

**Katy Independent School District**  
**Beckendorff Junior High School**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Postsecondary Readiness



# Mission Statement

To cultivate personal learning, ownership, and growth through discovery and risk taking.

## Vision

To support practices that promote innovation and build perseverance for students and teachers.

## Core Values

**Purpose:** The motivation behind one's actions.

**Respect:** Appreciating for others' ideas, talents, and possessions.

**Integrity:** Doing the right thing in all circumstances, no matter what.

**Determination:** Working toward a valuable goal without giving up.

**Empathy:** Understanding of others' feelings and circumstances.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

As an established campus in Katy ISD, Beckendorff Junior High has been educating students of grades 6-8 for 14 years. Our current enrollment is 1,710 and is made up of 6% African American, 33% Asian, 19% Hispanic, and 39% White. Specific subgroups further define our diversity with 6% of our student included in our ESL program, 7% 504 students, 25% receiving GT services, and 6% with Special Education services. There is a close balance of male and female students at BDJH. Our mobility rate of 5% is also significant in evaluating the demographic information of our school.

Of the 122 staff members on campus, 90% are Professional Staff and 10% are Educational Aides. First-year teachers make up 1% of the staff while 17% have more than 20 years of experience. Nearly 30% of our teachers hold a Masters degree.

### Demographics Strengths

The strengths of Beckendorff Junior High are obvious to any that visit our campus. First, the quality of our students cannot be overstated. They are of great moral character and while being diverse, they are highly motivated in a wide array of interests which brings them together across otherwise perceived boundaries.

1. The quality of our student body is also evident by a high attendance rate of nearly 98%. Not only does this represent the dedication of our students but the support from our parents.
2. Our parental and faculty support is also an enormous factor in the quality and success of our students. This is most evident by the 100% involvement of our faculty in the PTA. Along with this, the willingness of our PTA to provide professional development for our staff and character education for our student body are contributing factors in our success.
3. With the diverse population that we support at BDJH, it is necessary that we have a strong foundation in every area including programs such as Special Education and Gifted and Talented. Every program is evaluated regularly for effectiveness and continuous growth.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Students struggle with lack of resilience and processing their emotions in a high-performance environment. **Root Cause:** Increased demands on students and excessive use of social technology leaves little room for students to develop with guidance and hinders their ability to have meaningful discussions with peers and adults.

## Student Academic Achievement

### Student Academic Achievement Summary

Beckendorff Junior High School is recognized by the distinctive high percentage of ***Masters Grade Level*** across all subject areas along with a significantly low ***Did Not Meet Grade Level*** percentage for the 2018 school year.

- ***Masters Grade Level:*** Beckendorff Junior High averaged 57% overall compared to a state average of 22%.
- ***Meets Grade Level:*** Beckendorff Junior High averaged 82% overall compared to a state average of 48%.
- ***Closing Performance Gaps:*** Beckendorff Junior High School had an impressively low percentage of 12% compared to the state number of 20.7%.
- ***Did not Meet Grade Level:*** Beckendorff Junior High has a very low percentage of 4% of students not meeting grade level as compared to the state average of 23%

The overview of 2018 State Accountability System identifies 3 domains in which schools are rated. BDJH hit a scaled score of 90% or above in all areas and thus received Met Standard in all 3 domains:

- ***Student Achievement on STAAR Performance***
- ***Student Academic Growth***
- ***Closing the Gaps***

Beckendorff JH also received distinctions in 4 of 7 designations.

- ***Student Achievement in ELA/Reading***
- ***Student Achievement in Mathematics***
- ***Comparative Academic Growth***
- ***Postsecondary Readiness*** is a purposeful emphasis at Beckendorff Junior High. Specific graduation and career goals are established progressively at the 6th, 7th, and 8th grade level through Naviance. Specifically, our counseling department along with our social studies department work hand in hand with our student to begin addressing the post secondary readiness. Each student works one on one with our counselors to reach personal goals which include an emphasis on the Recommended High School Plan. Needs and interest assessments through the Naviance curriculum is critical to the guidance program of our campus. As our students enter high school with a college-ready plan in place.

All subjects maintained performance levels from 2017 to 2018.

- Reading – 95% (State 72% and District 88%)
- Math - 96% (State 69% and District 86%)
- Writing – 95% (State 67% and District 85%)
- Science – 96% (State 76% and District 88%)
- Social Studies – 93% (State 65% and District 82%)
- Algebra 100% (State 82% and District 85%)

**Overall comparison of 2018 scores** indicates areas of strength as well as areas needing attention and targeted intervention at Beckendorff Junior High. The following percentages reflect the Approaches or Above levels for each subpopulation.

**READING:** 96%(overall), 89% (economically disadvantaged), African American (91%), Asian (98%), Hispanic (92%), White (97%), ESL (90%), GT (100%), **SPED (70%)**

**MATH:** 97%(overall), 91% (economically disadvantaged), African American (90%), Asian (99%), Hispanic (94%), White (97%), ESL (95%), GT (100%), **SPED (70%)**

**WRITING:** 96%(overall), 86% (economically disadvantaged), African American (100%), Asian (98%), Hispanic (93%), White (95%), ESL (84%), GT (100%), **SPED (70%)**

**SCIENCE:** 96%(overall), 85% (economically disadvantaged), African American (87%), Asian (99%), Hispanic (91%), White (96%), ESL (87%), GT (100%), **SPED (79%)**

**SOCIAL STUDIES:** 93%(overall), 83% (economically disadvantaged), African American (84%), Asian (99%), Hispanic (86%), White (93%), ESL (85%), GT (100%), **SPED (63%)**

When looking at the scores by sub-populations, economically disadvantaged and hispanic numbers have dropped in multiple subject areas. Although the SPED numbers increased in three categories, they continue to be quite a bit lower than the other subpopulations.

### **Student Academic Achievement Strengths**

Academic strengths at Beckendorff Junior High are evident across the academic areas. Overall, BDJH students scored an average of 84% in the categories of Meets or Masters grade level curriculum on STAAR score data. **This is in comparison to "All Junior Highs" rating of an overall average of only 68%.**

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** 2018 STAAR data for Beckendorff Junior High reveals that 71% of our Special Education students Meet Grade Level on all STAAR tested areas compared to 96% school wide. **Root Cause:** Lack of early intervention; needed professional development with SPED and non-SPED teachers regarding accommodation application; increased need of data analysis as a part reteaching efforts.

## School Processes & Programs

### School Processes & Programs Summary

#### Processes Organization:

Campus Core Values created to support entire campus:

**PRIDE:** Purpose, Respect, Integrity, Determination, Empathy

#### Processes Administrative:

Creation of a comprehensive Staff Reference Guide - In order to create clear expectations and consistency among the Beckendorff Junior High faculty and staff, a comprehensive Staff Reference Guide was created in order to support understanding and equity among all BDJH educators.

Establish a clear profile of the BDJH teacher: By establishing the Profile of a BDJH Teacher, all educators will understand the emphasis on a culture of building relationships; will better understand and utilize a comprehensive organizational system; will work to provide a safe learning environment; and will develop a personal best as a continuous learning.

Parent, Administrative and Counseling integration of Character Strong in advisory, guidance lessons, parent education, and classroom implementation.

#### Processes Instructional:

Implementation of the Fundamental Five with an emphasis on a backward design of instructional implementation

Collaborative Teaming

Data Driven Instruction

#### Processes Training and Development:

Professional Development Rotation incorporate vertical collaboration, grade level and department meetings, faculty meetings, as well as additional professional development to address specific needs. In addition to this Professional Development Rotation, BDJH will continue with Learning Walks, formal and informal observation and coaching, and Collaborative Teaming.

Instruction at Beckendorff Junior High is driven by the Texas Essential Knowledge and Skills and the Katy ISD developed scope and sequence based on these TEKS. Teachers use these resources to plan and align curriculum, instruction, and assessments. Grade level department teams meet weekly with an

Instructional Coach and/or assistant principal to develop instruction with best practices based on these Cornerstones of Learning: collaboration, communication, creative thinking, critical thinking, information literacy, problem solving, and social contribution. These teams also work together to create common formative and summative assessments aligned with instruction and curriculum, data from formal and informal assessments, and from coworkers with an emphasis on risk taking and transparency.

As educators, Beckendorff uses a variety of data in order to drive instruction. This data can include both formal and informal assessments, including state, district and campus based assessments. Data gathered from these assessments helps to maintain alignment with the scope and sequence of the TEKS. This analysis of data guides reteaching when necessary. Guidance from our instructional coaches encourages and supports teachers with a backward design in developing lesson plans, always planning with the end in mind. This collaboration of ideas, sharing of data, coaching, and teaming help develop assessments which helps to ensure growth.

Student progress is monitored through a compilation of major and minor grades. These include but are not limited to DLA's, project based learning, campus based assessments, and daily assignments. Grade reports are systematically reviewed by teachers, counselors, instructional coaches, and assistant principals. Parents also have the Home Access Center by which they can be an integral part of student accountability. RTI's are developed for students who struggle in academic or behavioral areas, with teachers, counselors, or other stakeholders maintaining relevant intervention strategies and their results. Additional supports are documented and maintained in order to increase student success.

Beckendorff Junior High promotes a student centered environment which includes family support, respect for the individual, and an individual approach to personal and educational needs. We strive to provide a responsive climate for parents to partner with us in educating their students. Beckendorff Junior High also supports the VIPS (Volunteers in Public Schools) and PIE (Partners in Education) administrative liaisons in order to fully benefit from volunteers in our school. BDJH maintains a website with the most current school information, including procedures, reminders, and upcoming events. In addition, our principal hosts a parent coffee two times per year to collaborate with stakeholders regarding the direction of the school.

The vision statement of Katy Independent School District is "Be the Legacy". As a part of this goal, KISD's mission is to be the leader in educational excellence, together with family and community, providing unparalleled learning experiences designed to prepare and inspire each student to live an honorable, fulfilling life...to create the future.

The school leadership structure is designed to maximize the effective use of key personnel with a focus on instructional leadership and staff growth and development. The building principal heads a four person administrative team. Three assistant principals have direct influence with an assigned grade level. Each year these administrators cycle with their students in order to develop more established relationships. The fourth assistant principal is assigned to 504 and special populations. This allows for consistent leadership in areas where documentation is intensive. With our four school counselors, duties are assigned by an alphabetic split. This allows counselors to work with the same group of students over a 3 year period of time.

Teachers-as-leaders is critical to the success of Beckendorff Junior High. Although content area leadership is assigned to a department chair individual, the input of all members is equally important. Department chair duties such as data analysis, leadership, modeling, and resource gathering is vital. These teachers are considered instructional leaders and are asked to develop, design, implement, and assess quality learning opportunities for their content.



Chairpersons also collaborate extensively with their instructional coaches to develop needs assessments and timely solutions to instructional imperatives based on assessment data and feedback from both teachers and students.

Teacher input is valued and sought after in a variety of both formal and informal methods. Formal opportunities include service on campus committees, department chair positions, and grade level and department meetings. Informal opportunities for input occur daily and include the availability of administrators during planning sessions and a purposefully maintained “open door” policy that has effectively engendered trusting and mutually respectful relationships between administration and staff members at all levels. To this end, a purposeful effort is maintained to garner as much teacher input in school practices.

The core of strong educational programming centers on the quality of instruction students receive daily. At Beckendorff great effort has been made to ensure the master schedule maximizes full utilization of instructional time during each day. Moreover, the scheduling of events and programs are strategically calendared in order to minimize disruption of classroom instruction. The building and the room assignments are strategically designed with the focus on instruction to the greatest extent possible. Beckendorff offers tutorials at strategic times such as before and after school. Targeted pull-out tutorials are held during Advisory as a strategy to close the educational gap among our students. Cooperation between content specific teachers allows for a maximum availability to students. Extracurricular activities are also an impressive quality of Beckendorff Junior High. Additionally, a diverse array of clubs are available to students at all levels.

### **School Processes & Programs Strengths**

The creation of and emphasis on a [BDJH Staff Reference Guide](#) makes school processes clear and well defined for all professionals.

The Beckendorff Junior High website is the foundation of information for both parents and students. By combining all school information on one site, it is our goal to clearly communicate information equitably to all stakeholders.

Katy ISD emphasises student’s access to progressive and current technology at all levels. The district has demonstrated this commitment by providing and consistently upgrading its technology infrastructure. Beckendorff Junior High has employed an open device policy for five years. This policy allows BDJH students with the opportunity to use technological devices for learning purposes, while teaching students the hallmarks of digital citizenship. Teachers consistently seek out and employ lessons that integrate technology in learning. Each educator utilizes a personal computer, SMART board, as well as other technological devices in the effort to provide quality and engaging instruction.

Instructional materials, such as textbooks and assignments can be found on CANVAS and can be accessed by all students. On campus, filtered WiFi is available for use by students. Teachers are expected to monitor student technology use for appropriateness. In addition to personal student devices, school iPads as well as Netbooks are provided in academic classes.

Beckendorff Junior High has identified the following areas of focus in which we have identifiable strengths:

1. Collaborative Teaming
2. Data-Driven and backward design approach to instruction
3. Effective RTI process
4. Reading and math intervention courses
5. Targeted tutorials during the school day
6. Character building programs and events

Beckendorff Junior High works hard to maintain these strengths:

- Strong Parent Teacher Association (PTA) – Parents volunteer numerous hours of their time to the school, providing programming such as **Character Strong** and **Rachel’s Challenge** to students for character education, finances for school initiatives, and support for teachers.
- Junior Achievement – Parents and community members serve as teachers for a day.
- 8th grade day - 8th grade students participate in team-building and character development activities
- Sixth grade parent induction session (part of Cub Camp)
- Campus Advisory Team – process to involve parents and community members in planning and evaluating campus practices
- Clearly defined educator guidelines: BJDH Staff Reference Guide 2018-19
- Bi-weekly newsletter from the administration with important reminders

The effective use of Collaborative Teaming and common planning times for teachers during the contract day is a strength at BJDH. These professional learning teams are able to deliver and receive training, disaggregate data, conference and share professional best practices. Administrators are also participants and therefore are able to provide timely answers to questions, address areas of concern or assist in gathering resources to facilitate the instructional process. Additionally, the presence of instructional coaches in Teaming provide content expertise that also fortifies strength in content.

The focus and purposeful design of the master schedule of classes to maximize all available instructional time during each instructional day is a strength as is the strategic scheduling of events and programs in order to minimize disruption of classroom instruction.

Several areas of strength have been identified at the district and campus level. The culture at BJDH is that of an early adopter of technology. The administration and faculty like to be on the cutting edge of the latest trends in educational technology and consistently seek out ways to integrate technology in the class room. Katy I.S.D. has supported the use of technology in the class room through funding, infrastructure and technical support.

The open WiFi at Beckendorff Junior High is conducive to the daily use of both personal digital devices, as well as those provided by the school. This

philosophy allows for real-world experience across campus both in instruction and personally – highlighting the importance of digital citizenship as a fundamental part of a well-rounded citizenship program.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Our English Language Learners are often under served in regards to the strategies and resources available to that population. **Root Cause:** We have a need for an increased focus on professional development regarding ESL strategies across the content areas. Also, the vast number of languages spoken at Beckendorff Junior High complicates the identification and understanding of how to support the individual student.

**Problem Statement 2:** Parents report an inconsistency in information provided by teachers and other campus entities. **Root Cause:** The multiple resources provided by our district and school can be overwhelming and sometimes counter productive. Parents often struggle to know which resource to refer to. Canvas, HAC, school newsletters, teacher emails, and general campus policies need to be streamlined for a more user friendly experience.

**Problem Statement 3:** Academic concerns can often be thought of as a students primary need when in fact social and emotional issues may be the primary contributing factor. **Root Cause:** Family, school, and community pressure can often manifest itself in behavioral and emotional problems.

# Perceptions

## Perceptions Summary

Our *Campus Core Values* are:

PURPOSE: The motivation behind one's actions.

RESPECT: Appreciation for others' ideas, talents, and possessions.

INTEGRITY: Doing the right thing in all circumstances, no matter what.

DETERMINATION: Working toward a valuable goal without giving up.

EMPATHY: Understanding of others' feelings and circumstances.

Our *Guiding Principle* is "Relationships First!"

Our *Statement of Purpose* is to cultivate personal learning, ownership, and growth through innovation and risk-taking.

Our essential intent is the support of practices that build innovation and perseverance in all learners.

All our actions are built upon these *Four Pillars*:

A culture of building relationships: A BDJH teacher invests in relationships with others knowing that it pays dividends in personal impact and therefore student, classroom and campus success.

Organizational systems: A BDJH teacher works to meet the established campus, department, and team expectations for instruction, content knowledge, technology use, policy implementation, teamwork, and alignment.

Providing a safe environment: A BDJH teacher knows that safety must come before learning can happen. This is not only physical safety, but also includes making learning space that is socially and emotionally safe for all learners.

Continuous learning: A BDJH teacher is a lifelong learner who makes learning and growing as a professional a priority.

## **A Culture of Building Relationships**

School Culture and Climate is strong and well supported through intentional and ongoing supports. BDJH is a place where teachers love to work and students love to learn. Parents are connected to the campus through an active PTA, parent-teacher communication, and various activities throughout the school year.

## **Perceptions Strengths**

-PTA profound investment in the campus through programs and events that promote our core school values

-Academically rigorous campus led by a top administration and teaching staff which supports students in achieving outstanding individual and collective goals. (i.e., Algebra and Geometry courses, Orchestra, Science Olympiad)

-Comprehensive Guidance Program led by an excellent school counseling team (Character Strong).

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** The learning community easily places such emphasis on the highest performing students that the average student can get overlooked and even underserved. **Root Cause:** Lack of emphasis on the individual as an important entity aside from looking at their academic performance level alone.

**Problem Statement 2:** The perception that academic performance or a specific talent is the greatest measure of personal success. **Root Cause:** Cultural and social norms.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) 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 Involvement 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
- Action research results

# Goals

Revised/Approved: July 24, 2017


## Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** Teachers will post the objective for the class and the goal for what students should be able to do or complete at the end of the period.

A critical writing piece may be implemented as a opportunity for students to reflect on the lesson.

**Evaluation Data Source(s) 1:** Walk-throughs are conducted by administration, instructional coaches as well as counselors and other support staff.

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Maintain a BDJH web-page as the primary source of campus information	Administration Heather Hogan  All staff responsive for providing up-to-date information for the web-page	Simplified method for parents to access campus information				
						



**Goal 2: Katy ISD will actively support the emotional well-being of all learners.**

**Performance Objective 1:** Provide a character lesson once a week to all students through advisory.

**Evaluation Data Source(s) 1:** Student and staff surveys. Lessons have been delivered.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Apr	June
1) Implementation of Character Strong curriculum for the entire campus through advisory and larger group sessions  Implement No Place for Hate curriculum and accompanying campus activities	Counseling Staff Administrative Staff Teachers	Students will participate in Character Strong lessons in a variety of settings  Students will develop character traits that are modeled in the No Place for Hate curriculum and activities				

# State Compensatory

## Personnel for Beckendorff Junior High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Holly Skillern	Teacher	Read 180	1

## Campus Advisory Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ethan Crowell	Principal
Non-classroom Professional	Morgan Allen	Testing Coordinator
District-level Professional	Trisha Reynolds	District Rep
Parent	Steve Kaplan	Parent
Parent	Jael Prothor	Parent
Classroom Teacher	Angie Chinaea	Teacher
Classroom Teacher	Ryan Summner	Teacher
Parent	Sonali Demli	Parent

# Addendums

# TEXAS EDUCATION AGENCY

## 2017 Accountability Summary

### BECKENDORFF J H (101914050) - KATY ISD

### Accountability Rating

**Met Standard**

#### Met Standards on

- Student Achievement
- Student Progress
- Closing Performance Gaps
- Postsecondary Readiness

#### Did Not Meet Standards on

- NONE

In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 **or** Index 2 **and** Index 3 **and** Index 4.

### Distinction Designation



Academic Achievement in ELA/Reading

**DISTINCTION EARNED**

Academic Achievement in Mathematics

**DISTINCTION EARNED**

Academic Achievement in Science

**DISTINCTION EARNED**

Academic Achievement in Social Studies

**DISTINCTION EARNED**

Top 25 Percent Student Progress

**DISTINCTION EARNED**

Top 25 Percent Closing Performance Gaps

**DISTINCTION EARNED**

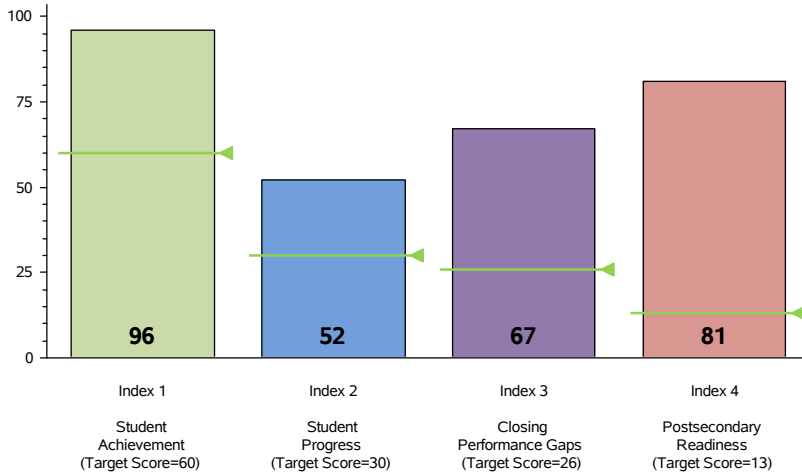
Postsecondary Readiness

**DISTINCTION EARNED**

### Campus Demographics

Campus Type	Middle School
Campus Size	1,752 Students
Grade Span	06 - 08
Percent Economically Disadvantaged	6.3
Percent English Language Learners	3.6
Mobility Rate	5.1
Percent Served by Special Education	6.7
Percent Enrolled in an Early College High School Program	0.0

### Performance Index Report



### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	4,940	5,136	96
2 - Student Progress	828	1,600	52
3 - Closing Performance Gaps	1,614	2,400	67
4 - Postsecondary Readiness			
STAAR Score	81.2		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		81

### System Safeguards

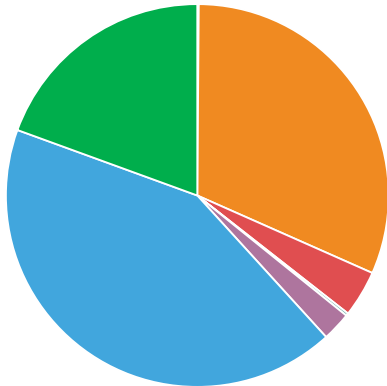
#### Number and Percentage of Indicators Met

Performance Rates	34 out of 36 = 94%
Participation Rates	18 out of 18 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>52 out of 54 = 96%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

# 50 - Beckendorff Junior High

Student Profile



Student Statistics

Total Enrollment	1,754
At-Risk	13.17%
Low Income	6.56%
Limited English Proficient	3.59%
Special Education	6.84%
Career Technology Educat..	23.49%
Bilingual	0.00%
ESL	3.48%
Gifted/Talented	21.78%
Title I	0.11%
Attendance Rate	97.47%

Race/Ethnicity	#	%
White	742	42.30%
Hispanic	341	19.44%
Asian	553	31.53%
Black/African American	69	3.93%
Two or More Races	43	2.45%
Am Indian/Alaskan Native	2	0.11%
Native Hawaiian Pacific Islander	4	0.23%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.