problem Statements: School Processes & Programs 6 **Funding Sources**: SERV Grant Funds - 9915.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
3) Teachers will ensure mastery of TEKS in all subjects through effective lesson planning. -- Utilize TEKS Resource System as district scope and sequence for applicable subjects --Continue the development of critical thinking skills and academic vocabulary at all grade levels. --Continue utilizing district STAAR practice testing data to plan for instruction.	Campus Principals; Curriculum Coordinators	State and district assessment data; teacher feedback; lesson plans, walk-through documentation;	70%		
	Problem Statements: Student Academic Achievement 1				
4) Provide accelerated instruction to all students who do not meet the standard on STAAR/EOC assessments.	Campus Principals	Accelerated instruction will lead to increased student success. Evidence: State data; benchmark data; screening and progress monitoring data	5%		
	Problem Statements: Student Academic Achievement 2, 3				
5) Provide training for K-12 teachers in implementing a variety of effective teaching strategies. --K-12 grade level/department meetings with curriculum coordinators --Continue the district writing alignment plan. --Sheltered Instruction through Seidlitz	Asst. Supt, C&I/Technology	Curriculum support for teachers will lead to increased student success. Evidence: Curriculum meeting agendas, sign-in sheets	10%		
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 5				
6) Maintain writing concepts and skills through continued use of writing portfolios in Grades K-12.	Campus Principals	Writing portfolios will lead to increased student success in writing. Evidence: Writing portfolios; principal verification.	10%		
	Problem Statements: School Processes & Programs 5				
7) Provide teaching supplies to support Title I campuses as well as teachers of ESL students and immigrant students.	Asst. Supt for C&I/Tech	Improved academic performance	55%		
	Funding Sources: 211 - Title I-A - 26980.00, 263 - Immigrant - 19571.00, 263 - Title III - 28499.00				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause 1**: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

Student Academic Achievement

Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause 2**: As state standards have increased, there is more emphasis on individual student growth.

Problem Statement 3: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause 3**: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

School Processes & Programs

Problem Statement 5: The district needs to further develop an integrated approach to writing. **Root Cause 5**: Research shows that there is direct correlation among students who develop their writing skills and literacy through an integrated approach. A focus on authentic writing across all content areas will help students reach a deeper level of understanding, generate new ideas and thinking, enhance critical thinking, and will help retain learning in all content areas.

Problem Statement 6: Students in grades K-8 at all campuses need additional counseling services including children who are at risk of academic failure, dropping out of school, involved in the justice system, or show evidence of drug use and/or abuse. **Root Cause 6**: The increased complexity of personal and social issues students face along with the added stress from Hurricane Harvey combined with required administrative duties of the school counselor, current counseling services are not sufficient to meet the social and emotional needs of our K-8 students.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: At least 25% of students will score at or above criterion scores on the SAT.

Evaluation Data Source(s) 2: AEIS, College Bound Seniors Report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Teachers will incorporate test-taking strategies in core curriculum classes in grades 9-12. --Continue vocabulary program with emphasis on SAT words.	High School Curriculum Coordinator	SAT performance will increase. Evidence: Teacher feedback; SAT/ACT test scores	50%		
	Problem Statements: Student Academic Achievement 1				
2) Provide teacher resources to promote students' critical thinking skills.	High School Curriculum Coordinator; High School Principal	SAT performance will increase. Evidence: Teacher feedback; SAT/ACT test scores	55%		
	Problem Statements: Student Academic Achievement 1				
3) Provide opportunities designed to enhance awareness and test-taking skills for students. --PSAT/SAT information will be provided to students through core curriculum classes and to students and parents at an evening workshop.	High School Curriculum Coordinator; High School Principal; Counselors	SAT performance will increase. Evidence: Student/parent feedback; test participation; PSAT/SAT/ACT test scores	40%		

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause 1**: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: Maintain the elementary and secondary Gifted/Talented program and the district G/T participation percentage at the 5% target percentage.

Evaluation Data Source(s) 3: AEIS, PEIMS G/T Report

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hours of update training for trained G/T teachers.	Asst. Supt, C&I/Technology	Enriched instructional strategies will lead to increased G/T student success. Evidence: Sign-in sheets; evaluations	100%	100%	100%
2) Continue to develop and maintain aligned curriculum that provides appropriately challenging learning experiences for identified gifted/talented students in the four core curriculum areas.	Curriculum Coordinators; Campus Principals	Lesson plans; teacher feedback	55%		
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - General Fund - 0.00				
3) Continue to provide appropriately challenging enriched, dual credit, OnRamps, Pre-AP, AP, and LEAP classes and electives and inform parents of opportunities, benefits, and requirements.	Campus Principals; Curriculum Coordinators	Challenging, enriched classes will positively impact college readiness. Evidence: Class enrollment; student assessment; teacher feedback; parent feedback	85%		
	Problem Statements: Student Academic Achievement 1				
4) Review matrices and qualification criteria used to identify gifted/talented students and revise as appropriate.	Curriculum Coordinators	Maximized G/T student identification. Evidence: Minutes of meetings; class enrollment; parent feedback	25%		
5) Administer a parent survey for evaluation purposes.	Asst. Supt, C&I/Technology	Parent survey data will help guide district decisions. Evidence: Parent Engagement Survey Report	15%		

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3 Problem Statements:

Student Academic Achievement

Problem Statement 1: The percentage of students who Meets Grade Level and Masters Grade Level is disproportionate to the percentage of students who Approach Grade Level on STAAR/EOC assessments. **Root Cause 1**: We need to continue transitioning to a growth mindset to help our students achieve a deeper level of understanding of the content.

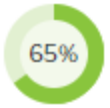
Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review, and Dismissal (ARD) Committee meetings and will demonstrate success on their IEP's.

Evaluation Data Source(s) 4: Six-weeks progress reports, PBMAS LRE indicator, IEPs

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Access to the general education curriculum will be provided to Special Ed students at all grade levels based on their placement in the least restrictive environment. (Co-teaching, Inclusion, Resource)	Director of Special Education; Principals; Diagnosticians; ARD Committee; Counselor; Curriculum Coordinator; Teachers; Paraprofessional	Placement of Special Ed students in the least restrictve environment will lead to increased student success. Evidence: Instructional arrangement data; state and district assessment data	55%		
	Problem Statements: Student Academic Achievement 2				
2) Placement will be determined by the student's strength and weaknesses as established in the current IEP.	Director of Special Education; Diagnosticians, ARD Committee, Teachers; Counselor	Correct placement of Special Ed students as established in the current IEP will lead to increased student success. Evidence: Student IEP's; instructional arrangement data; state and district assessment data	50%		
	Problem Statements: Student Academic Achievement 2				
3) Training will be made available to all teachers as needed to implement effective teaching strategies.	Director of Special Education; Campus Principals	Effective teaching strategies will lead to increased student success. Evidence: Sign-in sheets; evaluation forms; certificates	40%		
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3				
4) Training will be available to all EOC level teachers as needed to implement effective teaching strategies in all core subject areas.	Sp. Ed. Director; Campus Principals	Effective teaching strategies will lead to increased student success. Evidence: Sign in sheets; evaluation forms; certificates	55%		
	Problem Statements: Student Academic Achievement 2				
5) Enhance access to the curriculum using technology through assistive technology computer programs and apps.	Director of Special Education; Principals	Assistive technology will increase Special Ed students' success. Evidence: Student IEPs, instructional arrangement data, state and district assessment data	75%		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) SHARS participation to obtain reimbursement for all allowable services by providers will continue by ensuring effective billing practices.	Director of Special Education; Diagnosticians; Teachers; Paraprofessionals	Efficient and effective SHARS participation increases reimbursements. Evidence: Sign-in sheets, TSBS documents, IEPs			

 = Accomplished  = No Progress  = Discontinue

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause 2**: As state standards have increased, there is more emphasis on individual student growth.

School Processes & Programs
Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3**: Professional development is essential or all staff to efforts to improve our schools.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: 100% of secondary students will receive guidance to acquire knowledge, skills, and competencies necessary for a broad range of college and career opportunities.

Evaluation Data Source(s) 5: 4-year plans; course selection guide, Perkins evaluation

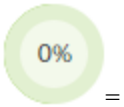
Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) With implementation of HB5, career awareness will continue in the eighth grade at both middle schools and the high school. Kuder will continue to be used to support students in the development of their four-year plans.	Campus Principals; Counselors	Eighth grade students will make informed HB5 endorsement decisions. Evidence: Counselor semester reports	10%		
	Problem Statements: School Processes & Programs 4 **Funding Sources**: 244 - Perkins - 1700.00				
2) Maintain articulation and dual credit agreements with institutions of higher learning, as appropriate.	Asst. Supt, C&I/Technology	Articulation agreements with local institutions of higher learning will lead to increased college readiness. Evidence: Articulation agreements	15%		
	Problem Statements: School Processes & Programs 4				
3) Maintain focus on safety in CTE job-skill courses.	Asst. Supt, C&I/Technology; Teachers	A focus on safety will help ensure safety in our CTE shops.	65%		
4) Continue to explore CTE courses through local partnerships.	Asst. Supt. C&I/Technology	Student participation through local industry partnerships provides valuable real-world work experiences. Evidence: Master Schedule	25%		
	Problem Statements: School Processes & Programs 4				
5) Secondary counselors will continue to shift current roles and responsibilities to reflect the individualized college and career counseling needed to help students select an appropriate endorsement area and monitor course taking progress annually through the use of personalized graduation plans.	High School Curriculum Coordinator; Secondary counselors	Individualized college and career counseling will enable student to be college, career, or military ready. Evidence: Personalized graduation plans.	25%		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Continue to explore CTE, advanced courses, or dual credit courses to support endorsement and distinguished graduation plans.		Providing a variety of CTE, advanced courses, or dual credit courses supports college and career readiness. Evidence: Course selection guide.	30%		
	Problem Statements: School Processes & Programs 4				
7) Provide an opportunity for district eighth graders will attend a career fair and high school sophomores to attend the Southeast Texas Workforce event.	Middle School Curriculum Coordinator; High School counselors; Principals	These events support HB5 and college readiness. Evidence: Field Trip	15%		
	Problem Statements: School Processes & Programs 4				
8) Administer the TSI to interested 10th graders.	High School Curriculum Coordinator	TSI testing supports college and career readiness. Evidence: TSI registrations	100%	100%	100%
	Problem Statements: School Processes & Programs 4 **Funding Sources**: Other Grant Funds - 4000.00				
9) Provide instruction to district grade 8 students to better prepare them for high school, college, and a career (HB18).	Middle School Coordinator; Middle School Principals; Middle School Counselors	HB18 instruction contributes to college, career, and military readiness. Evidence: 2018-2019 middle school master schedules Endorsement Showcase	15%		
	Problem Statements: School Processes & Programs 4				
10) Provide students in Grades 10 through 12 an opportunity to take the Armed Services Vocational Aptitude Battery (ASVAB) test during normal school hours and at a time that limits conflicts with extracurricular activities.	High School Curriculum Coor.	Identified student aptitudes. ASVAB Registrations	100%	100%	100%
11) Continue to provide opportunities for CTE students to prepare for high-wage, high demand careers.	Asst. Supt/Curr & I	Industry certifications	0%		
	Funding Sources: 244 - Perkins - 26952.00				
12) Utilize Region 5 CTE coop services to support CTE teachers and instruction.	Asst. Supt/Curr & I	Participation in Region 5 CTE activities.	0%		
	Funding Sources: 244 - Perkins - 2800.00				



= Accomplished



= No Progress


= Discontinue

Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 4: Continue to increase the quality of the CTE program at Port Neches-Groves ISD. **Root Cause 4**: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: 60% or more of the ELL population will reach or exceed the accountability system safeguard passing requirement in both math and reading.

Evaluation Data Source(s) 6: STAAR Reports, System Safeguard Report

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Incorporate Title III goals and objectives at the campus level. --Educators who serve second-language learners will be provided professional development opportunities. --Teachers will provide on-going individual student assessment to guide instruction. --Provide teachers and parents with resources and information to support their English Language Learners.	ESL Coordinator	Professional development for teachers, on-going individual student assessment to guide instruction, and the use of the ESL teacher will lead to increased student success of English Learners. Evidence: Sign-in sheets; evaluations; lesson plans; documentation of parent attendance at Parent Academies; student assessment data; contact between ESL and Regular Ed teachers	55%		
	Problem Statements: Demographics 1				
2) Provide additional ELPS, ESL certification training, and/or Sheltered Instruction training, as needed.	ESL Coordinator	ELPS, ESL Certification training, and Sheltered Instruction training will help equip teachers with necessary tools to improve the English Learner's success. Evaluation: Sign-in sheets, evaluations	50%		
	Problem Statements: Demographics 1, 3 - Student Academic Achievement 2 - School Processes & Programs 3 **Funding Sources**: 263 - Title III - 5000.00				
3) Provide traveling ESL teachers with appropriate STAAR practice materials.	ESL Coordinator	The use of STAAR practice materials will increase the English Learner's success. Evidence: STAAR practice materials; Report Cards, Testing Data	50%		
4) Utilize data from district screeners, STAAR assessment data, and other curriculum-related assessments to monitor and adjust instruction for ESL students.	ESL Coordinator	Utilizing data from various resources to continually monitor and adjust instruction for English Learners will lead to student success. Evidence: Benchmark scores	55%		
	Problem Statements: Demographics 1 - Student Academic Achievement 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) Encourage campuses to serve ELL students in the Title, at-risk, or lab classes who did not score "Level II: Satisfactory" on a reading and/or math STAAR test.	ESL Coordinator, Campus Principals	Serving EL students in Title, at-risk, or lab classes will lead to student success. Evidence: Student Schedules	60%		
	Problem Statements: Student Academic Achievement 2				
6) Continue to use the iPads as an interactive instructional resource to reach struggling ELL students.	ESL District Specialists, ESL Coordinator	Interactive instructional resources will lead to student success for the English Learner. Evidence: Lesson Plans	55%		
7) Encourage teachers to become ESL certified.	ESL Coordinator	ESL certified teachers can help meet the needs of English Learners. Evidence: Certification records	60%		
8) Review the ESL program to ensure equal opportunities for ESL students across the district.	ESL Coordinator; campus principals	Equal opportunities for ESL students will lead to student success. Evidence: ESL schedules	60%		
	Problem Statements: Student Academic Achievement 2				
9) Continue participation in migrant Shared Services Agreement with Region 5.	ESL Coordinator	Migrant Shared Services Agreement provides services to the migrant population. Evidence: SSA agreement; invoice	100%	100%	100%
	Problem Statements: Student Academic Achievement 2				
10) Utilize Imagine Learning with K-5 students whose English is very limited to help with language acquisition.	ESL Coordinator, ESL District Specialists	Improved language acquisition	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: Student group percentages continue to fluctuate as reflected in district Texas Academic Performance Report (TAPR) data. **Root Cause 1**: Although District percentages are lower than state averages, Hispanic (25.2%), Eco Disadvantaged (38.1%), and ELL (5.3%) groups show consistent increases in the District.
Problem Statement 3: We need more teachers who are ESL certified. **Root Cause 3**: Our percentage of English Learners continues to increase but our number of ESL teachers has not kept up with the increase.

Student Academic Achievement

Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause 2**: As state standards have increased, there is more emphasis on individual student growth.

School Processes & Programs

Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3**: Professional development is essential or all staff to efforts to improve our schools.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 7: The District's general ed programs will provide needed services and support for programs such as Section 504, dyslexia, and RtI.

Evaluation Data Source(s) 7:

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide District Dyslexia Specialist and District Dyslexia Interventionist.	Asst. Supt. Admin. Services	The district Dyslexia personnel will help ensure that the dyslexia program and policies are being followed with fidelity. Evidence: Payroll, Dyslexia Handbook, Dysgraphia Handbook	100%	100%	100%
	Problem Statements: Student Academic Achievement 2				
2) Continue refinement of necessary procedures for district-wide implementation and consistency of Section 504, dyslexia, and RtI.	Asst. Supt. C&I/Technology, Asst. Supt. Adm. Svcs.	Consistent 504, dyslexia, and RtI district procedures will lead to student success. Evidence: Procedure Manuals; district dyslexia program (Dyslexia Intervention Program); district forms	55%		
	Problem Statements: Student Academic Achievement 2				
3) Provide ongoing support to campus personnel for students identified as struggling learners based on special ed assessment, dyslexia students, and Section 504 students.	Program Support Specialist	Providing ongoing support to personnel for struggling learners will lead to student success. Evidence: Meeting notes, semester reports	55%		
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 7 Problem Statements:

Student Academic Achievement
Problem Statement 2: Increased focus needs to be placed on students in special populations including 504, SpEd, ESL, RtI, dyslexia to help them reach expected growth. **Root Cause 2**: As state standards have increased, there is more emphasis on individual student growth.

School Processes & Programs

Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3**: Professional development is essential or all staff to efforts to improve our schools.

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

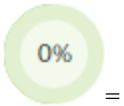
Performance Objective 8: The District's creation of the West Groves Early Learning Center for PreK and PPCD students will provide a safer and more effective learning environment.

Evaluation Data Source(s) 8: Classroom and teacher observations, report cards, and additional data from screeners and curriculum assessments.

Summative Evaluation 8:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide adequate services to special education students in PPCD and provide high-quality teachers and paraprofessionals for these specialized classes.	WGELC Principal	High-quality teachers and paraprofessional in conjunction with adequate services will lead to student success. Evidence: Payroll	60%		
2) Continue to provide a permanent aide per class to assist with classroom routines and structure in order to maximize instructional time.	WGELC Principal	Paraprofessional support will lead to student success. Evidence: Lesson plans, classroom observations	100%	100%	100%
3) Provide a location for intervention time for students who are significantly struggling in a particular area.	WGELC Principal	Intervention time activities will lead to student success for struggling students. Evidence: Classroom and teacher observations; report cards; additional data from screeners, curriculum assessments, and feedback from parents.	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: The attendance rate for all students will be 96.5%.

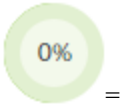
Evaluation Data Source(s) 1: AEIS, PEIMS Summer Submission Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) All campuses will continue to promote campus attendance initiatives.	Campus Principals	Campus attendance initiatives will lead to increased student attendance. Evidence: Student attendance data; documentation of parent contacts	55%		
	Problem Statements: Demographics 2				
2) All campuses will maintain close communication with parents to stress and encourage higher attendance through phone calls and attendance letters.	Campus Principals	Communication with parents is critical to student success. Evidence: Student attendance data; phone logs; attendance letters	55%		
	Problem Statements: Demographics 2				
3) Utilize the court system to enforce student attendance laws.	Principals; Assistant Principals; Student Attendance Coordinator	Enforcing student attendance laws will lead to increased student attendance. Evidence: Student attendance data; documentation of court filings	20%		
	Problem Statements: Demographics 2				
4) Maintain a high school semester/final exemption plan with stated criteria that does not adversely affect attendance reporting.	Campus Principals	Not losing instructional days because of exemptions will help sustain daily ADA at the high school. Evidence: Semester/final exam schedules	65%		
	Problem Statements: Demographics 2				
5) Develop/refine truancy procedures and practices to reduce truancy.	Assistant Superintendent for Student Services	Effective truancy procedures and practices will reduce truancy. Evidence: Truancy records	10%		
	Problem Statements: Demographics 2				
6) Support campus efforts to reduce overuse of discipline practices that remove students from the classroom.	Asst. Supt. Admin. Services	Less loss of instructional time for discipline reasons.	55%		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The current ADA for PN-GISD is 96.3%. **Root Cause 2**: Our district ADA reached its PreHarvey rate of 96.3%, but we continue to strive for higher attendance.

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: PN-GISD faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDExpress evaluations, attendance rosters, security audits

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue district-wide "safety and security" training yearly at the campus level.	Campus Principals	Teacher and staff familiarity with campus safety protocols. Evidence: Sign-in sheets and evaluations	90%		
	Problem Statements: Perceptions 1				
2) Use appropriate technology to monitor safety on campuses and buses.	Campus Principals; Asst. Supt. for Admin. Services; Director of Information Services and Security	Cameras on campuses and on buses will help investigations. Evidence: Videos	65%		
	Problem Statements: School Processes & Programs 1 - Perceptions 1				
3) Utilize information from campus security audits to make necessary changes at campuses.	Superintendent	Information from safety audits will guide the district i providing safer campuses. Evidence: Security audits	0%		
	Problem Statements: Perceptions 1				
4) Provide anonymous online reporting system for campus safety concerns.	Director of Information Services and Security	An online reporting system will provide stakeholders with a way to anonymous report campus safety concerns.	100%	100%	100%
5) Implement safety procedures at the football stadium for home football games.	Asst. Supt. Admin. Services	Increased safety during football games.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands. **Root Cause 1**: The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually needing upgrading.

Perceptions

Problem Statement 1: Building security (all elementary campuses), HVAC and electrical systems (all elementary campuses and the Alternative Education Center), and educational functional and energy inefficiencies (all elementary campuses and the Alternative Education Center) are all deficient by today's standards. In addition, the districtaEUs newer facilities need to be continually evaluated to ensure maximum efficiency **Root Cause 1**: The age of the elementary campuses and the Alternative Education Center contributes to the educational functional and energy inefficiencies.

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: Administration and staff will establish and consistently enforce school and district rules.

Evaluation Data Source(s) 2: PDExpress evaluations, sign-in sheets, Student Code of Conduct, Skyward Discipline Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide district personnel rules and procedures for managing student behavior. --Continue training in crisis prevention/interventions; --Provide adequate counseling for affected students.	Campus Principals; Asst. Supt. Admin. Services	Students will continue to exhibit good behavior and achieve academic success. Evidence: Skyward discipline reports; training sign-in sheets; documentation of counseling services provided	100%	100%	100%
2) Continue targeting drug prevention.	Campus Principals; Counselors	Drug prevention awareness is critical to help students make good choices. Evidence: Campus improvement plans; drug prevention events	50%		
3) Communicate rules and procedures to students, parents, and community.	Campus Principals	Student handbooks posted to campus websites; Student Code of Conduct parent receipt forms	75%		
4) Students will participate in Internet Safety/Cyberbullying prevention activities through a designated Internet Safety Week.	Campus Principals; Asst. Supt, C&I/Technology; Director of Information Services and Safety	Students will practice digital citizenship. Evidence: Learning.com lessons/grade sheets; web page postings; e-mails to faculty	100%	100%	100%
5) In accordance with board policy FFI (Local), monitor campus bullying incidents and maintain an online anonymous bullying report system.	Campus Principals; Assistant Principals Asst. Supt. for C&I/Tech.	All bullying incidents/reports will be investigated. Evidence: Skyward Discipline Reports; Google Sheet for Anonymous reports	75%		
6) Conduct random drug testing for students in grades 9-12 who drive a car to school or participate in extracurricular activities.	High School Principal; Assistant Principals	Random drug testing will help deter incidences of drug use. Evidence: Skyward Discipline Reports	70%		
7) Each campus counselor will serve as liaison for the purpose of identifying students who may be at risk of committing suicide.	Campus Principals	Counselors will actively identify students who may be at risk of committing suicide. Evidence: Counselor documentation	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
8) Review/implement procedures to ensure residency requirements are met for incoming students and identify current students who are not legal residents of the district and enforce through #OneStop registration day.	Assistant Superintendent for Student Services	Enforcing residency requirements will reduce instances of non-residents trying to enroll in the district. Evidence: Residency records, affidavits			


= Accomplished

= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 3: By September 1 of the current school year, 100% of employees working in specific designated assignments will receive current CPR, AED, and concussion training.

Evaluation Data Source(s) 3: PDExpress attendance rosters

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide CPR training to principals, assistant principals, coaches, athletic trainers, PE teachers and aides, band directors, music teachers, choir directors, Special Education teachers, instructional aides, CTE teachers, life skills teachers, cheer sponsors, and drill team sponsors.	Asst. Supt, C&I/Technology	CPR training for identified personnel is critical to loss of life. Evidence: Sign-in sheets and evaluations	60%		
	Problem Statements: School Processes & Programs 7 **Funding Sources**: 199 - General Fund - 500.00				
2) Provide concussion training to all athletic coaches, cheer and drill team sponsors, and nurses on a yearly basis, as needed.	Asst. Supt, C&I/Technology	Concussion training to key personnel is vital to the health and well-being of our students . Evidence: Sign-in sheets and evaluations	100%	100%	100%
	Problem Statements: School Processes & Programs 7				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 7: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions. **Root Cause 7**: Yearly changes in staffing requires an annual review of certifications and updates.

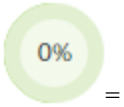
Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 4: By the end of the school year, 100% nurses will be trained to teach CPR and trained in the use of EpiPens.

Evaluation Data Source(s) 4: Certification records

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide CPR instructor certification to newly hired campus nurses, athletic trainers, and nurses needing updates.	Asst. Supt, C&I/Technology	Nurses and athletic trainers must be instructor certified so they can provide CPR updates to necessary personnel. Evidence: Sign-in sheets and evaluations			
	Problem Statements: School Processes & Programs 7				

 = Accomplished  = No Progress  = Discontinue

Performance Objective 4 Problem Statements:

School Processes & Programs
Problem Statement 7: The district will continually ensure that appropriate employees are trained in CPR, AED, and concussions. **Root Cause 7**: Yearly changes in staffing requires an annual review of certifications and updates.

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 5: PN-GISD will maintain the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 5: Sign-in sheets; minutes of meetings; board agenda

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) SHAC membership recommendations and proposed discussion topics will be presented to the school board during the September board meeting each year.	High School Curriculum Coordinator	SHAC committee will be recommendations to the district. Evidence: Sign-in sheets; minutes of meetings; board agenda			
2) SHAC will meet 4 times a year.	High School Curriculum Coordinator	SHAC will provide health guidance to the district. Sign-in sheets; minutes of meetings			

 = Accomplished  = No Progress  = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Instructional technology professional development opportunities will be provided to teachers, staff, and administrators. Opportunities may include campus-based training, online training, face-to-face training; Region 5 workshops, Mobile Mania, TCEA, & Tots for Technology and/or ipadpalooza.	Asst. Supt, C&I/Technology	Faculty, staff and administrators who demonstrate mastery of technology will lead/teach by example with daily use of these skills. Evidence: PDExpress attendance reports; sign-in sheets and evaluations	15%		
	Problem Statements: School Processes & Programs 3				
2) Leadership professional development will be encouraged for all administrators. --Encourage participation at TEPSA and TASSP events. --Region 5 Parent Involvement workshops/speakers --Lead4Ward workshops --GROW Conference --Principal Leadership with Region 5	Asst. Supt, C&I/Technology Asst. Supt, Prof. Svcs.	Leadership professional development will enable instructional leaders to more effectively mentor teachers. Evidence: Sign-in sheets and evaluations	60%		
	Problem Statements: School Processes & Programs 3 **Funding Sources**: 199 - General Fund - 0.00				
3) Provide teachers with instructional professional development opportunities through Responsive Learning, conferences, Region 5 ESC, outside consultants, speakers, etc.,as funds allow.	Asst. Supt, C&I/Technology	Technology staff development equips teachers with instructional technology strategies to use in their instruction. Evidence: Sign-in sheets	45%		
	Problem Statements: School Processes & Programs 3 **Funding Sources**: 244 - Perkins - 3000.00				
4) Promote Professional Learning Communities via social media to empower professional staff to take charge of their own professional development.	Asst. Supt, C&I/Technology	Professional learning communities fosters teacher growth. Evidence: Sign-in sheets, contract	30%		
	Problem Statements: Perceptions 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) Provide yearly trainings/updates, as needed, in the areas of CPI/Handle With Care/Behavior Training, Positive Behavior Supports, Bloodborne Pathogens, Mental Health & Education; Dating Violence, Child Abuse & Other Maltreatment of Children, Sexual Harassment, Suicide Prevention, and Social Media & Educators	Campus Principals; Counselors	Suicide prevention training equips staff with basic knowledge to identify a student in crisis. Evidence: Professional Development Schedules; Sign-In Sheets	100%	100%	100%
	Problem Statements: School Processes & Programs 3				
6) Provide teachers with updated TEKS Resource System training.	Asst. Supt. C&I/Technology; Curriculum Coordinators	TEKS Resource Training will give teachers curriculum tools to ensure student success. Evidence: Sign-in sheets; log in history in TEKS Resource System	10%		
	Problem Statements: School Processes & Programs 3				
7) Provide technology overview training for new personnel during August new teacher inservice in the areas of Skyward EAPLUS, Skyward ERMA, PDExpress, Blackboard webpages, Google, and TEKS Resource System.	Asst. Supt. C&I/Tech.	Introductory knowledge of district electronic programs.	100%	100%	100%
	Problem Statements: School Processes & Programs 3				
8) Provide ELAR training with new textbook and resources.	Curriculum Coordinators	Teacher familiarity with new ELAR TEKS, new textbooks, and resources.	60%	0%	
	Problem Statements: School Processes & Programs 3				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3**: Professional development is essential or all staff to efforts to improve our schools.

Perceptions
Problem Statement 2: The District needs to further develop a culture of collaboration and professional growth among its educational professionals. **Root Cause 2**: Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities

Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 1: Increase parental engagement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Webpages, Remind texts, parent involvement survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Maintain systems of regular communication with parents at the district and campus levels: campus web pages, Remind, newsletters, etc.	Campus Principal; Asst. Supt, C&I/Technology; Superintendent	Regular, varied modes of communication with parents will foster positive parent perceptions. Evidence: District and campus webpages; texts from principals	60%		
	Problem Statements: Perceptions 3				
2) Maintain teacher/classroom web pages to foster and increase communication with parents and the community.	Campus Principals	Updated teacher webpages will foster positive parent perceptions of the district. Evidence: Teacher/classroom webpages	55%		
3) Involve Title I parents in the review and revision of district and campus Title I parent and family engagement policies.	Campus Principals; Asst. Supt, C&I/Technology	Parent engagement in review and revision of Title I parent engagement policies will foster the parent-school relationship. Evidence: District and Campus Parent Involvement Policies; meeting sign-in sheets; minutes of meetings	5%		
	Problem Statements: Perceptions 3				
4) Build capacity for innovative parent engagement activities/family literacy activities at all Title campuses.	Asst. Supt, C&I/Technology, Campus Principals	Innovative parent engagement activities/family literacy activities will foster positive parent perceptions. Evidence: Purchase Orders	60%		
	Problem Statements: Perceptions 3 **Funding Sources**: 211 - Title I-A - 0.00				
5) Provide translated documents both at the district and campus levels into Spanish.	Asst. Supt. C&I/Technology; Campus Principals	Translated information to parents enables parents to understand the information. Evidence: Translated documents	30%		
	Funding Sources: 199 - General Fund - 0.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Provide translation services for communicating with non-English speaking parents.	ESL Coordinator	RTT Mobile phone logs	100%	100%	100%
7) Provide support to parents through innovative parent engagement activities at all Title campuses.	Asst. Supt. C&I/Technology, Title I Campus Principals	Improved capacity for building relationships with parents and the school.	0%	0%	



= Accomplished


= No Progress

= Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 3: Timely communication from teachers/campuses can be a struggle for teachers/campuses. **Root Cause 3**: Generally speaking, people today want things now rather than later with a growing need for instant gratification, especially through online connections. (http://www.bucknell.edu/ communications/bucknell-magazine/instant-gratification-and-its-dark-side.html). Parents want graded work returned more quickly, grades posted faster, instant communication with teachers and schools, etc.

Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 2: Increase the number of school/business partnerships.

Evaluation Data Source(s) 2: Documented partnership activities, ESSA PNP Report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) All administrators will seek and encourage business partnerships with schools to enhance the education of students.	Superintendent	Business partnerships allow schools to provide services/events to students that may otherwise not have been provided. Evidence: Business partnership activities	15%		
2) Continue to partner with local industry in efforts to provide real-world work opportunities to CTE students supported by the Carl Perkins grant.	Asst. Supt, C&I/Technology	Partnerships will provide more real-world work experiences for our students. Evidence: Business partnership activities	5%		
3) Maintain ongoing consultation with Title I, Part A participating private non-profit schools regarding services being provided, if applicable.	Asst. Supt, C&I/Technology	Create an open line of communication between the district and PNPs. Evidence: PNP Letter	0%		



= Accomplished


= No Progress

= Discontinue

Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district's goals.

Performance Objective 3: District and campus committees will meet the required number of times during the year.

Evaluation Data Source(s) 3: Sign-in sheets; minutes of meetings; websites

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Title campuses will hold fall and spring parent meetings to plan and evaluate Title I activities.	Title I Schoolwide Campus Principals	Increased parent participation in planning Title I activities. Evidence: Sign-in sheets; minutes of meetings	65%		
2) SHAC council membership will be updated and approved by the board of trustees. A report will be provided to the board in September.	High School Curriculum Coordinator	Active SHAC committee. Evidence: Board agenda	100%	100%	100%
3) The Title I District Committee will meet twice a year: once in the fall and once in the spring.	Asst. Supt, C&I/Technology	Increased Title I parent participation. Evidence: Sign-in sheets; minutes of meetings	60%		
4) The District Education Improvement Committee will meet a minimum of four times during the year.	Asst. Supt. for Admin. Services	Multiple opportunities for committee participation in an advisory capacity. Evidence: Sign-in sheets; agendas; minutes of meetings	60%		
5) Campus Improvement Committees will meet a minimum of three times a year.	Campus Principals	Sign-in sheets; agendas; minutes of meetings	40%		
6) The CTE Advisory Committee will meet twice a year and will provide advice and assistance to the teachers and administrators of the program with local and Perkins funding initiatives.	Asst. Supt, C&I/Technology	Valuable industry input will be provided through this committee. Evidence: Sign-in sheets; agenda; minutes of meetings	75%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: During the current school year, 100% of campuses and the district will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Source(s) 1: Campus and district CIC/DEIC minutes, sign-in sheets, Plan4Learning

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Campus Improvement Committees and the District Education Improvement Committee will meet regularly and representatives will report to their campuses or representative groups.	Campus Principals; Asst. Supt, C&I/Technology	Improved communicated from the district committee to campuses. Evidence: Minutes of meetings	50%		
2) Site-based committees will receive annual training in the roles and responsibilities of the committee in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization.	Asst. Supt, C&I/Technology	Training will provide knowledge of the roles and responsibilities of the site-based committee. Evidence: Training PowerPoint; sign-in sheets; agenda	100%	100%	100%
3) DEIC will provide input and make recommendations in the areas of planning, budgeting, curriculum, staffing patterns, staff development and school organization.	Asst. Supt, C&I/Technology	DEIC will provide necessary input in the ares of planning, budgeting, curriculum, staffing patterns, and staff development and school organization. Evidence: Minutes of meetings	95%		
4) DEIC will provide for broad-based community participation in the development and evaluation of the district improvement plan.	Asst. Supt, C&I/Technology	Community input. Evidence: Minutes of meetings	10%		
5) The district improvement plan will be aligned to each campus that addresses the particular needs of the school and community.	Campus Principals	Campus and district planning alignment. Evidence: Campus plans approved by the board of trustees	100%	100%	100%
6) Every two years (odd years, Spring 2015, 2017, etc.) the site-based committees will evaluate their SBDM experience with respect to policies, procedures, and staff development activities related to the district and campus decision making to ensure they are effectively structured to positively impact student achievement.	Asst. Supt. for Admin. Services; Asst. Supt, C&I/Technology	Survey data will be used to monitor and adjust district procedures related to site-based decision making committees. Evidence: Survey results	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
7) District and campuses will conduct yearly Comprehensive Needs Assessment and report results in Plan4Learning web-based planning system.	Principals Asst. Supt. for Curr. & Inst/Tech.	Comprehensive needs assessments will drive all campus and district planning. Evidence: Completed CNA in all plans.	65%	100%	100%
8) To best meet the needs of the district as identified in the comprehensive needs assessment, ensure coordination among federal, state, and local services and programs.	Superintendent Asst. Supt. Curr & Inst/Tech Business Manager	Coordination of federal, state, and local services and programs. Evidence: Skyward reports	0%		
9) In accordance with Port Neches-Groves ISD's comprehensive needs assessment and CFR-200 (Sec. 200.459), the district will contract for professional and consultant services with SAFE Services LLC to provide technical assistance related to specified federal programs in order to maintain efficiency and compliance.	Asst. Supt. C&I/Tech	Efficiency and compliance related to specified federal programs.	100%	100%	100%
	Funding Sources: 211 - Title I-A - 14000.00, 255 - Title II-A/TPTR - 2280.00, 263 - Title III - 4338.00, 263 - Immigrant - 320.00, Title IV redirected to Title I - 1075.00, 244 - Perkins - 1650.00				



= Accomplished


= No Progress

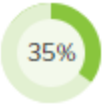
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Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 2: During the current school year, PN-GISD will recruit, retain, and develop a 100% qualified staff in the academic core subject areas that proactively engages students for success.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Maintain a district website that reflects an accurate depiction of the Port Neches-Groves ISD--traditions, accountability, available services, etc.--in an effort to attract quality staff to the district.	Asst. Supt. for C&I/Technology	The district website will accurately depict PN-GISD and provide necessary information to attract quality staff. Evidence: Accurate, up-to-date information on district website.			
2) Expand recruitment activities to ensure 100% of personnel are qualified in all positions, especially at the secondary level in critical teacher shortage areas: job fairs, posting vacancies through online software, and maintaining active employment webpage.	Asst. Supt. for Admin. Services; Campus Principals	Expanded recruitment activities will attract qualified personnel. Evidence: Number of online applications completed; active/updated employment page			
	Problem Statements: School Processes & Programs 3				
3) Maintain an effective teacher mentoring system to retain qualified staff. Teachers with 0-2 years experience will be given the book, The First Years Teacher Survival Guide, by Julia G. Thompson, which provides ready-to-use strategies, tools, and activities for meeting the challenges of each school day.	Asst. Supt, C&I/Technology; Curriculum Coordinators	Provide adequate support to new teachers. Evidence: Mentor assignments; mentor conference logs; mentor evaluations			
4) Analyze new hires and reassignments with regard to certifications, testing, staff development, and service records.	Asst. Supt. for Admin. Services; Campus Principals	All new hires and reassignment decisions will be made with regard to certifications, testing, staff development, and service records. Evidence: Personnel files; professional development records; teacher interviews			
	Problem Statements: School Processes & Programs 3				
5) Assist teachers in maintaining or attaining certification through alternative programs, coursework, and TExES testing.	Asst. Supt. for Admin. Services; Campus Principals	Certified teachers will be hired. Evidence: Personnel files; professional development records			
	Problem Statements: School Processes & Programs 3				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Provide professional development for instructional aides, as needed.	Asst. Supt. for Admin. Services; Campus Principals	Professional development for paraprofessionals will give them the skills necessary to adequately carry out their job duties. Evidence: Professional development records	45%		
	Problem Statements: School Processes & Programs 3				
7) Conduct new employee orientation and training.	Asst. Supt. for Admin. Services; Asst. Supt, C&I/Technology	New employees will receive all necessary training during employee orientation. Evidence: New teacher orientation sign-in sheets; agenda	100%	100%	100%
	Problem Statements: School Processes & Programs 3				
8) Fully implement T-TESS with the student growth component.	Superintendent; Asst. Supt. for Admin. Services; Asst. Supt. for C&I/Technology; Campus Principals; Asst. Principals	T-TESS evaluations will be used as an opportunity to coach/mentor teachers. Evidence: Walkthroughs, evaluation rubrics, documentation provided to TEA; portal logins; T-TESS Cube Registration/Certificates	100%	100%	100%
	Problem Statements: School Processes & Programs 3 **Funding Sources**: 199 - General Fund - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

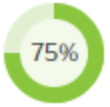
School Processes & Programs
Problem Statement 3: Teachers, administrators, and instructional aides need continual opportunities for staff development. **Root Cause 3**: Professional development is essential or all staff to efforts to improve our schools.

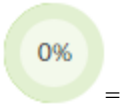
Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 3: During the current school year, PN-GISD will provide meals to all campuses through the Texas Department of Agriculture's National School Lunch and Breakfast programs.

Evaluation Data Source(s) 3: Monthly free and reduced percentage reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Use the Direct Certification and Contracting Entity match reports from the TX-UNPS database to identify additional students who may qualify for free and reduced-price meals.	Director of Child Nutrition	Increased identification in number of students who qualify for free and reduced-price meals. Evidence: Monthly free and reduced percentage records			
2) 100% Child Nutrition staff will attend trainings that will enable us to stay informed of the current regulations within our program so that we can better serve the district.	Director of Child Nutrition	Current regulations in the Child Nutrition program will be implemented to better serve the students. Evidence: Sign-in sheets			

 = Accomplished  = No Progress  = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 4: District has and will continue to strive to be an advocate for all foster children and homeless children of the district and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Designate a district PN-GISD point-of-contact person whose responsibilities will include ensuring streamlined communication and collaboration with the child welfare point of contact; the smooth implementation of the provisions of the Every Student Succeeds Act, and if a school change is warranted, smooth transitions of children by connecting them with their new school communities.	Superintendent	Foster children will have necessary resources to be successful. Evidence: Employment Contract	100%	100%	100%
2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin.	Assistant Supt. Student Services	Each foster child's case will be evaluated on its own merit. Evidence: On-going evaluation of Foster Care cases that are identified by the district.	100%	100%	100%
3) Consider the following factors in determining the foster child's best interest: preferences of the child, child's parents and/or education decision-maker; the safety of the foster child; the child's attachment to the school of origin; the placement of siblings; the special needs of the foster child; the history of school transfers and district transfer policy, and the effect of the commute on the child's well-being and education.	Assistant Supt. Student Services	All decisions made on behalf of the foster child will be made in the child's best interest. Evidence: On-going evaluation of Foster Care cases that are identified by the district.	100%	100%	100%
4) Fully collaborate with the state and/or local child welfare agency to develop and implement clearly written procedures governing how transportation to maintain children in foster care in their school of origin, when in their best interest, will be provided, arranged, and funded.	Assistant Supt. Student Services	Transportation for foster children will be provided, arranged, and funded. Evidence: Certificate of attendance at yearly Foster Care & Student Success Collaboration Meeting at Region 5. District Foster Care Notification Letter	100%	100%	100%

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) Determination of additional transportation costs to transport a student shall be made at least on the following factors: the district's student transportation policy; whether the student in foster care is eligible for transportation from the district for some other reason, such as a disability; the district's calculation of a standard cost of transportation for students who are not otherwise eligible for transportation; the district's estimated administrative costs involved in the logistics of providing transportation.	Assistant Supt. Student Services	Clear, written procedures for how transportation to maintain a student in foster care in his or her school of origin will be provided, arranged, and funded. Yearly Foster Care assurance letter submitted in eGrants.	100%	100%	100%
6) In accordance with ESSA, Section 1113(c)(3)(A), PN-GISD will provide services to homeless students with Title I, Part A funds to support the enrollment, attendance, and success of homeless children and youth at campuses not serviced by Title I, Part A. Such services will be comparable to those provided to children in schools funded by Title I, Part A funds.	Asst. Supt. C&I/Technology	Homeless students' instructional needs met.	100%	100%	100%
	Funding Sources: 211 - Title I-A - 500.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: During the current school year, the district will provide technology services required to implement all district initiatives.

Evaluation Data Source(s) 1: Service/ticket database, minutes of BYOD meetings, network reports, TTF agendas and meeting minutes.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide technical assistance to all PN-GISD staff in a timely and efficient manner.	Director of Information Services, Asst. Supt, C&I/Technology	Technical assistance provided in a timely and efficient manner. Evidence: Service "ticket" database reports; ERate funding	65%		
	Problem Statements: School Processes & Programs 1, 2				
2) Continue to increase coverage and bandwidth of the district wireless capabilities.	Director of Information Services	The district's bandwidth will adequately meet the wireless needs of the district. Evidence: Network reports on bandwidth usage	0%		
	Problem Statements: School Processes & Programs 1				
3) Document services of the Help Desk position to assist teachers and staff with technology issues.	Director of Information Services	The technology Help Desk will resolve technology issues, as requested. Evidence: Service "ticket" database reports	0%		
4) Manage original 1:1 laptop program for grades 6-12.	Director of Information Services; Campus Principals	The aging laptop program ad grades 6-12 will be maintained. Evidence: Teacher, student, parent feedback; district database records	5%		
	Problem Statements: School Processes & Programs 2				
5) Re-evaluate and upgrade video distribution.	Director, Information Services	Adequate video distribution will be maintained. Evidence: Administrator, teacher, and student feedback	0%		
	Problem Statements: School Processes & Programs 2				
6) Upgrade bell systems on all campuses.	Director, Information Services	Bell systems will be upgraded, as needed. Evidence: Administrator, teacher, and student feedback	0%		
	Funding Sources: 199 - General Fund - 0.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
7) Implement new procedures necessary to protect our sensitive data including, but not limited to, network logins, user account security, and monitor data access.	Dir. Information Services, Network Mgr.	Lessened data system attacks.	10%	0%	
	Problem Statements: School Processes & Programs 8				
8) Add Chromebooks to CTE programs giving preference to industry-based certification opportunities through Perkins grant funds.	Asst, Supt/ Curr & Inst/Techn.	Providing current technology for certification attainment.	15%		
	Problem Statements: School Processes & Programs 4 **Funding Sources**: 244 - Perkins - 18500.00				



= Accomplished


= No Progress

= Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current coverage and bandwidth of the District wireless network must continually be upgraded to support District wireless ever-increasing demands. **Root Cause 1**: The number of wireless devices that connect to the district network continues to increase. Apps continue to require more bandwidth. Speed and dependability require continual maintenance of our network. BOYD allows for an unknown number of simultaneous connected wireless devices to the network. Wireless devices such as phones, laptops, tablets, clock systems, and security systems are continually needing upgrading.
Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). **Root Cause 2**: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.
Problem Statement 4: Continue to increase the quality of the CTE program at Port Neches-Groves ISD. **Root Cause 4**: Changes in the workforce landscape requires us to provide the most relevant career and technical education opportunities to our students.
Problem Statement 8: Attacks on our data systems are increasing at an alarming rate. **Root Cause 8**: The selling and distributing of an institution data has become a lucrative endeavor. Data security is at the forefront of technology responsibilities. It is essential that we, as a district, implement all procedures necessary to protect our sensitive data. This will include, but not be limited to, network logins, user account security, and monitor data access. We need to stay very alert to all of our business and student information access as these are critical data information areas.

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: PN-GISD students will demonstrate technology competencies and participate in district technology initiatives.

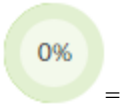
Evaluation Data Source(s) 2: K-5 technology booklets submitted by teachers, STaR Chart data, course selection guide, Learning.com reports (K-8).

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Demonstrate mastery of Technology Applications TEKS at all grade levels. --Continue use of Learning.com for K-8 campuses. --Continue technology assessment for 8th graders each spring.	Asst. Supt, C&I/Technology	Students will demonstrate proficiency of TA TEKS. Evidence: EasyTech grade reports	15%		
	Problem Statements: School Processes & Programs 2				
2) Prepare high school students for their future with a background in using multiple software applications for numerous learning purposes. --Yearly evaluation of high school technology applications courses and curriculum. --Encourage recruitment of technology courses when feasible.	High School Principal; High School Curriculum Coordinator	Relevant software applications, and technology applications courses will be available for students. Evidence: Course selection guide	20%		
3) Participate in Internet Safety and Cyber bullying prevention activities. --Promote and participate in an Internet Safety week across the district. --Yearly review of Internet Safety/Cyberbullying curriculum.	Asst. Supt, C&I/Technology	Students will participate in Internet Safety and Cyberbullying prevention activities. Evidence: Lesson plans; K-5 technology booklets	100%	100%	100%
4) Provide Gale Group research database at all campuses.	Asst. Supt, C&I/Technology, Campus Librarians	Increased technology research tools for students. Evidence: Database	100%	100%	100%
5) Purchase additional iPads and Chromebooks for student use as funds allow.	Assistant Superintendent for C&I/T	Increased opportunities for students to access mobile devices. Evidence: Inventory records	5%		
	Problem Statements: School Processes & Programs 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). **Root Cause 2**: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: PN-GISD faculty, staff, and administration will demonstrate mastery of technology competencies.

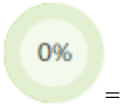
Evaluation Data Source(s) 3: Sign-in sheets of training

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide opportunities for teacher collaboration and preparation. --Continue to provide support to elementary technology aides and secondary technology specialists. --Encourage development and/or creation of interdisciplinary web-based projects with technology integration facilitated by the campus technology specialist (Grades 6-12).	Asst. Supt. for Admin. Services; Asst. Supt, C&I/Technology	Faculty, staff, and administrators who demonstrate mastery of technology proficients will lead/teach by example with the daily use of these skills. Evidence: Personnel; lesson plans	20%		
	Problem Statements: School Processes & Programs 2 - Perceptions 2				
2) Continue use of technology hardware and software provided by the district. --Encourage updated classroom web pages. --Integrate bond technology hardware into classroom instruction. --Continue to use data disaggregation software (DMAC) to make data-driven decisions. --Continue to use district software and applications: iStation, Think Through Math, Brain Pop, Star Reading, Star Math, etc.	Campus Principals	The use of technology hardware and software will positively impact student success and parent perceptions. Evidence: Teacher webpages; lesson plans; DMAC reports	20%		
	Problem Statements: School Processes & Programs 2				
3) Encourage technology certification through State Board of Educator Certification.	Campus Principals; Curriculum Coordinators	Encouraging technology certification results in teachers being better equipped to meet the technology needs of their students. Evidence: SBEC documentation	0%		
4) Purchase additional iPads for teachers at Title campuses if funds allow.	Technology Director	Additional Ipads allows for additional use of technology in learning. Evidence: Invoices	15%		
	Problem Statements: School Processes & Programs 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: District technology resources need to adhere to curriculum requirements and client demands (iPads, Chromebooks, BYOD, Google applications, phone systems, security camera systems, video distribution systems, bell systems, online testing). **Root Cause 2**: Educational processes, along with social trends, continue to increase the utilization of technology resources. New technological advances require districts to place resources in the hands of the students and educators.

Perceptions
Problem Statement 2: The District needs to further develop a culture of collaboration and professional growth among its educational professionals. **Root Cause 2**: Research indicates that student achievement increases substantially in schools where collaborative work cultures foster a professional learning community among teachers and others. With the PLCaEUs continuous focus on improving instructional practice in light of student performance data and standards and staff development support, student achievement will increase. Formal professional communities

State Compensatory

Budget for District Improvement Plan:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6118.00.699.0.24.0.00	6118 Extra Duty Stipend - Locally Defined	$87,000.00
199.11.6118.34.699.0.24.0.00	6118 Extra Duty Stipend - Locally Defined	$10,000.00
199.23.6118.00.699.0.24.0.00	6118 Extra Duty Stipend - Locally Defined	$12,000.00
199.23.6128.00.699.0.24.0.00	6128 Overtime Pay - Locally Defined	$3,100.00
199.11.6141.34.699.0.24.0.00	6141 Social Security/Medicare	$150.00
199.23.6141.00.699.0.24.0.00	6141 Social Security/Medicare	$185.00
199.11.6144.00.699.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$5,800.00
199.11.6144.34.699.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$700.00
199.11.6146.00.699.0.24.0.00	6146 Teacher Retirement/TRS Care	$400.00
199.11.6146.34.699.0.24.0.00	6146 Teacher Retirement/TRS Care	$350.00
199.23.6146.00.699.0.24.0.00	6146 Teacher Retirement/TRS Care	$100.00
	6100 Subtotal:	**$119,785.00**
6200 Professional and Contracted Services		
211.21.6291.00.871.0.24.0.00	6291 Consulting Services	$13,568.00
	6200 Subtotal:	**$13,568.00**
6300 Supplies and Services		
199.11.6399.00.699.0.24.0.00	6399 General Supplies	$3,000.00

Account Code	Account Title	Budget
211.11.6399.00.871.0.24.0.00	6399 General Supplies	$1.00
211.61.6399.00.871.0.24.0.00	6399 General Supplies	$6,784.00
	6300 Subtotal:	**$9,785.00**

District Education Improvement Committee

Committee Role	Name	Position
Classroom Teacher	Annette Meier	High School Teacher
Classroom Teacher	Brnady Roy	High School Teacher
Classroom Teacher	Laura Haycock	High School Teacher
Classroom Teacher	Julie Latiolais	AEC Teacher
Classroom Teacher	Lauren Lovejoy	GMS Teacher
Classroom Teacher	Becky Wilson	PNMS Teacher
Classroom Teacher	Brittany Novich	GE Teacher
Classroom Teacher	Denise White	PNE Teacher
Classroom Teacher	Angie Melancon	Ridgewood Teacher
Classroom Teacher	Donna Cole	Taft Teacher
Classroom Teacher	Andrea Miller	Van Buren Teacher
Classroom Teacher	Charlene Cobb	Woodcrest Teacher
Special Populations	Kristi Abshire	Elementary Special Populations
Special Populations	Cindy Gale	Middle School Special Populations
Special Populations	Lisa Seaux	High School Special Populations
Administrator	Staci Gary	Elementary Principal
Administrator	Greg Sims	Middle School Administrator
Administrator	Jon Deckert	High School Administrator
Support Professional	Paisley Ware	Elementary Counselor
Support Professional	Amber Comeaux	Middle School Support - Nurse
Support Professional	Irene Baize	HS Support Professional - Nurse
Community Representative	Morgan Jones	Port Neches Community Representative

Committee Role	Name	Position
Community Representative	Damaso Sosa	Groves Community Representative
Business Representative	Mike Spencer	Business Member
Business Representative	Charity Cavazos	Business Representative
Parent	Jennifer Sabatelli	Area Council PTA - Port Neches
Parent	Heather Abshire	Area Council PTA - Groves
Parent	Deedra Young	WGELC Parent
Parent	Lindsey Bishop	Taft Parent
Parent	Randi Kilkinney	Van Buren Parent
Parent	Chrissey Clark	Ridgewood Parent
Parent	Sabrina Faulk	Woodcrest Parent
Parent	Katrina Brent	Port Neches Elementary Parent
Parent	Kelly Barrett	Groves Elementary Parent
Parent	Misty Ferguson	PNMS Parent
Parent	Nola Hall	GMS Parent
Parent	Brett Reeves	PNGHS Parent

District Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	2			$0.00
3	3	1			$500.00
4	1	2			$0.00
5	1	5			$0.00
6	2	8			$0.00
7	1	6			$0.00
				Sub-Total	$500.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$731,385.00
1	1	7			$26,980.00
5	1	4			$0.00
6	1	9			$14,000.00
6	4	6			$500.00
				Sub-Total	$772,865.00

255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$148,423.00
6	1	9			$2,280.00
				Sub-Total	$150,703.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			$28,499.00
1	6	2			$5,000.00
6	1	9			$4,338.00
				Sub-Total	$37,837.00

244 - Perkins

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1			$1,700.00
1	5	11			$26,952.00
1	5	12			$2,800.00
4	1	3			$3,000.00
6	1	9			$1,650.00
7	1	8			$18,500.00
				Sub-Total	$54,602.00

Other Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	8			$4,000.00
				Sub-Total	$4,000.00

Title IV redirected to Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			$55,011.00
6	1	9			$1,075.00
				Sub-Total	$56,086.00

SERV Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			$9,915.00

SERV Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$9,915.00

263 - Immigrant					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$19,571.00
6	1	9			$320.00
				Sub-Total	$19,891.00
				Grand Total	$1,106,399.00

Addendums

Priority for Service (PFS) Action Plan
for Migrant Students

The Priority for Service (PFS) Action Plan is a required program activity for the Migrant Education Program. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority for Service (PFS) §1304 (d) of Elementary and Secondary Education Act (ESEA) as amended by Every Student Succeeds Act (ESSA).

The Priority for Service Report on NGS must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

PFS Criteria Summary

RECENT QUALIFYING MOVE
Student who have made a qualifying move during the previous or current reporting period (within the previous 1-year period);

+

FAILING OR MOST AT RISK OF FAILING		
Student who are failing, or at risk of failing, to meet the challenging State academic standards; or have dropped out of school.		
Grade Level	**Grade Level**	**Grade Level**
K-3	**3-12 and UG**	**7-12, OS, UG**
Must have at least one of the following designations: - LEP/EL - Over age - Retained	Must have received a state assessment score/designation of: - Failed - Absent - Exempt - Not Enrolled - Not Tested	Must have been designated as a drop out student on NGS: - The Drop Out indicator and date are linked to each history line.

The following document is provided by TEA for districts to help document efforts that are being conducted on behalf of Priority for Service students. It contains all of the required components as described in Part 4 of the ESSA Application in the Provisions and Assurances, but also allows room for districts to add additional activities. Each district's plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.

NOTE: This document can be obtained electronically in MS Word format from the regional ESC MEP Coordinator.

School District: Port Neches-Groves ISD	Priority for Service (PFS) Action Plan	Filled Out By: Brenda Thompson
Region: 05	School Year: 2019 - 2020	Date: 8/01/2019

Note: *Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the district improvement plan as a separate section appropriately labeled or identified (e.g., "Migrant PFS Action Plan Section"), rather than integrating the action plan elements with other DIP sections that focus on other student population groups (e.g., Bilingual, ESL, economically disadvantage).*

Goal(s):	Objective(s):
To give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. Priority shall be given to children who are on the PFS Monthly Report from NGS and documentation kept to track progress towards student success.	To assist all PFS students with the necessary supplemental services per the identified need. All PFS students will be served accordingly and documentation of efforts made towards achieving student success will be kept on file for review by the state agency.

Required Strategies	Timeline	Person(s) Responsible	Documentation
Monitor the progress of MEP students who are on PFS.			
▪ Monthly, run NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services**.**	Monthly	ESC MEP Staff	NGS Priority for Service Report
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	August 2019	ESC MEP Staff	LEA PFS Action Plans
Additional Activities			
▪ ESC MEP Staff will contact LEA with PFS Report findings and to request student information/LEA will submit requested information to ESC for review and coordinate with the ESC to provide the needed service per identified need.	Monthly	ESC MEP Staff / LEA MEP Contact	NGS Priority for Service Report/ESC PFS Contact Log/Individual PFS Progress Review

Required Strategies	Timeline	Person(s) Responsible	Documentation
Communicate the progress and determine needs of PFS migrant students.			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated NGS Priority for Service reports.	Aug.2019 – June 2020	ESC MEP Staff	LEA PFS Requirement Acknowledgement Form/Email/PFS Criteria/NGS PFS Report
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide parents of PFS information on the Priority for Service criteria.	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
▪ During the academic calendar, the district's Title I, Part C Migrant Coordinator or MEP staff will make individualized home and /or community visits to update parents on the academic progress of their children.	Aug. 2019 – June 2020	ESC MEP Staff	ESC PFS Contact Log/ Home Visit Parent Acknowledgement Form / Individual PFS Progress Review
Additional Activities			
▪ During the academic calendar, the Title I, Part C Migrant Coordinator or MEP staff will provide information on the Priority for Service criteria to parents at one of three Regional PAC Meetings held during the academic year.	Fall Regional PAC Meeting	ESC MEP Staff	Regional PAC Meeting Agenda, Meeting Minutes & Sign-in Sheet
Provide services to PFS migrant students.			
▪ The district's Title I, Part C migrant coordinator or MEP staff will use the PFS reports to give priority placement to these students in migrant education program activities.	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review

▪ The district's Title I, Part C migrant coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Aug. 2019 – June 2020	ESC MEP Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review
▪ The district's Title I, Part C migrant coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Aug 2019 – Aug 2020	ESC MEP Staff / LEA MEP Contact	Individual PFS Progress Review / ESC MEP Directory
Additional Activities			
▪ Identified OSY will receive priority access to services, social workers and community social services/agencies as required per identified need.	Year-round	ESC MEP OSY Staff / LEA MEP Contact	NGS PFS Report / Individual PFS Progress Review / Home Visit OSY Acknowledgement Form

LEA Signature	Date Completed	ESC Signature	Date Received

2019-2020 Identification and Recruitment (ID&R) Plan
For Region 5 MEP and Region 5 SSA Members

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS		
A. <u>Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters. Attend ID&R and NGS training offered by ESC – Designated SEA Reviewers.</u> COEs for new school year cannot be completed until training has occurred or as determined by TEA.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	To be determined by TEA. NGS training to be determined
B. <u>Other- Attend follow-up trainings for ID&R and NGS</u> Follow-up trainings and technical assistance will be provided by the ESC for ID&R and NGS.	**Staff:** All recruiters and Designated SEA Reviewers for the Migrant Education Program (MEP)	As needed throughout the year
II. IDENTIFICATION & RECRUITMENT		
A. <u>Meet with all ID&R Staff.</u> Meet with Designated SEA Reviewers, recruiters, and clerks to brainstorm and plan recruitment strategies to include in ID&R Plan.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
B. <u>Finalize all forms, documents, logs.</u> Disseminate and train on all forms, logs, etc. that will be used by MEP ID&R staff.	**Staff:** MEP administrators, recruiters and Designated SEA Reviewers for the MEP	By August 29
C. <u>Make recruiter assignments.</u> Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migrant families.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	By August 29
D. <u>Conduct ID&R.</u> ***Potentially Eligible Migrant Children*:** Contact potentially eligible migrant families using door-to- door recruitment efforts, by conducting family surveys, during school registration, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs as needed. ***Currently Eligible Migrant Children*:** Contact families of currently eligible migrant students to determine if new qualifying moves have occurred. Complete new COEs as needed. **Note:** Share copies of COEs with appropriate entities as listed on COE.	**Staff:** MEP recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout year – potentially eligible children Make initial outreach efforts by September 30.
E. <u>Complete COEs.</u> Recruiter completes COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE and COE SDF to Designated SEA Reviewer for review.	**Staff:** MEP recruiters	Within **5** working days of parent signature
F. <u>Review of COEs.</u> Designated SEA Reviewer reviews COE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE and COE Supplemental Documentation Form to recruiter if additional information is needed. Submit to NGS Terminal Site after eligibility review is completed. • NGS Data Specialist is to enter data from each child's COE into the New Generation System (NGS) per the timeline. Copy of COE will be provided to PEIMS for coding – only after a child is encoded on NGS.	**Staff:** Designated SEA Reviewers NGS staff	Within **7** working days of parent signature.
G. <u>Conduct residency verification.</u> Verify continued residency for all currently eligible migrant children who have not made a new qualifying move (QAD) during the current reporting period.	**Staff:** MEP recruiters	Between Sept. 1 and Nov. 1. For 2 yrs. old turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	INDIVIDUALS RESPONSIBLE	TIMELINE
III. MAPS AND INTRAREGIONAL NETWORKING		
A. Make contact with potential growers. Make recruiter assignments for contacting growers within district's boundaries regarding hiring practices, crops, and growing seasons.	**Staff:** All recruiters and Designated SEA Reviewers for the MEP	Contact all growers within the district boundaries by November 1.
B. Develop calendar and maps. Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migrant families reside.	**Staff:** MEP administrators and recruiters	By December 1 and update on ongoing basis throughout the year
C. Other: Update Google Map Update Google Maps of Region 5 ID&R Locations as needed to document visited locations for ID&R.	**Staff:** MEP administrators And recruiters	Update on ongoing basis throughout the year
IV. INTERAGENCY COORDINATION		
A. Network with agencies that serve migrant families. Coordinate/network with local/regional organizations that provide services to migrant workers and their families by meeting with staff and sharing information with entities listed on the back of the COE.	**Staff:** MEP administrators and recruiters	Make initial outreach efforts by September 30 and continue ongoing efforts throughout the year
B. Other- Network and Coordinate with Other Educational Programs Ensure cross-program collaboration with other educational programs that provide services to all students.	**Staff:** MEP administrators And program specialists	Make initial outreach efforts By September 30 and Continue ongoing efforts throughout the year
V. QUALITY CONTROL		
A. Written quality control procedures. Develop written procedures that outline ID&R quality control within the LEA/ESC.	**Staff:** MEP administrators, recruiters, Designated SEA Reviewers and other MEP staff.	By August 29
B. Eligibility review. Forward COEs with more than one required eligibility comment to ESC for review. Follow protocol for COEs that warrant further review by ESC and/or State MEP as outlined in the ID&R Manual.	**Staff:** Designated SEA Reviewers; MEP administrators; and ESC MEP contact, when appropriate	Ongoing throughout the year
C. Monitor and address ongoing training needs for ID&R. Work with regional ESC to provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	**Staff:** All MEP staff	As needed throughout the year
D. Maintain up-to-date records on file. Maintain updated active and inactive records. File COEs in alphabetical order by current mother's last name [Heading Section of COE, number (4)] and retain records for seven (7) years from the date eligibility ends.	**Staff:** All MEP staff	Ongoing throughout the year
E. Coordinate with ESC for annual eligibility validation. Eligibility of previously-identified children are randomly selected for validation through a re- interview process per instructions set forth by TEA.	**Staff:** ESC, MEP staff	January – June
VI. EVALUATION		
REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT	**INDIVIDUALS RESPONSIBLE**	**TIMELINE**
A. Evaluate ID&R efforts for subsequent planning. Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement.	**Staff:** All MEP staff **Others**: Local Migrant Parent Advisory Council (PAC), etc.	Quarterly and final review by June 30

Port Neches-Groves Independent School District

Districtwide Education Improvement Committee

	Sept. 4, 2019	Signature
Classroom Teachers		
Annette Meier	High School	
Brandy Roy	High School	
Laura Haycock	High School	
Julie Latiolais	Alternative Center	
Lauren Lovejoy	Groves Middle	
Becky Wilson	Port Neches Middle	
Brittany Novich	Groves Elementary	
Denise White	Port Neches Elementary	
Angie Melancon	Ridgewood Elementary	
Donna Cole	Taft Elementary	
Andrea Miller	Van Buren Elementary	
Charlene Cobb	Woodcrest Elementary	
Special Populations		
Kristi Abshire	Elementary Level	
Cindy Gale	Middle School Level	
Lisa Seaux	High School Level	
Administrators		
Staci Gary	Elementary School Level	
Greg Sims	Middle School Level	
Jon Deckert	High School Level	
Support Professionals		
Paisley Ware	Elementary School Level	
Amber Comeaux	Middle School Level	
Irene Baize	High School Level	
Community		
Morgan Jones	Port Neches	
D. Sosa	Groves	
Business		
Mike Spencer	Port Neches	
Charity Cavazos	Groves	
Parents		
Jennifer Sabatelli	Area Council Rep - Port Neches	
Heather Abshire	Area Council Rep. - Groves	
Deedra Young	WGELC	
Lindsey Bishop	Taft	
Randi Kilkenny	Van Buren	
Chrissey Clark	Ridgewood	
Sabrina Faulk	Woodcrest	
Katrina Brent	Port Neches Elementary	
Kelly Barrett	Groves Elementary	
Misty Ferguson	Port Neches Middle School	
Nola Hall	Groves Middle School	

Brett Reeves	PNG High School	
Administration		
Dr. Brenda Duhon	Asst. Superintendent	
Julie Gauthier	Asst. Superintendent	
Crystal Werkheiser	High School Curriculum	
Tanya Davis	Middle School Curriculum	
Roxanne Ferguson	Elementary Curriculum	
Misty Higgins	Director Special Education	

Port Neches-Groves Independent School District

Port Neches-Groves High School

2019-2020

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness

Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

Port Neches-Groves ISD is committed to a tradition of excellence in education. The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

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Comprehensive Needs Assessment

Needs Assessment Overview

High School Student Achievement Strengths:

PNGHS scored at or above the state and region in all EOC grades/subjects. Algebra, Biology, and U.S. History EOC scores are areas of strength.

Sections of Advanced Courses Remains Steady: Port Neches–Groves High School offered 51 sections of Advanced, Pre-AP, AP and dual credit classes. Most students enrolled in AP classes earn college credit through college co-enrollment where possible rather than taking the AP exam. We would like to encourage more students to take the AP exam.

Completion Rate/Dropout Rate: PNG High School has a 4-year graduation rate of 95.3% (Class of 2017) and a 5-year rate of 96.1% (Class of 2016). Also indicated is a low dropout rate of 0.08%. We will continue to work to keep our completion rate high and dropout rate low.

Student Achievement Areas of Concern:

Increasing the number of scores at Meets and Masters Level continues to be a target in all subject areas. Additional targeted support is needed in the following areas: Asian Academic Achievement in ELA/Reading, Special Education Academic Achievement in Reading, Math, and Graduation Rate.

Demographics

Demographics Summary

Port Neches-Groves High School had a student population of 1,477 during the 2018-2019 school year with 2.57% ELL, 26.2% Economically Disadvantaged, and a Mobility Rate of 9.0.

Last reported daily attendance rate was 94.78%.

Ethnic Distribution (2017-2018):

- African American 3.4 %
- Hispanic 23.5 %
- White 65.0 %
- American Indian 0.1 %
- Asian 5.7 %
- Two or More Races 2.3 %

Demographics Strengths

- Consistently good student behavior.
- Consistently good attendance rate.
- Have a permanent ESL specialist on the campus..
- Hired a Vietnamese speaking teacher
- Increased the number of inclusion sections on campus as the students moved up a level.
- Designated a campus 504 coordinator
- Continued Content Mastery to help with SPED, ESL, and 504 Students
- Added 5 certified ESL teachers (4 core teachers, and 1 admin)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special Education Students did not meet Academic Achievement of 19% passing rate in Reading. **Root Cause**: We need to provide more opportunities in our English classes.

Problem Statement 2: Special Education Students did not meet Academic Achievement of 23% passing rate in Math. **Root Cause**: We need more students

in inclusion math classes.

Problem Statement 3: Special Education Students did not meet Academic Achievement of 90% graduation rate. **Root Cause**: Summer school's rule of need a 60 in a class to attend has been changed to a 50 last school year.

Problem Statement 4: Asian students did not meet Academic Achievement of 74% passing rate in ELA/Reading. **Root Cause**: We need to provide more opportunities in our English classes.

Problem Statement 5: ELL students did not meet Academic Achievement of 29% passing rate in Reading. **Root Cause**: We need to provide more opportunities in our English classes.

Problem Statement 6: White students did not meet Academic Achievement of 60% passing rate in reading. **Root Cause**: We need to provide more opportunities in our English classes.

Student Academic Achievement

Student Academic Achievement Summary

*Includes middle school and high school Algebra I for comparison to state and region scores which include both.

Passing rates on all EOC assessments met or exceeded region and state rates. However, our English I and English II scores are lower than we would like.

Target areas also include:

- re-testers in all subjects
- meets and masters level on all subjects

4-Year Graduation Rate (Class of 2017): 95.3%

5-Year Graduation Rate (Class of 2016): 96.1%

Annual Dropout Rate (Gr. 9-12 SY 2016-2017): 0.8%

STAAR EOC	Approaches	Meets	Masters
English Language Arts I	73	57	7
English Language Arts II	74	61	6
Mathematics	85	63	33
Science	92	64	14
Social Studies	96	81	50

Student Academic Achievement Strengths

- PNGHS students exceeded Region 5 passing percentages in all five tested subjects for Approaches Grade Level, Meets Grade Level, and Masters Grade Level.
- Permanent ESL staff member is now available to support teachers and EL students at the high school.
- Continued integration for many high school students into grade-level courses through inclusion.
- SPED Vocational Work Period provides opportunities for transition to career and work readiness.
- Continue providing semester credit recovery class for English I, English II, English III, Algebra I, Geometry, and Government to prevent dropouts.

- High completion rate.
- Low dropout rate.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: English teachers need consistency throughout the department and continual opportunities for staff development in order to improve scores. **Root Cause**: High turnover in the English department.

Problem Statement 2: SPED students are not showing knowledge of grade level concepts in applied courses. **Root Cause**: SPED students are not exposed to grade level content with a teacher certified to teach a specific general ed. subject.

Problem Statement 3: Our students had a low achievement rate for masters level on all subjects. **Root Cause**: Focus of academic success has been on passing the tests, not advanced scores.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause**: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.

School Processes & Programs

School Processes & Programs Summary

New teachers are provided mentors to assist in the transition to teaching on the high school campus.

CIC provides input in planning for campus professional development and are given opportunities to evaluate professional development.

Recruitment of high quality teachers at the high school level is challenging, particularly in specialty subjects and those designated as teacher shortage areas. Also, there is a limited pool of available substitutes, and an even smaller number who would be considered qualified in a particular subject area.

PNGHS offered 51 sections of Advanced, Pre-AP, AP, and dual credit academic classes. Most students earn college credit through college co-enrollment where possible rather than taking the AP exam. Students also achieved articulated credit through the CTE program.

Instruction is targeted to meet TEKS and increase student achievement based on data analysis.

Informal and formal classroom assessment, released EOC tests, and sample assessment items serve as teacher administered benchmark assessments to predict student success on state assessments. The STAR benchmark assessment is also given to 9th grade English, 10th grade English, and Algebra students for diagnostic purposes.

PNGHS is fortunate to have access to current tools of technology for teaching and learning. Students have access to laptops in our classrooms and teachers have access to Mimio technology and other interactive tools. As technology use increases on campus, so does the need for Internet access and technical support. Also, as laptops age and more curriculum resources are limited to a digital format, updating hardware and streamlining access becomes a priority.

School Processes & Programs Strengths

- Quality faculty and staff
- Mentor teachers support new teachers to facilitate transition and increase retention.
- Data analysis drives instructional decision-making.
- Teachers annually review and revise curriculum maps based on assessment data.
- Collaboration allows for horizontal and vertical alignment.
- Access to technology
- Campus instructional technology specialist
- Campus technology technician
- Computer Maintenance students
- BYOD program

- Added department heads

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Collaboration within departments is challenging. **Root Cause**: Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.

Perceptions

Perceptions Summary

Over 80% of students are involved in a wide variety of student activities, including athletic, service, academic, and career & technical opportunities. Parents participate in various support organizations and volunteer opportunities. In addition, our Friday night lights shine on a full stadium with broad parent and community support. With one high school uniting the communities of Port Neches and Groves, the school is a focal point of pride and tradition, with school excellence the campus and community standard.

In addition, our campus facilities provide a pleasant working environment for students and staff. Also, we have boosted our campus security measures including: adding a full time School Resource Officer (SRO), limited the number of access points in the morning, monitoring the access points in the morning, and creating a newly formed safety committee to continuously review the campus safety procedures.

Parents are surveyed regarding opportunities for involvement and general level of satisfaction. The overall perception indicates parents are satisfied with opportunities for involvement. In addition, parents and community members tend to participate in large numbers in school events and programs.

PNGHS offers a comprehensive high school program and is organized around an alternating A/B block schedule. Management/governance utilizes site-based decision making through the Campus Improvement Committee with organization by departments. The Student Handbook and Student Code of Conduct serve as the basis for school discipline.

Communication is provided through a variety of methods including campus and teacher web pages, social media, Remind.com, Channel 7, mass phone call-outs, email, and letters.

Perceptions Strengths

- Student participation in activities
- Opportunities for student involvement
- Relatively low number of discipline referrals
- Parent attendance at Freshman Orientation
- Parent and community involvement in athletic events
- Business partnerships
- Project Graduation parent and community participation
- Bilingual teachers assist with translation to encourage family involvement
- A comprehensive high school program is able to accommodate a variety of students' interests and needs.
- Block schedule provides an opportunity for students to earn 8 credits per year.

- Active participation in CIC reflects an interested and involved faculty and staff.

Priority Problem Statements

Problem Statement 1: Special Education Students did not meet Academic Achievement of 19% passing rate in Reading.
Root Cause 1: We need to provide more opportunities in our English classes.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Special Education Students did not meet Academic Achievement of 23% passing rate in Math.
Root Cause 2: We need more students in inclusion math classes.
Problem Statement 2 Areas: Demographics

Problem Statement 3: Special Education Students did not meet Academic Achievement of 90% graduation rate.
Root Cause 3: Summer school's rule of need a 60 in a class to attend has been changed to a 50 last school year.
Problem Statement 3 Areas: Demographics

Problem Statement 4: ELL students did not meet Academic Achievement of 29% passing rate in Reading.
Root Cause 4: We need to provide more opportunities in our English classes.
Problem Statement 4 Areas: Demographics

Problem Statement 5: Asian students did not meet Academic Achievement of 74% passing rate in ELA/Reading.
Root Cause 5: We need to provide more opportunities in our English classes.
Problem Statement 5 Areas: Demographics

Problem Statement 6: White students did not meet Academic Achievement of 60% passing rate in reading.

Root Cause 6: We need to provide more opportunities in our English classes.

Problem Statement 6 Areas: Demographics

Problem Statement 7: English teachers need consistency throughout the department and continual opportunities for staff development in order to improve scores.

Root Cause 7: High turnover in the English department.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: SPED students are not showing knowledge of grade level concepts in applied courses.

Root Cause 8: SPED students are not exposed to grade level content with a teacher certified to teach a specific general ed. subject.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Our students had a low achievement rate for masters level on all subjects.

Root Cause 9: Focus of academic success has been on passing the tests, not advanced scores.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Collaboration within departments is challenging.

Root Cause 10: Facility makeup, master schedule, and teacher assignments are not conducive to collaboration.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Index III Closing Performance Gaps needs to be addressed.

Root Cause 11: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.

Problem Statement 11 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: All Special Education students will meet IEP goals

Evaluation Data Source(s) 1: Documentation of accommodations, enrollment, assessment data, IEP mastery

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) Continue pre-referral process with continued implementation of Response to Intervention.	Faculty; Counselors; Curriculum Coordinator; Principal; Special Education Director; and Diagnosticians	Meeting IEP goals will lead to increased student success.	5%		
100% = Accomplished 0% = No Progress = Discontinue					

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: Students in each subgroup will meet or exceed the Region's and State's Level II: Satisfactory Academic Performance averages on STAAR EOC assessments.

Evaluation Data Source(s) 2: Grades, Teacher Observation, STAAR Results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide appropriate classes for at-risk students who need additional time for learning.	Faculty; Counselors; Curriculum Coordinator; Principal	Review of grades; STAAR benchmark tests; Teacher observation; STAAR results	100%	100%	100%
2) Emphasis will be placed on curriculum alignment, both vertical and horizontal, to allow logical sequence of skills and concepts by utilizing the TEKS Resource System each 6 weeks grading period.	Faculty; Curriculum Coordinator; Principal	Curriculum Alignment will lead to increased student success.	15%		
Comprehensive Support Strategy **TEA Priorities** Build a foundation of reading and math 3) STAR screening tests will be used four times per year in English I, English II, and Algebra to track student progress.	Faculty; Counselors; Curriculum Coordinator; Principal	Screening tests will lead to increased student success.	20%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PNGHS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: All students will meet the STAAR Approaches standard.

Evaluation Data Source(s) 3: Grades, Teacher Observation, STAAR Results

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all students with a concentration on : White students Asian students Special Education Students	Principal, Curriculum Coordinator; Teachers	Emphasis on curriculum alignment will lead to increased student success.	10%		
Additional Targeted Support Strategy **TEA Priorities** Build a foundation of reading and math 2) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve math abilities for all students with a concentration on Special Education Students.	Principal, Curriculum Coordinator; Teachers	Emphasis on curriculum alignment will lead to increased student success.	20%		
3) Provide morning and afternoon tutorial sessions.	Principal	Tutorials will lead to increased student success	30%		
4) Monitor progress of students.	Principal, Teachers	Bench marking and STAAR data will lead to increased student success.	25%		
5) Include Special Education students in the general education classroom when appropriate.	Principal, Counselors, Diagnosticians, Director of Special Education		30%		

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Implement Department Head positions in order to support horizontal and vertical alignment within subjects and departments.	Principal, Curriculum Coordinator	Teacher collaboration will lead to increase student success.	100%	100%	100%
7) Improve Special Education STAAR scores in all tested subject by 10% with the following: Workshops for Teachers Monitor teacher Instruction Department Meetings Implement all IEPs and discuss with Diagnosticians as needed	Principal, Curriculum Coordinator; Director of Special Education; Special Education Teachers	Teacher collaboration will lead to increase student success.	30%		
TEA Priorities Build a foundation of reading and math 8) STAR programs will be utilized for progress monitoring for all students in English I, English II, and Algebra.	Principal, Curriculum Coordinator; Teachers	Utilization of the STAR program will lead to increased student success.	30%		
Additional Targeted Support Strategy 9) Target all STAAR failures and work with identified students during the regular class period and during tutorials in order to increase Growth Status in all tested subjects with an emphasis on the White, English Learner, Asian, and Special Education populations.	Principal, Curriculum Coordinator; Teachers	Targeting failures will lead to increased student growth.	30%		
Additional Targeted Support Strategy 10) Review Special Education students disabilities, strengths, and weaknesses as well as class assignments in order to determine if placement is best for accessing the general education curriculum.	Principal; Diagnosticians, Special Education Counselor, Teachers	Reviewing student placements will lead to increased student success.	30%		
11) EL students will receive individualized instruction from ESL certified English teachers and special assistance through a supplemental program by having ESL classes for the students to attend.	Principal, ESL certified Teachers, ESL Specialist	Individualized instruction will lead to increased student success.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: PNGHS will develop strategies and establish programs to maintain high Average Daily Attendance.

Performance Objective 1: Reduce tardies and maintain ADA at least 95%+.

Evaluation Data Source(s) 1: TAPR, PEIMS Reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) 1) Continue incentive programs: Drawings for perfect attendance Exemptions for finals	Asst. Principals; Principal	Incentive programs will lead to increased student attendance.	30%		
2) Maintain daily contact with parents when students are absent.	Attendance Clerk, Nurse, Counselor, Asst. Principals; Principal	Daily contact with parents will lead to increased student attendance.	30%		
3) Parents of students with chronic absences will be required to meet with school officials. File on students who violate compulsory attendance rules. Develop an Attendance Plan with Parents and Students.	Counselor, Asst. Principals; Principal	Meetings with parents will lead to increased student attendance.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 1: PNGHS faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: Drill Evaluations, Annual Maintenance, Injury Reports, Security Audits

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue to provide updated information regarding armed intruder training.	Asst. Principals; Principal; Safety Director	Training will reinforce safety protocol.	30%		
2) Staff members will practice scheduled drills with students: Lockdown Lockout Evacuation Shelter	Asst. Principals; Principal; Safety Director	Practicing drills will provide a safer campus.	30%		
3) Use proper technology to monitor PNGHS	Asst. Principals; Principal; Safety Director	Technology will help monitor in investigations.	30%		
4) Continue the Safety Committee	Asst. Principals; Principal;	The safety committee will reinforce safety protocols.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 2: The staff will use a discipline management plan that teachers and encourages all students to be responsible citizens of the school and community.

Evaluation Data Source(s) 2: PEIMS; Skyward Discipline Reports; Parent Surveys; CIC Agendas

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Conduct regular meetings with the staff to develop improved procedures for incorporating the campus discipline management plan in accordance with the District Student Code of Conduct.	Asst. Principals; Principal;	Conducting regular meetings with the staff will lead to a safer campus.			
2) Provide programs that stress the importance of discipline, bullying prevention, violence prevention, violence intervention, and academics.	Asst. Principals; Principal; Teachers; Counselors; School Resource Officer	Providing programs will reduce the number of discipline incidents and the number of failures per year for students.			
3) Have an additional counselor to provide mentoring and school counseling to all students, including students who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.	Principal; Counselor	An additional counselor will improve the overall well being of students.			
4) Campus counselors will be the liaisons for the purpose of suicide prevention and crisis situations.	Principal; Counselors	Counselor assessments will provide for a safer counselors.			
5) Continue to try and meet all physical needs of students: Provide counseling Provide food and clothing at appropriate times	Counselors, Nurse	Meeting the physical needs of students will provide for a safer campus.			
6) Students participate in preventive programs: Red Ribbon Parade Counselor Intervention Tobacco Prevention Vaping Education Mental Health Screenings Peace Office Interaction Parenting Education	Asst. Principals; Principal; Teachers; Counselors; School Resource Officer	Prevention programs will provide for a safer campus.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 3: PNGHS will implement an anti-bullying initiative to help teach students ways to identify, prevent, report, and respond to bullying.

Evaluation Data Source(s) 3: PEIMS; Skyward Discipline Reports; Parent Surveys; CIC Agendas

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Monitor campus bullying	Asst. Principals; Principal; School Resource Officer, Teachers	Monitoring will provide for a safer campus.	30%		
2) Incorporate Bullying/Cyberbullying curriculum in Health Classes	Asst. Principals; Principal; School Resource Officer, Health Teachers	Educating students on bullying/cyberbullying will provide for a safer campus.	30%		
3) Provide information to all students and staff on ways to stop and report bullying and on bullying intervention.	Asst. Principals; Principal; School Resource Officer, Campus Staff	Providing information on bullying and intervention will reduce the number of bullying incidents on campus.	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved with a focus on violence prevention activities by all PNGHS employees.

Performance Objective 4: 100% of PNGHS employees working in specific designated assignments will have current CPR, AED, & Concussion Training. All PNGHS employees will be trained on the use of an EPI pen, seizure awareness, and mental health support for students.

Evaluation Data Source(s) 4: Professional Development Certificates

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide CPR/AED/Concussion Training to all necessary personnel including Athletic Coaches, Cheer and Drill Team Sponsors, and nurses.	Principal; Nurse, Asst. Supt. C&I Technology	Trained personnel will provide for a safer campus.	100%	100%	100%
2) Provide the following trainings for all staff: Mental Health Issues in Youth Child Abuse Awareness & Prevention Blood-borne Pathogen Compliance in Schools EPI Pen Training Seizure Awareness Training	Principal; Nurse, Asst. Supt. C&I Technology	Trained personnel will provide for a safer campus.	75%		



= Accomplished


= No Progress

= Discontinue

Goal 4: All PN-GHS teachers will be provided high quality professional development.

Performance Objective 1: 100% of instructional staff will be offered high-quality staff development opportunities.

Evaluation Data Source(s) 1: PD Express evaluations and sign-in sheets, Professional Development Certificates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals 1) Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow.	Curriculum Coordinator and Principal	Professional Development will provide teachers with strategies for all learners.	30%		
2) Handle With Care training will be provided by the school district for staff members involved in crisis situations for crisis interventions.	Curriculum Coordinator and Principal	Training activities will provide teachers with strategies for crisis situations.	100%	100%	100%
TEA Priorities Recruit, support, retain teachers and principals 3) Provide Region V training opportunities as well as participation in conferences as funds permit	Curriculum Coordinator and Principal	Region V and Conferences will provide teachers with strategies for all learners.	30%		
TEA Priorities Recruit, support, retain teachers and principals 4) Provide staff development in the following areas: Handle with Care Mental Health Issues in Youth Child Abuse Awareness & Prevention Blood-borne Pathogen Compliance in Schools Tobacco/Vape Usage in Youth	Curriculum Coordinator and Principal	Professional Development will provide teachers with strategies for all learners.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: PNGHS will promote effective parental, community, and business participation though communication and participation in productive partnerships.

Performance Objective 1: The faculty and staff will provide information to parents and the community regarding the school program in order to encourage participation.

Evaluation Data Source(s) 1: Parent Engagement Survey, CIC, CTE Advisory Committee feedback, PTA meetings

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue to be a friendly, welcoming campus through teacher and staff communication with parents.	Campus Staff	Communications will foster positive parent perceptions.			
2) Continue to promote school activities to increase attendance at all events. We will use Remind, Social Media, the Marquis, Web pages, Posters, Newsletters, and various student groups to relay all dates of events.	Campus Staff	Communications will foster positive parent perceptions.			
3) Advise Parents and Students on Curricular choices to be prepared for success beyond high school using the following: Web pages Endorsement Showcase Freshman Orientation College Fair Parent Meetings	Counselors, Curriculum Coordinator, Principal	Communications will foster positive parent perceptions.			
4) Be responsive to families, community groups, and organizations about their educational concerns, needs, issues, and topics.	All campus staff	Addressing community concerns will foster positive parent perceptions of the campus.			
5) Prepare and disseminate materials to parents and the community that articulate the school's mission, programs, goals, objectives and objectives and achievement using various methods such as social media, newsletters, emails, teacher and campus web pages, and the PTA.	All campus staff	Preparing and disseminating materials to parents will foster positive parent perceptions of the campus.			
TEA Priorities Connect high school to career and college 6) Continue to offer multiple opportunities for students to participate in CTE Programs of Study.	Principal, Curriculum Coordinator, Asst. Sup. for CTE, Counselors	Providing opportunities for students to participate in CTE Programs of Study will support the transition from high school into the workforce and college.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
TEA Priorities Connect high school to career and college 7) Continue to offer multiple opportunities for students to participate in work based programs.	Principal, Curriculum Coordinator, Asst. Sup. for CTE, Counselors	Providing opportunities for students to participate in work-based programs will support the transition from high school into the workforce and college.			
8) 8. Continue to acknowledge student success in various programs such as: Student of the Month Star Student Rotary Work based programs such as 18+ etc.	Principal, Counselors, Director of Student Activities	Acknowledging student success will increase student achievement.			

 = Accomplished  = No Progress  = Discontinue

Goal 5: PNGHS will promote effective parental, community, and business participation though communication and participation in productive partnerships.

Performance Objective 2: Expand the number of translated documents to languages other than English

Evaluation Data Source(s) 2: Translated documents

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Use ESL Specialist to report number of different languages needed to communicate to all parents.	Principal, ESL Specialist	Translation of documents will foster positive parent communication.			

 = Accomplished  = No Progress  = Discontinue

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: PNGHS will recruit, retain, and develop a 100% highly qualified staff.

Evaluation Data Source(s) 1: Highly Qualified Annual Compliance Report, Personnel files

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
TEA Priorities Recruit, support, retain teachers and principals 1) Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page.	Asst. Supt - Personnel; Curriculum Coordinator; Principal	Hiring highly qualified personnel will ensure campus expectations.	30%		
TEA Priorities Recruit, support, retain teachers and principals 2) Require all new employees to attend new employee orientation	Principal, Curriculum Coordinator	Orientation and training will ensure campus expectations.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 2: Maintain 100% of core academic subject area classes taught by highly qualified teachers.

Evaluation Data Source(s) 2: TAPR report, Teacher Retention Rates

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue the effective teacher mentoring system in order to retain highly qualified staff.	Curriculum Coordinator; Principal.	An effective teacher mentoring system will increase the highly qualified teacher retention rate.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 3: Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified paraprofessionals.

Evaluation Data Source(s) 3: Professional development records and Highly Qualified paraprofessional records

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Analyze data from paraprofessionals files to ensure all instructional aides are highly qualified.	Asst. Supt - Personnel; Curriculum Coordinator; Principal	Highly qualified aides will increase student achievement.			

 = Accomplished  = No Progress  = Discontinue

Goal 6: PNGHS will provide appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 4: PNGHS will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the district.

Evaluation Data Source(s) 4: CIC Minutes, DEIC Minutes

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) CIC will provide input and make recommendations in the areas of planning, budgeting, curriculum, staffing, staff development, and school organizations during regular meetings.	Principal, CIC Committee	CIC minutes will support the purpose of the site-based decision making committee.			

 = Accomplished  = No Progress  = Discontinue

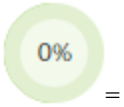
Goal 7: PN-G High School will promote and academically engaging environment with a focus on effective use of current technology tools for teaching and learning.

Performance Objective 1: PN-GHS students will utilize technology in learning and participate in technology initiatives.

Evaluation Data Source(s) 1: Technology Usage Logs, Teacher lesson plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide all students opportunities to use a variety of software applications: Internet browsers Word Processing Apps Spreadsheet Apps Presentation Apps Skyward Cloud based tools such as Google	Faculty; Technology Specialist; Curriculum Coordinator; Principal; Director of Information Services; Asst. Supt., C&I/Technology	Using technology will lead to increased student success.			

 = Accomplished  = No Progress  = Discontinue

Goal 7: PN-G High School will promote and academically engaging environment with a focus on effective use of current technology tools for teaching and learning.

Performance Objective 2: PN-GHS faculty, staff, and administration will demonstrate effective use of technology.

Evaluation Data Source(s) 2: Teacher Web pages, TCEA attendance, AUP Documentation, Professional Development Certificates & Department Meeting agendas.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide opportunities for teacher preparation and collaboration for the integration of instructional technology.	Principal; Technology Specialist, Asst. Supt. C&I Technology	Using technology will lead to increased student success.			
2) Ensure that teachers and staff comply with the district Acceptable Use Policy (AUP).	Principal, Technology specialist; Curriculum Coordinator; Director of Information Services	Teachers and staff complying with policy will provide positive examples for students using technology.			

 = Accomplished  = No Progress  = Discontinue

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 1: Maintain enrollment in challenging classes.

Evaluation Data Source(s) 1: Class enrollment, SAT/ACT/TSI participation, Parent Meeting Attendance, Awarded Scholarships, Personal Graduation Plans

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
TEA Priorities Connect high school to career and college 1) Encourage students to take more challenging classes when appropriate: Pre-AP/AP in core subjects; Chemistry and Physics for most students; Pre-cal for maximum number of eligible students; LEAP classes in English III, English IV, Pre-calculus, Calculus, Economics, and Biology.	Counselors; Faculty; Curriculum Coordinator; Principal	Maintaining enrollment in challenging classes will increase student achievement.			
TEA Priorities Connect high school to career and college 2) Provide information on course offerings and requirements during pre-registration meetings with parents and students.	Counselors Faculty Curriculum Coordinator Principal	Increased opportunities for career planning will lead to more successful pathway selection.			
3) Increase opportunities for career planning through the counselor's office and in the Professional Communications class.	Counselors; Faculty; Curriculum Coordinator; Principal	Increased opportunities for career planning will lead to more successful pathway selection.			
TEA Priorities Connect high school to career and college 4) Hold Pre-AP, AP and LEAP informational meetings with parents.	Counselors; Faculty; Curriculum Coordinator; Principal	Providing information on accelerated classes will increase student achievement.			
TEA Priorities Connect high school to career and college 5) Conduct review of CTE course offerings.	Asst. Supt. - CTE; Curriculum Coordinator; Principal	Providing information on any changes in CTE courses will lead to more successful pathway selection.			

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
TEA Priorities Connect high school to career and college 6) Coordinate Trade & Technology Programs with the Texas Workforce and institutions of higher learning.	Asst. Supt. - CTE; Curriculum Coordinator; Principal	Coordinating with local business partners and institutions of higher learning will lead to a successful student transition.	30%		
TEA Priorities Connect high school to career and college 7) Provide information on CTE programs to all students.	Counselors	Providing information on CTE programs will lead to increased student success.	30%		
TEA Priorities Connect high school to career and college 8) Provide course-planning guidance for students in large group and individual sessions and utilize a Career Interest Survey in Professional Communications.	Counselors	Providing course-planning guidance will lead to increased student success.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 2: Maintain an environment that supports a top-rated high school program.

Evaluation Data Source(s) 2: Staff development evaluations; Course Guide; enrollment data; master schedule; student awards; graduation plan data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Staff development opportunities will be provided for teachers to enhance skills in instructional methods: Reading and writing instruction; Math, science and social studies instruction; STAAR/EOC training critical thinking; G/T training; Integration of technology, TEKS/EOC emphasis; Specialized workshops for CTE teachers;	Faculty; Counselors; Curriculum Coordinator; Principals-M.S./H.S.; Asst. Supt. - CTE	Maintaining an environment that supports high student performance will lead to increased student success.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 3: Provide a broad-based library program to meet the needs of all students and faculty.

Evaluation Data Source(s) 3: Library usage reports, student and faculty feedback

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide a range of library services: Support curriculum needs by coordinating with teachers; Select a variety of materials to meet the needs of all students; Serve as the bibliography & copyright advisor on campus; Promote reading for pleasure with students of varying abilities; Maintain an updated collection for both curricular support and leisure reading.	Librarian; Curriculum Coordinator; Principal; Faculty	A broad-based library program will increase student success.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 4: Maintain 4-Year Completion rate of 95%.

Evaluation Data Source(s) 4: Completion rate of 95% or better, low dropout rate

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Provide appropriate classes for at-risk and/or economically disadvantaged students who need additional time for learning: ESL class; Algebra I Lab; Math Models for Juniors; Algebra II for Seniors; and English 1147.	Faculty; Counselors; Curriculum Coordinator; Principal	Providing additional time for learning for at-risk and/or economically disadvantaged students will maintain graduation rates.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 8: PNGHS will provide opportunities for students to achieve their learning potential.

Performance Objective 5: Achieve at least 60% on our reading scores for White students, 74% on our reading scores for Asian students, 29% on our reading scores for EL students, and 23% on our math scores for Special Education students.

Evaluation Data Source(s) 5: STAAR scores for the 2019-2020 school year

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy **Additional Targeted Support Strategy** **TEA Priorities** Build a foundation of reading and math 1) Provide staff development through PLCs to support targeted subgroups.	Principal, Assistant Principals; Curriculum Coordinator	Professional Development will provide teachers with strategies to support targeted subgroups.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 9: PNGHS will maintain or improve student participation and achievement in college entrance examinations.

Performance Objective 1: The faculty and staff will adopt strategies and programs to maintain or increase SAT/ACT performance.

Evaluation Data Source(s) 1: SAT/ACT score reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Incorporate test-taking strategies in core curriculum classes in grades 9-12.	Faculty; Librarians; Counselors; Curriculum Coordinator; Principal	Incorporating test-taking strategies will increase student achievement.			

 = Accomplished  = No Progress  = Discontinue

Goal 9: PNGHS will maintain or improve student participation and achievement in college entrance examinations.

Performance Objective 2: 75% of high school seniors will take the SAT, ACT, or TSI.

Evaluation Data Source(s) 2: SAT/ACT/TSI participation reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
TEA Priorities Connect high school to career and college 1) Employ strategies to maintain or increase participation on SAT/ACT college entrance exams: Counselor newsletters; Student meetings; Parent meetings; Primetime informational ads; Website information.	Faculty; Counselors; Curriculum Coordinator; Principal; Campus Testing Coordinator	Providing opportunities for students to take college entrance exams will increase opportunities for higher education.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 9: PNGHS will maintain or improve student participation and achievement in college entrance examinations.

Performance Objective 3: The TSI will be offered to sophomores and juniors on campus to support dual credit opportunities.

Evaluation Data Source(s) 3: TSI participation reports

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
TEA Priorities Connect high school to career and college 1) Offer TSI testing during the school day for the fall and spring semesters.	TSI Testing Coordinator; Counselors	Providing opportunities for students to take college entrance exams will increase opportunities for higher education.			

 = Accomplished  = No Progress  = Discontinue

Goal 10: PNGHS will Implement Professional Learning Communities (PLCs) to help facilitate academic collaboration and professional growth.

Performance Objective 1: Address our campus areas of focus by providing opportunities for collaboration every 3-4 weeks through PLC assignments.

Evaluation Data Source(s) 1: Review Online PLCs every 3 weeks to ensure that all the participants are contributing to the discussion.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Comprehensive Support Strategy 1) Provide learning opportunities and discussion through our PLCs to foster the learning of the diverse student population focusing on: Student Mental Health Student Success Strategies Campus Safety	Teachers; Curriculum Coordinator; Principal; Assistant Principals, Department Heads	Teacher collaboration will lead to increase student success.	35%		
100% = Accomplished 0% = No Progress = Discontinue					

Goal 11: PNGHS will Improve performance on English state assessments.

Performance Objective 1: Students will meet or exceed the Region's and State's "Approaches Grade Level" on STAAR EOC assessments.

Evaluation Data Source(s) 1: STAAR Results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) We will increase student participation in before and after school tutorials.	Teachers, Principal, Curriculum Coordinator	Offering targeted instruction will increase student achievement.	30%		
2) Increase the number of days we offer STAAR tutorials for English I & II.	Principal, Curriculum Coordinator	Offering targeted instruction will increase student achievement.	30%		
Comprehensive Support Strategy 3) Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow for English I & II teachers.	Curriculum Coordinator and Principal	Professional Development will provide teachers with strategies for all learners.	30%		

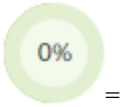
100% = Accomplished 0% = No Progress = Discontinue

Goal 12: PNG High School will improve opportunities for our students Transition Plans by boosting the VAC program.

Performance Objective 1: Many opportunities will be available for our students with SPED and/or 504 Accommodations such as: a school store, a print lab, and a partnership with the Texas Workforce Commission through Opportunity Now.

Evaluation Data Source(s) 1: View IEP's and ensure that students are working toward the goal of employment.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Implement a Special Olympics program to help integrate the students with their typically developing peers.	Principal, Special Olympics Coach, Special Education Director	Providing opportunities for students to integrate with their typically developing peers will increase student success.			
TEA Priorities Connect high school to career and college 2) Find jobs for a least 4 students in the program.	Principal, Special Education Director, Special Education Counselor, VAC Teachers	Providing opportunities for students to transition into the workforce will increase student success.			
 = Accomplished  = No Progress  = Discontinue					

Goal 13: PNGHS will develop campus instructional leaders with clear roles and responsibilities.

Performance Objective 1: Instructional leadership team adds structure to two specific areas -
1. Installing Department Head Teacher Leaders for departments to facilitate effective collaborative planning, data analysis, and reteach plans.
2. Effective and regular Instructional Leadership Team meetings so that we are more strategic in how we plan our time, including which and how frequently campus administration observe teachers.

Evaluation Data Source(s) 1: Department Meeting Agendas, Campus Leadership Role Descriptions, Instructional Leadership Team Meeting Agendas

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Establishment of recurring bi-weekly Instructional Leadership Team meetings.	Principal	Effective and regular Instructional Leadership Team meetings so that we are more strategic in how we plan our time, including which and how frequently campus administration observe teachers will increase student success.	30%		
	Problem Statements: Student Academic Achievement 4				
Additional Targeted Support Strategy 2) Establish Department Head Teacher Leaders in order to better support data analysis practices.	Principal	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.	100%	100%	100%
	Problem Statements: Student Academic Achievement 4				
Additional Targeted Support Strategy 3) Department Head Teacher Leaders will be trained on component parts of data analysis including technology programs in order to support teachers.	Principal, Curriculum Coordinator	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.	75%		
	Problem Statements: Student Academic Achievement 4				
Additional Targeted Support Strategy 4) Every Department Meeting will include a focused on planning with real-time guidance from Department Head Teacher Leaders.	Principal, Curriculum Coordinator, Department Head Teacher Leaders	Installing Department Head Teacher Leaders for departments will facilitate effective collaborative planning, data analysis, and reteach plans thereby increasing student success.	35%		
	Problem Statements: Student Academic Achievement 4				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause 4**: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.

Goal 14: PNGHS will provide data-driven instruction to all students.

Performance Objective 1: The Instructional Leadership Team which includes Department Head Teacher Leaders and Campus Administration will focus on the implementation of data analysis procedures using high-quality tests for to encourage strong data-driven instruction practices.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Continue to use DMAC to track data for Department Head Teacher Leaders and teachers.	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	Teachers, Department Head Teacher Leaders, and Campus Administration will track data for all common assessments and benchmark testing in order to increase student success.			
	Problem Statements: Student Academic Achievement 4				
Additional Targeted Support Strategy 2) Increase the use of common assessments in order to include retest of retaught standards	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	The increased the use of common assessments that include retest of retaught standards will increase student success.			
	Problem Statements: Student Academic Achievement 4				
Additional Targeted Support Strategy 3) Teachers and Department Head Teacher Leaders will track data for all common assessments and benchmark testing.	Principal, Curriculum Coordinator, Assistant Principals, Department Head Teacher Leaders, Teachers	Teachers, Department Head Teacher Leaders, and Campus Administration will track data for all common assessments and benchmark testing in order to increase student success.			
	Problem Statements: Student Academic Achievement 4				

 = Accomplished  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Student Academic Achievement

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause 4**: Student STAAR weighted performance by Special Education students fall below federal targets for Reading, Math, and Graduation Rates.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Continue pre-referral process with continued implementation of Response to Intervention.
1	2	3	STAR screening tests will be used four times per year in English I, English II, and Algebra to track student progress.
4	1	1	Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow.
8	5	1	Provide staff development through PLCs to support targeted subgroups.
10	1	1	Provide learning opportunities and discussion through our PLCs to foster the learning of the diverse student population focusing on: Student Mental Health Student Success Strategies Campus Safety
11	1	3	Provide teachers with instructional professional development opportunities through Region 5 and other sources as funds allow for English I & II teachers.

State Compensatory

Budget for Port Neches-Groves High School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 001 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,000.00
199.11.6112.75.001.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,000.00
199 11 6118 00 001 0 24 0 00	6118 Extra Duty Stipend - Locally Defined	$5,000.00
199.11.6118.00.001.0.24.0.00	6118 Extra Duty Stipend - Locally Defined	$5,000.00
199 11 6119 00 001 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$16,522.00
199.11.6119.00.001.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$96,426.00
199 11 6141 00 001 0 24 0 00	6141 Social Security/Medicare	$240.00
199 11 6141 75 001 0 24 0 00	6141 Social Security/Medicare	$19.00
199.11.6141.00.001.0.24.0.00	6141 Social Security/Medicare	$128.00
199.11.6141.75.001.0.24.0.00	6141 Social Security/Medicare	$19.00
199 11 6142 00 001 0 24 0 00	6142 Group Health and Life Insurance	$1,504.00
199.11.6142.00.001.0.24.0.00	6142 Group Health and Life Insurance	$774.00
199 11 6144 00 001 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$1,221.00
199.11.6144.00.001.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$608.00
199 11 6145 00 001 0 24 0 00	6145 Unemployment Compensation	$78.00
199.11.6145.00.001.0.24.0.00	6145 Unemployment Compensation	$78.00
199 11 6146 00 001 0 24 0 00	6146 Teacher Retirement/TRS Care	$457.00

Account Code	Account Title	Budget
199.11.6146.00.001.0.24.0.00	6146 Teacher Retirement/TRS Care	$279.00
199 11 6149 00 001 0 24 0 00	6149 Employee Benefits	$94.00
199.11.6149.00.001.0.24.0.00	6149 Employee Benefits	$47.00
	6100 Subtotal:	**$132,494.00**
6300 Supplies and Services		
199 11 6399 00 001 0 24 0 00	6399 General Supplies	$2,000.00
199.11.6399.00.001.0.24.0.00	6399 General Supplies	$2,000.00
	6300 Subtotal:	**$4,000.00**

Addendums

Campus Improvement Committee

Committee Role	Name	Position	Signature
Administror	Crystal Werkheiser	Curriculum	
Administror	Scott Ryan	Principal	
Counselor	Rachel Lawson	Counselors/Librarian/Diagnosticians	
Administrator	Jon Deckert	Administration	
Classroom Teacher	Brandy Roy	Science	
Classroom Teacher	Margie Wilkinson	CTE	
Classroom Teacher	Aimee Bates	H/PE	
Classroom Teacher	Bonnie Lawson	Math	
Classroom Teacher	Jessie Burkle	English	
Classroom Teacher	Steve James	Fine Arts	
Classroom Teacher	Carolyn Beaty	SPED	
Classroom Teacher	Michael Baker	Social Studies	
Classroom Teacher	Laura Haycock	Foreign Language	
Classroom Teacher	Ann Hanks	Campus Secretary	
DEIC Representative	Irene Baize	Nurse	
DEIC Representative	Annette Meier	DEIC	

Port Neches-Groves Independent School District

Port Neches Middle School

2019-2020

Accountability Rating: C



Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

Our mission is to encourage our students to achieve the highest attendance, educational, and behavioral performance level. A multitude of opportunities are made available to allow Port Neches Middle School students to reach goals. We believe that each student, including all special populations (special education, gifted/talented, dyslexic, ESL, remedial), can learn when given these opportunities.

Campus Motto: Mind, Body, & Spirit

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Comprehensive Needs Assessment

Needs Assessment Overview

1. Demographics - Student attendance has continued to be a strength. Port Neches Middle School continues to make strides in our ESL program and core classroom size.

2. Student Achievement - EOC Algebra I scores continue to improve with 100% passing and 100% masters. Social Studies scores have continued to improve. PNMS needs to increase the percentage of advanced in technology applications.

3. School Progress and Programs - Port Neches Middle School continues to retain good teachers. We also provide quality professional development and a broad range of educational resources for our teachers and students.

4. Perception - Port Neches Middle School continues to score high in parent perception as evident in our Parent Involvement Survey. We have excellent student and parent participation in all areas and we seek to improve in all areas of communications with parents.

Demographics

Demographics Summary

PNMS is located in the PNGISD in Port Neches, TX. We are located at 749 Central Street one block off of Merriman St. We serve grades 6-8 with approximately 588 students. PNMS strives to mold our students mind, body, and spirit.

According to the 2010 Census data, PNGISD consists of 26,407. We are a diverse community with White, Hispanic, Asian and African American students. We are 67% white. 15% Hispanic, 6% Asian and 3% African American make up the majority of our ethnic population. We have had an increase in Hispanic population over the last year.

Port Neches Middle School students feed Port Neches-Groves High School. We are very fortunate to also have Lamar University very close offering our staff opportunities for Master and Doctoral degrees in Education.

Demographics Strengths

- PNMS Attendance consistently hold in the 96% range
- Due to the rise in ESL and LEP students, the Newcomer teacher is an extreme benefit
- Staff demographics are comparable to student demographics
- Core classroom size

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student group percentages continue to increase in areas of at risk, ESL, economically disadvantaged and special education. **Root Cause**: Hispanic, economically disadvantaged, ELL and at risk students continue to increase.

Student Academic Achievement

Student Academic Achievement Summary

PNMS has a history of high performance on standard testing, UIL, band, choir, athletics and many other local and statewide competitions. PNMS has always met AYP. PNMS overall student scores continue to be the best in our local 5A region. PNMS was voted best middle school in our area in 2013, 2015, 2016 & 2017. PNMS has proudly won Sweepstakes in band the past 28 years. PNMS has numerous All Region Band and Choir members. PNMS Robotic Team has competed on the state level for several years.. PNMS has proudly competed on the highest levels in Football, Volleyball, Basketball, and Track. In the past 6 years PNMS has won 21 district championships in various sports. PNMS students have placed in VFW Patriot Pen Essay contest. Students at PNMS have placed in the top 3 in many essay contests in the Beaumont area. PNMS has always met standard.

PNMS CATE students work in conjunction with Huntsman Refinery in building birdhouses for migrating water fowl and help in other district projects. They also work with local businesses to provide furniture.

Student Academic Achievement Strengths

- EOC Algebra I 100% passing
- Math, Reading and Writing on all levels

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Eighth grade Social Studies student scores are below state average. **Root Cause**: All students, Hispanic, white, and economically disadvantaged students continue to score below state average.

Problem Statement 2: Student Achievement rates between Special Education and Regular Education Students are disproportional. **Root Cause**: STAAR Achievement rates of Special Education compared to Regular Education Students in Reading and Math.

Problem Statement 3: Failure to have student growth in all subjects. **Root Cause**: Decrease in the passing percentage of 8th grade Social Studies STAAR.

Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause**: Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL, Special Education, Non -Continuously enrolled all subjects.

School Processes & Programs

School Processes & Programs Summary

PNMS has hired and retained some of the best teachers in the state of Texas. . Our interview process is intense and multi-layered. We have an intensive screening process before we begin to interview candidates. We have a mentor teacher program that helps new teachers to the district.

PNMS provides professional development opportunities for staff year round. DEIC and CIC help provide in-put for the campus plan and staff development to help address campus needs. PNMS participates in the district wide Aspiring Administrative initiative to help train possible new administrators to the district.

PNMS offers DMAC to teachers as an important Data Analysis tool. Teachers are trained on how to use this tool. Many teachers run their own analysis to better understand needs.

PNMS uses TEKS Resource System as a supplement for our teachers. PNMS uses a broad range of Internet sources along with traditional textbooks as supplements and guides for instruction. TEKS Resource System provides us with tools to prepare students for STAAR testing.

PNMS does bench marking to help teachers better assess when students are not meeting the objectives.

The motto at PNMS is Mind, Body, Spirit. We strive to meet the mental, physical and spiritual needs of all our students. We have a long standing Tradition of Excellence. Our students and parents have expressed a deep sense of welcome. It is our goal to continue to make all stakeholders feel welcome and important.

Provide school counseling to all students at Port Neches Middle School, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

PNMS is committed to improving and implementing technology in grades 6-8. We have teacher laptops, student laptops, administrator PC, Library PCs, Lab PCs a Mobile Distance Learning Labs, IPADs, video Distribution system, 42" Flat Screens, Teacher Microphone systems, document cameras, mimio systems and Chrome-books. We have a Certified Technology Specialist. PNMS is a one-to-one campus with a data pull and wireless access.

PNMS uses technology in every core classroom everyday. PNMS revises technology yearly in order to better serve our students and staff. Technology is a vital component to the everyday life at PNMS . We house one computer lab for general purposes. We have video security and phone systems that are maintained by the technology department.

School Processes & Programs Strengths

- PNMS retains the vast majority of the teachers until retirement.
- PNMS participates in the Aspiring Administrators Initiative program to help grow our own New Administrators.
- Teachers fully implementing Curriculum as demonstrated via walk-throughs
- RTI is being implemented in all grades. The data shows most students needs are met at Level One.
- All Teachers participate in goal setting for students via the Campus Plan, Staff Development and Faculty Meetings.
- All Teachers will set Individual Professional Goals
- T-Tess
- Student and teacher schedules reflect maximum instruction
- Daily operations of the campus at PNMS meet the needs of parents, students and staff
- Students have many opportunities for extended learning time. For example Study Hall and morning tutorials.
- PNMS has technology in every classroom for students and teachers to use daily
- PNMS uses one to one to support technology and learning. Teachers use technology daily at PNMS.
- PNMS students are extremely proficient in computer technology and are evaluated yearly.
- PNMS will contract with additional counseling personnel to provide mentoring to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities or drug use and abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Continue to stress attendance for employees. **Root Cause**: Teachers involved in high school extra curricular activities, jury duty and personal leave.

Problem Statement 2: Students' failure to monitor their own progress. **Root Cause**: Lack of focus from students when it come to monitoring progress. Lack of emphasis on student monitoring.

Problem Statement 3: There is not enough student led instruction in classroom. **Root Cause**: Teachers are adapting to the new T-TESS system which leans toward student led instruction.

Problem Statement 4: PNMS will continue to promote Intra-school wide communication. **Root Cause**: Lack of planning by school organizations. Lack of daily reading of e-mails.

Problem Statement 5: Campus technology resources need to include the use of chromebooks. **Root Cause**: Educational processes along with new technology advances require new technology components in the hands of students and educators.

Problem Statement 6: PNMS will continue to update security systems on campus. **Root Cause**: Lack of exterior doors to function correctly in conjunction with alarm systems. Teachers and staff need to continue to wear badges. All exterior doors to remain closed.

Problem Statement 7: PNMS will contract with additional counseling personnel to provide mentoring and school counseling to all students, including

children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use or abuse **Root Cause**: Increase in students requiring these services.

Perceptions

Perceptions Summary

PNMS has a very dedicated staff and faculty. We are Warrior Family. We all have a shared sense of purpose and values that separate us from other middle schools. We have a commitment to excel in all things.

PNMS is also dedicated to keeping our school safe. PNMS reviews safety procedures and conducts drills regularly We take time to instruct and drill our staff for all possible scenarios. PNMS now has a full time contracted police officer assigned to the campus.

PNMS has a very dedicated staff who care about all of our Warriors. We are blessed to have an active PTA who cares about the well-being of all of our students.

PNMS distributes a yearly Parent Involvement Survey. PNMS has scored very highly according to parents in parent involvement. We use Webpages, Remind 101, Twitter, marquee, and e-mail often to communicate with parents.

Perceptions Strengths

- Student participation in Extra-Curricular activities is wide spread at PNMS
- There has been no reportable gang related activity at PNMS in the last 5 years
- PNMS has effective procedures in place for safety
- PNMS participates in various food drives; Christmas outreach programs, Humane Society Programs, Pennies for Patients to name a few
- PNMS PEIMs data reflects the very nature of our campus. No school violent assaults.
- When severe student needs arise, PNMS pulls together and raises money to help.
- Our campus is perceived friendly and welcoming. PNMS was voted best Middle School in the area.
- Our campus has a very effective communications system. We use webpages, Remind 101,Twitter, announcements, mail-out, and e-mails.
- PNMS has tremendous parent support for all of our events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Middle school students continue to experiment with alcohol, vapes and tobacco. **Root Cause**: Social trends and lack of education among middle school students.

Problem Statement 2: Student bullying has decreased but still poses a problem. **Root Cause**: Overall age of students in middle school. Lack of education

by parents. Social trends. Lack of communication between students.

Problem Statement 3: PNMS will continue to review all safety procedures and audits for areas that are considered to be unsafe with the contracted police officers. **Root Cause**: Failure to adhere to campus policy.

Priority Problem Statements

Problem Statement 1: Student group percentages continue to increase in areas of at risk, ESL, economically disadvantaged and special education.
Root Cause 1: Hispanic, economically disadvantaged, ELL and at risk students continue to increase.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Eighth grade Social Studies student scores are below state average.
Root Cause 2: All students, Hispanic, white, and economically disadvantaged students continue to score below state average.
Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Student Achievement rates between Special Education and Regular Education Students are disproportional.
Root Cause 3: STAAR Achievement rates of Special Education compared to Regular Education Students in Reading and Math.
Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Failure to have student growth in all subjects.
Root Cause 4: Decrease in the passing percentage of 8th grade Social Studies STAAR.
Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Index III Closing Performance Gaps needs to be addressed.
Root Cause 5
: Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL,

Special Education, Non -Continuously enrolled all subjects.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Continue to stress attendance for employees.

Root Cause 6: Teachers involved in high school extra curricular activities, jury duty and personal leave.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Students' failure to monitor their own progress.

Root Cause 7: Lack of focus from students when it come to monitoring progress. Lack of emphasis on student monitoring.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: There is not enough student led instruction in classroom.

Root Cause 8: Teachers are adapting to the new T-TESS system which leans toward student led instruction.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: PNMS will continue to promote Intra-school wide communication.

Root Cause 9: Lack of planning by school organizations. Lack of daily reading of e-mails.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Campus technology resources need to include the use of chromebooks.

Root Cause 10: Educational processes along with new technology advances require new technology components in the hands of students and educators.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: PNMS will continue to update security systems on campus.

Root Cause 11: Lack of exterior doors to function correctly in conjunction with alarm systems. Teachers and staff need to continue to wear badges. All

exterior doors to remain closed.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: PNMS will contract with additional counseling personnel to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use or abuse

Root Cause 12: Increase in students requiring these services.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Middle school students continue to experiment with alcohol, vapes and tobacco.

Root Cause 13: Social trends and lack of education among middle school students.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Student bullying has decreased but still poses a problem.

Root Cause 14: Overall age of students in middle school. Lack of education by parents. Social trends. Lack of communication between students.

Problem Statement 14 Areas: Perceptions

Problem Statement 15: PNMS will continue to review all safety procedures and audits for areas that are considered to be unsafe with the contracted police officers.

Root Cause 15: Failure to adhere to campus policy.

Problem Statement 15 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: 1. All students will meet the STAAR passing standard. Target areas are as follows:
All students Social Studies 80%.
STAAR Achievement Rates Special Education 80%.
Performance rates will increase by 10% with all students from 6th to 7th and 8th grades on all standard testing.
Increase STAAR scores for Science by 10%
Increase Academic Achievement for White Students in Reading and Math
Increase Growth Status for White Students in Reading and Math and Student Success Status.
Increase Academic Achievement for Asian Students in Reading and Math
Increase Growth Status for Asian Students in Reading and Math and Student Success Status
Increase Student Growth for Special Ed. Current in Academic Achievement Reading and Math.
Increase Growth Status for Special Ed. Current in Reading and Math.
Increase Student Success Status for Special Ed. Current Students.
Increase Special Education and ELL learners for Academic Achievement.

Evaluation Data Source(s) 1: STAAR Data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Emphasize test-taking skills/tips for all tests		Teacher	Test-taking tips will lead to increase student success Final results of STAAR data			
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
2) Provide Tutorial session		Teachers	Tutorials will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Personal, Peer and Teacher evaluation of written work		Teachers, Students	Evaluation of work will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Provide differentiated instruction to offer each student an optimal learning environment		Teachers	Daily work and Teacher test will lead to increase student success	50%		
	Problem Statements: Demographics 1 **Funding Sources**: 199 - General Fund - 0.00					
5) Monitor Progress of students		Faculty, Principal	Benchmarking and STAAR data will lead to increase student success	50%		
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - General Fund - 0.00					
6) Include Special Education students in regular classes when appropriate.		Counselor, Principal	Teacher tests and STAAR data will lead to increase student success	50%		
	Problem Statements: Student Academic Achievement 2 **Funding Sources**: 199 - General Fund - 0.00					
7) Practice Academic Reading in all classes.		Teachers	Teacher made tests and STAAR Reading test will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
8) Focus on Academic Vocabulary		Teachers	Teacher made tests will lead to increase student success	25%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
9) Emphasize effective Study Skills.		Teachers	Teacher made test will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
10) Develop Critical Thinking		Teachers	Teacher made assignments, Reading Benchmark, Math Benchmark will lead to increase student success	50%		
	Problem Statements: Student Academic Achievement 3 **Funding Sources**: 199 - General Fund - 0.00					
11) Cooperative Learning.		Teachers	Teacher made test will lead to increase student success	50%		
	Problem Statements: School Processes & Programs 3 **Funding Sources**: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 12) Mini-Skills Units a. American History and STAAR terminology b. Development of Political Parties c. Primary Sources documents		Teachers	Teacher made assessments, Social Studies STAAR data will lead to increase student success	0%		
	Funding Sources: Campus Funds - 0.00					
Additional Targeted Support Strategy 13) Target Weak Areas a. Issues and Events in U.S. History b. Political influences on history		Teachers	Social Studies STAAR data will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 14) Cross-Curriculum Activities a. Historical Novels b. Interdisciplinary Studies c. Grade Level Activities		Teachers	Teacher made assessments will lead to increase student success	25%		
	Funding Sources: Campus Funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
15) Provide Opportunities for Off-Campus Learning a. Field Trips b. Special Presentation Venues/Guest Speakers		Teachers	Teacher Assessments will lead to increase student success	50%		
	Funding Sources: Campus Funds - 0.00					
16) Economically Disadvantage and Hispanic Social Studies a. Encourage use of Year to Glance b. Encourage use of Instructional Focus Documents c. Early Benchmark Testing d. Workshops for Teachers e. Supplemental material f. Curriculum meetings with Middle School Curriculum Coordinator g. Individual meetings with 8th grade Social Studies teachers		Principal Curriculum Coordinator	Social Studies STAAR data Benchmark Assessment Data will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
17) 20) Use Science Starters for Grades 7 and 8.		Principal, Teachers	Daily Walk Throughs will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
18) Implement 2 week review of Social Studies TEKs prior to testing.		Principal	Social Studies STAAR data	0%		
19) Cross-Curricular Activities via 6th grade ELA classes		Curriculum Coordinator, Principal	Social Studies and STAAR data will lead to increase student success	25%		
Comprehensive Support Strategy 20) Region 5 workshops, Department Meetings, and Social Studies Department meetings with GMS		Principal, Curriculum Coordinator	Social Studies and STAAR data will lead to increase student success	50%		
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 21) Improve Special Ed. Reading and Math STAAR scores by 10% a.) Workshop for teachers b.) Monitor teacher instruction c.) Department Meetings d.) Implement all IEPs and discuss with Case Manager as needed			These will lead to increase student success	25%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 22) Improve All 7th grade STAAR subjects a.) Lesson Planning b.) Workshops for teacher		Principal	STAAR data will lead to increase student success	25%		
ESF Levers Lever 1: Strong School Leadership and Planning 23) Utilize Team Leaders		Principal	Increase department specific focus and gains	50%		
	Problem Statements: Student Academic Achievement 4 **Funding Sources**: 199 - General Fund - 0.00					
ESF Levers Lever 5: Effective Instruction 24) Data Disaggregation to increase data driven instruction		Leadership Team	Increase focus areas of strength and need in instruction	50%		
	Problem Statements: Student Academic Achievement 4 **Funding Sources**: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student group percentages continue to increase in areas of at risk, ESL, economically disadvantaged and special education. **Root Cause 1**: Hispanic, economically disadvantaged, ELL and at risk students continue to increase.

Student Academic Achievement
Problem Statement 1: Eighth grade Social Studies student scores are below state average. **Root Cause 1**: All students, Hispanic, white, and economically disadvantaged students continue to score below state average.
Problem Statement 2: Student Achievement rates between Special Education and Regular Education Students are disproportional. **Root Cause 2**: STAAR Achievement rates of Special Education compared to Regular Education Students in Reading and Math.
Problem Statement 3: Failure to have student growth in all subjects. **Root Cause 3**: Decrease in the passing percentage of 8th grade Social Studies STAAR.
Problem Statement 4: Index III Closing Performance Gaps needs to be addressed. **Root Cause 4**: Student STAAR weighted performance by economically disadvantaged and Hispanic students in writing, science and social studies. White ,Asian, ELL, Special Education, Non -Continuously enrolled all subjects.

School Processes & Programs
Problem Statement 2: Students' failure to monitor their own progress. **Root Cause 2**: Lack of focus from students when it come to monitoring progress. Lack of emphasis on student monitoring.
Problem Statement 3: There is not enough student led instruction in classroom. **Root Cause 3**: Teachers are adapting to the new T-TESS system which leans toward student led instruction.

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: At least 90% of students will meet standard in 6th grade reading, 90% in 7th grade reading and 95% in 8th grade reading.
Target areas are as follows:
Hispanic students 6th grade
Asian students
White students
Hispanic students Math above 75%
At Risk 6th, 7th, 8th grade
LEP 8th grade
Special Ed. 6th, 7th, & 8th grade
Economically Disadvantaged students above 75%
Special Ed Students above 75%
Increase the awareness by training 100% of our teachers of ELL and SPED students in order to foster student growth

Evaluation Data Source(s) 2: STAAR Data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 1) Eighth Grade Reading Labs		Counselor, Principal	STaR will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 2) Encourage Accelerated Reader Participation		Teachers	Accelerated Reader Tests will lead to increase student success	55%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 3) Provide At-Risk Students with Added Assistance a. Peer Tutoring b. Tutorials c. STAAR Tutorials d. STaR programs e. Dyslexia Support f. Content Mastery Classroom g. Re-inforcement Homework		Teachers, Principal	Teacher made tests and Benchmark testing will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) RTI		Teachers, SAT Team, Principal	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Integrate Technology in the Classroom a. Read Naturally series software b. Audio tapes/CDs c. Internet research d. Photostory e. Web 2.0 f. Spelling City g. Brain Pop h. IXL Learning i. CEI		Technology Specialist, Teachers, Principal	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 6) Comprehension Questions in STAAR Format		Teachers	STAAR data will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 7) Bench Mark AIMs		Teachers, Curriculum Coordinator	This will lead to increase student success	25%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 8) Practice Reading Fluency		Teachers	STaR will lead to increase student success	25%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
9) Incorporate Title III goals and objectives a. Professional development for teachers who serve second-language learners b. Two Parent Academies c. On-going individual student assessment		ESL Coordinator, principal, counselor, ESL teacher, teachers	Assessment data, meeting & workshop logs will lead to increase student success	50%		
	Funding Sources: 263 - Title III - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: Student groups will show the following results as measured by STAAR/EOC.
Writing - All groups 90%
EOC Algebra I 100%
Mathematics African American 7th grade 80%

Evaluation Data Source(s) 3: STAAR Data

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Daily Practice of Writing Skills a. TEKS warm-ups b. Journals c. Proof-reading d. Writing in timed setting e. Daily Oral Language f. Skill Builders g. Scholastic Writing Exercise		Teacher	Benchmark tests, Teacher assessments, STAAR These will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Emphasize Test Taking Tips		Teacher	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Compensate for lack of research based writing		Teacher	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Personal, Peer and Teacher Evaluation of Work.		Teacher	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Tutorial Sessions		Teachers	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Differentiated Instruction		Teachers	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
7) Provide target students with a strong math program a. Hold Department Meetings b. Align Curriculum c. Attend Math Academics d. Think Through Math e. Incorporate TEKS Resource Systems f. Math TEKS staff development		Teacher, Principal, Curriculum Coordinator	Teacher made tests will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00, 255 - Title II-A/TPTR - 0.00					
8) Utilize Technology a. Study Island b. Money Island c. Mimio d. Geometry Sketch Pad e. IXL		Technology Specialist	Teacher assessments will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: PNMS will continue to support students with special needs.

Evaluation Data Source(s) 4: Parent Survey, STAAR Data
Dyslexia
Drug & Violence Prevention
Gifted and Talented
RTI
Accelerated Instruction

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide Dyslexia Classes		Counselor, Principal	Teacher tests and STaR reading Dyslexia classes will lead to increase student success	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Continue to offer an enriched program of study.		Principal	Enriched programs will lead to increase student success All student STAAR results	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Continue to offer accelerated math classes		Principal	Accelerated math classes will lead to increase student success EOC results	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
4) Continue to monitor student performance Benchmark Testing SAT meetings Differentiated instruction Accelerated Instruction for students not passing STAAR		Teacher, Counselor, Principal	Benchmark results and STAAR data will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
5) Use Motivational Speakers a. Violence Prevention b. Bullying Prevention c. Drug Prevention		Principal, Teacher	These programs will lead to increase student success PEIMS data	0%		
	Funding Sources: Campus Funds - 0.00					
6) Continue to use Counselor for students with special needs		Counselor	Personal notes of Counselor will increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
7) Character Education Classes		Counselor, Teachers	These classes will lead to increase student success PEIMS data	50%		
	Funding Sources: 199 - General Fund - 0.00					
8) Continue to identify GT Students		Counselor	OLSAT testing, Student grades, STAAR testing will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
9) Continue teacher education and training with GT Students		Principal, Curriculum Coordinator	Enrollment of teachers in GT training classes will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: During 2019-2020 90% or more of the 6th, 7th, and 8th graders will perform at or above Fitnessgram Standards. PNMS will also provide data about Sun Safety as recommended by SHAC.

Evaluation Data Source(s) 5: Fitness Gram, Teacher reports

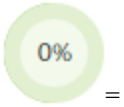
Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) PE Teachers will teach students to enjoy physically active lifestyles.		Coaches	Fitness Gram will lead to increase student success	45%		
	Funding Sources: 199 - General Fund - 0.00					
2) PE curriculum will be balanced		Coaches	Fitness Gram will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Incorporate a Track Unit a. 6th grade track meet		Coaches	6th grade track meet results will lead to increase student success	0%		
	Funding Sources: Campus Funds - 0.00					
4) PE teachers will demonstrate proper technique in all physical activities.		Coaches	Fitness Gram will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Proper Safety and Instruction will be provided to help ensure a safe, fair and fun activity		Coaches	Fitness Gram will lead to increase student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
6) Data about sun safety will be taught to all students by PE teachers and reinforced in classrooms.		Coaches, teachers	Teacher assessment will lead to increase student success	0%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: PNMS will provide students and parents information about Higher Education admissions and financial aid opportunities, Texas Grant Program, Teach for Texas grant programs, and sources of information on higher education admissions and financial aid, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

Evaluation Data Source(s) 6: Websites, Parent Survey

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) District Website		Technology Specialist	Parent survey will lead to increase student success	25%		
	Funding Sources: 199 - General Fund - 0.00					
2) PNMS Website		Technology Specialist	Parent Survey will lead to increase student success	25%		
	Problem Statements: School Processes & Programs 4 **Funding Sources**: 199 - General Fund - 0.00					
3) PTA Meetings		Principal	PTA Minutes and Parent Survey will lead to increase student success	25%		
	Funding Sources: PTA Funds - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 6 Problem Statements:

School Processes & Programs
Problem Statement 4: PNMS will continue to promote Intra-school wide communication. **Root Cause 4**: Lack of planning by school organizations. Lack of daily reading of e-mails.

Goal 1: PNMS will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 7: PNMS will move from a D rating in Domain 3 to a C rating in Domain 3.

Evaluation Data Source(s) 7: STAAR Scores & Accountability Rating

Summative Evaluation 7: No progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Comprehensive Support Strategy 1) 1, To use the prescribed intervention plan that focuses on two strategic actions with a main focus on Asian and White students closing the performance gaps.	2.4, 2.5, 2.6			50%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: PNMS will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Attendance rate for all students will increase to 98%.

Evaluation Data Source(s) 1: AEIS, PEIMS report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Establish Communication with Parents: Remind 101 Phone calls E-mail Attendance Committee meeting with parents		Principal, Attendance Committee, Secretary	Parent survey will lead to increase student attendance	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Incentive Programs: Drawings for Attendance Awards. Meaningful Attendance Awards. Classroom Perfect Attendance Awards		Principal, Attendance Secretary	Parent survey and PEIMS data will lead to increase student attendance	50%		
	Funding Sources: Campus Funds - 0.00					
3) Letters to Parents: 90% letters to parents. File on students who violate compulsory attendance Develop Attendance Plan with Parents and Students.		Assistant Principal	Letters to parents will lead to increase student attendance PEIMS data	50%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: PNMS will maintain a safe and orderly environment and continuously will be improved by all PNMS personnel.

Performance Objective 1: PNMS faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDExpress Evaluations, Security Audits

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) During 2019-2020 100% staff will be provided training on Immediate Response to an Armed Intruder.		Principal	Training will reinforce safety protocol	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Use Campus Security Audit to make necessary changes.		Principal, Assistant Principal	Campus Security Audit will guide PNMS in providing a safer campus	50%		
	Problem Statements: Perceptions 3 **Funding Sources**: 199 - General Fund - 0.00					
3) Use Proper Technology to monitor PNMS.		Assistant Principal	Technology will help monitor in investigations	50%		
	Problem Statements: School Processes & Programs 6 **Funding Sources**: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 6: PNMS will continue to update security systems on campus. **Root Cause 6**: Lack of exterior doors to function correctly in conjunction with alarm systems. Teachers and staff need to continue to wear badges. All exterior doors to remain closed.

Perceptions

Problem Statement 3: PNMS will continue to review all safety procedures and audits for areas that are considered to be unsafe with the contracted police officers. **Root Cause 3**: Failure to adhere to campus policy.

Goal 3: PNMS will maintain a safe and orderly environment and continuously will be improved by all PNMS personnel.

Performance Objective 2: PNMS will continue to enforce school and district guidelines

Evaluation Data Source(s) 2: PEIMS, Skyward Discipline Reports, Drill Reports, Parent Survey, CIC reports

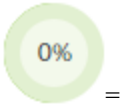
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue to have effective security procedures in place.		Assistant Principal	These procedures will reinforce safety protocols	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Train staff for managing student behavior.		Assistant Principal	Training will reinforce safety protocols	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) Safety Team Implementation.		Principal, Assistant Principal	Team will reinforce safety protocols	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
4) Visitor Check-in procedures.		Front Office	Procedures will reinforce safety protocols	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
5) Timely Drills.		Assistant Principal	Drills will reinforce safety protocols	50%		
	Funding Sources: 199 - General Fund - 0.00					
6) Communicate rules to students and parents.		Teachers, Principal	Communication will reinforce safety protocols	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
7) Monitor Campus Bullying.		Assistant Principal, Teachers	Monitoring will provide for a safer campus PEIMS data	50%		
	Problem Statements: Perceptions 2 **Funding Sources**: 199 - General Fund - 0.00					
8) Campus Counselor will be liaison for the purpose of suicide prevention.		Counselor	Counselor assessments will provide for a safer campus	50%		
	Funding Sources: Title IV redirected to Title I - 0.00					
9) AEP Placement		Assistant Principal, Principal	AEP placement will provide for a safer campus PEIMS data	50%		
	Funding Sources: 199 - General Fund - 0.00					
10) Participation in Internet Safety and Cyberbullying a. Internet Safety Week b. Review Cyberbullying Curriculum c. Various motivational speakers on Cyberbullying and bullying.		Principal, Assistant Principal, Counselor, Technology Specialist	These activities will provide for a safer campus Parent Survey	0%		
	Funding Sources: 199 - General Fund - 0.00					
11) Continue to have no gang related activity a. Educate teachers on gang related signs, clothing, etc b. Report all gang related activity to PNPD		Teachers, Principal, Assistant Principal, Counselor	No gang activity will provide for a safer campus PEIMS data	50%		
	Funding Sources: 199 - General Fund - 0.00					
12) Continue to try and meet all physical needs of students. a. Provide counseling b. Provide food and clothing at appropriate times.		Counselor	Meeting physical needs of students will provide for a safer campus PEIMS data	50%		
	Problem Statements: School Processes & Programs 7 **Funding Sources**: 199 - General Fund - 0.00					
13) Students Participate in Preventative Programs a. Red Ribbon Parade b. Counselor Intervention c. Conflict Resolution Strategies d. Character Counts e. Study Skills f. Tobacco Prevention g. Vaping Education		Principal, Assistant Principal, Counselor, Teachers	These activities will provide for a safer campus PEIMS data	50%		
	Problem Statements: Perceptions 1 **Funding Sources**: Campus Funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 7: PNMS will contract with additional counseling personnel to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use or abuse **Root Cause 7**: Increase in students requiring these services.

Perceptions
Problem Statement 1: Middle school students continue to experiment with alcohol, vapes and tobacco. **Root Cause 1**: Social trends and lack of education among middle school students.
Problem Statement 2: Student bullying has decreased but still poses a problem. **Root Cause 2**: Overall age of students in middle school. Lack of education by parents. Social trends. Lack of communication between students.

Goal 3: PNMS will maintain a safe and orderly environment and continuously will be improved by all PNMS personnel.

Performance Objective 3: By September 1, 2019 100% of PNMS employees working in specific designated assignments will have current CPR, AED and Concussion training. All PNMS employees trained on use of EPI pens.

Evaluation Data Source(s) 3: PD Express Attendance Rosters

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide CPR training to all necessary personnel.		Nurse, Principal	Trained personnel will provide for a safer campus	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Provide concussion training to all Athletic coaches, Cheer and Drill sponsors, and nurses yearly.		Athletic Director, Nurse, Principal	Training of sponsors will provide for a safer campus	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 4: All PNMS teachers will be provided high-quality professional development.

Performance Objective 1: During 2019-2020 100% of staff will be offered high quality professional development.

Evaluation Data Source(s) 1: PD Express, Professional development attendance records non-district registration, DEIC minutes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Instructional Technology will be provided. a. Technology workdays in August. b. TCEA Conference		Principal, Assistant Principal, Curriculum Coordinator, Technology Specialist	Technology instruction will provide teachers with strategies for all learners	50%		
	Funding Sources: 255 - Title II-A/TPTR - 0.00, 199 - General Fund - 0.00					
2) Collaborate with Curricular Coordinator to plan Professional Development for math TEKS.		Curriculum Coordinator	This will provide teachers with strategies for all learners	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Participate in conferences as funds permit.		Principal	Conferences will provide teachers with strategies for all learners	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Provide Region V Opportunities		Curriculum Coordinator	Region V opportunities will provide teachers with strategies for all learners	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Provide staff development in the following areas: a. Handle With Care b. Bullying/Cyberbullying c. Sexual Abuse and Mal-treatment of Children		Principal	Staff development will provide teachers with strategies for all learners	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Continue to stress attendance for all employees.		Principal	Teacher attendance will enable teachers to be more effective instructional leaders	50%		
	Problem Statements: School Processes & Programs 1 **Funding Sources**: 199 - General Fund - 0.00					
7) Measure professional development crossover into classroom. a. Via Walk-throughs b. Teacher communication c. Student Performance		Principal	Professional development crossover will enable teachers to be more effective instructional leaders	50%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Continue to stress attendance for employees. **Root Cause 1**: Teachers involved in high school extra curricular activities, jury duty and personal leave.

Goal 5: PNMS personnel will promote effective parental and community involvement through communication, participation, and partnerships.

Performance Objective 1: Increase Parental Involvement of All Parents

Evaluation Data Source(s) 1: Parent Involvement Surveys, Webpages, Remind 101

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue communication with Remind 101, Twitter, Webpages and Newsletters to Parents.		Teachers, Principal	Communications will foster positive parent perceptions Parent Survey	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Continue to be a friendly, welcoming campus through teacher and staff communication with parents.		Faculty	Communications will foster positive parent perceptions Parent Survey	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Continue to promote school activities to increase attendance at all events. We will use Remind 101,Twitter, Marquis, Webpages, Posters , Newsletters to relay all dates.		Faculty	Communications will foster positive parent perceptions Parent Survey	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Continue to use Parent Survey		Principal	Communications will foster positive parent perceptions	0%		
	Funding Sources: 199 - General Fund - 0.00					
5) Advise Parents and Students on Curricular choices to be prepared for success beyond high school.		Counselor	Communications will foster positive parent perceptions	0%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Provide Sources of Information on Higher Education.		Technology Specialist, Counselor	Communications will foster positive parent perceptions	25%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress


= Discontinue

Goal 5: PNMS personnel will promote effective parental and community involvement through communication, participation, and partnerships.

Performance Objective 2: Expand the number of translated documents to language other than Spanish.

Evaluation Data Source(s) 2: Document all languages other than Spanish that documents are translated

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use all available technology to help with translation of documents.		ESL Teachers	Translation of documents will foster positive parent communication	0%		
	Funding Sources: 199 - General Fund - 0.00					
2) Use new-comer teacher to organize all documents and report number of different languages needed to communicate to all parents.		ESL Teachers	Translation of documents will foster positive parent communication	25%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 5: PNMS personnel will promote effective parental and community involvement through communication, participation, and partnerships.

Performance Objective 3: Expand Parent Education for Development of Healthy Families.

Evaluation Data Source(s) 3: Shot records of students, PEIMS Reports, Attendance Rates

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Website Data from Nurse		Nurse	Website data will foster positive communication with the school	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Mail-outs		Nurse	Data will foster positive communication with the school	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Classroom instruction via Life Management and Study Hall teachers		Nurse, Principal	Data will foster positive communication with the school	25%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PNMS will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: During 2019-2020 school year PNMS will maintain an active governance structure to direct, sustain and communicate excellence in all functions of the district

Evaluation Data Source(s) 1: CIC minutes, DEIC minutes

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) CIC regular meetings		Principal	CIC minutes will support the purpose of site-based committee	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) CIC will provide input and make recommendations in the areas of planning, budgeting, curriculum, staffing, staff development and school organizations.		CIC Committee	CIC minutes will support the purpose of site-based committee	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Provide Comprehensive Needs Assessment Plan in line with district goals.		Principal, CIC committee	STAAR data, PEIMS data, Teacher assessments will identify areas of strength and weakness	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
4) Provide DEIC member from PNMS.		DEIC committee, Principal	DEIC minutes will support the purpose of site-based committee	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PNMS will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 2: PNMS will recruit, retain and develop a 100% highly qualified staff.

Evaluation Data Source(s) 2: Highly qualified annual compliance report, personnel files, principal attestations

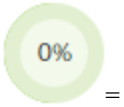
Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct recruitment activities to ensure highly qualified personnel in all positions: job fairs, post vacancies		Principal	Hiring highly qualified personnel will ensure campus expectations Teacher evaluations, Principal Attestations	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Maintain teacher mentor program		Principal, Curriculum Coordinator	Mentor teachers will ensure campus expectations Curriculum Coordinator Assessments	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) New employee orientation and training		Principal	Orientation and training will ensure campus expectations Curriculum Coordinator	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
4) Require all aides to be highly qualified		Principal	Highly qualified aides will ensure campus expectations Principal Attestations	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
5) Continue to participate in the Aspiring Administrator Initiative Program		Principal, Assistant Principal	Aspiring Administratives will ensure campus expectations Principal assessment	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 7: PNMS will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: PNMS students will demonstrate technology competencies and participate in technology initiatives.

Evaluation Data Source(s) 1: STaR Chart Data, Course Selections, Learning.Com reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Demonstrate Mastery of Technology Applications TEKS at all Grade Levels. a. Continue use of Learning.com b. Continue technology assessment of 8th grade c. Encourage student participation of school fusion Web 2.0 tools		Principal, Technology Specialist, Lead Technology Teachers	This will enable students to acquire skills required in the TA TEKS Teacher assessment, STAAR test results	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Participate in Internet Safety and Cyberbullying Prevention a. Internet Safety Week b. Review Cyberbullying Curriculum		Technology Specialist, Teachers, Principal	These activities will ensure for a safer campus PEIMS data	0%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 7: PNMS will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: PNMS faculty and administration will demonstrate mastery of technology competencies

Evaluation Data Source(s) 2: STaR Chart

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide opportunities for teacher preparation and collaboration a. Encourage Web-based projects c. Continue use of one to one program d. Require all staff to use Internet Etiquette and comply with Acceptable Use Policy		Principal	TO ensure students will meet the required TA TEKS Sign in sheets, Teacher assessments	50%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress


= Discontinue

Goal 7: PNMS will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: Use Technology to Improve Student Performance and Increase the Percentage of Advanced Technology Literacy

Evaluation Data Source(s) 3: Learning.com reports, STAAR Test Results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Ensure basic knowledge of computer hardware		Principal, Technology Specialist, Teachers	To ensure students will meet the required TA TEKS Teacher assessment	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Students develop a strong vocabulary of technology terms.		Teachers	To ensure students will meet the required TA TEKS Teacher assessment	25%		
	Funding Sources: 199 - General Fund - 0.00					
3) Provide all students opportunities to use a variety of software applications. a. Internet browsers b. Word Processing c. Spread Sheets d. Charts e. Photostory f. Digital Animation g. Mimio h. Web Pages i. Skyward		Teachers	To ensure students will meet the required TA TEKS Teacher assessments	50%		
	Problem Statements: School Processes & Programs 5 **Funding Sources**: 199 - General Fund - 0.00					



= Accomplished 

= No Progress  = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 5: Campus technology resources need to include the use of chromebooks. **Root Cause 5**: Educational processes along with new technology advances require new technology components in the hands of students and educators.

Goal 8: PNMS will Achieve a 0.0% Drop-out rate.

Performance Objective 1: PNMS will retain a 0.0% dropout rate

Evaluation Data Source(s) 1: AEIS, PEIMS

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Maintain Strong Attendance Incentives		Principal	THis will ensure student success PEIMS data	50%		
	Funding Sources: Campus Funds - 0.00					
2) Parent Communication		Principal	Parent communication will ensure student success Parent Survey	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Home Visits		Assistant Principal	Home visits will ensure student success PEIMS data	0%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	20	Region 5 workshops, Department Meetings, and Social Studies Department meetings with GMS
1	7	1	1, To use the prescribed intervention plan that focuses on two strategic actions with a main focus on Asian and White students closing the performance gaps.

State Compensatory

Budget for Port Neches Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 042 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,300.00
199.11.6112.75.042.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$1,300.00
199 11 6119 00 042 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$85,820.00
199.11.6119.00.042.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$69,305.00
199 11 6141 00 042 0 24 0 00	6141 Social Security/Medicare	$1,244.00
199 11 6141 75 042 0 24 0 00	6141 Social Security/Medicare	$20.00
199.11.6141.00.042.0.24.0.00	6141 Social Security/Medicare	$859.00
199.11.6141.75.042.0.24.0.00	6141 Social Security/Medicare	$20.00
199 11 6142 00 042 0 24 0 00	6142 Group Health and Life Insurance	$7,425.00
199.11.6142.00.042.0.24.0.00	6142 Group Health and Life Insurance	$4,596.00
199 11 6144 00 042 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$6,200.00
199.11.6144.00.042.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$4,553.00
199 11 6145 00 042 0 24 0 00	6145 Unemployment Compensation	$35.00
199.11.6145.00.042.0.24.0.00	6145 Unemployment Compensation	$35.00
199 11 6146 00 042 0 24 0 00	6146 Teacher Retirement/TRS Care	$2,484.00
199.11.6146.00.042.0.24.0.00	6146 Teacher Retirement/TRS Care	$1,496.00
199 11 6149 00 042 0 24 0 00	6149 Employee Benefits	$469.00

Account Code	Account Title	Budget
199.11.6149.00.042.0.24.0.00	6149 Employee Benefits	$281.00
	6100 Subtotal:	**$187,442.00**
6300 Supplies and Services		
199 11 6325 00 042 0 24 0 00	6325 Library Books - Locally Defined	$350.00
199.11.6325.00.042.0.24.0.00	6325 Library Books - Locally Defined	$350.00
199 11 6399 00 042 0 24 0 00	6399 General Supplies	$500.00
199.11.6399.00.042.0.24.0.00	6399 General Supplies	$500.00
	6300 Subtotal:	**$1,700.00**

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
campus secretary	Lou Evans	Secretary
Administrator	Kyle Hooper	Principal
Community Representative	Charles Jehlen	member
Parent	Amber McCullough	member
Counselor	Raina Nichols	member
Classroom Teacher	Summer Thompson	member
Classroom Teacher	Adriann Martin	member
Paraprofessional	Sara Wallace	member
Non-classroom Professional	Kelsey Crippen	member
Classroom Teacher	Terri Johnson	member
Classroom Teacher	Chasity Viator	member
Classroom Teacher	David Mire	member
Classroom Teacher	Jill Brack	member

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		Instruction - 11	$0.00
1	1	2		Instruction - 11	$0.00
1	1	3		Instruction - 11	$0.00
1	1	4		Instruction - 11	$0.00
1	1	5		Instruction - 11	$0.00
1	1	6		Instruction - 11	$0.00
1	1	7		Instruction - 11	$0.00
1	1	8		Instruction - 11	$0.00
1	1	9		Instruction - 11	$0.00
1	1	10		Instruction - 1	$0.00
1	1	11		Instruction - 11	$0.00
1	1	13		Instruction - 11	$0.00
1	1	16	Workbooks. Region V Workshops, STAAR Released tests		$0.00
1	1	17			$0.00
1	1	20			$0.00
1	1	21			$0.00
1	1	23			$0.00
1	1	24			$0.00
1	2	1		11, 12	$0.00
1	2	2			$0.00
1	2	3			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	4			$0.00
1	2	5			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	8			$0.00
1	3	1		Instruction - 11	$0.00
1	3	2			$0.00
1	3	3		Instruction - 11	$0.00
1	3	4		Instruction - 11	$0.00
1	3	5		Instruction - 11	$0.00
1	3	6		Instruction - 11	$0.00
1	3	7		Instruction - 11	$0.00
1	3	8			$0.00
1	4	1		11, 13, 31	$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	6			$0.00
1	4	7			$0.00
1	4	8			$0.00
1	4	9			$0.00
1	5	1			$0.00
1	5	2			$0.00
1	5	4			$0.00
1	5	5			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	6			$0.00
1	6	1			$0.00
1	6	2			$0.00
2	1	1			$0.00
2	1	3			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	2	5			$0.00
3	2	6			$0.00
3	2	7			$0.00
3	2	9			$0.00
3	2	10			$0.00
3	2	11			$0.00
3	2	12			$0.00
3	3	1			$0.00
3	3	2			$0.00
4	1	1			$0.00
4	1	2			$0.00
4	1	3			$0.00
4	1	4			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	5			$0.00
4	1	6			$0.00
4	1	7			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
5	1	5			$0.00
5	1	6			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	3	1			$0.00
5	3	2			$0.00
5	3	3			$0.00
6	1	1			$0.00
6	1	2			$0.00
6	1	3			$0.00
6	1	4			$0.00
6	2	1			$0.00
6	2	2			$0.00
6	2	3			$0.00
6	2	4			$0.00
6	2	5			$0.00
7	1	1			$0.00
7	1	2			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	1			$0.00
7	3	1			$0.00
7	3	2			$0.00
7	3	3			$0.00
8	1	2			$0.00
8	1	3			$0.00
				Sub-Total	$0.00
255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	7			$0.00
4	1	1			$0.00
				Sub-Total	$0.00
263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	9			$0.00
				Sub-Total	$0.00
Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	12		Instruction - 11	$0.00
1	1	14		Instruction - 11	$0.00
1	1	15		Instruction - 11	$0.00
1	4	5			$0.00
1	5	3			$0.00
2	1	2			$0.00
3	2	13			$0.00

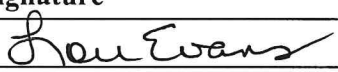
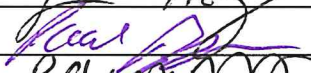
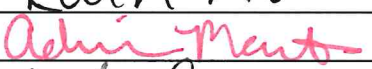
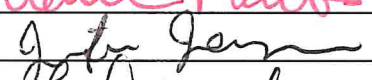
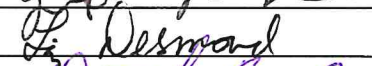
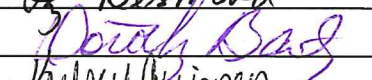
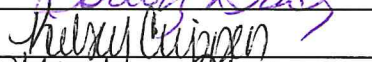
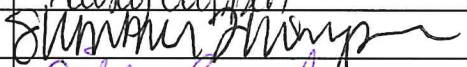
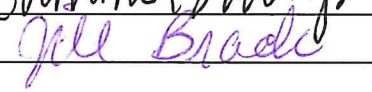
Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1			$0.00
				Sub-Total	$0.00
PTA Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	6	3			$0.00
				Sub-Total	$0.00
Title IV redirected to Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	2	8			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Campus Improvement Committee

Committee Role	Name	Position
Administrator	Kyle Hooper	principal
campus secretary/paraprofessional	Lou Evans	
Administrator	Paul Bryan	
Counselor	Raina Nichols	
Classroom Teacher	Heidi Woodall	
Classroom Teacher	Courtney Guilbeau	
Classroom Teacher	Adriann Martin	
Classroom Teacher	Leslie Balsamo	
Classroom Teacher	Jennifer Joyner	
Classroom Teacher	Dorothy Bailey	
Classroom Teacher	Liz Desmond	
Classroom Teacher	Kim McDuffie	
Business Representative	Chris Street	
Parent	Guy Williams	

2018-2019 Campus Site-Based Commitee

Committee Role	Name	Position	Signature
campus secretary	Lou Evans	member	
Administrator	Kyle Hooper	member	
Administrator	Paul Bryan	Assistant Principal	
Counselor	Raina Nichols	member	
Classroom Teacher	Adriann Martin	member	
Classroom Teacher	Jennifer Joyner	member	
Classroom Teacher	Liz Desmond	member	
Classroom Teacher	Dorothy Bailey	member	
Non-classroom Professional	Kelsey Crippen	member	
Non-classroom Professional	Summer Thompson	member	
Classroom Teacher	Jill Brack	member	
Parent	Amber McCullough	member	
Business Representative	Chris Street	member	

Port Neches-Groves Independent School District

Groves Middle School

2019-2020

Accountability Rating: C



Groves Middle School A Great Place To Learn!

Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

MISSION STATEMENT

It is the mission of Groves Middle School to meet the needs of every student by:

- **Beginning each day with a sense of responsibility, knowing that we are creating a culture of pride, respect, and professionalism.**
- **Providing, in partnership with the community, a quality education that allows students to reach their full potential within a caring, secure environment.**
- **Integrating technology across the curriculum to equip students to meet the challenges of education, work and life.**
- **Celebrating our achievements, hard work and diversity.**
- **Encouraging every student to become self-motivated, independent thinkers with a high degree of respect for themselves and others.**

Vision

VISION STATEMENT

Groves Middle School will provide each student with the opportunity to gain knowledge, skills, and values to become a responsible and productive member of society. We will work together and continue building a positive self-image. We will have pride in the accomplishments achieved through our hard work.

Core Beliefs

Groves Middle School is a campus where teachers can teach and students can learn in an environment necessary and conducive to a quality education.

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MISSION STATEMENT It is the mission of Groves Middle School to meet the needs of every student by: Beginning each day with a sense of responsibility, knowing that we are creating a culture of pride, respect, and professionalism. Providing, in partnership with the community, a quality education that allows students to reach their full potential within a caring, secure environment. Integrating technology across the curriculum to equip students to meet the challenges of education, work and life. Celebrating our achievements, hard work and diversity. Encouraging every student to become self-motivated, independent thinkers with a high degree of respect for themselves and others. . . . 2

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Comprehensive Needs Assessment

Needs Assessment Overview

The major needs this year will be to improve on the overall quality of instruction in each subject with special emphasis on 8th grade Social Studies. Groves Middle School's 2019 Accountability Rating is a C. GMS did not receive any Distinction Designations, but performed above the 2019 Performance Index areas of Student Achievement and School Progress. Closing Achievement Gaps is an area of concern. Continued improved instruction will enhance these areas and help identified populations and sub-groups to continue to improve academically.

Demographics

Demographics Summary

The demographics for Groves Middle School continues to change in the percentages for most categories examined the last several years. Our current student population has increased from 546 students to 670 students for the current school year. Thestudent populations have changed with our African American population from 1.6% to 2.8%, Hispanic population from 16.6% to 33.0%, Asian population from 0.9% to 1.7%, Two or More Races 2.1% to 3.9%, and White population from 80.0% to 58.5%. English Language Learners 2.9% to 4.6%, At Risk from 41.7% to 52.2%, Mobility 7.3% to 9.4%, and Economically Disadvantaged from 38.0% to 50.9%. For program information our Bilingual/ESL population from 1.1% to 2.9% and Special Education from 8.6% to 9.3%. Our Staff consists of 28% male teachers and 72% female teachers with 15% holding a masters degree. 53% of teachers have over 11 years of experience 47% from beginning to 10 years experience. Our staff consists of a 12.1% minority population, teachers making up 73.1% of our staff and educational aides making up 15.4% of our staff. Our students and parents live mainly in Groves, Texas with some living in Port Arthur, Texas and Port Neches, Texas within our school district boundaries. Our parents and community strongly support our school and district.

Demographics Strengths

The demographic strengths at Groves Middle School are:

- Increasing in enrollment for the last seven years from 501 students to 670 students
- Drop Out Rate below state average at 0.0% for 7th and 8th grades
- Attendance Rate above the state and percentage at 96%
- Retention Rate below state average for 6th - 8th grades for all populations at 1.1%
- 100% Highly qualified staff
- Strong parental involvement in all programs provided by Groves Middle School and the Port Neches-Groves ISD

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percent at Grade Level or Above is 45% on all subjects for our Hispanic population compared to the 51% for the school. **Root Cause**: Our Hispanic population is increasing more than our other demographic groups causing. This growth is quicker than the district can train and hire teachers with ESL certification and an understanding of instructional strategies for English Language Learners.

Student Academic Achievement

Student Academic Achievement Summary

Groves Middle School's accountability rating is a C. It has been a Met Standard/Recognized Campus for the previous eight years. Groves Middle rated a B on Student Achievement, a B on School, and a D on Closing Performance Gaps. We will continue to focus on improvement of our STAAR scores in all areas and on all tests. All sub-groups need to improve but the main focus that will need additional targeted support are with students identified in areas as White, Asian, and Two or More Races.

Our Math scores showed 84% approaches grade level. Students who did not meet the math standard on the 2019 STARR test will receive additional instruction. Identified students in all three grades will receive math remediation during their Activity Period to strengthen math skills. Benchmark tests will be used to determine the degree of progress students make throughout the year. Enriched activities will be utilized in designated G/T classes. Inclusion and Co-Teaching classes will be utilized for many students.

Our Reading scores showed 81% approaches grade level. Our focus groups for reading are Economically Disadvantaged and Non-Continuously Enrolled students. Our identified students need to improve their critical thinking skills and the ability to use strategies to analyze material. The reading and language arts curriculum was evaluated and changes were made to improve reading scores. Seventh and eighth students who did not meet minimum expectations on the 2019 STAAR Reading test will be placed in reading classes. Identified students will receive additional help through accelerated reading classes and also during their Activity Period.

The STAAR writing scores were 70% approaches grade level. This is three percent above the state average, but we need to increase the number of students that receive a rating of four on the writing sample. Other areas needing improvement include sentence construction, punctuation, capitalization and spelling.

Our Science scores showed 78% approaches grade level. The STAAR science scores were above the region percentage for 8^{th} grade. We will continue to improve student performance. Our emphasis on using supplemental materials to support the science curriculum will increase in all science classes.

Our Social Studies scores showed 64% approaches grade level. The STAAR social studies scores were above the region percentage for 8^{th} grade. Examination of the curriculum and corrections to the timeline for covering content will be addressed to correct deficiencies and address student success in all social studies classes.

The campus improvement committee agreed that we need to increase the number of students that are achieving above the state average on all STAAR tests. Improved teaching techniques and a clear understanding of the test objectives will help insure improvement in this area.

Student Academic Achievement Strengths

Groves Middle School exhibits student achievement strength in the following areas:

- Above state and region averages for Reading
- Above state and region averages for Math
- 100% passing rate on Algebra I EOC
- Above state and region averages for Writing

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The current 8th Grade Social Studies percent at Grade Level Standard or Above was 27%, which was below the State and District averages. **Root Cause**: District curriculum needs to be aligned with the TEKS in all grades for all Social Studies classes. Critical thinking and higher order thinking skills need to be taught in each Social Studies class.

Problem Statement 2: Index III Closing Performance Gaps needs to be addressed. **Root Cause**: Student performance in multiple reported areas falls below the target for Reading and Mathematics.

School Processes & Programs

School Processes & Programs Summary

Analysis of the state assessment reporting categories indicates the campus curriculum is appropriate for Groves Middle School students. Our accountability rating is a C and we achieved above the target scores two of the three Performance Index areas. We did not earn any Campus Distinctions this year. We will continue to address all Performance Indices with greater emphasis on Index 3 - Closing the Achievement Gap, to continue to increase student academic achievement. Our instructional staff is 100% highly qualified and we are able to retain quality teachers and staff. We have a stable administrative staff that works well together along with all instructional staff and personnel. We will provide additional school counseling to all students at Groves Middle School, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

School Processes & Programs Strengths

We have a school environment which maximizes instructional time with limited classroom disruptions. We offer morning tutorials for all subjects everyday. We have several opportunities for students to become actively involved in their school.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students at Groves Middle School need to show greater student progress in all academic areas of the campus. **Root Cause**: We need to increase the rigor of academic instruction by incorporating more higher order thinking skills in daily lessons throughout the year.

Perceptions

Perceptions Summary

Students and Staff enjoy attending Groves Middle School. We have several opportunities for students to become actively involved in their school. The high participation rate of students in all grade levels and the community support for the campus and district enhances the student's overall educational experience. The desire to participate helps to maintain our high attendance rate. Attendance will continue to be a top priority even though we have maintained a 96% attendance rate for the past several years. We have outstanding extracurricular programs in Athletics and Fine Arts. Our Band and Choir consistently perform and represent Groves Middle School in all UIL competitions.

We will maintain an effective discipline management plan that teaches and encourages all students to be responsible citizens of the school and community. A safe and orderly climate for all students will be maintained so that students will have the opportunity to reach their full potential both physically and academically.

Groves Middle School will strive to increase communications between the campus and parents by using multiple ways to get information to the students and parents.

Groves Middle School now has a full-time contracted police officer assigned to the campus.

Perceptions Strengths

The high participation rate of students in all grade levels and the community support for the campus and district enhances the student's overall educational experience. The desire to participate helps to maintain our high attendance rate. We have outstanding extracurricular programs in Athletics and Fine Arts. Our Band and Choir consistently perform and represent Groves Middle School in all UIL competitions.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Groves Middle School will increase parent and public awareness of the activities and events taking place on campus throughout the school year. **Root Cause**: The teachers, sponsors, coaches, and administration need to learn more ways to communicate with parents and the community about school activities and programs.

Problem Statement 2: Groves Middle School will review security issues with the contracted police officer and continue to review all safety procedures and

audits for areas that are considered to be unsafe. **Root Cause**: Failure to adhere to campus policy.

Priority Problem Statements

Problem Statement 1: Index III Closing Performance Gaps needs to be addressed.

Root Cause 1: Student performance in multiple reported areas falls below the target for Reading and Mathematics.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: The percent at Grade Level or Above is 45% on all subjects for our Hispanic population compared to the 51% for the school.

Root Cause 2: Our Hispanic population is increasing more than our other demographic groups causing. This growth is quicker than the district can train and hire teachers with ESL certification and an understanding of instructional strategies for English Language Learners.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The current 8th Grade Social Studies percent at Grade Level Standard or Above was 27%, which was below the State and District averages.

Root Cause 3: District curriculum needs to be aligned with the TEKS in all grades for all Social Studies classes. Critical thinking and higher order thinking skills need to be taught in each Social Studies class.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Students at Groves Middle School need to show greater student progress in all academic areas of the campus.

Root Cause 4: We need to increase the rigor of academic instruction by incorporating more higher order thinking skills in daily lessons throughout the year.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Groves Middle School will increase parent and public awareness of the activities and events taking place on campus throughout the

school year.

Root Cause 5: The teachers, sponsors, coaches, and administration need to learn more ways to communicate with parents and the community about school activities and programs.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The eighth grade technology assessment was below the proficient level for last years eighth grade students.

Root Cause 6: We need to emphasis and review applicable ways to utilize technology to increase student productivity and proficiency.

Problem Statement 6 Areas: Technology

Problem Statement 7: During the course of the previous school year several times false information was provided to family and community members causing great concern for the safety of students at Groves Middle School.

Root Cause 7: The release of false information on social media.

Problem Statement 7 Areas: Parent and Community Engagement

Problem Statement 8: Groves Middle School will review security issues with the contracted police officer and continue to review all safety procedures and audits for areas that are considered to be unsafe.

Root Cause 8: Failure to adhere to campus policy.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Annual dropout rate data

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

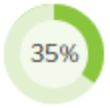
Performance Objective 1: By Spring, 2020, 6th grade, 7th grade and 8th grade students will pass the STAAR Reading test with the following percentages: a. 80 % of African American students will meet the STAAR Reading Standard. b. 80 % of Hispanic students will meet the STAAR Reading Standard. c. 80 % of White students will meet the STAAR Reading Standard. d. 80% of Asian students will meet the STAAR Reading Standard. e. 80 % of Two or More Races meet the STAAR Reading Standard. f. 80 % of Special Ed students will meet the STAAR Reading Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Reading Standard. h. 80 % of ELL students will meet the STAAR Reading Standard.

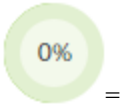
Evaluation Data Source(s) 1: STAAR Test Results and the TAPR

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Emphasis will be placed on curriculum alignment to allow logical sequence of skills and concepts to improve reading abilities for all white students to increase academic achievement in Reading.	Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers	Emphasis on curriculum alignment will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 300.00				
2) Accelerated Reader and STAR programs will be utilized with all students, including ESL, Identified and Special Education students.	Language Arts Teachers, Reading Teachers, Librarian, Principal, ESL Teachers, Special Education Teacher	Utilization of programs will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 199.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 3) Target all STAAR failures and work with identified students during the regular class period and Homeroom Period in order to increase Growth Status in Reading with an emphasis on the White population.	Curriculum Coordinator, Principal, Language Arts Teachers, Reading Teachers, ESL Teachers	Targeting failures will lead to increased student growth.	35%		
	Funding Sources: 199 - General Fund - 400.00				
4) Teach dyslexic students how to cope, adapt, and overcome their reading problems using independently based computer programs.	Curriculum Coordinator, Principal, Dyslexia Teacher, Special Ed Teachers	Teaching coping skills will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 300.00				
5) Students in the inclusion program will receive supplemental instruction weekly in small group settings.	Principal, Core Teachers, Special Education Teachers, Counselor	Our inclusion program will lead to increased student success.	35%		
	Funding Sources: Campus Funds - 0.00				
6) ESL students will receive individualized instruction from ESL Teachers and special assistance through a supplemental program by having ESL classes for the students to attend.	ESL Teachers, Counselor, Principal	Individualized instruction will lead to increased student success.	35%		
	Problem Statements: Demographics 1 **Funding Sources**: 199 - General Fund - 600.00, 263 - Title III - 1491.00				
7) Use of Research-based instructional strategies during each grading period.	All teachers	Research-based instructional strategies will lead to increased student success.	35%		
	Problem Statements: School Processes & Programs 1 **Funding Sources**: Campus Funds - 0.00				
Additional Targeted Support Strategy 8) Review special education students disabilities, strengths and weaknesses, and class assignments to determine if placement is best for accessing the general education curriculum.	Diagnosticians, counselors, teachers, other campus personnel	Reviewing student placements will lead to increased student success.	35%		
	Funding Sources: 224 - IDEA - 0.00, Campus Funds - 0.00				
ESF Levers Lever 1: Strong School Leadership and Planning 9) Utilize campus principal and curriculum coordinator as instructional leaders.	Principal	Utilization of leader to increase department specific focus and gains.	35%		
	Problem Statements: Student Academic Achievement 2				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
ESF Levers Lever 5: Effective Instruction 10) Data disaggregation to increase data driven instruction.	Leadership team	Increase focus on areas of strength/need throughout instruction.			
	Problem Statements: Student Academic Achievement 2				

 = Accomplished  = No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: The percent at Grade Level or Above is 45% on all subjects for our Hispanic population compared to the 51% for the school. **Root Cause 1**: Our Hispanic population is increasing more than our other demographic groups causing. This growth is quicker than the district can train and hire teachers with ESL certification and an understanding of instructional strategies for English Language Learners.

Student Academic Achievement

Problem Statement 2: Index III Closing Performance Gaps needs to be addressed. **Root Cause 2**: Student performance in multiple reported areas falls below the target for Reading and Mathematics.

School Processes & Programs

Problem Statement 1: Students at Groves Middle School need to show greater student progress in all academic areas of the campus. **Root Cause 1**: We need to increase the rigor of academic instruction by incorporating more higher order thinking skills in daily lessons throughout the year.

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 2: By Spring, 2020, 6th grade, 7th grade and 8th grade students will pass the STAAR Mathematics test with the following percentages: a. 80 % of African American students will meet the STAAR Math Standard. b. 80 % of Hispanic students will meet the STAAR Math Standard. c. 80 % of White students will meet the STAAR Math Standard. d. 80% of Asian students will meet the STAAR Math Standard. e. 80 % of Two or More Races meet the STAAR Math Standard. f. 80 % of Special Ed students will meet the STAAR Math Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Math Standard. h. 80 % of ELL students will meet the STAAR Math Standard.

Evaluation Data Source(s) 2: STAAR Test Results and the Texas Academic Performance Report (TAPR)

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Emphasis will be placed on curriculum alignment, both vertical and horizontal, to allow logical sequence of skills and concepts by utilizing the TEKS Resource System each 6 Weeks grading period.	Middle School Curriculum Coordinator, Principal, Teachers	Curriculum alignment will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 600.00				
2) Concentrate on problem solving activities using appropriate manipulatives and materials. Problem solving models will be utilized by all students including ESL, Identified and Special Education each six weeks.	Middle School Curriculum Coordinator, Principal, Teachers	Problem solving activities using appropriate manipulatives and materials will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 300.00				
Additional Targeted Support Strategy 3) Students identified as white will receive weekly supplemental instruction in small group settings throughout the year to improve academic achievement in Math.	Math Teachers, Special Education Teachers, Principal,	Supplemental instruction will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 0.00				
4) Identified students attend RTI tutorials weekly during Activity Period.	Math Teachers, Curriculum Coordinator, Principal	RTI tutorials will lead to increased student success.	0%		
5) Enriched math activities will be utilized in designated G/T classes.	Math Teachers, Principal	Enriched math activities will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 150.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) MStar screening tests will be used three times per year to track student progress.	Math Teachers and Curriculum Coordinator	Screening tests will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 700.00				
Additional Targeted Support Strategy 7) Students in the white population will receive supplemental instruction in small group settings each six weeks to improve student growth in Math.	Principal, RTI Interventionist, Core Teachers, Counselor, Special Education Teachers	Supplemental instruction will lead to increased student growth.	0%		
	Funding Sources: Campus Funds - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 3: By Spring, 2020, 7th grade students will pass the STAAR Writing test with the following percentages: a. 80 % of African American students will meet the STAAR Writing Standard. b. 80 % of Hispanic students will meet the STAAR Writing Standard. c. 80 % of White students will meet the STAAR Writing Standard. d. 80% of Asian students will meet the STAAR Writing Standard. e. 80 % of Two or More Races meet the STAAR Writing Standard. f. 80 % of Special Ed students will meet the STAAR Writing Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Writing Standard. h. 80 % of ELL students will meet the STAAR Writing Standard.

Evaluation Data Source(s) 3: STAAR Test Results and the TAPR

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Stress the importance of understanding multi-paragraph essays.	Language Arts Teachers, Curriculum Staff, Principal	Understanding multi-paragraph essays will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 100.00				
2) Reinforce STAAR writing objectives for all students including ESL, Identified and Special Education. Concentrate on sentence structure, grammar, punctuation, spelling and capitalization	Principal, ESL Teachers, Language Arts Teachers, Inclusion Teachers, Special Education Teachers	Reinforcing STAAR writing objectives will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 150.00				
3) Provide staff development for teachers who serve second language learners.	ESL Teacher, Language Arts Teachers, Principal, Curriculum Coordinator	Staff development for teachers will lead to increased student success.	35%		
4) Students identified as Economically Disadvantaged will be provided supplemental instruction in small group setting concentrating on sentence structure, grammar, punctuation, spelling and capitalization.	Principal, Core Teachers, Special Education Teachers, Counselor, Inclusion Teacher, ESL Teacher	Identified students will lead to increased student success.	0%		
	Funding Sources: Campus Funds - 0.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 4: By Spring, 2020, 8th grade students will pass the STAAR Science test with the following percentages: a. 80 % of African American students will meet the STAAR Science Standard. b. 80 % of Hispanic students will meet the STAAR Science Standard. c. 80 % of White students will meet the STAAR Science Standard. d. 80% of Asian students will meet the STAAR Science Standard. e. 80 % of Two or More Races meet the STAAR Science Standard. f. 80 % of Special Ed students will meet the STAAR Science Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Science Standard. h. 80 % of ELL students will meet the STAAR Science Standard.

Evaluation Data Source(s) 4: STAAR Test Results and the TAPR

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Science teachers will continue the development of critical thinking skills, problem solving skills, and academic vocabulary with an emphasis placed on the concepts of force, motion, and energy.	Science Teachers	Development of critical thinking skills, problem solving skills, and academic vocabulary will lead to increased student success.	40%		
	Funding Sources: Campus Funds - 0.00				
2) Provide supplemental instruction in small group settings for inclusion program students and continue the use of paraprofessionals in inclusion classrooms.	Science Teachers	Providing supplemental instruction will lead to increased student success.	35%		
	Funding Sources: Campus Funds - 0.00				
3) Provide teachers opportunity to attend staff development workshops.	Principal	Teachers attending staff development workshops will lead to increased student success.	35%		
	Funding Sources: 255 - Title II-A/TPTR - 5800.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 5: By Spring of 2020, 8th grade students will pass the STAAR Social Studies test with the following percentages: a. 80 % of African American students will meet the STAAR Social Studies Standard. b. 80 % of Hispanic students will meet the STAAR Social Studies Standard. c. 80 % of White students will meet the STAAR Social Studies Standard. d. 80% of Asian students will meet the STAAR Social Studies Standard. e. 80 % of Two or More Races meet the STAAR Social Studies Standard. f. 80 % of Special Ed students will meet the STAAR Social Studies Standard. g. 80 % of Economically Disadvantaged students will meet the STAAR Social Studies Standard. h. 80 % of ELL students will meet the STAAR Social Studies Standard.

Evaluation Data Source(s) 5: STAAR Test Results and the TAPR

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Utilize STAAR support in 6th and 7th grade social studies textbooks and TEKS resource system materials to introduce 8th grade American History TEKS.	Curriculum Coordinator, Principal, Social Studies Teachers	Utilizing STAAR support will lead to increased student success.			
	Funding Sources: 199 - General Fund - 150.00				
2) Use of Research-based instructional strategies to improve instruction for Hispanic, White and Economically Disadvantaged populations.	All teachers	Using Research-based instructional strategies will lead to increased student success.			
	Funding Sources: Campus Funds - 0.00				
3) Students in the inclusion program will receive supplemental instruction in small group settings. Continuing use of paraprofessionals in inclusion classrooms.	Principal, RTI Interventionist, Core Teachers, Counselor, Special Education Teachers	Supplemental instruction will lead to increased student success.			
	Funding Sources: Campus Funds - 0.00				
4) Use of Instructional Focus Documents from the TEKS Resource System for all students.	Social Studies Teachers, Principal, Middle School Curriculum Coordinator	Using Instructional Focus Documents will lead to increased student success.			
	Problem Statements: Student Academic Achievement 1 **Funding Sources**: 199 - General Fund - 0.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) Use of "Mastering Grade 8 Social Studies TEKS" in 8th grade Social Studies classes.	Social Studies Teachers, Principal, Middle School Curriculum Coordinator	Using "Mastering Grade 8 Social Studies TEKS" will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 1500.00				
Comprehensive Support Strategy 6) Monitor Social Studies teachers' needs & progress, and use teacher created benchmark assessments.	Principal, Middle School Curriculum Coordinator	Monitoring Social Studies teachers' needs & progress will lead to increased student success.	0%		
	Funding Sources: 199 - General Fund - 500.00				



= Accomplished


= No Progress

= Discontinue

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: The current 8th Grade Social Studies percent at Grade Level Standard or Above was 27%, which was below the State and District averages. **Root Cause 1**: District curriculum needs to be aligned with the TEKS in all grades for all Social Studies classes. Critical thinking and higher order thinking skills need to be taught in each Social Studies class.

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 6: Groves Middle School will provide students, teachers, and parents information and sources about Higher Education admissions and financial aid opportunities, TEXAS grant programs, Teach for Texas grant programs, and the need for students to make informed curriculum choices to be prepared for success beyond high school.

Evaluation Data Source(s) 6: Parent and Student Surveys

Summative Evaluation 6:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Groves Middle School will provide parents information about our district and campus websites.	Teachers, Technology Specialist	Providing parents information about our district and campus websites will increase parent awareness about additional opportunities for students beyond middle school.	0%		
2) Groves Middle School will utilize the campus Parent Teacher Association to provide information on higher education admissions, financial aid, and grant programs for students at monthly PTA meetings.	Counselor, Technology Specialist	Using the PTA increase parent awareness about additional opportunities for students beyond middle school.	35%		
3) Groves Middle School will have class meetings to provide students with information on higher education admissions and financial aid and to discuss importance for students to make informed curriculum choices.	Counselor, Technology Specialist	Class meetings will increase student awareness about additional opportunities for them beyond middle school.	35%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Groves Middle School will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for high school and post-secondary success.

Performance Objective 7: Students in all populations will increase student success on all STAAR exams.

Evaluation Data Source(s) 7: Texas Education Agency 2020 Closing the Gaps Status Table

Summative Evaluation 7:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Students in the White, Asian, and Two or More Races populations will receive additional weekly instruction in all core subjects to improve Student Success Status.	Principal, Core Teachers, Special Education Teachers, Counselor, Inclusion Teachers	Emphasis on core curriculum will lead to increased student success.	0%		



= Accomplished


= No Progress

= Discontinue

Goal 2: Groves Middle School will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Raise the attendance by 1.0% to an attendance rate of 97.0%.

Evaluation Data Source(s) 1: The Texas Academic Performance Report (TAPR)

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Maintain weekly contact with parents when students are absent. Continue e-mail correspondence with parents when available.	Attendance Clerk, Nurse, Principal, Assistant Principal, Counselor	Weekly contact with parents will lead to increased student attendance.	35%		
	Funding Sources: 199 - General Fund - 0.00				
2) Each six weeks a written notice will be mailed to parents when their child accumulates more than three absences within a grading period.	Attendance Clerk, Principal, Assistant Principal	Six Weeks contact with parents will lead to increased student attendance.	35%		
	Funding Sources: 199 - General Fund - 25.00				
3) Parents of students who are chronic absentees will be required to meet with school officials. Refer cases to the Justice of the Peace when necessary.	Principal, Assistant Principal, Counselor	Meetings with parents will lead to increased student attendance.	35%		
	Funding Sources: 199 - General Fund - 0.00				
4) Present perfect attendance awards at the end of the year.	Principal, Assistant Principal, Counselor, Attendance Clerk	Attendance awards will lead to increased student attendance.	0%		
	Funding Sources: 199 - General Fund - 125.00				



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 1: The staff will use a discipline management plan that teaches and encourages all students to be responsible citizens of the school and community.

Evaluation Data Source(s) 1: Summary Discipline Management Report

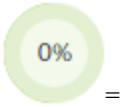
Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Conduct regular meetings with the staff to develop improved procedures for incorporating the campus discipline management plan in accordance with the District Student Code of Conduct.	Principal, Assistant Principal, Teachers	Conduct regular meetings with the staff will lead to a safer campus.	15%		
	Funding Sources: 199 - General Fund - 0.00				
2) Improve communication with parents and continue use of Skyward/Family Access.	Principal, Assistant Principal	Improve communication with parents will lead to a safer campus.	35%		
	Funding Sources: 199 - General Fund - 500.00				
3) Provide programs that stress the importance of discipline, bullying prevention, violence prevention, violence intervention, and academics.	Principal, Assistant Principal, Teachers	Providing programs will reduce the number discipline problems and number of failures per year for students.	0%		
	Funding Sources: 199 - General Fund - 0.00				
4) Incentive Days - Students who meet academic and discipline criteria are rewarded at the end of each semester.	All Faculty and Staff	Incentive Days will lead fewer discipline issues for students.	0%		
	Funding Sources: Campus Funds - 0.00				
5) Motivational speakers	All Faculty and Staff	Motivational speakers will increase student participation on campus and reduce discipline incidents on campus.	5%		
	Funding Sources: Campus Funds - 2000.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
6) Have an additional counselor to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.	Principal, Counselor	An additional counselor will improve the overall well being of students.	25%		
	Funding Sources: 199 - General Fund - 4080.00				



= Accomplished



= No Progress

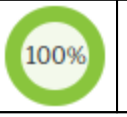

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Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 2: Groves Middle School will provide a safe environment in the event a disastrous situation occurs.

Evaluation Data Source(s) 2: Evaluation of campus emergency procedures.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Staff members will work in cooperation with local law enforcement to develop a campus action plans for an armed intruder during a staff development day.	Principal, Assistant Principal	Working in cooperation with local law enforcement will provide a safer campus.			
	Problem Statements: Perceptions 2				
2) Staff members will practice monthly fire drills with students.	Principal, Assistant Principal, Teachers	Practicing fire drills will provide a safer campus.			

 = Accomplished  = No Progress  = Discontinue

Performance Objective 2 Problem Statements:

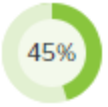
Perceptions
Problem Statement 2: Groves Middle School will review security issues with the contracted police officer and continue to review all safety procedures and audits for areas that are considered to be unsafe. **Root Cause 2**: Failure to adhere to campus policy.

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 3: Groves Middle School will implement an anti-bullying initiative to help teach students ways to identify, prevent, report, and respond to bullying.

Evaluation Data Source(s) 3: Review data on the number of reported bullying incidents and evaluate the outcomes from campus bullying interventions.

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide information to all students on what bullying means.	Teachers	Providing information on bullying will reduce the number of bullying incidents on campus.			
	Funding Sources: Campus Funds - 0.00				
2) Provide information to all students on ways to stop and report bullying and on bullying intervention.	Counselor, Teachers, Assistant Principal	Providing information on bullying will reduce the number of bullying incidents on campus.			
	Funding Sources: Campus Funds - 0.00				
3) Provide information to all students on conflict resolution to resolve differences in an appropriate manner.	All Staff Members	Providing information on bullying will reduce the number of bullying incidents on campus.			
	Funding Sources: Campus Funds - 0.00				

 = Accomplished  = No Progress  = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Groves Middle School personnel.

Performance Objective 4: Groves Middle School will incorporate school health activities to ensure that students participate in required physical activities.

Evaluation Data Source(s) 4: Review 6 Weeks Grades in Physical Education classes and Athletic classes.

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Staff members will implement School Health Advisory Council recommendations for physical fitness activities on campus.	Physical Education Teachers, Coaches	Using the SHAC recommendations will improve the physical fitness for all students.	25%		
2) Staff will provide students with information on the negative effects of the use of tobacco.	Counselor, Teachers, Assistant Principal	Providing information on the negative effects of tobacco will improve the health of all students.	15%		



= Accomplished


= No Progress

= Discontinue

Goal 4: All Groves Middle School teachers will be provided high-quality professional development.

Performance Objective 1: High quality professional development activities will be made available for all professional and paraprofessional staff.

Evaluation Data Source(s) 1: Staff Professional Development Certificates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Professional Development Activities will be planned and implemented for the beginning year campus based staff development days for all core subjects.	Principal, Assistant Principal, Curriculum Coordinator, Counselor, CIC members	Professional development activities will provide teachers with strategies for all learners.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				
2) Region 5 ESC and state training opportunities for middle school math, reading, writing, science, social studies, fine arts, and coaches will be made available to the teachers during the school year.	Principal, Curriculum Coordinator	Professional development activities will provide teachers with strategies for all learners.	25%		
	Funding Sources: 199 - General Fund - 0.00, 255 - Title II-A/TPTR - 875.00				
3) Handle With Care training will be provided by the school district for staff members involved in crisis situations for crisis intervention.	Principal	Training activities will provide teachers with strategies for crisis situations.	100%	100%	100%
4) All instructional staff will be trained in "Sexual Abuse and Other Maltreatment of Children".	Principal	Professional development activities will provide teachers with strategies to help all students.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: Groves Middle School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: The faculty and staff will promote parents as active partners in the education of students.

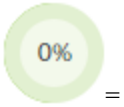
Evaluation Data Source(s) 1: Annual Parental Involvement Survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Prepare and disseminate materials to parents and the community that articulate the school's mission, programs, goals, objectives and achievements using various methods such as newsletters, emails, teacher and campus web pages.	Principal, Assistant Principal, Counselor, All Teachers	Preparing and disseminating materials to parents will foster positive parent perceptions of the campus.	35%		
	Problem Statements: Perceptions 1 **Funding Sources**: 199 - General Fund - 100.00				
2) Be responsive to families, community groups and organizations about their educational concern, needs, issues, and topics.	Principal, Assistant Principal Counselor, All Teachers	Addressing community concerns will foster positive parent perceptions of the campus.	30%		
	Problem Statements: Parent and Community Engagement 1 **Funding Sources**: 199 - General Fund - 25.00				
3) Understand state, national, and community needs and participate (when possible) in community activities.	Principal, Counselor, All Teachers	Understanding needs and participating in community activities will foster positive parent perceptions of the campus.	25%		
	Funding Sources: 199 - General Fund - 100.00				
4) Teacher websites and phone greetings updated weekly.	All Teachers, Principal, Counselor, Campus Technology Specialist	Teacher websites and phone greetings will help keep parents informed and foster positive parent perceptions of the campus.	0%		
	Funding Sources: 199 - General Fund - 25.00				
5) Continue to have an annual Awards program, Fine Arts Night, National Junior Honor Society Induction, Spring Musical, Band, Choir Concerts, and Drama performances for students and parents.	Principal, Asst. Principal, Secretary, Counselor, Teachers	Programs and performances by students will foster positive parent perceptions of the campus.	20%		
	Funding Sources: 199 - General Fund - 250.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: During the course of the previous school year several times false information was provided to family and community members causing great concern for the safety of students at Groves Middle School. **Root Cause 1**: The release of false information on social media.

Perceptions
Problem Statement 1: Groves Middle School will increase parent and public awareness of the activities and events taking place on campus throughout the school year. **Root Cause 1**: The teachers, sponsors, coaches, and administration need to learn more ways to communicate with parents and the community about school activities and programs.

Goal 5: Groves Middle School personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Groves Middle School will increase parent and community awareness of the multiple student activities and safety precautions taken throughout the school year by hosting evening monthly principal meetings.

Evaluation Data Source(s) 2: Annual Parental Involvement Survey

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) The principal will hold meetings in the evenings of each month for parents and community members to share information and activities about the campus.	Principal, Assistant Principal, Counselor	Monthly meetings will reduce the spread of misinformation on social media and provide additional opportunities for parents to discuss their concerns.	0%		



= Accomplished


= No Progress

= Discontinue

Goal 6: Groves Middle School will provide appropriate governance and a management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

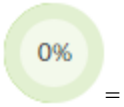
Performance Objective 1: Groves Middle School will recruit and retain highly qualified staff members.

Evaluation Data Source(s) 1: The Texas Academic Performance Report and Teacher Retention Rates

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Establish an effective teacher mentoring system in order to retain a highly qualified staff.	Principal	An effective teacher mentoring system will increase the teacher retention rate.	30%		
	Funding Sources: 199 - General Fund - 0.00				
2) Recruit highly qualified applicants for job opening through online application process.	Asst. Superintendent, Principal	Recruiting highly qualified staff will increase the teacher retention rate.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				



= Accomplished


= No Progress

= Discontinue

Goal 6: Groves Middle School will provide appropriate governance and a management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 2: Groves Middle School will maintain an active Campus Improvement Committee to help provide campus governance and management.

Evaluation Data Source(s) 2: Campus Improvement Committee meetings and minutes

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) CIC will communicate needs and concerns to the principal on campus operations and communications.	CIC members, Principal	The CIC will help the manage operation of the campus.	25%		
	Funding Sources: 199 - General Fund - 0.00				
2) CIC members will be representative of all student populations on campus.	Principal	The CIC will help manage the operation of the campus.	30%		
	Funding Sources: 199 - General Fund - 0.00				



= Accomplished


= No Progress

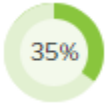
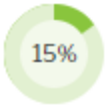
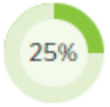
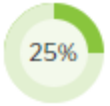
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Goal 7: Groves Middle School will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: Continue integration and training in the area of technology. Incorporate the PNGISD Technology Plan to enhance curriculum and instruction in the area of technology, telecommunication, and information systems for the campus, teachers, students, and parents.

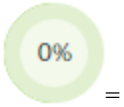
Evaluation Data Source(s) 1: Teacher Web pages

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Enhance academic achievement of students through the use of current and appropriate technology.	All Teachers, Principal, Campus Technology Specialist, Librarian, Director of Instructional Technology, GMS Technology Committee	Using technology will lead to increased student success.			
	Funding Sources: 199 - General Fund - 3500.00				
2) Teachers will demonstrate progress in technology integration, student assessment, and professional communication.	All Teachers, Principal, Campus Technology Specialist, Librarian, GMS Technology Committee	Teachers demonstrating technology skills will lead to increased student success.			
	Funding Sources: 199 - General Fund - 0.00				
3) The librarian will use technology to support instruction and to manage resources.	Librarian	The librarian demonstrating technology skills will lead to increased student success.			
	Funding Sources: 199 - General Fund - 1500.00, 255 - Title II-A/TPTR - 344.00				
4) Ensure that teachers and staff comply with the district acceptable use policy (AUP).	Director of Instructional Technology, Principal, Campus Technology Specialist	Teachers and staff complying with policy will provide positive example for students using technology.			
	Funding Sources: 199 - General Fund - 0.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
5) Provide opportunities for TCEA conference participation.	Principal, Technology Dept.	Teachers and staff attending the conference will lead to increased student success.	30%		
	Funding Sources: 255 - Title II-A/TPTR - 1705.00				



= Accomplished 

= No Progress  = Discontinue

Goal 7: Groves Middle School will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: The teachers will instruct the students ways to efficiently use technology programs to be more proficient in technology applications.

Evaluation Data Source(s) 2: 8th Grade Technology Assessment

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Our campus technology specialist will explore programs to provide to teachers to help teach technology applications to students. Teachers in all grades will instruct students how to properly use available technology in the classroom.	Principal, Technology Specialist	Instruction in proper use of technology will to increased student success.	35%		
	Problem Statements: Technology 1				

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

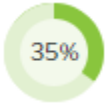
Technology
Problem Statement 1: The eighth grade technology assessment was below the proficient level for last years eighth grade students. **Root Cause 1**: We need to emphasis and review applicable ways to utilize technology to increase student productivity and proficiency.

Goal 8: Groves Middle School will achieve a 0.0% dropout rate.

Performance Objective 1: Groves Middle School will maintain a zero percent dropout rate.

Evaluation Data Source(s) 1: The Texas Academic Performance Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide a safe, orderly, inviting school environment.	Principal, Assistant Principal, Counselor, Teachers, Aides, Support Staff	Providing a safe, orderly, inviting school environment will encourage the students to stay in school.			
2) Provide campus based incentive days for appropriate discipline, attendance, and academics each semester.	Principal, Assistant Principal, Counselor, Teachers, Aides, Support Staff	Providing campus based incentive days will encourage the students to stay in school.			

 = Accomplished  = No Progress  = Discontinue

Goal 9: Groves Middle School will increase the awareness of faculty by training 100% of our teachers of ELL and SPED students in order to foster student growth.

Performance Objective 1: Groves Middle School will establish and provide teachers with student performance expectations.

Evaluation Data Source(s) 1: STAAR results

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) We will address Accommodations and Modifications in ARD, 504 and LPAC meetings. Accommodations and Modifications will be distributed to teachers. Teachers will be trained in the TEKS Resource System. Vertical alignment will be created among Middle School and High School Teachers.	Principal, Curriculum Coordinator, Teachers, and Counselor	The teachers use of accommodations will lead to increased student success.	30%		
	Funding Sources: Campus Funds - 0.00				



= Accomplished


= No Progress

= Discontinue

Goal 9: Groves Middle School will increase the awareness of faculty by training 100% of our teachers of ELL and SPED students in order to foster student growth.

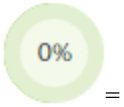
Performance Objective 2: Groves Middle School will provide introduction training to 25% of our district teachers in ELPS and how to differentiate instruction.

Evaluation Data Source(s) 2: STAAR results

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Newly hired teachers will complete the ELPS Academy. Teachers will attend differentiated instruction training at Region 5. Fourth and seventh grade teachers will attend Empowering Writers training. We will have campus team training in PBIS (Positive Based Intervention Supports)	Principal, Curriculum Coordinator, Teachers, and Counselor	Teacher training will lead to increased student success.	25%		
	Funding Sources: Campus Funds - 0.00				



= Accomplished


= No Progress

= Discontinue

Goal 9: Groves Middle School will increase the awareness of faculty by training 100% of our teachers of ELL and SPED students in order to foster student growth.

Performance Objective 3: Groves Middle School will conduct a review of current ELL and SPED student's accommodations and modifications and review available teacher resources.

Evaluation Data Source(s) 3: STAAR results

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) We will review individual student accommodations and modifications and adjust them accordingly. We will review and/or train teachers in resources available to support ELL and SPED students in the classroom.	Principal, Curriculum Coordinator, Teachers, and Counselor	Reviewing accommodations and modifications will lead to increased student success.	30%		
	Funding Sources: Campus Funds - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	5	6	Monitor Social Studies teachers' needs & progress, and use teacher created benchmark assessments.

State Compensatory

Budget for Groves Middle School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 041 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$5,000.00
199.11.6112.75.041.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$5,000.00
199.11.6119.00.041.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$49,326.00
199 11 6141 75 041 0 24 0 00	6141 Social Security/Medicare	$65.00
199.11.6141.75.041.0.24.0.00	6141 Social Security/Medicare	$65.00
199 11 6145 00 041 0 24 0 00	6145 Unemployment Compensation	$30.00
199.11.6145.00.041.0.24.0.00	6145 Unemployment Compensation	$30.00
	6100 Subtotal:	**$59,516.00**
6300 Supplies and Services		
199 11 6325 00 041 0 24 0 00	6325 Library Books - Locally Defined	$300.00
199.11.6325.00.041.0.24.0.00	6325 Library Books - Locally Defined	$300.00
	6300 Subtotal:	**$600.00**

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$300.00
1	1	2			$199.00
1	1	3			$400.00
1	1	4			$300.00
1	1	6			$600.00
1	2	1			$600.00
1	2	2			$300.00
1	2	3	Local Funds - A portion of Co-Teachers Salary		$0.00
1	2	5			$150.00
1	2	6			$700.00
1	3	1			$100.00
1	3	2			$150.00
1	5	1			$150.00
1	5	4			$0.00
1	5	5			$1,500.00
1	5	6			$500.00
2	1	1			$0.00
2	1	2			$25.00
2	1	3			$0.00
2	1	4			$125.00
3	1	1			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$500.00
3	1	3			$0.00
3	1	6			$4,080.00
4	1	1			$0.00
4	1	2			$0.00
4	1	4			$0.00
5	1	1			$100.00
5	1	2			$25.00
5	1	3			$100.00
5	1	4			$25.00
5	1	5			$250.00
6	1	1			$0.00
6	1	2			$0.00
6	2	1			$0.00
6	2	2			$0.00
7	1	1			$3,500.00
7	1	2			$0.00
7	1	3			$1,500.00
7	1	4			$0.00
				Sub-Total	$16,179.00

255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	4	3			$5,800.00
4	1	2			$875.00
7	1	3			$344.00

255 - Title II-A/TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5			$1,705.00
				Sub-Total	$8,724.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			$1,491.00
				Sub-Total	$1,491.00

224 - IDEA

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8			$0.00
				Sub-Total	$0.00

Campus Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			$0.00
1	1	7			$0.00
1	1	8			$0.00
1	2	7			$0.00
1	3	4	Campus Funds - $0.00		$0.00
1	4	1			$0.00
1	4	2			$0.00
1	5	2			$0.00
1	5	3			$0.00
3	1	4			$0.00
3	1	5			$2,000.00
3	3	1			$0.00
3	3	2			$0.00

Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	3	3			$0.00
9	1	1			$0.00
9	2	1			$0.00
9	3	1			$0.00
				Sub-Total	$2,000.00
				Grand Total	$28,394.00

Addendums

2019 – 2020 Campus Improvement Committee

Meeting Date: September 4, 2019

Committee Role	Position	Name	Signature
Business Representative	Community Liaison	Tina Legendre	
Classroom Teacher	8th Grade Member	Lauren Lovejoy	
Classroom Teacher	7th Grade Member	Kim Busceme	
Classroom Teacher	Fine Arts Member CIC Chair	Kelsey Thibodeaux	
Classroom Teacher	Special Populations Member	Alexis Prestwood	
Classroom Teacher	6th Grade Member	Laura Pontiff	
Non-Traditional	Librarian	Angela Harper	
District Level Professional	Middle School Curriculum Coordinator	Tanya Davis	
Non-Classroom Professional	Nurse & Healthcare Professional	Miranda Guidry	
Parent	Parent Representative	Nola Hall	
Administrator	Principal	James Arnett	
Administrator	Assistant Principal	Greg Sims	
Counselor	Counselor	Kelaine Konidis	

Port Neches-Groves Independent School District

Port Neches Elementary

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in Science

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

Because we believe that all students can learn, the mission of the staff of Port Neches Elementary is to provide continuity of the teaching process, a challenge for all students to excel academically, a positive school climate for learning, and a caring atmosphere through which we can offer the best possible educational opportunities.

Vision

Every person, everyday, learning and growing in every way.

Value Statement

The combined efforts of the students, staff, parents, and community will provide a safe learning environment that empowers all students to pursue lifelong learning and become responsible, productive citizens.

#PNEisThePlaceToBe

Follow Your Dreams They Know the Way!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

STUDENTS

Enrollment

Year	Student Enrollment
19-20	412
18-19	386
17-18	401
16-17	397

Port Neches Elementary is a Title 1 campus within Port Neches-Groves Independent School District. Port Neches Elementary is committed to high academic expectations for all students while offering a loving, nurturing environment that develops students' social and emotional needs as well.

Attendance

96.6% for 2018-2019

97.5% for 2017 -2018

Attendance incentives are in place for our students. Students are awarded brag tags and recognized during Tribe Pep Rallys. Attendance Newsletter is posted on Social Media.

Ethnicity

Year	White	African American	Hispanic	Asian
18-19	67.4%	3.1%	20.5%	6.2%
17-18	67.1%	1.7%	20.4%	8.5%
16-17	66.8%	3.3%	17.9%	9.3%
15-16	64.3%	4.8%	20.0%	8.0%

Special Programs

Special Ed
Speech
Section 504
Title
Gifted and Talented

At-Risk

Students are identified by using the At-Risk indicators which include STAR Renaissance 360 BOY, retention, not reaching approaches for STAAR, homeless, LEP, foster care, economically disadvantaged, etc.

PNE utilizes STAR Reading, STAR Math, and IXL Math in an effort to identify students in need of intervention. Data is also collected from all assessments and used for the RtI process.

Economically Disadvantaged

PNE is a Title I campus with 44.4%% of its enrollment categorized as economically disadvantaged for this 2018-2019 school year.

Our economically disadvantaged percentages have remained steady each school year. There was a slight jump in the economically disadvantaged population in 18-19.

Year	Economically Disadvantaged
18-19	44.4%
17-18	32.7%

Year	Economically Disadvantaged
16-17	33.8%
15-16	35.5%

STAFF

Teacher Certification/Qualification Data

100% of PNE's faculty is certified.

Paraprofessinal and Other Staff Qualifications

Paraprofessionals receive training through PNGISD and certification through Region 5.

Staff Effectiveness in Relation to Student Achievement

PNISD uses T-TESS for teacher appraisals. The administrator is responsible for reviewing teacher lesson plans and noting that TEKS and objectives are stated on plans for the day. Activities on the plans may include traditional pencil/paper activities, as well as, student based activities. Classrooms are moving toward more student-centered instruction to meet the needs of all types of learners.

Special Program Qualifications

The RtI process is used to determine and provide appropriate interventions for students as well as progress monitoring.

Demographics Strengths

1. The attendance rate is consistently over 96%.

2. An ESL certified teacher provides assistance for those ELL students entering the country.

3. A Class-Size Reduction Teacher helps with class-size ratios to better assist those students struggling in the areas of math.

4. A full time Reading Assistance teacher has been added to better assist those students struggling in the areas of reading.

Problem Statements Identifying Demographics Needs

Problem Statement 1: At Risk students and economically disadvantaged students continue to be a low performing sub group. **Root Cause**: There seems to be a lack of parental support at home.

Student Academic Achievement

Student Academic Achievement Summary

Our campus performs benchmarks at the beginning, middle and end of each school year. These benchmarks show student achievement and growth in areas of reading and math. Benchmark data is below. Beginning the 2019-2020 school year, benchmarks will occur in reading, math, science and social studies.

2018-2019 PNE Benchmark Data

STAR Reading	Average Scale Score	75th Percentile and Above	Average Grade Equivalency	Est. Oral Reading Fluency	Scale Score Growth
4th Grade	578	28%	5.1	130	+98
5th Grade	689	25%	6.0		+142

STAR Math	Average Scale Score	75th Percentile and Above	Average Grade Equivalency	Scale Score Growth
4th Grade	702	55%	5.6	+84
5th Grade	755	54%	6.7	+80

Texas Education Agency Accountability System Summary

	2018-2019	2017-2018
Overall Score	84	80
Student Achievement Score	88	83
School Progress Score	83	72
Closing the Gaps Score	76	72
STAAR Performance, Approaches Grade Level or Above (All Subjects)	90%	84%
STAAR Performance, Meets Grade Level or Above (All Subjects)	56%	56%
STAAR performance, Masters Grade Level (All Subjects)	28%	25%

	2018-2019	2017-2018
Students Who Grew a Year Academically (All Subjects)	69	62

Standardized/Norm-References/Criterion Referenced Tests and Measures

Individual student needs are identified through STAR Reinassance, STAAR, Progress Monitoring (RtI Tier II, Tier III), Think Through Math, IXL, Topic Tests, Unit Assessments, and District Benchmarks. Data is collected and systematically monitored. Progress monitoring tools, computer programs, support staff, and campus leadership help ensure that individual needs are met. Accelerated instruction is addressed through tutoring, push-in services, peer tutors, extra-help personnel, and computer programs. We are implementing a stronger RtI program to better track and disaggregate data to help drive our instruction. Regularly scheduled RtI meetings help to monitor student progress and address additional needs.

Student Performance Comparisons

Student performance on local benchmark assessments is usually lower than the students' report card grades and state assessments. Achievement rates of Special Education students are significantly below non-Special Education students' scores. Individual education plans for Special Education students are followed. Administration ensures that Sp. Ed. teachers and staff receive professional development to address student needs. Achievement rates of 504 students and students in other special programs are comparable to all other students. Pull-out small group instruction, push-in assistance, supplemental aids, and individualized accommodations are implemented to support their needs. Reteaching is provided by individual teachers for absentee students as needed. Research-based professional development is provided to teachers and staff.

Grading Policy

Port Neches Elementary has developed a grading policy to create consistency among all grade levels for the 2019-2020 school year:

-A classroom teacher is to assign a grade that reflects a student's mastery of an assignment.
-A classroom teacher is required to obtain a minimum of ten grades including at least two formal assessments, with the exceptions in the following areas:

- Science/Social Studies split courses - teachers should record a minimum of eight grades which includes two formal assessments each six weeks.
- Fine arts and PE - teachers should record a minimum of five grades per six weeks.

-Six weeks averages will consist of 60% informal assessments and 40% formal assessments.
-Numerical grades will be used for reading, language arts, math, science, and social studies.
-Letter grades will be used for PE and music.
-Grades are taken on daily work, homework, tests/quizzes, special assignments/projects, essays, labs, class discussions/observations, and/or individual oral assessments.

2017-2018 Texas Honor Roll Recipient

Student Academic Achievement Strengths

1. Academic Achievement in Science
2. 2017-2018 Texas Honor Roll Recipient
3. Student Growth on Reading and Math Benchmarks

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The meets STAAR category isn't growing while the approaches category is high. **Root Cause**: Teachers are focusing on Pass or Fail rather than student growth.

School Processes & Programs

School Processes & Programs Summary

Standards-Based Curriculum

Port Neches-Groves Independent School District has implemented TEKS Resource Management System for curriculum.

Learning Lab, consisting of two CMC paraprofessionals, is operating a push-in as well as pull-out program to assist all students in the areas of Math and ELAR. We are utilizing all available teachers and paraprofessionals as our interventionists to provide push-in as well as pull-out assistance RtI time.

Instructional Design/Delivery and High Yield Strategies

Our classes are departmentalized for all subjects. This allows master teachers the opportunity to specialize in their subject area. PNE's goal is student-centered classrooms with differentiated instruction that can meet the needs of all learners.

Empowering Writers has been implemented across all grade levels and technology is implemented in all classrooms.

Individualized/Differentiated Strategies and Processes

Port Neches Elementary relies heavily on data analysis to drive the curriculum. DMAC offers a variety of data analysis reports and is used throughout the year to look at student expectations, strengths and weaknesses. Data collection/disaggregation is used to identify learning strategies to provide more effective intervention. Differentiated instruction is necessary to address all learning styles as we use traditional methods combined with more collaborative and inquiry-based learning strategies. Multi-sensory learning is seen in all classrooms across campus (formative assessments--thumbs up/down, exit tickets, white boards, and use of technology). Instruction is student-centered at all times, with all learning styles taken into consideration.

RtI process has been implemented across all grade levels.

Collaborative grade level and subject area planning days are offered each six weeks.

Benchmark Assessments

The district continues to implement a STAAR benchmark plan for the purpose of gathering data to support teachers in their areas of need.

School Processes & Programs Strengths

1. Collaborative grade level and subject area planning
2. Implementation of the RtI process
3. Teacher's skill at identifying strategies for all students using common assessment data
4. Use of DMAC data analysis

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers have a great deal of data to disaggregate and not enough time to do it in order to plan for effective instruction. More opportunities for planning are needed. **Root Cause**: Requirements for teachers during in-service limits available time for this activity.

Perceptions

Perceptions Summary

School Culture and Climate

A new principal was hired in April 2018. The new principal's top priority is to promote a positive school climate and culture. We will continue the *House System* modeled after the Ron Clark Academy during the 2019-2020 school year.

The purpose of the *House System* is as follows:

- to build and promote community across the grade levels and throughout the school
- to encourage positive behavior and expectations
- to teach students to take ownership of their role in the community
- to promote collaboration, teamwork and cooperation
- to promote healthy competition
- to grow self esteem
- to encourage positive attitude toward school and others

The mission of the *House System* is to inspire, engage, and prepare each student for tomorrow by encouraging creativity, developing the six pillars of character, building strong minds, and promoting healthy bodies.

#PNEisThePlaceToBe is used by faculty and parents on all social media posts to promote a positive climate. Students that are new to the building are offered a student guided tour and a detailed brochure to ease anxiety.

Substitutes, parents and potential applicants are complimentary of the school's atmosphere. Parent input is received through parental surveys, as well as face to face interactions. Parent Conferences are held every year over a three day period. All parents are given the opportunity to meet with their child's teacher(s). Parents are allowed to select a day/time for the meeting. If needed, conferences are rescheduled or held over the phone.

To ensure our students feel safe on our school campus, we conduct drills and have classroom lessons that teach safety procedures. Port Neches Elementary continues to lock all outside doors, and implements safety procedures for non-school

personnel to enter campuses along with positioning city police officers randomly walking through the campus on a daily routine. Port Neches Elementary students' attitudes and high attendance rates continue to show the positives of our school climate.

Family and Community Engagement

Port Neches Elementary Parent Survey results show that parents value staff members, and feel that the school atmosphere is caring and friendly.

Many parents interact positively with Port Neches Elementary's Facebook Page in the comments section. The page clearly celebrates the accomplishments of our students and teachers.

Port Neches Elementary teachers expect parents to be team players in their child's education, working with teachers to increase student success. All classroom teachers have a homeroom mom to help coordinate extra parent help for classroom activities. Based upon parent participation, communications appear to be highly effective.

Parents are encouraged to attend and participate in activities such as but not limited to:
Informal Parent Meetings
Parent Teacher Conferences
Meet the Teacher Night/Back to School Bash
Holiday Baskets/Food Drives
Valentine Daddy/Daughter Dance
Helmets and Heels-Mother/Son Flag Football Game
Grade Level Programs
Class Projects, Plays, and Programs
Grandparents' Day
Backpack Buddy Program
Rainbow Room Collections
Garth House Penny Drive
Class Parties
Field Trip Chaperones
Title Family Engagement Nights
Tribe Pep Rallies
Fundraisers

PTA
Judges/Coaches (Science Fair, PTA Reflections)

Homeroom Moms
Teacher Appreciation Week
Book Fair
Campus Commitee Members

Port Neches Elementary encourages community interest and involvement to enrich our curriculum and enhance our student participation and achievement by collaborating with business partners. Business partnerships are recruited by the principal, teachers, and parents of Port Neches Elementary. There is also an established Site Based Decision Making Committee composed of administrators, parents, teachers, and community members to support Port Neches Elementary's goals. Parents and community members can be heard through the following methods as well: Open-Door Policy of the Principal, PNGISD Web-Site, Port Neches Elementary's Facebook Page, Remind, Teacher Web Pages, Email, Port Neches Elementary PTA, and Teacher Conferences: Three Days in October.

To enhance home/school communications of our multicultural families, information is translated into home languages, as needed, by the ESL teacher, a native language speaking paraprofessional, or a parent volunteer. PNGISD's website can be translated into many languages.

Perceptions Strengths

1. The community provides assistance in the following programs: Backpack Buddy Program (program aimed at feeding those students in need over the weekend), Thanksgiving food drive, Christmas assistance to needy families, collection to the Rainbow Room and Garth House Penny Drive

2. Parents and families have great attendance for Meet the Teacher Night, Thanksgiving Luncheon, Parent Conferences, Music Programs, Grandparents Day Luncheon, Valentine Daddy/Daughter Dance, and Title Family Engagment Nights.

3. Discipline data indicates a very low number of disciplinary incidents related to weapons on campus, and no incidents of school violence or assault.

4. Continue to promote bully awareness/bully prevention.

5. The implementaion of the *House System* will inspire, engage, and prepare each student for tomorrow by encouraging creativity, developing the six pillars of character, building strong minds, and promoting healthy bodies.

6. New campus theme: *Follow Your Dreams They Know the Way* to support growth mindset.

7. #PNEisThePlaceToBe is used on all social media posts to promote a positive climate.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Not all of our parents are utilizing Family Access , Remind Texting System, PNE Facebook Page, Principal Newsletter, Teacher/District WebPages for informational purposes. **Root Cause**: Better communication between home and school is needed.

Priority Problem Statements

Problem Statement 1: At Risk students and economically disadvantaged students continue to be a low performing sub group.

Root Cause 1: There seems to be a lack of parental support at home.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The meets STAAR category isn't growing while the approaches category is high.

Root Cause 2: Teachers are focusing on Pass or Fail rather than student growth.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Teachers have a great deal of data to disaggregate and not enough time to do it in order to plan for effective instruction. More opportunities for planning are needed.

Root Cause 3: Requirements for teachers during in-service limits available time for this activity.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Not all of our parents are utilizing Family Access , Remind Texting System, PNE Facebook Page, Principal Newsletter, Teacher/District WebPages for informational purposes.

Root Cause 4: Better communication between home and school is needed.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically disadvantaged / Non-economically disadvantaged performance and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: By the end of the school year, all students will show growth of +50 scale score on their MATH district benchmark.

Evaluation Data Source(s) 1: District Benchmarks

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct district benchmark testing (STAR) to identify At-Risk students three times each year.	2.6	Principal Math Teachers Curriculum Coordinator	Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress.			
	Funding Sources: 199 - General Fund - 0.00					
2) In accordance with prioritized needs assessment, PNE will allow teachers more time to disaggregate the scores on all assessments by all subgroups and use the information to plan instruction and intervention.	2.4, 2.5, 2.6	Principal Counselor Math Teachers SAT	Disaggregation will lead to academic growth and will close achievement gaps.			
	Funding Sources: 199 - General Fund - 0.00					
3) Provide tutoring to At-Risk students.	2.4, 2.5, 2.6, 2.6	Principal Math Teachers	Before school tutorials will lead to academic growth and will close achievement gaps.			
	Funding Sources: 199 - General Fund - 0.00					
4) Conduct regular RtI meetings to discuss progress of targeted students and provide differentiated instruction as needed. Include parents in this process.	2.4, 2.4, 2.5, 2.6, 2.6	Principal Counselor Math Teachers SAT	RTI meetings will help close achievement gaps and increase student learning.			
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
5) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure math TEKS are being followed.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Math Teachers	Gallery Walks will lead to academic growth and will close achievement gaps.	50%		
	Funding Sources: 199 - General Fund - 0.00					
6) In accordance with the prioritized needs assessment, PNE will implement effective instructional strategies and programs such as small group instruction, anchor charts, IXL, and Mentoring Minds to improve the academic achievement of diverse learners and close the identified achievement gaps. Provide Class Size Reduction Teacher.	2.4, 2.4, 2.5, 2.6, 2.6	Principal Math Teachers	CSR, instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success.	50%		
	Funding Sources: 255 - Title II-A/TPTR - 0.00, 211 - Title I-A - 0.00					
Additional Targeted Support Strategy 7) Provide Title teachers for identified students for Title, I Part A services, and develop a plan for STAAR benchmarking. Students who did not show growth on the Math state assessments are identified for at-risk services.	2.6	Principal Counselor Math Teachers	Title teacher will provide small group instruction that will lead to academic growth on benchmarks and STAAR.	50%		
	Funding Sources: 211 - Title I-A - 0.00, 255 - Title II-A/TPTR - 0.00					
Additional Targeted Support Strategy 8) All 4th and 5th grade Math instruction will be supplemented with guided math instruction with a focus on closing educational achievement gaps among all disaggregated student groups and improve percentage of students performing at grade level in Math.	2.4, 2.5, 2.6	Math Teachers Principal	Academic Achievement in Math will increase by 2%. Growth Status in Math will increase by 16%. Student Success Status of all subgroups will increase by 2%.	50%		



= Accomplished


= No Progress

= Discontinue

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: By the end of the school year, all students will show growth of +75 scale score on their READING district benchmark.

Evaluation Data Source(s) 2: District Benchmarks

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct district benchmark testing (STAR) to identify At-Risk students three times each year.	2.4, 2.6, 2.6	Principal Reading Teachers	Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress	45%		
	Funding Sources: 199 - General Fund - 0.00					
2) Provide tutoring to At-Risk students.	2.4, 2.5, 2.6, 2.6	Principal ReadingTeachers	Before school tutorials will lead to academic growth and will close achievement gaps.	55%		
	Funding Sources: 199 - General Fund - 0.00					
3) Target the specific needs of individual students through Accelerated Reading Instruction and special programs such as STAR Reading and IXL computer program.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Reading Teachers	The use of IXL and STAR reading computer programs will lead to academic growth.	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Continue to use campus Accelerated Reader program.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal AR Committee Reading Teachers	Accelerated Reader program will motivate and recognize student progress in reading. Evidence: STAAR Results, AR Report	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Provide reading assistance in areas of ESL push in and Dyslexia/Dysgraphia pull-out. Differentiate instruction during reading assistance in these areas.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal ESL Teacher Dyslexia Teachers	Reading assistance will target ESL students and dyslexic students. ESL and Dyslexic students will show academic growth on the STAAR Reading test.	45%		
	Funding Sources: 263 - Title III - 0.00					
6) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure reading TEKS are being followed.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Reading Teachers Curriculum Coordinator	Gallery Walks will lead to academic growth and will close achievement gaps.	50%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
7) Allow teachers more time to disaggregate the scores on all assessments by all subgroups and use the information to plan instruction and intervention.	2.4, 2.5, 2.6	Principal Counselor Reading Teachers SAT	Disaggregation will lead to academic growth and will close achievement gaps.	45%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 8) Provide Title teachers for identified students for Title, I Part A services, and develop a plan for STAAR benchmarking. Students who did not show growth on the Reading state assessments are identified for at-risk services.	2.6	Principal Counselor Reading Teachers	Title teacher will provide small group instruction that will lead to academic growth on STAR and STAAR.	50%		
	Funding Sources: 211 - Title I-A - 0.00, 255 - Title II-A/TPTR - 0.00					
9) Conduct regular RtI meetings to discuss progress of targeted students and provide differentiated instruction as needed. Include parents in this process.	2.4, 2.5, 2.6	Principal Counselor Reading Teachers SAT	RTI meetings will help close achievement gaps and increase student learning.	50%		
	Funding Sources: 199 - General Fund - 0.00					
10) In accordance with the required district comprehensive needs assessment for Title IV, Part A (SSAE) funds, Port Neches Elementary will utilize redirected Title IV funds to cover 100% of the salary of a 5th grade teacher who spends 100% of his/her Title I-allowable instructional time at this Title I, Part A Schoolwide campus.		Principal Assistant Superintendent of Curriculum & Instruction	The hiring of this teacher will lead to academic growth and will close achievement gaps.	45%		
Additional Targeted Support Strategy 11) All 4th and 5th grade Reading students will participate in a balanced literacy program which includes guided reading instruction with a focus on closing educational achievement gaps among all disaggregated student groups and improve percentage of students performing at grade level in Reading.	2.4, 2.5, 2.6	Reading Teachers Principal	Academic Achievement in Reading will increase by 2%. Growth Status in Reading will increase by 1% Student Success Status of all subgroups will increase by 2%..	45%		



= Accomplished


= No Progress

= Discontinue

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: By the end of the school year, students will show growth on their WRITING district benchmark.

Evaluation Data Source(s) 3: District Benchmarks

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct benchmark testing in writing through pre and post writing prompts to identify At-Risk students.	2.4, 2.5, 2.6, 2.6	Principal Counselor Teachers	Benchmark testing will confirm curriculum and instruction effectiveness. Writing Portfolios will show growth.	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Provide tutoring to At-Risk students.	2.4, 2.5, 2.6, 2.6	Principal Writing Teachers	Before school tutorials will lead to academic growth and will close achievement gaps.	40%		
	Funding Sources: 199 - General Fund - 0.00					
3) Implement Empowering Writers model, emphasize academic vocabulary, focus on revising and editing strategies and incorporate daily oral language drills for expository writing and explore other means for teaching expository writing.	2.4, 2.5, 2.6	Principal 4th grade Writing Teachers	Writing strategies and curriculum resources will lead to increased student success.	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Reading and ELA teachers will collaborate to teach the composition portion and incorporate writing skills and strategies.	2.4, 2.5, 2.6	Principal Reading teachers ELA teachers Curriculum Coordinators	Collaboration with reading and ELA teachers will lead to increased student learning.	45%		
5) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure math TEKS are being followed.	2.4, 2.5, 2.6	Principal Curriculum Coordinators Writig Teachers	Gallery Walks will lead to academic growth and will close achievement gaps.	40%		



= Accomplished


= No Progress

= Discontinue

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: By the end of the school year, students will show growth of 60% on their SCIENCE AND SOCIAL STUDIES district benchmark.

Evaluation Data Source(s) 4: District Benchmarks

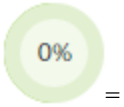
Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct district benchmark testing to identify At-Risk students.		Principal Science/Social Studies Teachers Curriculum Coordinator	Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress.	45%		
2) Target At Risk students with Tutorials.	2.4, 2.5, 2.6	Principal Science/Social Studies Teachers	Tutorials will close achievement gaps and increase student learning.	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Implement TEKS Resource System/ Gallery Walks each six weeks to ensure math TEKS are being followed.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Principal Curriculum Coordinators Science/Social Studies Teachers	Gallery Walks will lead to academic growth and will close achievement gaps.	45%		
	Funding Sources: 199 - General Fund - 0.00					
4) Include technology-based instruction including multi-media, Chromebooks, internet research, etc.	2.4, 2.4, 2.5, 2.5, 2.6, 2.6	Science/Social Studies Teachers Technology Department	Technology based instruction will lead to student growth.	45%		
	Funding Sources: 199 - General Fund - 0.00					
5) Facilitate hands-on activities, experiments, demonstrations; Encourage appropriate academic vocabulary and relate to real world utilizing TEKS Resource System and curriculum resources	2.4, 2.5, 2.6	Principal Science/Social Studies Teachers	Hands-on activities, experiments, demonstrations, academic vocabulary and curriculum support will lead to increased student success.	45%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review and Dismissal (ARD) Committee meetings, and will demonstrate success on their IEP's.

Evaluation Data Source(s) 5: Six-Weeks Progress Reports, IEP Goal Mastery

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) In accordance with prioritized needs assessment, PNE wil target At-Risk students through special programs and differentiated instruction. This includes our diverse student population including SPED and ESL.	2.4, 2.6, 2.6	Principal Counselor Teachers	Special programs will lead to IEP goal mastery of At-Risk students.	40%		
	Funding Sources: 199 - General Fund - 0.00					
2) Review current staffing patterns and needs to increase inclusion model.	2.4, 2.5, 2.6, 2.6	Principal Counselor	Paraprofessionals will assist with inclusion model and increase IEP goal mastery.	5%		
	Funding Sources: 199 - General Fund - 0.00					
3) Content Mastery Lab made available to all students.	2.4, 2.5, 2.6, 2.6	Principal, SpED Teacher CM Paraprofessional	Content Mastery assistance will lead to mastery of IEP goals.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
4) Serve as a case manager to oversee the curriculum and progress of identified students.	2.6	Principal Counselor Teachers	Students will demonstrate success on the IEPs.	55%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Port Neches Elementary will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: Port Neches Elementary will show a 10% increase in the number of GT students that perform at the Masters Grade Level on the District Benchmark STAAR Practice Test.

Evaluation Data Source(s) 6: G/T Report
Participation Rosters
Benchmark Results

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide staff development opportunities for those teachers with G/T and enriched students.	2.4, 2.5, 2.5	Principal, GT Teachers	Staff Development will lead to an increased number of students reaching the Masters performance level on the STAAR.	45%		
	Funding Sources: 199 - General Fund - 0.00					
2) Administer a parent survey for evaluation purposes	2.4, 2.5, 2.5, 2.6, 3.1, 3.2	Principal, Counselor, Teachers	Survey responses will lead to discovery of our strengths and weaknesses.	5%		
	Funding Sources: 199 - General Fund - 0.00					
3) Provide GT students with continuum of learning experiences that lead to advanced products, perfprmances, and independent studies.	2.5	Principal GT Teachers GT District Coordinator	Increased individual student progress and growth for GT students.	50%		



= Accomplished


= No Progress

= Discontinue

Goal 2: Port Neches Elementary will establish and maintain programs to encourage higher attendance.

Performance Objective 1: The attendance rate for all students will be at least 96%.

Evaluation Data Source(s) 1: Accountability Rating System Report, PEIMS Report

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Recognize and award prizes to students achieving perfect attendance each six weeks during Tribe System Pep Rallies.		Counselor	Attendance Rate will improve. Less truancy.	45%		
	Funding Sources: 199 - General Fund - 0.00					
2) Daily contact will be maintained with parents of absent students.		Nurse	Attendance Rate will improve. Less truancy.	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Send certified letter to parents of students who are at risk of losing credit for excessive absences and may require summer school for attendance violations.		Principal Clerk	Enforcing student attendance laws will lead to increased student attendance.	10%		
	Funding Sources: 199 - General Fund - 0.00					
4) Attendance Committee will investigate reasons for students with excessive absences. Committee/Principal will take into consideration students with medically necessary absences,		Principal Attendance Committee	Attendance Rate will improve. Less truancy.	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Post Attendance Newsletter on Social Media.		Principal	Attendance Rate will improve. Less truancy.	40%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 1: Port Neches Elementary faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

Evaluation Data Source(s) 1: PDExpress Evaluations, Attendance Rosters, Security Audits, Drill Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use appropriate technology to monitor safety on campuses and buses.		Principal Safety Director	The use of appropriate technology to monitor safety on campuses and buses will reinforce safety protocols and help in investigations.	40%		
	Funding Sources: 199 - General Fund - 0.00					
2) All doors will remain locked, and all visitors will sign in at the office. They will be issued a badge for access to areas on campus.		Principal Secretary Clerk Nurse	The campus will be secure. Visitors will be easily recognized due to visitor's badge. Strangers will not be allowed on campus. All visitors will be closely monitored.	100%	100%	100%
3) Teachers will wear identification badges at all times		Principal	Teachers will be easy to identify. Teachers wearing badges is in line with the district safety and security protocol.	100%	100%	100%
4) Safety drills will be conducted throughout the year and documented.		Principal	Students and staff will understand what is expected of them in an emergency situation.	55%		
	Funding Sources: 199 - General Fund - 0.00					
5) All newly hired faculty and staff will receive Active Shooter training and a refresher course will be provided to all staff in professional development.		Principal	A review of active shooter training will reinforce safety protocols.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 2: By the end of the school year, 100% of employees working in specific designated assignments will have current CPR, AED, and concussion training.

Evaluation Data Source(s) 2: PDExpress Attendance Rosters

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Workshop trainings provided annually.		Principal Nurse	Workshops will provide employees with knowledge to possibly help save students lives.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 3: Port Neches Elementary will have representatives to serve on the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 3: Sign-in Sheets, Minutes of Meetings, Board Agenda

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) School Nurse will participate on district SHAC. Meetings to be held and nurse will bring back information.		Principal	SHAC info will be shared with teachers at monthly faculty meetings. Participation in SHAC will lead to health and safety awareness for campus.	45%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress


= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Port Neches Elementary personnel.

Performance Objective 4: Port Neches Elementary will ensure a safe school environment that encourages positive behavior throughout the school year.

Evaluation Data Source(s) 4: Skyward Discipline Report, Model Citizen Recognition, Display of Lil NDN Caught Being Good, Counselor Documentation, House System Display

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Administer a Character Education program. Provide Conflict Resolution counseling . Provide Drug and Alcohol Awareness counseling. Provide Bully Prevention counseling.	2.4, 2.5, 2.6	Principal Counselor Teachers	Students will exhibit good character, resolve peer conflict, and learn the harmful effects of drugs. Bullying will be prevented.	60%		
	Funding Sources: 199 - General Fund - 0.00					
2) Implement House System to encourage positive behavior and expectations. Students will be recognized at House Pep Rallies for positive citizenship/behavior, academics and attendance.	2.4, 2.5, 2.6	All Faculty and Staff Members	Improved Student Behavior, Increased House System Pep Rally Participation	50%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 4: All Port Neches Elementary teachers will be provided high-quality professional development.

Performance Objective 1: During the current school year, 100% of instructional staff will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDExpress Evaluations, Professional Development Attendance Records, Non-district PD Registration Information

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement and other areas needing support.	2.4, 2.5, 2.6	Principal Dr. Duhon Curriculum Coordinator	Professional development will improve classroom instruction and strategies.	100%	100%	100%
	Funding Sources: 211 - Title I-A - 0.00					
2) All staff will be trained in the areas of and reporting child abuse.		Principal	Training will bring awareness to child abuse and neglect.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) Provide all staff with state required Suicide Prevention training.		Counselor	Professional development will create awareness of suicide prevention.	100%	100%	100%
4) During August of 2018, time for vertical alignment and grade level planning will be made available to teachers.		Principal	Continuity of curriculum, and increase student achievement	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: All Port Neches Elementary teachers will be provided high-quality professional development.

Performance Objective 2: During the current school year, 100% of instructional staff will receive training on instructional strategies to address the needs of our ESL and SPED student populations as indicated in the District TAIS report.

Evaluation Data Source(s) 2: PDExpress Evaluation; PD Attendance Rosters

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Professional development will focus on instruction that supports special populations such as ESL.	2.4, 2.6	Principal Curriculum Coordinator	Sheltered instruction professional development will provide teachers with strategies for all learners.	75%		



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= No Progress


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Goal 5: Port Neches Elementary personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

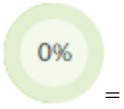
Performance Objective 1: Increase parental engagement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Web Pages, Remind 101 Texts, Parent Involvement Survey, Facebook Comments

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) In accordance with prioritized needs assessment, PNE will encourage communication between school and parent through Front Sign, Principal Newsletter, Facebook, Twitter, Remind, Teacher Webpages, Email, Meet the Teacher Night, Back to School Bash and Surveys.	3.1, 3.2	Principal Staff	Timely communication will foster a positive parent perception of Port Neches Elementary.	75%		
	Funding Sources: 199 - General Fund - 0.00					
2) Utilize federal ESSA funds to implement and support Parent and Family Engagement activities	3.1, 3.2, 3.2	Dr Duhon Principal	Activities will reinforce parentsâ involvement in core academic instruction.	75%		
3) Host at least two family engagement events each school year that include activites targeting all families including underrepresented populations, such as ESL and SPED.	2.4, 2.5, 2.6, 3.1, 3.2	Counselor ESL Specialist Teachers SpED Teachers	Parent/Family engagement activities will foster positive parent perceptions of the school.	50%		
4) Encourage communication between school and parents of incoming 4th graders. Parents will receive a detailed PNE brochure when students tour PNE.		Principal 4th Grade Teachers	Detailed brochure will communicate expectations and ease anxiety.	5%		



= Accomplished


= No Progress

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Goal 5: Port Neches Elementary personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Increase the number of school/business partnerships

Evaluation Data Source(s) 2: Documneted Partnership Activities, Adopt a Month Program Report, CEIC Mimutes

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) CEIC will continue the Adopt a Month Program.	3.2	CEIC Facilitator CEIC Committee	Partnership with local businesses will foster positive perceptions of the school	55%		
2) In collaboration with local business partners PNE will host a Back to School Bash that coincides with Meet the Teacher Night.	3.2	Principal Faculty Staff	Partnership with local businesses and parents will foster positive perceptions of the school	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 6: Port Neches Elementary will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the school year, PNE will maintain a Campus Improvement/Title I Committee to direct, sustain, and communicate excellence in all functions of the campus.

Evaluation Data Source(s) 1: Title/CIC Minutes, Sign-in Sheets, Plan4Learning, Agendas

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) The CIC/Title I Committee will meet three times per year to review the CNA (Campus Needs Assessment) and review/revise/develop the Parent and Family Engagement Policy, School Compact and Campus Improvement Plan.	3.1, 3.2	CIC/Title I Committee Members	The yearly comprehensive needs assessment will identify strengths and weaknesses.	35%		
	Funding Sources: 199 - General Fund - 0.00					

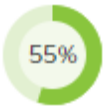
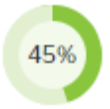
100% = Accomplished 0% = No Progress = Discontinue

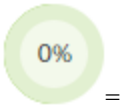
Goal 6: Port Neches Elementary will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: During the school year, PNE will recruit, retain, and develop a 100% qualified staff in the academic core subject areas.

Evaluation Data Source(s) 2: SBEC, Personnel Files, Principal Attestations, Google Classroom Participation

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Develop teachers by communicating workshop/conference opportunities. Provide on-going staff development for all teachers through Google Classroom, professional workshops, faculty meetings, and grade-level meetings focusing on effective teaching and best practices.	2.4, 2.5, 2.6	Curriculum Coordinator Principal	Workshop/conference opportunities will provide teachers with strategies for all learners.			
	Funding Sources: 211 - Title I-A - 0.00					
2) Allow teachers opportunities to provide input for campus-based staff development activities.	2.4, 2.5, 2.6	Principal Faculty Staff	Teacher response			
	Funding Sources: 199 - General Fund - 0.00					
Comprehensive Support Strategy 3) Ensure that At-Risk teachers attend at least one staff development activity annually.	2.6	Principal At-Risk Teachers	Teachers will improve skills with at-risk students.			
4) Use of T-TESS teacher evaluation system with administrator walk-throughs, and teachers setting professional goals at the beginning of the year.	2.4, 2.5, 2.6	Principal	Principal walk-through documentation will result in accomplished ratings.			

 = Accomplished  = No Progress  = Discontinue

Goal 7: Port Neches Elementary will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: Students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 1: Technology Booklets, STaR Chart Data, Learning.com Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students will create Technology Booklets.	2.4, 2.5	Teachers Media Clerk	Students will demonstrate mastery of Technology Applications TEKS at both grade levels.	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Students will participate in Internet Safety and Cyberbullying prevention activities.	2.4, 2.5, 2.6	Teachers Media Clerk	Students will demonstrate an understanding of Cyber safety.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) Continue using Learning.com.	2.4, 2.5, 2.6	Principal Teachers Technology Dept. Media Clerk	Learning.com will enable our students to acquire skills required by TA TEKS.	40%		
	Funding Sources: 199 - General Fund - 0.00					
4) Increase student to technology ratio by utilizing ChromeBook Mobile carts and Ipads in the classroom.	2.4, 2.5, 2.6	Principal Teachers Technology Dept. Media Clerk	Access to technology will improve student technology skills and enhance student learning.	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 7: Port Neches Elementary will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: PNE Staff will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 2: Sign-in Sheets and Certificates of Training, Project Share Log- in Information, STaR Chart Data

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continue use of technology hardware and software (updated classroom webpages, document cameras, Google Classroom, projectors, Mimio, DMAC, IXL, Learning.com, Reading A-Z, Spelling City, Science A-Z, Education City, etc.)	2.4, 2.5, 2.6	Principal Tech LeadTeacher Media Clerk	Continued use of technology will lead to mastery of technology competencies.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress


= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
6	2	3	Ensure that At-Risk teachers attend at least one staff development activity annually.

State Compensatory

Budget for Port Neches Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 102 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$11,000.00
199.11.6112.75.102.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$11,000.00
199 11 6119 00 102 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$318,053.00
199.11.6119.00.102.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$265,318.00
211.11.6119.00.102.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$66,926.00
199 11 6122 75 102 0 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	$1,500.00
199.11.6122.75.102.0.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$1,500.00
199 11 6141 00 102 0 24 0 00	6141 Social Security/Medicare	$4,612.00
199 11 6141 75 102 0 24 0 00	6141 Social Security/Medicare	$170.00
199.11.6141.00.102.0.24.0.00	6141 Social Security/Medicare	$6,677.00
199.11.6141.75.102.0.24.0.00	6141 Social Security/Medicare	$170.00
211.11.6141.00.102.0.24.0.00	6141 Social Security/Medicare	$970.00
199 11 6142 00 102 0 24 0 00	6142 Group Health and Life Insurance	$23,145.00
199.11.6142.00.102.0.24.0.00	6142 Group Health and Life Insurance	$30,446.00
211.11.6142.00.102.0.24.0.00	6142 Group Health and Life Insurance	$15.00
199 11 6144 00 102 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$22,647.00
199.11.6144.00.102.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$35,941.00

Account Code	Account Title	Budget
199 11 6145 00 102 0 24 0 00	6145 Unemployment Compensation	$173.00
199.11.6145.00.102.0.24.0.00	6145 Unemployment Compensation	$173.00
211.11.6145.00.102.0.24.0.00	6145 Unemployment Compensation	$30.00
199 11 6146 00 102 0 24 0 00	6146 Teacher Retirement/TRS Care	$9,460.00
199.11.6146.00.102.0.24.0.00	6146 Teacher Retirement/TRS Care	$11,221.00
211.11.6146.00.102.0.24.0.00	6146 Teacher Retirement/TRS Care	$6,793.00
199 11 6149 00 102 0 24 0 00	6149 Employee Benefits	$1,747.00
199.11.6149.00.102.0.24.0.00	6149 Employee Benefits	$2,387.00
211.11.6149.00.102.0.24.0.00	6149 Employee Benefits	$280.00
	6100 Subtotal:	**$832,354.00**
6300 Supplies and Services		
199 11 6399 00 102 0 24 0 00	6399 General Supplies	$500.00
199.11.6399.00.102.0.24.0.00	6399 General Supplies	$500.00
	6300 Subtotal:	**$1,000.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Port Neches Elementary's campus needs assessment serves as the driving force for developing the campus improvement plan. Quantitative and qualitative data is gathered throughout the school year. Teachers, administrators, parents and community members analyze the data and collaborate to identify the root causes to bring to the Title I Committee/Site Based Planning Committee. The committee uses the data to generate problem statements in the following areas: Demographics, Student Academic Achievement, School Processes & Programs, and Perceptions. The root causes for the problem statements are developed. The root causes and problem statements are used as the centerpiece for the development of the campus improvement plan.

The committee met on August 23, 2018 and again on April 25, 2019 to work on the CNA and campus plan and then finalized the campus plan on April 25, 2019. The committee will meet on September 19th and 20th to begin the revising and editing process once again.

Port Neches is a diverse campus including ESL, economically disadvantaged and at risk students. Our student population has increased each school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. Parent involvement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Many stakeholders are involved in the development of our campus improvement plan. Administrators, counselor, general education teachers, Title I teachers, parents, community leaders, and business partners make up our site based commitee (campus improvement

team).

2.2: Regular monitoring and revision

Campus Needs Assessment was performed at the April 25, 2019 meeting held at Port Neches Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our committee also completed an evaluation of Title I, Part A funds.

The Campus Improvement Plan will be reviewed and revised again by the site based committee at the September 2019 meeting that will be held at Port Neches Elementary.

2.3: Available to parents and community in an understandable format and language

Port Neches Elementary makes the Campus Improvement Plan available to parents and the community in English and Spanish. The plan can be found on our district and campus websites, in our front office, and at all Title Family Engagement meetings and events.

2.4: Opportunities for all children to meet State standards

Port Neches Elementary provides opportunities for all students to meet state standards.

2.5: Increased learning time and well-rounded education

Port Neches Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education.

2.6: Address needs of all students, particularly at-risk

Port Neches Elementary provides instructional programs and strategies that target at risk students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our site based committee on April 25, 2019 at Port Neches Elementary. Port Neches Elementary makes the Parent and Family Engagement Policy available to parents and the community in English and Spanish. The plan can be found on our district and campus websites, in our front office, in our student handbook, and is distributed at all Title Family Engagement meetings and events.

3.2: Offer flexible number of parent involvement meetings

Parent engagement/site based committee meetings were held on campus in our school library. Meetings took place on August 23, 2018 and again on April 25, 2019. PNE advertises multiple meeting times and locations to accommodate more parents and community members.

Our parent/family engagement activities included a Fall Family Night and a Spring Family Night. We also have several music/band programs throughout the school year for parents to attend. All of our events have a solid attendance rate and we enjoy including our parents in as many activities as possible.

Title I Personnel

Name	Position	Program	FTE
D'Anna Seward	Math Teacher	Title	1
Jana Berg	MathTeacher	Title II - 4th Grade	1
Lacey Seymour	Teacher	Title IV - 4th Grade	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Kimberly Carter	Principal
Non-classroom Professional	Tracie Kotz	Counselor
Parent	Melinda Rider	Parent
Parent	Terra Louvier	Parent
Parent	Rhonda Mendoza	Parent
Parent	Stefanie Wolfford	Parent
Community Representative	Robert Montgomery	Community/Parent
Community Representative	Katrina Brent	Community/Parent
Parent	James Rodriguez	Parent
DEIC Representative	Denise White	Reading Assistance Teacher
Classroom Teacher	D'Anna Seward	Title Teacher
Classroom Teacher	Tayler Saumel	Title Teacher
Classroom Teacher	Jana Berg	Class Size Reduction Teacher
Paraprofessional	Jill Caillier	Media Clerk
Classroom Teacher	Alexus Crumpton	SpED Teacher
Classroom Teacher	Angela Lewis	Classrrom Teacher
Classroom Teacher	Debbie Cade	Music Teacher
Business Representative	Krin Mackenroth	Business Representative

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	2	3			$0.00
1	2	4			$0.00
1	2	6			$0.00
1	2	7			$0.00
1	2	9			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	4	5			$0.00
1	5	1			$0.00
1	5	2			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	3			$0.00
1	6	1			$0.00
1	6	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
2	1	4			$0.00
3	1	1			$0.00
3	1	4			$0.00
3	2	1			$0.00
3	3	1			$0.00
3	4	1			$0.00
3	4	2			$0.00
4	1	2			$0.00
5	1	1			$0.00
6	1	1			$0.00
6	2	2			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00
7	2	1			$0.00
				Sub-Total	$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$0.00
1	2	8			$0.00
4	1	1			$0.00
6	2	1			$0.00
				Sub-Total	$0.00

255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6			$0.00
1	1	7			$0.00
1	2	8			$0.00
				Sub-Total	$0.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	5			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

Port Neches Elementary
Parental and Family Engagement Policy
2019-2020

PURPOSE

The faculty and staff of Port Neches Elementary believe that parental involvement in the educational activities of the school is essential to a student's success. Port Neches Elementary School is committed to excellence in education. The purpose of Title I is to improve the basic programs of Port Neches Elementary. This will provide opportunities for students to acquire the knowledge and skills contained in the state content standards as well as to meet state performance standards. Port Neches Elementary will maximize its resources to enable each child to become a successful learner. On-going, two-way, meaningful communication between school and home will occur to facilitate mutual understanding to stimulate student success.

Port Neches Elementary will make every effort to include parents in the development, evaluation, and revision of the Title I Program to provide excellence in education. In keeping with the core belief held by all teachers at Port Neches Elementary, the following parental involvement policy has been set forth:

GENERAL EXPECTATIONS

Port Neches Elementary agrees to:

● Be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition: Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(a) That parents play an integral role in assisting their child's learning.

(b) That parents are encouraged to be actively involved in their children's education at school

(c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children

(d) The carrying out of other activities, such as those described in section 1118 of the ESEA.

● Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.

● Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.

● Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's parent involvement policy.

● Use the findings of the parent and family engagement policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy.

● Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas

● If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.

● Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.

● Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)

● Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

Port Neches Elementary School will involve parents and families in an organized, ongoing, and timely way, in the planning, review, and improvement of Title 1 programs, the school's Parent and Family Engagement Policy, Campus Needs Assessment, Campus Improvement Plan, and updates on school testing data.

Port Neches Elementary School invites parents to participate in the planning, reviewing and revision of the Campus Improvement Plan and Parent and Family Engagement Policy three times each year. Meetings are offered in the morning and evening. Port Neches Elementary encourages participation in the Port Neches Elementary School Parent-Teacher Association (PTA) to create an opportunity for parental input and involvement in numerous activities. Port Neches Elementary School will also invite parents to serve on the Campus Improvement Committee.

Port Neches Elementary School invites parents to participate in a variety of meetings and activities at various times over the course of the school year.

Back to School Bash and Meet the Teacher Night meetings are held in early August to provide parents the opportunity to formally visit their child's classroom to become better informed about grade level expectations and curriculum. Parent-teacher conferences may be scheduled to fit the individual needs of each student.

Port Neches Elementary School will provide parents with timely information about programs, curriculum, and forms of assessment used to measure student progress.

Port Neches Elementary communicates with parents regularly to relay state curricular and assessment expectations, school requirements of the delivery of instruction, and the routines in place to ensure academic success of students. Port Neches Elementary utilizes a variety of communicative means including, but not limited to: our school handbook, memos, letters, email, classroom and grade level newsletters, principal newsletters, attendance newsletters, informational parent meetings, Back to School Bash, Meet the Teacher Night, grade level programs, school/teacher websites, PNE Facebook Page, Twitter, Remind, and individual notes or calls home.

Port Neches Elementary School jointly develops, with parents, a school-parent compact that outlines how parents, school staff, and students share responsibility for student academic achievement.

Parent compacts shall be distributed during the Parent Teacher Conference held after the first six weeks period.

Port Neches Elementary School will assist parents in understanding such topics as state academic content and student achievement standards, academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

Port Neches Elementary School will conduct parent teacher conferences at least annually. The dates for this year's annual parent teacher conference are October 14-15, 2019. At this time, the parent teacher compact shall be discussed as it relates to the individual child's achievement. It will be signed, and a copy kept on file at the school. Teachers shall be available to discuss student progress with the parent(s). The student compacts shall be discussed as it relates to the child's achievement. Parent resource materials will be available through the campus counselor's office.

Port Neches Elementary School will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

Port Neches Elementary will hold a math family night in the fall and a family literacy night in the spring in order to provide training that parents and children attend together with information that will continue learning at home.

Port Neches Elementary School shall educate teachers, pupil services personnel, principals and other staff, with the assistance of parents, in the value and utility of parental contributions, and in how to reach out to, communicate with, and work with parents.

Faculty and staff members will be cognizant of educational research on parental involvement. Parental input will be solicited throughout the year in meetings, through surveys and one-on-one conferences. Information derived will be utilized by the school's administration to strengthen the tie between school and home. Faculty and Staff will be trained on how to deal with difficult parents. Faculty and staff will travel to student neighborhoods and conduct home visits in early August before the first day of school.

Port Neches Elementary School shall coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
Port Neches Elementary will use interactive computer programs that help parents with students in reading and math. Parents will receive their child's login information to the IXL program. The IXL program will help parents prepare their children for upcoming academic expectations.

Port Neches Elementary School shall ensure that information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and, to extent practicable, in a language parents can understand.
School and district websites, and social media will be utilized to inform parents of school events in a language that they can understand. District website contains active links to TEA parent documents for understanding test results in Spanish. There will be an increased number of staff with ESL certifications. A bi-lingual teacher is available for translating printed materials and/or for interpreting oral language.

Port Neches Elementary School shall provide opportunities for the participation of parents with children with limited English proficiency, children with disabilities, and migratory children.
All parents are afforded the opportunity to be involved in their child's school. If a special need is identified that would help a parent more fully understand the educational process and academic progress of their child, assistance will be provided.

Port Neches Elementary will provide reasonable support for parental involvement activities as parents may request.
Port Neches Elementary will conduct parent surveys to solicit feedback in order to enhance parental involvement. During annual Title meetings, Port Neches Elementary will perform a comprehensive needs assessment in order to identify and prioritize needs, and develop strategies to address the identified needs.

ADOPTION

The Port Neches Elementary Parental and Family Engagement Policy/Plan has been developed/revised jointly with, and will be shared with parents and families of children participating in Title I program, as evidenced by meeting minutes. (04/25/2019)

The Parental and Family Engagement Policy/Plan was developed/revised by Port Neches Elementary on 04/25/19 and will be in effect for the period of the school year.

The school will distribute the Parental and Family Engagement Policy/Plan by posting it on the campus website, and a copy will be published in the Student Handbook in a timely manner after it is board approved.

Date: 4/25/19

Kimberly Carter

Signature of Title I Authorized Representative (Campus Principal)

These parents will be involved with the development of this document.

Melinda Martinez Rider

Katrina Brent

Megan Marshall

Robert Montgomery

James Rodriguez



Port Neches Elementary
Política de Compromiso de Padres y Familias de
2019-2020

PROPÓSITO

La facultad y el personal de Port Neches Elementary creen que la participación de los padres en las actividades educativas de la escuela es esencial para el éxito de un estudiante. La Escuela Primaria Port Neches está comprometida con la excelencia en la educación. El propósito del Título I es mejorar los programas básicos de Port Neches Elementary. Esto brindará oportunidades para que los estudiantes adquieran los conocimientos y habilidades contenidos en los estándares de contenido del estado, así como para cumplir con los estándares de rendimiento del estado. Port Neches Elementary maximizará sus recursos para permitir que cada niño se convierta en un aprendiz exitoso. Se producirá una comunicación significativa, bidireccional y continua entre la escuela y el hogar para facilitar el entendimiento mutuo y estimular el éxito de los estudiantes. Port Neches Elementary hará todo lo posible para incluir a los padres en el desarrollo, evaluación y revisión del Programa Título I para brindar excelencia en educación. De acuerdo con la creencia central de todos los maestros en Port Neches Elementary, se ha establecido la siguiente política de participación de los padres:

EXPECTATIVAS GENERALES

La Escuela Primaria Port Neches acepta:

● Regirse por la siguiente definición legal de participación de los padres, y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición: Participación de los padres y la familia significa la participación de los padres en dos y una comunicación significativa que involucra el aprendizaje académico de los estudiantes y otras actividades escolares, lo que incluye garantizar:

(a) Que los padres desempeñen un papel integral para ayudar al aprendizaje de sus hijos.

(b) Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela

(c) Que los padres son socios plenos en la educación de sus hijos y se incluyen, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos

(d) La realización de otras actividades, como las descritas en la sección 1118 de la ESEA.

● Involucrar a los padres de los niños atendidos en el Título I, Parte A en las decisiones sobre cómo se gastan los fondos del Título I, Parte A reservados para la participación de los padres.

● Desarrollar / revisar conjuntamente con los padres la política de participación de los padres y la familia de la escuela y distribuirla entre los padres de los niños participantes y poner a disposición el plan de participación de los padres a la comunidad local.

● Llevar a cabo conjuntamente, con la participación de los padres, una evaluación anual del contenido y la eficacia de la política de participación de los padres de la escuela.

● Usar los resultados de la evaluación de la política de participación de los padres y la familia para diseñar estrategias para una participación más efectiva de los padres, y para revisar, si es necesario, la política de participación de los padres en la escuela.

● Informar a los padres y a las organizaciones de padres sobre el propósito y la existencia de los Centros de Información y Recursos para Padres (PIRC) en Texas

● Si el plan para el Título I, Parte A, desarrollado bajo la sección 1112 no es satisfactorio para los padres de los niños participantes, la escuela enviará los comentarios de los padres con el plan cuando la escuela envíe el plan a la agencia de educación local.

● Proporcionar a cada padre un informe individual del estudiante sobre el desempeño de su hijo en la evaluación estatal en al menos matemáticas, artes del lenguaje y lectura.

● Proporcionar a cada padre una notificación oportuna cuando su hijo haya sido asignado o enseñado durante cuatro (4) semanas consecutivas o más por un maestro que no está altamente calificado en el sentido del término en la sección 200.56 del Reglamento Final del Título I (67 Fed. Reg. 71710, 12/2/12)

● Proporcionar a cada padre información oportuna sobre las calificaciones profesionales de los maestros y paraprofesionales del aula de los estudiantes, tal como se describe en la sección 1111 (h) (6) (A)

PARTICIPACIÓN / DESARROLLO DE POLÍTICAS

La Escuela Primaria Port Neches involucrará a los padres y las familias de manera organizada, continua y oportuna, en la planificación, revisión y mejora de los programas del Título 1, la Política de Participación de los Padres y la Familia, la Evaluación de las Necesidades del Campus, el Plan de Mejoramiento del Campus y las actualizaciones. en los datos de las pruebas escolares.
La Escuela Primaria Port Neches invita a los padres a participar en la revisión y revisión del Plan de mejora del campus y la Política de participación de los padres y la familia tres veces al año. La Primaria Port Neches fomenta la participación en la Asociación de Padres y Maestros de la Escuela Primaria Port Neches (PTA, por sus siglas en inglés) para crear una oportunidad de participación y participación de los padres en numerosas actividades. La Escuela Primaria Port Neches también invitará a los padres a servir en el Comité de Mejoramiento del Campus.

La Escuela Primaria Port Neches invita a los padres a participar en una variedad de reuniones y actividades en varias ocasiones a lo largo del año escolar.
Las reuniones de regreso a la escuela Bash y Meet the Teacher Night se llevan a cabo a principios de agosto para brindarles a los padres la oportunidad de visitar formalmente el aula de sus hijos para informarse mejor sobre las expectativas y el currículo del nivel de grado. Las conferencias de padres y maestros pueden programarse para adaptarse a las necesidades individuales de cada estudiante.

La Escuela Primaria Port Neches proporcionará a los padres información oportuna sobre los programas, el plan de estudios y las formas de evaluación utilizadas para medir el progreso de los estudiantes.
Port Neches Elementary se comunica con los padres regularmente para transmitir las expectativas estatales de evaluación y currículo, los requisitos escolares de impartir instrucción y las rutinas establecidas para garantizar el éxito académico de los estudiantes. Port Neches Elementary utiliza una variedad de medios de comunicación que incluyen, entre otros: nuestro manual escolar, notas, cartas, correos electrónicos, boletines informativos a nivel de aula y grado, boletines informativos para el director, boletines informativos de asistencia, reuniones informativas para padres, Regreso a la escuela, Noche para conocer a los maestros, grado programas de nivel, sitios web de escuelas / maestros, página de PNE en Facebook, Twitter, Recordar, y notas individuales o llamadas a casa.

La Escuela Primaria Port Neches desarrolla conjuntamente, con los padres, un pacto entre la escuela y los padres que describe cómo los padres, el personal de la escuela y los estudiantes comparten la responsabilidad del logro académico de los estudiantes.
Los acuerdos de los padres se distribuirán durante la Conferencia de padres y maestros que se lleve a cabo después del primer período de seis semanas. Los maestros deben verificar esto para asegurar que TODOS los estudiantes y los padres reciban contratos. Todos los contratos se devolverán a su maestro para presenta

La Escuela Primaria Port Neches, que ayudará a los padres a comprender temas como el contenido académico del estado y los estándares de rendimiento de los estudiantes, las evaluaciones académicas y cómo supervisar el progreso de un niño y trabajar con educadores para mejorar el rendimiento de sus alumnos. niños.
La Escuela Primaria Port Neches llevará a cabo conferencias de padres y maestros al menos una vez al año. Las fechas para la conferencia anual de padres y maestros de este año son del 14 al 15 de octubre de 2019. En este momento, el acuerdo entre padres y maestros se discutirá en relación con el logro individual del niño. Será firmado y una copia archivada en la escuela. Los maestros estarán disponibles para discutir el progreso del estudiante con los padres. Los pactos de los estudiantes se discutirán en relación con el logro del niño. Los materiales de recursos para padres estarán disponibles a través de la oficina del consejero del campus.

La Escuela Primaria Port Neches proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos, como la capacitación en alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres.
La Escuela Primaria Port Neches llevará a cabo una noche familiar de matemáticas en el otoño y una noche de alfabetización familiar en la primavera para brindar capacitación que los padres y los niños asistan junto con información que continuará aprendiendo en casa.

La Escuela Primaria Port Neches educará a maestros, personal de servicios estudiantiles, directores y otro personal, con la ayuda de los padres, en el valor y la utilidad de las contribuciones de los padres, y en cómo comunicarse con ellos, comunicarse con ellos y trabajar con ellos.
La facultad y los miembros del personal conocerán la investigación educativa sobre la participación de los padres. Las opiniones de los padres se solicitarán a lo largo del año en reuniones, a través de encuestas y conferencias individuales. La información obtenida será utilizada por la administración de la escuela para fortalecer el vínculo entre la escuela y el hogar. La facultad y el personal serán capacitados sobre cómo lidiar con padres difíciles. La facultad y el personal viajarán a los vecindarios de estudiantes y realizarán visitas a domicilio a principios de agosto antes del primer día de clases.

La Escuela Primaria Port Neches coordinará e integrará los programas y actividades de participación de los padres con otros programas federales, estatales y locales, y realizará otras actividades, como los centros de recursos para padres, que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos.
Port Neches Elementary utilizará programas de computadora interactivos que ayudan a los padres con los estudiantes en lectura y matemáticas. Los padres recibirán la información de acceso de sus hijos al programa IXL. El programa IXL ayudará a los padres a preparar a sus hijos para las próximas expectativas académicas.

La Escuela Primaria Port Neches se asegurará de que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato y, en la medida de lo posible, en un idioma que los padres puedan entender.
Los sitios web de la escuela y el distrito, y los medios sociales se utilizarán para informar a los padres de los eventos escolares en un idioma que puedan entender. El sitio web del distrito contiene enlaces activos a los documentos de padres de TEA para comprender los resultados de las pruebas en español. Habrá un mayor número de personal con certificaciones ESL. Un profesor bilingüe está disponible para traducir materiales impresos y / o para interpretar el lenguaje oral.

La Escuela Primaria Port Neches brindará oportunidades para la participación de padres con niños con dominio limitado del inglés, niños con discapacidades y niños migratorios.
Todos los padres tienen la oportunidad de participar en la escuela de sus hijos. Si se identifica una necesidad especial que ayudaría a un padre a comprender mejor el proceso educativo y el progreso académico de su hijo, se proporcionará asistencia.

Port Neches Elementary proporcionará un apoyo razonable para las actividades de participación de los padres, según lo soliciten los padres.
Port Neches Elementary llevará a cabo encuestas de padres para solicitar comentarios con el fin de mejorar la participación de los padres. Durante las reuniones anuales de Título, Port Neches Elementary realizará una evaluación integral de necesidades con el fin de identificar y priorizar las necesidades y desarrollar estrategias para abordar las necesidades identificadas.

_____

_____

ADOPCIÓN

La Política / Plan de Compromiso de los Padres y la Familia de Port Neches Elementary se ha desarrollado / revisado conjuntamente con, y se compartirá con los padres y las familias de los niños que participan en el programa Título I, como lo demuestra el acta de la reunión. (25/04/2019)

La política / plan de participación de los padres y la familia estará vigente para el año escolar 19-20.

La escuela distribuirá la Política / Plan de Participación de los Padres y la Familia mediante su publicación en el sitio web del campus, y se publicará una copia en el Manual del Estudiante de manera oportuna una vez que sea aprobada por la junta directiva.

Fecha: 25/04/19

Kimberly Carter

Firma del Representante Autorizado Título I (Director del Campus)

Estos padres estarán involucrados en el desarrollo de este documento.

Melinda Martinez Rider

Katrina Brent

Megan Marshall

Robert Montgomery

James Rodriguez

Campus Improvement Committee

Meeting Date: April 25, 2019

8:30 AM and/or 3:30 PM

Port Neches Elementary

Committee Role	Name	Position	Signature
Administrator	Kimberly Carter	Principal	
Classroom Teacher	D'Anna Seward	Title Reading	
Classroom Teacher	Tayler Saumell	Title Math	
Non-classroom Professional	Tracie Kotz	Counselor	
Parent	Melinda ~~Martinez~~ Rider	PNE Parent	
Business Representative	Chad Anderson	Site Director/PNO - Huntsman Corporation	
Community Representative	Katrina Brent	Assistant Provost of Enrollment Management - Lamar University	
Paraprofessional	Ashlie Edwards	Special Ed Paraprofessional	
Paraprofessional	Jana Berg	PE Paraprofessional	
Parent	Jessica Romero	PNE Parent	
Classroom Teacher	Lori Foster	4th Grade Teacher	
Parent	Megan Marshall	PNE Parent	
Community Representative	Robert Montgomery	Senior Pastor - Magnolia Assembly	
Parent	James Rodriguez	PNE Parent	
Parent	Kendra Gray	PNE Parent	
Classroom Teacher	Lisa LeTulle	5th Grade Science	

Port Neches-Groves Independent School District

Groves Elementary School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Groves Elementary is to provide high quality instruction, reach all students so they can excel academically, create a positive school climate for learning and a caring atmosphere through which we can offer the best possible educational opportunities.

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Comprehensive Needs Assessment

Needs Assessment Overview

When completing our needs assessment, the following are key areas to review:

- ESL students need continual support in academic areas via ESL specialist, in-class supports and linguistic accommodations
- Diverse student populations including special education, ESL and economically disadvantaged populations need differentiated instruction and in class supports
- Student growth will be shown through district benchmark testing (Math, Reading, Writing, Science and Social Studies)
- Recruit and hire high quality staff members that can meet the needs of our diverse student population
- Parent and family engagement and communication will continue to be an area of need to maintain positive relationships with parents and students

Demographics

Demographics Summary

Groves Elementary is located in Groves, TX and is part of Port Neches-Groves Independent School District. We serve all of the 4th and 5th grade students of Groves, Texas. On average we serve 400 students.

GE Demographics 2019

White/Non-Hispanic	57%
Hispanic	33%
Asian	5%
Black/Non-Hispanic	3%
2 or more races	2%

Over the past 5 years our campus has seen a steady increase in the **Hispanic population** that we serve.

- 2014-2015: 28.4%
- 2015-2016: 29%
- 2016-2017: 31%
- 2017-2018: 32%
- 2018-2019: 33%

Our **economically disadvantaged** percentages have increased in last two school years.

- 2014-2015: 48.2%
- 2015-2016: 39.9%
- 2016-2017: 39.8%
- 2017-2018: 47.6%
- 2018-2019: 49%

Our overall **student population** decreased this school year.

- 2014-2015: 334
- 2015-2016: 375
- 2016-2017: 411

- 2017-2018: 450
- 2018-2019: 418

Demographics Strengths

Groves Elementary has several demographic strengths: increased enrollment, diverse student population and increased hispanic population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: ESL support is needed as an intervention and within our classrooms all day. **Root Cause**: ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Student Academic Achievement

Student Academic Achievement Summary

Groves Elementary's state assessment scores remain consistent each year. Our campus performs benchmarks at the beginning, middle and end of each school year. Theses benchmarks show student achievement and growth in reading, math, writing, science and social studies. Benchmark data is below.

Test	Grade	Scale Score +/-	GE BOY	GE EOY	Progress
STAR Reading	4th	+117	4.0	5.0	Yes
STAR Math	4th	+92	4.4	5.9	Yes
STAR Reading	5th	+143	4.8	6.0	Yes
STAR Math	5th	+53	5.6	6.7	Yes
Academic Science	4th and 5th	+60	30%	90%	Yes
Academic Social Studies	4th and 5th	+60	30%	90%	Yes

Student Academic Achievement Strengths

Groves Elementary academic strengths include: guided math, teaming approach in all subjects, inclusion classes, hands-on learning and labs in science, rigor throughout learning process, student growth in reading, math, science and social studies.

TEA State Accountability 2019

Overall Rating: B

TEA Academic Achievement Dinstinctions 2019

Academic Achievement in English Language Arts/Reading

Academic Achievement in Math

Top 25% Comparative Closing the Gaps

Post Secondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement. **Root Cause**: Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 2: Supplemental instructional staff(teachers and paraprofessionals) on our campus will focus on student growth and in class supports. **Root Cause**: At risk students need in class supports to meet grade level requirements in reading, math, writing, science and social studies.

School Processes & Programs

School Processes & Programs Summary

Groves Elementary recruits, hires, and retains high quality employees. Applicants must be screened and interviewed to ensure that they meet the high standards required by the district. New teachers hired at Groves Elementary are assigned a mentor teacher. High quality professional development is provided to all staff members at the beginning of the year as well as throughout the school year as needed.

School Processes & Programs Strengths

All teachers at Groves Elementary are fully certified and all classes meet student to teacher ratio requirements.

Teachers at Groves Elementary take great pride in their profession and are self driven and motivated to improve teaching strategies and practices.

Special education teachers are encouraged to plan with grade level teachers and to maintain rigor for all students.

All teachers (with emphasis on ELAR teachers) at Groves Elementary are encourgaed to obtain their ESL certification in order to better support our growing ESL population. Newly hired teachers in all subjects are encouraged to obtain their ESL certification when interviewed or hired.

Provide school counseling to all students at GE, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: ESL population will show growth on benchmarks and increase achievement in academic areas. **Root Cause**: Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

Problem Statement 2: Provide school counseling to all students at GE. **Root Cause**: Many of our students are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Perceptions

Perceptions Summary

Groves Elementary is the oldest facility in PN-GISD. The physical building was once the Junior High in Groves and carries a symbolic and historical meaning to many in our community. Groves Elementary is a 4th and 5th grade campus that receives two neighborhood feeder schools, Taft and Van Buren Elementaries. Groves Elementary's mascot is the Chiefs. We have strong parent and family engagement and support.

Perceptions Strengths

1. GE has a great deal of parent and family engagement.
2. GE is welcoming and parent friendly.
3. PTA is an active part of GE.
4. Parents attend events such as Fall Family Night, Math/Science Night and school events and music programs.
5. GE communicates with parents in a variety of ways: Remind, Facebook page, email, phone, notes home.
6. Parents are aware of what their student is learning.
7. Parents feel that GE is a safe environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process. **Root Cause**: Staff may not consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Priority Problem Statements

Problem Statement 1: ESL support is needed as an intervention and within our classrooms all day.

Root Cause 1: ESL students need continual support in academic classes. They are often not prepared for the rigor of our state curriculum and require linguistic accommodations.

Problem Statement 1 Areas: Demographics

Problem Statement 2: ESL population will show growth on benchmarks and increase achievement in academic areas.

Root Cause 2: Increase in ESL population especially newcomers with unknown educational background and lack of rigor in learning.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Parents want continuous communication with teachers about student concerns and want to be updated on progress as well as included in decision making process.

Root Cause 3: Staff may not consistently use varied forms of communication with parents. (Remind, Facebook page, email, phone, notes home)

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement.

Root Cause 4: Diverse student populations including Special Education, ESL and economically disadvantaged populations need differentiated instruction and in class supports.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: ESL support for our growing ESL population needs to continue as intervention and in classes.

Root Cause 5: ESL students need continual support in academic areas. They are not prepared for the rigor of state curriculum and often require linguistic accommodations.

Problem Statement 5 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: By the end of the school year, students will show growth of +50 scale score on their MATH district benchmark.

Evaluation Data Source(s) 1: District benchmarks

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Target at-risk students with tutorials.	Principal Math Teachers	Tutorials will close achievement gaps and increase student learning.	55%		
	Funding Sources: 199 - General Fund - 0.00				
2) In accordance with prioritized needs assessment, GE will implement varied and effective math instructional strategies and programs such as Guided Math, Spiral Reviews, IXL, Mentoring Minds, GPS Readiness Kit to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students.	Principal Math Teachers	Instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success.	50%		
3) Conduct district benchmark testing.	Math Teachers Curriculum Coordinator	Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress.	35%		
	Funding Sources: 199 - General Fund - 0.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
4) Supplemental instructional staff (math assistance teachers) to focus on closing educational achievement gaps in core academic areas among all disaggregated student groups and improve percentage of students performing at grade level in math.	Principal Math Teachers Math Assistance Teachers	Supplemental instructional staff will lead to increased student success and close gaps.			
	Funding Sources: 211 - Title I-A - 166985.00				

 = Accomplished  = No Progress  = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: By the end of the school year, students will show growth of +75 scale score on their READING district benchmark.

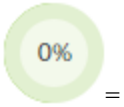
Evaluation Data Source(s) 2: District benchmarks

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Use Accelerated Reader program to motivate and increase interest and achievement in reading. AR incentives/rewards for those who meet criteria.	Principal ELAR Teachers	Curriculum support for teachers will lead to increased student success.	40%		
	Funding Sources: 199 - General Fund - 0.00				
2) Conduct district benchmark testing.	ELAR teachers Curriculum Coordinator	Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress.	40%		
	Funding Sources: 199 - General Fund - 0.00				
Comprehensive Support Strategy 3) Target at-risk students with tutorials.	Principal ELAR Teachers	Tutorials will close achievement gaps and increase student learning.	70%		
Comprehensive Support Strategy 4) Provide ELAR assistance teacher for students who have not met state standards.	Principal	ELAR assistance classes will close achievement gaps and increase student success.	45%		
	Funding Sources: 255 - Title II-A/TPTR - 55740.00				
5) In accordance with prioritized needs assessment, GE will implement varied and effective reading instructional strategies, newly adopted textbook and supplemental programs to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students.	Principal ELAR Teachers	Instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success.	45%		
6) Supplemental instructional staff (ELAR assistance teachers) to focus on closing educational achievement gaps in core academic areas among all disaggregated student groups and improve percentage of students performing at grade level in ELAR.	Principal ELAR Teachers ELAR Assistance Teachers	Supplemental instructional staff will lead to increased student success and close gaps.	35%		
	Funding Sources: 211 - Title I-A - 166985.00				

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: By the end of the school year, students will show growth on their district WRITING benchmark samples.

Evaluation Data Source(s) 3: District writing benchmark samples

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Utilize newly adopted ELAR textbooks to emphasize academic vocabulary, focus on revising and editing strategies and use a balanced literacy approach in ELAR classrooms.	Principal ELAR Teachers	ELAR strategies and curriculum resources will lead to increased student success.	35%		
	Funding Sources: 199 - General Fund - 0.00				
2) Target at-risk students with tutorials.	Principal ELAR Teachers	Tutorials will close achievement gaps and increase student learning.	30%		
	Funding Sources: 199 - General Fund - 0.00				
3) Conduct district benchmark testing.	ELAR Teachers Curriculum Coordinator	Writing benchmark samples will confirm curriculum and instruction effectiveness. Writing benchmark samples will show student achievement and progress.	25%		
	Funding Sources: 199 - General Fund - 0.00				
Additional Targeted Support Strategy 4) ELAR teachers will collaborate to teach writing composition, reading and incorporate ELAR skills and strategies.	Principal ELAR teachers Curriculum Coordinator	Collaboration with ELAR teachers will lead to increased student learning.	30%		
5) In accordance with prioritized needs assessment, GE will implement varied and effective ELAR instructional strategies and our newly adopted ELAR textbook to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students.	Principal ELAR Teachers	Instructional strategies, techniques and resources will strengthen student knowledge and lead to increased student success.	45%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: By the end of the school year, students will show growth of +60% on their SCIENCE AND SOCIAL STUDIES district benchmark.

Evaluation Data Source(s) 4: District benchmarks

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Facilitate hands-on activities, experiments, demonstrations; Encourage appropriate academic vocabulary and relate to real world utilizing TEKS Resource System and curriculum resources	Principal Science Teachers Social Studies Teachers	Hands-on activities, experiments, demonstrations, academic vocabulary and curriculum support will lead to increased student success.	45%		
	Funding Sources: 199 - General Fund - 0.00, Campus Funds - 0.00				
2) Continually review TEKS through activities and resources including IXL, Mystery Science, Pearson Online Support and Social Studies supplements.	Principal Science Teachers Social Studies Teachers	Curriculum support and classroom resources for teachers will lead to increased student success.	40%		
	Funding Sources: 199 - General Fund - 0.00, Campus Funds - 0.00				
3) Conduct district benchmark testing using academic vocabulary.	Science Teachers Social Studies Teachers Curriculum Coordinator	Benchmark testing will confirm curriculum and instruction effectiveness. Benchmark testing will show student achievement and progress.	30%		
	Funding Sources: 199 - General Fund - 0.00				
4) Target At Risk students with tutorials and reteach concepts when needed.	Principal Science Teachers Social Studies Teachers	Tutorials and reteaching will close achievement gaps and increase student learning.	35%		
	Funding Sources: 199 - General Fund - 0.00				
5) In accordance with prioritized needs assessment, GE will implement varied and effective social studies and science instructional strategies to improve the academic achievement of diverse learners and close the identified achievement gaps among all disaggregated student groups, including special needs students.	Principal Science teachers Social Studies teachers	Instructional strategies, techniques and programs will strengthen student knowledge and lead to increased student success.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: Increase campus G/T participation by 2%

Evaluation Data Source(s) 5: G/T participation rosters

Summative Evaluation 5:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide appropriately challenging enriched classes and inform parents of opportunities, benefits, and requirements.	GT Teachers Principal Counselor	Communication with parents about enriched classes will keep them informed.	50%		
	Funding Sources: 199 - General Fund - 0.00				
2) Conduct annual OLSAT testing in 5th grade, review student results, apply rubric to students who demonstrate required qualifications.	Counselor	OLSAT results and matrices will lead to increased student data.	10%		
	Funding Sources: 199 - General Fund - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Groves Elementary will attain 96% attendance rate for all students.

Evaluation Data Source(s) 1: TAPR Report, PEIMS Report

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Recognize Perfect Attendance each 6 weeks.	Principal Counselor	Campus attendance initiatives will lead to increased student attendance.	35%		
	Funding Sources: 199 - General Fund - 0.00, Campus Funds - 0.00				
2) Recognize Perfect Attendance for K-5 with a certificate at Award's Day.	Counselor	Campus attendance initiatives will lead to increased student attendance.	5%		
	Funding Sources: 199 - General Fund - 0.00				
3) Notify parents through formal notification of students who are at risk of losing credit for excessive absences and may require summer school for attendance violations.	Principal Attendance Clerk	Enforcing student attendance laws will lead to increased student attendance.	20%		
	Funding Sources: 199 - General Fund - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: All newly hired faculty and staff will receive Active Shooter training at "New Teacher/Staff Training" and a refresher course will be provided to all staff in professional development.

Evaluation Data Source(s) 1: Sign In Sheets, PDExpress Evaluations

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Review scenarios and protocols involving an active shooter and reviewing appropriate safeguards(classroom door locks and door stoppers).	Principal	A review of active shooter training will reinforce safety protocols.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

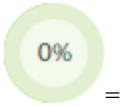
Performance Objective 2: 100% of staff who work in specific designated assignments will receive initial training/updates for CPR and Handle With Care

Evaluation Data Source(s) 2: PDExpress Attendance Rosters

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Training provided annually. One teacher per cluster will be trained in Handle with Care.	Principal Nurse (CPR) Eric Laing (HWC)	Training will lead to safer schools.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 3: Actively participate and support district School Health Advisory initiatives.

Evaluation Data Source(s) 3: Physical education assessments

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) School Nurse will participate on district SHAC.	Nurse	Participation in SHAC will lead to health and safety awareness for campus.	70%		
	Funding Sources: 199 - General Fund - 0.00				
2) Physical Education teacher conducts annual physical assessments of the student body and incorporates lessons as needed for health and safety awareness.	Principal PE Teacher	Assessments will assist in addressing student health education.	50%		
	Funding Sources: 199 - General Fund - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 4: High standards of behavior will be expected of all students at Groves Elementary

Evaluation Data Source(s) 4: Discipline Reports, Counselor Reports

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Students will receive instruction on the effects of bullying and cyberbullying through class, small group and individual counseling as well as internet safety week.	Technology Department Technology Aide Teachers Counselor	Instruction will create awareness and decrease bullying and cyberbullying.			

 = Accomplished  = No Progress  = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff will be offered high- quality professional development opportunities in the areas of Math, Reading, Writing, Science and Social Studies and the importance of parent and family engagement.

Evaluation Data Source(s) 1: PDExpress evaluations, PD attendance rosters

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Staff will be provided training in sexual abuse and maltreatment of children.	Principal Counselor Nurse	Training will enable teachers and staff to be effective and create awareness.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				
2) Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement and other areas needing support.	Principal Dr. Duhon Curriculum Coordinator	Professional development will improve classroom instruction and strategies.	65%		
	Funding Sources: 211 - Title I-A - 0.00				
3) Provide teachers with staff development on importance of parent and family engagement.	Principal	Professional development will create awareness of importance of parent and family engagement.	100%	100%	100%
4) Provide all staff with state required Suicide prevention training.	Counselor	Professional development will create awareness of suicide prevention.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: 100% of instructional staff will receive training on instructional strategies to address the needs of our ESL and SPED student populations as indicated in the District TAIS report.

Evaluation Data Source(s) 2: PDExpress Evaluations, PD attendance Rosters

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Professional development will focus on instruction that supports special populations such as ESL.	Principal Curriculum Coordinator	Sheltered instruction professional development will provide teachers with strategies for all learners.	90%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Increase parent/family attendance to Title I family nights and Parent/Teacher Conferences.

Evaluation Data Source(s) 1: Parent Sign in Sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue to encourage parents and community to join PTA: Membership Drive Student Incentives PTA Facebook Page and Remind	PTA Principal	Regular and varied modes of communication will foster positive parent involvement.	85%		
	Funding Sources: PTA Funds - 0.00				
2) Increase communication with parents through: Remind Phone Calls Notes home Campus Facebook Page	Principal Teachers	Regular and varied modes of communication will foster positive parent and family involvement.	55%		
	Funding Sources: 199 - General Fund - 0.00				
3) Invite parents to attend family nights and school events to encourage parent and family engagement.	Principal Counselor Teachers	Title family nights and school events will encourage parent and family engagement and foster positive parent involvement.	65%		
4) Provide parents and students an opportunity to explore science and math through a variety of activities at Math and Science Night.	Principal Counselor Teachers	Math and Science Night will encourage family engagement and foster positive parent involvement.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Increase parent/family engagement including special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 2: Parent Sign in Sheets, Office Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Encourage communication between school and parent using Remind and Campus Facebook page	Principal	Communication with parents will foster positive parent perceptions of the school.	35%		
2) Encourage communication between school and parents by providing teacher Remind information at Meet the Teacher Night.	Principal Teachers	Communication with parents will foster positive parent perceptions of the school.	100%	100%	100%
3) Host Pastries with Parents event to encourage parent and family engagement.	Counselor	Parent and family engagement activities will foster positive parent perceptions of the school.	10%		
4) Host a parent and family engagement event that targets ESL students and families.	Counselor ESL Specialist Curriculum Coordinator	Parent/Family engagement activities will foster positive parent perceptions of the school.	100%	100%	100%
5) Implement a universal folder(portfolio) to encourage organization and increase communication.	Principal Teachers	Universal folder(portfolio) will establish ongoing communication with parents.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: Groves Elementary will maintain a Campus Improvement/Title I Committee to direct, sustain, and communicate excellence in all functions of the campus/district.

Evaluation Data Source(s) 1: CIC/Title I :sign-in sheets; agendas; minutes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) The campus improvement committee and the Title I committee have been combined and will meet a minimum of three times per year.	Committee Facilitator Committee Secretary	CIC/Title I committee will support the campus.	35%		
2) Annually, staff nominations and voting will take place to identify staff participation and the position of facliltator and secretary.	Principal	CIC/Title I committee will support the campus.	0%		
	Funding Sources: 199 - General Fund - 0.00				
3) The CIC/Title I Committee will meet annually to review the CNA (Campus Needs Assessment) and review/revise the Parent and Family Engagement Policy, School Compact and Campus Improvement Plan.	Members of the CIC/Title I Committee	The yearly comprehensive needs assessment will identify strengths and weaknesses.	25%		



= Accomplished


= No Progress

= Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

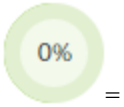
Performance Objective 2: Groves Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 2: PEIMS Report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Work with the District Foster Care Liaison to advocate for all foster children.	Principal Counselor	Communication between the liaison and the campus will support our students.	30%		
2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin.	Principal Counselor	Communication between the liaison and the campus will support our students.	30%		



= Accomplished


= No Progress

= Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: 100% of students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 1: Technology log sheets, ipad sign out sheets, Google Chrome Books sign out sheets

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Continue using Learning.com, IXL, Brain Pop	Principal Teachers Technology Dept. Media Clerk	Learning.com , IXL and Brain Pop will enable our students to acquire skills required by Technology Application TEKS.	55%		
	Funding Sources: 199 - General Fund - 0.00				
2) Increase student to technology ratio by utilizing ChromeBook Mobile carts and Ipads in the classroom.	Principal Teachers Technology Dept. Media Clerk	Access to technology will improve student technology skills and enhance student learning.	40%		



= Accomplished


= No Progress

= Discontinue

Goal 8: PNGISD will provide mentoring and counseling to all students including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities or drug use and abuse.

Performance Objective 1: Groves Elementary will utilize contracted counseling positions to reach more at risk students and provide mentoring.

Evaluation Data Source(s) 1: Campus Visitor Sign in sheets, Contract services

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
1) Provide extra counseling services to provide mentoring and counseling to students, who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse. Students identified by benchmark testing, grades and counselor.	Principal Counselor Dr. Duhon	Extra counseling will lead to increased student support and success.	50%		
	Funding Sources: Campus Funds - 0.00				



= Accomplished


= No Progress

= Discontinue

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	2	3	Target at-risk students with tutorials.
1	2	4	Provide ELAR assistance teacher for students who have not met state standards.

State Compensatory

Budget for Groves Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 101 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$4,000.00
199.11.6112.75.101.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$4,000.00
199 11 6119 00 101 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$340,929.00
199.11.6119.00.101.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$259,593.00
211.11.6119.00.101.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$112,251.00
199 11 6141 00 101 0 24 0 00	6141 Social Security/Medicare	$4,945.00
199 11 6141 75 101 0 24 0 00	6141 Social Security/Medicare	$60.00
199.11.6141.00.101.0.24.0.00	6141 Social Security/Medicare	$7,382.00
199.11.6141.75.101.0.24.0.00	6141 Social Security/Medicare	$60.00
211.11.6141.00.101.0.24.0.00	6141 Social Security/Medicare	$1,627.00
199 11 6142 00 101 0 24 0 00	6142 Group Health and Life Insurance	$25,315.00
199.11.6142.00.101.0.24.0.00	6142 Group Health and Life Insurance	$31,168.00
211.11.6142.00.101.0.24.0.00	6142 Group Health and Life Insurance	$9,102.00
199 11 6144 00 101 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$23,965.00
199.11.6144.00.101.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$36,982.00
199 11 6145 00 101 0 24 0 00	6145 Unemployment Compensation	$165.00
199.11.6145.00.101.0.24.0.00	6145 Unemployment Compensation	$165.00

Account Code	Account Title	Budget
211.11.6145.00.101.0.24.0.00	6145 Unemployment Compensation	$90.00
199 11 6146 00 101 0 24 0 00	6146 Teacher Retirement/TRS Care	$10,382.00
199.11.6146.00.101.0.24.0.00	6146 Teacher Retirement/TRS Care	$12,291.00
211.11.6146.00.101.0.24.0.00	6146 Teacher Retirement/TRS Care	$11,527.00
199 11 6149 00 101 0 24 0 00	6149 Employee Benefits	$1,970.00
199.11.6149.00.101.0.24.0.00	6149 Employee Benefits	$2,703.00
211.11.6149.00.101.0.24.0.00	6149 Employee Benefits	$560.00
	6100 Subtotal:	**$901,232.00**
6300 Supplies and Services		
199 11 6399 00 101 0 24 0 00	6399 General Supplies	$600.00
199.11.6399.00.101.0.24.0.00	6399 General Supplies	$600.00
	6300 Subtotal:	**$1,200.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

GE is a diverse campus including special education, ESL, economically disadvantaged and at risk students. Our student population has remained the same or increased each school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides ELAR and math assistance teachers as well as an ESL specialist to support student learning. Our staff is highly qualified and we provide school counseling to all students at GE through classes, small group and individual meetings. Parent involvement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls and notes home. The committee met on April 30, 2019 to work on the CNA and campus plan and gave suggestions for changes that day at the committee meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is made up of appropriate stakeholders. Stakeholders include principal, general education teachers, special education teachers, Title I teachers, special populations teachers, paraprofessionals, parents and community members and business representatives. This allows our site based decisions to be made by an accurate representation of the entire campus. List of committee members are attached to this plan.

2.2: Regular monitoring and revision

The Campus Plan was reviewed, revised and approved at the August 13, 2019 CIC/Title meeting held at Groves Elementary.

Campus Needs Assessment was performed at the April 30, 2019 meeting held at Groves Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our CIC also completed an evaluation of Title I, Part A funds. Minutes of CIC meetings are attached.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is avaiable at Groves Elementary in the office. It is available on our campus webpage via the district website. We also have a copy at our CIC meetings for members to review. Our campus improvement plan is available in Spanish and posted on our campus webpage via the district website.

2.4: Opportunities for all children to meet State standards

Groves Elementary provides opportunities for all students to meet state standards. Goal 1, Performance Objective 1, Strategies 1-4(math); Goal 1 Performance Objective 2, Strategies 1-6(reading); Goal 1, Performance Objective 3, Strategies 1-5(writing); Goal 1, Performance Objective 4, Strategies 1-5(science and social studies); Goal 1, Performance Objective 5, Strategies 1-2(GT) all address student learning and achievement. (Pages 14-18)

2.5: Increased learning time and well-rounded education

Groves Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education. Goal 1, Performance Objective 1, Strategies 1,2,4 (math); Goal 1 Performance Objective 2, Strategies 1,3,4,5,6(reading); Goal 1, Performance Objective 3, Strategies 1,2,4,5 (writing); Goal 1, Performance Objective 4, Strategies 1,2,4,5(science and social studies); Goal 1, Performance Objective 5, Strategy 1(GT) methods and instructional strategies. (Pages 14-18)

2.6: Address needs of all students, particularly at-risk

Groves Elementary provides instructional programs and strategies that target at risk students. Goal 1, Performance Objective 1, Strategies 1,2,4(math); Goal 1 Performance Objective 2, Strategies 3,4,5,6(reading); Goal 1, Performance Objective 3,

Strategies 2,5 (writing); Goal 1, Performance Objective 4, Strategies 4,5(science and social studies); Goal 1 address at risk students. (Pages 14-18)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our CIC/Title committee on April 30, 2019 at Groves Elementary. This committee is listed and included in this plan. The Parent and Family Engagement Policy was distributed at our CIC/Title meeting in April 2019. It is available at Groves Elementary in the office. Our Parent and Family Engagement Policy is available in English and Spanish on our campus webpage via the district website.

3.2: Offer flexible number of parent involvement meetings

We have several parent involvement meetings during the school year. Our CIC/Title meetings were held on July 26, 2018 at 9:00 a.m. and 3:00 p.m. at Groves Elementary; December 5, 2018 at 9:00 a.m. and 3:40 p.m. at Groves Elementary; April 30, 2019 at 9:00 a.m. and 3:40 p.m. at Groves Elementary. Our parent involvement activities included Fall Family Night, September 24, 2018 from 5:00-6:30 p.m. at Groves Elementary; Book Fair held throughout the week of September 24-28, 2018; Math and Science Night, January 22, 2019 from 5:00-6:30 p.m. at Groves Elementary; Biography Tours was hit this year on Thursday, April 25, 2019 from 6:00-7:00 pm.. Book Fair held throughout the week of April 29-May 3, 2019; Pastries with Parents Event, May 1 and 2, 2019 from 7:30-8:30 a.m. at Groves Elementary. We also have several music/band programs throughout the school year for parents to attend. All of our events have a solid attendance rate and we enjoy including our parents in as many activities as possible.

Title I Personnel

Name	Position	Program	FTE
Chelsea Cheek	4th math Assistance		
Kathy Robertson	Social StudiesTeacher	5th Grade	1
Katy Gill	5th ELAR Assistance		

Campus Improvement/Title I Committee

Committee Role	Name	Position
Classroom Teacher	Aimee Martin	GT Teacher
Classroom Teacher	Kathy Robertson	Social Studies Teacher
Classroom Teacher	Chuck Edgar	Science/Social Studies Teacher
Classroom Teacher	Shanda Hebert	Math Teacher
Classroom Teacher	Katina Kersey	ELAR Teacher
Classroom Teacher	Katy Gill	ELAR Assistance Teacher
Classroom Teacher	Brandi Martin	ELAR Assistance Teacher
Classroom Teacher	Brittany Novich	Special Education Teacher
Paraprofessional	Audrey Payne	Inclusion Paraprofessional
Administrator	Mandie Champagne	Principal
Business Representative	Mandy Gibson	Business Representative
Parent	Kelly Barrett	Parent
Community Representative	Heather Richard	Parent/Community
Parent	Jennifer Guerra	Parent
Community Representative	Brandy Bledsoe	Parent/Community

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	3			$0.00
1	2	1			$0.00
1	2	2			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	3	3			$0.00
1	4	1			$0.00
1	4	2			$0.00
1	4	3			$0.00
1	4	4			$0.00
1	5	1			$0.00
1	5	2			$0.00
2	1	1			$0.00
2	1	2			$0.00
2	1	3			$0.00
3	1	1			$0.00
3	2	1			$0.00
3	3	1			$0.00
3	3	2			$0.00
4	1	1			$0.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	2			$0.00
5	2	5	Purchase of Nikki's Folder's		$0.00
6	1	2			$0.00
7	1	1			$0.00
				Sub-Total	$0.00

211 - Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Title Teachers		$166,985.00
1	2	6	Title teachers		$166,985.00
4	1	2			$0.00
				Sub-Total	$333,970.00

255 - Title II-A/TPTR

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4			$55,740.00
				Sub-Total	$55,740.00

Campus Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			$0.00
1	4	2			$0.00
2	1	1			$0.00
8	1	1			$0.00
				Sub-Total	$0.00

PTA Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	1			$0.00

PTA Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Grand Total	$389,710.00

Addendums

Campus Improvement/Title I Committee

Meeting Date: August 13, 2019

2:30 P.M.

Groves Elementary

Committee Role	Name	Position	Signature
Classroom Teacher	Aimee Martin	GT Teacher	A. Martin
Classroom Teacher	Kathy Robertson	Social Studies Teacher	Kathy Robertson
Classroom Teacher	Chuck Edgar	Science/Social Studies Teacher	Chuck Edgar
Classroom Teacher	Shanda Hebert	Math Teacher	Shanda Hebert
Classroom Teacher	Katina Kersey	ELAR Teacher	K. Kersey
Classroom Teacher	Katy Gill	ELAR Assistance Teacher	Katy Gill
Classroom Teacher	Brandi Martin	ELAR Assistance Teacher	Brandi Martin
Classroom Teacher	Brittany Novich	Special Education Teacher	Brittany Novich
Paraprofessional	Audrey Payne	Inclusion Paraprofessional	Audrey Payne
Administrator	Mandie Champagne	Principal	Mandie Champagne
Business Representative	Mandy Gibson	Business Representative	via phone Mandy Gibson
Parent	Kelly Barrett	Parent	Kelly Barrett
Community Representative	Heather Richard	Parent/Community	Heather Richard
Parent	Jennifer Guerra	Parent	Jennifer Guerra
Community Representative	Brandy Bledsoe	Parent/Community	

Groves Elementary

Campus Improvement/Title Committee

Tuesday, August 13 9:30 a.m. and 2:30 p.m.

Agenda

1. Call meeting to order
2. Welcome and introduce members, select facilitator and secretary
3. Approve April 30, 2019 CIC/Title meeting minutes
4. Review Annual Campus Title Powerpoint
5. Approve 2019-2020 Parent-School Compact
6. Approve 2019-2020 Campus Plan
7. Review Parent Engagement Survey Data
8. Big Kahuna Fundraiser
    a. Wednesday, September 11-Kickoff
9. Fall Family Night
    a. Monday, September 23, 5-6:30 p.m.
    b. Date?
    c. Ideas?
10. Future Meeting Dates: Wednesday, December 4, 2019 and Wednesday, April 29, 2020 @ 3:45 p.m. and via email or alternative time if unable to attend
11. Other items:
12. Adjourn

Port Neches-Groves Independent School District

Ridgewood Elementary School

2019-2020

Accountability Rating: B



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Ridgewood Elementary School is to provide the climate and educational program that will satisfy our high expectations for both student achievement and behavior. We believe that all students can learn, and to this end we offer a diversity of school programs to help each child develop to his or her potential.

Vision

"Striving for Excellence"

Core Beliefs

Desired Student Behaviors:

- Exhibit a positive self-image and physical well being
- Exhibit respect for self, others, and the environment
- Be self-directed, independent, life-long learners
- Demonstrate problem solving and decision making skills
- Demonstrate proficiency in communication and academic skills
- Demonstrate an appreciation for our American heritage, demographic ideals, and multicultural richness
- Accept responsibility and be a positive contribution to society

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Comprehensive Needs Assessment

Needs Assessment Overview

The perception of Ridgewood Elementary is extremely positive. Ridgewood has a strong reputation of hiring highly qualified staff members that do a tremendous job of developing positive relationships with stakeholders. Through the recruitment of these highly qualified employees, Ridgewood has an above average attendance rate. Ridgewood students are excited to be a part of their teacher's classroom.

With a growing ESL population, Ridgewood is constantly working to meets of the ever growing diverse population. Ridgewood does not have staff members that speak languages other than English. We are constantly looking at new trainings and strategies to help offset this problem. We are striving to meet the needs of both students and parent.

Ridgewood teachers understand the importance of technology while educating today's student. Our teachers utilize technology resources in all aspects of teaching and learning.

Ridgewood also has multitude of programs, and data is the driving force for our curriculum and instruction. Campus bench-marking is analyzed and used to ensure we are meeting the progress needs of our students.

Demographics

Demographics Summary

Ridgewood Elementary is located in Port Neches and serves half of the city of Port Neches' students. Woodcrest Elementary is our partner school that serves the other half of the community. Our students are in grades kindergarten through 3rd grade. Our lates TAPR data shows the ethnic distribution as 3.7% African American, 17.1% Hispanic, 63.9% White, and 12.4% Asian. 33.1% of our students are identified as Economically Disadvantaged. 8.0% of our students are identified as English Language Learners. Our campus has a mobility rate of 7.5%. Ridgewood Elementary serves approximately 440 students.

Demographics Strengths

- Our campus attendance rate is above the district and state average at 96.71%, which is the highest in our school district.
- All demographic groups had an attendance rate at or above 95%
- Our ESL campus teacher is a great benefit along with the ESL Newcomer teacher in meeting the needs of our English as a Second Language students
- 92% of our hispanic students approached grade level on the math STAAR.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Ridgewood continues to work to overcome the language barrier when communicate with the families of our students. **Root Cause**: We do not have staff members that speak languages other than English. Our student population also speaks multiple languages, which makes having a translator on hand for that specific language difficult. We are currently utilizing ELSA Lite to help interpret with parents.

Problem Statement 2: Ridgewood strives to continue teaching awareness of varied demographics on our campus. **Root Cause**: Teachers often forget the difficulty parents experience at home trying to translate and stay informed with homework, events, etc when English is not the primary language.

Problem Statement 3: Our ESL population continues to grow, and with that meeting their needs in the classroom continues to be a challenge. **Root Cause**: Teachers do not have the skill set often needed to serve ELL students. Additional resources and training are always needed to ensure their success.

Student Academic Achievement

Student Academic Achievement Summary

Ridgewood Elementary prides itself on our strong student achievement. Our students continuously out perform our district, region, and state scores. Our campus believes in academic excellence for all of our students.

Student Academic Achievement Strengths

The following strengths have been identified based on the 2018-19 STAAR results:

- Ridgewood had 88% of its students meet the approaches grade level mark (passing), which is above the state and region average.
- Ridgewood had 87% of its students meet the approaches grade level mark (passing), which is above the state and region average.
- Ridgewood had 57% of its students meet grade level in reading, which is above the state and region average.
- Ridgewood had 58% of its students meet grade level in math, which is about the state and region average.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Strive to continue for LEP students to show progress from TELPAS to STAAR **Root Cause**: Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.

Problem Statement 2: Strive to continue to make the best educational decisions for Special Education students. **Root Cause**: We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.

Problem Statement 3: Supplemental instructional staff, teachers and paraprofessionals, on our campus will focus on closing educational achievement gaps. **Root Cause**: At risk students need assistance in performing at grade level in core academic subjects.

School Processes & Programs

School Processes & Programs Summary

Ridgewood Elementary has a strong reputation of hiring and recruiting the best, highly qualified staff members. Providing high quality staff development and training for our faculty members is always a priority.

Data from student performance is a driving force for our curriculum and instruction. Campus bench-marking is used to ensure alignment in meeting the progress needs of our students.

Ridgewood Elementary understands the importance of technology when educating our students. Our teachers utilize technology resources in all aspects of teaching and learning.

School Processes & Programs Strengths

- We have a technology paraprofessional to assist the needs of campus teachers throughout the school year
- Istation, Star Early Literacy, Star Reading, and Star Math are used at the Beginning, Middle, and End of Year to monitor progress and needs of our students
- All classroom teachers have a chrome book as well as several ipads assigned to them along with an ipad cart that rotates weekly between classrooms
- All classroom teachers have a sphero for interactive coding and instruction. Some also have an Alexis that is used to enhance learning during instruction.
- Supplemental programs such as Istation math, Brain Pop, United Streaming, Mimeo boards, and document cameras are used to enhance learning in the classroom
- Grade level teachers share common conference time daily to allow for grade level planning and collaboration
- Utilize campus technology paraprofessional in assisting students and teachers
- Utilize district help desk to trouble shoot technology issues
- All interactive learning devices including mimeo and document cameras are utilized
- Provide school counseling to all students at Ridgewood, including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: High quality staff development is needed throughout the year. **Root Cause**: Teachers need time to look at student progress and

reflect and adjust as needed.

Problem Statement 2: Teachers do not utilize aligned lesson plan techniques. **Root Cause**: The district allows the teachers to follow their own lesson plan model.

Problem Statement 3: Google is not utilized to the depth it could be for individual student use and collaboration. **Root Cause**: Teachers are still uncomfortable with the many uses of Google docs, etc.

Perceptions

Perceptions Summary

Ridgewood Elementary has a special school climate that is hard to explain without experiencing it first hand. Many of our parents attended our school and are graduates of our school district. There is a strong since of pride in our school district that is carried from generation to generation. Our school focuses on the six pillars of character and the importance of being a kid for character.

A parent involvement survey is sent home every year. Ridgewood Elementary results show that there is a great deal of parent involvement in our school and parents come to events in large numbers. Remind, Facebook, Twitter, Principal Newsletters are also used to keep parents informed on campus happenings through messages, pictures, and documents.

Our campus motto is "Striving for Excellence", and that motto is carried over into everything we do at Ridgewood Elementary. Our goal is to meet the social and academic needs of every student that passes through our doors. We also pride our self on working with parents that are experiencing difficulties in raising their child and setting boundaries. Kids for Character is evident in everything we do.

Perceptions Strengths

- low discipline issues
- strong character program
- strong PTA with well attended meetings and school programs
- all staff has completed safety training and a campus safety plan is in place and practices
- Provide support and assistance to grandparents that are raising grandchildren to ensure success
- translators are provided for parent meetings as needed
- Principal newsletter is sent home every month to keep parents informed on school happenings
- Parent conferences are held in the fall and as needed in the spring
- perceived as parent friendly and approachable campus
- Parents respond positively to our yearly parent survey stating the school makes them feel welcome, the PTA is an active and effective part of the school, they are aware of what their child is learning, and the school uses a variety of ways to inform them about school events.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There was mixed responses on the parent survey in regards to wanting more opportunities to be involved at school. **Root Cause**:

Specific information is not disseminated regarding ways to be involved.

Problem Statement 2: There was mixed responses on the parent survey in regards to asking their opinions on the school and its programs. **Root Cause**: We do not often ask about opinions on specific programs or the school other than the parent survey.

Problem Statement 3: Skyward Family Access is not utilized at our grade level like older grades. **Root Cause**: Parents receive student work daily so they don't see the need to access the online gradebook.

Problem Statement 4: It is often difficult to reach out to ethnically diverse parents to encourage them to be involved on our campus. **Root Cause**: Although our teachers do utilize Google Translate, the language barrier causes them to often feel uncomfortable.

Problem Statement 5: Stay vigilant and aware of campus safety. **Root Cause**: Ridgewood is an older campus is safety is always a concern.

Problem Statement 6: A rise in students that lack social skills. **Root Cause**: Lack of understanding of proper social skills from an early age.

Problem Statement 7: Working parents feel there is not enough volunteer/meeting opportunities for them. **Root Cause**: Having meetings at any time are difficult. We have tried meetings at both times and the after school meetings were poorly attended.

Priority Problem Statements

Problem Statement 1: Ridgewood continues to work to overcome the language barrier when communicate with the families of our students.

Root Cause 1: We do not have staff members that speak languages other than English. Our student population also speaks multiple languages, which makes having a translator on hand for that specific language difficult. We are currently utilizing ELSA Lite to help interpret with parents.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Our ESL population continues to grow, and with that meeting their needs in the classroom continues to be a challenge.

Root Cause 2: Teachers do not have the skill set often needed to serve ELL students. Additional resources and training are always needed to ensure their success.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Strive to continue for LEP students to show progress from TELPAS to STAAR

Root Cause 3: Students are still mastering the language and the skill of test taking. STAAR's level of rigor is often difficult for them to show the progress we expect.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Strive to continue to make the best educational decisions for Special Education students.

Root Cause 4: We face difficulty in getting our special education to perform at the rigor expected on STAAR and also meet their academic needs where they are functioning.

Problem Statement 4 Areas: Student Achievement

Problem Statement 5: Work to earn campus distinctions in Reading, Math, and Postsecondary Readiness

Root Cause 5: Develop a true understanding how the scores fall in the different categories and ensure we are serving all students with the best academic plan.

Problem Statement 5 Areas: Student Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records

Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: All students will be measured in the beginning, middle, and end of the school year using both Renaissance and Istation assessments to track growth. All students will show at least +75 scale score growth on both math and reading district assessments.

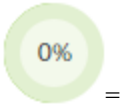
Evaluation Data Source(s) 1: TELPAS results, PBMAS, Star Reports, Early Literacy, and Istation Reports

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 1) Provide remedial instruction for identified students.		Prinicpal/Counselor/Teachers	Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions.	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress


= Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: By May 2020, 90% of kindergarten, first, second, and third grade students will be reading at or above grade level.

Evaluation Data Source(s) 2: ISIP, Star Reading, Star Early Literacy, and STAAR Reading results

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 1) Provide remedial instruction for identified students		Principal/Counselor/Teachers	Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions.	35%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 3: Maintain the elementary Gifted/Talented program and the district G/T participation percentage at the 5% target percentage.

Evaluation Data Source(s) 3: TAPR Report, PEIMS G/T Report

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hour update training for trained GT teachers and administrators.		Principal/GT Teacher	Teachers will receive the needed hours for G/T to be within compliance. Evidence: Training certificates	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Utilized district matrices and qualification criteria to identify gifted and talented students.		Counselor	District criteria will determine qualified students for the G/T program. Evidence: Utilization of district matrices	35%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 4: Students with disabilities will have access to the general education curriculum in the least restrictive environment as determined by the annual Admission, Review, and Dismissal (ARD) Committee meetings and will demonstrate success on their IEP's.

Evaluation Data Source(s) 4: Six-weeks progress reports, PBMAS LRE indicator, IEPs

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Serve as a case manager to oversee the curriculum and progress of identified students		Counselor Principal Teacher Program specialist	Student progress and growth will be monitored. Evidence: Campus will utilize testing data to identify student needs.	35%		



= Accomplished


= No Progress

= Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 5: 60% or more of the ELL population will reach or exceed the accountability system safeguard passing requirement in both math and reading.

Evaluation Data Source(s) 5: STAAR Reports, System Safeguard Report

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize campus ESL teacher to provide as a resource and liaison for ESL students and campus teachers.		Principal, Counselor, and ESL teacher	ESL specialist will give support to teachers for ESL student performance on benchmark testing, TELPAS, STAAR. and report card performance. Evidence: Testing data will documented and analyzed.	35%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 6: The District's general ed programs will provide needed services and support for programs such as Section 504, dyslexia, and RtI.

Evaluation Data Source(s) 6:

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Serve as a case manager to oversee the curriculum and progress of identified students		Counselor Principal Teacher Program Specialist	Student progress and growth will be monitored. Evidence: Campus will utilize testing data to identify student needs.	35%		



= Accomplished


= No Progress

= Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 7: By May 2020, 90% of kindergarten, first, second, and third grade students will be performing at or above grade level in math.

Evaluation Data Source(s) 7: Star Early Literacy, Star Math, and STAAR Math results

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide remedial instruction for identified students.		Principal/Counselor	Student progress throughout the year will be analyzed with beginning, middle, and end of year testing. Evidence: Data from testing will drive instruction and interventions as well identify students at risk.	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 1: Ridgewood will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 8: Students will be provided opportunities to be physically active throughout the day.

Evaluation Data Source(s) 8: PE and Recess Schedules

Summative Evaluation 8: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Schedule for 30 minutes of PE everyday along with 20 minutes of recess		Principal Teachers	Students will have 30 minutes of PE and 20 minutes of recess every day. Evidence: Master Schedule	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) The importance of a healthy lifestyle will be covered with students through the CATCH (Coordinated School Health Program) as directed by the district SHAC.		Principal PE Teachers	Physical Education teacher will utilize a variety of lessons to stress the importance of a healthy lifestyle.	35%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: Ridgewood will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an attendance rate of at least 97% for the school year.

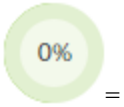
Evaluation Data Source(s) 1: Attendance Reports, TAPR Report, PEIMS Summer Submission Report

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Recognize students with perfect attendance each six weeks		Principal	Attendance rewards will increase student attendance. Evidence: Attendance reports will be run each six weeks.	100%	100%	100%
2) Maintain close communication with parents to stress and encourage higher attendance through phone calls and attendance letters.		Principal	Parental Communication will increase student attendance. Evidence: Attendance reports will be run each six weeks.	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress

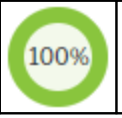
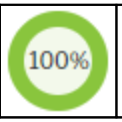
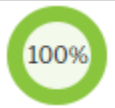
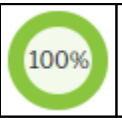
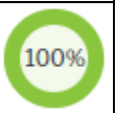
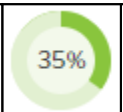

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Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 1: Ridgewood faculty and staff will work to ensure a physically safe and secure environment for all students and employees.

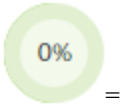
Evaluation Data Source(s) 1: PDExpress evaluations, attendance rosters, security audits

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Teachers will wear identification badges at all times.		Principals	Teachers wearing badges is in line with the district safety and security protocol.			
	Funding Sources: 199 - General Fund - 0.00					
2) All visitors will enter through the front doors and sign in at the office. They will be issued a badge for access to areas on campus.		Office Clerk Principal All staff	Front office will scan the identification of all visitors to Ridgewood.			
	Funding Sources: 199 - General Fund - 0.00					
3) Selected staff members will be CIP trained		Principal	Staff members selected will be well versed in CIP and understand what is needed in an emergency situation.			
	Funding Sources: 199 - General Fund - 0.00					
4) Implement strategies in the classroom to run, lock, fight in the case of an armed intruder		Teacher	Training will be conducted with students and staff to ensure the correct protocols will be followed in an emergency situation.			
	Funding Sources: 199 - General Fund - 0.00					
5) Campus cameras will be used to monitor safety and campus access		Principal	Office personnel will be able to monitor the entire campus from a centralized location.			
	Funding Sources: 199 - General Fund - 0.00					
6) Safety drills will be conducted throughout the year and documented.		Principal	Students and staff will understand what is expected of them in an emergency situation.			
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 2: Administration and staff will establish and consistently enforce school and district rules.

Evaluation Data Source(s) 2: PDExpress evaluations, sign-in sheets, Student Code of Conduct, Skyward Discipline Reports

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Classroom and school rules will be established and posted.		Classroom teachers Principal	Students will understand what's expected of them. Evidence: Fewer discipline referrals	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Staff will recognize hard work, good character, and positive recognition		All staff	Students will be sent to the principal for the brag board for excellence in behavior or academics.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) Communicate rules and procedures to students, parents, and the community by providing the Student Code of Conduct and Handbook online from the campus website.		Principal	Staff, parents, and students will understand the rules of this district as well as resource to utilize when they have a question.	35%		
	Funding Sources: 199 - General Fund - 0.00					
4) In the classroom and through counselor classes, students will be taught how to understand and recognize behavior that is considered bullying		Teacher Counselor	Students will strive to eliminate negative or mean actions towards other students. Evidence: Less reported incidents of bullying.	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 3: By September 1 of the current school year, 100% of employees working in specific designated assignments will receive current CPR, AED, and concussion training.

Evaluation Data Source(s) 3: PDExpress attendance rosters

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Maintain current rosters of CPR certified personnel. Always look to see if campus is well covered or if additional staff are needed to be trained.		Principal	We will continue to have the required amount of personnel CPR certified.	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 4: By the end of the school year, 100% nurses will be trained to teach CPR.

Evaluation Data Source(s) 4: Certification records

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Maintain current date on nurse certification and provide timely opportunity for re-certification		Principal	Nurse certification	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 5: Ridgewood will be involved the district's School Health Advisory Committee for the current school year.

Evaluation Data Source(s) 5: Sign-in sheets; minutes of meetings; board agenda

Summative Evaluation 5: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Implement health and CATCH program during PE classes. Participate in all Fitnessgram testing.		Principal PE Teacher	The PE teacher will implement the CATCH program as well as Fitnessgram. Evidence: Lesson plans			

 = Accomplished  = No Progress  = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

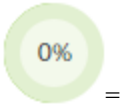
Performance Objective 6: Provide Character and drug education to all students.

Evaluation Data Source(s) 6: Student Understanding

Summative Evaluation 6: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide bi-monthly counseling classes that include Eddie Eagle program on gun safety, personal safety, conflict resolution, character education, suicide prevention, tobacco use, violence prevention, and red ribbon week.		Counselor	Students will have a better understanding of these topics.	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Contract with additional counseling personnel to provide mentoring for identified students.			Students identified will receive the counseling services they need.	35%		
	Funding Sources: Title IV redirected to Title I - 1360.00					



= Accomplished


= No Progress

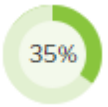
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Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all Ridgewood personnel.

Performance Objective 7: All students and staff will be well versed in how to respond to various emergency situations. (evacuations, lock down, lockout, shelter)

Evaluation Data Source(s) 7: Safety Audit

Summative Evaluation 7: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students and staff will participate in monthly emergency drills in order to understand how to respond if our school is ever in that situation.		Principal	Students will know to react to an emergency situation.			

 = Accomplished  = No Progress  = Discontinue

Goal 4: All Ridgewood teachers will be provided high-quality professional development.

Performance Objective 1: 100% of instructional staff and administrators will be offered high-quality professional development opportunities.

Evaluation Data Source(s) 1: PDExpress evaluations, professional development attendance records, non-district PD registration information, DEIC minutes

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy **TEA Priorities** Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Have teachers determine their needs as it relates to staff development.	2.4	Evaluations and feedback	Meaningful staff development will lead to more growth of the teachers in the classroom to better meet the needs of their students.	35%		



= Accomplished


= No Progress

= Discontinue

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 1: Increase parental involvement of all parents including underrepresented populations and special populations to develop parent partnerships in the education of their children.

Evaluation Data Source(s) 1: Webpages, Remind texts, parent involvement survey

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use Remind, campus website, and newsletter to inform parents		Principal	These social media applications will keep parents and stakeholders aware of upcoming campus activities.	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 2: Increase the number of school/business partnerships.

Evaluation Data Source(s) 2: Documented partnership activities, NCLB PNP Report

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Compile yearly needs early in the year and reach out to community partners.		Principal	This will ensure all community stakeholders help to take an active role in our school.	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 5: Ridgewood personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the campus and district's goals.

Performance Objective 3: Campus committees will meet the required number of times during the year.

Evaluation Data Source(s) 3: Sign-in sheets; minutes of meetings; websites

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Committee requirements will be reviewed to ensure compliance.		Principal	We will make sure we have the correct number of meetings for the school year. Evidence: Sign in sheets.	35%		



= Accomplished


= No Progress

= Discontinue

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the current school year, 100% of campuses and the district will maintain an active governance structure to direct, sustain, and communicate excellence in all functions of the campus/district.

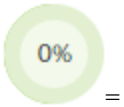
Evaluation Data Source(s) 1: Campus and district CIC/DEIC minutes, sign-in sheets, Plan4Learning

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) The Campus Improvement Committee will meet three times a year. The representatives on the committee will represent all aspects of the staff and community.		Principal	CIC committee will work to address the needs of the school. Evidence: Sign in sheets and agendas	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished



= No Progress


= Discontinue

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: During the current school year, Ridgewood will recruit, retain, and develop a 100% qualified staff in the academic core subject areas that proactively engages students for success.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Attract and retain highly qualified teachers, including those with ESL certification		Principal	All Ridgewood teachers will be certified in their subject/grade level. Evidence: Teacher certifications	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 3: During the current school year, Ridgewood will provide meals to all students through the Texas Department of Agriculture's National School Lunch and Breakfast programs.

Evaluation Data Source(s) 3: Monthly free and reduced percentage reports

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Free/Reduced Lunch forms will be sent home with every student and available online or in the office. When account balances get high, parents will be contacted about the opportunity to apply for free/reduced services.		Principal Cafeteria Manager	Communication with parents will help ensure low cafeteria balances % on free/reduced lunch	35%		



= Accomplished


= No Progress

= Discontinue

Goal 6: Ridgewood will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 4: Ridgewood has and will continue to strive to be an advocate for all foster children of the campus and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 4:

Summative Evaluation 4: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Foster children will be identified and proper district personnel contacted to make sure all policies and procedures are followed.		Principal Enrollment Secretary	Following federal, state, and district guidelines will help meet the needs of foster students.	35%		



= Accomplished


= No Progress

= Discontinue

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: During the current school year, Ridgewood will request technology services required to implement all district initiatives.

Evaluation Data Source(s) 1: Service/ticket database, minutes of BYOD meetings, network reports, TTF agendas and meeting minutes.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) The Technology teacher will oversee the needs of the campus and submit request in a uniform and timely manner.		Principal Tech Teacher	The technology teacher will report of ticket needs	35%		
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished 

= No Progress  = Discontinue

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: Ridgewood students will demonstrate technology competencies and participate in district technology initiatives.

Evaluation Data Source(s) 2: K-5 technology booklets submitted by teachers, STaR Chart data, course selection guide, Learning.com reports (K-8).

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize the teacher ipad and ipad cart in daily technology classroom instruction		Principal Technology teacher	Technology will aid the teacher in reaching the learning needs of the students. Evidence: walk throughs	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Teachers will complete the required technology applications for their grade level with the assistance of the technology paraprofessional		Principal	Teachers will move towards technology integration with support from the technology paraprofessional. Evidence: Walk throughs	35%		
	Funding Sources: 255 - Title II-A/TPTR - 0.00					



= Accomplished


= No Progress

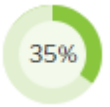
= Discontinue

Goal 7: Ridgewood will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 3: Ridgewood faculty, staff, and administration will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 3: Sign-in sheets of training

Summative Evaluation 3: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize lead teachers to push out useful information during the fall and spring semester to keep teachers abreast of the latest technology that impacts student learning.		Principal	Lead teachers will support teachers with new learning strategies with teachers utilizing technology. Evidence:Lead teacher documentation			

 = Accomplished  = No Progress  = Discontinue

State Compensatory

Budget for Ridgewood Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 103 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$5,000.00
199.11.6112.75.103.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$5,000.00
199 11 6119 00 103 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$187,908.00
199.11.6119.00.103.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$210,662.00
199 11 6122 75 103 0 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	$500.00
199.11.6122.75.103.0.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$500.00
199 11 6129 00 103 0 24 0 00	6129 Salaries or Wages for Support Personnel	$20,297.00
199 11 6141 00 103 0 24 0 00	6141 Social Security/Medicare	$2,889.00
199 11 6141 75 103 0 24 0 00	6141 Social Security/Medicare	$70.00
199.11.6141.00.103.0.24.0.00	6141 Social Security/Medicare	$2,461.00
199.11.6141.75.103.0.24.0.00	6141 Social Security/Medicare	$70.00
199 11 6142 00 103 0 24 0 00	6142 Group Health and Life Insurance	$12,326.00
199.11.6142.00.103.0.24.0.00	6142 Group Health and Life Insurance	$9,721.00
199.11.6144.00.103.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$13,153.00
199 11 6144 00 103 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$15,470.00
199 11 6145 00 103 0 24 0 00	6145 Unemployment Compensation	$179.00
199.11.6145.00.103.0.24.0.00	6145 Unemployment Compensation	$179.00

Account Code	Account Title	Budget
199 11 6146 00 103 0 24 0 00	6146 Teacher Retirement/TRS Care	$5,694.00
199.11.6146.00.103.0.24.0.00	6146 Teacher Retirement/TRS Care	$3,860.00
199 11 6149 00 103 0 24 0 00	6149 Employee Benefits	$1,263.00
199.11.6149.00.103.0.24.0.00	6149 Employee Benefits	$1,035.00
	6100 Subtotal:	**$498,237.00**
6300 Supplies and Services		
199 11 6399 00 103 0 24 0 00	6399 General Supplies	$525.00
199.11.6399.00.103.0.24.0.00	6399 General Supplies	$525.00
	6300 Subtotal:	**$1,050.00**

Campus Advisory Committee

Committee Role	Name	Position
Administrator	Kevin Schexnaider	Principal
Classroom Teacher	Mary Murdock	Kindergarten Teacher
Classroom Teacher	Vicky Morgan	1st Grade Teacher
Classroom Teacher	Jana Harper	2nd Grade Teacher
Classroom Teacher	Angie Melancon	3rd Grade Teacher/DEIC Representative
Classroom Teacher	Stephanie Cole	Special Education Teacher
Paraprofessional	Mandi Sanders	Paraprofessional
Parent	Chrissey Clark	PTA President
Parent	Amy Howard	Parent
Business Representative	Olin Clotiaux	Business Representative
Technology	Tara Landry	Technology Paraprofessional

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	2	1			$0.00
1	3	1			$0.00
1	3	2			$0.00
1	5	1			$0.00
1	7	1			$0.00
1	8	1			$0.00
1	8	2			$0.00
2	1	2			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
3	2	1			$0.00
3	2	2			$0.00
3	2	3			$0.00
3	2	4			$0.00
3	6	1			$0.00
5	2	1			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	1	1			$0.00
6	2	1			$0.00
7	1	1			$0.00
7	2	1			$0.00
				Sub-Total	$0.00

255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	2			$0.00
				Sub-Total	$0.00

Title IV redirected to Title I					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	6	2			$1,360.00
				Sub-Total	$1,360.00
				Grand Total	$1,360.00

Addendums

Ridgewood Elementary
CIC Meeting
May 8, 2019

Name	Representative	Signature
Mary Murdock	Kindergarten	M Murdock
Susan Rozell	First Grade	Susan Rozell
Jana Harper	Second Grade	Jana Harper
Angie Melancon	Third Grade/DEIC	Angie Melancon
Randi Sticker	Paraprofessional	Ms. Stikas
Stephanie Cole	Special Programs	Stephanie Cole
Kevin Schexnaider	Principal	
Chrissey Clark	Parent/PTA President	Clark
Amy Howard	Parent	
Deanna Frankens	Business	
April Ryan	Technology	April Ryan



CIC Meeting Minutes

May 8, 2019

The meeting was called to order at 3:15 pm by Kevin Schexnaider.

DEIC Update

- Angie Melancon, Ridgewood's DEIC representative, reported that the district is moving forward gathering information about a bond. The board is looking at people for the role of project manager.
- The district's budget is in great financial shape.
- Health insurance may increase, but the school board at looking at paying the difference.
- Trade Day- Anything during the summer will work for trade as long as it is at least 6 hours long.

Old Business:

- iPads have been purchased by Ridgewood and by Dale Fontenot with technology. We will now have both iPad carts completely updated with new iPads.
- Campus Improvement Plan was presented to the CIC in order to receive feedback of changes that they feel would benefit the campus.

New Business:

- Due to the wet weather, we never had wood chips delivered to our playground this school year. Maintenance will add woodchips to the playground before school starts.
- 1st grade would like to see about replacing microwaves in the teacher's lounge. Kevin will look in to the cost to replace them.
- Question was asked about the reading textbook that is going out of adoption. Kevin said we can keep some as class set if desired.

The meeting was adjourned at 3:32 pm. This was the last CIC meeting scheduled for this school year.

Port Neches-Groves Independent School District

Taft Elementary School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: October 14, 2019
Public Presentation Date: October 14, 2019

Mission Statement

The mission of Taft Elementary School is to provide a positive educational environment that is facilitating toward learning. Our expectations are high for achievement and behavior. All students are capable of learning. The opportunity to develop emotionally, socially, academically, and physically is provided through our educational program.

Vision

Our students will model academic success and integrity in all endeavors. Through dedicated teaching, inspired leadership, and an active community our students will be prepared to meet the challenges of the future.

Value Statement

We believe all students can and will learn at Taft Elementary. We will do our best to provide them rigorous levels of learning.

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Comprehensive Needs Assessment

Needs Assessment Overview

The Campus Improvement Committee met on May 1, 2019, July 24, 2019, and August 14, 2019 to work on and finalize the Comprehensive Needs Assessment and Campus Improvement Plan. Even with increasingly varied demographics, we of course continue to strive for academic achievement improvement and closing achievement gaps in all subjects. Specifically, performance of Special Education, at-risk, econmically disadvantaged, and English Learner students continues to be a focus on our campus.

Demographics

Demographics Summary

Taft Elementary is located in Port Arthur and serves over 400 students who live in the Groves city limits.

Taft is a Title I campus with a population of approximately 41% economically disadvantaged students. Students with special needs comprise 13% of the population, at risk are at 26%, and as the largest ethnic group, Hispanic students make up 10% of the population.

The campus strives to provide excellence in education through the combined efforts of the staff, students, parents, and the community.

Our teachers are trained to meet the diverse needs of their students whether they are a regular education student, a special education student, a LEP student, etc. We strive to place our special education students in an inclusive setting of a least restrictive enviornment.

One of the strengths of Taft Elementary is the partnership among students, families, and staff. A parent involvement survey is sent home every year to help the campus evaluate the home-school connection.

Demographics Strengths

Taft Elementary continues to use various means of communicating and encouraging parents and community to be involved:

- Remind101
- “Meet the Teacher Night”
- Summer Involvment Events
- Parent Conferences (provide translator if possible).
- Involve business partners in school activities
- Provide community programs to enhance curriculum
- Newsletters with campus information
- Encourage parents to register with Skyward-Family Access
- Conduct bi-annual Title I Meetings
- Campus Webpage
- Family Nights
- Fall Festival

Problem Statements Identifying Demographics Needs

Problem Statement 1: Family Engagement is still lacking at Taft Elementary. **Root Cause**: We feel some parents do not realize the value of the educational partnership.

Student Academic Achievement

Student Academic Achievement Summary

The faculty and staff at Taft Elementary strive to make every student a successful learner. Our campus believes all students can and will learn. Both our teachers and paraprofessionals focus on closing educational achievement gaps in core academic areas among all disaggregated student groups.

Overall, Taft Elementary students made considerable growth from the beginning of year to the end of the year based on district assessment data. As always our main goal it to have students performing at or above grade level in all core content areas by the end of the school year.

Student Academic Achievement Strengths

Our students consistantly score above the state and region on state assessments.

Overall, Taft Elementary students made considerable growth from the beginning of year to the end of the year based on district assessment data, and consistantly score above the state and region on state assessments.

- STAAR Percent at Approaches Grade Level for Reading - 88%
- STAAR Percent at Masters Grade Level for Reading - 34%
- STAAR Percent at Approaches Grade Level for Math - 86%
- STAAR Perecent at Masters Grade Level for Math - 19%
- Campus Distinctions: Academic Achievement in ELA/Reading, Top 25% Closing the Gaps, and Post Secondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Due to being a targeted intervention campus due to our white subgroup scores, we will focus on this subgroup for 19-20. **Root Cause**: We feel our special education students played a large factor in this sub group.

School Processes & Programs

School Processes & Programs Summary

Taft Elementary has a faculty and staff who are all certified and qualified. Mentors are assigned to new teachers through the district's mentor program to offer support.

Teachers help and support each other in order to meet the needs of all students. All of our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students. The staff is encouraged to go above and beyond to assure the success of all students and teachers. Innovative techniques and technology are often incoporated into lessons to ensure that each student is able to learn in the way that he or she is most successful.

School Processes & Programs Strengths

Data from screenings and teacher assessments are a driving force for our curriculum and instruction in order to meet students' academic learning needs. Students are identified for Title services based on a series of factors including, but not limited to their beginning of year testing scores, teacher input, retention data, and whether or not they have been identifed as a response to intervention student. Taft implements evidence-based instructional programs in reading and math to improve the academic achievement gaps among all disaggregated student groups, including special needs students at Taft.

The following strengths have been identified:

- All classroom teachers have an iPad assigned to them along with a class set of Ipads in every grade level
- Istation, Star Reading and Math, and Star Early Literacy are used to to monitor progress from beginning, middle, and the end of the year
- Supplemental programs are used such as Edmark, Earobics, IXL, and Istation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We still have several at-risk students due to academic struggles. **Root Cause**: Students come to us with a lack of experiences and exposure to early learning.

Perceptions

Perceptions Summary

Taft Elementary will continue to strive to create a warm and successful learning enviornment for our students. We will welcome support from parents, the community, and local business and organizations in order to provide the best learning atmosphere for our students. Not only do we value strong academics, we provide counseling to all students at Taft Elementary including children who are at risk for multiple reasons. We value our responsibility in both teaching children core academics and good character traits.

Perceptions Strengths

Our goal is to meet the needs of every student in every aspect of their lives. Tradition, pride, and success are common themes among the patrons of PN-GISD. We continually try to reach all of these themes through consistent daily operations which portray a dedication to each and every student and their family on campus.

- Taft Elementary is perceived as a parent friendly and approachable campus with strong community support.
- The campus provides a variety of ways to help parents stay informed and organized with school related events.
- Taft provides a safe and orderly environment with low discipline issues.
- Taft has a shared mission and vision shared by all faculty and staff.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents sometimes feel they are not involved as much as they would like to be on campus. **Root Cause**: Lack of communication in the past has been and issue, but we are making constant improvements.

Priority Problem Statements

Problem Statement 1: Family Engagement is still lacking at Taft Elementary.
Root Cause 1: We feel some parents do not realize the value of the educational partnership.
Problem Statement 1 Areas: Demographics

Problem Statement 2: Due to being a targeted intervention campus due to our white subgroup scores, we will focus on this subgroup for 19-20.
Root Cause 2: We feel our special education students played a large factor in this sub group.
Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: We still have several at-risk students due to academic struggles.
Root Cause 3: Students come to us with a lack of experiences and exposure to early learning.
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Parents sometimes feel they are not involved as much as they would like to be on campus.
Root Cause 4: Lack of communication in the past has been and issue, but we are making constant improvements.
Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: To equip students for success, student progress will be measured at the beginning, middle, and end of the school year using both Renaissance and Istation assessments to track growth and progress to ensure all students are excelling. By the end of the school year, all students will show at least +75 scale score growth on reading and math district screeners. Third grade students will be giving periodic STAAR practice tests to monitor growth and learning.

Evaluation Data Source(s) 1: Teacher observation/evaluations, report cards, and additional data from Istation, STAR reports, STAAR practice assessments, and curriculum assessments.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use state adopted and other new curriculum materials to implement a student-centered teaching and learning environment for all students.	2.4, 2.5	• Administrator • Faculty	Curriculum support for teachers will lead to increased student success.	100%	100%	100%
2) Use developmentally appropriate manipulatives within lessons and small groups especially during SAT time. All teachers and aides available will be used for interventions during SAT.	2.4, 2.5, 2.6	• Administrator • Faculty	Curriculum and SAT support for teachers and staff will lead to increased student success.	50%		
	Funding Sources: 211 - Title I-A - 197657.00					
3) Utilize technology during instruction and centers to enhance readiness literacy and math skills.	2.4	• Administrator • Faculty	Utilizing technology effectively during instruction and intervention will lead to increased student success.	100%	100%	100%
	Funding Sources: 199 - General Fund - 1000.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
4) Follow IEP goals, objectives and schedule of services for all students with disabilities.	2.4	• Administrator • Special Education Director • Faculty	Special education students will be served according to their IEP, so they are successful according to the plan set forth.			
	Funding Sources: 225 - IDEA B (Preschool) - 0.00					

 = Accomplished  = No Progress  = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: To equip all students for success, economically disadvantaged, at-risk students, LEP students and special education students will show improvement on the end of year screenings.

Evaluation Data Source(s) 2: Teacher observation/evaluations, report cards, and additional data from Istation, STAR reports, and curriculum assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide an environment that is sensitive to learning differences (LEP, at-risk, SPED, etc.) through the use of books, environmental print, and other resources.	2.4, 2.6	• Administrator • Faculty	Curriculum support for teachers will lead to increased student success.	50%		
	Funding Sources: Campus Funds - 0.00, 199 - General Fund - 0.00					
2) Emphasize sequencing, phonics, vocabulary, listening, and articulation activities with identified speech students.	2.5	• Administrator • Speech Teacher	Special education students will be served according to their IEP, so they are successful according to the plan set forth.	75%		
	Funding Sources: 263 - Title III - 0.00					
3) 4) Follow IEP goals, objectives and schedule of services for all students with disabilities.	2.5	• Administrator • Faculty	Special education students will be served according to their IEP, so they are successful according to the plan set forth.	70%		
4) In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading and math to improve the academic achievement of diverse learners (at-risk, economically disadvantaged, LEP, SPED, etc.) and close the identified achievement gaps.	2.4, 2.5, 2.6	• Administrator • Faculty	Curriculum support for teachers will lead to increased student success.	60%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an average student attendance rate of at least 92% for the 2018-2019 school year.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide perfect attendance awards and other incentives for students.	2.5	• Principal • Faculty	Campus attendance initiatives will lead to increased student attendance.	25%		
	Funding Sources: 199 - General Fund - 50.00					
2) Contact parents of students with excessive absences.	2.5	• Administrator	• Attendance Reports	30%		
3) Send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences.	2.5	• Administrators	Students will attend school regularly without excessive absences in order to increase student achievement.	25%		



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

Evaluation Data Source(s) 1: Observation, responses and behaviors, faculty and parent feedback.

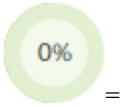
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation)		• Administrator • Faculty	Knowing what to do in an emergency situation will keep students and staff safe in the event something occurs on campus.	25%		
	Funding Sources: 199 - General Fund - 0.00					
2) The faculty and staff will review the campus Crisis Management plan and CPI plan.		• Administrator • C.I.C. (Campus Improvement Committee) • Faculty	Knowing what to do in an emergency situation will keep students and staff safe in the event something occurs on campus.	25%		
	Funding Sources: 199 - General Fund - 0.00					
3) The campus Principal will ensure that students and faculty comply with district acceptable use policies.		• Administrator • Faculty	If students and staff comply with the acceptable use policy web and internet services will be used properly.	50%		
	Funding Sources: 199 - General Fund - 0.00					
4) Staff will be provided training or a refresher course for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder.		• District Personal • Trained Instructors • Administrator • Faculty • Local Law Enforcement	Refresher training will reinforce safety protocols.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
5) Provide drug awareness through Red Ribbon Week activities and distribution of materials.		• Administrator • Elementary Counselors	Providing students with drug awareness information will help students make better decisions if faced in a future drug related situation.	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

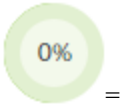
Performance Objective 2: To ensure a safe school environment for students, teachers, staff

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All visitors will sign in at the office and will be issued a badge		• Secretary/Nurse	This will identify visitors and will help keep track of who is on the campus.	30%		
2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct		• Administrator	Communicating to all state holders will help run a safe and orderly environment.	45%		
3) Provide Handle With Care training to faculty		• Administrator	Appropriate staff will be trained to be able to handle students with severe behavior problems if a situation occurs.	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Staff will be provided staff development on areas determined by their strengths and weaknesses as well as the campus needs.

Evaluation Data Source(s) 1: Staff Development Evaluations and Teacher Feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Allow teacher feedback to determine staff development needs for the school.		• Administrator	Staff development geared to teacher feedback and needs will ultimately lead to student success and a safe, orderly, and successful working environment.	40%		
	Funding Sources: 199 - General Fund - 0.00					
2) Select high quality speakers and workshops for teachers to attend.		• Administrator	Staff development geared to teacher feedback and needs will ultimately lead to student success and a safe, orderly, and successful working environment.	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children.		• Administrator	Training will enable teachers and staff to be effective and create awareness.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: PN-GISD personnel will promote effective parent and family engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

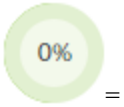
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Invite parents to attend a "Meet the Teacher Night" (Open House) and regularly communicate with them via Remind, social media, the campus webpage, etc.	3.2	• Administrator • Entire Faculty	A "Meet the Teacher Night" before school starts and regular communication will create and foster positive home to school connections.	100%	100%	100%
	Funding Sources: Campus Funds - 0.00					
2) Conduct Parent Conferences	3.2	• Administrator • Teachers	Parent conferences will create and foster positive home to school connections to keep an open line of communication regarding the students progress.	85%		
	Funding Sources: Campus Funds - 0.00					
3) Encourage parents to utilize Skyward- Family Access	2.5, 3.1	• Administrator • Teachers	Parents will have another source to be able to monitor student progress often.	50%		
	Funding Sources: Campus Funds - 0.00					
4) As part of our Family Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish. It will also be available online.	3.1, 3.2	• Administrator	Families will have a better understanding of what programs and interventions our school offers to reach students.	100%	100%	100%
5) Invite parents to attend these meetings or programs for each grade level: - Class Programs - Title I/CIC Meetings - PTA Meetings All offered at various times and repeated if needed.	2.5, 2.6	Administrator Faculty	Families will have a better understanding of school operations and ways to be involved.	50%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

Performance Objective 1: Maintain 100% certified teachers and qualified support staff.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, teacher interviews, HQ certificates for personnel file, campus demographics, student schedules.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct recruitment activities if needed to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page	2.4, 2.5, 2.6, 3.1, 3.2	• Assistant Superintendent • Administrators	Employing certified core academic teachers will lead to increased student achievement.	100%	100%	100%
	Funding Sources: Campus Funds - 0.00					
2) 2) Establish an effective teacher mentoring system in order to retain certified and qualified staff	2.5	• Administrators	• Mentor assignments • Mentor conference logs • Mentor evaluations	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by qualified teachers.

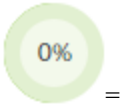
Performance Objective 2: Taft will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Work with the District Foster Care Liaison to advocate for all foster children.		Principal	Communication between the liaison and the campus will support our students.	100%	100%	100%
2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin.		Principal	Communication between the liaison and the campus will support our students.	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Classroom Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize iPads in daily or weekly classroom instruction	2.5	• Administrator • Teachers	Access to technology will improve student technology skills and enhance student learning.	55%		
	Funding Sources: 199 - General Fund - 200.00					
2) Teachers will share with the staff technology information learned through peers, training opportunities, etc.	2.4, 2.5	• Administrator • Teachers	Access to technology will improve student technology skills and enhance student learning.	40%		



= Accomplished


= No Progress

= Discontinue

State Compensatory

Budget for Taft Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 104 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$7,000.00
199.11.6112.75.104.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$11,000.00
199.11.6118.00.104.0.24.0.00	6118 Extra Duty Stipend - Locally Defined	$1,500.00
199 11 6119 00 104 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$422,946.00
199.11.6119.00.104.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$224,368.00
211.11.6119.00.104.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$154,140.00
199 11 6122 75 104 0 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	$100.00
199.11.6122.75.104.0.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$100.00
199 11 6141 00 104 0 24 0 00	6141 Social Security/Medicare	$5,706.00
199 11 6141 75 104 0 24 0 00	6141 Social Security/Medicare	$100.00
199.11.6141.00.104.0.24.0.00	6141 Social Security/Medicare	$8,073.00
199.11.6141.75.104.0.24.0.00	6141 Social Security/Medicare	$100.00
211.11.6141.00.104.0.24.0.00	6141 Social Security/Medicare	$2,235.00
199 11 6142 00 104 0 24 0 00	6142 Group Health and Life Insurance	$23,559.00
199.11.6142.00.104.0.24.0.00	6142 Group Health and Life Insurance	$32,274.00
211.11.6142.00.104.0.24.0.00	6142 Group Health and Life Insurance	$9,117.00
199 11 6144 00 104 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$29,496.00

Account Code	Account Title	Budget
199.11.6144.00.104.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$46,979.00
199 11 6145 00 104 0 24 0 00	6145 Unemployment Compensation	$131.00
199.11.6145.00.104.0.24.0.00	6145 Unemployment Compensation	$131.00
211.11.6145.00.104.0.24.0.00	6145 Unemployment Compensation	$60.00
211.11.6146.00.104.0.24.0.00	6146 Teacher Retirement/TRS Care	$15,810.00
199 11 6146 00 104 0 24 0 00	6146 Teacher Retirement/TRS Care	$13,066.00
199.11.6146.00.104.0.24.0.00	6146 Teacher Retirement/TRS Care	$14,677.00
199 11 6149 00 104 0 24 0 00	6149 Employee Benefits	$2,185.00
199.11.6149.00.104.0.24.0.00	6149 Employee Benefits	$2,970.00
211.11.6149.00.104.0.24.0.00	6149 Employee Benefits	$840.00
	6100 Subtotal:	**$1,028,663.00**
6300 Supplies and Services		
199 11 6399 00 104 0 24 0 00	6399 General Supplies	$1,000.00
199.11.6399.00.104.0.24.0.00	6399 General Supplies	$1,000.00
	6300 Subtotal:	**$2,000.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Taft is a very diverse campus including LEP, economically disadvantaged, at-risk, and special educaiton students. Student achievement continues to be successful because of strong classroom instruction, intervention, and collaboration. Our staff continues to research, learn and grow to provide our students with the most update methods of instruction and learning. Parent and Family Engagement is important to our campus as we wlecome parents to numerous events both during and after school hours. Our PTA is an asset to our campus as well. Communication happens through varied methods: Remind, Facebook, phone calls, newsletters and notes home. The committee met on May 1, 2019 to work on and finalize our CNA and campus plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is made up with appropriate stakeholders. Stakeholders include principal, general education teachers, special population teachers, parents, and community representatives. This allows our campus improvement decisions to be made by and accurate representation of the entire campus. Committee members are listed on the sign in sheet attached to the plan.

2.2: Regular monitoring and revision

The campus plan was reviewed, revised and approved at the August 14, 2019 CIC/Title meeting held in the library at Taft Elementary. The CNA was revised and finalized at the May 1, 2019 meeting held at Taft Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our CIC also completed an evaluation of the Title I, Part A funds.

2.3: Available to parents and community in an understandable format and

language

The campus improvement plan is available at Taft Elementary in the office. It is also available on our campus webpage via the district website. We also have a copy at our CIC meetings for members to review. We have a both a Spanish and Vietnamese staff member available for translation when needed.

2.4: Opportunities for all children to meet State standards

Taft Elementary provides opportunites for all students to meet the state standards. Our teachers meet to plan and make sure their TEKS are covered throughout the school year. Our teachers use the lead4ward TEKS documents as a check and balance to make sure they are covering all standards. Goal 1 - Performance Objective 1 and 2, Goal 7 - Performance Objective 1. (Pages 11-13 and Page 22)

2.5: Increased learning time and well-rounded education

Taft Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum. Increased learning time is supported by the use of Studnet Assistance Time (SAT) for each grade level. SAT is a time where students are provided more individualized intervention according to their need. Goal 1 - Performance Objective 1 and 2 (Pages 11-13)

2.6: Address needs of all students, particularly at-risk

Taft Elementary provides instructional programs and strategies that targe at risk students. Many of these are provided during SAT time and include: small group intervention with the classroom teacher, ESL specialist, Title Reading Teacher, Title Math Paraprofessional, Computer Lab Interventions, etc. Goal 1 - Performance Objective 2 (Pages 11-13)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developmed by our CIC/Title Committee on August 14, 2019 at Taft Elementary. The committee is listed and attached to this plan. The Parent and Family Engagement Policy was distributed to our CIC/Title meeting, and is available in our office. Our Parent and Family Engagement Policy is available in English and Spanish on our campus website via the district website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our CIC/Title meetings were held on August 15,2018 at 3:15, January 31, 2019 at 3:15, and May 1, 2019 at 3:15 all in the library on our campus. Our family engagement activities included a Fall STEAM Family Night held at West Groves Park, Book Fairs where families were invited October 15-19 and May 20-22, and we held Relay Recess at West Groves Park on April 23, 2019. We also had several music programs throughout the school year both during and after school hours where families where invited to attend. All of our events are very well attended and we enjoy including our families in as many activities as possible.

Title I Personnel

Name	Position	Program	FTE
Donna Cole	Title Teacher	Taft Elementary	1
Meagan Whitaker	Teacher	3rd Grade	1
Megan Burnett	Teacher	1st Grade	1

Campus Improvement/Title I Committee

Committee Role	Name	Position
Classroom Teacher	Donna Cole	

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$1,000.00
1	2	1		199	$0.00
2	1	1			$50.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
4	1	1			$0.00
4	1	2		$1,000	$0.00
4	1	3			$0.00
7	1	1			$200.00
				Sub-Total	$1,250.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$197,657.00
				Sub-Total	$197,657.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	2			$0.00
				Sub-Total	$0.00

225 - IDEA B (Preschool)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4			$0.00
				Sub-Total	$0.00

Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
6	1	1			$0.00
				Sub-Total	$0.00
				Grand Total	$198,907.00

Addendums

Taft Elementary

Parent and Family Engagement Policy

2019-2020

PURPOSE

Taft Elementary School is committed to excellence in education. The combined efforts of the staff, students, parents, and community will provide a learning environment that ensures opportunities for all students to pursue lifelong learning and responsible, productive citizenship. Therefore, Taft Elementary will maximize its resources to enable each child to become a successful learner. School and home must work together to reach higher student achievement. On-going, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success.

GENERAL EXPECTATIONS

Taft Elementary agrees to:

- Be governed by the following statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(a) *That families play an integral role in assisting their child's learning.*
(b) *That families are encouraged to be actively engaged in their children's education at school*
(c) *That families are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children*
(d) *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

- Engage the parents and families of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the policy/plan to the local community.
- Jointly conduct, with the engagement of parents and families, an annual evaluation of the content and effectiveness of the school's parent and family engagement policy.
- Use the findings of the parental and family engagement evaluation to design strategies for more effective engagement, and to revise, if necessary, the school's parent and family engagement policy.

- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY ENGAGEMENT/DEVELOPMENT

Taft Elementary will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
    a. All parents shall be invited and encouraged to attend.
    b. The school will provide information and explain the requirements of Title I and the rights of parents.

STEAM Night	Principal and staff	Oct. 2018	STEAM Activities	Parents, teacher, and community response
Family Relay Night	Principal and staff	Spring Semester, TBD	Activities	Parent, teacher, and community response
Parent Conferences	staff	Fall of 2019	Conferencing on individual student needs	Conference forms

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement.

2 evening events	Principal and Staff	October and around April	Parent nights	Parent, teacher, and community response
scheduled parent conferences	Principal and Staff	October 2019	Parent Conferences	Parent Response

3. Engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parental and family engagement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Fall Title I Committee Meeting	CIC/Title Committee	1st semester	Combine Title w/ CIC – have a minimum of 3 meetings per year	Sign in sheets and completion of policy and parent-school compact
Spring Title I Committee Meeting	CIC/Title Committee	2nd semester	Combine Title w/ CIC – have a minimum of 3 meetings per year	Sign in sheets

4. Provide parents of participating children:
    a. Timely information about the Title I programs.
    b. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
    c. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

BOY and EOY assessment summary	Donna Cole Desiree Post	To be given at conferences with first report card and EOY report cards	Assessment will be taken from Istation and Star assessments	Parent Response
Parent Conferences	Principal and Staff	October 2019	Compacts will be distributed	Parent Response

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parental and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for Taft Elementary is a separate document that is developed in collaboration with parents, and is posted on the campus website.

CAPACITY FOR ENGAGEMENT 1118(e)

Taft Elementary will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
    a. Texas's academic content standards
    b. Texas's student academic achievement standards
    c. Texas's and local academic assessments including alternate assessments
    d. The requirements of Title I, Part A
    e. How to monitor their children's progress
    f. How to work with educators to improve the achievement of their children

List activities, such as workshops, conferences, classes, and include any equipment or other materials that may be necessary to ensure success.)

STAAR scores and Explanation	Principal, Counselor, and 3rd grade teachers	June 2020	Through letter notification	STAAR Results
Newsletters/ Family Nights	Mrs. Gary and Mrs. Cole	Monthly newsletter 2 family nights fall and spring	Through letter notification	School Assessments
Parent conferences and agendas	staff	October 2019	Conferences and weekly binders	School Assessments

2. Foster family and parental engagement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Websites listed on school website for parents to use.	Mrs. Mitchell	October 2019	Will be added to school website	Counter clicks

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Faculty Meeting and Staff Development Days	Principal	Monthly	Discussion on family and parental engagement	Faculty feedback and parent concerns
CIC/Title I Meetings	Principal	3 times a year	School improvement	Feedback and Sign in Sheets

4. Coordinate and integrate parental and family engagement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Monthly Reading Connection Tips	Mrs. Cole	Monthly	Send home with students monthly	Parent and student response
Websites listed on school website	Mrs. Mitchell	yearly	online	Parent and teacher response

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

Compact, policy and other information sent in home language	Staff members	With every event	Google Translate and Interpreter	Ethnicity Count
All parents will receive a copy of the school parent compact during fall conferences.	all staff	parent conferences	school compact	Verification form
Remind	Teachers and Administrator	Year Round	Instructions given to parents	Parent Survey and Remind Directions

6. Provide reasonable support of parent and family engagement activities as parents may request.

Parent Representation on the Title and CIC committees	Administrator	3 times per year	Meeting dates and times communicated via Remind101, paper reminders	• Attendance/Sign-in sheets • Parent Feedback
Title I survey	Dr. Duhon	April/May 2019	Online or hard copy TBD	Survey results

7. Other School Family and Parent Engagement Activities:

Summer Involvement Events	Principal	June 2019 and July 2019	Parent Attendance at the programs	Parent response
Fall Fest	PTA	Nov 2019	Parent participation and the help of PTA	Parent response
Music Programs	Mrs. Root and Staff	4 times per year	Parent Attendance at the programs	Attendance and Parent response
Meet the Teacher	Staff	August 2019	Staff	Parent response
PTA Meetings	PTA President	All Year	Scheduled PTA Meetings	Attendance/Sign-in Sheets
Title I Committee	Principal	August 2019 and April 2019	2 meetings per year combined with CIC	Attendance/Sign-in Sheets

ACCESSIBILITY 1118(f)

In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Provide parent documents in home language	Staff	When needed	Through google translate and an interpreter	Parent participation of ELL students, parents with children of disabilities
TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA.	Assistant Superintendent for Curriculum & Instruction/Technology	As made available by TEA	Posted on district website	District website contains active links to supporting documents.
District website that can be translated into 8 additional languages, other than English.	Blackboard & Assistant Superintendent for Curriculum & Instruction/Technology	Ongoing	Parents can choose from 8 languages on the district/ campus website for language conversion.	District website contains active links to 8 languages, other than English, on its website.

ADOPTION

The Taft Elementary Parent and Family Engagement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/revised by Taft Elementary on 8-15-2018 and will be in effect for the period of the school year.

The school will distribute the policy/plan by posting it on the campus website in a timely manner after it is approved.

Staci Gary 5-1-2019

Signature of Title I Authorized Representative (Campus Principal) Date

These parents were on the committee that developed this document:

Jennifer Guerra
Mindy Marsh
Heather Richard

Other committee members who helped develop this document:

Staci Gary
Tonya Owen
Suzann Benson
Michelle Mitchell
Adrienne Greenway
Shawna Thornton
Donna Cole
Dana Jordan
Angela Moore
Carol Hebert
Lance Barnett

Campus Improvement/Title I Committee

Committee Role	Name	Position	Signature
Principal	Staci Gary	Principal	
School Counselor	Paisely Ware	Counselor	
Classroom Teacher	Donna Cole	Title I Reading Teacher	
Business Representative	Lance Barnett	Mike Barnett Construction - Owner	
Classroom Teacher	Tonya Owen	Kindergarten Teacher	
Classroom Teacher	Michelle Mitchell	Webmaster	
Classroom Teacher	Suzann Benson	First Grade Teacher	
Classroom Teacher	Dana Jordan	2nd Grade Teacher	
Classroom Teacher	Angela Moore	3rd Grade Teacher	
Business Representative	Carol Hebert	Manager, Community & Government Affairs - BASF	
Professional	Shawna Thornton	Librarian	
Parent	Florinda Ceja	Parent	
Parent	Lindsay Bishop	Parent	
SPED Teacher	Kerrie Davis	SPED Teacher	

Targeted Improvement Plan for Federal Accountability

2 focus areas from self-assessment:

Essential Action 1.1: Campus instructional leaders (principal, assistant principal, counselor, teacher leader) with clear roles and responsibilities

Directions

1. Gather the evidence collected in relation to EA 1.1 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 (Campus instructional leadership with clear roles and responsibilities) based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented) in Cell 15D.

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	*Comprehensive list of responsibilities, including teachers assigned for supervision* *Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings*	Principal has job description including key duties. Appraisal information has been given. Walkthroughs have started.	Work is underway
Performance expectations are clear, written, and measurable and they match job responsibilities	*Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year*	Goals are written into the DMAC system by all professional employees in August.	Substantially in place and functioning
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	*Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings*	Campus professionals observing professionals groups have been formed and are being utilized.	Work is underway
Campus instructional leaders meet on a weekly basis to focus on student progress and formative data	*Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring*	Teachers collaboratively plan together weekly if not daily during conference periods. Teachers analyze data after each window of assessment.	Work is underway
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	*Principals' calendar reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques* *Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement*	Campus professional development is on going	Work is underway

Essential Action 5.3: Data-driven instruction

Directions

1. Gather the evidence collected in relation to EA 5.3 and reflect on current campus practice in relation to relevant Key Practices. Enter the evidence in Column C.

2. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

3. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 (Data-driven instruction) based on your evidence and analysis above in Cell 21D.

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	*Assessment calendars include windows for data analysis* *Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions* *Coaching and support of teachers is informed by data*	We are constantly looking at and analyzing both progress monitoring data along with classroom assessments.	Substantially in place and functioning
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach.	*Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills* *Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding* *Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date* *Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong* *Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review*	Teachers meet weekly if not daily to discuss data, concepts taught, gaps in lessons and reteaching plans.	Substantially in place and functioning

Taft Elementary – 2019-2020 Areas of Focus

Federal Accountability Initiatives

- Leveled SAT groups based on beginning of year screening scores to intervene at the students' instructional level
- Target our white subgroup students during SAT time
- Start STAAR formatted resources sooner
- Conduct after school tutoring for white subgroup starting in October
- Intervention changes after practice STAAR tests, specifically targeting our white subgroup
- Conduct strategic walkthroughs during SAT and intervention times
- Review classroom teacher tracking sheets weekly
- Conduct weekly grade level meetings PLCs to discuss academic progress
- Target STAAR Level of Concern areas based on DMAC reports

Other Academic and Behavior Initiatives

- Focus on behavior guidance and possibly utilize personnel for content mastery/cool down opportunities.
- Conduct after school tutoring for Harvey impacted students starting in October
- Expanded Professionals Observing Professionals
- 2:15-2:45 Tribe Time Interventions
- Expanded Bilingual Support

Reading

- All of K-3 will use the new ELAR Adoption materials and resources with minor tweaks and supplementing as needed.
- Reading/Writing Academic Vocabulary campus focus as we continue to focus more on writing especially with STAAR testing changes.
- Teachers will document ELAR progress on individual tracking sheets
- We have an ELAR academic vocabulary word on the morning announcements each week. Classroom teachers reinforce this word with class activities.

Math

- Teachers will continue to utilize Pearson Math Program (K-3) and track topic test scores on tracking sheet along with STAR Early Literacy and STAR math data.
- IXL will also be utilized more especially with groups going to the computer time during SAT time.

Teacher & Student Attendance

- The nurse will phone home each day for students who are absent and will provide a slip in teachers' boxes letting them know the reason the student is absent.
- Provide incentives for student attendance each six weeks.
- Principal will phone home or send attendance warning letter for excessive absences.

Accountability Goal

- State Accountability Goal: strive for higher B or A scores across the domains and all four distinctions, see attached results for 2019
- Federal Accountability Goal: meet all requirements to not have any areas to target in 20-21

TXschools.gov

Back to Finder

TAFT EL

District: PORT NECHES-GROVES ISD Grades Served: K–3

OVERVIEW

HOW WELL DID THIS SCHOOL PERFORM OVERALL?

SCHOOL OVERVIEW 2018-19

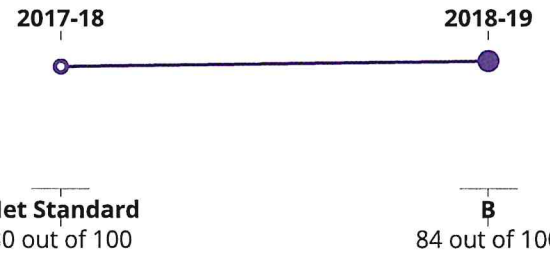


84 out of 100

This shows how well this school prepared students for success, both in school and after high school in college, a career, or the military.

Tell Me More

CHANGE OVER TIME



This shows how overall performance at the school has changed over time.

OVERALL PERFORMANCE DETAILS

STUDENT ACHIEVEMENT

B

83 out of 100

Student Achievement shows how much students know and are able to do at the end of the school year.

Additional Details

SCHOOL PROGRESS

B

85 out of 100

School Progress shows how students perform over time and how that growth compares to similar schools.

Additional Details

CLOSING THE GAPS

B

80 out of 100

The Closing the Gaps domain tells us how well different populations of students in a district are performing.

Additional Details

WHERE DID THIS SCHOOL PERFORM EXCEPTIONALLY WELL?

- ACADEMIC ACHIEVEMENT IN MATHEMATICS
- POST-SECONDARY READINESS
- ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE ARTS/READING
- TOP 25%: COMPARATIVE CLOSING THE GAPS

ADDITIONAL TARGETED SUPPORT

Tell Me More

Texas Education Agency (TEA)
1701 N. Congress Avenue
Austin, TX 78701
(512) 463-9734

This website is maintained by the Texas Education Agency
https://tea.texas.gov/

Port Neches-Groves Independent School District

Van Buren Elementary

2019-2020

Accountability Rating: A

Distinction Designations:
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Van Buren Elementary is to provide a positive educational setting in which each child has the opportunity to develop academically, emotionally, and physically to the best of his/her ability.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Van Buren Elementary is located in Groves, TX. It currently serves 341 students. The community has new subdivisions under construction. In the near future, we could see up to 150 new homes constructed that will have an impact on student enrollment.

Over the past few years, demographics at Van Buren have remained relatively unchanged with only slight changes in Hispanic and Economically disadvantaged students. Our Hispanic population was at 21.6% in 11-12 and currently sits at 28.2% while E.D. population was 41.3% in 11-12 and now is 38.4%.

The following is a breakdown of our student population:

Year	AA	Hispanic	White	AI	Asian	PI	2 + Races	Econ. Dis.	ELL	At Risk
2017-2018	3.8%	28.2%	62.8%	.3%	2.9%	0%	1.9%	2.1%	9.7%	34.0%

Van Buren houses all K-3 Emotionally Disturbed students that require placement in an adaptive behavior classroom. There are 3 current students assigned to that classroom. Van Buren also houses K-3 Life Skills students. There will be 9 students in that program.

Demographics Strengths

The following strengths have been identified:

- Mobility rate was 11% on most current data compared to the state average of 16%.
- Student enrollment has increased from 310 in 2011-2012 to a current enrollment of 341.
- ELL population is 9.7% compared to the state average of 18.8%.
- Economically Disadvantaged students is at 38.4% compared to state average of 58.8%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Van Buren fell short of the goal of 97% attendance rate. 96.09% was the rate for the 2017-2018 school year. **Root Cause**: A small number of students with chronic absentiism has skewd the percentage. (G2 PO1 S1,2)

Student Academic Achievement

Student Academic Achievement Summary

Van Buren continues to produce strong results in relation to the state and district average on state assessments.

Van Buren received an accountability rating of Met Standard for the 2017-2018 school year. We had a score of 92 on Index 1.

Van Buren received distinctions in the following areas:

* Top 25% student progress

* Top 25% closing Performance Gaps

* Academic Achievement in Reading/English Language Arts

* Academic Achievement in Mathematics

We are waiting on the 2019 Accountability Summary to update that data.

Van Buren also continues to make impressive gains on beginning, middle, and end of year testing at all grade levels. Each grade has shown more than one grade level worth of growth which has led us to levels on 3rd grade Star Math of (5.0) and Star Reading (4.1).

Student Academic Achievement Strengths

The following strengths have been identified: (2018-2019 results)

- Math scores were 96% approaches grade level compared to the district average of 89%.
- Reading scores were at 96% approaches grade level compared to the district average of 89%.
- Masters grade level in Math scores were at 33% compared to the district average of 25%.
- Van Buren will use supplemental instructional staff (teacher and paraprofessional) to focus on closing educational achievement gaps in core academic subject areas among all disaggregated student groups and improve percentage of students performing at grade level in Reading and Math.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Van Buren needs to increase the percentage of "masters grade level" in Reading. **Root Cause**: Van Buren has had an increase in the enrollment of early emergent readers. (G1 PO2 S7)

School Processes & Programs

School Processes & Programs Summary

Van Buren is fortunate to be staffed by 100% certified teachers, and highly qualified paraprofessionals. All staff members are knowledgeable strong instructors, and are able to satisfy students' needs.

Curriculum, Instruction, and Assessment are all a strong focus at Van Buren. Our staff is knowledgeable in required content, they use various assessment tools, and provide interventions when necessary. This includes the Title I program and after school tutorials; as well as, our Reading Intervention program in first grade and KG. We will provide Title I assistance for at-risk students based on the following: a. Star Math for 2-3 and Star Early Literacy for K-1 beginning of the year testing. b. Students that score below 45% along with teacher recommendations qualify to participate in the Title I program.

Van Buren is well equipped with relevant technology. The district has made technology a priority area. Training is made available to help teachers become proficient at using all available technology.

School Processes & Programs Strengths

The following strengths have been identified:

- All teachers are fully certified.
- Talented and effective personnel are recruited through job vacancies posted on an active district web-page.
- The district mentor program for new hires has expedited the learning curve of our younger teachers.
- Van Buren will implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students in grades K-3.
- Van Buren uses assessment results to help determine which children will participate in Title I classes.
- Van Buren also uses various assessments to track student progress such as, istation, Star Early Literacy, and Star Reading and Math. We will also be implementing 2 district wide benchmark tests in 3rd grade math.
- SAT time affords teachers with opportunities to differentiate instruction, and reinforce content.
- Staff development is made available; as well as, optional summer classes have been offered.
- All classrooms have mimios and projectors installed.
- Van Buren's computer lab has ipads available for teachers to check out to use in their classrooms.
- Teachers have been issued ipads and Chrome Books for use in their classrooms.
- Through grants and PTA donations, we have been able to add additional ipads to our overall inventory.
- The technology department has supplied us with 35 more ipads for the 2019-2020 school year.
  Van Buren will provide counseling to all students, including children who are at-risk of academic failure, dropping out of school, involved in the

justice system or show evidence of drug use and/or abuse.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: More opportunities for teachers of different grade levels to plan for vertical alignment is needed. **Root Cause**: Requirements for teachers during in-service limits available time for this activity. (G4 PO1 S3)

Problem Statement 2: More school counseling is needed for students at Van Buren. **Root Cause**: More of our students are at risk of academic failure or face difficult situations at home. (G3 PO3 S4,5)

Perceptions

Perceptions Summary

Van Buren has a very close faculty/staff that exhibits a family oriented atmosphere. Our staff is compassionate and aware of students' needs both academically and emotionally. We maintain high yet individualized expectations of all our students. We strive to provide a safe and secure environment for our students.

Family Engagement is high at Van Buren. It is an area of high priority. We realize the positive effect parents have on their child's learning. We value and respect parent input and their presence on campus.

All teachers in each grade level have a common conference period. This allows for team planning which is very successful. There is strong sense of pride at Van Buren from faculty, students, and parents. Daily operations portray a dedication to maximize learning opportunities.

Perceptions Strengths

The following strengths have been identified:

- A consistently strong rapport exists between students/teachers; as well as, among staff members.
- The majority of students remain on-task, and meet behavioral expectations. They respond well to our discipline management system.
- Students have a sense of security while at Van Buren.
- Remind 101 has improved communication with parents. We have received positive feedback through parent surveys.
- Attendance remains high at all functions here at Van Buren including music programs, Meet the Teacher, Character Night, and grade level meetings.
- SAT time has allowed for fewer disruptions during the school day.
- Teachers exhibit a great deal of flexibility in an effort to fully utilize all available instruction time.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Classrooms are not as secure as they need to be. **Root Cause**: Glass windows adjacent to classroom doors need to be replaced for security reasons. (G3 PO3 S7)

Problem Statement 2: Students have a difficult time entering the building through the back door, and may have to wait outside for an extended amount of time. **Root Cause**: A buzzer needs to be installed on the back door to enhance student safety. (G3 PO3 S7)

Priority Problem Statements

Problem Statement 1: Van Buren fell short of the goal of 97% attendance rate. 96.09% was the rate for the 2017-2018 school year.
Root Cause 1: A small number of students with chronic absentiism has skewd the percentage. (G2 PO1 S1,2)
Problem Statement 1 Areas: Demographics

Problem Statement 2: Van Buren needs to increase the percentage of "masters grade level" in Reading.
Root Cause 2: Van Buren has had an increase in the enrollment of early emergent readers. (G1 PO2 S7)
Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: More opportunities for teachers of different grade levels to plan for vertical alignment is needed.
Root Cause 3: Requirements for teachers during in-service limits available time for this activity. (G4 PO1 S3)
Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Classrooms are not as secure as they need to be.
Root Cause 4: Glass windows adjacent to classroom doors need to be replaced for security reasons. (G3 PO3 S7)
Problem Statement 4 Areas: Perceptions

Problem Statement 5: Students have a difficult time entering the building through the back door, and may have to wait outside for an extended amount of time.
Root Cause 5: A buzzer needs to be installed on the back door to enhance student safety. (G3 PO3 S7)

Problem Statement 5 Areas: Perceptions

Problem Statement 6: More school counseling is needed for students at Van Buren.

Root Cause 6: More of our students are at risk of academic failure or face difficult situations at home. (G3 PO3 S4,5)

Problem Statement 6 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: K-3 students will gain at least one grade level as evidenced by Star Math and Early Numeracy.

Evaluation Data Source(s) 1: BMEOY data

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Grade 3 will supplement Scott Foresman-Addison envision Math program with Motivation Math and Building Math supplemental materials.		Principal, Reg. Ed., Title I, Sp. Ed., Teachers and Aides	Additional supplemental materials will result in increased student success	40%		
	Funding Sources: 199 - General Fund - 0.00					
2) Class room teachers will administer practice STAAR tests.		Principal, 2nd and 3rd Grade Teachers	Data from these tests will allow us to monitor student growth.	0%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
3) In accordance with the prioritized needs assessment, this campus will implement evidence-based instructional programs in Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, Hispanics, and Economically Disadvantaged. Provide Title I assistance for at-risk students based on the following: a. Star Math for grades 1-3 and Star Early Literacy for KG beginning of the year testing. b. Students that score below 45% along with teacher recommendations qualify to participate in the Title I program.	2.4	Principal, counselor, and Title I staff	Having students receive small group instruction through our Title program will help close achievement gaps.	30%		
	Funding Sources: 211 - Title I-A - 97997.00					
4) Implement Response To Intervention to help teachers in the assessment of students' needs: identify specific math skills that students need, provide remediation and interventions, document student progress, SAT meetings	2.4	Principal, Reg. Ed., Sp. Ed., Title I Student Assistance Team Counselor	Conducting SAT and/or RTI meetings will result in closing achievement gaps	30%		
	Funding Sources: 199 - General Fund - 0.00					
5) Provide tutorials for at-risk students.	2.4	Principal, Reg. Ed., Title I, Sp. Ed.	Tutorials will close achievement gaps and increase student learning.	30%		
	Funding Sources: 199 - General Fund - 0.00					
6) We will create time for collaboration between Title I teachers and classroom teachers to ensure a process for monitoring, evaluating, and renewing curriculum to meet the needs of all learners.		Principal Title teachers Classroom teachers	Academic growth in students receiving Title I assistance	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2:

K-3 students will gain at least one grade level as evidenced by Star Reading and Early Literacy.

Evaluation Data Source(s) 2: BMEOY data

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 1) Encourage student participation in the Accelerated Reader program through student incentives for attaining established point goals.		Principal, Teachers, Librarian	Higher AR participation will result in greater reading fluency and comprehension	30%		
	Funding Sources: Campus Funds - 0.00					
Additional Targeted Support Strategy 2) Grade 3 will supplement the reading program with Motivation Reading and supplemental materials-Staar Ready for second and third grade.		Principal,Teachers	The use of supplemental materials will result in higher student achievement.	30%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 3) Provide tutorials for at-risk students. Provide before school istation class	2.4, 2.5	Principal, Teachers Computer Technology Aide	Tutorials will close achievement gaps and increase student learning.	30%		
	Funding Sources: 199 - General Fund - 0.00					
Additional Targeted Support Strategy 4) In accordance with the prioritized needs assessment, this campus will implement evidence-based instructional programs in Reading to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students. Provide Title I assistance for at risk students based on the following: istation Beginning of the Year Screening, STAR Early Literacy (KG and 1st) and Star Reading (2nd and 3rd). Students that score one or more grade levels below along with teacher recommendation qualify for Title I assistance in 2nd and 3rd grade. First grade requires a scaled score of 487.	2.4	Principal, counselor, and teachers	Academic growth in students receiving Title I assistance	30%		
	Funding Sources: 211 - Title I-A - 97997.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 5) . Implement Response To Intervention to help teachers in the assessment of students' needs : A. identify specific language/reading skills that students need remediation and provide interventions B. provide periodic probes to monitor students' improvement C. document student progress D. Conduct SAT meetings	2.4	Principal, teachers Counselor	Conducting SAT and/or RTI meetings will result in closing achievement gaps	30%		
Additional Targeted Support Strategy 6) First grade and KG will continue to implement a new plan to create small group instruction for struggling readers.	2.5	First grade teachers, Principal KG teachers	Small group instruction will help close achievement gaps.	30%		
	Problem Statements: Student Academic Achievement 1					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Van Buren needs to increase the percentage of "masters grade level" in Reading. **Root Cause 1**: Van Buren has had an increase in the enrollment of early emergent readers. (G1 PO2 S7)

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: By May 20, 2019 Van Buren Elementary will attain 97% attendance rate for all students for each six weeks.

Evaluation Data Source(s) 1: TAPR Report Attendance reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Communicate with parents via mail correspondence and telephone calls to promote the importance of student attendance		Principal	Consistent communication with parents will result in higher attendance rates.	30%		
	Problem Statements: Demographics 1 **Funding Sources**: 199 - General Fund - 0.00					
2) Implement student incentives for outstanding attendance		Principal, Counselor	Campus attendance initiatives will lead to increased student attendance.	30%		
	Problem Statements: Demographics 1 **Funding Sources**: Campus Funds - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Van Buren fell short of the goal of 97% attendance rate. 96.09% was the rate for the 2017-2018 school year. **Root Cause 1**: A small number of students with chronic absentiism has skewd the percentage. (G2 PO1 S1,2)

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: By September 1, 2019, 100% of all faculty and staff will receive Active Shooter training.

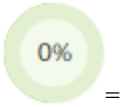
Evaluation Data Source(s) 1: Sign In Sheets

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All staff members will participate in Armed Intruder training review and implement the strategies presented		Principal	A review of Immediate Response to Armed Intruder training will reinforce safety protocols.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Staff will review "lock down" protocol and procedures for their classrooms.		Principal	Reviewing procedures with students will reinforce safety protocols.	100%	100%	100%



= Accomplished



= No Progress


= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: 100% of staff who work in specific designated assignments will receive initial training/updates for CPR and Handle With Care.

Evaluation Data Source(s) 2: Attendance Rosters

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Workshop training provided annually for CPR certification		Principal, Nurse, CPR Instructor	CPR training for identified personnel is critical to loss of life.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Workshop training provided annually for HWC certification		Principal HWC Instructor	Training staff for HWC will result in student safety	100%	100%	100%



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

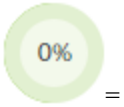
Performance Objective 3: Van Buren will create a safe and orderly environment resulting in acceptable student behavior.

Evaluation Data Source(s) 3: Skyward discipline reports

Summative Evaluation 3: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Communicate student expectations through the student handbook.		Principal teachers	Parents will understand student expectations.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) All doors will remain locked, and all visitors will sign in at the office.		Principal, secretary, nurse	We will be aware of all visitors to the campus.	100%	100%	100%
3) The campus will be monitored through the use of installed cameras		Principal	The campus will be more secure.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
4) Students will receive instruction on bullying, conflict resolution, responsibility, caring, fairness, citizenship, respect, trustworthiness, fire, stranger, personal, street safety, attendance/tardiness, tattling and reporting.	2.6	Counselor	Education in these areas will create a safe and orderly environment.	100%	100%	100%
	Problem Statements: School Processes & Programs 2 **Funding Sources**: 199 - General Fund - 0.00					
5) If funding remains, Van Buren will continue to contract with additional counseling positions to provide mentoring and school counseling to all students, including children who are at risk of academic failure, dropping out of school, involvement in criminal or delinquent activities, or drug use and abuse.	2.6	WGEC Counselor Principal	promote positivity and emotional well being of our students.	100%	100%	100%
	Problem Statements: School Processes & Programs 2					
6) Van Buren will implement "Little Indians Caught With Character" program.	2.6	All staff including teachers, Counselor, and Principal.	There will be fewer discipline referrals and more positive student behaviors.	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
7) Van Buren will turn in a request for glass adjacent to classrooms be replaced, and a buzzer installed on the back door.		Principal Maintenance Dept.	A safer and more secure campus.			
	Problem Statements: Perceptions 1, 2					

 = Accomplished  = No Progress  = Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 2: More school counseling is needed for students at Van Buren. **Root Cause 2**: More of our students are at risk of academic failure or face difficult situations at home. (G3 PO3 S4,5)

Perceptions
Problem Statement 1: Classrooms are not as secure as they need to be. **Root Cause 1**: Glass windows adjacent to classroom doors need to be replaced for security reasons. (G3 PO3 S7)
Problem Statement 2: Students have a difficult time entering the building through the back door, and may have to wait outside for an extended amount of time. **Root Cause 2**: A buzzer needs to be installed on the back door to enhance student safety. (G3 PO3 S7)

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Relevant training will be provided for teachers based on campus needs.

Evaluation Data Source(s) 1: Staff development evaluations

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Teachers will be allowed to have input pertaining to staff development opportunities		Principal, CIC	Teacher input will result in more impactful trainings.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) High-quality staff development will be provided to teachers through Region 5, conferences, consultants, and/or speakers.		Principal, CIC Classroom teachers	Quality staff development will positively impact student academic and social growth.	100%	100%	100%
	Funding Sources: 211 - Title I-A - 16000.00					
3) During August of 2019, time for vertical alignment will be made available to teachers.			Continuity of curriculum, and increase student achievement	100%	100%	100%
	Problem Statements: School Processes & Programs 1					
100% = Accomplished 0% = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: More opportunities for teachers of different grade levels to plan for vertical alignment is needed. **Root Cause 1**: Requirements for teachers during in-service limits available time for this activity. (G4 PO1 S3)

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: All staff members will be trained on sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Understanding of roles/responsibilities

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Sexual Abuse and Maltreatment of Children training will be provided for all staff.		Principal WGEC	Educating the staff on Child abuse will result in the safety of our students.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 3: Suicide Prevention and postvention counseling.

Evaluation Data Source(s) 3: teacher understanding

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Staff will be provided suicide prevention and/or postvention as needed and dictated by circumstances.		Principal, Counselor	Suicide prevention training equips staff with basic knowledge to identify a student in crisis.	0%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Van Buren will strive to achieve strong communications with parents and other members of the community.

Evaluation Data Source(s) 1: survey results

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Remind 101, campus website, and the school marquee will be used to inform parents of upcoming events.		Counselor, teachers, PTA	Greater communication will increase family engagement	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

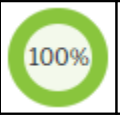
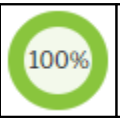
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Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: Van Buren will strive to attain a high level of family engagement in school related activities.

Evaluation Data Source(s) 2: parent attendance, survey results

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Parents will be invited to multiple events including "Meet the Teacher", Character Night, parent conferences, grade level meetings and many others.	3.2	Principal	Parent attendance and participation in such events will increase family engagement.			
	Funding Sources: 199 - General Fund - 0.00					
2) Parents will be invited to attend a Title I parent night to learn about the Title I program	3.1	Principal, Title I teacher	Educating parents on strategies to help their child will increase student achievement.			
	Funding Sources: 199 - General Fund - 0.00					
3) Involve Title I parents in the review of district and campus Title I parent engagement policies.	3.1	Principal	Parent involvement in review of Title I parent engagement policies will foster the parent-school relationship.			
	Funding Sources: 199 - General Fund - 0.00					
4) Enlist three Campus Improvement Committee representatives from the community, and have multiple meetings at flexible times.	3.2	Principal	Parent/Community Involvement in the development of the CIP will foster the parent-school relationship.			
	Funding Sources: 199 - General Fund - 0.00					

 = Accomplished  = No Progress  = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandate, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the 2019-2020 school year, Van Buren Elementary will maintain a CIC to provide direction, and communicate excellence to all stakeholders.

Evaluation Data Source(s) 1: CIC sign-in sheets Meeting agendas

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) CIC will meet at least three times during the year, and members will report to their respective groups.		Principal	Improved communication from the campus committee to all stakeholders.	60%		
	Funding Sources: 199 - General Fund - 0.00					
2) CIC will provide teacher and community input to all areas of campus decisions including planning, staff development, and organization.		Principal	Utilizing input from multiple sources will result in better decision making.	60%		
	Funding Sources: 199 - General Fund - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandate, including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 2: During the 2019-2020 school year, Van Buren will recruit, retain, and develop a staff consisting of 100% certified teachers and highly qualified paraprofessionals.

Evaluation Data Source(s) 2: Personnel files

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Van Buren will provide all new teachers with a mentor teacher.	2.4	Principal	Effective mentors will help to develop new staff members.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Van Buren will analyze new hires with regard to certifications to ensure all teachers hold the proper certification, and all paraprofessionals are highly qualified.	2.4	Principal	Students being served by certified teachers will increase student achievement.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandate, including maintaining 100% of academic core subject area classes are taught by certified teachers.

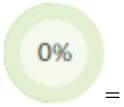
Performance Objective 3: Van Buren Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 3:

Summative Evaluation 3: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Work with the District Foster Care Liaison to advocate for all foster children.		Principal	Foster children will have necessary resources to be successful.	0%		
2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin.		Principal	Each foster child's case will be evaluated on its own merit.	0%		



= Accomplished


= No Progress

= Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: Van Buren will provide opportunities for all students to use technology as part of their instructional program

Evaluation Data Source(s) 1: Learning.com Google Forms

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Students will be provided with computer lab access weekly. We will continue the use of Learning.com.	2.5	Principal, Teachers	Students will be able to access technology to enhance learning.	30%		
	Funding Sources: 199 - General Fund - 0.00					
2) Van Buren will make ipads available through the computer lab for teachers to use to supplement instruction.		Principal Computer Lab Aide	Students will be able to access technology to enhance learning.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) Teachers will be issued two iPads and two Chrome Books for their instruction and additional iPads purchased for student use.		Principal, Assistant Superintendent for C&I/T	Available ipads and Chrome Books help create an academically challenging environment.	100%	100%	100%
	Funding Sources: 211 - Title I-A - 25000.00					



= Accomplished


= No Progress

= Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 2: Van Buren faculty will demonstrate mastery of technology competencies.

Evaluation Data Source(s) 2: Sign-in sheets

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Encourage all staff members with webpages to activate and maintain them.		Principal	Providing current resources on teacher webpages will strengthen the instructional program.	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
2) Technology training will be provided to teachers.		Campus Principal Technology Lead Teachers	Providing technology training will promote the use of current tools of technology.	100%	100%	100%
	Funding Sources: 255 - Title II-A/TPTR - 1705.00					



= Accomplished


= No Progress

= Discontinue

State Compensatory

Budget for Van Buren Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
199 11 6112 75 105 0 24 0 00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$8,500.00
199.11.6112.75.105.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$8,500.00
199 11 6119 00 105 0 24 0 00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$225,292.00
199.11.6119.00.105.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$167,568.00
211.11.6119.00.105.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$47,949.00
199.11.6122.75.105.0.24.0.00	6122 Salaries or Wages for Substitute Support Personnel	$1,000.00
199 11 6122 75 105 0 24 0 00	6122 Salaries or Wages for Substitute Support Personnel	$1,000.00
211.11.6129.00.105.0.24.0.00	6129 Salaries or Wages for Support Personnel	$22,649.00
199 11 6141 00 105 0 24 0 00	6141 Social Security/Medicare	$3,268.00
199 11 6141 75 105 0 24 0 00	6141 Social Security/Medicare	$150.00
199.11.6141.00.105.0.24.0.00	6141 Social Security/Medicare	$8,349.00
199.11.6141.75.105.0.24.0.00	6141 Social Security/Medicare	$150.00
211.11.6141.00.105.0.24.0.00	6141 Social Security/Medicare	$1,036.00
199 11 6142 00 105 0 24 0 00	6142 Group Health and Life Insurance	$12,807.00
199.11.6142.00.105.0.24.0.00	6142 Group Health and Life Insurance	$32,263.00
211.11.6142.00.105.0.24.0.00	6142 Group Health and Life Insurance	$9,102.00
199 11 6144 00 105 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$15,640.00

Account Code	Account Title	Budget
199 11 6144 75 105 0 24 0 00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$10.00
199.11.6144.00.105.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$46,445.00
199.11.6144.75.105.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$10.00
199 11 6145 00 105 0 24 0 00	6145 Unemployment Compensation	$185.00
199.11.6145.00.105.0.24.0.00	6145 Unemployment Compensation	$185.00
211.11.6145.00.105.0.24.0.00	6145 Unemployment Compensation	$60.00
199.11.6146.75.105.0.24.0.00	6146 Teacher Retirement/TRS Care	$5.00
211.11.6146.00.105.0.24.0.00	6146 Teacher Retirement/TRS Care	$7,294.00
199 11 6146 00 105 0 24 0 00	6146 Teacher Retirement/TRS Care	$7,017.00
199 11 6146 75 105 0 24 0 00	6146 Teacher Retirement/TRS Care	$5.00
199.11.6146.00.105.0.24.0.00	6146 Teacher Retirement/TRS Care	$15,852.00
199 11 6149 00 105 0 24 0 00	6149 Employee Benefits	$1,171.00
199.11.6149.00.105.0.24.0.00	6149 Employee Benefits	$2,864.00
211.11.6149.00.105.0.24.0.00	6149 Employee Benefits	$560.00
	6100 Subtotal:	**$646,886.00**
6300 Supplies and Services		
199 11 6399 00 105 0 24 0 00	6399 General Supplies	$300.00
199.11.6399.00.105.0.24.0.00	6399 General Supplies	$300.00
	6300 Subtotal:	**$600.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Van Buren has established a Campus Improvement Committee (CIC); as well as, a Title I Committee composed of educators, parents, community members, and business representatives to identify, review, and revise educational strengths and areas in need of improvement by examining student performance, staff and curriculum objectives, family engagement, and campus facilities.

Our student population has increased each school year including ESL. Student achievement continues to remain high. We have strong classroom instruction delivered by 100% certified teachers. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. We provide school counseling to all students at VB through classes, small group and individual meetings. Parent Engagement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. The CIC committee will meet on September 4, 2019 and at least two more times to work on the CNA and campus plan. We will offer multiple meeting times to try to accomodate all stakeholders.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is made up of appropriate stakeholders. Stakeholders include principal, general education teachers, special education teachers, special populations teacher, parents, and community members. This allows our site based decisions to be made by an accurate representation of the entire campus. List of committee members are attached.

2.2: Regular monitoring and revision

The Campus Plan will be reviewed, revised and approved at the September 4, 2019 CIC meeting held at Van Buren Elementary. A formative assessment will be performed in October of 2019, February of 2020, and again in May of 2020.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is avaiable at Van Buren Elementary in the office. It will be made avaiable on our campus webpage via the district website. We also have a copy at our CIC meetings for members to review. Our campus improvement plan will be made available in Spanish for the 2019-2020 school year.

2.4: Opportunities for all children to meet State standards

Van Buren Elementary provides opportunities for all students to meet state standards. Goal 1 Perfomance Objective 1 Strategies 3-5(p.13-14), Goal 1 Performance Objective 2 Strategies 2, 4-6(p.15-16), Goal 6 Performance Objective 2 Strategies 1-2(p.27).

2.5: Increased learning time and well-rounded education

Van Buren provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education. Goal 1 Performance Objective 1 Strategies 4-7(p.15-16), Goal 7 Performance Objective 1 Strategy 1(p.29)

2.6: Address needs of all students, particularly at-risk

Van Buren provides instructional programs and strategies that target at risk students. Goal 3 Performance Objective 3 Strategies 4,5,6 (p.20)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our Title I committee on April 24, 2019. at Van Buren Elementary. This committee is listed and attached to this plan. The Parent and Family Engagement Policy was distributed to all members at that meeting. It is avaiable at Van Buren Elementary in the office. Our Parent and Family Engagement Policy is avaiable in Spanish on our campus webpage via the district website.

3.2: Offer flexible number of parent involvement meetings

We offer multiple opportunities for family engagement at Van Buren Elementary. Our CIC will meet at 3:15pm at Van Buren on September 4, 2019, and again at 9:00am on September 6, 2019 to accomodate all members. We will hold a Title Parent meeting for all parents in November of 2019. Our Character Night will be held in November as well.

Title I Personnel

Name	Position	Program	FTE
Ann Broussard	Math Aide	Title	1
Melissa Trahan	Teacher	2nd	1

Campus Improvement/Title I Committee

Committee Role	Name	Position
Administrator	Joe Cegielski	Principal
Classroom Teacher	Missy Sturdivant	KG Teacher
Classroom Teacher	Christy Jones	1st grade Teacher
Classroom Teacher	Melissa Trahan	2nd grade teacher
Classroom Teacher	Tricia Sandell	3rd grade teacher
Classroom Teacher	Jamie Foster	SPED Teacher
Non-classroom Professional	Danielle Vu	Librarian
Classroom Teacher	Lisa Badon	SPED Teacher
Non-classroom Professional	Taylor McDonald	Counselor
Parent	Kelly Barrett	Parent
Community Representative	Kelly Moore	Fire Chief
Parent	D'Lisa Foster	Parent
Parent	Kristin Baxter	Parent
Business Representative	Debbie Sherman	Business Rep
Parent	Randi Kilkenny	DEIC Rep

Title I Committee

Committee Role	Name	Position
Administrator	Joe Cegielski	Principal
Non-classroom Professional	Taylor McDonald	Counselor
Classroom Teacher	Denise Standley	Interventionist
Paraprofessional	Ann Broussard	Interventionist
Parent	D'lisa Foster	Parent
Parent	Kelly Barrett	Parent
Parent	Kristen Baxter	Parent

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1			$0.00
1	1	2			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	2	2			$0.00
1	2	3			$0.00
2	1	1			$0.00
3	1	1			$0.00
3	2	1			$0.00
3	3	1			$0.00
3	3	3			$0.00
3	3	4			$0.00
4	1	1			$0.00
4	2	1			$0.00
5	1	1			$0.00
5	2	1			$0.00
5	2	2			$0.00
5	2	3			$0.00
5	2	4			$0.00
6	1	1			$0.00
6	1	2			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
6	2	1			$0.00
6	2	2			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	2	1			$0.00
				Sub-Total	$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3			$97,997.00
1	2	4	See Goal 1.1.3)		$97,997.00
4	1	2			$16,000.00
7	1	3			$25,000.00
				Sub-Total	$236,994.00

255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	2	2			$1,705.00
				Sub-Total	$1,705.00

Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
2	1	2			$0.00
				Sub-Total	$0.00
				Grand Total	$238,699.00

Addendums

Campus Improvement Committee

Meeting Date: August 29, 2018

9:30 A.M.

Van Buren

Committee Role	Name	Position	Signature
Administrator	Joe Cegielski	Principal	
Classroom Teacher	Kathy Brent	Classroom Teacher	
Classroom Teacher	Andy Miller	First Grade	
Classroom Teacher	Amy Brashers	Second Grade	
Classroom Teacher	Tricia Sandell	Third Grade	
Classroom Teacher	Jamie Foster	Special Education	
Non-classroom Professional	Danielle Vu	Librarian	
Classroom Teacher	Lisa Badon	Resource Teacher	
Non-classroom Professional	Taylor McDonald	Counselor	
Parent	Kelly Barrett	Parent	
Community Representative	Kelly Moore	Fire Chief	
Business Representative	Debbie Sherman	Business Rep	
Parent	D'Lisa Foster	Parent	
Parent	Kristin Baxter	Parent	

Van Buren Elementary
Parent and Family Engagement Policy

2019-2020

PURPOSE

Van Buren Elementary School is committed to excellence in education. The combined efforts of the staff, students, parents, and community will provide a learning environment that ensures opportunities for all students to pursue lifelong learning and responsible, productive citizenship. Therefore, Van Buren Elementary will maximize its resources to enable each child to become a successful learner. School and home must work together to reach higher student achievement. On-going, two-way, meaningful communication will occur to facilitate mutual understanding and to stimulate student success at Van Buren Elementary.

GENERAL EXPECTATIONS

Van Buren Elementary agrees to:

- Be governed by the following statutory definition of Parent and Family Engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(a) That parents play an integral role in assisting their child's learning.
(b) That parents are encouraged to be actively involved in their children's education at school
(c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children
(d) The carrying out of other activities, such as those described in section 1118 of the ESSA.

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent.
- Jointly develop/revise with parents the school Parent and Family Engagement Policy and distribute it to parents of participating children and make available the parental involvement plan to the local community.

- Jointly conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the school's Parent and Family Engagement Policy.
- Use the findings of the Parent and Family Engagement Policy evaluation to design strategies for more effective parental involvement, and to revise, if necessary, the school's Parent and Family Engagement Policy.
- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

Van Buren Elementary will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
    a. All parents shall be invited and encouraged to attend.
    b. The school will provide information and explain the requirements of Title I and the rights of parents.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Title I Parent Meeting Character Night	Joe Cegielski Taylor McDonald Denise Standley Kacie Guidry	Sept 2019	• Letters Home	Attendance/Sign-in Sheets

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent engagement.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
• Kindergarten Roundup • K – 3 Meet the Teacher Night • Kindergarten & First Grade Orientation • CIC Meetings	Classroom & Supporting Teachers Principal Counselor	• Spring 2020 • August 2019 • KG-August 2019 • 1st –August 2019 CIC meetings will be held at multiple times to allow for greater involvement.	• Parents meet in cafeteria • Parents meet in child's classroom • Marquee • School Website • Notice sent home • Remind 101	• Kindergarten students enrolled • Attendance Sign-in Sheets

3. Engage parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parent and family engagement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
• Fall Title I Committee Meeting • Spring Title I Committee Meeting	Joe Cegielski – **Facilitator** **Members:** Taylor McDonald – Counselor Denise Standley - Title Teacher Kacie Guidry – Title Aide Kelly Barrett– Parent D'Lisa Foster – Parent Kristin Baxter- Parent	August 2019 April 2020	Invitations will be sent to parent committee meetings. Meetings to be held in the Title I classroom.	Sign-in Sheets

4. Provide parents of participating children:
    a. Timely information about the Title I programs.
    b. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
    c. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
• Parent/Teacher Conferences • Title I Parent Night	Classroom Teachers Principal Title I staff	October 2019 Fall 2019	• Parents will be encouraged to attend conferences and trainings	• Parent Participation/ Conference documentation
• Title I Survey	Van Buren Office Staff	Spring 2020	• Instructions will be sent home for parents to complete online. Van Buren office staff will compile infomration.	• Survey results

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parent and family engagement policy /plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for **Van Buren Elementary** is a separate document, developed in collaboration with parents, and is posted on the campus website. All parents will receive a copy of the school-parent compact. It will be sent home with the first report card, and available in Spanish as well.

CAPACITY FOR INVOLVEMENT 1118(e)

Van Buren Elementary will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
    a. Texas's academic content standards
    b. Texas's student academic achievement standards
    c. Texas's and local academic assessments including alternate assessments
    d. The requirements of Title I, Part A
    e. How to monitor their children's progress
    f. How to work with educators to improve the achievement of their children

List activities, such as workshops, conferences, classes, and include any equipment or other materials that may be necessary to ensure success.)

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
• Parent Conferences • Istation • STAR Reading • EasyCBM Progress Monitoring • Progress Reports • Report Cards • Website/Web Links • PTA Meetings • Committee Meetings • School/Home connection	• Principal • Title Teachers • Teachers • Supporting Teachers • Counselor	2019 - 2020 School Year	• Communicate to parents their role in monitoring attendance, homework, progress, etc. • Marquee • Remind 101 • Parent Letters • Student Reports	• Parent Engagement • Parent Response

2. Foster parental engagement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
• Provide list of free websites for practice • Links provided on school and teacher websites • Computer Lab for assistance	• Principal • Title Teachers • Teachers • Webmaster • Computer Lab Technology Aide	On-going throughout the school year	• School Website • Notice sent home	• Parent Engagement • Parent Response

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Faculty Meetings Staff Development	• Principal • Title Teachers • Teachers • Support Teachers	On-going throughout the school year	• School Website • Remind 101 • Notice sent home • Meetings throughout the school year	• Parent Engagement • Parent Response • Teacher Response • Staff sign-in sheet

4. Coordinate and integrate Parent and Family Engagement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Activity/Task (What will be done)	Staff Responsible (Who will be doing it)	Timeline (When it will be done)	Steps (How it will be done)	Accountability/Evaluations (How success will be measured)
Reading Connection Home and School Connection Hold a Character Night – students attending will receive a coupon towards reading material at the Book Fair.	Title I Teacher Counselor Regular Ed. Teachers Volunteers Principal	November 2019 Monthly TBA	Literature sent home Literature sent home Teachers & Community Representatives will read stories and students/parents will rotate around campus	Parent Feedback Parent Feedback Parent Attendance Sign-in sheets

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/ Evaluations (How success will be measured)**
• All parents will receive a copy of the school-parent compact. They will be sent home with the first report card, and are available in Spanish. • Notify parents of meetings • Notify parents of activities • Home and School Connection will be available in Spanish.	• Principal • Title I Teachers • Regular Ed. Teachers • Counselor	Throughout the school year Monthly	• Remind 101 • Literature sent home • Translators on request Literature sent home	• Signed parent conference letters • Parent response Parent Feedback

6. Provide reasonable support of parental engagement activities as parents may request.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
• Parent/Teacher Conferences • Requested Parent Meetings	• Title I Teachers • Regular Ed. Teachers • Counselor	Throughout the school year	• Literature sent home • Translators on request	Parent Response

7. Other School Parent and Family Engagement t activities:

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**

• Book Fairs • Music Programs • PTA Meetings	• Regular Ed. Teachers • Principal • Counselor	Throughout the school year	• Remind 101 • Literature sent home • School Website	Parent Response Parent attendance

ACCESSIBILITY 1118(f)

In carrying out the parental involvement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA.	Assistant Superintendent for Curriculum & Instruction/Technology	As made available by TEA	Posted on District Website	District website contains active links to supporting documents.
District Website that can be translated into 8 additional languages, other than English.	SchoolFusion & Assistant Superintendent for Curriculum & Instruction/Technology	Ongoing	Parents can choose from 8 languages on the District/ Campus Website for language conversion.	District Website contains active links to 8 languages, other than English, on its website.

ADOPTION

_____
Date

The **Van Buren Elementary Parent and Family Engagement Policy/Plan** has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/revised by **Van Buren Elementary** on 8/29/2018 and will be in effect for the period of the school year.

The school will distribute the Parental Involvement Policy/Plan by posting it on the campus website in a timely manner after it is approved.

_____

Signature of Authorized Representative (Campus Principal)

These parents were involved with the development of this document:

Kelly Barrett - Parent

D'Lisa Foster- Parent

Kristin Baxter-Parent

These teachers were involved with the development of this document:

Taylor McDonald - Counselor

Denise Standley – Title I Teacher

Kacie Guidry – Title I Aide

Port Neches-Groves Independent School District

Woodcrest Elementary School

2019-2020

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of Woodcrest Elementary is to provide a quality educational program in an environment that is conductive to learning. To accomplish this, we offer a variety of school programs to encourage the development of each student to his or her highest potential.

Vision

Woodcrest Elementary students will remain engaged in the learning process as they acquire the skills and knowledge necessary to become responsible, contributing citizens within the local, national, and world community.

Woodcrest Elementary parents will remain actively involved as advocates for their children and supporters of the school programs and staff.

Within a nurturing, safe environment, Woodcrest Elementary staff members will actively engage all students in the learning process and teach students to become critical thinkers, problem-solvers, and life-long learners.

Core Beliefs

Desired Student Behavior

Be self-directed, independent, life-long learners
Exhibit a positive self image and physical well being
Exhibit respect for self, others, and the environment
Demonstrate problem solving and decision making skills
Demonstrate proficiency in communications and academic shills
Accept responsibility and be a positive contributor to society
Demonstrate an appreciation for our American heritage, demographic ideals, and multicultural richness

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Comprehensive Needs Assessment

Needs Assessment Overview

When completing our needs assessment, the following are key areas to review:

- Utilize our support staff for interventions to strengthen small group instruction, which will increase student growth
- ESL students need continual support in academic areas via ESL specialist, in-class supports and linguistic accommodations
- Diverse student populations including special education, ESL and economically disadvantaged populations need differentiated instruction and in class supports
- Student growth will be shown through district benchmark testing (Math, Reading, Writing, Science and Social Studies)
- Recruit and hire high quality staff members that can meet the needs of our diverse student population
- Parent and family engagement and communication will continue to be an area of need to maintain positive relationships with parents and students

Demographics

Demographics Summary

Woodcrest Elementary is an established learning community that has seen some changes in its 50+ year history. Over time, Woodcrest has moved from an all-white, limited, economically-disadvantaged, student population to become a schoolwide Title 1 campus. Our student population make up includes: 74.3% white, 1.5% African American, and 21.2% Hispanic (2017-18). Additionally, we have 38.9% of our students eligible for free/reduced food programs. Our ELL group is 4.4%. We average about 96.6% attendance rate and are working on improving that by offering incentives each six weeks for those who achieve perfect attendance. Our classes average in size of about 18-20 children per teacher. Additionally, we have one ESL teacher, one Title Reading teacher, one Resource teacher, and four academic aides, all of which help teachers and students learn and progress. Traditionally, all of our subgroups have showed academic mastery on state achievement testing.

Demographics Strengths

Our student families have strong bonds within our community. They work together to get assistance and help for their children and families. All students at Woodcrest are treated respectfully. Everyone works together to ensure our students are granted the best education that can be provided. We will provide school counseling to tall students at Woodcrest including children who are at risk of academic failure, dropping out of school, involved in the justice system or show evidence of drug use, and/or abuse.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The teachers and staff do not look at all the students and their families as members of a larger school community with needs. **Root Cause**: Teachers have always looked at the needs of their students in their classrooms but they have looked at them as members of a larger school community that has unique needs

Problem Statement 2: The cafeteria often has a large overdue balance from children charging lunches when they could qualify for free or reduced meals. **Root Cause**: Not all families are aware that they can apply for free or reduced lunches and are charging lunches in the cafeteria.

Student Academic Achievement

Student Academic Achievement Summary

One teacher and one instructional aide is funded with Title I funds. Teachers will implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades K-3rd.

Math	BOY	EOY	Progress
1st	SS - 290	SS- 451 *>75th percentile (+156) growth GE- 2.5	Yes
2nd	SS- 426	SS- 538 *> 50th percentile (+111) Growth GE 3.3	Yes
3rd	SS - 531	SS- 641 **>75th percentile (+109) growth GE - 4.6	Yes

Reading	BOY	EOY	Progress
Kinder	SS - 510	SS 687	Yes
Early Literacy		(+-170) growth	
		*55th percentile	
1st	SS - 99	SS- 246	Yes
		*> 75th percentile	
		(+147) growth	
		GE 2.4	
2nd	SS- 250	SS- 382	Yes
		*< 75th percentile	
		(+132) growth	
		GE 3.5	
3rd	SS - 362	SS- 471	Yes
		*> 50th percentile	
		(+106)	
		GE 4.2	

Student Academic Achievement Strengths

Woodcrest Elementary exhibited student achievement strength in the following areas:

- Above state and region averages in all report categories in reading
- Above state and region averages in all report categories in math

Supplemental instruction staff (teachers and paraprofessionals) at grades K-3rd to focus on closing educational achievement gaps in core academic areas

among all disaggregated students groups and improving percentages of students performing at grade level in Reading and Math. This is documented becuase our student have shown growth in each grade level.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction. **Root Cause**: Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

Problem Statement 2: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math. **Root Cause**: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

School Processes & Programs

School Processes & Programs Summary

Woodcrest staff is committed to providing a quality education for all students, meeting students where they are academically, and then providing them with the knowledge they need to master their grade level skills and promote to the next grade level by the year's end. For those students who are more than a year behind, we expect more than a year's growth in order for them to close their achievement gap and be on grade level. Progress of student improvement is monitored through teacher observation, istation, Star Early Literacy, Star Math, Star Reading, Easy CBM, IXL, and XtraMath. Additionally, EOY, MOY, BOY assessments, informal assessments, district unit assessments and quick checks provide the data needed to develop intervention strategies for at-risk students. Teachers engage in small group instruction and tailor learning stations to the needs of students. Grade level teams will meet each month to review the progress of students to ensure that they are being taught at appropriate levels.

School Processes & Programs Strengths

Woodcrest staff has had professional development training in the following areas: DMAC, iStation, IXL, Sheltered Instruction and researched and evidence based instructional strategies. The staff will continue to research and evaluate the latest curriculum available and make suggestions for possible purchase. Teachers will implement instructions to all students according to their instructional needs. Classroom teachers have been given an ipad mini and each class works with ipads weekly in the classrooms. Many evidence based curriculum has been purchased to enhance the classroom curriculum: Countdown to Math STAAR, Tornado MathGPS Math and for rigor in reading and math, Mentoring Minds. Grade level teachers have a common conference time so that they can achieve grade level planning and collaboration.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Woodcrest uses a lot of different forms of information to assess student's progress. Teachers need to become better at disaggregating the information and have more time to work with the information. **Root Cause**: The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

Problem Statement 2: The faculty and staff are always concern with the environment that some students go home to and the influence this environment can have on their school performance. **Root Cause**: The lack of parental support from so many parents creates a concern for what children are exposed to at home.

Perceptions

Perceptions Summary

100% of certified teaching staff, including all highly qualified paraprofessionalsare are providing students the help that they need. Professional Development opportunities are aligned to the various needs of teachers to meet the demands of student needs for learning and progress. Mentors are assigned to first-year teachers through the district's mentor program. Additionally, we assign mentors to teachers new to the Woodcrest campus. When selecting applicants for a new position at Woodcrest, a rigorous selection process is used to assure that the best applicants are chosen for consideration. An extensive check of references is conducted on all applicants.

Perceptions Strengths

Teachers help and support each other in order to meet the needs of all students. All of our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students. Our new staff members are enthusiastic and have a desire to work with at-risk students. They all come highly recommended and will be a healthy addition to our team. The staff is encouraged to go above and beyond to assure the success of all students and teachers. Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful. Our district curriculum coordinator along with the principal meet with teachers on a regular bases to help meet their needs. Our technology lead teacher is there to help teacher integrate more technology into the classroom.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The number of students requiring the assistance of RTI intervention is increasing and teachers are overwhelmed with providing the students with the needed accommodations. **Root Cause**: More training is needed to help teachers to identify and evaluate the needs of their RTI students.

Priority Problem Statements

Problem Statement 1: The teachers and staff do not look at all the students and their families as members of a larger school community with needs.

Root Cause 1: Teachers have always looked at the needs of their students in their classrooms but they have looked at them as members of a larger school community that has unique needs

Problem Statement 1 Areas: Demographics

Problem Statement 2: The cafeteria often has a large overdue balance from children charging lunches when they could qualify for free or reduced meals.

Root Cause 2: Not all families are aware that they can apply for free or reduced lunches and are charging lunches in the cafeteria.

Problem Statement 2 Areas: Demographics

Problem Statement 3: The number of students requiring the assistance of RTI intervention is increasing and teachers are overwhelmed with providing the students with the needed accommodations.

Root Cause 3: More training is needed to help teachers to identify and evaluate the needs of their RTI students.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Woodcrest uses a lot of different forms of information to assess student's progress. Teachers need to become better at disaggregating the information and have more time to work with the information.

Root Cause 4: The teachers have lots of information to disaggregate and not enough time to do it. Planning periods need to be used more effectively for grade level planning for students and more help understanding the information.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: The ESL population of our district is increasing. Our schools are seeing larger enrollment of students that are not non- English speaking or have very little English language. Teachers lack the training to provide these students with productive instruction.

Root Cause 5: Our teachers need to better prepared to accommodate the ESL students that showing up in their classrooms.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: We need supplemental instructional staff (teachers and paraprofessionals) at grades PreK-5 to focus on closing achievement gaps in core academic subject areas to improve the percentage of students performing at grade level in Reading and Math.

Root Cause 6: Achievement gaps exist in core academic subject areas among all disaggregated student groups at grades PreK-5.

Problem Statement 6 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

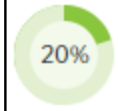
Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 1: By the end of the school year, students will show growth of +75 scale score on their MATH district benchmark

Evaluation Data Source(s) 1: District Bench mark tests

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All teachers (including Title I teachers and paraprofessionals) will be provided with staff development on effective strategies for teaching problem solving and on the pre-referral process, including response to intervention, and teachers will attend the following workshops: Math workshop, , Language arts, Writing	2.5	Principal, Teachers, Consultant, Educational Directors, Counselor, District Coordinators, Special Education Director, Campus Principal, C.I.C. (Campus Improvement Committee)	Curriculum support for teachers will lead to student success.			
	Funding Sources: 211 - Title I-A - 11451.00, 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
2) Grades K-3 will teach the TEKS through hands-on activities and will provide opportunities for G/T students to work on interdisciplinary units.	2.5	Principal, Regular Education Teachers, Title I Tutor and Aide, Special Education Teacher and aide, ESL, G/T Teachers, District Coordinators	Curriculum support for teachers will lead to student success.	25%		
	Funding Sources: 199 - General Fund - 0.00					
3) Grades 1-3 will supplement En-Vision math with Mentoring Minds, IXL, Prodigy, and Star Math and will integrate the use of technology and STAAR materials to promote student success in math.	2.5	Principal, Regular Education Teachers, Title I Teacher and Aide, Special Education Teachers and Aide, ESL Teacher, Instructional Technology Aide, Librarian	Curriculum support for teachers will increase student success.	35%		
	Funding Sources: 199 - General Fund - 0.00					
4) Peer Tutors from PN-G High School will provide small-group instruction.	2.6	Peer Tutors from PN-G High School, Coordinating High School Sponsor, Classroom teacher, Principal	Additional staff will lead to student success.	30%		
	Funding Sources: 199 - General Fund - 0.00					
5) Classroom teachers will supplement with STAAR materials and give two practice STAAR tests.	2.4	Principal, 3rd Grade Teachers	Curriculum support for teachers will lead to increased student success.	40%		
	Funding Sources: 199 - General Fund - 0.00					
6) We will provide Title I assistance for at-risk students based on the following: Teacher recommendation;Standardized achievement test scores of 25 percentile or less on designated math sub-tests in grades two and three; and Students placed in the Title I math program will be ranked according to their academic achievement level. Students ranked in order of greatest need will receive top priority for program placement.		Principal, Counselor, Teachers	The additional staff will lead to increased student success.	100%	100%	100%
	Funding Sources: 211 - Title I-A - 238949.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
7) We will incorporate the following Title III goals and objectives: Sustained professional development for educators who serve second-language learners; On-going individual student assessment to guide instruction conducted on campus; Implementation of peer assistance where ESL teachers assist regular classroom teachers to differentiate instruction according to individual needs, and; Opportunities for teachers to become immersed in a Language and Cultural Program.	2.6	Principal, ESL Teacher, Classroom teacher	Additional language support for ELL will lead to increased success.	45%		
	Funding Sources: 263 - Title III - 1491.00					
8) Implement Response To Intervention (RTI) to help teachers in the assessment of students needs: Identify specific math skills that students need remediation and provide interventions, Provide weekly probes to monitor students improvement, Document student progress, Schedule SAT meetings, Provide remedial instruction for identified students	2.6	Principal, ESL Teacher, Regular Education Teacher, Counselor	The RTi program will address student needs and therefore increase student success.	35%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 9) Each grade level will disaggregate formal and informal assessments and benchmark data to identify any areas of need in all campus subgroups, for instance: Economically disadvantaged students with their special needs, Higher performing G/T students who require more challenging curriculum, Special Education students, ESL students; dents performing with the challenge of Dyslexia students identified as at-risk due to their performance below benchmark; Students identified as RTI students and/or Title I students of most need due to performing below a certain percentage on benchmarks and Hispanic needing to improve from 38% to 41% for Student Success Status and White students needing to improve in reading to the Trage rate of 60%,Math progress from 56% to 59% and Student Success STatus from 56% to 59%; and will develop a plan to address those need using; tar Reading; strict matrices and qualification criteria to identify at-risk students and GT students; students identified as at-risk due to performing below benchmarks; Special Education students; ESL students; Students identified as Title I students of "most need" due to performing a certain percentage below benchmarks; Students performing with the challenge of dyslexia	2.6	Principal, Regular Ed. Teacher, Title I Teachers, Counselor, ESL Teacher, Dyslexia Teacher, Special Education Teacher	Teachers PLC 's will allow for more time to address the needs of students to increase student success.	25%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
Additional Targeted Support Strategy 10) Implement evidence-based instructional programs in Reading/Math to improve the academic achievement of all learners and close the identified achievement gaps among all disaggregated student groups, including special needs students, in grades PK-5. Sub groups needing improvement are Hispanic needing to improve from 38% to 41% for Student Success Status and White students needing to improve in reading to the Target rate of 60%,Math progress from 56% to 59% and Student Success from 56% to 59%.	2.5	Principal, ESL Teacher, Regular Education Teacher, Counselor	Using Best practices and evidence based instructional strategies will lead to increased student success.	40%		
	Funding Sources: 211 - Title I-A - 103672.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 2: By the end of the school year, students will show growth of +75 scale score on their Reading district benchmark

Evaluation Data Source(s) 2: District Benchmark tests

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Research-based instruction and the use of technology will be provided for campus subgroups such as Title I, RTI, and/or at-risk students, ESL students, students with Dyslexia, and Special Education students to help promote student success in reading and also to provide enrichment opportunities for G/T (Gifted and Talented) students.	2.5	Principal, Special Education Teacher, Title I Teacher and Aide, Regular Education Teachers, G/T Teachers, ESL Teacher, Aides, Librarian, Counselor	Research based instruction will lead to increased student success.	30%		
	Funding Sources: 199 - General Fund - 0.00, 211 - Title I-A - 186833.00, 263 - Title III - 1491.00, 224 - IDEA - 0.00					
2) The STAR Early Literacy Reading Program, STAR Reading, and iStation will be utilized to access student reading comprehension level.	2.5	Principal, Kindergarten - Second Grade Regular Education Teachers, Special Education Resource Teachers, Librarian	Curriculum support for teachers will lead to increased student success.	45%		
	Funding Sources: 199 - General Fund - 0.00					
3) Multi-sensory phonics activities and DIP will be provided for identified dyslexic and special education students and for identified at-risk students.	2.5	Principal, Regular Education Teachers (K and 1st), Speech Teacher, Dyslexia Teacher, Title I Teacher	additional curriculum support will lead to increased student success.	40%		
	Funding Sources: 224 - IDEA - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
4) Small group instruction for identified at-risk students will be provided.	2.6	Principal, Counselor, Teachers	The additional staff will lead to increased student success.	40%		
	Funding Sources: 199 - General Fund - 0.00					
5) Response-to-intervention (RTI) will be implemented to help teachers in the assessment of students needs by: Identifying specific language/reading skills that students need; Provide remediation and interventions, Providing bi-weekly progress monitoring to monitor students improvement, Documenting student progress, and Holding SAT meetings.	2.6	Principal, Classroom Teacher, Counselor	The additional staff will lead to increased student success.	35%		
6) We will provide Title I assistance for at-risk students based on the following: Teacher recommendation, Standardized achievement test score of 25 percentile or less in the core total for grade one, Standardized achievement test score of 25 percentile or less on designated reading sub-tests in 1st, 2nd, and 3rd grade, and Students placed in the Title I reading program will be ranked according to their academic achievement level. Students ranked in order of greatest need will receive top priority for program placement.	2.6	Principal, Counselor. Teachers	The additional staff will lead to increased student success.	60%		
	Funding Sources: 211 - Title I-A - 238949.00					
7) We will provide staff development on effective strategies for teaching reading comprehension for all teachers, including Title I teachers and paraprofessionals.	2.5	Principal, Teachers, Consultant	Current and updated curriculum support will lead to increased student success.	40%		
	Funding Sources: 211 - Title I-A - 5333.00					
8) Increase the awareness by training 100% of our teachers of ELL and SPED students in order to foster student growth.		Principal, ELL teachers, SPED teachers, Special Ed. Director, ELL Coordinator, Counselor	Student accommodations, teacher training, and assessment instruments will lead to student growth.	45%		
9) Use Accelerated Reader program to motivate and increase interest and achievement in reading. AR incentives/rewards for those who meet criteria.		Principal, Librarian, all teachers	The use of specific curriculum will lead to increased student achievement.	40%	0%	0%
	Funding Sources: Campus Funds - 0.00					

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

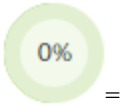
Performance Objective 1: To attain an average student attendance rate of at least 96% for the school year.

Evaluation Data Source(s) 1: Attendance reports, TAPR report, PEIMS report

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide perfect attendance awards and other incentives for students.		Principal, Teachers, Counselor	Campus attendance initiatives will lead to increased student attendance.	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Contact parents of students with excessive absences; send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences.		Principal, Coordinator of Special Services	Communication with parents will lead to increased student attendance.	40%		



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

Evaluation Data Source(s) 1: Observation, time requirements, observed student responses and behaviors, faculty input, signed forms of acceptable use policy on file in the office, Fitnessgram, data, faculty and student feedback.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation)		Principal, Faculty	Information from safety audits will guide the campus to provide better safety.	45%		
	Funding Sources: 199 - General Fund - 0.00					
2) The Counselor will administer a "Character Education" program to students using "Character Counts" curriculum, providing counseling units for all students regarding, "Child Abuse Awareness", "Conflict Resolution", "Bullying", "Violence Prevention", "Eddie Eagle" (using materials and mascot for gun safety), "Stranger Awareness", "Drug Awareness" (a week long promotion of our anti-drug campaign using "Red Ribbon" special activities)	2.5	Principal, Counselor, Teachers (all grades, K-3), Music Teacher, P. E. Teacher, Nurse	Positive behavior will lead to safer schools.	30%		
	Funding Sources: 199 - General Fund - 0.00, PTA Funds - 0.00					
3) The faculty and staff will develop a school wide positive behavior support plan, P.R.I.D.E. Discipline Plan	2.5	Principal, C.I.C. (Campus Improvement Committee)	Positive behaviors will lead to safer schools.	40%		
	Funding Sources: 199 - General Fund - 0.00					
4) The faculty and staff will review the campus Crisis Management plan and CPI plan.		Counselor, Principal, C.I.C. (Campus Improvement Committee), Teachers	Proper training will lead to safer schools.	30%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
5) The campus Principal will ensure that students and faculty comply with district acceptable use policies.		Principal, Faculty, Students	Awareness of district and campus procedures and policies will lead to a safer school.	35%		
	Funding Sources: 199 - General Fund - 0.00					
6) During the school year, 100% of staff will be provided training for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder.		District Personnel, Trained instructors, Principal, Teachers, Local law enforcement	Reviewing immediate Response to Armed intruder training will reinforce safety protocols.	30%		
	Funding Sources: 199 - General Fund - 0.00					
7) Implement strategies in the classroom to run, lock, fight in the case of an armed intruder; Drills to practice strategies against intruders; Review/refresh strategies at the beginning of each year; Students practice throughout the year		Teachers, Principal	Reviewing immediate Response to Armed intruder training will reinforce safety protocols.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: To ensure a safe school environment for students, teachers, staff.

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All visitors will sign in at the office and will be issued a badge		Secretary	Procedures will lead to a safer campus.	30%		
2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct		• Principal	Effective and consistent communication will lead to a safer campus.	25%		
3) Provide Handle With Care training to faculty		• Principal	Proper training will lead to a safer campus.	30%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Increase the percentage of certified core academic subject area teachers on each campus to meet 100% in a reasonable time frame.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, professional development records, teacher interviews, HQ certificates for personnel file, campus demographics, student schedules

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children		Campus Principal, School counselor	Additional training will provide teachers will the strategies to assist our students.	35%		
	Funding Sources: 199 - General Fund - 0.00					
2) Monitor the effectiveness of teachers by frequent walk-through		Campus principal	Leadership professional development will enable instructional leaders to more effectively mentor teachers.	35%		
3) Provide all teachers opportunities to attend high quality inservices and workshops in variety of areas including instructional strategies, student achievement and other areas needing support.			New instructional strategies will increase student achievement.	35%		
4) Provide teachers with staff development on importance of parent and family engagement.			Staff development will increase awareness for the importance of parental engagement.	30%		
5) Provide all staff with state required Suicide prevention training.		Counselor	Staff training will increase importance of suicide awareness.	25%		

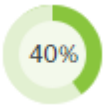
100% = Accomplished 0% = No Progress = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: Increase the percentage of teachers receiving high-quality professional development on each campus to meet 100% in a reasonable time frame.

Evaluation Data Source(s) 2: Please see Summative Evaluation 1 above.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Ensure that teachers in the gifted and talented program have completed the required 30 hours of training and provide campus support for six hours of update training for GT teachers and administrators.		Principal, GT Teacher	Additional curriculum support for teacher will lead to high quality professional development.			

 = Accomplished  = No Progress  = Discontinue

Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer hours documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

Summative Evaluation 1:

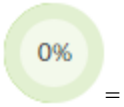
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Invite parents to attend a "Meet the Teacher Night" (Open House).	3.2	Principal, Entire Faculty	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	30%		
	Funding Sources: Campus Funds - 0.00					
2) Ensure a Parent/Student Handbook is available to all parents/students via online registration procedures on the first day of instruction	3.2	Principal	Updated campus and teacher webpages will foster positive parent perceptions of the campus and district.	45%		
	Funding Sources: Campus Funds - 0.00					
3) Conduct parent conferences	3.2	Principal, Teacher, Counselor	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	35%		
	Funding Sources: Campus Funds - 0.00					
4) Involve business partners in school activities.		Principal	Input from all stakeholders will foster positive perceptions of the campus and the district.	35%		
	Funding Sources: Campus Funds - 0.00					
5) Conduct an annual PTA membership drive.	3.2	Principal, PTA Membership Committee	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	30%		
	Funding Sources: Campus Funds - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Enlist two Campus Improvement Committee representatives from the community.		Principal, Faculty	Input from all stakeholders fosters positive perceptions of our campus.	30%		
	Funding Sources: Campus Funds - 0.00					
7) Provide community programs to enhance curriculum, such as guest speakers and donations.		Principal, Counselor	shared education will allow ownership and positive perceptions of the campus.	45%		
	Funding Sources: Campus Funds - 0.00					
8) Invite parents to attend these meetings or programs for each grade level: Music Programs, Title I Meetings, PTA Meetings, Theme Night, Math Night	3.2	Principal, Classroom Teachers, Music Teachers, P.E. Teacher, Parents	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	35%		
	Funding Sources: Campus Funds - 0.00					
9) Webpages with information from the counselor, nurse, PTA, teachers, and other sources, Remind 101 from Principal and teachers		Counselor, Teachers, Nurse, P.T.A., Campus/Principal's web page	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	40%		
	Funding Sources: Campus Funds - 0.00					
10) Encourage parents to register with the Family Access and provide all families with an application for Free and Reduced lunch		Principal, Librarian, P.T.A., Community members	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	35%		
	Funding Sources: Campus Funds - 0.00					
11) Provide parents and students the opportunity to explore math though "Family Math Night at Woodcrest"	3.1	Principal, Teachers, Parents and students	Regular and varied modes of communication and engagement with parents will foster positive parent perceptions of the campus and district and also increase student achievement.	10%		
	Funding Sources: Campus Funds - 0.00					
12) As part of our Parent Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish during the fall teacher/parent conferences and will sign a verification receipt for the compact, which is also available online.	3.1	Principal	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	35%		
13) Conduct a fall and spring Title I Needs Assessment Meeting	3.1	Principal, Counselor, Title I Parent members	Regular and varied modes of communication with parents will foster positive parent perceptions of the campus and district.	40%		

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: During the school year, an active CIC committee will meet on a regular bases with teachers, community members and parents.

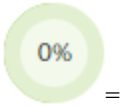
Evaluation Data Source(s) 1: Campus CIC meetings, sign-in sheets, Plan4learning

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Principal, CIC members, parents, and community representatives will meet on a regular bases (at least 3 times a year) to make decisions that concern the needs of the campus.		Principal, CIC facilitator. CIC members	Annual site-based training will support the intent/purpose of the site-based committee.	40%		
	Funding Sources: Campus Funds - 0.00					



= Accomplished



= No Progress


= Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

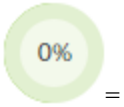
Performance Objective 2: Woodcrest Elementary will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Work with the District Foster Care Liaison to advocate for all foster children.		Principal	Communication documentation Foster Care paperwork	30%		
2) Consider each foster child's individual case on its own factors to determine continued enrollment in the foster child's school of origin.		Principal	On-going evaluation of Foster Care cases that are identified by the district.	40%		



= Accomplished


= No Progress

= Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Teacher and student response/participation, student reports, staff participation, district technology database, documentation of use of online resources by teachers and/or students, observation of student keyboarding skills, log of teacher participation, evaluation of student computer skills

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Continuation of technology activities: Skyward grading program, iStation, iPads, Learning.com, Accelerated Reading Program		Principal, Teachers, Librarian, Instructional Aide	Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills.	50%		
	Funding Sources: 199 - General Fund - 0.00					
2) Inform public of campus activities via a campus web page and a Principal's web page: Remind101, Campus Marquee, Teacher web page and newsletter, Campus web page, Principal's web page, e-mail		Principal, Technology Committee, Representative, Instructional Technology Coordinator	Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills.	45%		
	Funding Sources: 199 - General Fund - 0.00					
3) Encourage use of online resources through participation in the Texas Library Connection and ABCD curriculum		Principal, Librarian, Teachers	Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills.	45%		
	Funding Sources: 199 - General Fund - 0.00					
4) Encourage use of DMAC software to access and analyze STAAR data		Principal, Teachers	Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills.	35%		
	Funding Sources: 199 - General Fund - 0.00					
5) Classroom teachers will provide Learning.com activities to meet technology TEKS.		Principal, Teachers, Instructional Aide	Learning.com will enable K-5 students the required skills in the TA TEKS.	20%		
	Funding Sources: 199 - General Fund - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Teachers will utilize the computer lab and ipads to enhance daily instruction.		Classroom teacher	Faculty, staff, and administrators who demonstrate mastery of technology competencies will lead/teach by example with the daily use of these skills.	45%		
7) Students will participate in Internet Safety Week, Cyber Bulling, Identity Safety, Manners, Safe Sites, Safety Rules		Teachers, Technology Instructional Aide	Awareness of current technology and safety will promote the use of technology skills.	20%		



= Accomplished


= No Progress

= Discontinue

State Compensatory

Budget for Woodcrest Elementary School:

Account Code	Account Title	Budget
6100 Payroll Costs		
199.11.6112.75.107.0.24.0.00	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$3,000.00
199.11.6119.00.107.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$136,255.00
211.11.6119.00.107.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$44,075.00
211.11.6129.00.107.0.24.0.00	6129 Salaries or Wages for Support Personnel	$36,428.00
199.11.6141.00.107.0.24.0.00	6141 Social Security/Medicare	$5,070.00
199.11.6141.75.107.0.24.0.00	6141 Social Security/Medicare	$50.00
211.11.6141.00.107.0.24.0.00	6141 Social Security/Medicare	$1,167.00
199.11.6142.00.107.0.24.0.00	6142 Group Health and Life Insurance	$22,775.00
211.11.6142.00.107.0.24.0.00	6142 Group Health and Life Insurance	$9,117.00
199.11.6144.00.107.0.24.0.00	6144 Teacher Retirement/TRS Care - On Behalf Payment	$27,969.00
199.11.6145.00.107.0.24.0.00	6145 Unemployment Compensation	$77.00
211.11.6145.00.107.0.24.0.00	6145 Unemployment Compensation	$60.00
199.11.6146.00.107.0.24.0.00	6146 Teacher Retirement/TRS Care	$9,600.00
211.11.6146.00.107.0.24.0.00	6146 Teacher Retirement/TRS Care	$8,208.00
211.11.6149.00.107.0.24.0.00	6149 Employee Benefits	$840.00
199.11.6149.00.107.0.24.0.00	6149 Employee Benefits	$1,960.00
	6100 Subtotal:	**$306,651.00**

Account Code	Account Title	Budget
6300 Supplies and Services		
199.11.6399.00.107.0.24.0.00	6399 General Supplies	$800.00
	6300 Subtotal:	**$800.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Woodcrest is a diverse campus including ESL, economically disadvantaged and at risk students. Our student population has remained steady this school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. Our staff is highly qualified and we provide school counseling to all students at GE through class, small group and individual meetings. Parent engagement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home. The committee met on April 23, 2019 to work on the CNA and campus plan and finalized that day at the committee meeting.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Woodcrest is a diverse campus including ESL, economically disadvantaged and at risk students. Our student population has remained steady this school year. Student achievement continues to be successful because of strong classroom instruction and a team approach. Our campus provides reading and math assistance teachers as well as an ESL specialist to support student learning. Our staff is provides a high level of instruction and we provide school counseling to all students at Woodcrest through class, small group and individual meetings. Parent engagement is important to our campus and we welcome parents to all events. Our PTA is a great support to our campus. Communication happens through varied methods: Remind, Facebook, phone calls, newsletter and notes home. The committee met on May 23, 2019 to work on the CNA and campus plan and finalized that day at the committee meeting.

2.2: Regular monitoring and revision

The Campus Plan was reviewed, revised and approved at the August 23, 2018 CIC/Title meeting held at Woodcrest Elementary. Campus Needs Assessment

was performed at the May 23, 2019 meeting held at Woodcrest Elementary. At this time the Campus Improvement Plan was reviewed for changes and adjustments for the upcoming school year. Our CIC also completed an evaluation of Title I, Part A funds. Minutes of CIC meetings are attached.

2.3: Available to parents and community in an understandable format and language

The campus improvement plan is available at Woodcrest Elementary in the office. It is available on our campus web-page via the district website. We also have a copy at our CIC meetings for members to review. Our campus improvement plan is available in Spanish and posted on our campus web-page via the district website.

2.4: Opportunities for all children to meet State standards

Goal 1 Performance Objective 1 Strategy 1,2,3,5,11; Goal 1 Performance Objective 2 Strategy 1 and 2 (Pages 16-20).

2.5: Increased learning time and well-rounded education

Woodcrest Elementary provides methods and instructional strategies that strengthen the academic program at our school, increase the amount and quality learning time and help provide enriched and accelerated curriculum, which may include programs, activities and courses that provide a well-rounded education. Goal 1, Performance Objective 1, Strategies 4,8,; Goal 1 Performance Objective 2, Strategies 4,5,6: Goal 1, (Pages 16-20)

2.6: Address needs of all students, particularly at-risk

Woodcrest Elmentary provides instructional programs and strategies that target at risk students. Goal 1, Performance Objective 1, Strategies 2,6,7 810; Goal 1 Performance Objective 2, Strategies 1,3,4,5,8; (Pages 16-20)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy was developed by our CIC/Title committee on August 27, 2018 at Woodcrest Elementary. This committee is listed and attached to this plan. The Parent and Family Engagement Policy was distributed at our CIC/Title meeting in August 27 2018. It is available at

Woodcrest Elementary in the office. Our Parent and Family Engagement Policy is available in English on our campus web-page via the district website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our CIC/Title meetings were held on August 27, 2018 at 9:00 am and 5pm at Woodcrest Elementary; March 19, 2019 at 9:00 am and 5:00 pm at Woodcrest Elementary. Our parent engagement activities included STEAM Night , September 25 5:00-7:00 pm in the gym at Woodcrest Elementary. This was in conjunction with our bookfair and we had guest readers in the rooms; We also have several choir programs throughout the school year for parents to attend. All of our events have a moderate to high attendance rate and we enjoy including our parents in as many activities as possible.

Title I Personnel

Name	Position	Program	FTE
Christian Jordan	Aide	Technology	1
Cindy Berrier	Math Aide	Title	1
Demi Stone	Teacher	2nd Grade	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Angela Abel	
Parent	Sabrina Cole	parent
Parent	Katherine Tatum	parent
Classroom Teacher	Debby Addison	teacher
Classroom Teacher	Brandi Burks	teacher
Classroom Teacher	Charlene Cobb	teacher
Non-classroom Professional	Lisa Clark	Speech teacher
Classroom Teacher	Ashley Perkins	teacher
Parent	Haylee Hartje	parent
Classroom Teacher	Casey Stafford	teacher
Classroom Teacher	Jamie Haining	teacher

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1		199	$0.00
1	1	2			$0.00
1	1	3			$0.00
1	1	4			$0.00
1	1	5			$0.00
1	1	8			$0.00
1	1	9			$0.00
1	2	1	See Goals 1.1.9 and 1.1.13		$0.00
1	2	2			$0.00
1	2	4			$0.00
2	1	1			$0.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
3	1	5			$0.00
3	1	6			$0.00
4	1	1			$0.00
7	1	1			$0.00
7	1	2			$0.00
7	1	3			$0.00

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
7	1	4			$0.00
7	1	5			$0.00
				Sub-Total	$0.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	$6,118.00	211	$6,118.00
1	1	1	$5,3330.00	211	$5,333.00
1	1	6			$238,949.00
1	1	10			$103,672.00
1	2	1			$186,833.00
1	2	6	See Goal 1.1.9		$238,949.00
1	2	7			$5,333.00
				Sub-Total	$785,187.00

263 - Title III					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	7			$1,491.00
1	2	1			$1,491.00
				Sub-Total	$2,982.00

224 - IDEA					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	3			$0.00
				Sub-Total	$0.00

Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	9			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	4			$0.00
5	1	5			$0.00
5	1	6			$0.00
5	1	7			$0.00
5	1	8			$0.00
5	1	9			$0.00
5	1	10			$0.00
5	1	11			$0.00
6	1	1			$0.00
				Sub-Total	$0.00

PTA Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	2			$0.00
				Sub-Total	$0.00
				Grand Total	$788,169.00

Addendums

School Parent and Family Engagement Policy Checklist

In support of strengthening student academic achievement, each campus that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parent and family engagement policy that contains information required by Public Law (PL) 114-95 Section 1116 (b) & (c) of the Every Student Succeeds Act (ESSA). The policy establishes the school's expectations for parental involvement and describes how the campus will implement a number of specific parental involvement activities.

Please use the checklist below as a support tool in helping you create and assess your School Parental Involvement Policy:

Yes	No	
✓		Does the school have a current year school parent and family engagement policy? PL 114-95 Section 1116 (b)(1)
✓		Is the school parent and family engagement policy presented in a format and written in a language parents/families can understand? (is it user friendly?) PL 114-95 Section 1116 (b)(1)
		Was the school parent and family engagement policy jointly developed with and agreed on with parents? PL 114-95 Section 1116 (b)(1)
✓		*Invitation to parents/families to attend meeting?*
✓		*Agendas for meetings?*
✓		*Sign-in sheet for meetings including name and title/position?*
✓		*Minutes of meeting?*
		Was the school parental involvement policy distributed to parents/families? (Not all listed below are required but identify and document how the district policy was distributed) PL 114-95 Section 1116 (b)(1)
✓ ?		*Student handbook?*
✓		*District website?*
	✓	*Direct mail?*
	✓	*E-mail?*
	✓	*Placed in newspaper?*
	✓	*Provided at student registration?*
	✓	*Provided and explained at beginning of school year event?*
	✓	*Discussed at parent-teacher conference?*
		Other?
		Was the school parent and family engagement policy made available to the local community? PL 114-95 Section 1116 (b)(1)
✓		*Document how the school policy was made available to the community: newspaper announcement, presented at public school board meeting, provided to places of worship, civic organizations, businesses, etc.* (Available @ School on handouts)

Campus Parental Involvement Policy Checklist

Yes	No	
✓		Does the school policy describe there will be an annual meeting, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation under this part and to explain the requirements under this part, and the right of parents to be involved? PL 114-95 Section 1116 (c)(1)
		Provide documentation for the annual meeting…
✓		*How the meeting was announced and parents invited - website, email blast, newspaper, notice sent home with students, telephone "tree", etc.* a invitation – Title committee only in Fall
✓		*Agenda for the meeting including handouts that may be provided*
✓		*Sign-in sheets including name and title/position*
✓		*Minutes of meeting*
✓		Does the school policy affirm that the school will offer a flexible number of meetings, such as morning and evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement? PL 114-95 Section 1116 (c)(2)
✓ not to all parents		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engaement policy? PL 114-95 Section 1116 (c)(3)
✓		Does the school policy describe how parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of programs under this part, including the planning, review, and joint development of the schoolwide program plan (campus improvement plan)? PL 114-95 Section 1116 (c)(3)
✓		Does the school policy address how parents/families will be provided timely information about school programs under this part? PL 114-95 Section 1116 (c)(4)(A)
✓	✓	Does the school policy address how parents/families will be provided a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards? PL 114-95 Section 1116 (c)(4)(B)
✓	✓	Does the school policy address how parents/families, when requested, will have opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible? PL 114-95 Section 1116 (c)(4)(C)

Campus based questionaire - ✓ (11)

All parents be available to All parents *

Title info

Assess. / Curric.

Powerpoint

Campus Parental Involvement Policy Checklist

Yes	No	
✓	✓	Does the school policy advise if the schoolwide program plan (campus improvement plan) is not satisfactory to parents that the school will submit any parent comments on the plan when the school makes the plan available to the LEA? PL 107-110 Section 1118 (c)(5)
✓		Does the school policy describe how the school will build the schools' (and parents') capacity for parental involvement in the following ways… **(Building Capacity Requirements)**
✓		1. Shall provide assistance to parents/families in understanding such topics as the challenging State academic standards, State and local academic assessments, and how to monitor a child's progress, and how to work with educators to improve the achievement of their children. PL 114-95 Section 1116 (e)(1)
✓		2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology. PL 114-95 Section 1116 (e)(2)
✓		3. Shall educate teachers, specialized instruction support personnel, principals and other school leaders and other staff, with the assistance of parents, in the value and utility of contributions of parents/families, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between the parents and the school. PL 114-95 Section 1116 (e)(3)
✓		4. Shall, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other Federal, State, and local programs, including public preschool programs, , and conduct other programs such as parent resource centers. PL 114-95 Section 1116 (a)(2)(C) and (e)(4)
✓		5. Shall ensure that information related to school and parent/family programs, meetings, and other activities is sent to the parents/families in a format and, to the extent practicable, in a language the parents can understand. PL 114-95 Section 1116 (e)(5)
		6. Shall provide such other reasonable support for parental involvement activities under this section as parents may request. PL 114-95 Section 1116 (e)(14)
		For all the building capacity requirements maintain documentation...
✓		*Publicity and invitation to parents about events*
✓		*Agendas for meetings and programs*
✓		*Sign-in sheets at meetings and training events including name and position/title*
✓		*Minutes of meetings or record of training event*
✓		*Letters and newsletters and other print info*
		E-mails and electronic files
		Telephone log
✓		*Record of home visits*

Campus Parental Involvement Policy Checklist

Yes	No	
✓		Does the school policy describe how the school will build the schools' and parents' capacity for parental involvement in the following ways… (**Building Capacity Options**)
		1. May involve parents/families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training. PL 114-95 Section 1116 (e)(6) **Optional**
		2. May provide necessary literacy training from funds received under this if the LEA has exhausted all other reasonably available sources of funding for such training. PL 114-95 Section 1116 (e)(7) **Optional**
		3. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents/families to participate in school-related meetings and trainings. PL 114-95 Section 1116 (e)(8) **Optional**
		4. May train parents to enhance the involvement of other parents. PL 114-95 Section 1116 (e)(9) **Optional**
		5. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers and other educators with parents/families who are unable to attend such conferences at school in order to maximize parental involvement and participation. PL 114-95 Section 1116 (e)(10) **Optional**
		6. May adopt and implement model approaches to improving parental involvement. PL 114-95 Section 1116 (e)(11) **Optional**
		7. May develop appropriate roles for community-based organizations and businesses in parental involvement activities. PL 114-95 Section 1116 (e)(13) **Optional**
		For all the building capacity options maintain documentation…
		Publicity and invitation to parents about events
		Agendas for meetings and programs
		Sign-in sheets at meetings and training events including name and position/title
		Minutes of meetings or record of training event
		Letters and newsletters and other print info
		E-mails and electronic files
		Telephone log
		Record of home visits

Woodcrest Elementary
Title 1/CIC Meeting
Sept. 5, 2019
7:30 am & 3:30 pm

GROW
Where you are planted

Sign-In Sheet

Haylu Hartzi	
Sabrina Cole	
Katherine Tatum	
Chrissy Lane	
Cassy Stafford	
Jamie Harvey	
Marlene Capp	
Addelison	
Brandi Burks	
Angela Allred	
Lisa Clark	

Port Neches-Groves Independent School District

West Groves Early Learning Center

2019-2020



Board Approval Date: September 9, 2019
Public Presentation Date: September 9, 2019

Mission Statement

The mission of West Groves Early Learning Center is to strive to make our campus a safe, friendly, and consistent environment where every student has equal opportunity to learn. We believe that this will be accomplished by creating a stimulating and non-threatening learning environment for all students.

Vision

"The students of WGELC will encounter success as they transition into kindergarten and beyond at PNGISD!"

Value Statement

We hope our students will exhibit a positive self-image and physical well being, exhibit respect for self, others, and the environment, and demonstrate proficiency in communication and academic skills.

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Comprehensive Needs Assessment

Needs Assessment Overview

West Groves Early Learning Center is a Pre-K and PPCD campus that serves mainly ESL, bilingual, Special Education, and low income students. Because of the unique needs of our students, we strive to assist our students and their families in fostering a mutually successful education.

Demographics

Demographics Summary

The students of West Groves Early Learning Center come from a variety of backgrounds. Our student population make up includes: 43% white, 2% African American, 3% Multi-race, 9% Asian and 41% Hispanic (2017). Additionally, we have 77% of our students eligible for free/reduced food programs. Our classes size average is 10-14 children per Pre-K teacher. Additionally, we have one teacher who is ESL certified and one teacher who is bilingual certified and they serve our LEP students.

Demographics Strengths

- Our teachers are trained to meet the diverse needs of their students which includes general education, special education, LEP, etc.
- Starting in the 2017-2018 school year, we will have a bilingual pre-k class.
- We strive to place our special education students in an inclusive setting of a least restrictive environment.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity. **Root Cause**: WGELC has a large ESL population. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Student Academic Achievement

Student Academic Achievement Summary

The faculty and staff at West Groves Early Learning Center strive to make every student a successful learner. Our campus believes all students can and will learn.

Student Academic Achievement Strengths

Pre-K and PPCD students made considerable growth from the beginning of year to the end of the year based on assessment data from CLI Engage, STAR Early Literacy and Istation.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: WGELC students need to acquire early literacy skills to prepare for kindergarten. Supplemental instructional staff are needed to focus on closing achievement gaps for all disaggregated student groups in reading and math. **Root Cause**: Students attending WGELC attend based upon one of six qualifications: limited English, low income, foster care or CPS, military family member, homeless or a student with a disability. These students have not all been exposed to early learning and literacy opportunities.

Problem Statement 2: Early intervention based upon the needs identified in beginning of year benchmarks for all students. **Root Cause**: Students must qualify for either pre-k or PPCD in order to attend WGELC. We may not reach all possible candidates in order to provide early intervention.

School Processes & Programs

School Processes & Programs Summary

West Groves Early Learning Center will continue to strive to create a warm learning environment for our students. We will welcome support from local business and organizations in order to provide the best learning atmosphere for our students. Our faculty and staff are all certified. Professional development opportunities are aligned to the various needs of the faculty and staff and meet the demands of student learning and progress. Mentors are assigned to new teachers through the district's mentor program to offer support. Data from screenings and teacher assessments are a driving force for our curriculum and instruction in order to meet students' academic learning needs. Students are identified "at risk" based upon beginning of year benchmark testing.

School Processes & Programs Strengths

- Low Discipline Issues
- Strong Community Support
- Safe and Orderly Environment
- Teachers help and support each other in order to meet the needs of all students
- Our staff knows the importance of what they do and are willing to go the extra mile to help each other and our students
- Staff members are enthusiastic and have a desire to work with at-risk students.
- Staff comes highly recommended and will be a positive addition to our team.
- The staff is encouraged to go above and beyond to ensure the success of all students and teachers.
- Innovative, outside-the-box techniques are often incorporated into lessons to ensure that each student is able to learn in the way that he or she is most successful.
- Beginning, Middle, and End of Year benchmarks/screeners are given to track progress.
- All classroom teachers have instructional technology to enhance their instruction.
- Supplemental programs and curriculum are used to enhance learning in the classroom.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Meet or increase the STAR Early Literacy overall score of 500 for all students. **Root Cause**: Many students will meet this goal but many students may struggle due to limited English or lack of academic skills prior to starting pre-k program.

Perceptions

Perceptions Summary

Our campus strives to make our school a safe, friendly and consistent environment where every student has an equal opportunity to learn. We believe that this will be accomplished by creating a stimulating and non-threatening learning environment for all students. We will strive to provide parents with the best resources and tools to help be an educational advocate for their child. WGELC keeps an open line of communication for teachers and parents. A parent engagement survey is sent home every year to help the campus evaluate the home-school connection. West Groves Early Learning Center understands the importance of technology when educating our students. Our teachers utilize technology resources in all aspects of teaching and learning.

Perceptions Strengths

WGELC continues to use various means of communicating and encouraging parents and community to be involved as well encourage instruction and communication through technology:

- Remind101
- Invite parents to attend a “Meet the Teacher Night” (Open House).
- Conduct Parent Conferences (provide translator if possible).
- Involve business partners in school activities
- Provide community programs to enhance curriculum, such as guest speakers and donations
- Invite parents to attend school events
- Newsletters with campus information
- Encourage parents to register with Skyward-Family Access
- Conduct bi-annual Title I Meetings and CIC meetings
- Campus Webpage
- Perceived as a parent friendly and approachable campus
- Provides a variety of ways to help parents stay informed and organized with school related events.
- We are a technology-rich district and campus. Utilization of technology enhances learning opportunities for students, as well as our teachers.
- Teachers have interactive white boards and document cameras.
- Teachers and students have access to iPads.
- Teachers and students have access to a computer lab and library.
- Utilize district help desk to trouble shoot technology issues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: WGELC will reach out to parents to participate in campus activities. **Root Cause**: We currently communicate with parents through notes home, social media and remind 101. Since not all parents have access to technology, this could cause a communication barrier.

Problem Statement 2: Seek community feedback and family engagement through surveys, teacher interaction, teacher conferences and school events. **Root Cause**: Many parents work and are unable to attend school events. District parent survey participation is requested but not all parents participate. Limited English of ESL parents causes lack of participation at times.

Priority Problem Statements

Problem Statement 1: Teachers and staff will recognize and understand the needs of our families and their cultural diversity.

Root Cause 1: WGELC has a large ESL population here. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Problem Statement 1 Areas: Demographics

Problem Statement 2: WGELC students need to acquire early literacy skills to prepare for kindergarten. Supplemental instructional staff are needed to focus on closing achievement gaps for all disaggregated student groups in reading and math.

Root Cause 2: Students attending WGELC attend based upon one of six qualifications: limited English, low income, foster care or CPS, military family member, homeless or a student with a disability. These students have not all been exposed to early learning and literacy opportunities.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: WGELC will reach out to parents to participate in campus activities.

Root Cause 3: We currently communicate with parents through notes home, social media and remind 101. Since not all parents have access to technology, this could cause a communication barrier.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Seek community feedback and family engagement through surveys, teacher interaction, teacher conferences and school events.

Root Cause 4: Many parents work and are unable to attend school events. District parent survey participation is requested but not all parents participate. Limited English of ESL parents causes lack of participation at times.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Meet or increase the STAR Early Literacy overall score of 500 for all students.

Root Cause 6: Many students will meet this goal but many students may struggle due to limited English or lack of academic skills prior to starting pre-k program.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Early intervention based upon the needs identified in beginning of year benchmarks for all students.

Root Cause 7: Students must qualify for either pre-k or PPCD in order to attend WGELC. We may not reach all possible candidates in order to provide early intervention.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Teachers and staff will recognize and understand the needs of our families and their cultural diversity.

Root Cause 8: WGELC has a large ESL population. There are many different cultures, beliefs and educational philosophies that come along with a diverse student population.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Student Data: Assessments

- Observation Survey results

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Study of best practices

Goals

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 1: To equip students for success in the Kindergarten program, the Pre-Kindergarten students will attain a scale score of a least 500 on the Star Early Literacy end of year screening and an overall score of Tier 1 on the Istation end of year screening.

Evaluation Data Source(s) 1: Teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

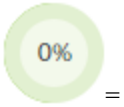
Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Use Scholastic's "Big Day" state adopted materials to implement a child-centered curriculum for all students.	2.4	• Administrator • Faculty	Increased student success			
2) Use developmentally appropriate manipulatives within centers.	2.4, 2.6	• Administrator • Faculty	Increased student success			
	Funding Sources: 199 - General Fund - 1000.00					
3) Utilize technology during instruction and centers to enhance readiness literacy and math skills.	2.4, 2.5, 2.6	• Administrator • Faculty	Increased student success			
	Funding Sources: 199 - General Fund - 1000.00					
4) Follow IEP goals, objectives and schedule of services for all students with disabilities.		• Administrator • Special Education Director • Faculty	Increased student success			
	Funding Sources: 225 - IDEA B (Preschool) - 0.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished



= No Progress


= Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 2: To equip students for success in the Kindergarten program, the Pre-Kindergarten students with English as a Second Language and Bilingual status will attain a scale score of at least 450 on the STAR Early Literacy end of year screening and an overall score of Tier 2 on the Istation end of year screening.

Evaluation Data Source(s) 2: Classroom and ESL teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Research-based instruction and the use of technology will be provided for LEP students to help promote student success in early reading skills	2.4, 2.6	• Administrator • Faculty • ESL Teacher	Increased student success	30%		
	Funding Sources: 263 - Title III - 500.00, 199 - General Fund - 0.00, 211 - Title I-A - 0.00					
2) The STAR Early Literacy Reading Program and Istation will be utilized to target areas of weakness. In accordance with the prioritized needs assessment, this campus will implement varied and effective instructional strategies in reading and math to improve the academic achievement of diverse learners and close the identified achievement gaps.	2.6	• Administrator • Faculty	Increased student success	50%		
	Funding Sources: 199 - General Fund - 0.00					
3) Emphasize letter and number recognition, vocabulary, and speaking activities with LEP students.	2.4, 2.5, 2.6	• Administrator • Faculty	Increased student success	30%		
	Funding Sources: 263 - Title III - 100.00, 199 - General Fund - 0.00					
4) Supplemental instructional staff (teachers and paraprofessionals) to focus on closing educational achievement areas among all disaggregated student groups and improvement of reading and math performance.	2.4, 2.6		Increased student success	30%		
	Funding Sources: 211 - Title I-A - 77500.00					



= Accomplished


= No Progress

= Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments and prepare all students for graduation and post-secondary success.

Performance Objective 3: To equip students for success in the appropriate program, the students with disabilities will show improvement on the end of year screenings.

Evaluation Data Source(s) 3: Teacher observation/evaluations, report cards, and additional data from Istation, STAR Early Literacy, and curriculum assessments.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide an environment that is sensitive to learning differences through the use of books, environmental print, and other resources.	2.4, 2.6	• Administrator • Faculty	Increased student success	30%		
	Funding Sources: Campus Funds - 0.00, 199 - General Fund - 0.00					
2) Emphasize sequencing, phonics, vocabulary, listening, and articulation activities with identified speech students.	2.4, 2.6	• Administrator • Speech Pathologist	Increased student success	30%		
	Funding Sources: 263 - Title III - 0.00					
3) Use knowledge of the stages of languages development in planning instruction.	2.4	• Administrator • Faculty	Increased student success	30%		
	Funding Sources: 199 - General Fund - 0.00					
4) Follow IEP goals, objectives and schedule of services for all students with disabilities.	2.4	• Administrator • Faculty	Increased student success	30%		



= Accomplished


= No Progress

= Discontinue

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: To attain an average student attendance rate of at least 92% for the current school year.

Evaluation Data Source(s) 1: Attendance Reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Provide perfect attendance awards and other incentives for students.		• Principal • Faculty	Increased student attendance	15%		
	Funding Sources: 199 - General Fund - 50.00					
2) Contact parents of students with excessive absences.		• Administrator	Increased student attendance	20%		
3) Send warning letter to comply with compulsory attendance law, and/or file in Justice of the Peace court to report parents of students with excessive absences.		• Administrator • Coordinator of Special Services	Increased student attendance	20%		



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: To ensure a safe school environment that encourages and promotes positive behavior and academic learning.

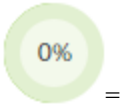
Evaluation Data Source(s) 1: Observation, time requirements, observed student responses and behaviors, faculty input, signed forms of acceptable use policy on file in the office, faculty and parent feedback.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct safety drills (Fire, "Duck & Cover," Shelter in Place, Lock Down, Reverse Evacuation)		• Administrator • Faculty	Reinforced safety protocols	25%		
	Funding Sources: 199 - General Fund - 0.00					
2) The faculty and staff will review the campus Crisis Management plan and CPI plan.		• Administrator • C.I.C. (Campus Improvement Committee) • Faculty	Reinforced safety protocols	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					
3) The campus Principal will ensure that students and faculty comply with district acceptable use policies.		• Administrator • Faculty	Guidance for the district in providing safer campuses	40%		
	Funding Sources: 199 - General Fund - 0.00					
4) Staff will be provided training or a refresher course for Immediate Response to an Armed Intruder by implementing in the classroom strategies to run, lock, and/or fight in the case of an armed intruder.		• District Personal • Trained Instructors • Administrator • Faculty • Local Law Enforcement	Reinforced safety protocols	50%		
	Funding Sources: 199 - General Fund - 0.00					
5) Provide drug awareness through Red Ribbon Week activities and distribution of materials.		• Administrator • Elementary Counselors	Providing safer campuses	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May



= Accomplished 

= No Progress  = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: To ensure a safe school environment for students, teachers, staff

Evaluation Data Source(s) 2: Drill documentation, Raptor documentation, Accident reports

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All visitors will sign in at the office and will be issued a badge		• Secretary/Nurse	Reinforced safety protocols	30%		
2) Communicate rules and procedures to parents, community and make available the Student Code of Conduct		• Administrator	Providing safer campuses	100%	100%	100%
3) Provide Handle With Care training to faculty		• Administrator	Providing safer campuses	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Staff will be provided staff development on areas determined by their strengths and weaknesses as well as the campus needs.

Evaluation Data Source(s) 1: Staff Development Evaluations and Teacher Feedback

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Allow teacher feedback to determine staff development needs for the school.		• Administrator	Provide teachers with strategies for all learners	25%		
	Funding Sources: 199 - General Fund - 0.00					
2) Select high quality speakers and workshops for teachers to attend.		• Administrator	Provide teachers with strategies for all learners	40%		
	Funding Sources: 199 - General Fund - 0.00					
3) Provide staff development to staff and teachers annually to increase awareness and recognition of issues of maltreatment and sexual abuse of children.		• Administrator	Provide teachers with strategies for all learners	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00					



= Accomplished


= No Progress

= Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 2: Staff will be provided staff development in the sexual abuse and maltreatment of children.

Evaluation Data Source(s) 2: Teacher and Staff Understanding

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) All faculty and staff members will be trained on the district provided PowerPoint and information.		Administrator	Provide teachers with strategies for all learners	100%	100%	100%



= Accomplished


= No Progress

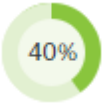
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Goal 5: PN-GISD personnel will promote effective parental and community engagement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: To involve parents and community members in the educational process and to strengthen communication between the school and community.

Evaluation Data Source(s) 1: Parent response, volunteer hours documentation, school faculty and business response, community response, number of parents that are registered, number of parents who are participating, number of students who are participating

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Invite parents to attend a "Meet the Teacher Night" (Open House).	3.2	• Administrator • Entire Faculty	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 0.00					
2) Conduct Parent Conferences	3.2	• Administrator • Teachers	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 0.00					
3) Enlist two Campus Improvement Committee representatives from the community		• Administrator • Faculty	Foster parent and community engagement in planning			
	Funding Sources: Campus Funds - 0.00					
4) Provide community programs to enhance curriculum, such as guest speakers and donations	3.2	• Administrator	Positive parent perspectives of the district			
	Funding Sources: 211 - Title I-A - 1000.00					
5) Invite parents to attend these meetings or programs for each grade level: • Class Programs • Title I Meetings • Family Nights	3.2	• Administrator • Faculty	Positive parent perspectives of the district			
	Funding Sources: Campus Funds - 600.00					

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
6) Newsletters with campus information and other sources, including the campus web page and Remind 101		• Administrator • Teachers	Positive parent perspectives of the district	50%		
	Funding Sources: Campus Funds - 0.00					
7) Encourage parents to utilize Skyward- Family Access		• Administrator • Teachers	Positive parent perspectives of the district	45%		
	Funding Sources: Campus Funds - 0.00					
8) As part of our Parent and Family Engagement Policy, all parents will receive a copy of the school-parent compact in either English or Spanish during the fall teacher/parent conferences.	3.1, 3.2	• Administrator	Positive parent perspectives of the district	100%	100%	100%
9) WGELC will continue to strive to be an advocate for all foster children and provide necessary resources and implementation of ESSA requirements.		Principal	Support for all learners	25%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by certified teachers.

Performance Objective 1: Maintain 100% certified faculty and staff.

Evaluation Data Source(s) 1: Number of positions posted, number of applications completed, number of visits on the web page counter, mentor assignments, mentor conference logs, mentor evaluations, personnel files, teacher interviews, campus demographics, student schedules.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Conduct recruitment activities if needed to ensure certified personnel in all positions. Activities will include participating in job fairs, posting vacancies, in multiple sites/organizations and maintaining active web page		• Assistant Superintendent • Administrators	High quality instruction for all learners	30%		
	Funding Sources: Campus Funds - 0.00					
2) Establish an effective teacher mentoring system in order to retain certified staff		• Administrators	High quality instruction for all learners	35%		
3) Analyze data from paraprofessional's files to ensure all instructional aides are highly qualified, requiring any instructional aide not considered "highly qualified" to attend designated paraprofessional training		• Assistant Superintendent • Administrator • Paraprofessionals	High quality instruction for all learners	100%	100%	100%
4) Assign certified teachers in equal proportions to classes, including low-income and minority students		• Administrator	High quality instruction for all learners	100%	100%	100%
5) Assist teachers in maintaining or attaining certification through alternative programs, coursework, and TExES testing in order to assure all staff is certified.		• Administrator	High quality instruction for all learners	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: To maintain and expand current knowledge and skills for optimal use of technology throughout the campus.

Evaluation Data Source(s) 1: Classroom Walkthroughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
				Nov	Feb	May
1) Utilize iPads in daily or weekly classroom instruction	2.4	• Administrator • Teachers	Instructional strategies to address all learners	35%		
	Funding Sources: 199 - General Fund - 200.00					
2) Teachers will share with the staff technology information learned through peers, training opportunities, etc.	2.4	• Administrator • Teachers	Instructional strategies to address all learners	40%		



= Accomplished 

= No Progress  = Discontinue

State Compensatory

Budget for West Groves Early Learning Center:

Account Code	Account Title	Budget
6100 Payroll Costs		
211.11.6119.00.111.0.24.0.00	6119 Salaries or Wages - Teachers and Other Professional Personnel	$54,577.00
211.11.6129.00.111.0.24.0.00	6129 Salaries or Wages for Support Personnel	$15,469.00
211.11.6141.00.111.0.24.0.00	6141 Social Security/Medicare	$1,015.00
211.11.6142.00.111.0.24.0.00	6142 Group Health and Life Insurance	$4,566.00
211.11.6145.00.111.0.24.0.00	6145 Unemployment Compensation	$90.00
211.11.6146.00.111.0.24.0.00	6146 Teacher Retirement/TRS Care	$7,214.00
211.11.6149.00.111.0.24.0.00	6149 Employee Benefits	$560.00
	6100 Subtotal:	**$83,491.00**

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

West Groves Early Learning Center is a Title I Schoolwide campus. We have a diverse student population including ESL, Bilungual, economically disadvantaged, special education, at-risk, and general education students. Kindergarten readiness goals continue to be reached by this campus because of the strong student focus of all stakeholders. Our campus provides both a bilingual class for our Spanish speaking students and an ESL class for students of all other languages. We provide counseling to students through counselors from other campuses, both through individual and group opportunities, and use the services of Samaritan Counseling when needed. Since our campus is the beginning of our students' educational career we strive to encourage parent and family engagement at a high level. We offer meet the teacher night, parent conferences, two parent nights per year, and a grandparents' day. Communication occurs through newsletters, Facebook, Remind, conferences, and phone calls. The committee met on April 16, 2019 to review and revise the CNA and campus plan.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our CIC is comprised of pre-k, PPCD, and ESL teachers, principal, parents, and community members. Our campus is adequately represented and the list of members is attached to this plan.

2.2: Regular monitoring and revision

The campus plan was reviewed and approved at the August 29, 2018 committee meeting. The plan and needs assessment were reviewed and discussed again at the December 13, 2018 meeting and revisions were made for the 2019-20 plan at the April 16, 2019 meeting. Our committee also completed an evaluation of the Title I, Part A funds, and it was determined at that time that the use of funds for salaries was most appropriate for our campus.

2.3: Available to parents and community in an understandable format and language

Our campus improvement plan is availabe in the office at WGELC. It is also available on the district website and made available in other languages upon request.

2.4: Opportunities for all children to meet State standards

Faculty members meet regularly for planning and training on State Pre-K guidelines and a review of the campus curriculum. Training needs are determined by faculty and the campus principal.

2.5: Increased learning time and well-rounded education

WGELC reviews that student schedule each year in order to provide the most appropriate learning time for students. The learning day was increased by 15 minutes per session in the 2018-19 school year to maximize learning time.

2.6: Address needs of all students, particularly at-risk

The needs of our at-risk students are monitored by classroom teachers and the campus principal in order to make adjustments to meet the needs of all students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement policy was developed by our CIC/Title committee on August 29 at WGELC. It is available in the campus office and on the campus website.

3.2: Offer flexible number of parent involvement meetings

We have several parent engagement meetings during the school year. Our committee met onAugust 29, December 13, and April 16 at 10:00 am. Meet the teacher night was held on August 14 at 3:30 pm and our Title I parent nights were held on October 18 at 5:00 pm and March 26 at 5:30. We offered a Grandparents Day on May 23 at 10:00 and 2:00.

Title I Personnel

Name	Position	Program	FTE
Kayla Borne	Instructional Aide	PreK	1
Sarah Walker	Teacher	PreK	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Tanya Davis	Principal
Classroom Teacher	Sarah Walker	Teacher
Classroom Teacher	Patsy Marks	Teacher - ESL
Classroom Teacher	Adela Hochstrasser	Teacher - Bilingual
Classroom Teacher	Britney Haynes	Teacher - Special Ed
Classroom Teacher	Cara Holder	Teacher - Special Ed
Non-classroom Professional	Allison Monk	Secretary/Nurse
Community Representative	Patsy Arredondo	Community
Parent	Deedra Young	Parent
Parent	Tammy Coates	Parent
Business Representative	Melody Butler	Business Rep

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$1,000.00
1	1	3			$1,000.00
1	2	1	See Goals 1.1.9 and 1.1.13		$0.00
1	2	2			$0.00
1	2	3			$0.00
1	3	1		199	$0.00
1	3	3			$0.00
2	1	1			$50.00
3	1	1			$0.00
3	1	2			$0.00
3	1	3			$0.00
3	1	4			$0.00
4	1	1			$0.00
4	1	2		$1,000	$0.00
4	1	3			$0.00
7	1	1			$200.00
				Sub-Total	$2,250.00

211 - Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	2	4			$77,500.00

211 - Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4			$1,000.00
				Sub-Total	$78,500.00

263 - Title III

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	See Goals 1.1.9 and 1.1.13		$500.00
1	2	1			$0.00
1	2	3			$100.00
1	2	3			$0.00
1	3	2			$0.00
				Sub-Total	$600.00

225 - IDEA B (Preschool)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			$0.00
				Sub-Total	$0.00

Campus Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			$0.00
5	1	1			$0.00
5	1	2			$0.00
5	1	3			$0.00
5	1	5			$600.00
5	1	6			$0.00
5	1	7			$0.00
6	1	1			$0.00
				Sub-Total	$600.00

Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$81,950.00

Addendums

West Groves Early Learning Center

Parent and Family Engagement Policy

2019-2020

PURPOSE

The goal of Title I parent and family engagement is to provide opportunities and information for parents that will help them assume a more meaningful role in improving student achievement and increase their effectiveness when participating in the planning, design, implementation and evaluation of Title I programs.

GENERAL EXPECTATIONS

WGELC agrees to:

- Be governed by the following statutory definition of parent and family engagement, and will carry out programs, activities, and procedures in accordance with this definition:

Parent and Family Engagement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

(a) That parents play an integral role in assisting their child's learning.
(b) That parents are encouraged to be actively involved in their children's education at school
(c) That parents are full partners in their children's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their children
(d) The carrying out of other activities, such as those described in section 1118 of the ESEA.

- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parent and family engagement are spent.
- Jointly develop/revise with parents the school parent and family engagement policy and distribute it to parents of participating children and make available the parent and family engagement plan to the local community.
- Jointly conduct, with the engagement of parents, an annual evaluation of the content and effectiveness of the school's parent and family engagement policy.
- Use the findings of the parent and family engagement policy evaluation to design strategies for more effective parent and family engagement, and to revise, if necessary, the school's parental engagement policy.
- Inform parents and parents organizations of the purpose and existence of the Parental Information and Resource Centers (PIRC) in Texas
- If the plan for Title I, Part A, developed under section 1112 is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local education agency.
- Provide to each parent an individual student report about the performance of their child on the State assessment in at least mathematics, language arts, and reading.
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, 12/2/12)
- Provide each parent timely notice information regarding the professional qualifications of the students' classroom teachers and paraprofessionals, as described in section 1111(h)(6)(A)

POLICY INVOLVEMENT/DEVELOPMENT

WGELC will take the following actions to:

1. Convene an annual meeting at a time convenient for parents of participating children:
    a. All parents shall be invited and encouraged to attend.
    b. The school will provide information and explain the requirements of Title I and the rights of parents.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Fall Parent and Family Engagement Night	All Staff Members	October 2019	--Parent and Student Activities --Parents will be given information on the importance of parent and family engagement.	● Attendance/Sign-in sheets ● Parent Feedback

2. Offer a flexible number of meetings and may provide with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Meet the Teacher Night	All Staff	August 13, 2019	Parents and students meet teachers and bring supplies	● Attendance Record ● Feedback
Parent Teacher Conferences	All Staff	October 14 or 15, 2019	Teachers will conduct parent conferences either by phone or in person as appropriate	● Parent information forms with report cards ● Conference records ● Feedback

3. Involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of Title I Programs. This should include the planning, review, and improvement of the school parent and family engagement policy, as well as the joint development of the school-wide program plan under section 1114 (b)(2):

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Fall Title I Committee Meeting	Tanya Davis--facilitator	1st semester	Combine Title w/ CIC – have a minimum of 3 meetings per year	Sign in sheets and completion of policy and parent-school compact

Winter Title I Committee Meeting	Tanya Davis--facilitator	1st semester	Combine Title w/ CIC – have a minimum of 3 meetings per year	Sign in sheets and completion of policy and parent-school compact
Spring Title I Committee Meeting	Tanya Davis--facilitator	2nd semester	Combine Title w/ CIC – have a minimum of 3 meetings per year	Sign in sheets and completion of policy and parent-school compact

4. Provide parents of participating children:
    a. Timely information about the Title I programs.
    b. Description and explanation of the curriculum at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.
    c. Opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to the education of their children.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Parent / Teacher Conference	All teachers of record	October 14 or 15, 2019	Teachers will conduct parent conferences either by phone or in person as appropriate	● Parent information forms with report cards ● Conference records ● Feedback
Title I Survey	Curriculum Department	May 2020	Sent home with students for parents to complete	● Surveys completed & responses aggregated

COMPACT: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACHIEVEMENT 118(d)

As a component of the school-level parent and family engagement policy/plan, each school shall jointly develop, with parents for all children served under this part, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The school-parent compact for **WGELC** is a separate document that is developed in collaboration with parents, and is posted on the campus website.

CAPACITY FOR INVOLVEMENT 1118(e)

WGELC will take the following actions to:

1. Provide assistance to parents in understanding such topics as:
    a. Texas's academic content standards
    b. Texas's student academic achievement standards
    c. Texas's and local academic assessments including alternate assessments
    d. The requirements of Title I, Part A
    e. How to monitor their children's progress
    f. How to work with educators to improve the achievement of their children

Activities to ensure success:

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Fall Parent and Family Engagement Night	All Staff Members	October 2019	Parents and students will be able to visit the classrooms to read with their children and will be given information on the importance of parent and family engagement.	● Attendance/Sign-in sheets ● Parent Feedback
Spring Parent and Family Engagement Night	All Staff Members	April 2020	Parents will learn what they can do at home to prepare their child for kindergarten .	● Attendance/Sign-in sheets ● Parent Feedback

2. Foster parent and family engagement by providing materials and training, such as literacy training and using technology, as appropriate, to help parents work with their children to improve their children's academic achievement.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Monthly Reading Connection Tips	Classroom Teachers	Monthly	Parents will be given a monthly resource with tips and suggestions for improving literacy at home.	● Parent Feedback
Monthly "Big Day" Scholastic newsletter	Classroom Teachers	Monthly	Students will be given the resources to bring home with current events to discuss.	● Parent Feedback
Parent / Teacher Conference	All teachers of record	October 14 or 15, 2019	Teachers will conduct parent conferences either by phone or in person as appropriate	● Parent information forms with report cards ● Conference records ● Feedback
I-Station at home access	Classroom Teachers	Year Round	Teachers will provide parents with at home access to I-Station to assist with learning.	● Parent Feedback

3. Educate teachers, student services personnel, principals, and other staff on the value and utility of contributions of parents, and in how to reach out to and communicate and work with parents as equal partners. Actions should include how to implement and coordinate parent programs and build ties between parents and schools:

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Staff Development on Parent and Family Engagement	Tanya Davis -Administrator	October 14 or 15, 2019	Staff Meeting – discuss ways to improve parental engagement for CIP and the importance of parent and family engagement	● Attendance/Sign-in sheets ● Campus Improvement Plan

4. Coordinate and integrate parent and family engagement programs and activities that teach parents how to help their children at home (to the extent feasible and appropriate). Possible programs include Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also develop other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Fall Parent and Family Engagement Night	All Staff Members	October 2019	Parents and students will be able to visit the classrooms to read with their children and will be given information on the importance of parent and family engagement.	● Attendance/Sign-in sheets ● Parent Feedback
Spring Parent and Family Engagement Night	All Staff Members	April 2020	Parents will learn what they can do at home to prepare their child for kindergarten .	● Attendance/Sign-in sheets ● Parent Feedback
Monthly Newsletters	Administrator & Teachers	Monthly	1. Sent home with students in both English and Spanish 2. Remind101 sent to parents	● Parent Feedback

5. Ensure that information related to the school and parent programs, meetings, and other activities is sent to parents of participating children in a format and language the parents can understand.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Remind	Teachers and Administrator	Year round	Parents will be given instructions on how to sign up for Remind	● Parent Surveys ● Remind Directories
Newsletters and Letters Home	Administrator & Teachers	Monthly	Sent home with students in both English and Spanish	● Parent Feedback

6. Provide reasonable support of parent and family engagement activities as parents may request.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Parent Representation on the Title and CIC committees	Administrator	3 times per year	Meeting dates and times communicated via Remind101, paper reminders	● Attendance/Sign-in sheets ● Parent Feedback
Parent Engagement Survey	Dr. Duhon	April 2020	Online or hard copy	● Survey results
Title I survey	Dr. Duhon	May 2020	Online or hard copy TBD	● Survey results

7. Community Resources:

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Partner with local businesses for donations for students & teachers-Groves Chamber of Commerce, Neches Credit Union, Casa Ole, Nannie & PawPaw's Sno Biz, First Baptist	Administrator and Secretary	As needed	Contact local business as needed	● Faculty Feedback

Church-Groves, Classic Hair Studio, Raising Cane's, Mazzio's Pizza, United Methodist Temple, Immaculate Conception Church				

8. Other School Parent and Family Engagement activities:

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
Title I Committee	Administrator	2 meetings per year (combined with CIC)		● Attendance/Sign-in sheets

ACCESSIBILITY 1118(f)

In carrying out the parent and family engagement requirements of this part, districts and schools, to the extent practical, shall provide full opportunities for the participation of parents with children with limited English proficiency, parents with children with disabilities, and parents of migratory children, including information and school reports in a format and to the extent practical, in a language such parents can understand.

Activity/Task (What will be done)	**Staff Responsible (Who will be doing it)**	**Timeline (When it will be done)**	**Steps (How it will be done)**	**Accountability/Evaluations (How success will be measured)**
TEA-provided parent documents for understanding test results will be provided in Spanish, as provided by TEA.	Assistant Superintendent for Curriculum & Instruction/Technology	As made available by TEA	Posted on district website	District website contains active links to supporting documents.
District website that can be translated into 8 additional languages, other than English.	Blackboard & Assistant Superintendent for Curriculum & Instruction/Technology	Ongoing	Parents can choose from 8 languages on the district/ campus website for language conversion.	District website contains active links to 8 languages, other than English, on its website.
Bilingual Staff	Adela Hochstrasser	Ongoing	As needed	Case load
Translators	Administrator	As needed	As needed	Case load

ADOPTION

The West Groves Early Learning Center Parent and Family Engagement Policy/Plan has been developed/revised jointly with, and agreed on with, parents of children participating in Title I program, as evidence by meeting minutes.

The Parent and Family Engagement Policy/Plan was developed/revised by WGELC on **May 9, 2019** and will be in effect for the period of the school year.

The school will distribute the Parent and Family Engagement Policy/Plan by posting it on the campus website in a timely manner after it is approved.

Tanya Davis 5/9/19

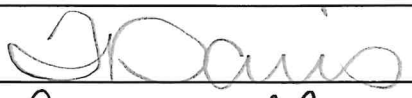
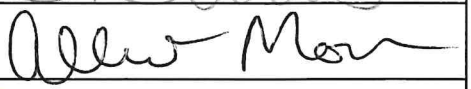
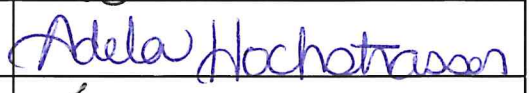
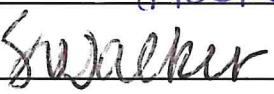
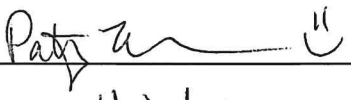
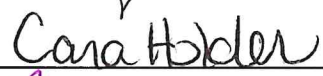
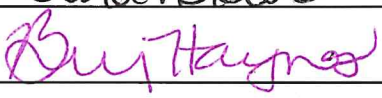
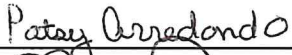
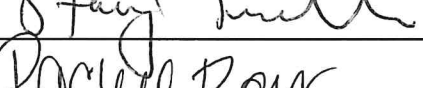
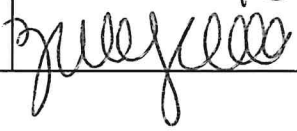
Signature of Title I Authorized Representative (Campus Administrator) Date

These parents were involved with the development of this document:
Rachel Roy
Zulma Wolford

Staff Involved:
Tanya Davis
Sarah Walker
Patricia Marks
Cara Holder
Adela Hochstrasser
Britney Haynes
Allison Monk

Community Member Involved:
Patsy Arredondo
Stacy Trimble

CIC/Title I Meeting
West Groves Early Learning Center
May 9, 2019

Name	Role	Signature
Tanya Davis	Administrator	
Allison Monk	Nurse	
Adela Hochstrasser	Bilingual Teacher	
Sarah Walker	Teacher/Facilitator	
Patsy Marks	Teacher/ESL	
Cara Holder	Teacher/Special Populations	
Britney Haynes	Teacher/Special Populations	
Patsy Arredondo	Community	
Stacy Trimble	Business/Community	
Rachel Roy	Parent	
Zulma Wolford	Parent	

Port Neches-Groves Independent School District

Alternative Education Center

2019-2020



Mission Statement

The mission of the Port Neches-Groves Alternative Education Center is to provide a safe, respectful and structured environment that educates along state and district standards, encourages students to be responsible citizens, and builds skills necessary for success in life.

Vision

The vision of the Alternative Education Center is to have students reflect on their experience here as one that brought about a positive change in their life, measured academic growth, and prepared them for the path to a worthwhile future.

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Comprehensive Needs Assessment

Revised/Approved: August 06, 2019

Demographics

Demographics Summary

The Alternative Education Center serves the Port Neches-Groves ISD's students from 6-12 grade as the DAEP. We also house the Credit Recovery Program for those students who are 3 or less credits short of graduation. A recent equity audit revealed that our demographics are in line with the overall district demographics.

Demographics Strengths

- The ethnicity of the students at the Alternative Education Center mirrors the population of the district.
- The completion rate for students finishing their courses in credit recovery was 100%.
- Last year's attendance was at 89.78%.
- With recent changes to the state attendance policy, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Last years attendance rate was a slight improvement from the year before, however our goal of 90% attendance was not met. **Root Cause**: With recent changes to the state attendance policy in regards to truancy laws and resolutions, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Student Academic Achievement

Student Academic Achievement Summary

The Alternative Education Center does not have an accountability rating at this time. The scores that the student receive on their state exams while at the AEC count for their home campus. We administer all state exams from 6-12 grade in a comfortable testing environment with highly trained staff members.

Student Academic Achievement Strengths

- The teachers do an excellent job of keeping the students up to their core curriculum.
- The teachers do a good job of preparing students for state exams.
- We have a very good testing environment during state exams.
- Student grades tend to increase due to more time on task and elimination of outside distractions.
- Our Odysseyware computer program has recently added STAAR testing programs for students.
- Our Odysseyware program continues to grow due to increased use in Elective Courses.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students overall academic achievement and progression is difficult to evaluate for the academic year due to being a transitional discipline setting campus. **Root Cause**: Due to our campus being a transitional discipline setting campus, the student achievement record is usually incomplete.

School Processes & Programs

School Processes & Programs Summary

We have an outstanding staff at the Alternative Education Center that works well with at-risk youth. All of our teachers are highly qualified.

We have also dealt with many special needs students and have been successful in returning them back to their home campuses.

The Alternative Education Center uses the state curriculum and district maps when planning instruction for the students. The teachers keep in contact with the home campuses to ensure that the students are not behind when they return. We also utilized the Odysseyware program for online instruction.

School Processes & Programs Strengths

- Teachers use Odysseyware program for credit recovery and high school electives.
- Curriculum is aligned with state standards.
- Students have more one on one time with teachers here than home campuses.
- We have an outstanding, highly qualified staff.
- The teachers work well with at risk students.
- We have an excellent team environment for staff.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The teachers feel like they could use more communication from home campuses. **Root Cause**: Lack of communication from home campuses along with a lack of understanding and knowledge from those home campuses of the mission of AEC.

Perceptions

Perceptions Summary

The Alternative Education Center provides an excellent environment for students to succeed. Students benefit from the structure and lack of distractions at the AEC. The Kyler Counseling program affords the students an opportunity to meet with a licensed couselor that specializes in working with teens.

The schedule at the Alternative Education Center maximizes the students' academic learning time. The students attend all of their cores classes, taught by a highly qualified teacher, on every school day. The teachers work together to extend the students' time in one area, if necessary to benefit the learning.

Perceptions Strengths

- We have an excellent system for student discipline with a good balance between punishment and rewards.
- We have an excellent atmosphere for students who have been bullied.
- The students feel respected here.
- Kyler counseling provides an outstanding resource for the students.
- We have a very safe environment where students benefit from the structure.
- The students have a good perception of our staff once we have worked with them.
- The schedule maximizes time on instruction.
- When students need more time in one particular subject, we are flexible.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Recidivism rate continues to be high with students returning to an AEC placement. **Root Cause**: The students seem to be more apathetic in regard to taking pride in themselves and their performance.

Problem Statement 2: Drug and alcohol use seems continue to be high among students and families outside of school. **Root Cause**: Dysfunctional family history and lack of understanding of effects of drug usage on decision-making skills.

Priority Problem Statements

Problem Statement 1: Last years attendance rate was a slight improvement from the year before, however our goal of 90% attendance was not met.

Root Cause 1: With recent changes to the state attendance policy in regards to truancy laws and resolutions, it will be more difficult to obtain 90%, but that remains the goal of the AEC.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students overall academic achievement and progression is difficult to evaluate for the academic year due to being a transitional discipline setting campus.

Root Cause 2: Due to our campus being a transitional discipline setting campus, the student achievement record is usually incomplete.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: The teachers feel like they could use more communication from home campuses.

Root Cause 3: Lack of communication from home campuses along with a lack of understanding and knowledge from those home campuses of the mission of AEC.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Recidivism rate continues to be high with students returning to an AEC placement.

Root Cause 4: The students seem to be more apathetic in regard to taking pride in themselves and their performance.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Drug and alcohol use seems continue to be high among students and families outside of school.

Root Cause 5: Dysfunctional family history and lack of understanding of effects of drug usage on decision-making skills.

Problem Statement 5 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions

Student Data: Student Groups

- STEM/STEAM data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Budgets/entitlements and expenditures data
- Action research results

Goals

Revised/Approved: August 06, 2019

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 1: 80% of all DAEP students will pass their state exams.

Evaluation Data Source(s) 1: Home campus AEIS reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Continue to align curriculum with home campuses.	Director	PEIMS/AEIS	50%		
Additional Targeted Support Strategy 2) Provide faculty with the staff development necessary to meet the academic needs of our students.	Director	PEIMS/AEIS	50%		
	Funding Sources: Campus Funds - 0.00				
Additional Targeted Support Strategy 3) Provide faculty with training in the use of computer-assisted instruction, such as: Odysseyware.	Director	PEIMS/AEIS	50%		
	Funding Sources: Campus Funds - 0.00				

100% = Accomplished 0% = No Progress = Discontinue

Goal 1: PN-GISD will maintain rigorous standards of achievement to improve academic performance on applicable state assessments/district benchmarks/screeners and prepare all students for graduation and post-secondary success.

Performance Objective 2: 100% of all students who enter the credit recovery program will receive their diploma.

Evaluation Data Source(s) 2: Graduation rate of Credit Recovery students.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Communicate with high school counselors to find students who are eligible for the program.	Director, couselors	High school and AEC completion rate.	100%	100%	100%
Additional Targeted Support Strategy 2) Direct instruction for credit recovery students in the core classes.	Director and staff	credit recovery completion rate	100%	100%	100%

100% = Accomplished 0% = No Progress = Discontinue

Goal 2: PN-GISD will establish and maintain programs to encourage higher attendance.

Performance Objective 1: Attendance rate at the Alternative Education Center will remain above 90%

Evaluation Data Source(s) 1: AEIS/PEIMS reports

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Contact parents of absentee students.	Director and Secretary	Attendance rate			
Additional Targeted Support Strategy 2) File with Judge Burnett for excessive absences	Director and secretary	Attendance rate			
Additional Targeted Support Strategy 3) Give students a one day reduction in their placement at the AEC if they have perfect attendance.	Director and Secretary	Attendance rate			

 = Accomplished  = No Progress  = Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 1: Staff will remain current in district's crisis prevention training.

Evaluation Data Source(s) 1: Handle with Care documentation

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) The staff at the AEC will be trained in personal safety techniques and in crisis management.	Director	Handle with Care documentation	100%	100%	100%
	Funding Sources: 199 - General Fund - 0.00				
Additional Targeted Support Strategy 2) Eric Laing will keep current and train the Adaptive Behavior Units and Life Skills staff in the Handle with Care program.	Director, Eric Laing	Handle with Care documentation	50%		
	Funding Sources: 199 - General Fund - 0.00				



= Accomplished


= No Progress

= Discontinue

Goal 3: A safe and orderly environment will be maintained, supported, and continuously improved by all PN-GISD personnel.

Performance Objective 2: Staff will use a variety of strategies to ensure student and staff safety.

Evaluation Data Source(s) 2: Updated Safety Training, PEIMS data, end of the year report

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Daily search of students, including metal detector, upon entry into the AEC	Director, staff	end of year report	50%		
Additional Targeted Support Strategy 2) Invite law enforcement personnel to meet with students.	Director	PNPD visits at least once a week.	50%		
Additional Targeted Support Strategy 3) Regular safety drills.	Director	Drill report to Dale Fontenot	40%		
Additional Targeted Support Strategy 4) Use surveillance system to monitor the campus.	Director	End of year report	50%		
Additional Targeted Support Strategy 5) Utilize best practices to minimize student illness and improve overall student health by teaching personal hygiene and increasing physical activity.	Director, secretary, and school nurses	End of year report, attendace rate	50%		



= Accomplished


= No Progress

= Discontinue

Goal 4: All PN-GISD teachers will be provided high-quality professional development.

Performance Objective 1: Professional development will be provided based on teachers' needs.

Evaluation Data Source(s) 1: End of year teacher survey

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Teachers will communicate their staff development needs to the CIC in order to find quality staff development based on needs.	Director, CIC facilitator	End of year survey			
	Funding Sources: 199 - General Fund - 0.00				
Additional Targeted Support Strategy 2) Funds will be availabe in the campus budget in order to meet our staff development needs.	Director, Business manager	End of year report			
	Funding Sources: 255 - Title II-A/TPTR - 0.00				

 = Accomplished  = No Progress  = Discontinue

Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 1: Parents will receive regular communication concerning their student's progress at the AEC.

Evaluation Data Source(s) 1: Progress Reports, Exit conference

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Require at least one parent or guardian to attend enrollment conference.	Director	End of year report	50%		
Additional Targeted Support Strategy 2) Provide reports of academic progress while at the AEC.	Director, secretary	Progress reports, report cards	50%		
Additional Targeted Support Strategy 3) Make positive phone calls/contacts to parents while their student is at the AEC.	Director, Secretary	Exit conference	50%		
Additional Targeted Support Strategy 4) Conduct exit conference with at least one parent or guardian when the student is being released back to their home campus.	Director, secretary	Exit conference	50%		

100% = Accomplished 0% = No Progress = Discontinue

Goal 5: PN-GISD personnel will promote effective parental and community involvement through communication, participation, and partnerships in accomplishing the district goals.

Performance Objective 2: AEC staff will regularly communicate with home campus faculty in regards to where the student is at academically.

Evaluation Data Source(s) 2: Better transition at the beginning of enrollment on our campus and back to the home campus once the student's placement is finished. AEC will work with home campus to address transition plan.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Upon intake at AEC, teachers will correspond with home campus teachers in order to find out where the student is at academically and how far along the class is in the curriculum.	Director, instructors	Progress Reports, Report Card, Exit Conference			
Additional Targeted Support Strategy 2) Teachers will give a pre and post test to measure growth from the time of entry to the student's exit.	Director, instructors	Progress Reports, Report Card, Exit Conference			

 = Accomplished  = No Progress  = Discontinue

Goal 6: PN-GISD will provide an appropriate governance and management structure to direct, sustain, and communicate excellence in all functions of the district and maintain compliance with all federal and state mandates including maintaining 100% of academic core subject area classes are taught by highly qualified teachers.

Performance Objective 1: Special education and 504 students will have their unique educational needs met while at the Alternative Education Center.

Evaluation Data Source(s) 1: State Standards, Exit ARDs and 504 meetings with counselor

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) An AEC representative will attend ARD on student's home campus prior to placement at the AEC.	Director, Director of Special Education	ARD minutes			
Additional Targeted Support Strategy 2) Staff will review student's IEP upon receipt from Special Education.	Director, Special Education Teacher, Diagnostician	Exit ARD, student report card			
Additional Targeted Support Strategy 3) IEP will be implemented by Regular ED and Special Ed staff in the least restrictive environment.	AEC staff, Director	Exit ARD			
Additional Targeted Support Strategy 4) Exit ARD will be conducted for students when they are to return to their home campus.	Director, diagnostician	ARD minutes			
Additional Targeted Support Strategy 5) Manifestation determination ARD will be convened prior to conducting expulsion hearing/JCYA placement.	Director, diagnostician	ARD minutes			

 = Accomplished  = No Progress  = Discontinue

Goal 7: PN-GISD will promote an academically engaging environment with a focus on effective use of current tools of technology for teaching and learning.

Performance Objective 1: AEC teachers will utilize and promote technology to engage students in learning.

Evaluation Data Source(s) 1: End of year teacher survey, walkthrough and evaluation data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Feb	May
Additional Targeted Support Strategy 1) Teachers will remain current in technology training.	Director	End of year survey	50%		
	Funding Sources: 199 - General Fund - 0.00				
Additional Targeted Support Strategy 2) The technology at the AEC will be well maintained and up to date according to state standards.	Director, Technology director.	End of year teacher survey, lesson plans.	50%		
	Funding Sources: 199 - General Fund - 0.00				



= Accomplished


= No Progress

= Discontinue

State Compensatory

Budget for Alternative Education Center:

Account Code	Account Title	Budget
6200 Professional and Contracted Services		
199 11 6219 19 002 0 24 0 00	6219 Professional Services	$1,000.00
199.11.6219.19.002.0.24.0.00	6219 Professional Services	$1,000.00
	6200 Subtotal:	**$2,000.00**

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Brian Waguespack	Director
Classroom Teacher	Molly Bergman	Homebound Instructor
Classroom Teacher	Eric Laing	Social Studies Teacher
Classroom Teacher	Kenneth Leavins	Science Teacher
Secretary	Stephanie Jungen	Campus Secretary
Classroom Teacher	Pam Viator	English Teacher
Classroom Teacher	Julie Latiolais	Math Teacher

Campus Funding Summary

199 - General Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
3	1	1			$0.00
3	1	2			$0.00
4	1	1			$0.00
7	1	1			$0.00
7	1	2			$0.00
				Sub-Total	$0.00

255 - Title II-A/TPTR					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
4	1	2			$0.00
				Sub-Total	$0.00

Campus Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2			$0.00
1	1	3			$0.00
				Sub-Total	$0.00
				Grand Total	$0.00

Addendums

CIC Sign In

August 6, 2019

Molly Bergman

Stephanie Jungen

Eric Laing

Julie Latiolais

Kenneth Leavins

Rob Nobles

Pam Viator

Brian Waguespack

Port Neches-Groves Independent School District

STAAR
2018-2019

Percent at Approaches Grade Level or Above
All Students

Grade Three

	Ridgewood		Taft		Van Buren		Woodcrest		District	
	18	19	18	19	18	19	18	19	18	19
Reading	94	88	85	89	92	95	83	86	89	89
Math	92	88	82	87	99	95	83	89	89	89

Port Neches-Groves Independent School District

STAAR
2018-2019

Percent at Approaches Grade Level or Above
All Students

Grade Four

	Port Neches Elem.		Groves Elem.		District	
	18	19	18	19	18	19
Reading	77	89	79	80	78	84
Math	82	85	88	85	85	85
Writing	70	84	68	63	69	73

Grade Five

	Port Neches Elem.		Groves Elem.		District	
	18	19	18	19	18	19
Reading	91	93	92	92	92	93
Math	94	97	95	94	94	96
Science	88	90	88	82	88	86

Port Neches-Groves Independent School District

STAAR
2018-2019

Percent at Approaches Grade Level or Above
All Students

Grade Six

	Port Neches Middle		Groves Middle		District	
	18	19	18	19	18	19
Reading	79	80	80	75	79	78
Math	89	91	85	85	87	88

Grade Seven

	Port Neches Middle		Groves Middle		District	
	18	19	18	19	18	19
Reading	80	85	79	86	80	85
Math	73	81	73	85	73	83
Writing	79	81	70	71	75	76

Grade Eight

	Port Neches Middle		Groves Middle		District	
	18	19	18	19	18	19
Reading	90	88	84	89	87	88
Math	89	87	87	90	88	89
Science	75	86	72	80	73	83
Social Studies	59	64	60	66	60	65

Port Neches-Groves Independent School District

STAAR EOC

2018-2019

Approaches Grade Level or Above

All Students

Subject	PN-G	Region	State
Algebra I	*85%	80%	85%
Biology	91%	86%	88%
English I	73%	63%	68%
English II	71%	63%	68%
U.S. History	93%	87%	93%

Scores Reflect First-Time Testers
*Algebra I Scores Includes MS and HS

Port Neches-Groves Independent School District

Texas English Language Proficiency Assessment System

Grades K-2

2018-2019

All Students

	Listening					Speaking					Reading					Writing				
Testing Year	Number of Students Rated	Percent of Students At Each Rating: Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Percent of Students At Each Rating: Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Percent of Students At Each Rating: Beginning	Intermediate	Advanced	Adv. High	Number of Students Rated	Percent of Students At Each Rating: Beginning	Intermediate	Advanced	Adv. High
18	97	7	39	28	26	97	13	42	30	14	97	22	38	23	18	97	27	38	21	14
19	99	10	28	36	25	99	13	40	32	14	99	24	36	28	11	99	30	26	32	11

Port Neches-Groves Independent School District

Texas English Language Proficiency Assessment System

Grades 3-12

2018-2019

All Students

	Listening					Speaking					Reading					Writing				
Testing Year	Number of Students Rated	Percent of Students At Each Rating				Number of Students Rated	Percent of Students At Each Rating				Number of Students Rated	Percent of Students At Each Rating				Number of Students Rated	Percent of Students At Each Rating			
		Beginning	Intermediate	Advanced	Adv. High		Beginning	Intermediate	Advanced	Adv. High		Beginning	Intermediate	Advanced	Adv. High		Beginning	Intermediate	Advanced	Adv. High
18	159	7	18	51	24	159	5	25	55	14	160	6	26	51	17	158	4	19	37	40
19	172	8	20	39	33	172	14	24	35	26	171	10	36	29	26	169	7	12	40	41

Port Neches-Groves Independent School District

Texas English Language Proficiency Assessment System

Yearly Progress Composite Rating

Grades 1-12

2018-2019
All Students

GRADES	Number of Matched Students	Students Assessed in Both 2018 and 2019 (Includes Students in Grades 1-12)							
		Students Who Progressed One Proficiency Level from 2018 to 2019		Students Who Progressed Two Proficiency Levels from 2018 to 2019		Students Who Progressed Three Proficiency Levels from 2018 to 2019		Students Who Progressed at Least One Proficiency Level from 2018 to 2019	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
1-2	60	32	53	6	10	1	2	39	65
3-12	152	61	40	3	2	0	0	64	42

Port Neches-Groves Independent School District

SAT Scores

	Average Score – All Subjects		
	District	**State**	**% Tested**
11-12	1410	1422	69.0
12-13	1434	1422	70.3
13-14	1392	1417	67.0
14-15	1435	1394	67.8
15-16	1397	1375	67.4
16-17	1057	1019	71.8
17-18	1056	1036	65.7
18-19	*	*	*

*2018-2019 SAT scores and % Tested will be reflected in the 2019-2020 TAPR.

We recognize that encouraging such a large percentage of participation will work against our overall scores exceeding the state and national averages. However, considering the close proximity of Lamar University and the large percentage of our students who eventually enroll in college, we will continue to encourage all students to take the SAT.

Port Neches-Groves Independent School District

ACT Scores

	Composite Scores	
	District	**State**
11-12	21.7	20.5
12-13	22.5	20.6
13-14	21.3	20.6
14-15	21.6	20.6
15-16	21.7	20.3
16-17	21.3	20.3
17-18	20.4	20.6
18-19	*	*

*2018-2019 ACT scores will be reflected in the 2019-2020 TAPR.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 001, 002, 003, 041, 042, 101, 102, 103, 104, 105, 107, 111

2018 - 2019 Summer Collection, Accepted Submission

LEA: 123908 - PORT NECHES-GROVES ISD

	Action Codes													
Action Reason Code	01	02	03	04	05	06	07	08	09	10	11	12	13	Action Sub-Total *
02 - Felony	0	0	0	0	1	0	1	0	0	0	0	0	0	2
04 - Marijuana	0	0	0	0	9	0	10	0	0	0	0	0	0	19
05 - Alcohol	0	0	0	0	1	0	2	0	0	0	0	0	0	3
07 - Lewdness/IndExp	0	0	0	0	0	0	2	0	0	0	0	0	0	2
10 - Off Campus NoT5	0	0	0	0	1	0	0	0	0	0	0	0	0	1
21 - St Code Conduct	0	0	0	0	120	769	32	0	0	0	0	0	0	921
26 - Terror Threat	0	0	0	0	2	0	2	0	0	0	0	0	0	4
28 - Assault NonEmpV	0	0	0	0	7	0	8	0	0	0	0	0	0	15
33 - Tobacco	0	0	0	0	64	73	13	0	0	0	0	0	0	150
41 - Fighting	0	0	0	0	30	37	2	0	0	0	0	0	0	69
Total	0	0	0	0	235	879	72	0	0	0	0	0	0	1,186

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 001, 002, 003, 041, 042, 101, 102, 103, 104, 105, 107, 111

2018 - 2019 Summer Collection, Accepted Submission

LEA: 123908 - PORT NECHES-GROVES ISD

	Action Codes						
Action Reason Code	14	15	16	17	25	26	Action Sub-Total *
04 - Marijuana	0	0	0	0	1	0	1
05 - Alcohol	0	0	0	0	1	0	1
21 - St Code Conduct	0	0	0	0	22	242	264
28 - Assault NonEmpV	0	0	0	0	3	0	3
33 - Tobacco	0	0	0	0	4	15	19
41 - Fighting	0	0	0	0	3	0	3
Total	0	0	0	0	34	257	291

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 001, 002, 003, 041, 042, 101, 102, 103, 104, 105, 107, 111

2018 - 2019 Summer Collection, Accepted Submission

LEA: 123908 - PORT NECHES-GROVES ISD

Action Codes Reflecting 'Mandatory Actions Not Taken'

Action Reason Code	27	28	Action Sub-Total *

* * * No Data to Report * * *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 001, 002, 003, 041, 042, 101, 102, 103, 104, 105, 107, 111

2018 - 2019 Summer Collection, Accepted Submission

LEA: 123908 - PORT NECHES-GROVES ISD

Action Codes Requiring Intervention by Non-District Special Education Hearing Officer **

Action Reason Code	50	51	52	53	54	55	56	57	58	59	60	61	Action Sub-Total *

* * * No Data to Report * * *

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.
** NOTE: These action codes reflect disciplinary actions taken as the result of a special education hearing conducted by a state appointed hearing officer.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 001, 002, 003, 041, 042, 101, 102, 103, 104, 105, 107, 111

2018 - 2019 Summer Collection, Accepted Submission

LEA: 123908 - PORT NECHES-GROVES ISD

Action Reason Code	Action Total
02 - Felony	2
04 - Marijuana	20
05 - Alcohol	4
07 - Lewdness/IndExp	2
10 - Off Campus NoT5	1
21 - St Code Conduct	1,185
26 - Terror Threat	4
28 - Assault NonEmpV	18
33 - Tobacco	169
41 - Fighting	72
Total	1,477

* NOTE: A student will be counted more than once if they have multiple disciplinary incidents.

TSDS PEIMS STUDENT DISCIPLINARY ACTION SUMMARY

LEA-level Data

Campuses: 001, 002, 003, 041, 042, 101, 102, 103, 104, 105, 107, 111

2018 - 2019 Summer Collection, Accepted Submission

LEA: 123908 - PORT NECHES-GROVES ISD

Action Code Description
05 OOS Suspension
06 IS Suspension
07 DAEP
25 Part OOS Suspen
26 Part IS Suspen

Parameters Selected:

Student Type:	All Students
Disciplinary Action Reason Codes:	02, 04, 05, 07, 10, 21, 26, 28, 33, 41
Disciplinary Action Codes:	05, 06, 07, 25, 26

Port Neches-Groves Independent School District
Board Document

AGENDA ITEM: Board Member Requests for Future Agenda Items

Board members will be given an opportunity to request items they would like considered for placement on a future board meeting agenda.

Resource Personnel: Board Members