

Katy Independent School District
Alexander Elementary School
2017-2018 Campus Improvement Plan

Mission Statement

In pursuit of excellence, the mission of the Roosevelt Alexander Elementary community is to create a positive, safe, nurturing environment where students are challenged, achievement is maximized, and full potential is realized.

Vision

Nurture, Challenge, Achieve

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Alexander Elementary is a nineteen-year old, Pre-K-5th grade campus in Katy ISD. Although this improvement plan focuses on the 2017-2018 school year, the demographic information comes from information available in June 2017. Student enrollment at Alexander Elementary is projected to decrease to slightly under 1,000 students for the 2017-2018 school year.

Alexander Elementary serves a diverse student population. June 2017 enrollment data show that 1,036 students attended Alexander Elementary in the 2016-2017 school year with the following enrollment by Race/Ethnicity: African American - 2.32%; Hispanic - 13.22%; White - 42.47%; American Indian - 0%; Asian - 38.3%; Pacific Islander - 0%; Two or More Races - 3.86%.

The 7.3% student mobility rate for Alexander Elementary is below the state average of 16.5%.

Attendance rates have remained steady at above 97%, higher than both the district and state average. The campus attributes this achievement to strong parental involvement and a focus on high-quality education. The campus is predominately a neighborhood school.

Alexander Elementary's student groups include: Economically Disadvantaged - 6.1%; English Language Learners - 25.1%; LEP: 26.0%; Special Education - 11.2%; At-Risk: 36.5%; GT: 15.4%.

Katy ISD and Alexander Elementary support new teachers in obtaining ESL certification within 2 years of employment. Alexander Elementary also supports experienced teachers in securing certification and attending professional development in specialty areas to support English Language Learners, Special Education students and struggling learners.

Demographics Strengths

Low Mobility

Diversity

Decrease in Special Education Referrals

Effective Response to Intervention Model

Student Academic Achievement

Student Academic Achievement Summary

Accountability Rating - Met Standard

Alexander Elementary met and exceeded all four targets:

- Index 1 - Student Achievement. Alexander Elementary Score: 96 (state target score = 60)
- Index 2 - Student Progress. Alexander Elementary Score: 56 (state target score = 32)
- Index 3 - Closing Performance Gaps. Alexander Elementary Score: 64 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Alexander Elementary Score 80 (state target score = 12)

Distinction Designations

Alexander Elementary earned the following Distinction Designations for 2016-2017 school year based on 2017 STAAR results:

- Academic Achievement in Science
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

5th Grade Student Performance on 2017 STAAR Tests

5th Grade Reading: 98% "passed"

- 56% (98/176) of RAE fifth grade students mastered grade level expectations
- 26% (45/176) of RAE fifth grade students met grade level expectations
- 17% (30/176) of RAE fifth grade students approached grade level expectations
- 2% (3/176) of RAE fifth grade students did not meet grade level expectations

5th Grade Math: 99% "passed"

- 56% (99/176) of RAE fifth grade students mastered grade level expectations
- 23% (40/176) of RAE fifth grade students met grade level expectations

- 20% (35/176) of RAE fifth grade students approached grade level expectations
- 1% (2/176) of RAE fifth grade students did not meet grade level expectations

5th Grade Science: 98% "passed"

- 55% (96/174) of RAE fifth grade students mastered grade level expectations
- 29% (51/174) of RAE fifth grade students met grade level expectations
- 13% (23/174) of RAE fifth grade students approached grade level expectations
- 2% (4/174) of RAE fifth grade students did not meet grade level expectations

4th Grade Student Performance on 2017 STAAR Tests

4th Grade Reading: 92% "passed"

- 63% (107/171) of RAE fourth grade students mastered grade level expectations
- 18% (30/171) of RAE fourth grade students met grade level expectations
- 12% (21/171) of RAE fourth grade students approached grade level expectations
- 8% (13/171) of RAE fourth grade students did not meet grade level expectations

4th Grade Math: 96% "passed"

- 57% (98/171) of RAE fourth grade students mastered grade level expectations
- 26% (45/171) of RAE fourth grade students met grade level expectations
- 13% (22/171) of RAE fourth grade students approached grade level expectations
- 3.5% (6/171) of RAE fourth grade students did not meet grade level expectations

4th Grade Writing: 91% "passed"

- 33% (56/171) of RAE fourth grade students mastered grade level expectations
- 32% (55/171) of RAE fourth grade students met grade level expectations
- 26% (44/171) of RAE fourth grade students approached grade level expectations
- 9% (16/171) of RAE fourth grade students did not meet grade level expectations

3rd Grade Student Performance on 2017 STAAR Tests

3rd Grade Reading: 92% "passed"

- 58% (95/165) of RAE third grade students mastered grade level expectations
- 18% (28/165) of RAE third grade students met grade level expectations
- 12% (29/165) of RAE third grade students approached grade level expectations
- 8% (13/165) of RAE third grade students did not meet grade level expectations

3rd Grade Math: 94% "passed"

- 55% (90/164) of RAE third grade students mastered grade level expectations
- 24% (24/164) of RAE third grade students met grade level expectations
- 15% (24/164) of RAE third grade students approached grade level expectations
- 6% (10/176) of RAE third grade students did not meet grade level expectations

Student Academic Achievement Strengths

Alexander Elementary has a population of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

Meeting all of the State System Safeguards

Meeting and exceeding all four targets:

- Index 1 - Student Achievement. Alexander Elementary Score: 96 (state target score = 60)
- Index 2 - Student Progress. Alexander Elementary Score: 56 (state target score = 32)
- Index 3 - Closing Performance Gaps. Alexander Elementary Score: 64 (state target score = 28)
- Index 4 - Post-Secondary Readiness. Alexander Elementary Score 80 (state target score = 12)

Earning Three Distinction Designations

- Academic Achievement in Science
- Top 25 Percent Closing Performance Gaps
- Postsecondary Readiness

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 100% of students are not making expected progress. **Root Cause:** Student progress monitoring efforts have been limited to tracking student growth.

Problem Statement 2: Nearly half of the students who did not achieve Approaches Grade Level on the 4th Grade Reading STARR are identified as ELL students. **Root Cause:** Students are faced with learning academic vocabulary at a very fast pace.

Problem Statement 3: Student performance on the 3rd grade Reading STAAR test and on the 4th grade Reading and Writing STAAR tests have been consistently lower than anticipated over the past two years. **Root Cause:** A high percentage of the students who did not achieve Approaches Grade Level have been identified as students with Dyslexia.

Problem Statement 4: For the past three years, 3rd grade student performance has been lower than the upper grades on both the Math and Reading STAAR tests. **Root Cause:** Students are not exposed to the rigor nor testing experience until the very end of 2nd grade.

School Processes & Programs

School Processes & Programs Summary

Alexander Elementary has a strong tradition of high quality instructional practice. The majority of our teachers have between 5-20 years of experience. Our teachers work in high performing collaborative teams. We have highly capable Instructional Coaches who provide ongoing professional development and support. Both Assistant Principals are strong instructional leaders. The principal has leadership experience at all three levels of schooling: high school, junior high school and elementary. The diversity in strengths of the administrative and instructional team represent a wealth of experience to draw from when making decisions about teaching and learning.

School Processes & Programs Strengths

The workshop model is strong

Teachers and staff are always looking to learn and grow, lifelong learning is valued by all staff

Teacher retention rate is high in most areas

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is high turnover with Special Education positions. **Root Cause:** Providing the level of student and teacher support is a challenge given the high needs of our special education students.

Problem Statement 2: There is high turnover in the ESL ISST position. **Root Cause:** Teachers leaving the classroom struggle with the new demands of the position and finding the best way to support students using co-teaching models with classroom teachers.

Perceptions

Perceptions Summary

Alexander has a strong tradition of community involvement and a strong PTA.

Perceptions Strengths

Alexander Elementary School staff and the Alexander PTA work collaboratively to ensure students have multiple opportunities for academic and social-emotional development.

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
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, 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
- Discipline records
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- 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
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Other additional data

Goals

Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 1: 100% of RAE staff members will increase focus on monitoring student progress and adjusting instruction through collaboration, analysis and individualized plans of action to ensure each student achieves a minimum of one year of academic growth.

Evaluation Data Source(s) 1: Planning Notes

Lesson Plans

Teacher Common Formative Assessments

Small Group Instruction

Progress Monitoring Notes


Checkpoints (every nine weeks)

Goal Setting and Professional Development (GSPD) Conference Notes

T-TESS Observation and Walkthrough Feedback

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Analyze multiple sources of student data through Collaborative Data Review Meetings.	Administration, Instructional Coaches, Intervention Teachers, and Grade Level Teachers.	Staff will increase focus on monitoring and adjusting instruction based on analysis of results student strengths and needs.				
2) Provide extensive, aligned professional learning to staff in all curricular areas, through workshops, conferences, speakers, as well through professional reading materials, books studies, PDR, staff meetings and Pineapple PD.	Principal Assistant Principals Instructional Coaches EST ISSTs	Staff will attend relevant, high-quality professional learning throughout the school year, transfer knowledge gained to fellow staff members and implement research-based strategies to positively impact student learning.				
3) Execute plans of action using a variety of resources to increase student achievement.	Instructional Coaches ESL ISSTs Teachers	Teachers will provide individualized instruction based on individual student need positively impacting student progress.				

 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue


Goal 1: Student Growth and Success

Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the KISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: Achieve Quartile I level performance in Index 2 (Student Progress) through continuous monitoring and adjusting of instruction as documented in team planning notes and appraiser-staff conferences.

Evaluation Data Source(s) 2: Spring 2018 STAAR Performance Data

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Based on pre-assessment data, teachers will develop and implement student action plans using small group instruction.	Principal Assistant Principals Instructional Coaches Teachers	Teachers will continuously adjust instruction based on individual student needs to positively impact student progress along a continuum.				
Funding Sources: 199 - General Fund - 0.00						
						

Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.


Performance Objective 1: 100% of RAE staff members will comply with 100% of Life Safety directives.

Evaluation Data Source(s) 1: Administrator Walkthroughs

Fire Marshall Inspections

Meeting Agendas

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RAE Safety Liaison will conduct six Safety Committee meetings throughout the year to communicate Life Safety Code expectations from the District.	Assistant Principal/Safety Liaison	Teachers will be provided timely information to ensure staff is informed and is following procedures as determined by Life Safety Code.				
						

Goal 2: Safe and Orderly Learning and Working Environment

A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 2: The NIMS Incident Management Team will participate in at least one monthly drill to increase effectiveness in responding to emergencies.

Evaluation Data Source(s) 2: Drill Reports

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Safety Liaison will conduct monthly drills.	Assistant Principal/Safety Liaison	Monthly drills will provide staff and students the opportunity to practice responding in an emergency situation.				


Goal 3: Community Engagement

Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: RAE administration and teacher leaders will work collaboratively with PTA Leaders and community volunteers to plan, coordinate and facilitate events to support the academic and social emotional needs of RAE students.

Evaluation Data Source(s) 1: Calendar of Events
Event Chairperson Document

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) RAE administration will communicate a calendar of events to the RAE staff and community.	Charmaine Hobin Stacy Risinger	The staff and community will be informed in advance of events in order to attend and support various events throughout the year.				
2) RAE administration will divide events to coordinate with teachers and volunteers.	Charmaine Hobin Kristi Gonzales Thea Hracovy	Events will be coordinated in an efficient and effective manner.				
						


Goal 4: Effective and Efficient Operations

Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: RAE administration will work collaboratively with Instructional Coaches to determine specific needs of students and teachers in order to provide relevant and high quality professional learning for teachers.

Evaluation Data Source(s) 1: T-TESS Goal Setting Professional Development Conference Notes
Walkthrough Observation Data

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Instructional Coaches will provide relevant and timely professional development during grade level content specific professional development rotations.	Principals Assistant Principals Instructional Coaches	Collaboration between administration and instructional coaches will strengthen professional learning and positively impact student progress.				
2) Administrators and Instructional Coaches will participate in weekly Learning Walks to understand, assess and support teaching and learning needs campus-wide.	Principal Assistant Principals Instructional Coaches	Observing instruction together will result in administration and instructional coaches recognizing trends in curriculum and instruction and responding to needs to support relevant and high-quality professional learning to positively impact student progress.				
3) First grade math teachers will participate in the Student Learning Objective pilot.	First Grade Supervising Assistant Principal First Grade Team Leader First Grade Veteran Team Members	Participation in the SLO Pilot will provide teachers the opportunity to conduct action research through embedded professional learning to better assess and respond to student needs.				
						

Goal 5: Organizational Improvement

Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: T-TESS Appraisers will increase focus on teacher and staff monitoring of student progress and adjusting instruction through observations, walkthroughs and collaboration to create individualized plans of action to ensure each staff member achieves a minimum of Proficient in T-TESS Dimensions 1.2 and 2.5 as measured by the T-TESS rubric.







Evaluation Data Source(s) 1: T-TESS Observation Notes

T-TESS Walkthrough Notes

T-TESS Goal-Setting and Professional Development (GSPD) Conference Notes

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Appraisers will utilize the T-TESS framework to conduct goal-setting meetings, observations, walkthroughs and conferences for each staff member to support focus on ensuring each student achieves a minimum of one year of academic growth.	Principals Assistant Principals	Collaborative goal-setting, timely feedback and instructional leadership support will provide opportunities to affirm and guide continued focus on ensuring each student achieves a minimum of one year of academic growth.				
2) Appraisers and instructional coaches will actively participate in lesson planning sessions, professional development rotations, and vertical content meetings.	Administrators Instructional Coaches Teachers	Participation in the collaborative planning and learning process will provide appraisers with real-time and relevant data to be reflected in teacher appraisals.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

State Compensatory

Personnel for Alexander Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Davies	Teacher	Academic Support	1
Suzanne Nguyen	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Charmaine Hobin	Principal
Administrator	Thea Hrachovy	Assistant Principal
Classroom Teacher	Mary Batycki	2nd Grade ELA Teacher
Classroom Teacher	Priscilla Lowery	Dyslexia Teacher
Classroom Teacher	Karen Maedgen	4th Grade Math/Science/SS Teacher
Parent	Leslie Simank	Parent
Classroom Teacher	Amy Davies	Reading Intervention Teacher
Business Representative	Cynthia Maness	HEB Area Community Coordinator
Community Representative	Missy Chapman	Director of Children's Ministry
Community Representative	Connie Stirgus	Outreach Coordinator
Parent	Tina Aguilar	Parent
Parent	Zounarah Khan	Parent
Parent	Ryan Healey	Parent
Parent	Jingyu Cui	Parent
District-level Professional	Becky Barlow	Office of Interventions

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	STEM Boxes, Professional Development, Books, Manipulatives		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

TEXAS EDUCATION AGENCY
2017 Accountability Summary
 ROOSEVELT ALEXANDER EL (101914117) - 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

NO DISTINCTION EARNED

Academic Achievement in Mathematics

NO DISTINCTION EARNED

Academic Achievement in Science

DISTINCTION EARNED

Academic Achievement in Social Studies

NOT ELIGIBLE

Top 25 Percent Student Progress

NO DISTINCTION EARNED

Top 25 Percent Closing Performance Gaps

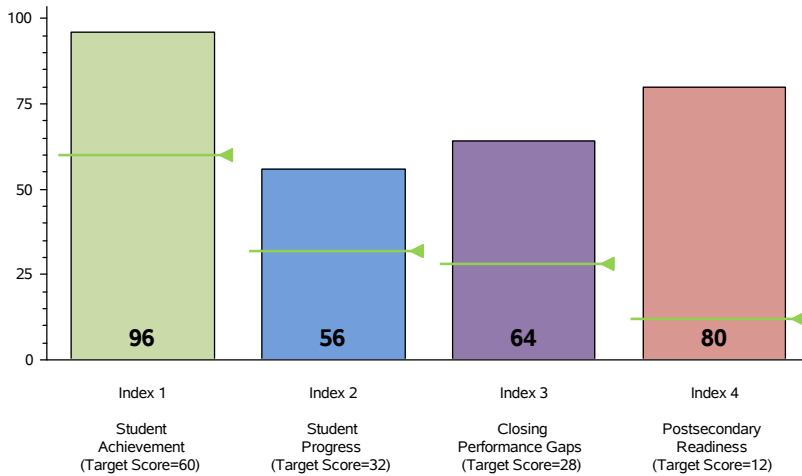
DISTINCTION EARNED

Postsecondary Readiness

DISTINCTION EARNED

Campus Demographics

Performance Index Report



Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	1,282	1,336	96
2 - Student Progress	672	1,200	56
3 - Closing Performance Gaps	1,398	2,200	64
4 - Postsecondary Readiness			
STAAR Score	80.3		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		80

Campus Type	Elementary
Campus Size	1,019 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	4.9
Percent English Language Learners	25.7
Mobility Rate	7.3
Percent Served by Special Education	8.6
Percent Enrolled in an Early College High School Program	0.0

System Safeguards

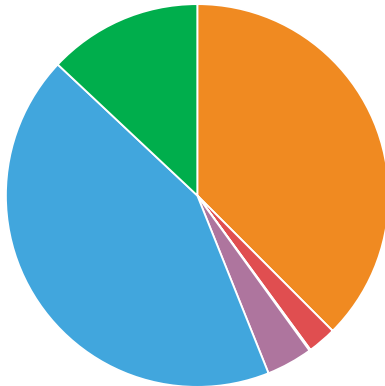
Number and Percentage of Indicators Met

Performance Rates	19 out of 19 = 100%
Participation Rates	12 out of 12 = 100%
Graduation Rates	N/A
Total	31 out of 31 = 100%

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

117 - Alexander Elementary

Student Profile



Student Statistics

Total Enrollment	1,024
At-Risk	36.91%
Low Income	4.79%
Limited English Proficient	25.49%
Special Education	9.08%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	24.80%
Gifted/Talented	14.16%
Title I	0.00%
Attendance Rate	96.86%

Race/Ethnicity	#	%
White	441	43.07%
Hispanic	133	12.99%
Asian	384	37.50%
Black/African American	25	2.44%
Two or More Races	40	3.91%
Native Hawaiian Pacific Islander	1	0.10%

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