

IN THE UNITED STATES DISTRICT COURT  
FOR THE NORTHERN DISTRICT OF TEXAS  
DALLAS DIVISION

UNITED STATES OF AMERICA

Vs.

GARLAND INDEPENDENT  
SCHOOL DISTRICT

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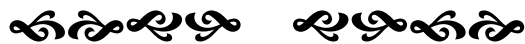
CIVIL ACTION

NO. 3:70-cv-04100-K

*SEMI-ANNUAL REPORT*

*TO JUDGE ED KINKEADE*

*December 15, 2019*



GARLAND INDEPENDENT SCHOOL DISTRICT  
*Dr. Ricardo López, Superintendent*



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**Garland Independent School District**

Office of Superintendent

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December 15, 2019

The Honorable Ed Kinkeade, Judge  
United States District Court for the  
Northern District of Texas, Dallas Division  
1100 Commerce Street, Room #15E6  
Dallas, TX 75242

RE: The United States of America,  
et al v. Garland Independent School  
District, No. CA3-4100R

Dear Judge Kinkeade:

Pursuant to the order in the Agreed Judgment of July 14, 1987, please accept this letter and accompanying exhibits as the Garland Independent School District's December semi-annual report on the status of the Freedom of Choice Plan (with Court-ordered Modifications, as Amended in 1987 and 2012). The report will be reviewed by the Board of Trustees on January 14, 2020, and by the Multi-Ethnic Committee on April 6, 2019.

The points enumerated below describe current conditions and developments since the last report of June 15, 2019. The narrative portion of this report continues to be abbreviated and the accompanying exhibits provide corroborative and supplemental data.

Major occurrences since June 15, 2019, are as follows:

1. The four academies that serve gifted/talented students and neighborhood children remain fully operational. Enrollment figures vary very little from those reported in June.

- a. As of December 10, 2019, Austin Academy has an enrollment of 994 students. Of this number, 717 are magnet students. Included are 333 sixth graders, 326 seventh graders, and 335 eighth graders. Of this number, 208 (20.93%) are White; 117 (11.77%) are African American; 477 (47.99%) are Hispanic; 158 (15.90%) are Asian; 3 (0.30%) are American Indian; 1 (0.10%) is Pacific Islanders; and 30 (3.02%) are two or more races or ethnicities. The school has a waiting list of 157 academy non-neighborhood students.
- b. As of December 10, 2019, Hillside Academy has an enrollment of 482 students. Of this number, 354 are magnet students. Included are 59 Kindergartners, 78 first graders, 78 second graders, 81 third graders, 84 fourth graders, and 102 fifth graders. Of this number, 86 (17.84%) are White; 56 (11.62%) are African-American; 236 (48.96%) are Hispanic; 90 (18.67%) are Asian; 0 (0%) are American Indian; 1 (0.21%) is Pacific Islander; and 13 (2.70%) are two or more races or ethnicities. There are 18 academy non-neighborhood magnet students on the waiting list.
- c. As of December 10, 2019, Kimberlin Academy has an enrollment of 470 students. Of this number, 340 are magnet students. Included are 63 Kindergartners, 47 first graders, 84 second graders, 92 third graders, 88 fourth graders, and 96 fifth graders. Of this number, 165 (35.11%) are White; 94 (20.00%) are African-American; 131 (27.87%) are Hispanic; 51 (10.85%) are Asian; 2 (0.43%) are American Indian; (0%) is Pacific Islander; and 27 (5.74%) are two or more races or ethnicities. There are 20 academy non-neighborhood magnet children on the waiting list.
- d. As of December 10, 2019, Walnut Glen Academy has an enrollment of 389 students. Of this number, 275 are magnet students. Included are 48 Kindergartners, 59 first graders, 62 second graders, 60 third graders, 76 fourth graders, and 84 fifth graders. Of this number, 69 (17.74%) are White; 64 (16.45%) are African-American; 171 (43.96%) are Hispanic; 71 (18.25%) are Asian; 0 (0%) are American Indian; (0%) is Pacific Islander; and 14 (3.60%) are two or more races or ethnicities. There is 0 academy non-neighborhood magnet student on the waiting list.

See Exhibit 1.

2. The District has four math-science-technology magnets.
  - a. As of December 10, 2019, Beaver Technology Center for Math and Science has an enrollment of 574 students. Of this number, 331 are magnet students. Included are 69 Kindergartners, 68 first graders, 92 second graders, 109 third graders, 108 fourth graders, and 126 fifth graders. Of this number, 111 (19.34%) are White; 70 (12.20%) are African-American; 278 (48.43%) are Hispanic; 86 (14.98%) are Asian; 2 (0.35%) are American Indian; 1 (0.17%) are Pacific Islander; and 26 (4.53%) are two or more races or ethnicities.
  - b. As of December 10, 2019, Watson Technology Center for Math and Science has an enrollment of 583 students. Included are 65 Kindergartners, 64 first graders, 105 second graders, 110 third graders, 109 fourth graders, and 130 fifth graders. Of this number, 355 are magnet students. Of this number, 99 (16.98%) are White; 112 (19.21%) are African-American; 280 (48.03%) are Hispanic; 71 (12.18%) are Asian; 2 (0.34%) is American Indian; 2 (0.34%) is Pacific Islander, and 17 (2.92%) are two or more races or ethnicities.
  - c. As of December 10, 2019, Jackson Middle School has an enrollment of 1,498 students. Of this number, 750 are in the MST component, and 748 are neighborhood students. Included in the 1,498 students are 533 sixth graders, 487 seventh graders, and 478 eighth graders. Of this number, 196 (13.08%) are White; 181 (12.08%) are African-American; 848 (56.61) are Hispanic; 233 (15.55%) are Asian; 3 (0.20%) are American Indian; 2 (0.13%) are Pacific Islander; and 35 (2.34%) are two or more races or ethnicities.
  - d. As of December 10, 2019, North Garland High School has an enrollment of 2,747 students. Of this number, 781 are in the MST component, and 1,966 are neighborhood students. Included in the 2,747 students are 755 ninth graders, 709 tenth graders, 666 eleventh graders, and 617 twelfth graders. Of this number, 258 (9.39%) are White; 315 (11.47%) are African-American; 1,552 (56.50%) are Hispanic; 585 (21.30%) are Asian; 11 (0.40%) are American Indian; 0 (0.00%) are Pacific Islander; and 26 (0.95%) are two or more races or ethnicities.

3. As of December 10, 2019, Lakeview Centennial High School has an enrollment of 2,441 students. Of this number, 1,074 are in the College-Career-Connect component and 1,367 are neighborhood students. Included in the 2,441 students are 695 ninth graders, 644 tenth graders, 605 eleventh graders, and 497 twelfth graders. Of this number, 350 (14.34%) are White; 736 (30.15%) are African-American; 1144 (46.87%) are Hispanic; 152 (6.23%) are Asian; 6 (0.25%) are American Indian; 1 (0.04%) is Pacific Islander; and 52 (2.13%) are two or more races or ethnicities.

See Exhibit 1 for additional details.

4. The District has two Classical Center schools in operation.
  - a. As of December 10, 2019, the Classical Center at Vial Elementary School has an enrollment of 587 students. Of this number, 450 students are in the classical component. Included in the 587 students are 109 Kindergartners, 86 first graders, 98 second graders, 95 third graders, 91 fourth graders, and 108 fifth graders. Of this number, 93 (15.84%) are White; 129 (21.98%) are African-American; 299 (50.94%) are Hispanic; 41 (6.98%) are Asian; 1 (0.17%) are American Indian; 0 (0%) is Pacific Islander; and 24 (4.09%) are two or more races or ethnicities.
  - b. As of December 10, 2019, the Classical Center at Brandenburg Middle School has an enrollment of 1,247 students. Of this number, 730 are in the classical component. Included in the 1,247 students are 414 sixth graders, 425 seventh graders, and 408 eighth graders. Of this number, 232 (18.60%) are White; 262 (21.01%) are African-American; 647 (51.88%) are Hispanic; 61 (4.89%) are Asian; 3 (0.24%) are American Indian; and 40 (3.21%) are two or more races or ethnicities.

See Exhibit 1.

5. The International Baccalaureate Program at Garland High School has 666 students. Included are 186 ninth graders, 181 tenth graders, 152 eleventh graders, and 147 twelfth graders. Of this number, 182 (27.33%) are White; 75 (11.26%) are African-American; 224 (33.63%) are Hispanic; 152 (22.82%) are Asian; 6 (0.90%) are American Indian; 1 (0.15%) are Pacific Islander; and 26 (3.90%) are two or more races or ethnicities.

See Exhibit 1.

6. The District has two Pre-Kindergarten Centers in operation.
  - a. As of December 10, 2019, Gloria Cisneros Pre-K Center has an enrollment of 564 students. Included in the 564 students are 24 Early Childhood students and 540 Pre-K students. Of this number, 17 (3.01%) are White; 35 (6.21%) are African-American; 506 (89.72%) are Hispanic; 4 (.71%) are Asian; 2 (0.35%) are American Indian; 0 (0%) are Pacific Islander; and 0 (0%) are two or more races or ethnicities.
  - b. As of December 10, 2019, Florence Parsons Pre-K Center has an enrollment of 479 students. Included in the 479 students are 16 Early Childhood students and 463 Pre-K students. Of this number, 25 (5.22%) are White; 48 (10.02%) are African-American; 312 (65.14%) are Hispanic; 85 (17.75%) are Asian; 0 (0%) are American Indian; 1 (0.20%) are Pacific Islander; and 10 (2.02%) are two or more races or ethnicities.
7. The district has recently added additional magnet campuses. There are two Magnet Montessori Campuses at Herfurth Elementary School and Luna Elementary School. There is one Pathways in Technology Early College High School (P-TECH) campus and two additional Collegiate Academies at South Garland High School and Naaman Forest High School. The magnet admissions process for each campus is detailed below:

**Magnet Admission Process for Herfurth and Luna Montessori**

Application requirements:

- Students who are 3 or 4 years old on or before Sept. 1 and students entering kindergarten-fifth grades may apply
- Students must score 50th percentile on reading and math achievement test
- Students must attend an on-site observation and meet the minimum score on a rubric

All qualified applicants will be placed in a lottery and offered seats in the order they are chosen. When all the seats are filled, the remaining qualified students will be placed on the waiting list. Students will be called from the wait list as seats become available until the second week of school.

**Magnet Admission Process for Rowlett P-TECH and SGHS Collegiate Academy**

The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by

PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)

For admissions, the ECHS/P-TECH shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS/P-TECH.

#### **Magnet Admission Process for NFHS Collegiate Academy**

##### Application Requirements:

- Student entering grade 9
- Students must score at or above the 50th percentile on reading and math achievement tests
- Students must pass STAAR/EOC
- Students must have passing grades in core subjects
- Students should not have serious discipline issues

All qualified applicants will be placed in a lottery and offered seats in the order they are chosen. When all the seats are filled, the remaining qualified students will be placed on the waiting list. Students will be called from the wait list as seats become available until the second week of school.

- a. As of December 10, 2019, Herfurth Elementary School Montessori program has a total enrollment of 441 students. Included in the 441 students are 28 Early Childhood students, 39 Pre-K students, 79 Kindergartners, 73 first graders, 61 second graders, 78 third graders, 40 fourth graders, and 43 fifth graders. Of this number, 133 (30.16%) are White; 85 (19.27%) are African-American; 147 (33.33%) are Hispanic; 47 (10.66%) are Asian; 3 (0.68%) are American Indian; 0 (0.0%) are Pacific Islander; and 26 (5.90%) are two or more races or ethnicities.

- b. As of December 10, 2019, Luna Elementary School Montessori program has a total enrollment of 351 students. Included in the 351 students are 28 Early Childhood students, 40 Pre-K students, 67 Kindergartners, 60 first graders, 47 second graders, 43 third graders, 37 fourth graders, and 29 fifth graders. Of this number, 130 (37.04%) are White; 58 (16.52%) are African-American; 85 (24.22%) are Hispanic; 53 (15.10%) are Asian; 2 (0.57%) are American Indian; 2 (0.57%) are Pacific Islander; and 21 (5.98%) are two or more races or ethnicities.
- c. As of December 10, 2019, Rowlett High School has a total enrollment of 2,483 students. Of this number, 215 are in the P-TECH component, and 2,268 are neighborhood students. Included in the 215 students are 138 ninth graders, 38 tenth graders, 16 eleventh graders, and 23 twelfth graders. Of this number, 59 (27.44%) are White; 42 (19.53%) are African-American; 89 (41.40%) are Hispanic; 17 (7.91%) are Asian; 0 (0.0%) are American Indian; 1 (0.47%) is Pacific Islander; and 7 (3.26%) are two or more races or ethnicities.
- d. As of December 10, 2019, South Garland High School has a total enrollment of 2,134 students. Of this number, 143 are in the Collegiate Academy, and 1,991 are neighborhood students. Included in the 2,134 students are 630 ninth graders, 528 tenth graders, 451 eleventh graders, and 525 twelfth graders. Of this number, 90 (4.22%) are White; 291 (13.64%) are African-American; 1,694 (79.38%) are Hispanic; 37 (1.73%) are Asian; 6 (0.28%) are American Indian; 1 (0.05%) is Pacific Islander; and 15 (.70%) are two or more races or ethnicities.
- e. As of December 10, 2019, Naaman Forest High School has a total enrollment of 2,238 students. Of this number, 333 are in the Collegiate Academy, and 1,905 are neighborhood students. Included in the 333 students are 166 ninth graders, 68 tenth graders, 57 eleventh graders, and 42 twelfth graders. Of this number, 58 (17.42%) are White; 48 (14.41%) are African-American; 173 (51.95%) are Hispanic; 42 (12.61%) are Asian; 3 (0.90%) are American Indian; 1 (0.04%) is Pacific Islander; and 9 (2.70%) are two or more races or ethnicities.

See Exhibit 1.



8. The majority of the District's schools are in compliance with the 1987 Agreed Judgement in terms of ethnic balance. As of December 10, 2019, there were 55,652 students in the computer mainframe. Of this number, 9,089 (16.33%) are White; 9,847 (17.69%) are African-American; 29,959 (53.83%) are Hispanic; 5,156 (9.26%) are Asian; 193 (0.35%) are American Indian; 45 (0.08%) are Pacific Islander; and 1,363 (2.45%) are two or more races or ethnicities. Anglo enrollment on a school-by-school basis ranges from a low of 1.86% at Bullock Elementary School to a high of 44.01% at Keeley Elementary School.

See Exhibit 1.

9. Luna, Keeley and Armstrong Elementary Schools are above ethnic bands in one or more grade level. There are 48 elementary schools that have one or more grade levels closed because of building capacity limits. Capacity restrictions are also in place at 5 middle schools. All 7 high schools closed due to capacity restrictions. These secondary schools accept new students only when they are in very close proximity to the school or when they live on a transportation route designated to the school.

See Exhibit 2.

10. The District has made preparation for the annual Choice of School period, during which time parents and students will select the school they wish to attend for the 2020-21 school year. The Board of Trustees approved the dates for the Choice period on October 22, 2019. The district will offer one uniform choice period for both elementary and secondary students beginning December 2019. The calendar provides for the choice period to begin on December 9, 2019 and conclude on January 27, 2020 for students entering grade 1-12 and March 2, 2020 through April 17, 2020 for students entering prekindergarten and kindergarten. The 2020-21 Choice of School Implementation Manual is shown in Exhibit 3.

After Choice forms have been returned by students and parents, the Administration will apply guidelines to ensure maintenance of ethnic balance.

As the District prepares to conduct the 2020-21 Choice of School process, the student ethnic band will range from a **“minimum of 0.0% Anglo to a maximum of 36.62% Anglo.”** The ethnic band will be used to determine each school's compliance with racial balance mandates of the court order as it relates to enrollment for the 2020-2021 school year.

The District's Anglo student population has declined 0.67% as compared to the ethnic percentages reported in last year's calculations (17.29%).

See Exhibit 1 for details.

11. Transportation costs for 2019-20 are estimated at \$5,331,006.00 for the four academies, the three collegiate academies, the four math-science-technology centers, the Classical Centers at Vial and Brandenburg, Memorial, the P-Tech at Rowlett and the GHS IB program. Projections indicate another \$993,217.00 will be spent to transport students to other campuses for racial balance purposes. There are no significant 2020-21 bus route changes that relate to the ethnic balance and/or to the Department of Justice inquiry.

See Exhibit 4.

12. The recruiting schedule for 2020-2021 is not complete because universities have not finalized their recruiting calendars. The recruiting schedule for the remainder of 2019-2020 and start of 2020-2021 is attached in Exhibit 5.
13. At the Multi-Ethnic Committee meeting held on September 19, 2005, the membership voted to meet only five times yearly.

Respectfully submitted,



Dr. Ricardo López

RL/mh

Copy: Lisa Ray, General Counsel for the Garland I.S.D.  
Edward B. Cloutman, Attorney-at-Law for the Garland NAACP  
Christopher S. Awad, Attorney-at-Law for the U.S. Department of Justice  
Ken Paxton, Attorney General's Office of the State of Texas  
School Trustees  
Multi-Ethnic Committee Members  
Garland Branch NAACP

Exhibit 1

Tally of Students by Ethnic Code:

All Schools

		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
Magnet School		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
Campus	Grade	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Garland HS</b>																																
002	09	71	38.17%	403	64.07%	2	1.08%	5	0.79%	37	19.89%	44	7.00%	32	17.20%	107	17.01%	1	0.54%	1	0.16%	43	23.12%	65	10.33%	0	0.00%	4	0.64%	186	29.00%	629
002	10	58	32.04%	382	64.20%	3	1.66%	3	0.50%	42	23.20%	54	9.08%	11	6.08%	62	10.42%	0	0.00%	0	0.00%	54	29.83%	77	12.94%	13	7.18%	17	2.86%	181	30.00%	595
002	11	51	33.55%	353	64.89%	1	0.66%	4	0.74%	39	25.66%	49	9.01%	13	8.55%	60	11.03%	0	0.00%	1	0.18%	41	26.97%	64	11.76%	7	4.61%	13	2.39%	152	27.00%	544
002	12	44	29.93%	332	63.24%	0	0.00%	3	0.57%	34	23.13%	42	8.00%	19	12.93%	55	10.48%	0	0.00%	0	0.00%	44	29.93%	80	15.24%	6	4.08%	13	2.48%	147	28.00%	525
<b>002 Total</b>		<b>224</b>	<b>33.63%</b>	<b>1470</b>	<b>64.11%</b>	<b>6</b>	<b>0.90%</b>	<b>15</b>	<b>0.65%</b>	<b>152</b>	<b>22.82%</b>	<b>189</b>	<b>8.24%</b>	<b>75</b>	<b>11.26%</b>	<b>284</b>	<b>12.39%</b>	<b>1</b>	<b>0.15%</b>	<b>2</b>	<b>0.09%</b>	<b>182</b>	<b>27.33%</b>	<b>286</b>	<b>12.47%</b>	<b>26</b>	<b>3.90%</b>	<b>47</b>	<b>2.05%</b>	<b>666</b>	<b>29.00%</b>	<b>2293</b>
<b>South Garland HS</b>																																
003	09	118	82.52%	499	79.21%	0	0.00%	2	0.32%	1	0.70%	6	0.95%	18	12.59%	92	14.60%	0	0.00%	0	0.00%	4	2.80%	26	4.13%	2	1.40%	5	0.79%	143	22.00%	630
003	10	0	0%	409	77.46%	0	0%	0	0.00%	0	0%	13	2.46%	0	0%	78	14.77%	0	0%	0	0.00%	0	0%	23	4.36%	0	0%	5	0.95%	0	0.00%	528
003	11	0	0%	371	82.26%	0	0%	2	0.44%	0	0%	8	1.77%	0	0%	50	11.09%	0	0%	0	0.00%	0	0%	17	3.77%	0	0%	3	0.67%	0	0.00%	451
003	12	0	0%	415	79.05%	0	0%	2	0.38%	0	0%	10	1.90%	0	0%	71	13.52%	0	0%	1	0.19%	0	0%	24	4.57%	0	0%	2	0.38%	0	0.00%	525
<b>003 Total</b>		<b>118</b>	<b>82.52%</b>	<b>1694</b>	<b>79.38%</b>	<b>0</b>	<b>0.00%</b>	<b>6</b>	<b>0.28%</b>	<b>1</b>	<b>0.70%</b>	<b>37</b>	<b>1.73%</b>	<b>18</b>	<b>12.59%</b>	<b>291</b>	<b>13.64%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.05%</b>	<b>4</b>	<b>2.80%</b>	<b>90</b>	<b>4.22%</b>	<b>2</b>	<b>1.40%</b>	<b>15</b>	<b>0.70%</b>	<b>143</b>	<b>6.00%</b>	<b>2134</b>
<b>North Garland HS</b>																																
004	09	88	34.51%	442	58.54%	1	0.39%	2	0.26%	85	33.33%	148	19.60%	35	13.73%	80	10.60%	0	0.00%	0	0.00%	42	16.47%	74	9.80%	4	1.57%	9	1.19%	255	33.00%	755
004	10	63	27.63%	383	54.02%	1	0.44%	3	0.42%	89	39.04%	161	22.71%	32	14.04%	83	11.71%	0	0.00%	0	0.00%	40	17.54%	73	10.30%	3	1.32%	6	0.85%	228	32.00%	709
004	11	54	30.68%	392	58.86%	0	0.00%	3	0.45%	71	40.34%	138	20.72%	20	11.36%	70	10.51%	0	0.00%	0	0.00%	27	15.34%	58	8.71%	4	2.27%	5	0.75%	176	26.00%	666
004	12	29	23.77%	335	54.29%	0	0.00%	3	0.49%	54	44.26%	138	22.37%	21	17.21%	82	13.29%	0	0.00%	0	0.00%	17	13.93%	53	8.59%	1	0.82%	6	0.97%	122	19.00%	617
<b>004 Total</b>		<b>234</b>	<b>29.96%</b>	<b>1552</b>	<b>56.50%</b>	<b>2</b>	<b>0.26%</b>	<b>11</b>	<b>0.40%</b>	<b>299</b>	<b>38.28%</b>	<b>585</b>	<b>21.30%</b>	<b>108</b>	<b>13.83%</b>	<b>315</b>	<b>11.47%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>126</b>	<b>16.13%</b>	<b>258</b>	<b>9.39%</b>	<b>12</b>	<b>1.54%</b>	<b>26</b>	<b>0.95%</b>	<b>781</b>	<b>28.00%</b>	<b>2747</b>
<b>Lakeview HS</b>																																
005	09	140	46.98%	322	46.33%	0	0.00%	0	0.00%	22	7.38%	35	5.04%	69	23.15%	237	34.10%	0	0.00%	0	0.00%	60	20.13%	88	12.66%	7	2.35%	13	1.87%	298	42.00%	695
005	10	127	43.79%	301	46.74%	0	0.00%	1	0.16%	24	8.28%	43	6.68%	65	22.41%	189	29.35%	0	0.00%	1	0.16%	67	23.10%	94	14.60%	7	2.41%	15	2.33%	290	45.00%	644
005	11	128	47.41%	292	48.26%	2	0.74%	4	0.66%	20	7.41%	33	5.45%	60	22.22%	168	27.77%	0	0.00%	0	0.00%	50	18.52%	90	14.88%	10	3.70%	18	2.98%	270	44.00%	605
005	12	104	48.15%	229	46.08%	1	0.46%	1	0.20%	25	11.57%	41	8.25%	35	16.20%	142	28.57%	0	0.00%	0	0.00%	49	22.69%	78	15.69%	2	0.93%	6	1.21%	216	43.00%	497
<b>005 Total</b>		<b>499</b>	<b>46.46%</b>	<b>1144</b>	<b>46.87%</b>	<b>3</b>	<b>0.28%</b>	<b>6</b>	<b>0.25%</b>	<b>91</b>	<b>8.47%</b>	<b>152</b>	<b>6.23%</b>	<b>229</b>	<b>21.32%</b>	<b>736</b>	<b>30.15%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.04%</b>	<b>226</b>	<b>21.04%</b>	<b>350</b>	<b>14.34%</b>	<b>26</b>	<b>2.42%</b>	<b>52</b>	<b>2.13%</b>	<b>1074</b>	<b>43.00%</b>	<b>2441</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

P A S S Learning Center																																		
007	09	0	0%	1	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	2
007	10	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	1
007	11	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	1
007 Total		0	0%	3	75.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	25.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	4

Naaman Forest HS																																
008	09	96	57.83%	364	55.74%	2	1.20%	6	0.92%	13	7.83%	65	9.95%	23	13.86%	125	19.14%	0	0.00%	0	0.00%	26	15.66%	80	12.25%	6	3.61%	13	1.99%	166	25.00%	653
008	10	36	52.94%	276	50.36%	0	0.00%	1	0.18%	11	16.18%	72	13.14%	11	16.18%	112	20.44%	0	0.00%	0	0.00%	9	13.24%	73	13.32%	1	1.47%	14	2.55%	68	12.00%	548
008	11	25	43.86%	250	47.71%	1	1.75%	4	0.76%	10	17.54%	84	16.03%	9	15.79%	99	18.89%	0	0.00%	0	0.00%	12	21.05%	69	13.17%	0	0.00%	18	3.44%	57	10.00%	524
008	12	16	38.10%	260	50.68%	0	0.00%	6	1.17%	8	19.05%	72	14.04%	5	11.90%	106	20.66%	0	0.00%	1	0.19%	11	26.19%	56	10.92%	2	4.76%	12	2.34%	42	8.00%	513
008 Total		173	51.95%	1150	51.39%	3	0.90%	17	0.76%	42	12.61%	293	13.09%	48	14.41%	442	19.75%	0	0.00%	1	0.04%	58	17.42%	278	12.42%	9	2.70%	57	2.55%	333	14.00%	2238

Rowlett HS																																
009	09	59	42.75%	277	45.11%	0	0.00%	1	0.16%	8	5.80%	24	3.91%	31	22.46%	148	24.10%	1	0.72%	1	0.16%	33	23.91%	146	23.78%	6	4.35%	17	2.77%	138	22.00%	614
009	10	12	31.58%	254	41.98%	0	0.00%	3	0.50%	6	15.79%	30	4.96%	8	21.05%	133	21.98%	0	0.00%	0	0.00%	12	31.58%	175	28.93%	0	0.00%	10	1.65%	38	6.00%	605
009	11	7	43.75%	274	44.12%	0	0.00%	3	0.48%	1	6.25%	23	3.70%	2	12.50%	128	20.61%	0	0.00%	0	0.00%	5	31.25%	182	29.31%	1	6.25%	11	1.77%	16	2.00%	621
009	12	11	47.83%	247	38.41%	0	0.00%	0	0.00%	2	8.70%	29	4.51%	1	4.35%	141	21.93%	0	0.00%	0	0.00%	9	39.13%	215	33.44%	0	0.00%	11	1.71%	23	3.00%	643
009 Total		89	41.40%	1052	42.37%	0	0.00%	7	0.28%	17	7.91%	106	4.27%	42	19.53%	550	22.15%	1	0.47%	1	0.04%	59	27.44%	718	28.92%	7	3.26%	49	1.97%	215	8.00%	2483

Sachse HS																																
010	09	0	0%	263	33.46%	0	0%	4	0.51%	0	0%	93	11.83%	0	0%	133	16.92%	0	0%	1	0.13%	0	0%	282	35.88%	0	0%	10	1.27%	0	0.00%	786
010	10	0	0%	241	35.29%	0	0%	1	0.15%	0	0%	81	11.86%	0	0%	101	14.79%	0	0%	0	0.00%	0	0%	239	34.99%	0	0%	20	2.93%	0	0.00%	683
010	11	0	0%	214	31.80%	0	0%	4	0.59%	0	0%	78	11.59%	0	0%	119	17.68%	0	0%	2	0.30%	0	0%	242	35.96%	0	0%	14	2.08%	0	0.00%	673
010	12	0	0%	230	33.09%	0	0%	1	0.14%	0	0%	94	13.53%	0	0%	124	17.84%	0	0%	2	0.29%	0	0%	234	33.67%	0	0%	10	1.44%	0	0.00%	695
010 Total		0	0%	948	33.42%	0	0%	10	0.35%	0	0%	346	12.20%	0	0%	477	16.81%	0	0%	5	0.18%	0	0%	997	35.14%	0	0%	54	1.90%	0	0.00%	2837

Austin Academy MS																																
041	06	76	31.67%	149	44.74%	1	0.42%	1	0.30%	53	22.08%	61	18.32%	33	13.75%	38	11.41%	0	0.00%	0	0.00%	65	27.08%	69	20.72%	12	5.00%	15	4.50%	240	72.00%	333
041	07	89	38.20%	160	49.08%	0	0.00%	0	0.00%	41	17.60%	46	14.11%	30	12.88%	40	12.27%	0	0.00%	0	0.00%	65	27.90%	71	21.78%	8	3.43%	9	2.76%	233	71.00%	326
041	08	93	38.11%	168	50.15%	1	0.41%	2	0.60%	47	19.26%	51	15.22%	31	12.70%	39	11.64%	0	0.00%	1	0.30%	67	27.46%	68	20.30%	5	2.05%	6	1.79%	244	72.00%	335
041 Total		258	35.98%	477	47.99%	2	0.28%	3	0.30%	141	19.67%	158	15.90%	94	13.11%	117	11.77%	0	0.00%	1	0.10%	197	27.48%	208	20.93%	25	3.49%	30	3.02%	717	72.00%	994

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Bussey MS</b>																																
042	06	0	0%	200	68.97%	0	0%	1	0.34%	0	0%	16	5.52%	0	0%	53	18.28%	0	0%	0	0.00%	0	0%	11	3.79%	0	0%	9	3.10%	0	0.00%	290
042	07	0	0%	238	75.08%	0	0%	1	0.32%	0	0%	16	5.05%	0	0%	47	14.83%	0	0%	0	0.00%	0	0%	12	3.79%	0	0%	3	0.95%	0	0.00%	317
042	08	0	0%	230	71.21%	0	0%	2	0.62%	0	0%	17	5.26%	0	0%	54	16.72%	0	0%	0	0.00%	0	0%	13	4.02%	0	0%	7	2.17%	0	0.00%	323
042 Total		0	0%	668	71.83%	0	0%	4	0.43%	0	0%	49	5.27%	0	0%	154	16.56%	0	0%	0	0.00%	0	0%	36	3.87%	0	0%	19	2.04%	0	0.00%	930
<b>Sam Houston MS</b>																																
043	06	0	0%	304	88.37%	0	0%	2	0.58%	0	0%	5	1.45%	0	0%	11	3.20%	0	0%	0	0.00%	0	0%	18	5.23%	0	0%	4	1.16%	0	0.00%	344
043	07	0	0%	313	85.05%	0	0%	1	0.27%	0	0%	9	2.45%	0	0%	21	5.71%	0	0%	0	0.00%	0	0%	19	5.16%	0	0%	5	1.36%	0	0.00%	368
043	08	0	0%	286	85.63%	0	0%	1	0.30%	0	0%	6	1.80%	0	0%	18	5.39%	0	0%	0	0.00%	0	0%	20	5.99%	0	0%	3	0.90%	0	0.00%	334
043 Total		0	0%	903	86.33%	0	0%	4	0.38%	0	0%	20	1.91%	0	0%	50	4.78%	0	0%	0	0.00%	0	0%	57	5.45%	0	0%	12	1.15%	0	0.00%	1046
<b>Jackson Technology MS</b>																																
045	06	105	42.17%	317	59.47%	0	0.00%	1	0.19%	49	19.68%	84	15.76%	41	16.47%	65	12.20%	2	0.80%	2	0.38%	46	18.47%	54	10.13%	6	2.41%	10	1.88%	249	46.00%	533
045	07	94	37.45%	273	56.06%	0	0.00%	1	0.21%	53	21.12%	74	15.20%	40	15.94%	56	11.50%	0	0.00%	0	0.00%	52	20.72%	69	14.17%	12	4.78%	14	2.87%	251	51.00%	487
045	08	96	38.40%	258	53.97%	1	0.40%	1	0.21%	50	20.00%	75	15.69%	33	13.20%	60	12.55%	0	0.00%	0	0.00%	60	24.00%	73	15.27%	10	4.00%	11	2.30%	250	52.00%	478
045 Total		295	39.33%	848	56.61%	1	0.13%	3	0.20%	152	20.27%	233	15.55%	114	15.20%	181	12.08%	2	0.27%	2	0.13%	158	21.07%	196	13.08%	28	3.73%	35	2.34%	750	50.00%	1498
<b>O'Banion MS</b>																																
046	06	0	0%	290	79.89%	0	0%	1	0.28%	0	0%	6	1.65%	0	0%	46	12.67%	0	0%	0	0.00%	0	0%	17	4.68%	0	0%	3	0.83%	0	0.00%	363
046	07	0	0.00%	268	73.02%	0	0.00%	1	0.27%	0	0.00%	7	1.91%	1	100.00%	56	15.26%	0	0.00%	0	0.00%	0	0.00%	26	7.08%	0	0.00%	9	2.45%	1	0.00%	367
046	08	0	0%	289	77.07%	0	0%	2	0.53%	0	0%	3	0.80%	0	0%	64	17.07%	0	0%	0	0.00%	0	0%	16	4.27%	0	0%	1	0.27%	0	0.00%	375
046 Total		0	0.00%	847	76.65%	0	0.00%	4	0.36%	0	0.00%	16	1.45%	1	100.00%	166	15.02%	0	0.00%	0	0.00%	0	0.00%	59	5.34%	0	0.00%	13	1.18%	1	0.00%	1105
<b>Brandenburg MS</b>																																
047	06	126	51.64%	218	52.66%	0	0.00%	0	0.00%	14	5.74%	19	4.59%	33	13.52%	86	20.77%	0	0.00%	0	0.00%	61	25.00%	74	17.87%	10	4.10%	17	4.11%	244	58.00%	414
047	07	118	48.16%	224	52.71%	1	0.41%	2	0.47%	16	6.53%	24	5.65%	37	15.10%	81	19.06%	1	0.41%	1	0.24%	62	25.31%	82	19.29%	10	4.08%	11	2.59%	245	57.00%	425
047	08	105	43.57%	205	50.25%	0	0.00%	1	0.25%	17	7.05%	18	4.41%	52	21.58%	95	23.28%	1	0.41%	1	0.25%	55	22.82%	76	18.63%	11	4.56%	12	2.94%	241	59.00%	408
047 Total		349	47.81%	647	51.88%	1	0.14%	3	0.24%	47	6.44%	61	4.89%	122	16.71%	262	21.01%	2	0.27%	2	0.16%	178	24.38%	232	18.60%	31	4.25%	40	3.21%	730	58.00%	1247
<b>Sellers MS</b>																																
048	06	46	48.94%	207	59.31%	0	0.00%	0	0.00%	12	12.77%	21	6.02%	19	20.21%	86	24.64%	1	1.06%	1	0.29%	13	13.83%	26	7.45%	3	3.19%	8	2.29%	94	26.00%	349
048	07	36	48.65%	210	64.62%	0	0.00%	0	0.00%	7	9.46%	13	4.00%	13	17.57%	67	20.62%	0	0.00%	0	0.00%	16	21.62%	28	8.62%	2	2.70%	7	2.15%	74	22.00%	325
048	08	30	51.72%	176	64.23%	0	0.00%	1	0.36%	6	10.34%	20	7.30%	11	18.97%	50	18.25%	0	0.00%	0	0.00%	9	15.52%	24	8.76%	2	3.45%	3	1.09%	58	21.00%	274
048 Total		112	49.56%	593	62.55%	0	0.00%	1	0.11%	25	11.06%	54	5.70%	43	19.03%	203	21.41%	1	0.44%	1	0.11%	38	16.81%	78	8.23%	7	3.10%	18	1.90%	226	23.00%	948

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Webb MS</b>																																
049	06	0	0%	197	45.81%	0	0%	1	0.23%	0	0%	90	20.93%	0	0%	86	20.00%	0	0%	1	0.23%	0	0%	45	10.47%	0	0%	10	2.33%	0	0.00%	430
049	07	0	0%	181	46.77%	0	0%	0	0.00%	0	0%	71	18.35%	0	0%	77	19.90%	0	0%	0	0.00%	0	0%	53	13.70%	0	0%	5	1.29%	0	0.00%	387
049	08	0	0%	179	46.86%	0	0%	0	0.00%	0	0%	71	18.59%	0	0%	80	20.94%	0	0%	0	0.00%	0	0%	46	12.04%	0	0%	6	1.57%	0	0.00%	382
<b>049 Total</b>		<b>0</b>	<b>0%</b>	<b>557</b>	<b>46.46%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.08%</b>	<b>0</b>	<b>0%</b>	<b>232</b>	<b>19.35%</b>	<b>0</b>	<b>0%</b>	<b>243</b>	<b>20.27%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.08%</b>	<b>0</b>	<b>0%</b>	<b>144</b>	<b>12.01%</b>	<b>0</b>	<b>0%</b>	<b>21</b>	<b>1.75%</b>	<b>0</b>	<b>0.00%</b>	<b>1199</b>
<b>Coyle MS</b>																																
050	06	0	0%	152	45.92%	0	0%	0	0.00%	0	0%	20	6.04%	0	0%	81	24.47%	0	0%	0	0.00%	0	0%	72	21.75%	0	0%	6	1.81%	0	0.00%	331
050	07	0	0%	134	42.95%	0	0%	2	0.64%	0	0%	24	7.69%	0	0%	88	28.21%	0	0%	0	0.00%	0	0%	55	17.63%	0	0%	9	2.88%	0	0.00%	312
050	08	0	0%	160	48.78%	0	0%	0	0.00%	0	0%	9	2.74%	0	0%	87	26.52%	0	0%	0	0.00%	0	0%	66	20.12%	0	0%	6	1.83%	0	0.00%	328
<b>050 Total</b>		<b>0</b>	<b>0%</b>	<b>446</b>	<b>45.93%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.21%</b>	<b>0</b>	<b>0%</b>	<b>53</b>	<b>5.46%</b>	<b>0</b>	<b>0%</b>	<b>256</b>	<b>26.36%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>193</b>	<b>19.88%</b>	<b>0</b>	<b>0%</b>	<b>21</b>	<b>2.16%</b>	<b>0</b>	<b>0.00%</b>	<b>971</b>
<b>Lyles MS</b>																																
051	06	0	0%	97	44.29%	0	0%	0	0.00%	0	0%	7	3.20%	0	0%	84	38.36%	0	0%	0	0.00%	0	0%	25	11.42%	0	0%	6	2.74%	0	0.00%	219
051	07	0	0%	99	43.23%	0	0%	1	0.44%	0	0%	12	5.24%	0	0%	98	42.79%	0	0%	0	0.00%	0	0%	10	4.37%	0	0%	9	3.93%	0	0.00%	229
051	08	0	0%	87	46.28%	0	0%	2	1.06%	0	0%	8	4.26%	0	0%	75	39.89%	0	0%	0	0.00%	0	0%	10	5.32%	0	0%	6	3.19%	0	0.00%	188
<b>051 Total</b>		<b>0</b>	<b>0%</b>	<b>283</b>	<b>44.50%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.47%</b>	<b>0</b>	<b>0%</b>	<b>27</b>	<b>4.25%</b>	<b>0</b>	<b>0%</b>	<b>257</b>	<b>40.41%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>45</b>	<b>7.08%</b>	<b>0</b>	<b>0%</b>	<b>21</b>	<b>3.30%</b>	<b>0</b>	<b>0.00%</b>	<b>636</b>
<b>B G Hudson MS</b>																																
052	06	0	0%	164	35.27%	0	0%	3	0.65%	0	0%	66	14.19%	0	0%	53	11.40%	0	0%	1	0.22%	0	0%	160	34.41%	0	0%	18	3.87%	0	0.00%	465
052	07	0	0%	176	38.77%	0	0%	1	0.22%	0	0%	72	15.86%	0	0%	46	10.13%	0	0%	1	0.22%	0	0%	140	30.84%	0	0%	18	3.96%	0	0.00%	454
052	08	0	0%	161	35.78%	0	0%	1	0.22%	0	0%	67	14.89%	0	0%	43	9.56%	0	0%	3	0.67%	0	0%	163	36.22%	0	0%	12	2.67%	0	0.00%	450
<b>052 Total</b>		<b>0</b>	<b>0%</b>	<b>501</b>	<b>36.60%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>0.37%</b>	<b>0</b>	<b>0%</b>	<b>205</b>	<b>14.97%</b>	<b>0</b>	<b>0%</b>	<b>142</b>	<b>10.37%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>0.37%</b>	<b>0</b>	<b>0%</b>	<b>463</b>	<b>33.82%</b>	<b>0</b>	<b>0%</b>	<b>48</b>	<b>3.51%</b>	<b>0</b>	<b>0.00%</b>	<b>1369</b>

Magnet School	Campus	Grade	Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
			Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
			Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

Garland AEC																																
053	03	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
053	05	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
053	06	0	0%	7	87.50%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	12.50%	0	0%	0	0.00%	0	0.00%	8
053	07	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1
053	08	0	0%	3	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	6
053	09	0	0%	17	65.38%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	11.54%	0	0%	0	0.00%	0	0%	6	23.08%	0	0%	0	0.00%	0	0.00%	26
053	10	0	0.00%	6	31.58%	0	0.00%	0	0.00%	0	0.00%	1	5.26%	0	0.00%	3	15.79%	0	0.00%	0	0.00%	1	100.00%	9	47.37%	0	0.00%	0	0.00%	1	5.00%	19
053	11	0	0%	3	37.50%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	62.50%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	8
053	12	0	0%	6	37.50%	0	0%	1	6.25%	0	0%	0	0.00%	0	0%	5	31.25%	0	0%	0	0.00%	0	0%	2	12.50%	0	0%	2	12.50%	0	0.00%	16
053 Total		0	0.00%	43	50.00%	0	0.00%	1	1.16%	0	0.00%	1	1.16%	0	0.00%	21	24.42%	0	0.00%	0	0.00%	1	100.00%	18	20.93%	0	0.00%	2	2.33%	1	1.00%	86

Schrade MS																																
054	06	0	0%	96	27.91%	0	0%	1	0.29%	0	0%	9	2.62%	0	0%	112	32.56%	0	0%	0	0.00%	0	0%	114	33.14%	0	0%	12	3.49%	0	0.00%	344
054	07	0	0%	105	29.58%	0	0%	1	0.28%	0	0%	18	5.07%	0	0%	112	31.55%	0	0%	0	0.00%	0	0%	108	30.42%	0	0%	11	3.10%	0	0.00%	355
054	08	0	0%	111	30.66%	0	0%	1	0.28%	0	0%	16	4.42%	0	0%	100	27.62%	0	0%	0	0.00%	0	0%	121	33.43%	0	0%	13	3.59%	0	0.00%	362
054 Total		0	0%	312	29.41%	0	0%	3	0.28%	0	0%	43	4.05%	0	0%	324	30.54%	0	0%	0	0.00%	0	0%	343	32.33%	0	0%	36	3.39%	0	0.00%	1061

Beaver ES																																
101	KG	12	35.29%	31	44.93%	0	0.00%	0	0.00%	8	23.53%	12	17.39%	5	14.71%	7	10.14%	0	0.00%	0	0.00%	9	26.47%	15	21.74%	0	0.00%	4	5.80%	34	49.00%	69
101	01	17	42.50%	33	48.53%	0	0.00%	0	0.00%	11	27.50%	13	19.12%	2	5.00%	5	7.35%	0	0.00%	0	0.00%	9	22.50%	14	20.59%	1	2.50%	3	4.41%	40	58.00%	68
101	02	21	41.18%	44	47.83%	0	0.00%	0	0.00%	10	19.61%	14	15.22%	7	13.73%	12	13.04%	0	0.00%	0	0.00%	11	21.57%	17	18.48%	2	3.92%	5	5.43%	51	55.00%	92
101	03	27	40.30%	52	47.71%	0	0.00%	1	0.92%	13	19.40%	18	16.51%	14	20.90%	18	16.51%	0	0.00%	1	0.92%	9	13.43%	15	13.76%	4	5.97%	4	3.67%	67	61.00%	109
101	04	30	47.62%	57	52.78%	0	0.00%	0	0.00%	8	12.70%	9	8.33%	7	11.11%	13	12.04%	0	0.00%	0	0.00%	16	25.40%	25	23.15%	2	3.17%	4	3.70%	63	58.00%	108
101	05	36	47.37%	61	47.66%	0	0.00%	1	0.78%	14	18.42%	20	15.63%	9	11.84%	15	11.72%	0	0.00%	0	0.00%	16	21.05%	25	19.53%	1	1.32%	6	4.69%	76	59.00%	128
101 Total		143	43.20%	278	48.43%	0	0.00%	2	0.35%	64	19.34%	86	14.98%	44	13.29%	70	12.20%	0	0.00%	1	0.17%	70	21.15%	111	19.34%	10	3.02%	26	4.53%	331	57.00%	574



Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Bullock ES</b>																																
102	PK	0	0%	55	69.62%	0	0%	0	0.00%	0	0%	12	15.19%	0	0%	10	12.66%	0	0%	0	0.00%	2	2.53%	0	0%	0	0.00%	0	0.00%	79		
102	KG	0	0%	62	72.09%	0	0%	0	0.00%	0	0%	9	10.47%	0	0%	9	10.47%	0	0%	0	0.00%	3	3.49%	0	0%	3	3.49%	0	0.00%	86		
102	01	0	0%	60	77.92%	0	0%	0	0.00%	0	0%	6	7.79%	0	0%	11	14.29%	0	0%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	77		
102	02	0	0%	68	80.00%	0	0%	0	0.00%	0	0%	8	9.41%	0	0%	9	10.59%	0	0%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	85		
102	03	0	0%	64	75.29%	0	0%	0	0.00%	0	0%	11	12.94%	0	0%	8	9.41%	0	0%	0	0.00%	0	0.00%	2	2.35%	0	0%	0	0.00%	85		
102	04	0	0%	68	75.56%	0	0%	0	0.00%	0	0%	12	13.33%	0	0%	6	6.67%	0	0%	0	0.00%	0	0.00%	4	4.44%	0	0%	0	0.00%	90		
102	05	0	0%	75	83.33%	0	0%	1	1.11%	0	0%	4	4.44%	0	0%	10	11.11%	0	0%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	90		
<b>102 Total</b>		<b>0</b>	<b>0%</b>	<b>452</b>	<b>76.35%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.17%</b>	<b>0</b>	<b>0%</b>	<b>62</b>	<b>10.47%</b>	<b>0</b>	<b>0%</b>	<b>63</b>	<b>10.64%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>11</b>	<b>1.86%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.51%</b>	<b>0</b>	<b>0.00%</b>	<b>592</b>
<b>Caldwell ES</b>																																
103	KG	0	0%	56	84.85%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	9	13.64%	0	0%	0	0.00%	0	0.00%	0	0%	1	1.52%	0	0.00%	66		
103	01	0	0%	50	79.37%	0	0%	1	1.59%	0	0%	0	0.00%	0	0%	5	7.94%	0	0%	0	0.00%	6	9.52%	0	0%	1	1.59%	0	0.00%	63		
103	02	0	0%	53	81.54%	0	0%	0	0.00%	0	0%	2	3.08%	0	0%	7	10.77%	0	0%	0	0.00%	2	3.08%	0	0%	1	1.54%	0	0.00%	65		
103	03	0	0%	68	85.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	8	10.00%	0	0%	0	0.00%	2	2.50%	0	0%	2	2.50%	0	0.00%	80		
103	04	0	0%	62	79.49%	0	0%	1	1.28%	0	0%	2	2.56%	0	0%	10	12.82%	0	0%	0	0.00%	2	2.56%	0	0%	1	1.28%	0	0.00%	78		
103	05	0	0%	62	86.11%	0	0%	0	0.00%	0	0%	2	2.78%	0	0%	5	6.94%	0	0%	0	0.00%	2	2.78%	0	0%	1	1.39%	0	0.00%	72		
<b>103 Total</b>		<b>0</b>	<b>0%</b>	<b>351</b>	<b>82.78%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.47%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>1.42%</b>	<b>0</b>	<b>0%</b>	<b>44</b>	<b>10.38%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>14</b>	<b>3.30%</b>	<b>0</b>	<b>0%</b>	<b>7</b>	<b>1.65%</b>	<b>0</b>	<b>0.00%</b>	<b>424</b>
<b>Centerville ES</b>																																
105	KG	0	0%	47	87.04%	0	0%	0	0.00%	0	0%	1	1.85%	0	0%	5	9.26%	0	0%	0	0.00%	1	1.85%	0	0%	0	0.00%	0	0.00%	54		
105	01	0	0%	38	77.55%	0	0%	0	0.00%	0	0%	1	2.04%	0	0%	7	14.29%	0	0%	0	0.00%	3	6.12%	0	0%	0	0.00%	0	0.00%	49		
105	02	0	0%	37	74.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	9	18.00%	0	0%	0	0.00%	3	6.00%	0	0%	1	2.00%	0	0.00%	50		
105	03	0	0%	39	86.67%	0	0%	0	0.00%	0	0%	1	2.22%	0	0%	5	11.11%	0	0%	0	0.00%	0	0.00%	0	0%	0	0.00%	0	0.00%	45		
105	04	0	0%	35	79.55%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	6.82%	0	0%	0	0.00%	5	11.36%	0	0%	1	2.27%	0	0.00%	44		
105	05	0	0%	39	69.64%	0	0%	1	1.79%	0	0%	1	1.79%	0	0%	8	14.29%	0	0%	0	0.00%	6	10.71%	0	0%	1	1.79%	0	0.00%	56		
<b>105 Total</b>		<b>0</b>	<b>0%</b>	<b>235</b>	<b>78.86%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.34%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>1.34%</b>	<b>0</b>	<b>0%</b>	<b>37</b>	<b>12.42%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>6.04%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>1.01%</b>	<b>0</b>	<b>0.00%</b>	<b>298</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

Cooper ES																																
107	KG	0	0%	51	61.45%	0	0%	0	0.00%	0	0%	6	7.23%	0	0%	10	12.05%	0	0%	0	0.00%	0	0%	13	15.66%	0	0%	3	3.61%	0	0.00%	83
107	01	0	0%	51	56.04%	0	0%	1	1.10%	0	0%	13	14.29%	0	0%	13	14.29%	0	0%	0	0.00%	0	0%	11	12.09%	0	0%	2	2.20%	0	0.00%	91
107	02	0	0%	56	71.79%	0	0%	0	0.00%	0	0%	5	6.41%	0	0%	7	8.97%	0	0%	0	0.00%	0	0%	9	11.54%	0	0%	1	1.28%	0	0.00%	78
107	03	0	0%	52	63.41%	0	0%	0	0.00%	0	0%	10	12.20%	0	0%	7	8.54%	0	0%	0	0.00%	0	0%	13	15.85%	0	0%	0	0.00%	0	0.00%	82
107	04	0	0%	50	67.57%	0	0%	0	0.00%	0	0%	6	8.11%	0	0%	8	10.81%	0	0%	0	0.00%	0	0%	9	12.16%	0	0%	1	1.35%	0	0.00%	74
107	05	0	0%	70	74.47%	0	0%	0	0.00%	0	0%	5	5.32%	0	0%	9	9.57%	0	0%	0	0.00%	0	0%	10	10.64%	0	0%	0	0.00%	0	0.00%	94
107 Total		0	0%	330	65.74%	0	0%	1	0.20%	0	0%	45	8.96%	0	0%	54	10.76%	0	0%	0	0.00%	0	0%	65	12.95%	0	0%	7	1.39%	0	0.00%	502

Daugherty ES																																
108	KG	0	0%	122	92.42%	0	0%	2	1.52%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	7	5.30%	0	0%	1	0.76%	0	0.00%	132
108	01	0	0%	118	94.40%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	6	4.80%	0	0%	0	0.00%	0	0%	1	0.80%	0	0%	0	0.00%	0	0.00%	125
108	02	0	0%	124	91.85%	0	0%	1	0.74%	0	0%	0	0.00%	0	0%	6	4.44%	0	0%	0	0.00%	0	0%	4	2.96%	0	0%	0	0.00%	0	0.00%	135
108	03	0	0%	121	93.80%	0	0%	1	0.78%	0	0%	0	0.00%	0	0%	4	3.10%	0	0%	0	0.00%	0	0%	2	1.55%	0	0%	1	0.78%	0	0.00%	129
108	04	0	0%	124	91.18%	0	0%	1	0.74%	0	0%	0	0.00%	0	0%	4	2.94%	0	0%	0	0.00%	0	0%	7	5.15%	0	0%	0	0.00%	0	0.00%	136
108	05	1	100.00%	118	91.47%	0	0.00%	1	0.78%	0	0.00%	0	0.00%	0	0.00%	7	5.43%	0	0.00%	0	0.00%	0	0.00%	3	2.33%	0	0.00%	0	0.00%	1	0.00%	129
108 Total		1	100.00%	727	92.49%	0	0.00%	6	0.76%	0	0.00%	0	0.00%	0	0.00%	27	3.44%	0	0.00%	0	0.00%	0	0.00%	24	3.05%	0	0.00%	2	0.25%	1	0.00%	786

Freeman ES																																
109	E1	0	0%	5	62.50%	0	0%	0	0.00%	0	0%	1	12.50%	0	0%	2	25.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	8
109	PK	0	0%	5	35.71%	0	0%	0	0.00%	0	0%	2	14.29%	0	0%	3	21.43%	0	0%	0	0.00%	0	0%	4	28.57%	0	0%	0	0.00%	0	0.00%	14
109	KG	0	0%	32	74.42%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	6	13.95%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	0	0.00%	0	0.00%	43
109	01	0	0%	39	88.64%	0	0%	0	0.00%	0	0%	1	2.27%	0	0%	2	4.55%	0	0%	0	0.00%	0	0%	2	4.55%	0	0%	0	0.00%	0	0.00%	44
109	02	0	0%	28	65.12%	0	0%	1	2.33%	0	0%	0	0.00%	0	0%	9	20.93%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	0	0.00%	0	0.00%	43
109	03	0	0%	31	65.96%	0	0%	0	0.00%	0	0%	1	2.13%	0	0%	7	14.89%	0	0%	0	0.00%	0	0%	4	8.51%	0	0%	4	8.51%	0	0.00%	47
109	04	0	0%	42	91.30%	0	0%	0	0.00%	0	0%	1	2.17%	0	0%	2	4.35%	0	0%	0	0.00%	0	0%	1	2.17%	0	0%	0	0.00%	0	0.00%	46
109	05	0	0%	37	74.00%	0	0%	0	0.00%	0	0%	2	4.00%	0	0%	8	16.00%	0	0%	0	0.00%	0	0%	2	4.00%	0	0%	1	2.00%	0	0.00%	50
109 Total		0	0%	219	74.24%	0	0%	1	0.34%	0	0%	8	2.71%	0	0%	39	13.22%	0	0%	0	0.00%	0	0%	23	7.80%	0	0%	5	1.69%	0	0.00%	295

Magnet School	Campus	Grade	Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
			Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
			Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

Handley ES																																
110	KG	0	0%	35	53.85%	0	0%	0	0.00%	0	0%	1	1.54%	0	0%	24	36.92%	0	0%	0	0.00%	0	0%	4	6.15%	0	0%	1	1.54%	0	0.00%	65
110	01	0	0%	30	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	27	45.00%	0	0%	0	0.00%	0	0%	2	3.33%	0	0%	1	1.67%	0	0.00%	60
110	02	0	0%	32	55.17%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	24	41.38%	0	0%	0	0.00%	0	0%	2	3.45%	0	0%	0	0.00%	0	0.00%	58
110	03	0	0%	29	45.31%	0	0%	0	0.00%	0	0%	2	3.13%	0	0%	29	45.31%	0	0%	0	0.00%	0	0%	4	6.25%	0	0%	0	0.00%	0	0.00%	64
110	04	0	0%	55	82.09%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	10	14.93%	0	0%	0	0.00%	0	0%	2	2.99%	0	0%	0	0.00%	0	0.00%	67
110	05	0	0%	56	64.37%	0	0%	0	0.00%	0	0%	2	2.30%	0	0%	26	29.89%	0	0%	0	0.00%	0	0%	2	2.30%	0	0%	1	1.15%	0	0.00%	87
110 Total		0	0%	237	59.10%	0	0%	0	0.00%	0	0%	5	1.25%	0	0%	140	34.91%	0	0%	0	0.00%	0	0%	16	3.99%	0	0%	3	0.75%	0	0.00%	401

Kimberlin Academy ES																																
111	KG	10	22.73%	19	30.16%	1	2.27%	1	1.59%	6	13.64%	7	11.11%	7	15.91%	13	20.63%	0	0.00%	0	0.00%	18	40.91%	21	33.33%	2	4.55%	2	3.17%	44	69.00%	63
111	01	3	10.00%	12	25.53%	0	0.00%	0	0.00%	1	3.33%	2	4.26%	2	6.67%	7	14.89%	0	0.00%	0	0.00%	16	53.33%	18	38.30%	8	26.67%	8	17.02%	30	63.00%	47
111	02	10	16.13%	26	30.95%	0	0.00%	0	0.00%	8	12.90%	9	10.71%	9	14.52%	13	15.48%	0	0.00%	0	0.00%	31	50.00%	31	36.90%	4	6.45%	5	5.95%	62	73.00%	84
111	03	7	10.77%	17	18.48%	0	0.00%	0	0.00%	13	20.00%	14	15.22%	9	13.85%	21	22.83%	0	0.00%	0	0.00%	34	52.31%	36	39.13%	2	3.08%	4	4.35%	65	70.00%	92
111	04	18	26.87%	30	34.09%	0	0.00%	1	1.14%	9	13.43%	11	12.50%	12	17.91%	15	17.05%	0	0.00%	0	0.00%	25	37.31%	27	30.68%	3	4.48%	4	4.55%	67	76.00%	88
111	05	13	18.06%	27	28.13%	0	0.00%	0	0.00%	8	11.11%	8	8.33%	15	20.83%	25	26.04%	0	0.00%	0	0.00%	32	44.44%	32	33.33%	4	5.56%	4	4.17%	72	75.00%	96
111 Total		61	17.94%	131	27.87%	1	0.29%	2	0.43%	45	13.24%	51	10.85%	54	15.88%	94	20.00%	0	0.00%	0	0.00%	156	45.88%	165	35.11%	23	6.76%	27	5.74%	340	72.00%	470

Park Crest ES																																
112	KG	0	0%	36	76.60%	0	0%	0	0.00%	0	0%	1	2.13%	0	0%	3	6.38%	0	0%	0	0.00%	0	0%	5	10.64%	0	0%	2	4.26%	0	0.00%	47
112	01	0	0%	35	89.74%	0	0%	0	0.00%	0	0%	1	2.56%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	7.69%	0	0%	0	0.00%	0	0.00%	39
112	02	0	0%	37	84.09%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.27%	0	0%	0	0.00%	0	0%	5	11.36%	0	0%	1	2.27%	0	0.00%	44
112	03	0	0%	39	90.70%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.33%	0	0%	0	0.00%	0	0%	3	6.98%	0	0%	0	0.00%	0	0.00%	43
112	04	1	100.00%	54	84.38%	0	0.00%	1	1.56%	0	0.00%	0	0.00%	0	0.00%	2	3.13%	0	0.00%	0	0.00%	0	0.00%	6	9.38%	0	0.00%	1	1.56%	1	1.00%	64
112	05	0	0%	52	89.66%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	5.17%	0	0%	0	0.00%	0	0%	2	3.45%	0	0%	1	1.72%	0	0.00%	58
112 Total		1	100.00%	253	85.76%	0	0.00%	1	0.34%	0	0.00%	2	0.68%	0	0.00%	10	3.39%	0	0.00%	0	0.00%	0	0.00%	24	8.14%	0	0.00%	5	1.69%	1	0.00%	295

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Southgate ES</b>																																
113	E2	0	0%	2	100%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0%	0	0.00%	0	0%	0	0.00%	2				
113	E1	0	0%	9	60.00%	0	0%	0	0.00%	0	0%	0	0.00%	2	13.33%	0	0%	0	0.00%	0	0%	4	26.67%	0	0%	0	0.00%	15				
113	PK	0	0%	4	57.14%	0	0%	0	0.00%	0	0%	1	14.29%	0	0%	1	14.29%	0	0%	0	0.00%	1	14.29%	0	0%	0	0.00%	7				
113	KG	0	0%	57	71.25%	0	0%	0	0.00%	0	0%	1	1.25%	0	0%	12	15.00%	0	0%	0	0.00%	6	7.50%	0	0%	4	5.00%	80				
113	01	0	0%	54	77.14%	0	0%	0	0.00%	0	0%	3	4.29%	0	0%	4	5.71%	0	0%	0	0.00%	7	10.00%	0	0%	2	2.86%	70				
113	02	0	0%	51	66.23%	0	0%	1	1.30%	0	0%	2	2.60%	0	0%	13	16.88%	0	0%	0	0.00%	10	12.99%	0	0%	0	0.00%	77				
113	03	0	0%	55	78.57%	0	0%	1	1.43%	0	0%	1	1.43%	0	0%	6	8.57%	0	0%	0	0.00%	3	4.29%	0	0%	4	5.71%	70				
113	04	0	0%	63	78.75%	0	0%	0	0.00%	0	0%	2	2.50%	0	0%	6	7.50%	0	0%	0	0.00%	6	7.50%	0	0%	3	3.75%	80				
113	05	0	0%	55	84.62%	0	0%	1	1.54%	0	0%	0	0.00%	0	0%	5	7.69%	0	0%	0	0.00%	3	4.62%	0	0%	1	1.54%	65				
<b>113 Total</b>		<b>0</b>	<b>0%</b>	<b>350</b>	<b>75.11%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.64%</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>2.15%</b>	<b>0</b>	<b>0%</b>	<b>49</b>	<b>10.52%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>40</b>	<b>8.58%</b>	<b>0</b>	<b>0%</b>	<b>14</b>	<b>3.00%</b>	<b>0</b>	<b>0.00%</b>	<b>466</b>
<b>Watson Technology ES</b>																																
115	KG	17	41.46%	35	53.85%	0	0.00%	0	0.00%	8	19.51%	8	12.31%	8	19.51%	11	16.92%	0	0.00%	0	0.00%	8	19.51%	10	15.38%	0	0.00%	1	1.54%	41	63.00%	65
115	01	17	44.74%	38	59.38%	0	0.00%	0	0.00%	5	13.16%	6	9.38%	6	15.79%	8	12.50%	0	0.00%	0	0.00%	9	23.68%	11	17.19%	1	2.63%	1	1.56%	38	59.00%	64
115	02	21	31.82%	45	42.86%	0	0.00%	0	0.00%	9	13.64%	13	12.38%	15	22.73%	21	20.00%	0	0.00%	1	0.95%	16	24.24%	19	18.10%	5	7.58%	6	5.71%	66	62.00%	105
115	03	21	32.31%	49	44.55%	1	1.54%	1	0.91%	7	10.77%	9	8.18%	16	24.62%	22	20.00%	0	0.00%	1	0.91%	18	27.69%	26	23.64%	2	3.08%	2	1.82%	65	59.00%	110
115	04	16	25.40%	47	43.12%	0	0.00%	0	0.00%	15	23.81%	19	17.43%	20	31.75%	28	25.69%	0	0.00%	0	0.00%	11	17.46%	13	11.93%	1	1.59%	2	1.83%	63	57.00%	109
115	05	32	39.02%	66	50.77%	1	1.22%	1	0.77%	14	17.07%	16	12.31%	12	14.63%	22	16.92%	0	0.00%	0	0.00%	18	21.95%	20	15.38%	5	6.10%	5	3.85%	82	63.00%	130
<b>115 Total</b>		<b>124</b>	<b>34.93%</b>	<b>280</b>	<b>48.03%</b>	<b>2</b>	<b>0.56%</b>	<b>2</b>	<b>0.34%</b>	<b>58</b>	<b>16.34%</b>	<b>71</b>	<b>12.18%</b>	<b>77</b>	<b>21.69%</b>	<b>112</b>	<b>19.21%</b>	<b>0</b>	<b>0.00%</b>	<b>2</b>	<b>0.34%</b>	<b>80</b>	<b>22.54%</b>	<b>99</b>	<b>16.98%</b>	<b>14</b>	<b>3.94%</b>	<b>17</b>	<b>2.92%</b>	<b>355</b>	<b>60.00%</b>	<b>583</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

**Weaver ES**

116	E2	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0.00%	3		
116	E1	0	0%	2	18.18%	0	0%	0	0.00%	0	0%	2	18.18%	0	0%	2	18.18%	0	0%	0	0.00%	0	0%	5	45.45%	0	0%	0	0.00%	0	0.00%	11		
116	PK	0	0%	44	60.27%	0	0%	1	1.37%	0	0%	10	13.70%	0	0%	13	17.81%	0	0%	0	0.00%	0	0%	5	6.85%	0	0%	0	0.00%	0	0.00%	73		
116	KG	0	0%	42	56.76%	0	0%	0	0.00%	0	0%	7	9.46%	0	0%	15	20.27%	0	0%	0	0.00%	0	0%	5	6.76%	0	0%	5	6.76%	0	0.00%	74		
116	01	0	0%	42	60.87%	0	0%	1	1.45%	0	0%	4	5.80%	0	0%	14	20.29%	0	0%	0	0.00%	0	0%	6	8.70%	0	0%	2	2.90%	0	0.00%	69		
116	02	1	20.00%	35	62.50%	0	0.00%	0	0.00%	2	40.00%	4	7.14%	0	0.00%	9	16.07%	0	0.00%	0	0.00%	0	0.00%	2	40.00%	6	10.71%	0	0.00%	2	3.57%	5	8.00%	56
116	03	7	35.00%	41	56.94%	0	0.00%	0	0.00%	2	10.00%	3	4.17%	4	20.00%	19	26.39%	0	0.00%	0	0.00%	6	30.00%	8	11.11%	1	5.00%	1	1.39%	20	27.00%	72		
116	04	4	44.44%	42	60.87%	0	0.00%	0	0.00%	0	0.00%	3	4.35%	5	55.56%	17	24.64%	0	0.00%	0	0.00%	0	0.00%	7	10.14%	0	0.00%	0	0.00%	9	13.00%	69		
116	05	4	33.33%	56	61.54%	0	0.00%	0	0.00%	1	8.33%	5	5.49%	5	41.67%	23	25.27%	0	0.00%	0	0.00%	2	16.67%	5	5.49%	0	0.00%	2	2.20%	12	13.00%	91		
<b>116 Total</b>		<b>16</b>	<b>34.78%</b>	<b>305</b>	<b>58.88%</b>	<b>0</b>	<b>0.00%</b>	<b>2</b>	<b>0.39%</b>	<b>5</b>	<b>10.87%</b>	<b>38</b>	<b>7.34%</b>	<b>14</b>	<b>30.43%</b>	<b>113</b>	<b>21.81%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>10</b>	<b>21.74%</b>	<b>48</b>	<b>9.27%</b>	<b>1</b>	<b>2.17%</b>	<b>12</b>	<b>2.32%</b>	<b>46</b>	<b>8.00%</b>	<b>518</b>		

**Williams ES**

117	KG	0	0%	37	90.24%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.44%	0	0%	0	0.00%	0	0%	1	2.44%	0	0%	2	4.88%	0	0.00%	41
117	01	0	0%	37	84.09%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	11.36%	0	0%	0	0.00%	0	0%	2	4.55%	0	0%	0	0.00%	0	0.00%	44
117	02	0	0%	34	77.27%	0	0%	1	2.27%	0	0%	0	0.00%	0	0%	3	6.82%	0	0%	0	0.00%	0	0%	5	11.36%	0	0%	1	2.27%	0	0.00%	44
117	03	0	0%	37	92.50%	0	0%	0	0.00%	0	0%	1	2.50%	0	0%	2	5.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	40
117	04	0	0%	33	76.74%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	3	6.98%	0	0%	0	0.00%	0	0%	6	13.95%	0	0%	1	2.33%	0	0.00%	43
117	05	0	0%	43	84.31%	0	0%	0	0.00%	0	0%	1	1.96%	0	0%	3	5.88%	0	0%	0	0.00%	0	0%	4	7.84%	0	0%	0	0.00%	0	0.00%	51
<b>117 Total</b>		<b>0</b>	<b>0%</b>	<b>221</b>	<b>84.03%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.38%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.76%</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>6.46%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>6.84%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>1.52%</b>	<b>0</b>	<b>0.00%</b>	<b>263</b>

**Bradfield ES**

119	PK	0	0%	43	97.73%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.27%	0	0.00%	44
119	KG	0	0%	67	87.01%	0	0%	0	0.00%	0	0%	4	5.19%	0	0%	1	1.30%	0	0%	1	1.30%	0	0%	4	5.19%	0	0%	0	0.00%	0	0.00%	77
119	01	0	0%	66	85.71%	0	0%	0	0.00%	0	0%	1	1.30%	0	0%	6	7.79%	0	0%	0	0.00%	0	0%	2	2.60%	0	0%	2	2.60%	0	0.00%	77
119	02	0	0%	71	91.03%	0	0%	0	0.00%	0	0%	3	3.85%	0	0%	1	1.28%	0	0%	1	1.28%	0	0%	2	2.56%	0	0%	0	0.00%	0	0.00%	78
119	03	0	0%	54	78.26%	0	0%	0	0.00%	0	0%	3	4.35%	0	0%	5	7.25%	0	0%	0	0.00%	0	0%	5	7.25%	0	0%	2	2.90%	0	0.00%	69
119	04	0	0%	51	78.46%	0	0%	1	1.54%	0	0%	3	4.62%	0	0%	9	13.85%	0	0%	0	0.00%	0	0%	1	1.54%	0	0%	0	0.00%	0	0.00%	65
119	05	0	0%	66	79.52%	0	0%	0	0.00%	0	0%	4	4.82%	0	0%	9	10.84%	0	0%	0	0.00%	0	0%	4	4.82%	0	0%	0	0.00%	0	0.00%	83
<b>119 Total</b>		<b>0</b>	<b>0%</b>	<b>418</b>	<b>84.79%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.20%</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>3.65%</b>	<b>0</b>	<b>0%</b>	<b>31</b>	<b>6.29%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.41%</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>3.65%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>1.01%</b>	<b>0</b>	<b>0.00%</b>	<b>493</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Shorehaven ES</b>																																
120	E2	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	33.33%	0	0%	0	0.00%	3		
120	E1	0	0%	3	37.50%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	25.00%	0	0%	0	0.00%	0	0%	3	37.50%	0	0%	0	0.00%	8		
120	PK	0	0%	7	43.75%	0	0%	0	0.00%	0	0%	1	6.25%	0	0%	4	25.00%	0	0%	0	0.00%	0	0%	3	18.75%	0	0%	1	6.25%	16		
120	KG	0	0%	37	86.05%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	2.33%	43		
120	01	0	0%	40	88.89%	0	0%	0	0.00%	0	0%	1	2.22%	0	0%	2	4.44%	0	0%	0	0.00%	0	0%	2	4.44%	0	0%	0	0.00%	45		
120	02	0	0%	48	82.76%	0	0%	0	0.00%	0	0%	1	1.72%	0	0%	7	12.07%	0	0%	0	0.00%	0	0%	1	1.72%	0	0%	1	1.72%	58		
120	03	0	0%	43	89.58%	0	0%	0	0.00%	0	0%	1	2.08%	0	0%	2	4.17%	0	0%	0	0.00%	0	0%	1	2.08%	0	0%	1	2.08%	48		
120	04	0	0%	44	77.19%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	9	15.79%	0	0%	0	0.00%	0	0%	3	5.26%	0	0%	1	1.75%	57		
120	05	0	0%	52	85.25%	0	0%	0	0.00%	0	0%	1	1.64%	0	0%	5	8.20%	0	0%	0	0.00%	0	0%	2	3.28%	0	0%	1	1.64%	61		
120 Total		0	0%	275	81.12%	0	0%	0	0.00%	0	0%	6	1.77%	0	0%	36	10.62%	0	0%	0	0.00%	0	0%	16	4.72%	0	0%	6	1.77%	339		
<b>Montclair ES</b>																																
121	PK	0	0%	31	77.50%	0	0%	0	0.00%	0	0%	2	5.00%	0	0%	4	10.00%	0	0%	1	2.50%	0	0%	1	2.50%	0	0%	1	2.50%	40		
121	KG	0	0%	53	68.83%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	15	19.48%	0	0%	0	0.00%	0	0%	6	7.79%	0	0%	3	3.90%	77		
121	01	0	0%	64	75.29%	0	0%	0	0.00%	0	0%	4	4.71%	0	0%	7	8.24%	0	0%	0	0.00%	0	0%	7	8.24%	0	0%	3	3.53%	85		
121	02	0	0%	59	73.75%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	11	13.75%	0	0%	0	0.00%	0	0%	7	8.75%	0	0%	3	3.75%	80		
121	03	0	0%	52	73.24%	0	0%	0	0.00%	0	0%	3	4.23%	0	0%	8	11.27%	0	0%	0	0.00%	0	0%	8	11.27%	0	0%	0	0.00%	71		
121	04	0	0%	71	80.68%	0	0%	0	0.00%	0	0%	2	2.27%	0	0%	10	11.36%	0	0%	0	0.00%	0	0%	3	3.41%	0	0%	2	2.27%	88		
121	05	0	0%	73	78.49%	0	0%	0	0.00%	0	0%	2	2.15%	0	0%	10	10.75%	0	0%	0	0.00%	0	0%	6	6.45%	0	0%	2	2.15%	93		
121 Total		0	0%	403	75.47%	0	0%	0	0.00%	0	0%	13	2.43%	0	0%	65	12.17%	0	0%	1	0.19%	0	0%	38	7.12%	0	0%	14	2.62%	534		
<b>Walnut Glen Academy ES</b>																																
122	KG	12	41.38%	19	39.58%	0	0.00%	0	0.00%	7	24.14%	8	16.67%	3	10.34%	10	20.83%	0	0.00%	0	0.00%	7	24.14%	10	20.83%	0	0.00%	1	2.08%	29	60.00%	48
122	01	24	55.81%	32	54.24%	0	0.00%	0	0.00%	8	18.60%	10	16.95%	5	11.63%	10	16.95%	0	0.00%	0	0.00%	4	9.30%	4	6.78%	2	4.65%	3	5.08%	43	72.00%	59
122	02	16	38.10%	28	45.16%	0	0.00%	0	0.00%	13	30.95%	13	20.97%	2	4.76%	8	12.90%	0	0.00%	0	0.00%	11	26.19%	13	20.97%	0	0.00%	0	0.00%	42	67.00%	62
122	03	15	36.59%	21	35.00%	0	0.00%	0	0.00%	10	24.39%	13	21.67%	5	12.20%	13	21.67%	0	0.00%	0	0.00%	8	19.51%	9	15.00%	3	7.32%	4	6.67%	41	68.00%	60
122	04	29	50.88%	34	44.74%	0	0.00%	0	0.00%	14	24.56%	15	19.74%	3	5.26%	11	14.47%	0	0.00%	0	0.00%	11	19.30%	15	19.74%	0	0.00%	1	1.32%	57	75.00%	76
122	05	28	44.44%	37	44.05%	0	0.00%	0	0.00%	12	19.05%	12	14.29%	3	4.76%	12	14.29%	0	0.00%	0	0.00%	16	25.40%	18	21.43%	4	6.35%	5	5.95%	63	75.00%	84
122 Total		124	45.09%	171	43.96%	0	0.00%	0	0.00%	64	23.27%	71	18.25%	21	7.64%	64	16.45%	0	0.00%	0	0.00%	57	20.73%	69	17.74%	9	3.27%	14	3.60%	275	70.00%	389

Magnet School	Campus	Grade	Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
			Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
			Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

Golden Meadows ES																														
123	KG	0	0%	53	86.89%	0	0%	0	0.00%	0	0%	2	3.28%	0	0%	4	6.56%	0	0%	0	0.00%	0	0%	2	3.28%	0	0%	0	0.00%	61
123	01	0	0%	66	79.52%	0	0%	1	1.20%	0	0%	1	1.20%	0	0%	7	8.43%	0	0%	0	0.00%	0	0%	6	7.23%	0	0%	2	2.41%	83
123	02	0	0%	71	81.61%	0	0%	0	0.00%	0	0%	2	2.30%	0	0%	8	9.20%	0	0%	0	0.00%	0	0%	4	4.60%	0	0%	2	2.30%	87
123	03	0	0%	63	75.00%	0	0%	0	0.00%	0	0%	5	5.95%	0	0%	9	10.71%	0	0%	0	0.00%	0	0%	5	5.95%	0	0%	2	2.38%	84
123	04	0	0%	66	75.86%	0	0%	0	0.00%	0	0%	8	9.20%	0	0%	7	8.05%	0	0%	0	0.00%	0	0%	6	6.90%	0	0%	0	0.00%	87
123	05	0	0%	80	76.92%	0	0%	1	0.96%	0	0%	5	4.81%	0	0%	10	9.62%	0	0%	0	0.00%	0	0%	6	5.77%	0	0%	2	1.92%	104
123 Total		0	0%	399	78.85%	0	0%	2	0.40%	0	0%	23	4.55%	0	0%	45	8.89%	0	0%	0	0.00%	0	0%	29	5.73%	0	0%	8	1.58%	506

Heather Glen ES																														
124	E1	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	1
124	KG	0	0%	29	69.05%	0	0%	0	0.00%	0	0%	1	2.38%	0	0%	8	19.05%	0	0%	0	0.00%	0	0%	4	9.52%	0	0%	0	0.00%	42
124	01	0	0%	34	54.84%	0	0%	1	1.61%	0	0%	1	1.61%	0	0%	19	30.65%	0	0%	0	0.00%	0	0%	6	9.68%	0	0%	1	1.61%	62
124	02	0	0%	35	62.50%	0	0%	0	0.00%	0	0%	2	3.57%	0	0%	16	28.57%	0	0%	0	0.00%	0	0%	3	5.36%	0	0%	0	0.00%	56
124	03	0	0%	35	62.50%	0	0%	0	0.00%	0	0%	3	5.36%	0	0%	16	28.57%	0	0%	0	0.00%	0	0%	2	3.57%	0	0%	0	0.00%	56
124	04	0	0%	59	71.95%	0	0%	0	0.00%	0	0%	1	1.22%	0	0%	15	18.29%	0	0%	0	0.00%	0	0%	4	4.88%	0	0%	3	3.66%	82
124	05	0	0%	60	71.43%	0	0%	1	1.19%	0	0%	1	1.19%	0	0%	16	19.05%	0	0%	0	0.00%	0	0%	5	5.95%	0	0%	1	1.19%	84
124 Total		0	0%	252	65.80%	0	0%	3	0.78%	0	0%	9	2.35%	0	0%	90	23.50%	0	0%	0	0.00%	0	0%	24	6.27%	0	0%	5	1.31%	383

Hillside Academy ES																														
125	KG	21	56.76%	39	66.10%	0	0.00%	0	0.00%	7	18.92%	7	11.86%	5	13.51%	6	10.17%	0	0.00%	0	0.00%	2	5.41%	4	6.78%	2	5.41%	3	5.08%	59
125	01	26	47.27%	38	48.72%	0	0.00%	0	0.00%	11	20.00%	13	16.67%	5	9.09%	8	10.26%	1	1.82%	1	1.28%	12	21.82%	17	21.79%	0	0.00%	1	1.28%	78
125	02	19	33.93%	35	44.87%	0	0.00%	0	0.00%	14	25.00%	18	23.08%	10	17.86%	12	15.38%	0	0.00%	0	0.00%	11	19.64%	11	14.10%	2	3.57%	2	2.56%	78
125	03	24	40.00%	33	40.74%	0	0.00%	0	0.00%	14	23.33%	18	22.22%	11	18.33%	15	18.52%	0	0.00%	0	0.00%	9	15.00%	13	16.05%	2	3.33%	2	2.47%	81
125	04	24	37.50%	40	47.62%	0	0.00%	0	0.00%	16	25.00%	16	19.05%	6	9.38%	9	10.71%	0	0.00%	0	0.00%	16	25.00%	17	20.24%	2	3.13%	2	2.38%	84
125	05	41	50.00%	51	50.00%	0	0.00%	0	0.00%	13	15.85%	18	17.65%	4	4.88%	6	5.88%	0	0.00%	0	0.00%	21	25.61%	24	23.53%	3	3.66%	3	2.94%	102
125 Total		155	43.79%	236	48.96%	0	0.00%	0	0.00%	75	21.19%	90	18.67%	41	11.58%	56	11.62%	1	0.28%	1	0.21%	71	20.06%	86	17.84%	11	3.11%	13	2.70%	482

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Davis ES</b>																																
126	E2	0	0%	2	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	2				
126	E1	0	0%	8	80.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	10.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	1	10.00%	10		
126	PK	0	0%	2	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	2		
126	KG	0	0%	57	68.67%	0	0%	0	0.00%	0	0%	17	20.48%	0	0%	3	3.61%	0	0%	0	0.00%	0	0%	6	7.23%	0	0%	0	0.00%	83		
126	01	0	0%	63	73.26%	0	0%	0	0.00%	0	0%	11	12.79%	0	0%	7	8.14%	0	0%	0	0.00%	0	0%	5	5.81%	0	0%	0	0.00%	86		
126	02	0	0%	63	63.64%	0	0%	0	0.00%	0	0%	22	22.22%	0	0%	9	9.09%	0	0%	0	0.00%	0	0%	5	5.05%	0	0%	0	0.00%	99		
126	03	0	0%	62	72.94%	0	0%	0	0.00%	0	0%	12	14.12%	0	0%	5	5.88%	0	0%	0	0.00%	0	0%	4	4.71%	0	0%	2	2.35%	85		
126	04	0	0%	61	62.24%	0	0%	2	2.04%	0	0%	18	18.37%	0	0%	13	13.27%	0	0%	0	0.00%	0	0%	4	4.08%	0	0%	0	0.00%	98		
126	05	0	0%	70	69.31%	0	0%	0	0.00%	0	0%	14	13.86%	0	0%	12	11.88%	0	0%	0	0.00%	0	0%	5	4.95%	0	0%	0	0.00%	101		
<b>126 Total</b>		<b>0</b>	<b>0%</b>	<b>388</b>	<b>68.55%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.35%</b>	<b>0</b>	<b>0%</b>	<b>94</b>	<b>16.61%</b>	<b>0</b>	<b>0%</b>	<b>50</b>	<b>8.83%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>29</b>	<b>5.12%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.53%</b>	<b>0</b>	<b>0.00%</b>	<b>566</b>
<b>Roach ES</b>																																
127	KG	0	0%	65	76.47%	0	0%	0	0.00%	0	0%	1	1.18%	0	0%	9	10.59%	0	0%	0	0.00%	0	0%	10	11.76%	0	0%	0	0.00%	85		
127	01	0	0%	54	72.00%	0	0%	0	0.00%	0	0%	3	4.00%	0	0%	5	6.67%	0	0%	0	0.00%	0	0%	8	10.67%	0	0%	5	6.67%	0	0.00%	75
127	02	0	0%	55	74.32%	0	0%	0	0.00%	0	0%	1	1.35%	0	0%	6	8.11%	0	0%	0	0.00%	0	0%	10	13.51%	0	0%	2	2.70%	0	0.00%	74
127	03	0	0%	59	75.64%	0	0%	0	0.00%	0	0%	2	2.56%	0	0%	4	5.13%	0	0%	0	0.00%	0	0%	8	10.26%	0	0%	5	6.41%	0	0.00%	78
127	04	0	0%	62	73.81%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	8	9.52%	0	0%	0	0.00%	0	0%	12	14.29%	0	0%	2	2.38%	0	0.00%	84
127	05	0	0%	63	77.78%	0	0%	0	0.00%	0	0%	2	2.47%	0	0%	8	9.88%	0	0%	0	0.00%	0	0%	6	7.41%	0	0%	2	2.47%	0	0.00%	81
<b>127 Total</b>		<b>0</b>	<b>0%</b>	<b>358</b>	<b>75.05%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>9</b>	<b>1.89%</b>	<b>0</b>	<b>0%</b>	<b>40</b>	<b>8.39%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>54</b>	<b>11.32%</b>	<b>0</b>	<b>0%</b>	<b>16</b>	<b>3.35%</b>	<b>0</b>	<b>0.00%</b>	<b>477</b>
<b>Ethridge ES</b>																																
128	KG	0	0%	72	57.60%	0	0%	1	0.80%	0	0%	21	16.80%	0	0%	22	17.60%	0	0%	0	0.00%	0	0%	6	4.80%	0	0%	3	2.40%	0	0.00%	125
128	01	0	0%	67	55.37%	0	0%	1	0.83%	0	0%	20	16.53%	0	0%	20	16.53%	0	0%	0	0.00%	0	0%	9	7.44%	0	0%	4	3.31%	0	0.00%	121
128	02	0	0%	69	54.33%	0	0%	0	0.00%	0	0%	25	19.69%	0	0%	21	16.54%	0	0%	0	0.00%	0	0%	9	7.09%	0	0%	3	2.36%	0	0.00%	127
128	03	0	0%	53	51.46%	0	0%	0	0.00%	0	0%	17	16.50%	0	0%	19	18.45%	0	0%	0	0.00%	0	0%	8	7.77%	0	0%	6	5.83%	0	0.00%	103
128	04	0	0%	70	55.56%	0	0%	1	0.79%	0	0%	20	15.87%	0	0%	26	20.63%	0	0%	0	0.00%	0	0%	7	5.56%	0	0%	2	1.59%	0	0.00%	126
128	05	0	0.00%	75	57.25%	0	0.00%	0	0.00%	1	100.00%	19	14.50%	0	0.00%	26	19.85%	0	0.00%	0	0.00%	0	0.00%	9	6.87%	0	0.00%	2	1.53%	1	0.00%	131
<b>128 Total</b>		<b>0</b>	<b>0.00%</b>	<b>406</b>	<b>55.39%</b>	<b>0</b>	<b>0.00%</b>	<b>3</b>	<b>0.41%</b>	<b>1</b>	<b>100.00%</b>	<b>122</b>	<b>16.64%</b>	<b>0</b>	<b>0.00%</b>	<b>134</b>	<b>18.28%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>48</b>	<b>6.55%</b>	<b>0</b>	<b>0.00%</b>	<b>20</b>	<b>2.73%</b>	<b>1</b>	<b>0.00%</b>	<b>733</b>



Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

**Classical Center at Vial ES**

129	KG	48	66.67%	69	63.30%	0	0.00%	0	0.00%	7	9.72%	11	10.09%	8	11.11%	15	13.76%	0	0.00%	0	0.00%	6	8.33%	10	9.17%	3	4.17%	4	3.67%	72	66.00%	109
129	01	43	61.43%	48	55.81%	0	0.00%	0	0.00%	2	2.86%	3	3.49%	12	17.14%	18	20.93%	0	0.00%	0	0.00%	10	14.29%	14	16.28%	3	4.29%	3	3.49%	70	81.00%	86
129	02	37	45.68%	46	46.94%	0	0.00%	0	0.00%	4	4.94%	6	6.12%	24	29.63%	29	29.59%	0	0.00%	0	0.00%	12	14.81%	13	13.27%	4	4.94%	4	4.08%	81	82.00%	98
129	03	39	50.65%	45	47.37%	0	0.00%	0	0.00%	3	3.90%	6	6.32%	15	19.48%	22	23.16%	0	0.00%	0	0.00%	14	18.18%	16	16.84%	6	7.79%	6	6.32%	77	81.00%	95
129	04	32	47.76%	44	48.35%	1	1.49%	1	1.10%	4	5.97%	4	4.40%	11	16.42%	17	18.68%	0	0.00%	0	0.00%	17	25.37%	21	23.08%	2	2.99%	4	4.40%	67	73.00%	91
129	05	39	46.99%	47	43.52%	0	0.00%	0	0.00%	8	9.64%	11	10.19%	16	19.28%	28	25.93%	0	0.00%	0	0.00%	18	21.69%	19	17.59%	2	2.41%	3	2.78%	83	76.00%	108
<b>129 Total</b>		<b>238</b>	<b>52.89%</b>	<b>299</b>	<b>50.94%</b>	<b>1</b>	<b>0.22%</b>	<b>1</b>	<b>0.17%</b>	<b>28</b>	<b>6.22%</b>	<b>41</b>	<b>6.98%</b>	<b>86</b>	<b>19.11%</b>	<b>129</b>	<b>21.98%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>77</b>	<b>17.11%</b>	<b>93</b>	<b>15.84%</b>	<b>20</b>	<b>4.44%</b>	<b>24</b>	<b>4.09%</b>	<b>450</b>	<b>76.00%</b>	<b>587</b>

**Club Hill ES**

132	PK	0	0%	21	48.84%	0	0%	0	0.00%	0	0%	1	2.33%	0	0%	15	34.88%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	1	2.33%	0	0.00%	43
132	KG	0	0%	45	52.33%	0	0%	0	0.00%	0	0%	2	2.33%	0	0%	21	24.42%	0	0%	0	0.00%	0	0%	12	13.95%	0	0%	6	6.98%	0	0.00%	86
132	01	0	0%	42	55.26%	0	0%	0	0.00%	0	0%	6	7.89%	0	0%	15	19.74%	0	0%	0	0.00%	0	0%	11	14.47%	0	0%	2	2.63%	0	0.00%	76
132	02	0	0%	42	49.41%	0	0%	0	0.00%	0	0%	3	3.53%	0	0%	24	28.24%	0	0%	0	0.00%	0	0%	15	17.65%	0	0%	1	1.18%	0	0.00%	85
132	03	0	0%	44	61.97%	0	0%	0	0.00%	0	0%	3	4.23%	0	0%	18	25.35%	0	0%	0	0.00%	0	0%	5	7.04%	0	0%	1	1.41%	0	0.00%	71
132	04	0	0%	50	63.29%	0	0%	0	0.00%	0	0%	2	2.53%	0	0%	18	22.78%	0	0%	0	0.00%	0	0%	9	11.39%	0	0%	0	0.00%	0	0.00%	79
132	05	0	0%	58	77.33%	0	0%	1	1.33%	0	0%	1	1.33%	0	0%	5	6.67%	0	0%	0	0.00%	0	0%	5	6.67%	0	0%	5	6.67%	0	0.00%	75
<b>132 Total</b>		<b>0</b>	<b>0%</b>	<b>302</b>	<b>58.64%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.19%</b>	<b>0</b>	<b>0%</b>	<b>18</b>	<b>3.50%</b>	<b>0</b>	<b>0%</b>	<b>116</b>	<b>22.52%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>62</b>	<b>12.04%</b>	<b>0</b>	<b>0%</b>	<b>16</b>	<b>3.11%</b>	<b>0</b>	<b>0.00%</b>	<b>515</b>

**Hickman ES**

133	PK	0	0%	13	30.23%	0	0%	0	0.00%	0	0%	8	18.60%	0	0%	14	32.56%	0	0%	0	0.00%	0	0%	6	13.95%	0	0%	2	4.65%	0	0.00%	43
133	KG	0	0%	21	25.93%	0	0%	0	0.00%	0	0%	27	33.33%	0	0%	21	25.93%	0	0%	0	0.00%	0	0%	9	11.11%	0	0%	3	3.70%	0	0.00%	81
133	01	0	0%	19	28.36%	0	0%	0	0.00%	0	0%	11	16.42%	0	0%	21	31.34%	0	0%	0	0.00%	0	0%	15	22.39%	0	0%	1	1.49%	0	0.00%	67
133	02	0	0%	16	25.00%	0	0%	1	1.56%	0	0%	17	26.56%	0	0%	19	29.69%	0	0%	0	0.00%	0	0%	8	12.50%	0	0%	3	4.69%	0	0.00%	64
133	03	0	0%	29	40.28%	0	0%	0	0.00%	0	0%	16	22.22%	0	0%	18	25.00%	0	0%	0	0.00%	0	0%	7	9.72%	0	0%	2	2.78%	0	0.00%	72
133	04	0	0%	39	41.05%	0	0%	1	1.05%	0	0%	19	20.00%	0	0%	26	27.37%	0	0%	0	0.00%	0	0%	9	9.47%	0	0%	1	1.05%	0	0.00%	95
133	05	0	0%	27	41.54%	0	0%	0	0.00%	0	0%	11	16.92%	0	0%	16	24.62%	0	0%	0	0.00%	0	0%	11	16.92%	0	0%	0	0.00%	0	0.00%	65
<b>133 Total</b>		<b>0</b>	<b>0%</b>	<b>164</b>	<b>33.68%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.41%</b>	<b>0</b>	<b>0%</b>	<b>109</b>	<b>22.38%</b>	<b>0</b>	<b>0%</b>	<b>135</b>	<b>27.72%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>65</b>	<b>13.35%</b>	<b>0</b>	<b>0%</b>	<b>12</b>	<b>2.46%</b>	<b>0</b>	<b>0.00%</b>	<b>487</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

**Northlake ES**

134	PK	0	0%	35	83.33%	0	0%	0	0.00%	0	0%	1	2.38%	0	0%	4	9.52%	0	0%	0	0.00%	0	0%	2	4.76%	0	0%	0	0.00%	0	0.00%	42
134	KG	0	0%	51	68.00%	0	0%	0	0.00%	0	0%	5	6.67%	0	0%	7	9.33%	0	0%	0	0.00%	0	0%	10	13.33%	0	0%	2	2.67%	0	0.00%	75
134	01	0	0%	52	65.00%	0	0%	0	0.00%	0	0%	4	5.00%	0	0%	15	18.75%	0	0%	0	0.00%	0	0%	7	8.75%	0	0%	2	2.50%	0	0.00%	80
134	02	0	0%	53	73.61%	0	0%	0	0.00%	0	0%	3	4.17%	0	0%	5	6.94%	0	0%	0	0.00%	0	0%	9	12.50%	0	0%	2	2.78%	0	0.00%	72
134	03	0	0%	59	73.75%	0	0%	0	0.00%	0	0%	4	5.00%	0	0%	9	11.25%	0	0%	0	0.00%	0	0%	6	7.50%	0	0%	2	2.50%	0	0.00%	80
134	04	0	0%	55	72.37%	0	0%	0	0.00%	0	0%	4	5.26%	0	0%	9	11.84%	0	0%	0	0.00%	0	0%	7	9.21%	0	0%	1	1.32%	0	0.00%	76
134	05	0	0%	59	73.75%	0	0%	1	1.25%	0	0%	3	3.75%	0	0%	9	11.25%	0	0%	0	0.00%	0	0%	7	8.75%	0	0%	1	1.25%	0	0.00%	80
<b>134 Total</b>		<b>0</b>	<b>0%</b>	<b>364</b>	<b>72.08%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.20%</b>	<b>0</b>	<b>0%</b>	<b>24</b>	<b>4.75%</b>	<b>0</b>	<b>0%</b>	<b>58</b>	<b>11.49%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>48</b>	<b>9.50%</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>1.98%</b>	<b>0</b>	<b>0.00%</b>	<b>505</b>

**Toler ES**

136	PK	0	0%	22	57.89%	0	0%	1	2.63%	0	0%	2	5.26%	0	0%	8	21.05%	0	0%	0	0.00%	0	0%	4	10.53%	0	0%	1	2.63%	0	0.00%	38
136	KG	0	0%	39	60.00%	0	0%	0	0.00%	0	0%	1	1.54%	0	0%	13	20.00%	0	0%	0	0.00%	0	0%	6	9.23%	0	0%	6	9.23%	0	0.00%	65
136	01	0	0%	39	44.32%	0	0%	0	0.00%	0	0%	2	2.27%	0	0%	33	37.50%	0	0%	0	0.00%	0	0%	10	11.36%	0	0%	4	4.55%	0	0.00%	88
136	02	0	0%	40	49.38%	0	0%	0	0.00%	0	0%	3	3.70%	0	0%	22	27.16%	0	0%	0	0.00%	0	0%	11	13.58%	0	0%	5	6.17%	0	0.00%	81
136	03	0	0%	43	51.81%	0	0%	2	2.41%	0	0%	6	7.23%	0	0%	23	27.71%	0	0%	0	0.00%	0	0%	6	7.23%	0	0%	3	3.61%	0	0.00%	83
136	04	0	0%	44	47.31%	0	0%	0	0.00%	0	0%	2	2.15%	0	0%	37	39.78%	0	0%	0	0.00%	0	0%	7	7.53%	0	0%	3	3.23%	0	0.00%	93
136	05	0	0%	36	40.91%	0	0%	2	2.27%	0	0%	4	4.55%	0	0%	32	36.36%	0	0%	0	0.00%	0	0%	11	12.50%	0	0%	3	3.41%	0	0.00%	88
<b>136 Total</b>		<b>0</b>	<b>0%</b>	<b>263</b>	<b>49.07%</b>	<b>0</b>	<b>0%</b>	<b>5</b>	<b>0.93%</b>	<b>0</b>	<b>0%</b>	<b>20</b>	<b>3.73%</b>	<b>0</b>	<b>0%</b>	<b>168</b>	<b>31.34%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>55</b>	<b>10.26%</b>	<b>0</b>	<b>0%</b>	<b>25</b>	<b>4.66%</b>	<b>0</b>	<b>0.00%</b>	<b>536</b>

**Rowlett ES**

137	KG	0	0%	46	52.87%	0	0%	0	0.00%	0	0%	1	1.15%	0	0%	11	12.64%	0	0%	0	0.00%	0	0%	27	31.03%	0	0%	2	2.30%	0	0.00%	87
137	01	0	0%	44	53.01%	0	0%	1	1.20%	0	0%	0	0.00%	0	0%	9	10.84%	0	0%	0	0.00%	0	0%	27	32.53%	0	0%	2	2.41%	0	0.00%	83
137	02	0	0%	50	58.82%	0	0%	0	0.00%	0	0%	1	1.18%	0	0%	10	11.76%	0	0%	0	0.00%	0	0%	22	25.88%	0	0%	2	2.35%	0	0.00%	85
137	03	0	0%	40	47.62%	0	0%	1	1.19%	0	0%	3	3.57%	0	0%	13	15.48%	0	0%	0	0.00%	0	0%	27	32.14%	0	0%	0	0.00%	0	0.00%	84
137	04	0	0%	52	48.15%	0	0%	1	0.93%	0	0%	2	1.85%	0	0%	22	20.37%	0	0%	0	0.00%	0	0%	26	24.07%	0	0%	5	4.63%	0	0.00%	108
137	05	0	0%	52	55.91%	0	0%	0	0.00%	0	0%	3	3.23%	0	0%	15	16.13%	0	0%	0	0.00%	0	0%	22	23.66%	0	0%	1	1.08%	0	0.00%	93
<b>137 Total</b>		<b>0</b>	<b>0%</b>	<b>284</b>	<b>52.59%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.56%</b>	<b>0</b>	<b>0%</b>	<b>10</b>	<b>1.85%</b>	<b>0</b>	<b>0%</b>	<b>80</b>	<b>14.81%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>151</b>	<b>27.96%</b>	<b>0</b>	<b>0%</b>	<b>12</b>	<b>2.22%</b>	<b>0</b>	<b>0.00%</b>	<b>540</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total				
Campus	Grade	Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All						
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt						
<b>Spring Creek ES</b>																																		
138	E2	0	0%	0	0.00%	0	0%	1	50.00%	0	0%	0	0.00%	0	0%	1	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	2				
138	E1	0	0%	2	16.67%	0	0%	1	8.33%	0	0%	1	8.33%	0	0%	1	8.33%	0	0%	0	0.00%	0	0.00%	0	0%	7	58.33%	0	0.00%	0	0.00%	12		
138	PK	0	0%	3	33.33%	0	0%	1	11.11%	0	0%	0	0.00%	0	0%	1	11.11%	0	0%	0	0.00%	0	0.00%	0	0%	4	44.44%	0	0.00%	0	0.00%	9		
138	KG	0	0%	41	39.42%	0	0%	1	0.96%	0	0%	32	30.77%	0	0%	17	16.35%	0	0%	0	0.00%	0	0.00%	0	0%	12	11.54%	0	0%	1	0.96%	104		
138	01	0	0%	29	30.85%	0	0%	0	0.00%	0	0%	16	17.02%	0	0%	26	27.66%	0	0%	0	0.00%	0	0.00%	0	0%	18	19.15%	0	0%	5	5.32%	0	0.00%	94
138	02	0	0%	31	29.81%	0	0%	0	0.00%	0	0%	21	20.19%	0	0%	33	31.73%	0	0%	0	0.00%	0	0.00%	0	0%	14	13.46%	0	0%	5	4.81%	0	0.00%	104
138	03	0	0%	32	37.21%	0	0%	0	0.00%	0	0%	15	17.44%	0	0%	19	22.09%	0	0%	1	1.16%	0	0%	15	17.44%	0	0%	4	4.65%	0	0.00%	86		
138	04	0	0%	31	36.47%	0	0%	0	0.00%	0	0%	25	29.41%	0	0%	21	24.71%	0	0%	0	0.00%	0	0%	0	0%	3	3.53%	0	0%	5	5.88%	0	0.00%	85
138	05	0	0%	32	32.00%	0	0%	0	0.00%	0	0%	34	34.00%	0	0%	20	20.00%	0	0%	0	0.00%	0	0.00%	0	0%	11	11.00%	0	0%	3	3.00%	0	0.00%	100
<b>138 Total</b>		<b>0</b>	<b>0%</b>	<b>201</b>	<b>33.72%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>0.67%</b>	<b>0</b>	<b>0%</b>	<b>144</b>	<b>24.16%</b>	<b>0</b>	<b>0%</b>	<b>139</b>	<b>23.32%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.17%</b>	<b>0</b>	<b>0%</b>	<b>84</b>	<b>14.09%</b>	<b>0</b>	<b>0%</b>	<b>23</b>	<b>3.86%</b>	<b>0</b>	<b>0.00%</b>	<b>596</b>		
<b>Luna ES</b>																																		
139	E1	5	18.52%	5	17.86%	0	0.00%	0	0.00%	4	14.81%	4	14.29%	7	25.93%	7	25.00%	0	0.00%	0	0.00%	9	33.33%	9	32.14%	2	7.41%	3	10.71%	27	96.00%	28		
139	PK	10	25.00%	10	25.00%	0	0.00%	0	0.00%	7	17.50%	7	17.50%	5	12.50%	5	12.50%	1	2.50%	1	2.50%	13	32.50%	13	32.50%	4	10.00%	4	10.00%	40	100.00%	40		
139	KG	15	30.61%	19	28.36%	0	0.00%	1	1.49%	8	16.33%	9	13.43%	10	20.41%	13	19.40%	0	0.00%	0	0.00%	15	30.61%	20	29.85%	1	2.04%	5	7.46%	49	73.00%	67		
139	01	16	27.12%	17	28.33%	0	0.00%	0	0.00%	7	11.86%	7	11.67%	12	20.34%	12	20.00%	0	0.00%	0	0.00%	20	33.90%	20	33.33%	4	6.78%	4	6.67%	59	98.00%	60		
139	02	7	16.28%	8	17.02%	0	0.00%	0	0.00%	4	9.30%	4	8.51%	7	16.28%	7	14.89%	0	0.00%	0	0.00%	25	58.14%	26	55.32%	0	0.00%	2	4.26%	43	91.00%	47		
139	03	12	28.57%	13	30.23%	1	2.38%	1	2.33%	10	23.81%	10	23.26%	4	9.52%	4	9.30%	0	0.00%	0	0.00%	14	33.33%	14	32.56%	1	2.38%	1	2.33%	42	97.00%	43		
139	04	9	25.71%	9	24.32%	0	0.00%	0	0.00%	6	17.14%	6	16.22%	3	8.57%	4	10.81%	1	2.86%	1	2.70%	15	42.86%	16	43.24%	1	2.86%	1	2.70%	35	94.00%	37		
139	05	0	0%	4	13.79%	0	0%	0	0.00%	0	0%	6	20.69%	0	0%	6	20.69%	0	0%	0	0.00%	0	0%	12	41.38%	0	0%	1	3.45%	0	0.00%	29		
<b>139 Total</b>		<b>74</b>	<b>25.08%</b>	<b>85</b>	<b>24.22%</b>	<b>1</b>	<b>0.34%</b>	<b>2</b>	<b>0.57%</b>	<b>46</b>	<b>15.59%</b>	<b>53</b>	<b>15.10%</b>	<b>48</b>	<b>16.27%</b>	<b>58</b>	<b>16.52%</b>	<b>2</b>	<b>0.68%</b>	<b>2</b>	<b>0.57%</b>	<b>111</b>	<b>37.63%</b>	<b>130</b>	<b>37.04%</b>	<b>13</b>	<b>4.41%</b>	<b>21</b>	<b>5.98%</b>	<b>295</b>	<b>84.00%</b>	<b>351</b>		

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Back ES</b>																																
140	PK	0	0%	9	20.93%	0	0%	0	0.00%	0	0%	10	23.26%	0	0%	16	37.21%	0	0%	0	0.00%	0	0%	6	13.95%	0	0%	2	4.65%	0	0.00%	43
140	KG	0	0%	31	51.67%	0	0%	0	0.00%	0	0%	9	15.00%	0	0%	11	18.33%	0	0%	0	0.00%	0	0%	7	11.67%	0	0%	2	3.33%	0	0.00%	60
140	01	0	0%	31	50.00%	0	0%	0	0.00%	0	0%	14	22.58%	0	0%	8	12.90%	0	0%	0	0.00%	0	0%	6	9.68%	0	0%	3	4.84%	0	0.00%	62
140	02	0	0%	22	45.83%	0	0%	0	0.00%	0	0%	7	14.58%	0	0%	7	14.58%	0	0%	0	0.00%	0	0%	12	25.00%	0	0%	0	0.00%	0	0.00%	48
140	03	0	0%	22	37.29%	0	0%	0	0.00%	0	0%	9	15.25%	0	0%	19	32.20%	0	0%	0	0.00%	0	0%	9	15.25%	0	0%	0	0.00%	0	0.00%	59
140	04	0	0%	32	55.17%	0	0%	0	0.00%	0	0%	5	8.62%	0	0%	15	25.86%	0	0%	0	0.00%	0	0%	5	8.62%	0	0%	1	1.72%	0	0.00%	58
140	05	0	0%	33	41.77%	0	0%	0	0.00%	0	0%	9	11.39%	0	0%	26	32.91%	0	0%	0	0.00%	0	0%	11	13.92%	0	0%	0	0.00%	0	0.00%	79
<b>140 Total</b>		<b>0</b>	<b>0%</b>	<b>180</b>	<b>44.01%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>63</b>	<b>15.40%</b>	<b>0</b>	<b>0%</b>	<b>102</b>	<b>24.94%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>56</b>	<b>13.69%</b>	<b>0</b>	<b>0%</b>	<b>8</b>	<b>1.96%</b>	<b>0</b>	<b>0.00%</b>	<b>409</b>
<b>Shugart ES</b>																																
141	PK	0	0%	13	34.21%	0	0%	0	0.00%	0	0%	6	15.79%	0	0%	14	36.84%	0	0%	0	0.00%	0	0%	3	7.89%	0	0%	2	5.26%	0	0.00%	38
141	KG	0	0%	32	55.17%	0	0%	0	0.00%	0	0%	3	5.17%	0	0%	19	32.76%	0	0%	0	0.00%	0	0%	3	5.17%	0	0%	1	1.72%	0	0.00%	58
141	01	0	0%	34	43.59%	0	0%	0	0.00%	0	0%	7	8.97%	0	0%	30	38.46%	0	0%	0	0.00%	0	0%	4	5.13%	0	0%	3	3.85%	0	0.00%	78
141	02	0	0%	30	40.54%	0	0%	0	0.00%	0	0%	4	5.41%	0	0%	32	43.24%	0	0%	0	0.00%	0	0%	5	6.76%	0	0%	3	4.05%	0	0.00%	74
141	03	0	0%	43	48.86%	0	0%	0	0.00%	0	0%	6	6.82%	0	0%	31	35.23%	0	0%	0	0.00%	0	0%	7	7.95%	0	0%	1	1.14%	0	0.00%	88
141	04	0	0%	34	45.33%	0	0%	0	0.00%	0	0%	4	5.33%	0	0%	29	38.67%	0	0%	0	0.00%	0	0%	6	8.00%	0	0%	2	2.67%	0	0.00%	75
141	05	0	0%	41	51.90%	0	0%	0	0.00%	0	0%	3	3.80%	0	0%	29	36.71%	0	0%	0	0.00%	0	0%	4	5.06%	0	0%	2	2.53%	0	0.00%	79
<b>141 Total</b>		<b>0</b>	<b>0%</b>	<b>227</b>	<b>46.33%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>33</b>	<b>6.73%</b>	<b>0</b>	<b>0%</b>	<b>184</b>	<b>37.55%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>32</b>	<b>6.53%</b>	<b>0</b>	<b>0%</b>	<b>14</b>	<b>2.86%</b>	<b>0</b>	<b>0.00%</b>	<b>490</b>
<b>Herfurth ES</b>																																
142	E1	10	35.71%	10	35.71%	0	0.00%	0	0.00%	3	10.71%	3	10.71%	4	14.29%	4	14.29%	0	0.00%	0	0.00%	8	28.57%	8	28.57%	3	10.71%	3	10.71%	28	100.00%	28
142	PK	7	17.95%	7	17.95%	0	0.00%	0	0.00%	7	17.95%	7	17.95%	9	23.08%	9	23.08%	0	0.00%	0	0.00%	13	33.33%	13	33.33%	3	7.69%	3	7.69%	39	100.00%	39
142	KG	25	43.10%	31	39.24%	0	0.00%	1	1.27%	3	5.17%	4	5.06%	5	8.62%	16	20.25%	0	0.00%	0	0.00%	21	36.21%	22	27.85%	4	6.90%	5	6.33%	58	73.00%	79
142	01	30	41.67%	31	42.47%	1	1.39%	1	1.37%	11	15.28%	11	15.07%	9	12.50%	9	12.33%	0	0.00%	0	0.00%	18	25.00%	18	24.66%	3	4.17%	3	4.11%	72	98.00%	73
142	02	19	31.15%	19	31.15%	0	0.00%	0	0.00%	7	11.48%	7	11.48%	8	13.11%	8	13.11%	0	0.00%	0	0.00%	23	37.70%	23	37.70%	4	6.56%	4	6.56%	61	100.00%	61
142	03	28	35.90%	28	35.90%	1	1.28%	1	1.28%	9	11.54%	9	11.54%	13	16.67%	13	16.67%	0	0.00%	0	0.00%	24	30.77%	24	30.77%	3	3.85%	3	3.85%	78	100.00%	78
142	04	11	27.50%	11	27.50%	0	0.00%	0	0.00%	4	10.00%	4	10.00%	7	17.50%	7	17.50%	0	0.00%	0	0.00%	16	40.00%	16	40.00%	2	5.00%	2	5.00%	40	100.00%	40
142	05	0	0%	10	23.26%	0	0%	0	0.00%	0	0%	2	4.65%	0	0%	19	44.19%	0	0%	0	0.00%	0	0%	9	20.93%	0	0%	3	6.98%	0	0.00%	43
<b>142 Total</b>		<b>130</b>	<b>34.57%</b>	<b>147</b>	<b>33.33%</b>	<b>2</b>	<b>0.53%</b>	<b>3</b>	<b>0.68%</b>	<b>44</b>	<b>11.70%</b>	<b>47</b>	<b>10.66%</b>	<b>55</b>	<b>14.63%</b>	<b>85</b>	<b>19.27%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>123</b>	<b>32.71%</b>	<b>133</b>	<b>30.16%</b>	<b>22</b>	<b>5.85%</b>	<b>26</b>	<b>5.90%</b>	<b>376</b>	<b>85.00%</b>	<b>441</b>

Magnet School	Campus	Grade	Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
			Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
			Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

**Abbett ES**

143	KG	0	0%	49	39.52%	0	0%	1	0.81%	0	0%	17	13.71%	0	0%	8	6.45%	0	0%	0	0.00%	0	0%	43	34.68%	0	0%	6	4.84%	0	0.00%	124
143	01	0	0%	50	40.65%	0	0%	0	0.00%	0	0%	24	19.51%	0	0%	12	9.76%	0	0%	1	0.81%	0	0%	34	27.64%	0	0%	2	1.63%	0	0.00%	123
143	02	0	0%	45	35.43%	0	0%	0	0.00%	0	0%	23	18.11%	0	0%	19	14.96%	0	0%	0	0.00%	0	0%	31	24.41%	0	0%	9	7.09%	0	0.00%	127
143	03	0	0%	39	33.05%	0	0%	0	0.00%	0	0%	23	19.49%	0	0%	13	11.02%	0	0%	0	0.00%	0	0%	35	29.66%	0	0%	8	6.78%	0	0.00%	118
143	04	0	0%	47	39.50%	0	0%	1	0.84%	0	0%	10	8.40%	0	0%	18	15.13%	0	0%	0	0.00%	0	0%	40	33.61%	0	0%	3	2.52%	0	0.00%	119
143	05	0	0%	41	33.61%	0	0%	1	0.82%	0	0%	15	12.30%	0	0%	17	13.93%	0	0%	0	0.00%	0	0%	42	34.43%	0	0%	6	4.92%	0	0.00%	122
<b>143 Total</b>		<b>0</b>	<b>0%</b>	<b>271</b>	<b>36.97%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.41%</b>	<b>0</b>	<b>0%</b>	<b>112</b>	<b>15.28%</b>	<b>0</b>	<b>0%</b>	<b>87</b>	<b>11.87%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.14%</b>	<b>0</b>	<b>0%</b>	<b>225</b>	<b>30.70%</b>	<b>0</b>	<b>0%</b>	<b>34</b>	<b>4.64%</b>	<b>0</b>	<b>0.00%</b>	<b>733</b>

**Keeley ES**

144	E1	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0.00%	1
144	KG	0	0%	27	24.55%	0	0%	0	0.00%	0	0%	6	5.45%	0	0%	24	21.82%	0	0%	0	0.00%	0	0%	43	39.09%	0	0%	10	9.09%	0	0.00%	110
144	01	0	0%	28	24.78%	0	0%	0	0.00%	0	0%	7	6.19%	0	0%	23	20.35%	0	0%	0	0.00%	0	0%	51	45.13%	0	0%	4	3.54%	0	0.00%	113
144	02	0	0%	27	24.77%	0	0%	0	0.00%	0	0%	10	9.17%	0	0%	19	17.43%	0	0%	0	0.00%	0	0%	50	45.87%	0	0%	3	2.75%	0	0.00%	109
144	03	0	0%	21	19.09%	0	0%	0	0.00%	0	0%	6	5.45%	0	0%	25	22.73%	0	0%	0	0.00%	0	0%	51	46.36%	0	0%	7	6.36%	0	0.00%	110
144	04	0	0%	24	21.62%	0	0%	0	0.00%	0	0%	9	8.11%	0	0%	27	24.32%	0	0%	0	0.00%	0	0%	44	39.64%	0	0%	7	6.31%	0	0.00%	111
144	05	0	0%	23	20.18%	0	0%	0	0.00%	0	0%	8	7.02%	0	0%	25	21.93%	0	0%	0	0.00%	0	0%	54	47.37%	0	0%	4	3.51%	0	0.00%	114
<b>144 Total</b>		<b>0</b>	<b>0%</b>	<b>150</b>	<b>22.46%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>46</b>	<b>6.89%</b>	<b>0</b>	<b>0%</b>	<b>143</b>	<b>21.41%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>294</b>	<b>44.01%</b>	<b>0</b>	<b>0%</b>	<b>35</b>	<b>5.24%</b>	<b>0</b>	<b>0.00%</b>	<b>668</b>

**Sewell ES**

145	PK	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	100.00%	0	0%	0	0.00%	0	0.00%	1
145	KG	0	0%	15	14.02%	0	0%	1	0.93%	0	0%	14	13.08%	0	0%	31	28.97%	0	0%	0	0.00%	0	0%	41	38.32%	0	0%	5	4.67%	0	0.00%	107
145	01	0	0%	31	24.03%	0	0%	2	1.55%	0	0%	15	11.63%	0	0%	34	26.36%	0	0%	0	0.00%	0	0%	41	31.78%	0	0%	6	4.65%	0	0.00%	129
145	02	0	0%	24	18.46%	0	0%	3	2.31%	0	0%	26	20.00%	0	0%	22	16.92%	0	0%	2	1.54%	0	0%	46	35.38%	0	0%	7	5.38%	0	0.00%	130
145	03	0	0%	25	26.04%	0	0%	0	0.00%	0	0%	11	11.46%	0	0%	23	23.96%	0	0%	0	0.00%	0	0%	33	34.38%	0	0%	4	4.17%	0	0.00%	96
145	04	0	0%	27	25.23%	0	0%	0	0.00%	0	0%	20	18.69%	0	0%	24	22.43%	0	0%	0	0.00%	0	0%	29	27.10%	0	0%	7	6.54%	0	0.00%	107
145	05	0	0%	25	22.52%	0	0%	0	0.00%	0	0%	22	19.82%	0	0%	18	16.22%	0	0%	0	0.00%	0	0%	42	37.84%	0	0%	4	3.60%	0	0.00%	111
<b>145 Total</b>		<b>0</b>	<b>0%</b>	<b>147</b>	<b>21.59%</b>	<b>0</b>	<b>0%</b>	<b>6</b>	<b>0.88%</b>	<b>0</b>	<b>0%</b>	<b>108</b>	<b>15.86%</b>	<b>0</b>	<b>0%</b>	<b>152</b>	<b>22.32%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.29%</b>	<b>0</b>	<b>0%</b>	<b>233</b>	<b>34.21%</b>	<b>0</b>	<b>0%</b>	<b>33</b>	<b>4.85%</b>	<b>0</b>	<b>0.00%</b>	<b>681</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Stephens ES</b>																																
146	PK	0	0%	23	69.70%	0	0%	0	0.00%	0	0%	1	3.03%	0	0%	3	9.09%	0	0%	0	0.00%	0	0%	4	12.12%	0	0%	2	6.06%	0	0.00%	33
146	KG	0	0%	43	48.86%	0	0%	0	0.00%	0	0%	5	5.68%	0	0%	15	17.05%	0	0%	1	1.14%	0	0%	21	23.86%	0	0%	3	3.41%	0	0.00%	88
146	01	0	0%	50	52.08%	0	0%	0	0.00%	0	0%	4	4.17%	0	0%	25	26.04%	0	0%	0	0.00%	0	0%	13	13.54%	0	0%	4	4.17%	0	0.00%	96
146	02	0	0%	41	46.59%	0	0%	0	0.00%	0	0%	4	4.55%	0	0%	23	26.14%	0	0%	0	0.00%	0	0%	18	20.45%	0	0%	2	2.27%	0	0.00%	88
146	03	0	0%	32	40.00%	0	0%	0	0.00%	0	0%	5	6.25%	0	0%	22	27.50%	0	0%	1	1.25%	0	0%	16	20.00%	0	0%	4	5.00%	0	0.00%	80
146	04	0	0%	42	48.28%	0	0%	0	0.00%	0	0%	4	4.60%	0	0%	21	24.14%	0	0%	0	0.00%	0	0%	17	19.54%	0	0%	3	3.45%	0	0.00%	87
146	05	0	0%	56	53.33%	0	0%	1	0.95%	0	0%	1	0.95%	0	0%	27	25.71%	0	0%	0	0.00%	0	0%	18	17.14%	0	0%	2	1.90%	0	0.00%	105
<b>146 Total</b>		<b>0</b>	<b>0%</b>	<b>287</b>	<b>49.74%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.17%</b>	<b>0</b>	<b>0%</b>	<b>24</b>	<b>4.16%</b>	<b>0</b>	<b>0%</b>	<b>136</b>	<b>23.57%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.35%</b>	<b>0</b>	<b>0%</b>	<b>107</b>	<b>18.54%</b>	<b>0</b>	<b>0%</b>	<b>20</b>	<b>3.47%</b>	<b>0</b>	<b>0.00%</b>	<b>577</b>
<b>Lister ES</b>																																
147	KG	0	0%	26	38.81%	0	0%	1	1.49%	0	0%	16	23.88%	0	0%	12	17.91%	0	0%	0	0.00%	0	0%	9	13.43%	0	0%	3	4.48%	0	0.00%	67
147	01	0	0%	31	55.36%	0	0%	0	0.00%	0	0%	9	16.07%	0	0%	6	10.71%	0	0%	0	0.00%	0	0%	9	16.07%	0	0%	1	1.79%	0	0.00%	56
147	02	0	0%	29	46.03%	0	0%	0	0.00%	0	0%	7	11.11%	0	0%	16	25.40%	0	0%	0	0.00%	0	0%	7	11.11%	0	0%	4	6.35%	0	0.00%	63
147	03	0	0%	35	44.87%	0	0%	0	0.00%	0	0%	20	25.64%	0	0%	11	14.10%	0	0%	0	0.00%	0	0%	10	12.82%	0	0%	2	2.56%	0	0.00%	78
147	04	0	0%	28	38.89%	0	0%	0	0.00%	0	0%	11	15.28%	0	0%	18	25.00%	0	0%	0	0.00%	0	0%	11	15.28%	0	0%	4	5.56%	0	0.00%	72
147	05	0	0%	31	43.06%	0	0%	0	0.00%	0	0%	19	26.39%	0	0%	17	23.61%	0	0%	0	0.00%	0	0%	4	5.56%	0	0%	1	1.39%	0	0.00%	72
<b>147 Total</b>		<b>0</b>	<b>0%</b>	<b>180</b>	<b>44.12%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.25%</b>	<b>0</b>	<b>0%</b>	<b>82</b>	<b>20.10%</b>	<b>0</b>	<b>0%</b>	<b>80</b>	<b>19.61%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>50</b>	<b>12.25%</b>	<b>0</b>	<b>0%</b>	<b>15</b>	<b>3.68%</b>	<b>0</b>	<b>0.00%</b>	<b>408</b>
<b>Dorsey ES</b>																																
148	KG	0	0%	44	41.51%	0	0%	0	0.00%	0	0%	10	9.43%	0	0%	20	18.87%	0	0%	0	0.00%	0	0%	27	25.47%	0	0%	5	4.72%	0	0.00%	106
148	01	0	0%	45	40.91%	0	0%	1	0.91%	0	0%	10	9.09%	0	0%	17	15.45%	0	0%	0	0.00%	0	0%	32	29.09%	0	0%	5	4.55%	0	0.00%	110
148	02	0	0%	43	43.43%	0	0%	1	1.01%	0	0%	6	6.06%	0	0%	17	17.17%	0	0%	0	0.00%	0	0%	23	23.23%	0	0%	9	9.09%	0	0.00%	99
148	03	0	0%	36	35.64%	0	0%	0	0.00%	0	0%	17	16.83%	0	0%	15	14.85%	0	0%	0	0.00%	0	0%	29	28.71%	0	0%	4	3.96%	0	0.00%	101
148	04	0	0%	40	36.70%	0	0%	1	0.92%	0	0%	10	9.17%	0	0%	20	18.35%	0	0%	0	0.00%	0	0%	35	32.11%	0	0%	3	2.75%	0	0.00%	109
148	05	0	0%	39	37.86%	0	0%	0	0.00%	0	0%	6	5.83%	0	0%	20	19.42%	0	0%	0	0.00%	0	0%	35	33.98%	0	0%	3	2.91%	0	0.00%	103
<b>148 Total</b>		<b>0</b>	<b>0%</b>	<b>247</b>	<b>39.33%</b>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>0.48%</b>	<b>0</b>	<b>0%</b>	<b>59</b>	<b>9.39%</b>	<b>0</b>	<b>0%</b>	<b>109</b>	<b>17.36%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>181</b>	<b>28.82%</b>	<b>0</b>	<b>0%</b>	<b>29</b>	<b>4.62%</b>	<b>0</b>	<b>0.00%</b>	<b>628</b>

Magnet School	Campus	Grade	Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
			Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
			Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

**Steadham ES**

154	E2	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1
154	E1	0	0%	6	37.50%	0	0%	0	0.00%	0	0%	1	6.25%	0	0%	2	12.50%	0	0%	0	0.00%	0	0%	7	43.75%	0	0%	0	0.00%	0	0.00%	16
154	PK	0	0%	5	55.56%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	22.22%	0	0%	0	0.00%	0	0%	2	22.22%	0	0%	0	0.00%	0	0.00%	9
154	KG	0	0%	25	43.86%	0	0%	1	1.75%	0	0%	1	1.75%	0	0%	15	26.32%	0	0%	0	0.00%	0	0%	15	26.32%	0	0%	0	0.00%	0	0.00%	57
154	01	0	0%	37	42.05%	0	0%	0	0.00%	0	0%	2	2.27%	0	0%	24	27.27%	0	0%	0	0.00%	0	0%	24	27.27%	0	0%	1	1.14%	0	0.00%	88
154	02	0	0%	37	48.68%	0	0%	0	0.00%	0	0%	3	3.95%	0	0%	19	25.00%	0	0%	0	0.00%	0	0%	14	18.42%	0	0%	3	3.95%	0	0.00%	76
154	03	0	0%	33	39.29%	0	0%	0	0.00%	0	0%	4	4.76%	0	0%	24	28.57%	0	0%	0	0.00%	0	0%	18	21.43%	0	0%	5	5.95%	0	0.00%	84
154	04	0	0%	44	48.89%	0	0%	0	0.00%	0	0%	5	5.56%	0	0%	21	23.33%	0	0%	0	0.00%	0	0%	18	20.00%	0	0%	2	2.22%	0	0.00%	90
154	05	0	0%	37	44.58%	0	0%	0	0.00%	0	0%	4	4.82%	0	0%	18	21.69%	0	0%	0	0.00%	0	0%	22	26.51%	0	0%	2	2.41%	0	0.00%	83
<b>154 Total</b>		<b>0</b>	<b>0%</b>	<b>224</b>	<b>44.44%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.20%</b>	<b>0</b>	<b>0%</b>	<b>20</b>	<b>3.97%</b>	<b>0</b>	<b>0%</b>	<b>126</b>	<b>25.00%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>120</b>	<b>23.81%</b>	<b>0</b>	<b>0%</b>	<b>13</b>	<b>2.58%</b>	<b>0</b>	<b>0.00%</b>	<b>504</b>

**Armstrong ES**

155	E1	0	0%	2	20.00%	0	0%	0	0.00%	0	0%	3	30.00%	0	0%	2	20.00%	0	0%	0	0.00%	0	0%	3	30.00%	0	0%	0	0.00%	0	0.00%	10
155	PK	0	0%	15	28.30%	0	0%	0	0.00%	0	0%	21	39.62%	0	0%	6	11.32%	0	0%	0	0.00%	0	0%	10	18.87%	0	0%	1	1.89%	0	0.00%	53
155	KG	0	0%	25	18.94%	0	0%	1	0.76%	0	0%	29	21.97%	0	0%	12	9.09%	0	0%	0	0.00%	0	0%	57	43.18%	0	0%	8	6.06%	0	0.00%	132
155	01	0	0%	26	19.55%	0	0%	1	0.75%	0	0%	32	24.06%	0	0%	16	12.03%	0	0%	1	0.75%	0	0%	51	38.35%	0	0%	6	4.51%	0	0.00%	133
155	02	0	0%	32	23.53%	0	0%	0	0.00%	0	0%	43	31.62%	0	0%	12	8.82%	0	0%	0	0.00%	0	0%	48	35.29%	0	0%	1	0.74%	0	0.00%	136
155	03	0	0%	32	23.88%	0	0%	0	0.00%	0	0%	32	23.88%	0	0%	10	7.46%	0	0%	1	0.75%	0	0%	54	40.30%	0	0%	5	3.73%	0	0.00%	134
155	04	0	0%	37	28.03%	0	0%	0	0.00%	0	0%	29	21.97%	0	0%	9	6.82%	0	0%	2	1.52%	0	0%	50	37.88%	0	0%	5	3.79%	0	0.00%	132
155	05	0	0%	32	23.02%	0	0%	0	0.00%	0	0%	30	21.58%	0	0%	13	9.35%	0	0%	0	0.00%	0	0%	58	41.73%	0	0%	6	4.32%	0	0.00%	139
<b>155 Total</b>		<b>0</b>	<b>0%</b>	<b>201</b>	<b>23.13%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.23%</b>	<b>0</b>	<b>0%</b>	<b>219</b>	<b>25.20%</b>	<b>0</b>	<b>0%</b>	<b>80</b>	<b>9.21%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>0.46%</b>	<b>0</b>	<b>0%</b>	<b>331</b>	<b>38.09%</b>	<b>0</b>	<b>0%</b>	<b>32</b>	<b>3.68%</b>	<b>0</b>	<b>0.00%</b>	<b>869</b>

Magnet School	Campus	Grade	Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
			Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
			Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				

Pearson ES		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt		
156	PK	0	0%	11	25.58%	0	0%	0	0.00%	0	0%	8	18.60%	0	0%	19	44.19%	0	0%	0	0.00%	0	0%	5	11.63%	0	0%	0	0.00%	43
156	KG	0	0%	47	38.84%	0	0%	0	0.00%	0	0%	5	4.13%	0	0%	33	27.27%	0	0%	0	0.00%	0	0%	30	24.79%	0	0%	6	4.96%	121
156	01	0	0%	47	45.63%	0	0%	0	0.00%	0	0%	3	2.91%	0	0%	31	30.10%	0	0%	0	0.00%	0	0%	16	15.53%	0	0%	6	5.83%	103
156	02	0	0%	47	48.45%	0	0%	0	0.00%	0	0%	2	2.06%	0	0%	26	26.80%	0	0%	0	0.00%	0	0%	20	20.62%	0	0%	2	2.06%	97
156	03	0	0%	37	35.92%	0	0%	0	0.00%	0	0%	5	4.85%	0	0%	31	30.10%	0	0%	0	0.00%	0	0%	29	28.16%	0	0%	1	0.97%	103
156	04	0	0%	37	35.92%	0	0%	0	0.00%	0	0%	3	2.91%	0	0%	25	24.27%	0	0%	0	0.00%	0	0%	34	33.01%	0	0%	4	3.88%	103
156	05	0	0%	36	38.30%	0	0%	0	0.00%	0	0%	1	1.06%	0	0%	27	28.72%	0	0%	0	0.00%	0	0%	26	27.66%	0	0%	4	4.26%	94
156 Total		0	0%	262	39.46%	0	0%	0	0.00%	0	0%	27	4.07%	0	0%	192	28.92%	0	0%	0	0.00%	0	0%	160	24.10%	0	0%	23	3.46%	664

Couch ES		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt		
157	E2	0	0%	1	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	0	0.00%	1
157	E1	0	0%	5	41.67%	0	0%	0	0.00%	0	0%	0	0.00%	2	16.67%	0	0%	0	0.00%	0	0%	4	33.33%	0	0%	1	8.33%	0	0.00%	12
157	PK	0	0%	5	45.45%	0	0%	0	0.00%	0	0%	1	9.09%	0	0%	1	9.09%	0	0%	0	0.00%	0	0%	3	27.27%	0	0%	1	9.09%	11
157	KG	0	0%	43	46.74%	0	0%	0	0.00%	0	0%	8	8.70%	0	0%	29	31.52%	0	0%	0	0.00%	0	0%	7	7.61%	0	0%	5	5.43%	92
157	01	0	0%	20	23.81%	0	0%	1	1.19%	0	0%	4	4.76%	0	0%	34	40.48%	0	0%	0	0.00%	0	0%	23	27.38%	0	0%	2	2.38%	84
157	02	0	0%	30	33.33%	0	0%	1	1.11%	0	0%	7	7.78%	0	0%	35	38.89%	0	0%	1	1.11%	0	0%	11	12.22%	0	0%	5	5.56%	90
157	03	0	0%	37	34.58%	0	0%	0	0.00%	0	0%	9	8.41%	0	0%	44	41.12%	0	0%	0	0.00%	0	0%	14	13.08%	0	0%	3	2.80%	107
157	04	0	0%	34	40.96%	0	0%	0	0.00%	0	0%	4	4.82%	0	0%	30	36.14%	0	0%	0	0.00%	0	0%	11	13.25%	0	0%	4	4.82%	83
157	05	0	0.00%	38	39.18%	0	0.00%	1	1.03%	0	0.00%	9	9.28%	0	0.00%	38	39.18%	0	0.00%	0	0.00%	1	100.00%	8	8.25%	0	0.00%	3	3.09%	97
157 Total		0	0.00%	213	36.92%	0	0.00%	3	0.52%	0	0.00%	42	7.28%	0	0.00%	213	36.92%	0	0.00%	1	0.17%	1	100.00%	81	14.04%	0	0.00%	24	4.16%	577



Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Liberty Grove ES</b>																																
158	E1	0	0%	2	16.67%	0	0%	0	0.00%	0	0%	1	8.33%	0	0%	4	33.33%	0	0%	0	0.00%	0	0%	5	41.67%	0	0%	0	0.00%	0	0.00%	12
158	PK	0	0%	26	52.00%	0	0%	1	2.00%	0	0%	6	12.00%	0	0%	10	20.00%	0	0%	0	0.00%	0	0%	5	10.00%	0	0%	2	4.00%	0	0.00%	50
158	KG	0	0%	18	31.58%	0	0%	0	0.00%	0	0%	1	1.75%	0	0%	14	24.56%	0	0%	0	0.00%	0	0%	18	31.58%	0	0%	6	10.53%	0	0.00%	57
158	01	0	0%	18	24.00%	0	0%	1	1.33%	0	0%	4	5.33%	0	0%	16	21.33%	0	0%	0	0.00%	0	0%	28	37.33%	0	0%	8	10.67%	0	0.00%	75
158	02	0	0%	29	33.72%	0	0%	0	0.00%	0	0%	8	9.30%	0	0%	19	22.09%	0	0%	1	1.16%	0	0%	24	27.91%	0	0%	5	5.81%	0	0.00%	86
158	03	0	0%	23	35.38%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	17	26.15%	0	0%	0	0.00%	0	0%	23	35.38%	0	0%	2	3.08%	0	0.00%	65
158	04	0	0%	17	24.64%	0	0%	0	0.00%	0	0%	4	5.80%	0	0%	18	26.09%	0	0%	0	0.00%	0	0%	26	37.68%	0	0%	4	5.80%	0	0.00%	69
158	05	0	0%	30	36.59%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	16	19.51%	0	0%	0	0.00%	0	0%	29	35.37%	0	0%	7	8.54%	0	0.00%	82
<b>158 Total</b>		<b>0</b>	<b>0%</b>	<b>163</b>	<b>32.86%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.40%</b>	<b>0</b>	<b>0%</b>	<b>24</b>	<b>4.84%</b>	<b>0</b>	<b>0%</b>	<b>114</b>	<b>22.98%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>0.20%</b>	<b>0</b>	<b>0%</b>	<b>158</b>	<b>31.85%</b>	<b>0</b>	<b>0%</b>	<b>34</b>	<b>6.85%</b>	<b>0</b>	<b>0.00%</b>	<b>496</b>
<b>George Washington Carver ES</b>																																
159	E2	0	0%	2	100.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	2
159	E1	0	0%	2	25.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	5	62.50%	0	0%	0	0.00%	0	0%	1	12.50%	0	0%	0	0.00%	0	0.00%	8
159	PK	0	0%	55	61.11%	0	0%	0	0.00%	0	0%	7	7.78%	0	0%	20	22.22%	0	0%	0	0.00%	0	0%	5	5.56%	0	0%	3	3.33%	0	0.00%	90
159	KG	0	0%	70	66.04%	0	0%	1	0.94%	0	0%	5	4.72%	0	0%	19	17.92%	0	0%	0	0.00%	0	0%	8	7.55%	0	0%	3	2.83%	0	0.00%	106
159	01	0	0%	62	62.63%	0	0%	0	0.00%	0	0%	7	7.07%	0	0%	13	13.13%	0	0%	0	0.00%	0	0%	13	13.13%	0	0%	4	4.04%	0	0.00%	99
159	02	0	0%	63	63.00%	0	0%	0	0.00%	0	0%	9	9.00%	0	0%	14	14.00%	0	0%	0	0.00%	0	0%	14	14.00%	0	0%	0	0.00%	0	0.00%	100
159	03	0	0%	82	73.87%	0	0%	1	0.90%	0	0%	3	2.70%	0	0%	15	13.51%	0	0%	0	0.00%	0	0%	7	6.31%	0	0%	3	2.70%	0	0.00%	111
159	04	0	0%	60	63.16%	0	0%	0	0.00%	0	0%	3	3.16%	0	0%	22	23.16%	0	0%	0	0.00%	0	0%	8	8.42%	0	0%	2	2.11%	0	0.00%	95
159	05	0	0%	71	71.00%	0	0%	0	0.00%	0	0%	3	3.00%	0	0%	18	18.00%	0	0%	0	0.00%	0	0%	6	6.00%	0	0%	2	2.00%	0	0.00%	100
<b>159 Total</b>		<b>0</b>	<b>0%</b>	<b>467</b>	<b>65.68%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.28%</b>	<b>0</b>	<b>0%</b>	<b>37</b>	<b>5.20%</b>	<b>0</b>	<b>0%</b>	<b>126</b>	<b>17.72%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>62</b>	<b>8.72%</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>2.39%</b>	<b>0</b>	<b>0.00%</b>	<b>711</b>
<b>Cisneros Pre-K</b>																																
180	E2	0	0%	1	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	1	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0.00%	2
180	E1	0	0%	12	54.55%	0	0%	0	0.00%	0	0%	1	4.55%	0	0%	5	22.73%	0	0%	0	0.00%	0	0%	4	18.18%	0	0%	0	0.00%	0	0.00%	22
180	PK	0	0%	493	91.30%	0	0%	2	0.37%	0	0%	3	0.56%	0	0%	29	5.37%	0	0%	0	0.00%	0	0%	13	2.41%	0	0%	0	0.00%	0	0.00%	540
<b>180 Total</b>		<b>0</b>	<b>0%</b>	<b>506</b>	<b>89.72%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>0.35%</b>	<b>0</b>	<b>0%</b>	<b>4</b>	<b>0.71%</b>	<b>0</b>	<b>0%</b>	<b>35</b>	<b>6.21%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0%</b>	<b>17</b>	<b>3.01%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>564</b>

Magnet School		Hispanic				American Indian				Asian				Black				Native Hawaiian				White				Multi-Race				Total		
Campus	Grade	Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All		Magnet		All				
		Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt	%	Cnt				
<b>Parsons Pre-K</b>																																
181	E2	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	2	50.00%	0	0%	2	50.00%	0	0%	0	0.00%	0	0%	0	0.00%	0	0%	0	0.00%	4		
181	E1	0	0%	1	8.33%	0	0%	0	0.00%	0	0%	6	50.00%	0	0%	2	16.67%	0	0%	0	0.00%	0	0%	3	25.00%	0	0%	0	0.00%	12		
181	PK	1	100.00%	311	67.17%	0	0.00%	0	0.00%	0	0.00%	77	16.63%	0	0.00%	44	9.50%	0	0.00%	1	0.22%	0	0.00%	22	4.75%	0	0.00%	8	1.73%	463		
<b>181 Total</b>		<b>1</b>	<b>100.00%</b>	<b>312</b>	<b>65.14%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>0</b>	<b>0.00%</b>	<b>85</b>	<b>17.75%</b>	<b>0</b>	<b>0.00%</b>	<b>48</b>	<b>10.02%</b>	<b>0</b>	<b>0.00%</b>	<b>1</b>	<b>0.21%</b>	<b>0</b>	<b>0.00%</b>	<b>25</b>	<b>5.22%</b>	<b>0</b>	<b>0.00%</b>	<b>8</b>	<b>1.67%</b>	<b>479</b>		
<b>Grand Total</b>		<b>3419</b>	<b>40.39%</b>	<b>29959</b>	<b>53.83%</b>	<b>25</b>	<b>0.30%</b>	<b>193</b>	<b>0.35%</b>	<b>1397</b>	<b>16.51%</b>	<b>5156</b>	<b>9.26%</b>	<b>1334</b>	<b>15.76%</b>	<b>9847</b>	<b>17.69%</b>	<b>10</b>	<b>0.12%</b>	<b>45</b>	<b>0.08%</b>	<b>1983</b>	<b>23.43%</b>	<b>9089</b>	<b>16.33%</b>	<b>296</b>	<b>3.50%</b>	<b>1363</b>	<b>2.45%</b>	<b>8464</b>	<b>15.21%</b>	<b>55652</b>

### **Magnet Admission Process for Herfurth and Luna**

Application requirements:

- Students who are 3 or 4 years old on or before Sept. 1 and students entering kindergarten-fifth grades may apply
- Students must score 50th percentile on reading and math achievement test
- Students must attend an on-site observation and meet the minimum score on a rubric

All qualified applicants will be placed in a lottery and offered seats in the order they are chosen. When all the seats are filled, the remaining qualified students will be placed on the waiting list. Students will be called from the wait list as seats become available until the second week of school.

### **Magnet Admission Process for Rowlett P-TECH and SGHS Collegiate Academy**

The ECHS/P-TECH recruitment and enrollment processes shall identify, recruit, and enroll the subpopulations of at-risk students (as defined by PEIMS), including, but not limited to, students who are of limited English proficiency, students with disabilities, or students who have failed a state administered assessment. Enrollment decisions shall not be based on state assessment scores, discipline history, teacher recommendation, parent or student essays, minimum grade point average (GPA), or other criteria that create barriers for student enrollment.

The ECHS/P-TECH shall identify, recruit, and enroll subpopulations (in addition to those who are at risk as defined by PEIMS) that are historically underrepresented in college courses (e.g., first generation college goers, students of low socioeconomic status, African American, Hispanic, Native American.)

For admissions, the ECHS/P-TECH shall use either a performance-blind, open-access lottery system that encourages and considers applications from all students (all students have an equal opportunity for acceptance, regardless of background or academic performance) or a weighted lottery that favors students who are at risk or who are part of the targeted subpopulations for the ECHS/P-TECH.

### **Magnet Admission Process for NFHS Collegiate Academy**

Application Requirements:

- entering grade 9
- Students must score at or above the 50th percentile on reading and math achievement tests
- Students must pass STAAR/EOC
- Students must have passing grades in core subjects
- Students should not have serious discipline issues

All qualified applicants will be placed in a lottery and offered seats in the order they are chosen. When all the seats are filled, the remaining qualified students will be placed on the waiting list. Students will be called from the wait list as seats become available until the second week of school.

	Magnet	Neighborhood		Magnet	Neighborhood		Magnet	Neighborhood
<b>Hillside</b>			<b>Kimberlin</b>			<b>Walnut Glen</b>		
Kinder	0	24	Kinder	0	30	Kinder	0	9
1st grade	0	10	1st grade	0	10	1st grade	0	5
2nd grade	0	9	2nd grade	0	4	2nd grade	0	1
3rd grade	4	5	3rd grade	13	7	3rd grade	0	3
4th grade	10	7	4th grade	7	9	4th grade	0	3
5th grade	0	4	5th grade	0	2	5th grade	0	0
<b>Bilingual</b>		<b>No Bilingual Neighborhood Sections</b>	<b>No Bilingual Sections</b>			<b>No Students on Bilingual Waitlist No Bilingual Neighborhood Sections</b>		
Kinder	0							
1st grade	1							
2nd grade	0							
3rd grade	0							
4th grade	0							
5th grade	3							
<b>Austin</b>								
6th grade	111	61						
7th grade	42	5						
8th grade	4	14						

Exhibit 2

Campuses Closed to Further Enrollment

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
2	GARLAND H S	12	General/ESL	Open
2	GARLAND H S	11	General/ESL	Open
2	GARLAND H S	10	General/ESL	Open
2	GARLAND H S	9	General/ESL	Closed
3	S GARLAND H S	12	General/ESL	Open
3	S GARLAND H S	11	General/ESL	Open
3	S GARLAND H S	10	General/ESL	Open
3	S GARLAND H S	9	General/ESL	Closed
4	N GARLAND H S	12	General/ESL	Open
4	N GARLAND H S	11	General/ESL	Open
4	N GARLAND H S	10	General/ESL	Closed
4	N GARLAND H S	9	General/ESL	Closed
5	LAKEVIEW CENTENNIAL H S	12	General/ESL	Open
5	LAKEVIEW CENTENNIAL H S	11	General/ESL	Closed
5	LAKEVIEW CENTENNIAL H S	10	General/ESL	Closed
5	LAKEVIEW CENTENNIAL H S	9	General/ESL	Closed
8	NAAMAN FOREST H S	12	General/ESL	Open
8	NAAMAN FOREST H S	11	General/ESL	Open
8	NAAMAN FOREST H S	10	General/ESL	Closed
8	NAAMAN FOREST H S	9	General/ESL	Closed
9	ROWLETT H S	12	General/ESL	Open
9	ROWLETT H S	11	General/ESL	Open
9	ROWLETT H S	10	General/ESL	Open
9	ROWLETT H S	9	General/ESL	Closed
10	SACHSE H S	12	General/ESL	Closed
10	SACHSE H S	11	General/ESL	Closed
10	SACHSE H S	10	General/ESL	Closed
10	SACHSE H S	9	General/ESL	Closed
41	AUSTIN ACAD FOR EXCELL	8	General/ESL	Closed
41	AUSTIN ACAD FOR EXCELL	7	General/ESL	Closed
41	AUSTIN ACAD FOR EXCELL	6	General/ESL	Closed
42	BUSSEY MIDDLE	8	General/ESL	Open
42	BUSSEY MIDDLE	7	General/ESL	Open
42	BUSSEY MIDDLE	6	General/ESL	Open
43	SAM HOUSTON MIDDLE	8	General/ESL	Open
43	SAM HOUSTON MIDDLE	7	General/ESL	Open
43	SAM HOUSTON MIDDLE	6	General/ESL	Open
45	JACKSON TECHNOLOGY CENTER	8	General/ESL	Closed
45	JACKSON TECHNOLOGY CENTER	7	General/ESL	Closed
45	JACKSON TECHNOLOGY CENTER	6	General/ESL	Closed
46	O'BANION MIDDLE	8	General/ESL	Closed
46	O'BANION MIDDLE	7	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
46	O'BANION MIDDLE	6	General/ESL	Closed
47	CLASSICAL CENTER - BRANDENBURG	8	General/ESL	Closed
47	CLASSICAL CENTER - BRANDENBURG	7	General/ESL	Closed
47	CLASSICAL CENTER - BRANDENBURG	6	General/ESL	Closed
48	SELLERS MIDDLE	8	General/ESL	Open
48	SELLERS MIDDLE	7	General/ESL	Open
48	SELLERS MIDDLE	6	General/ESL	Open
49	WEBB MIDDLE	8	General/ESL	Open
49	WEBB MIDDLE	7	General/ESL	Open
49	WEBB MIDDLE	6	General/ESL	Closed
50	COYLE MIDDLE	8	General/ESL	Open
50	COYLE MIDDLE	7	General/ESL	Open
50	COYLE MIDDLE	6	General/ESL	Open
51	LYLES MIDDLE	8	General/ESL	Open
51	LYLES MIDDLE	7	General/ESL	Open
51	LYLES MIDDLE	6	General/ESL	Open
52	B G HUDSON MIDDLE	8	General/ESL	Closed
52	B G HUDSON MIDDLE	7	General/ESL	Closed
52	B G HUDSON MIDDLE	6	General/ESL	Closed
54	VERNON SCHRADE MIDDLE	8	General/ESL	Open
54	VERNON SCHRADE MIDDLE	7	General/ESL	Open
54	VERNON SCHRADE MIDDLE	6	General/ESL	Open
101	BEAVER TECHNOLOGY CENTER	5	Bilingual	Closed
101	BEAVER TECHNOLOGY CENTER	5	General/ESL	Open
101	BEAVER TECHNOLOGY CENTER	4	Bilingual	Open
101	BEAVER TECHNOLOGY CENTER	4	General/ESL	Closed
101	BEAVER TECHNOLOGY CENTER	3	Bilingual	Closed
101	BEAVER TECHNOLOGY CENTER	3	General/ESL	Closed
101	BEAVER TECHNOLOGY CENTER	2	Bilingual	Closed
101	BEAVER TECHNOLOGY CENTER	2	General/ESL	Open
101	BEAVER TECHNOLOGY CENTER	1	Bilingual	Closed
101	BEAVER TECHNOLOGY CENTER	1	General/ESL	Closed
101	BEAVER TECHNOLOGY CENTER	KG	Bilingual	Closed
101	BEAVER TECHNOLOGY CENTER	KG	General/ESL	Closed
101	BEAVER TECHNOLOGY CENTER	PK	Bilingual	Closed
101	BEAVER TECHNOLOGY CENTER	PK	General/ESL	Closed
102	BULLOCK EL	5	Bilingual	Open
102	BULLOCK EL	5	General/ESL	Open
102	BULLOCK EL	4	Bilingual	Open
102	BULLOCK EL	4	General/ESL	Open
102	BULLOCK EL	3	Bilingual	Closed
102	BULLOCK EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
102	BULLOCK EL	2	Bilingual	Closed
102	BULLOCK EL	2	General/ESL	Open
102	BULLOCK EL	1	Bilingual	Open
102	BULLOCK EL	1	General/ESL	Open
102	BULLOCK EL	KG	Bilingual	Closed
102	BULLOCK EL	KG	General/ESL	Open
102	BULLOCK EL	PK	Bilingual	Open
102	BULLOCK EL	PK	General/ESL	Open
103	CALDWELL EL	5	Bilingual	Open
103	CALDWELL EL	5	General/ESL	Open
103	CALDWELL EL	4	Bilingual	Open
103	CALDWELL EL	4	General/ESL	Open
103	CALDWELL EL	3	Bilingual	Open
103	CALDWELL EL	3	General/ESL	Open
103	CALDWELL EL	2	Bilingual	Open
103	CALDWELL EL	2	General/ESL	Open
103	CALDWELL EL	1	Bilingual	Open
103	CALDWELL EL	1	General/ESL	Closed
103	CALDWELL EL	KG	Bilingual	Closed
103	CALDWELL EL	KG	General/ESL	Closed
103	CALDWELL EL	PK	Bilingual	Closed
103	CALDWELL EL	PK	General/ESL	Closed
105	CENTERVILLE EL	5	Bilingual	Closed
105	CENTERVILLE EL	5	General/ESL	Closed
105	CENTERVILLE EL	4	Bilingual	Closed
105	CENTERVILLE EL	4	General/ESL	Open
105	CENTERVILLE EL	3	Bilingual	Open
105	CENTERVILLE EL	3	General/ESL	Open
105	CENTERVILLE EL	2	Bilingual	Closed
105	CENTERVILLE EL	2	General/ESL	Open
105	CENTERVILLE EL	1	Bilingual	Closed
105	CENTERVILLE EL	1	General/ESL	Open
105	CENTERVILLE EL	KG	Bilingual	Closed
105	CENTERVILLE EL	KG	General/ESL	Closed
105	CENTERVILLE EL	PK	Bilingual	Closed
105	CENTERVILLE EL	PK	General/ESL	Closed
107	COOPER EL	5	Bilingual	Open
107	COOPER EL	5	General/ESL	Open
107	COOPER EL	4	Bilingual	Open
107	COOPER EL	4	General/ESL	Open
107	COOPER EL	3	Bilingual	Open
107	COOPER EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019



**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
107	COOPER EL	2	Bilingual	Open
107	COOPER EL	2	General/ESL	Open
107	COOPER EL	1	Bilingual	Open
107	COOPER EL	1	General/ESL	Open
107	COOPER EL	KG	Bilingual	Open
107	COOPER EL	KG	General/ESL	Open
107	COOPER EL	PK	Bilingual	Closed
107	COOPER EL	PK	General/ESL	Closed
108	DAUGHERTY EL	5	Bilingual	Closed
108	DAUGHERTY EL	5	General/ESL	Open
108	DAUGHERTY EL	4	Bilingual	Closed
108	DAUGHERTY EL	4	General/ESL	Closed
108	DAUGHERTY EL	3	Bilingual	Open
108	DAUGHERTY EL	3	General/ESL	Open
108	DAUGHERTY EL	2	Bilingual	Open
108	DAUGHERTY EL	2	General/ESL	Open
108	DAUGHERTY EL	1	Bilingual	Open
108	DAUGHERTY EL	1	General/ESL	Open
108	DAUGHERTY EL	KG	Bilingual	Closed
108	DAUGHERTY EL	KG	General/ESL	Closed
108	DAUGHERTY EL	PK	Bilingual	Closed
108	DAUGHERTY EL	PK	General/ESL	Closed
109	FREEMAN EL	5	Bilingual	Open
109	FREEMAN EL	5	General/ESL	Open
109	FREEMAN EL	4	Bilingual	Closed
109	FREEMAN EL	4	General/ESL	Closed
109	FREEMAN EL	3	Bilingual	Closed
109	FREEMAN EL	3	General/ESL	Closed
109	FREEMAN EL	2	Bilingual	Closed
109	FREEMAN EL	2	General/ESL	Open
109	FREEMAN EL	1	Bilingual	Open
109	FREEMAN EL	1	General/ESL	Closed
109	FREEMAN EL	KG	Bilingual	Open
109	FREEMAN EL	KG	General/ESL	Open
109	FREEMAN EL	PK	Bilingual	Closed
109	FREEMAN EL	PK	General/ESL	Closed
110	HANDLEY EL	5	Bilingual	Open
110	HANDLEY EL	5	General/ESL	Open
110	HANDLEY EL	4	Bilingual	Open
110	HANDLEY EL	4	General/ESL	Open
110	HANDLEY EL	3	Bilingual	Open
110	HANDLEY EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
110	HANDLEY EL	2	Bilingual	Open
110	HANDLEY EL	2	General/ESL	Open
110	HANDLEY EL	1	Bilingual	Open
110	HANDLEY EL	1	General/ESL	Open
110	HANDLEY EL	KG	Bilingual	Closed
110	HANDLEY EL	KG	General/ESL	Open
110	HANDLEY EL	PK	Bilingual	Closed
110	HANDLEY EL	PK	General/ESL	Closed
111	KIMBERLIN ACAD FOR EXCEL	5	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	5	General/ESL	Open
111	KIMBERLIN ACAD FOR EXCEL	4	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	4	General/ESL	Closed
111	KIMBERLIN ACAD FOR EXCEL	3	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	3	General/ESL	Open
111	KIMBERLIN ACAD FOR EXCEL	2	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	2	General/ESL	Closed
111	KIMBERLIN ACAD FOR EXCEL	1	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	1	General/ESL	Open
111	KIMBERLIN ACAD FOR EXCEL	KG	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	KG	General/ESL	Closed
111	KIMBERLIN ACAD FOR EXCEL	PK	Bilingual	Closed
111	KIMBERLIN ACAD FOR EXCEL	PK	General/ESL	Closed
112	PARK CREST EL	5	Bilingual	Open
112	PARK CREST EL	5	General/ESL	Open
112	PARK CREST EL	4	Bilingual	Closed
112	PARK CREST EL	4	General/ESL	Closed
112	PARK CREST EL	3	Bilingual	Open
112	PARK CREST EL	3	General/ESL	Closed
112	PARK CREST EL	2	Bilingual	Closed
112	PARK CREST EL	2	General/ESL	Closed
112	PARK CREST EL	1	Bilingual	Open
112	PARK CREST EL	1	General/ESL	Closed
112	PARK CREST EL	KG	Bilingual	Closed
112	PARK CREST EL	KG	General/ESL	Closed
112	PARK CREST EL	PK	Bilingual	Closed
112	PARK CREST EL	PK	General/ESL	Closed
113	SOUTHGATE EL	5	Bilingual	Open
113	SOUTHGATE EL	5	General/ESL	Open
113	SOUTHGATE EL	4	Bilingual	Open
113	SOUTHGATE EL	4	General/ESL	Open
113	SOUTHGATE EL	3	Bilingual	Open
113	SOUTHGATE EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
113	SOUTHGATE EL	2	Bilingual	Open
113	SOUTHGATE EL	2	General/ESL	Open
113	SOUTHGATE EL	1	Bilingual	Open
113	SOUTHGATE EL	1	General/ESL	Open
113	SOUTHGATE EL	KG	Bilingual	Open
113	SOUTHGATE EL	KG	General/ESL	Closed
113	SOUTHGATE EL	PK	Bilingual	Closed
113	SOUTHGATE EL	PK	General/ESL	Closed
115	WATSON TECHNOLOGY CENTER	5	Bilingual	Closed
115	WATSON TECHNOLOGY CENTER	5	General/ESL	Open
115	WATSON TECHNOLOGY CENTER	4	Bilingual	Closed
115	WATSON TECHNOLOGY CENTER	4	General/ESL	Open
115	WATSON TECHNOLOGY CENTER	3	Bilingual	Closed
115	WATSON TECHNOLOGY CENTER	3	General/ESL	Closed
115	WATSON TECHNOLOGY CENTER	2	Bilingual	Closed
115	WATSON TECHNOLOGY CENTER	2	General/ESL	Open
115	WATSON TECHNOLOGY CENTER	1	Bilingual	Open
115	WATSON TECHNOLOGY CENTER	1	General/ESL	Closed
115	WATSON TECHNOLOGY CENTER	KG	Bilingual	Closed
115	WATSON TECHNOLOGY CENTER	KG	General/ESL	Open
115	WATSON TECHNOLOGY CENTER	PK	Bilingual	Closed
115	WATSON TECHNOLOGY CENTER	PK	General/ESL	Closed
116	WEAVER EL	5	Bilingual	Closed
116	WEAVER EL	5	General/ESL	Open
116	WEAVER EL	4	Bilingual	Open
116	WEAVER EL	4	General/ESL	Open
116	WEAVER EL	3	Bilingual	Open
116	WEAVER EL	3	General/ESL	Open
116	WEAVER EL	2	Bilingual	Open
116	WEAVER EL	2	General/ESL	Open
116	WEAVER EL	1	Bilingual	Open
116	WEAVER EL	1	General/ESL	Open
116	WEAVER EL	KG	Bilingual	Open
116	WEAVER EL	KG	General/ESL	Closed
116	WEAVER EL	PK	Bilingual	Open
116	WEAVER EL	PK	General/ESL	Open
117	WILLIAMS EL	5	Bilingual	Open
117	WILLIAMS EL	5	General/ESL	Closed
117	WILLIAMS EL	4	Bilingual	Open
117	WILLIAMS EL	4	General/ESL	Open
117	WILLIAMS EL	3	Bilingual	Closed
117	WILLIAMS EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
117	WILLIAMS EL	2	Bilingual	Closed
117	WILLIAMS EL	2	General/ESL	Open
117	WILLIAMS EL	1	Bilingual	Open
117	WILLIAMS EL	1	General/ESL	Closed
117	WILLIAMS EL	KG	Bilingual	Closed
117	WILLIAMS EL	KG	General/ESL	Open
117	WILLIAMS EL	PK	Bilingual	Closed
117	WILLIAMS EL	PK	General/ESL	Closed
119	BRADFIELD EL	5	Bilingual	Open
119	BRADFIELD EL	5	General/ESL	Open
119	BRADFIELD EL	4	Bilingual	Open
119	BRADFIELD EL	4	General/ESL	Open
119	BRADFIELD EL	3	Bilingual	Closed
119	BRADFIELD EL	3	General/ESL	Closed
119	BRADFIELD EL	2	Bilingual	Open
119	BRADFIELD EL	2	General/ESL	Open
119	BRADFIELD EL	1	Bilingual	Open
119	BRADFIELD EL	1	General/ESL	Open
119	BRADFIELD EL	KG	Bilingual	Open
119	BRADFIELD EL	KG	General/ESL	Open
119	BRADFIELD EL	PK	Bilingual	Closed
119	BRADFIELD EL	PK	General/ESL	Closed
120	SHOREHAVEN EL	5	Bilingual	Open
120	SHOREHAVEN EL	5	General/ESL	Open
120	SHOREHAVEN EL	4	Bilingual	Open
120	SHOREHAVEN EL	4	General/ESL	Open
120	SHOREHAVEN EL	3	Bilingual	Open
120	SHOREHAVEN EL	3	General/ESL	Open
120	SHOREHAVEN EL	2	Bilingual	Open
120	SHOREHAVEN EL	2	General/ESL	Open
120	SHOREHAVEN EL	1	Bilingual	Closed
120	SHOREHAVEN EL	1	General/ESL	Open
120	SHOREHAVEN EL	KG	Bilingual	Open
120	SHOREHAVEN EL	KG	General/ESL	Closed
120	SHOREHAVEN EL	PK	Bilingual	Closed
120	SHOREHAVEN EL	PK	General/ESL	Closed
121	MONTCLAIR EL	5	Bilingual	Open
121	MONTCLAIR EL	5	General/ESL	Open
121	MONTCLAIR EL	4	Bilingual	Open
121	MONTCLAIR EL	4	General/ESL	Open
121	MONTCLAIR EL	3	Bilingual	Open
121	MONTCLAIR EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
121	MONTCLAIR EL	2	Bilingual	Open
121	MONTCLAIR EL	2	General/ESL	Open
121	MONTCLAIR EL	1	Bilingual	Open
121	MONTCLAIR EL	1	General/ESL	Closed
121	MONTCLAIR EL	KG	Bilingual	Open
121	MONTCLAIR EL	KG	General/ESL	Closed
121	MONTCLAIR EL	PK	Bilingual	Closed
121	MONTCLAIR EL	PK	General/ESL	Open
122	WALNUT GLEN ACAD FOR EXCEL	5	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	5	General/ESL	Open
122	WALNUT GLEN ACAD FOR EXCEL	4	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	4	General/ESL	Open
122	WALNUT GLEN ACAD FOR EXCEL	3	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	3	General/ESL	Open
122	WALNUT GLEN ACAD FOR EXCEL	2	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	2	General/ESL	Open
122	WALNUT GLEN ACAD FOR EXCEL	1	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	1	General/ESL	Open
122	WALNUT GLEN ACAD FOR EXCEL	KG	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	KG	General/ESL	Closed
122	WALNUT GLEN ACAD FOR EXCEL	PK	Bilingual	Closed
122	WALNUT GLEN ACAD FOR EXCEL	PK	General/ESL	Closed
123	GOLDEN MEADOWS EL	5	Bilingual	Closed
123	GOLDEN MEADOWS EL	5	General/ESL	Open
123	GOLDEN MEADOWS EL	4	Bilingual	Closed
123	GOLDEN MEADOWS EL	4	General/ESL	Open
123	GOLDEN MEADOWS EL	3	Bilingual	Open
123	GOLDEN MEADOWS EL	3	General/ESL	Open
123	GOLDEN MEADOWS EL	2	Bilingual	Closed
123	GOLDEN MEADOWS EL	2	General/ESL	Open
123	GOLDEN MEADOWS EL	1	Bilingual	Open
123	GOLDEN MEADOWS EL	1	General/ESL	Open
123	GOLDEN MEADOWS EL	KG	Bilingual	Open
123	GOLDEN MEADOWS EL	KG	General/ESL	Open
123	GOLDEN MEADOWS EL	PK	Bilingual	Closed
123	GOLDEN MEADOWS EL	PK	General/ESL	Closed
124	HEATHER GLEN EL	5	Bilingual	Open
124	HEATHER GLEN EL	5	General/ESL	Open
124	HEATHER GLEN EL	4	Bilingual	Open
124	HEATHER GLEN EL	4	General/ESL	Open
124	HEATHER GLEN EL	3	Bilingual	Closed
124	HEATHER GLEN EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
124	HEATHER GLEN EL	2	Bilingual	Open
124	HEATHER GLEN EL	2	General/ESL	Open
124	HEATHER GLEN EL	1	Bilingual	Open
124	HEATHER GLEN EL	1	General/ESL	Open
124	HEATHER GLEN EL	KG	Bilingual	Open
124	HEATHER GLEN EL	KG	General/ESL	Closed
124	HEATHER GLEN EL	PK	Bilingual	Closed
124	HEATHER GLEN EL	PK	General/ESL	Closed
125	HILLSIDE ACAD FOR EXCEL	5	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	5	General/ESL	Open
125	HILLSIDE ACAD FOR EXCEL	4	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	4	General/ESL	Closed
125	HILLSIDE ACAD FOR EXCEL	3	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	3	General/ESL	Closed
125	HILLSIDE ACAD FOR EXCEL	2	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	2	General/ESL	Closed
125	HILLSIDE ACAD FOR EXCEL	1	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	1	General/ESL	Open
125	HILLSIDE ACAD FOR EXCEL	KG	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	KG	General/ESL	Closed
125	HILLSIDE ACAD FOR EXCEL	PK	Bilingual	Closed
125	HILLSIDE ACAD FOR EXCEL	PK	General/ESL	Closed
126	DAVIS EL	5	Bilingual	Closed
126	DAVIS EL	5	General/ESL	Open
126	DAVIS EL	4	Bilingual	Open
126	DAVIS EL	4	General/ESL	Open
126	DAVIS EL	3	Bilingual	Open
126	DAVIS EL	3	General/ESL	Open
126	DAVIS EL	2	Bilingual	Closed
126	DAVIS EL	2	General/ESL	Open
126	DAVIS EL	1	Bilingual	Open
126	DAVIS EL	1	General/ESL	Closed
126	DAVIS EL	KG	Bilingual	Open
126	DAVIS EL	KG	General/ESL	Open
126	DAVIS EL	PK	Bilingual	Closed
126	DAVIS EL	PK	General/ESL	Closed
127	ROACH EL	5	Bilingual	Open
127	ROACH EL	5	General/ESL	Open
127	ROACH EL	4	Bilingual	Closed
127	ROACH EL	4	General/ESL	Open
127	ROACH EL	3	Bilingual	Open
127	ROACH EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status  
by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
127	ROACH EL	2	Bilingual	Open
127	ROACH EL	2	General/ESL	Open
127	ROACH EL	1	Bilingual	Open
127	ROACH EL	1	General/ESL	Closed
127	ROACH EL	KG	Bilingual	Open
127	ROACH EL	KG	General/ESL	Closed
127	ROACH EL	PK	Bilingual	Closed
127	ROACH EL	PK	General/ESL	Closed
128	ETHRIDGE EL	5	Bilingual	Open
128	ETHRIDGE EL	5	General/ESL	Open
128	ETHRIDGE EL	4	Bilingual	Open
128	ETHRIDGE EL	4	General/ESL	Open
128	ETHRIDGE EL	3	Bilingual	Open
128	ETHRIDGE EL	3	General/ESL	Open
128	ETHRIDGE EL	2	Bilingual	Open
128	ETHRIDGE EL	2	General/ESL	Open
128	ETHRIDGE EL	1	Bilingual	Open
128	ETHRIDGE EL	1	General/ESL	Open
128	ETHRIDGE EL	KG	Bilingual	Open
128	ETHRIDGE EL	KG	General/ESL	Open
128	ETHRIDGE EL	PK	Bilingual	Closed
128	ETHRIDGE EL	PK	General/ESL	Closed
129	CLASSICAL CENTER AT VIAL EL	5	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	5	General/ESL	Open
129	CLASSICAL CENTER AT VIAL EL	4	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	4	General/ESL	Closed
129	CLASSICAL CENTER AT VIAL EL	3	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	3	General/ESL	Open
129	CLASSICAL CENTER AT VIAL EL	2	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	2	General/ESL	Open
129	CLASSICAL CENTER AT VIAL EL	1	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	1	General/ESL	Open
129	CLASSICAL CENTER AT VIAL EL	KG	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	KG	General/ESL	Open
129	CLASSICAL CENTER AT VIAL EL	PK	Bilingual	Closed
129	CLASSICAL CENTER AT VIAL EL	PK	General/ESL	Closed
132	CLUB HILL EL	5	Bilingual	Open
132	CLUB HILL EL	5	General/ESL	Closed
132	CLUB HILL EL	4	Bilingual	Open
132	CLUB HILL EL	4	General/ESL	Open
132	CLUB HILL EL	3	Bilingual	Open
132	CLUB HILL EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
132	CLUB HILL EL	2	Bilingual	Open
132	CLUB HILL EL	2	General/ESL	Open
132	CLUB HILL EL	1	Bilingual	Open
132	CLUB HILL EL	1	General/ESL	Open
132	CLUB HILL EL	KG	Bilingual	Closed
132	CLUB HILL EL	KG	General/ESL	Closed
132	CLUB HILL EL	PK	Bilingual	Closed
132	CLUB HILL EL	PK	General/ESL	Open
133	HICKMAN EL	5	Bilingual	Open
133	HICKMAN EL	5	General/ESL	Closed
133	HICKMAN EL	4	Bilingual	Open
133	HICKMAN EL	4	General/ESL	Open
133	HICKMAN EL	3	Bilingual	Open
133	HICKMAN EL	3	General/ESL	Open
133	HICKMAN EL	2	Bilingual	Closed
133	HICKMAN EL	2	General/ESL	Open
133	HICKMAN EL	1	Bilingual	Closed
133	HICKMAN EL	1	General/ESL	Open
133	HICKMAN EL	KG	Bilingual	Closed
133	HICKMAN EL	KG	General/ESL	Open
133	HICKMAN EL	PK	Bilingual	Closed
133	HICKMAN EL	PK	General/ESL	Open
134	NORTHLAKE EL	5	Bilingual	Closed
134	NORTHLAKE EL	5	General/ESL	Open
134	NORTHLAKE EL	4	Bilingual	Open
134	NORTHLAKE EL	4	General/ESL	Closed
134	NORTHLAKE EL	3	Bilingual	Open
134	NORTHLAKE EL	3	General/ESL	Closed
134	NORTHLAKE EL	2	Bilingual	Open
134	NORTHLAKE EL	2	General/ESL	Open
134	NORTHLAKE EL	1	Bilingual	Open
134	NORTHLAKE EL	1	General/ESL	Open
134	NORTHLAKE EL	KG	Bilingual	Open
134	NORTHLAKE EL	KG	General/ESL	Closed
134	NORTHLAKE EL	PK	Bilingual	Open
134	NORTHLAKE EL	PK	General/ESL	Closed
136	TOLER EL	5	Bilingual	Open
136	TOLER EL	5	General/ESL	Open
136	TOLER EL	4	Bilingual	Open
136	TOLER EL	4	General/ESL	Open
136	TOLER EL	3	Bilingual	Open
136	TOLER EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019



**Open/Closed Status**  
**by Campus and Grade Level**

School	School Name	Grade	Capacity Type	Status
136	TOLER EL	2	Bilingual	Open
136	TOLER EL	2	General/ESL	Open
136	TOLER EL	1	Bilingual	Open
136	TOLER EL	1	General/ESL	Open
136	TOLER EL	KG	Bilingual	Closed
136	TOLER EL	KG	General/ESL	Closed
136	TOLER EL	PK	Bilingual	Open
136	TOLER EL	PK	General/ESL	Closed
137	ROWLETT EL	5	Bilingual	Open
137	ROWLETT EL	5	General/ESL	Open
137	ROWLETT EL	4	Bilingual	Open
137	ROWLETT EL	4	General/ESL	Closed
137	ROWLETT EL	3	Bilingual	Open
137	ROWLETT EL	3	General/ESL	Closed
137	ROWLETT EL	2	Bilingual	Open
137	ROWLETT EL	2	General/ESL	Open
137	ROWLETT EL	1	Bilingual	Open
137	ROWLETT EL	1	General/ESL	Open
137	ROWLETT EL	KG	Bilingual	Closed
137	ROWLETT EL	KG	General/ESL	Open
137	ROWLETT EL	PK	Bilingual	Closed
137	ROWLETT EL	PK	General/ESL	Closed
138	SPRING CREEK EL	5	Bilingual	Open
138	SPRING CREEK EL	5	General/ESL	Closed
138	SPRING CREEK EL	4	Bilingual	Open
138	SPRING CREEK EL	4	General/ESL	Closed
138	SPRING CREEK EL	3	Bilingual	Open
138	SPRING CREEK EL	3	General/ESL	Closed
138	SPRING CREEK EL	2	Bilingual	Open
138	SPRING CREEK EL	2	General/ESL	Closed
138	SPRING CREEK EL	1	Bilingual	Open
138	SPRING CREEK EL	1	General/ESL	Closed
138	SPRING CREEK EL	KG	Bilingual	Open
138	SPRING CREEK EL	KG	General/ESL	Closed
138	SPRING CREEK EL	PK	Bilingual	Closed
138	SPRING CREEK EL	PK	General/ESL	Closed
<b>139</b>	<b>LUNA EL</b>	<b>5</b>	<b>Bilingual</b>	<b>Closed</b>
<b>139</b>	<b>LUNA EL</b>	<b>5</b>	<b>General/ESL</b>	<b>Open</b>
<b>139</b>	<b>LUNA EL</b>	<b>4</b>	<b>Bilingual</b>	<b>Closed</b>
<b>139</b>	<b>LUNA EL</b>	<b>4</b>	<b>General/ESL</b>	<b>Closed</b>
<b>139</b>	<b>LUNA EL</b>	<b>3</b>	<b>Bilingual</b>	<b>Closed</b>
<b>139</b>	<b>LUNA EL</b>	<b>3</b>	<b>General/ESL</b>	<b>Closed</b>

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
139	LUNA EL	2	Bilingual	Closed
139	LUNA EL	2	General/ESL	Closed
139	LUNA EL	1	Bilingual	Closed
139	LUNA EL	1	General/ESL	Closed
139	LUNA EL	KG	Bilingual	Closed
139	LUNA EL	KG	General/ESL	Open
139	LUNA EL	PK	Bilingual	Closed
139	LUNA EL	PK	General/ESL	Closed
140	BACK EL	5	Bilingual	Open
140	BACK EL	5	General/ESL	Open
140	BACK EL	4	Bilingual	Open
140	BACK EL	4	General/ESL	Open
140	BACK EL	3	Bilingual	Open
140	BACK EL	3	General/ESL	Closed
140	BACK EL	2	Bilingual	Open
140	BACK EL	2	General/ESL	Open
140	BACK EL	1	Bilingual	Open
140	BACK EL	1	General/ESL	Open
140	BACK EL	KG	Bilingual	Open
140	BACK EL	KG	General/ESL	Closed
140	BACK EL	PK	Bilingual	Closed
140	BACK EL	PK	General/ESL	Open
141	SHUGART EL	5	Bilingual	Open
141	SHUGART EL	5	General/ESL	Closed
141	SHUGART EL	4	Bilingual	Closed
141	SHUGART EL	4	General/ESL	Open
141	SHUGART EL	3	Bilingual	Closed
141	SHUGART EL	3	General/ESL	Open
141	SHUGART EL	2	Bilingual	Open
141	SHUGART EL	2	General/ESL	Open
141	SHUGART EL	1	Bilingual	Open
141	SHUGART EL	1	General/ESL	Open
141	SHUGART EL	KG	Bilingual	Open
141	SHUGART EL	KG	General/ESL	Open
141	SHUGART EL	PK	Bilingual	Closed
141	SHUGART EL	PK	General/ESL	Open
142	HERFURTH EL	5	Bilingual	Closed
142	HERFURTH EL	5	General/ESL	Open
142	HERFURTH EL	4	Bilingual	Closed
142	HERFURTH EL	4	General/ESL	Closed
142	HERFURTH EL	3	Bilingual	Closed
142	HERFURTH EL	3	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

School	School Name	Grade	Capacity Type	Status
142	HERFURTH EL	2	Bilingual	Closed
142	HERFURTH EL	2	General/ESL	Closed
142	HERFURTH EL	1	Bilingual	Closed
142	HERFURTH EL	1	General/ESL	Closed
142	HERFURTH EL	KG	Bilingual	Closed
142	HERFURTH EL	KG	General/ESL	Open
142	HERFURTH EL	PK	Bilingual	Closed
142	HERFURTH EL	PK	General/ESL	Closed
143	ABBETT EL	5	Bilingual	Open
143	ABBETT EL	5	General/ESL	Closed
143	ABBETT EL	4	Bilingual	Open
143	ABBETT EL	4	General/ESL	Closed
143	ABBETT EL	3	Bilingual	Open
143	ABBETT EL	3	General/ESL	Open
143	ABBETT EL	2	Bilingual	Open
143	ABBETT EL	2	General/ESL	Open
143	ABBETT EL	1	Bilingual	Open
143	ABBETT EL	1	General/ESL	Open
143	ABBETT EL	KG	Bilingual	Open
143	ABBETT EL	KG	General/ESL	Open
143	ABBETT EL	PK	Bilingual	Closed
143	ABBETT EL	PK	General/ESL	Closed
<b>144</b>	<b>KEELEY EL</b>	<b>5</b>	<b>Bilingual</b>	<b>Closed</b>
<b>144</b>	<b>KEELEY EL</b>	<b>5</b>	<b>General/ESL</b>	<b>Open</b>
<b>144</b>	<b>KEELEY EL</b>	<b>4</b>	<b>Bilingual</b>	<b>Closed</b>
<b>144</b>	<b>KEELEY EL</b>	<b>4</b>	<b>General/ESL</b>	<b>Closed</b>
<b>144</b>	<b>KEELEY EL</b>	<b>3</b>	<b>Bilingual</b>	<b>Closed</b>
<b>144</b>	<b>KEELEY EL</b>	<b>3</b>	<b>General/ESL</b>	<b>Open</b>
<b>144</b>	<b>KEELEY EL</b>	<b>2</b>	<b>Bilingual</b>	<b>Closed</b>
<b>144</b>	<b>KEELEY EL</b>	<b>2</b>	<b>General/ESL</b>	<b>Open</b>
<b>144</b>	<b>KEELEY EL</b>	<b>1</b>	<b>Bilingual</b>	<b>Closed</b>
<b>144</b>	<b>KEELEY EL</b>	<b>1</b>	<b>General/ESL</b>	<b>Closed</b>
144	KEELEY EL	KG	Bilingual	Closed
144	KEELEY EL	KG	General/ESL	Closed
144	KEELEY EL	PK	Bilingual	Closed
144	KEELEY EL	PK	General/ESL	Closed
145	ROBERT B SEWELL EL	5	Bilingual	Closed
145	ROBERT B SEWELL EL	5	General/ESL	Open
145	ROBERT B SEWELL EL	4	Bilingual	Closed
145	ROBERT B SEWELL EL	4	General/ESL	Open
145	ROBERT B SEWELL EL	3	Bilingual	Closed
145	ROBERT B SEWELL EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
145	ROBERT B SEWELL EL	2	Bilingual	Closed
145	ROBERT B SEWELL EL	2	General/ESL	Open
145	ROBERT B SEWELL EL	1	Bilingual	Closed
145	ROBERT B SEWELL EL	1	General/ESL	Open
145	ROBERT B SEWELL EL	KG	Bilingual	Closed
145	ROBERT B SEWELL EL	KG	General/ESL	Open
145	ROBERT B SEWELL EL	PK	Bilingual	Closed
145	ROBERT B SEWELL EL	PK	General/ESL	Closed
146	KATHERINE STEPHENS EL	5	Bilingual	Open
146	KATHERINE STEPHENS EL	5	General/ESL	Open
146	KATHERINE STEPHENS EL	4	Bilingual	Closed
146	KATHERINE STEPHENS EL	4	General/ESL	Open
146	KATHERINE STEPHENS EL	3	Bilingual	Open
146	KATHERINE STEPHENS EL	3	General/ESL	Open
146	KATHERINE STEPHENS EL	2	Bilingual	Open
146	KATHERINE STEPHENS EL	2	General/ESL	Open
146	KATHERINE STEPHENS EL	1	Bilingual	Open
146	KATHERINE STEPHENS EL	1	General/ESL	Open
146	KATHERINE STEPHENS EL	KG	Bilingual	Open
146	KATHERINE STEPHENS EL	KG	General/ESL	Closed
146	KATHERINE STEPHENS EL	PK	Bilingual	Open
146	KATHERINE STEPHENS EL	PK	General/ESL	Closed
147	VERNAL LISTER EL	5	Bilingual	Open
147	VERNAL LISTER EL	5	General/ESL	Closed
147	VERNAL LISTER EL	4	Bilingual	Open
147	VERNAL LISTER EL	4	General/ESL	Open
147	VERNAL LISTER EL	3	Bilingual	Open
147	VERNAL LISTER EL	3	General/ESL	Open
147	VERNAL LISTER EL	2	Bilingual	Open
147	VERNAL LISTER EL	2	General/ESL	Open
147	VERNAL LISTER EL	1	Bilingual	Open
147	VERNAL LISTER EL	1	General/ESL	Open
147	VERNAL LISTER EL	KG	Bilingual	Open
147	VERNAL LISTER EL	KG	General/ESL	Closed
147	VERNAL LISTER EL	PK	Bilingual	Closed
147	VERNAL LISTER EL	PK	General/ESL	Closed
148	NORMA DORSEY EL	5	Bilingual	Open
148	NORMA DORSEY EL	5	General/ESL	Open
148	NORMA DORSEY EL	4	Bilingual	Open
148	NORMA DORSEY EL	4	General/ESL	Open
148	NORMA DORSEY EL	3	Bilingual	Open
148	NORMA DORSEY EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

School	School Name	Grade	Capacity Type	Status
148	NORMA DORSEY EL	2	Bilingual	Open
148	NORMA DORSEY EL	2	General/ESL	Open
148	NORMA DORSEY EL	1	Bilingual	Open
148	NORMA DORSEY EL	1	General/ESL	Open
148	NORMA DORSEY EL	KG	Bilingual	Open
148	NORMA DORSEY EL	KG	General/ESL	Closed
148	NORMA DORSEY EL	PK	Bilingual	Closed
148	NORMA DORSEY EL	PK	General/ESL	Closed
154	STEADHAM EL	5	Bilingual	Open
154	STEADHAM EL	5	General/ESL	Closed
154	STEADHAM EL	4	Bilingual	Closed
154	STEADHAM EL	4	General/ESL	Open
154	STEADHAM EL	3	Bilingual	Open
154	STEADHAM EL	3	General/ESL	Open
154	STEADHAM EL	2	Bilingual	Open
154	STEADHAM EL	2	General/ESL	Open
154	STEADHAM EL	1	Bilingual	Open
154	STEADHAM EL	1	General/ESL	Open
154	STEADHAM EL	KG	Bilingual	Open
154	STEADHAM EL	KG	General/ESL	Open
154	STEADHAM EL	PK	Bilingual	Closed
154	STEADHAM EL	PK	General/ESL	Closed
155	JOHN W ARMSTRONG EL	5	Bilingual	Closed
155	JOHN W ARMSTRONG EL	5	General/ESL	Open
155	JOHN W ARMSTRONG EL	4	Bilingual	Closed
155	JOHN W ARMSTRONG EL	4	General/ESL	Open
155	JOHN W ARMSTRONG EL	3	Bilingual	Closed
155	JOHN W ARMSTRONG EL	3	General/ESL	Closed
155	JOHN W ARMSTRONG EL	2	Bilingual	Closed
155	JOHN W ARMSTRONG EL	2	General/ESL	Closed
155	JOHN W ARMSTRONG EL	1	Bilingual	Closed
155	JOHN W ARMSTRONG EL	1	General/ESL	Open
155	JOHN W ARMSTRONG EL	KG	Bilingual	Closed
155	JOHN W ARMSTRONG EL	KG	General/ESL	Closed
155	JOHN W ARMSTRONG EL	PK	Bilingual	Closed
155	JOHN W ARMSTRONG EL	PK	General/ESL	Closed
156	NITA PEARSON EL	5	Bilingual	Open
156	NITA PEARSON EL	5	General/ESL	Open
156	NITA PEARSON EL	4	Bilingual	Open
156	NITA PEARSON EL	4	General/ESL	Closed
156	NITA PEARSON EL	3	Bilingual	Open
156	NITA PEARSON EL	3	General/ESL	Open

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
156	NITA PEARSON EL	2	Bilingual	Open
156	NITA PEARSON EL	2	General/ESL	Open
156	NITA PEARSON EL	1	Bilingual	Open
156	NITA PEARSON EL	1	General/ESL	Open
156	NITA PEARSON EL	KG	Bilingual	Open
156	NITA PEARSON EL	KG	General/ESL	Open
156	NITA PEARSON EL	PK	Bilingual	Closed
156	NITA PEARSON EL	PK	General/ESL	Open
157	GLEN COUCH EL	5	Bilingual	Open
157	GLEN COUCH EL	5	General/ESL	Open
157	GLEN COUCH EL	4	Bilingual	Open
157	GLEN COUCH EL	4	General/ESL	Open
157	GLEN COUCH EL	3	Bilingual	Closed
157	GLEN COUCH EL	3	General/ESL	Open
157	GLEN COUCH EL	2	Bilingual	Open
157	GLEN COUCH EL	2	General/ESL	Open
157	GLEN COUCH EL	1	Bilingual	Open
157	GLEN COUCH EL	1	General/ESL	Open
157	GLEN COUCH EL	KG	Bilingual	Open
157	GLEN COUCH EL	KG	General/ESL	Closed
157	GLEN COUCH EL	PK	Bilingual	Closed
157	GLEN COUCH EL	PK	General/ESL	Closed
158	LIBERTY GROVE EL	5	Bilingual	Closed
158	LIBERTY GROVE EL	5	General/ESL	Open
158	LIBERTY GROVE EL	4	Bilingual	Closed
158	LIBERTY GROVE EL	4	General/ESL	Open
158	LIBERTY GROVE EL	3	Bilingual	Closed
158	LIBERTY GROVE EL	3	General/ESL	Open
158	LIBERTY GROVE EL	2	Bilingual	Closed
158	LIBERTY GROVE EL	2	General/ESL	Open
158	LIBERTY GROVE EL	1	Bilingual	Closed
158	LIBERTY GROVE EL	1	General/ESL	Open
158	LIBERTY GROVE EL	KG	Bilingual	Closed
158	LIBERTY GROVE EL	KG	General/ESL	Open
158	LIBERTY GROVE EL	PK	Bilingual	Open
158	LIBERTY GROVE EL	PK	General/ESL	Open
159	GEORGE WASHINGTON CARVER EL	5	Bilingual	Open
159	GEORGE WASHINGTON CARVER EL	5	General/ESL	Open
159	GEORGE WASHINGTON CARVER EL	4	Bilingual	Open
159	GEORGE WASHINGTON CARVER EL	4	General/ESL	Open
159	GEORGE WASHINGTON CARVER EL	3	Bilingual	Closed
159	GEORGE WASHINGTON CARVER EL	3	General/ESL	Closed

Bold type indicates the campus is above the ethnic band

Data as of December 7, 2019

**Open/Closed Status**  
**by Campus and Grade Level**

<b>School</b>	<b>School Name</b>	<b>Grade</b>	<b>Capacity Type</b>	<b>Status</b>
159	GEORGE WASHINGTON CARVER EL	2	Bilingual	Open
159	GEORGE WASHINGTON CARVER EL	2	General/ESL	Open
159	GEORGE WASHINGTON CARVER EL	1	Bilingual	Open
159	GEORGE WASHINGTON CARVER EL	1	General/ESL	Open
159	GEORGE WASHINGTON CARVER EL	KG	Bilingual	Open
159	GEORGE WASHINGTON CARVER EL	KG	General/ESL	Open
159	GEORGE WASHINGTON CARVER EL	PK	Bilingual	Open
159	GEORGE WASHINGTON CARVER EL	PK	General/ESL	Open
180	CISNEROS PRE-K CTR	PK	Bilingual	Open
180	CISNEROS PRE-K CTR	PK	General/ESL	Open
181	PARSONS PRE-K CTR	PK	Bilingual	Open
181	PARSONS PRE-K CTR	PK	General/ESL	Open

Exhibit 3

Ethnic Bands for 2019-20

2020-21 Choice of School Plan



**To:** Dr. Ricardo López, Superintendent  
Garland Independent School District

**From:** Dr. Babetta Hemphill, Executive Director  
Student Services and School Choice

**Re:** **December Kinkeade Report – Ethnicity Band**

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As of December 9, 2019, the percentage of White students in the Garland Independent School District is 16.33% of the total student population. In accordance with the agreed judgment of the district’s desegregation order, the ethnic band for the district’s schools is computed by adding and subtracting twenty percentage points to the district’s overall percentage of the Anglo student population.

As the district prepares to conduct the 2020-2021 choice of school process, the student ethnic band will range from a “**minimum of 0.0% Anglo to a maximum of 36.62% White**”. The ethnic band will be used to determine each school’s compliance with racial balance mandates of the court order as it relates to enrollment for the 2020-21 school year.

The District’s White student population has declined 0.67% as compared to the ethnic percentages reported in last year’s calculations (17.29%).

# **Choice of School Implementation Manual**

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# ENROLLMENT OF STUDENTS

## DOCUMENTATION

### FORM SP-999

(Enrollment/Choice Form)

The SP-999 form is the enrollment document/choice form used to activate students enrolling into the district for the first time or re-enrolling after having withdrawn from the district (**See Forms Section**). The SP-999 enrollment form is used to collect student demographic data and provides for a choice of school. The SP-999SP form is available in Spanish (**See Forms Section**). The SP-999 and SP-999sp documents become a part of the student's cumulative folder throughout their enrollment within Garland ISD (GISD).

For students that enroll using Skyward's New Student Online Enrollment (NSOE) portal, an SP-999 will not be located in the student's cumulative folder. Enrollment records and all attachments can be found online in the Skyward system.

## ADDRESS OF RECORD FOR ENROLLMENT

Students enrolling in the Garland schools must either have a parent/legal guardian residing in the district or the student themselves must reside in the district. When the parent resides in the district, the address of record for enrollment purposes will be the parent's address. If the student resides with a **court-appointed guardian**, the guardian's address will become the address of record. When the student resides in the district and the parent/legal guardian does not, the person who is recognized as the student's custodian will have their address recorded as the address of record.

Parents/legal guardians who reside in the district **may not** place their child with another person in the district in order to have that person's address become the address of record for enrollment purposes. The parent/legal guardian's address shall remain the address of record for the student. An exception to this guideline is if the District is presented with a court order or documentation from an agency that has removed the child from the home, which places someone else in the district in control of the child.

In instances where a student has two parents in the district and the parents reside separate and apart, the student's address of record will be determined using the following guidelines (1) by any existing court order that determines one parent has authority to establish the student's residency, or (2) by the parent who has enrolled the child(ren) as long as the parent remains in the district, or (3) where the children reside.

## PROOF OF RESIDENCY DOCUMENTATION

The District shall verify at the time of admission whether the student and/or either a parent or legal guardian reside in the district. Documentation of the verification of residency must be placed in the student's cumulative record folder. The parent/guardian must provide at least one of the following items in their name to validate their residency:

1. A current contract (lease) for a dwelling in the district, or
2. A current utility bill (gas, water, or electricity) for an address in the district, or
3. A current mortgage payment document for a dwelling in the district, or
4. Written or verbal verification from an on-site property manager that a student or parent/guardian is residing at their complex,

Sometimes a parent/guardian will reside in another person's place of residence and has none of the above mentioned documents in their name. In this case, the parent must provide the district with proof of residency for the homeowner/lessee. The parent and the homeowner/lessee must provide the district with a notarized statement affirming that the parent/guardian lives at this address. (See next section on Affidavit for Proof of Residency.)

For students seeking admission on dwellings not-yet-ready for occupancy, please see the section on "Contract/Lease for Residency Not Yet Ready for Occupancy" located on page 3 of this manual.

For families that are homeless, the district will work with the McKinney-Vento liaison for determination and then extend any admission rights allowed under the McKinney Homeless Act. Please see the section on Homeless Children located on page 8 and 9 of this manual.

## AFFIDAVIT FOR PROOF OF RESIDENCY

Proof of Residency Form SP-1024, SP1024sp in Spanish, and SP1024viet in Vietnamese, is the affidavit used when the parent/guardian resides at an address listed in another person's name (**See Forms Section**). The residency document is used to help the district obtain affirmation from a parent/guardian regarding their place of residency within the Garland school district.

The District retains the right to revoke recognition of the residency affidavit whenever it is determined that the document no longer represents an accurate address for the parent/guardian or child(ren) or that admission to the district was gained under false pretense regarding the residency of either the parent/guardian or child(ren).

## RESIDENCY REQUIREMENT EXCEPTIONS

Policy FDA (Local) grants certain exceptions to students for complying with residency rules of the District. No non-resident student shall be granted admission to the district outside the allowable parameters of this policy.

The District has created several forms to help document the process application of the exception to residency policy. One form is the SP1076, an agreement form that acknowledges allowing the early admission of a non-resident student under policy FDA (Local). This form is titled "Agreement for Early Admission or For Resident Students Who Become Non Residents" (**See Forms Section**). The SP1016, entitled Inter-district Non-resident Employee Student Transfer Form, is used for full-time employees living outside the district boundaries who wish for their student(s) to attend GISD schools. All forms are located in the forms file section of the Student Services department's web page. Once completed, the forms shall be placed in the student's cumulative file.

## CONTRACT/LEASE FOR A RESIDENCY NOT YET READY FOR OCCUPANCY

The District's guidelines regarding non-resident student admission and attendance in the District is outlined in Board Policy FDA (LOCAL). The policy addresses the issue of non-resident parents requesting early admission or permission to make a next year school selection for their child(ren) based upon a contract/lease for a dwelling to be constructed or occupied within the Garland school district in the future.

District policy allows non-resident parents/legal guardians who can produce a contract/lease on a dwelling located within the GISD, which is not-yet-ready for occupancy, to make a choice of school selection and/or early admission into the Garland schools under the following conditions:

1. The contract or lease agreement is in the name of the parent/legal guardian of the student seeking admission to our district, AND  
The contract or lease agreement closing date/date of occupancy is specified in the contract or in a letter supplied by the builder/seller, AND  
The contract or lease agreement closing date/date of occupancy must fall either before the start of school or within the first grading cycle of the new school year in order for a non-resident student to make a next year choice selection using the contract.
2. Once school has started, the grading cycle in which the contract or lease agreement closing date/date of occupancy falls, will be used to determine when the non-resident student will be allowed to begin attending school in the district. The first school day of the cycle in which the closing date/date of occupancy falls shall be the first day of eligibility for the child to enroll in district schools.



In circumstances where the above guidelines do not appear to apply, schools should contact the Department of Student Services before accepting a contract for early admission of a student or allowing a next year choice selection to be input into the system.

A parent/guardian who already resides in our district and wishes to have a different address recognized for school placement decisions must present to their child's school a contract or lease for the new address in order to have the new address recognized by the district. The documentation should contain the information listed in items one and two above in order to be used for the choice of school/transfer process.

Future addresses cannot be entered into the student database to override a current address. Therefore, schools will need to **alert the Executive Director of School Choice** when they are provided a contract/lease during the time of year when choice decisions are being made. When parents seek a change in school placement due to a new address, if the new address is not already in the student database, validation of the new address must be attached to any transfer request form received by the district.

### UNDERCLASSMAN EXEMPTION TO RESIDENCY RULE

An underclassman who begins the school year as a legal resident of the District and who becomes a non-resident student during the course of the semester shall be permitted to continue in attendance in the District's schools for the remainder of that semester before being withdrawn from school [**Refer to Board Policy FDA (Local)**]. **See section: Residency Requirement Exceptions page 3.**

### SENIOR YEAR EXCEPTION TO RESIDENCY RULE

A student who finishes the 11<sup>th</sup> grade year as a legal resident of the District and then becomes a non-resident student may complete their senior year in the District provided the student is projected to have a sufficient number of credits to graduate at the end of the school year. The adult student or guardian must submit form SP 1076. The Superintendent or his/her designee shall on a case-by-case basis review a student's eligibility regarding the credits needed for graduation.

A resident 11<sup>th</sup> grade student who becomes a non-resident student during the second semester of their junior year and is permitted to finish their junior year under the "underclassman policy" shall not be eligible to remain in the District for their senior year via the "senior year exception policy" [**Refer to Board Policy FDA (Local)**]. **See section: Residency Requirement Exceptions page 3.**

### AFFIDAVIT TO ENROLL A MINOR CHILD

The SP1010, SP1010sp in Spanish, and SP1010viet in Vietnamese "Affidavit To Enroll A Minor Child" (**See Forms Section**) is a district created document used to

help the school system to identify a person that has accepted the custodial responsibility of providing the basic needs of a minor child, i.e., shelter, clothing, food, health care, etc. The document will be used to allow the custodial person to enroll the student in the Garland school district. Any other official government documents that provide sufficient information to allow the District to conclude that a person has been awarded custodial control of a child whose parent does not reside in the district are acceptable in lieu of the district's SP-1010 document.

This local affidavit is not for use by parents/guardians who reside in the district and are allowing through their consent for their child to reside with someone else in the district. Please see the section on "Student Living Separate and Apart". This form should be used in limited circumstances when the parent does not reside in the metroplex or is incarcerated.

Upon written notice to the District, a parent/legal guardian may revoke the custodian's authority over the student. The person that accepts custodial responsibility for a student through the district affidavit may relinquish their role of responsibility for the student by providing the District with written notice. Please contact Student Services for guidance.

Any appeal to have the district's custodial affidavit honored shall be forwarded in writing to the Executive Director of Student Services and School Choice or his/her designee. When information exists to indicate the enrollment affidavit was presented to the district under false pretense, the District retains the right to revoke the recognition and authority of the named custodian and when necessary, withdraw the student from school. Also, the District retains the right to review the affidavit's status if the student's custodial relationship with the named individual changes.

## LEGAL DOCUMENTS FOR STUDENT IDENTIFICATION

It is required by state law and district policy that a student be enrolled under their legal name [**Refer to Board Policy FL (LOCAL)**].

If a child is enrolled under a name other than what appears in the identifying documents presented to the district, the district must notify the Texas Department of Protective Services at (800) 346-3243. The Texas Department of Protective Services should be made aware of the conflicting names of the child. If former educational records are not received within 30 days of a request, making a name comparison impossible, the district must notify the local or county police department for a determination of whether or not the child has been reported as missing [TEC 25.002(b)].

Failure to receive the identification information must not preclude the district from enrolling and serving the student. Any of the following documents are considered acceptable for proof of identification:

1. Birth Certificate,

2. Statement of the child's date of birth issued for school admission purposed by the division of the Texas Department of State Health Services responsible for vital statistics.
3. Driver's license,
4. Passport,
5. School ID card, records, or report card,
6. Military ID
7. Hospital birth records,
8. Adoption records,
9. Church baptismal record, or
10. Other legal documents that establishes identity.

School personnel shall make a copy of the document used to declare the student's legal name and place it in the student's cumulative folder.

In cases where a parent or guardian is enrolling a student under the age of 11 without any identifying document, the school is required to notify the person enrolling the student that not later than the 30<sup>th</sup> day after enrollment, or the 90<sup>th</sup> day if the child was not born in the United States, the person must provide (1) a certified copy of the child's certificate or (2) other reliable proof of the child's identity and age with a signed statement explaining the inability to produce a copy of the birth certificate.

If the person enrolling the child does not provide valid, identifying, prior school information, or the required documentation, the school shall notify the local police or sheriff department or call the Texas Department of Protective Services' toll free number at 1-800-346-3243 before the 31<sup>st</sup> day after the person fails to comply.

## **STUDENTS EIGHTEEN YEARS OLD AND OLDER**

When a student turns 18, they are no longer considered a minor. The parent/guardian of an 18-year-old student maintains rights as long as the student remains a dependent of the parent/guardian. An 18-year-old student has the following rights:

1. To establish their own place of residence. (Will still need to provide proper documentation of where they live.)
2. To control release of their school records. (If the student remains a dependent of the parent, the parent can access the records.)
3. To sign enrollment papers and Choice of School forms.

## **PROCEDURES FOR ENROLLMENT**

## **DISTRICT BOUNDARY LINES**

The Garland Independent School District has district boundaries that define the geographic territory from which it will enroll students. The northern boundary is

the Dallas/Collin County lines. The eastern boundary is the Dallas/Rockwall County lines. To the west and south, the boundary lines are less obvious and are marked by streets and Duck Creek. Anyone wishing to view the districts boundary lines may contact Student Services for boundary information.

Any person whose property is bisected by the District boundary line, but the house is entirely out of the District will not have their school-age children eligible to attend GISD schools. Persons whose property and house are bisected by the District boundary line shall have their children eligible to attend district schools. As well, any person whose property is bisected by the District boundary line and the house is totally in the district shall have their children eligible to attend Garland schools.

## SUMMER ENROLLMENT OF STUDENTS

While schools are closed for summer vacation, Student Services will continue registration of students. When schools resume their work schedule and have the appropriate staff available to enter enrollment data, the Student Services Department will cease to register students. Student Services will issue a "calendar" identifying the specific dates that registration will begin and end at the central office location and be returned to the campus.

When schools return from summer break, they will need to collect registration packets for students enrolled by the Student Services Department during the summer break. Campus data clerks will need to complete the entry of any remaining student enrollment data, which Student Services is unable to enter into the system.

## GRADE LEVEL DETERMINATION OF A STUDENT

Records and transcripts of students coming from outside the district shall be evaluated and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. Students who enter the district without benefit of any educational records shall have their grade level placement determined by their campus principal pending review of the student's circumstances.

Students coming from **accredited** school settings shall provide evidence of prior schooling. In cases where there is insufficient information available to determine grade level, the student will initially be placed at the grade level reached elsewhere, pending observation by the teacher, counselor, and principal. With input from the GPC Committee and Area Director approval, the principal shall determine the final grade placement of elementary and middle school students on the basis of observation results and results of tests that may be administered.

Students that enter the District from **non-accredited** settings or without educational records shall be placed initially at the age appropriate grade level

pending observations, scores on achievement tests, recommendations of sending schools, prior academic records, chronological age of the student, assessment of social and emotional development, and other criteria deemed appropriate by the principal. The principal shall determine the final grade placement of elementary and middle school students on the basis of observation results and results of tests that may be administered, with input from the GPC Committee and Area Director approval. The District shall validate high school grade placement based on the number of course credits received that meet State Board requirements and standards or by testing.

High school students coming from outside the country that enroll through the district's Student Services Enrollment Center will be initially classified as 9<sup>th</sup> graders. Once the student arrives on the campus, school staff will review transcripts and conduct an academic evaluation as to whether a higher classification is warranted.

## HOMELESS CHILDREN

The McKinney-Vento Act requires states to assure homeless children access to a free and appropriate public education. Section 103(a)(1)(2) of the McKinney-Vento Homeless Assistance Act defines a homeless individual as one that lives:

1. in a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program);
2. in a motel, hotel, or weekly-rate housing;
3. in a house or an apartment with more than one family because of economic hardship or loss;
4. in an abandoned building or a car, at campground, or on the street;
5. in substandard housing (no electricity, no water, and/or no heat); or
6. with friends or family as a runaway or unaccompanied youth.

Per the Texas Education code, a student who is homeless, as defined by the McKinney-Vento Homeless Assistance Act, is entitled to enroll in any school district in the state without regard to the student's residence. The student must be allowed to attend either the student's "school of origin" or the school serving the attendance area where he or she is now located. The district may or may not be required to provide transportation depending on attendance zones and/or school of origin.

Families suspected of homelessness should fill out a Student Residency Questionnaire (SRQ). All SRQs are reviewed and verified by the District Homeless Liaison.

## STUDENT LIVING SEPARATE AND APART

Section 25.001(b)(4) of the Texas Education Code allows a minor student "**living separate and apart**" from their parent or legal guardian to enroll in school. When

enrolling students that live separate and apart from their parent, schools should know whether or not:

1. The parent or legal guardian of the student is residing in the Garland ISD,
2. The student has engaged in conduct that resulted in a removal to a DAEP or expulsion within the preceding year, and/or
3. The student engaged in delinquent conduct or “conduct in need of supervision” and is on probation or conditional release for that conduct, and/or
4. The student has been convicted of a criminal offense and is on probation or conditional release.

For items two through four, the student must have a parent/legal guardian residing in the school district or the District is not required to accept the student’s admission application. However, the above exceptions cannot be used to prevent homeless students from being enrolled in the district.

If the parent lives in the District, they will continue to be documented by the District as the person legally responsible for the student. While the district recognizes the right of a parent/guardian to decide with whom their child may stay with, the District will not use the other person’s address as a means to make school placement decisions.

When a student comes to the District to live separate and apart from their parent or guardian who does not live in the district, schools must secure documentation of the person’s agreement to serve in a custodial role for the student. The district has a form (SP-1010), which is used to document a person’s custodial relationship with a student when the parent does not reside in the district. Please see the section on “Affidavit to Enroll a Minor Child” located on page 5. Additionally, non-parent guardians must complete the Student Residency Questionnaire (SRQ). The SRQ will be verified by the district’s Homeless Liaison. Student Services should be contacted for guidance in these cases.

## ENROLLING NEW STUDENTS FROM DAEP PLACEMENTS

When the parent of a student who was placed in a discipline alternative education program in another district attempts to enroll the student in the GISD before the expiration of that DAEP placement, the District may continue the DAEP placement or allow the student to attend regular classes without completing the period of placement.

If a parent of a student who has been expelled from another district enrolls the student in Garland schools, the expelling district shall provide to the GISD a copy of the expulsion order and the referral to the authorized officer of the juvenile court. The District may continue the expulsion, place the student in the local DAEP, or allow the student to attend regular classes. The campus shall conduct

an investigation and hearing to determine if the DAEP or JJAEP continuation will be upheld.

## FOREIGN EXCHANGE STUDENTS

Foreign exchange students must be under the sponsorship of a nationally recognized foreign exchange program and reside with a host family, which resides in the district. Enrollment is based on the host family's address. If the host family resides in the neighborhood or transportation area of the school the student may attend. If the host family does not reside in the neighborhood or transportation area of the school they wish for the student to attend, they are subject to building capacity limits. When denied enrollment because of capacity limits, the student and their sponsor may seek another high school within the district that has not exceeded its capacity for enrollment at that grade level.

Foreign exchange students are eligible to receive ESL services if there is a language other than English on the Home Language Survey (HLS) on form SP-999 or Form SP 2020. Language testing and a Language Proficiency Assessment Committee (LPAC) meeting must be completed for all foreign exchange students with a HLS other than English. All Foreign Exchange inquiries should be directed to the Executive Director of Student Services.

## U.I.L. ELIGIBILITY

When a new enrollee and their parent/guardian live outside the Garland district, but the student is permitted early admission under district policy, the student shall not be eligible for participation in varsity U.I.L. activities until the family actually moves into the District. Should the move occur after school begins, a 15-day waiting period is required before the student can participate in a varsity U.I.L. sanctioned event.

Students who have the option to attend more than one high school in a district, rather than being assigned to a school according to attendance zones, are eligible at the school they first select.

Once a student has selected and attended a GISD high school, if that student enrolls in any other GISD high school, that student will not be eligible for varsity athletic competition for one calendar year from the date of enrollment in the new high school.

Information concerning athletic eligibility may be obtained by calling the Athletic Department, at 972-494-8588.

## ACADEMIC VESTMENT RULE FOR ENROLLMENT

Secondary students that leave the district and later return may request admission to their previously attended school under the academic vestment rule. To determine if a student would qualify for review of their admission under the rule,

the student would have received grades/credit at the previous school and would not have attended another GISD school since leaving the previous school. Though not an exclusive list, the following factors would be considered in admitting a student to a school under the academic vestment rule.

1. The degree to which the school is over prescribed with students.
2. The length of time that has passed since the student previously attended the school.
3. The number of credits/courses completed at the previous school.
4. The length of time that the student attended the previous school.
5. The grade level of the student.
6. The time of the school year the request is made to the district.

## ENROLLMENT CENTER DUTIES

The Student Services Enrollment Center will initiate the enrollment process for students that indicate a language other than English is spoken in the home. The SP2020 HLS FORM contains two questions that the parent must answer: "What language is spoken in your home most of the time?" And "What language does your child speak most of the time?" If the parent answers part or all of either question with a language other than English, the student will complete an English language proficiency test to determine the most appropriate educational program for the child. Programming options include regular education, English as a Second Language (ESL), or Bilingual Education. Once the center completes the initial testing and LPAC, center staff will give the parent options of available schools. When a determination of school placement is reached, the parent and student are sent to the school to complete the enrollment process.

## **PRE-KINDERGARTEN THROUGH FIRST GRADE ENROLLMENT**

### BIRTH DOCUMENTS TO VALIDATE AGE

Students entering Pre-kindergarten, kindergarten, and First grade, must meet age requirements established under the Texas Education Code. Documents considered acceptable for proof of age are listed below.

1. Birth Certificate
2. Hospital birth record
3. Church baptismal records
4. Adoption records
5. Passport
6. National Vaccination Card

School personnel shall make a copy of the birth document used to validate a child's age and place it in the student's permanent record file.



## PRE-KINDERGARTEN ENROLLMENT

Pre-kindergarten is a four-year-old student program available to those students who qualify to attend due to one of the following factors:

- The student is educationally disadvantaged and meets eligibility for SNAP, Medicaid, TANF, and has an EDG number
- The student is educationally disadvantaged and participates in the Free or Reduced-Price Lunch Program based on income
- The student is homeless
- The student has limited proficiency of the English language
- The student is the child of an active duty member of the armed forces
- The student is a child of a member of the armed forces who was injured or killed while serving on active duty
- Student is a foster child
- Student has previously been or is now in the care of CPS
- The student is a child of a guardian who is eligible for the Star of Texas Award

The Pre-Kindergarten program is offered in selected elementary schools throughout our district. The program is offered either in Gen Ed, ESL or Bilingual. All Pre-kindergarten students with a Home Language other than English as indicated on the Home Language survey (Form SP2020) are enrolled through the Student Services Enrollment Center. The Enrollment Center will complete language testing and Initial LPAC to see if student qualifies for Pre-K on the basis of being an English Language Learner (ELL). Students who have indicated a home language of only English should be directed to the school of their choice that will offer the Pre-K program to enroll. When the allocated Pre-K seats at a school are filled, the district will maintain a waiting list for students who qualify. When full, the school shall help direct parents to schools that have openings for immediate enrollment.

When enrolling a student for Pre-kindergarten that qualifies to attend based on being educationally disadvantaged, parents must complete the Pre-Kindergarten Application (Form SP288) and the Pre-Kindergarten Income Eligibility (Form SP2023) (**See Forms Section**). Current proof of income (dated after April 1) must be provided by the guardians and verified with the Income Guidelines to see if family meets educationally disadvantaged criteria.

Pre-K enrollment is excluded from the established ethnic compliance requirements of our federal desegregation plan. Schools closed to minority enrollment can continue to enroll minority Pre-K students.

## KINDERGARTEN ENROLLMENT

Once residency requirements in GISD are met, students that will be five (5) years old on or before September 1 of the coming school year may be allowed to pre-enroll and select a school beginning with the opening of the choice period. The Skyward Online Student Portal for New Student Online Enrollment (NSOE) or SP-

999 form should be used to record the parent's school selection, unless the student is already a Pre-K or EC participant in the district. In this case, they will use the SP-1071 Choice of School form to indicate their next year school preference.

## KINDERGARTEN ACCELERATION TO FIRST GRADE

Kindergarten Acceleration application process will occur annually from January 1 to August 1. The student who wishes to accelerate (skip) kindergarten must be at least 5 years of age on or before September 1 of the kindergarten year, be a current resident of the Garland ISD, and must be currently enrolled in the district (have completed school registration/enrollment for the upcoming school year). The student's parent or guardian must initiate the request for Kindergarten Acceleration by completing the "Request for Kindergarten Acceleration" packet from the Office of Gifted/Talented Education on or before August 1<sup>st</sup>.

The district Kindergarten Acceleration Review Committee will determine if acceleration is recommended. Placement may occur based on this decision. The decision of the Kindergarten Acceleration Review Committee is final. Parents and principals of schools involved will receive a copy of the placement decision within three weeks of the application deadline.

Listed below are the Garland ISD Kindergarten Acceleration Regulations:

1. To qualify for Kindergarten Acceleration, a child must score at the 90% percentile on assessments.
2. Kindergarten Acceleration placement will place the child in a regular first grade classroom. The Garland ISD transportation guidelines will remain the same for the Kindergarten Acceleration process.
3. The Kindergarten Acceleration placement will be a binding contract for one school year.\*
4. A student is eligible for acceleration only during designated testing periods and will not be placed in grade one after the first semester of the current school year.

\*Exceptions will follow the Garland ISD district transfer policy (contingent on space in gifted Kindergarten program) and will be considered on an individual basis.

## FIRST GRADE ENROLLMENT

Students that will be six (6) years of age on or before September 1 of the coming school year, and who reside within district boundaries, will be permitted to pre-enroll during and after the choice period to select a school for the fall term. The SP-999 or the Skyward New Student Online Enrollment (NSOE) portal should be used to register the student into the district, unless the student is already participating in a district program and has a SP-999 form on file. Current year GISD Kindergarten students who will be next year first grade students will use the

SP-1071 Choice of School form to record their next year school selection. First grade is mandatory under the State of Texas compulsory education laws.

## **EARLY REGISTRATION FOR THE NEXT SCHOOL YEAR**

### **NEW ENROLLEES FOR NEXT YEAR**

With the start of the District's Choice Period, campuses will be contacted by parents seeking next-year enrollment of their child(ren) into Garland ISD schools. All campuses may enroll students for the next school year during the Choice of School period. **Proof of residency must be established before a child is allowed to enroll. If the parent or legal guardian is not a resident of the district, any custodial issues must be addressed before enrollment is conducted.** Students under age 18 must be accompanied by the parent or guardian. For certain grade levels, verification of age may be necessary before enrollment.

Enrollment should not be denied nor freedom of choice hampered because of the absence of any other records during the pre-registration process. Please see the following section on "Records for Pre-registration". Parents should be encouraged to produce all needed records to complete their child's record file.

When schools are contacted by parents regarding enrollment for next year, staff should give encouragement to complete the enrollment process as soon as possible. Parents should know that the later the enrollment is completed the more limited school selection will be.

After the Choice of School period, The Executive Director of Student Services will identify any secondary campuses that will be restricted to neighborhood or bus route enrollment only (closed to outside enrollment) due to capacity allowances.

### **RECORDS FOR PRE-REGISTRATION**

Because some records are not needed until the start of school, pre-registration can be conducted without presentation of some student records. Records that must be provided to the district to conduct pre-registration are:

- A birth record for enrollment in early education, prekindergarten, kindergarten, and first grade because of mandated age requirements for eligibility to attend school.
- A proof of residency document to validate residency within the district for the parents/guardians when enrolling a student in the GISD.
- The "Affidavit Of Eligibility For Enrollment of a Minor Student" (**See Forms Section**) for a person not listed on the birth certificate of a child when they attempt to enroll the student.

The opportunity to participate in **pre-registration** should not be denied because of a failure to provide academic or health documents. The student will be tentatively enrolled in accordance with the guidelines of the Garland Independent School District and the Choice of School plan and given sufficient opportunity prior to the first day of school to supply the district with academic and health documents. Please see the following section on “Immunization Records”.

## IMMUNIZATION RECORDS

### **Pre-Enrollment:**

Students wishing to participate in the “pre-enrollment” process to select a school for the fall semester shall not be denied this opportunity based on the absence of any health record. Provisional admission to students without full immunization shall be in accordance with the provisions of Educational Code 38.001. It is recommended that immunization records be provided to verify student is current with immunizations to avoid mission school.

### **First Day of School:**

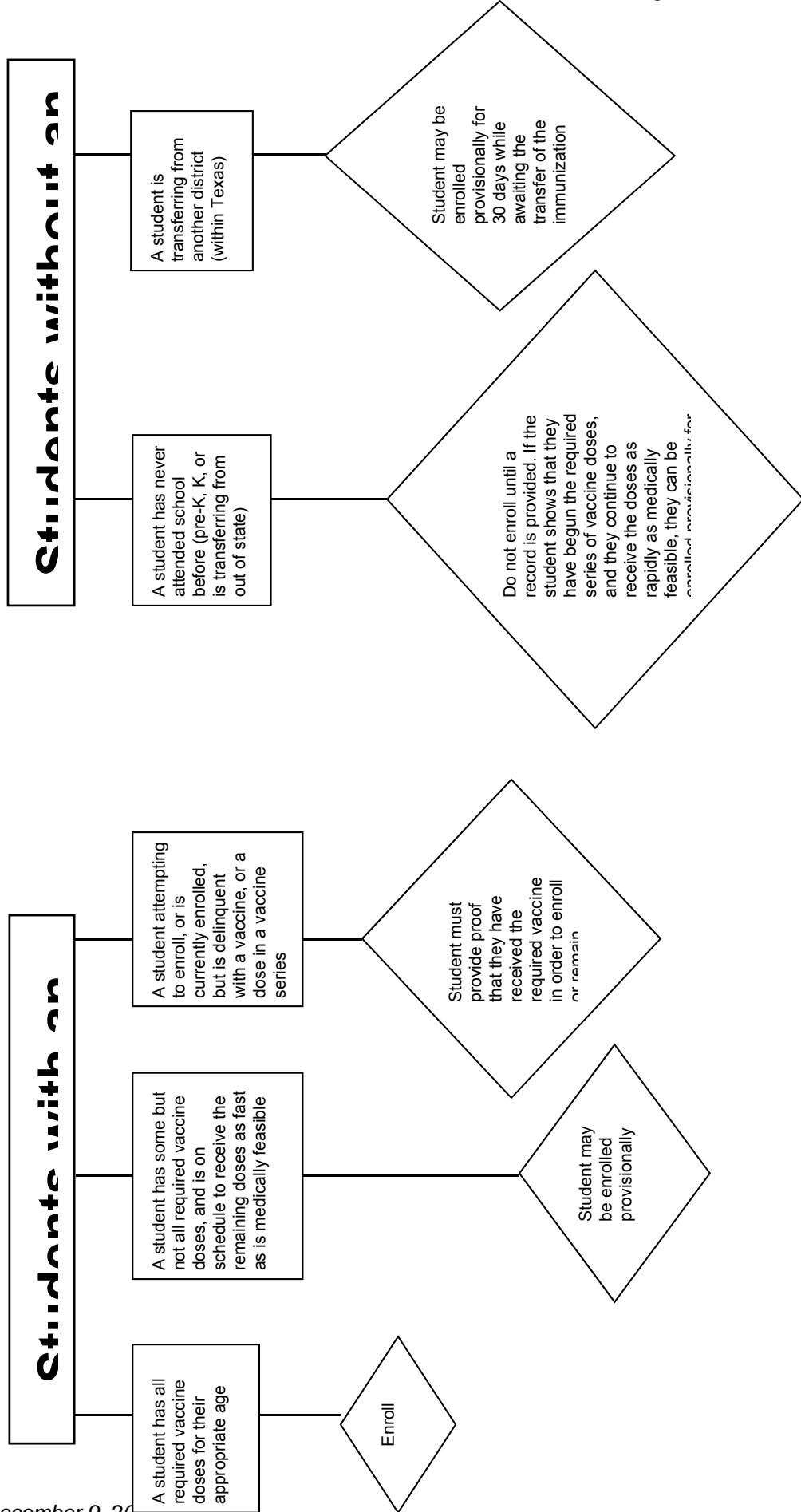
Students that have not updated their immunization records will not have their school choice reserved beyond the opening day of school.

### **Beginning of New School Year:**

When a child is attending classes and a stated deadline to update the child's immunization record has gone unheeded by the parent/guardian, the district shall follow district policies to exclude the student from attending classes until immunization compliance is documented. All absences associated with delinquent immunizations are considered unexcused. These students are not to be withdrawn from school. Schools shall apply the compulsory laws of Texas regarding school attendance to the parent/student. Also, the 90% attendance rule regarding course credit would apply to the absences associated with delinquent immunization. Schools may extend lawful grace periods of up to 30 days to students that are coming from other educational institutions in Texas and are having their records transferred to our district. Students enrolling from out of state or out of country with delinquent or missing immunization records may not enroll at a campus.

Please refer to the following flow chart for guidelines on provisional enrollment. Exceptions apply for students who are protected under McKinney-Vento and Foster Care.

**Provisional Enrollment for Current School Year**



**Provisional Enrollment for the Next School Year**

- Students enrolling during Choice of School period or over the summer for the next school year may enroll without proof of immunizations.
  - Proof of Immunizations must be shown before the first day of school in order for the student to attend class.
- Source: Title 25 Health Services, §97.71 (Provisional Enrollment) of the Texas Administrative Code.

## LATE ENROLLMENT OF NO-SHOW STUDENTS

No-show students are those that fail to attend school on the first day of the new school year. Elementary students who fail to notify their principal that they will not be in attendance on the first day will not have their seat reserved.

The admission of a no-show student shall not cause the school to exceed the state established capacity. In addition, court ordered ethnicity ratios of the desegregation order shall remain balanced.

Secondary students who are pre-registered for a school and are a no-show will be allowed late entry into their school of choice under the following circumstances:

- The student lives in the school's walk-zone or designated bus route
- The school is not overcrowded in the student's grade level.

Pre-registered secondary students who enroll after the completion of the first six weeks cycle of the school year will have their admission status to the school reviewed for conflict with overcrowding and ethnic balance mandates for the school to which they wish to attend. Factors such as the sibling rule, academic vestment and special program eligibility will be considered in the district's enrollment decision.

# **GARLAND ISD CHOICE OF SCHOOL PROGRAM**

## **Overview**

### **WHO MUST PARTICIPATE IN THE CHOICE OF SCHOOL PROCESS**

- Any new student to GISD
- Any student entering the 6th grade
- Any student entering the 9th grade
- Pre-Kindergarten students entering Kindergarten
- Any student wanting to change their school for the upcoming school year
- Any student who has had a change of address, that has been verified by adequate proof of residency, and wishes to enter a choice

### **CHOICE OF SCHOOL CALENDAR**

Every fall the Executive Director of Student Services and School Choice develops a Choice of School Calendar of Events. The calendar outlines the dates in which choice of school activity will take place. The calendar is submitted to the Board of Trustees for approval and then distributed throughout the district.

### **DESEGREGATION PLAN**

The Garland Public Schools operate under a Choice of School Plan for desegregation adopted in 1970 (Civil Court Order No. 3-4100-C) and amended in 1987 (Civil Court Order No. 3-4100-R). Under the agreed judgment, an annual pre-enrollment process is conducted in the spring semester for students to choose the school they wish to attend for the next school year. Schools must comply with established court-ordered ethnic ratios designed to desegregate the district's schools. The Executive Director of Student Services and School Choice monitors the district's compliance with established ethnic bands.

### **AUSTIN ACADEMY**

Austin Academy maintains a neighborhood seat count of 85 seats per grade level per the court mandate. Students must live in the in the area designated by the court to be eligible for these non-magnet seats. A student that is awarded a non-magnet seat and then moves out of the court mandated area, must transfer to another Garland ISD school within seven days.

## ETHNIC BANDS

The Executive Director of School Choice monitors the district-wide percentage of the "Anglo" student population. Under the desegregation plan, no school in the District shall have an Anglo student population that is more than twenty percentage points above or below the percentage of the Anglo student population in the District as a whole. This formula establishes an **ethnic band** that is applied to all schools in the district.

When schools fall out of compliance with the band, the Executive Director of Student Services will implement enrollment restrictions in an effort to re-establish compliance with the ethnic balance mandate. Depending upon which way the school is out of compliance; either the Anglo or minority enrollment for a school could be curtailed during the time that the school is not in compliance with the ethnic band. A waiting list will be kept at the school to recall students that are denied initial entrance to a school which is experiencing ethnic restriction in its enrollment. **Pre-Kindergarten enrollment is excluded from the ethnic band calculation.**

## ETHNIC DESIGNATION FOR STUDENTS

The Garland school district is under a federal desegregation plan requiring ethnic balance among its campuses. The District must issue quarterly reports to the federal judge who oversees the District's compliance with the agreed judgment. Certain portions of the reporting have to do with analyzing our student data by ethnicity. Upon entering the Garland schools, every student must have their ethnicity recorded into the district's student data files. The official district form for recording the ethnic designation of a student is the SP-999/SP-999sp enrollment document (**See Forms Section**).

New student enrollees that have had their ethnicity determined in another Texas public school district and the ethnic designation has been entered in the state's PEIMS information system will have the previous ethnic designation recorded into the Garland district's official records. Parents/guardians that wish to challenge the prior designation of their child's ethnicity should contact the Department of Student Services. It will be the responsibility of the parent/guardian to show "just cause" as to why the Garland schools should alter the official records of another school district. The child's immediate enrollment status will be governed by the documents of the sending district until Garland district personnel have had sufficient time to develop a response to the parent's challenge.

New student enrollees entering the district without the existence of previous official school records shall have their parent/guardian designate the child's ethnicity at the time of enrollment. The ethnic designation shall be indicated on the district's SP-999 or SP-999SP form by completing the *Texas Public School Student Ethnicity and Race Data Questionnaire*.



Upon enrollment, parents that fail to cooperate in indicating an ethnic designation for their child make it necessary for the campus administrator to designate the student's ethnicity. When the campus administrator has to act in the interest of the district, his/her decision will be binding upon the student while they are enrolled in the Garland schools.

**School district officials are required to desist from encouraging any particular ethnic designation** be made by a parent/guardian. Unless the ethnic designation conflicts with existing official records or court approved categories, school personnel are expected to refrain from questioning the parent/guardian regarding the child's ethnic designation. School district personnel shall make every effort to be helpful in answering parental questions regarding this matter. Once the student's ethnicity has been established and made a part of the permanent record, it shall not be altered without consent of the Executive Director of Student Services and School Choice. In cases where it has been determined that district personnel have erred in recording a child's ethnicity, a correction shall be made without delay.

## CHOICE PERIOD

During the school year, school board approved timelines are set aside for parents/students to choose the school the student will attend the next school year. One choice period is set aside for first through eleventh grade parents/students to choose the school the student will attend the next school year, and another choice period is set aside for students entering pre-kindergarten through Kindergarten parents to choose the school the student will attend the next school year. Annually, the Executive Director of Student Services and School Choice will submit a proposed choice calendar to the Board of Trustees for approval.

No school preference will be given for persons who return their choice form early during the choice period. No one may require the parent/guardian to file the student's choice form with the District before the end of the choice period. During the choice period, the parent/eligible student may alter any submitted choice without restriction.

## **CHOICE OF SCHOOL SELECTION**

### FORMS USED FOR CHOICE OF SCHOOL

During the Choice of School period, a student should not be enrolled unless the parent/guardian/eligible student provides the district with a choice of school selection. In instances where the parent/guardian/eligible student fails to fulfill their school selection obligation, district personnel will select a school for the student adhering to prescribed district guidelines. In these cases, the

assignment made by the district will be binding for the school year to which the placement pertains.

The Choice of School form, pages 1-4, SP-1071 (for elementary) and SP1072 (for secondary), are in booklet form and contain English, Spanish, and Vietnamese language versions of the information (**See Forms Section**). These forms explain the general workings of the Choice of School Plan and provide parents a listing of the various schools. SP-1071, SP1072, and SP-999 (BACK) forms are provided for parents/students to inform the district of their school choice for the next year. In addition, guardians may complete their choice of school selections online via the Skyward Parent Portal. Parents/students can select up to three (3) school choices on the forms. If parents/students fail to make a second or third choice, the Executive Director of School Choice will make an alternative school assignment for the student, if needed, and notify the parent.

Choice of School forms submitted by paper must be placed in their cumulative folder at the end of the choice period. The most current choice of school form becomes part of the student's cumulative folder. Choice of School forms submitted via the Skyward Parent Portal will be stored electronically in Skyward.

The absence of a marked second choice does not invalidate the choice form. If "**any type mark**" denotes a single choice of school, the school shall accept the form as valid and enter the initial selection into the database.

## SIGNATURE ON CHOICE FORMS

A choice form indicating a school selection for a minor student must have the signature of the parent or guardian unless the choice form is submitted in Skyward via the Parent Portal. A signature is necessary to make the form a valid document. A student who has reached the age of 18 at the time of the choice selection may sign their own form. School personnel should investigate suspicious signatures.

## ADDRESS CHANGES ON THE CHOICE OF SCHOOL FORM

When families indicate a change of address on the choice of school form that is different from what is in the student database or on the student label that is attached to the choice form, schools should investigate the discrepancy in addresses. The District will not recognize an address change within the district until there is documentation on file to substantiate the use of a different GISD address. Please see section on "Proof of Residency Documentation" on page 2. Once validated, the change of address should be entered into Skyward.

The SP 1077 and the SP1077sp are form letters that schools may send to the parent/guardian to notify the parent that a new proof of residence is required (**See Forms Section**). When requested and if by a predetermined deadline the

parent fails to provide the District with documentation to verify eligible GISD residency, the district may choose to withdraw the student. Schools should contact the attendance office in these cases.

## PARENTAL DISPUTE OF AUTHORITY TO CHOOSE SCHOOLS

When parents are in dispute as to which one of them has the authority to choose their child(ren)'s school the following guidelines are to be used by schools:

1. Review any existing court order to identify the managing and/or possessory conservator role of the parents. Usually the order specifies that one parent will have the "right to determine residency for the child" and that is how we determine the right to decide school placement, unless the order is more specific.
2. In the absence of any court order, determine which GISD parent the child resides with during the school week. If it is clear only one parent has the child during the school week that is the parent from which we will accept the school choice form.
3. If the child is in a shared arrangement where both parents have the child during the school week and there is no court order to help clarify choice rights, the Executive Director of Student Services will try to mediate a mutual decision between the parents.
4. Provided the choice dispute is between a nonresident parent and a resident parent, the District will defer school placement to the GISD parent that makes the child eligible for enrollment in our district.

## ALTERING SUBMITTED CHOICES

During the choice period, parents are allowed to submit an alternate choice of school form. To change the selection, the parent must submit a new choice form to their child's school indicating the change in school preference [either first and/or second]. There is no imposed limit on the number of choice changes a family can submit in the window. Choice of School selections may also be changed online via the Parent Portal in Skyward.

The revised choice form must be signed and dated. The school should attach the revised choice form to the previously submitted choice form to provide a documentation trail of the change. **After the window closes, parents will be notified of the results of their school assignment. A transfer request for the following school year will be processed at Student Services.**

## CHOICE OF SCHOOL PROCEDURES

### VIOLATIONS OF THE DESEGREGATION PLAN

It is a violation of federal regulations for any person to intimidate, threaten, coerce, retaliate or discriminate against any individual for the purpose of interfering with the free making of a choice of a desegregated school. Any person having knowledge of any violation should report the facts immediately by mail or phone to the Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20202 (telephone 202-962-0333). Persons reporting any violation will not have their name disclosed without consent.

In addition, persons may report such occurrences to the Executive Director of Student Services and School Choice for the Garland Independent School District. The executive director's geographic address is the Student Services Center, 720 Stadium Drive, Garland Texas 75040. The mailing address is P. O. Box 469026, Garland, Texas 75046-9026. The phone number is 972-494-8255 and the fax number is 972-494-8275. The executive director's e-mail address is [behemphi@garlandisd.net](mailto:behemphi@garlandisd.net).

### DENIAL OF SCHOOL CHOICE SELECTION

The Garland Choice Plan requires the following conditions:

- All schools must conform to court-established ethnicity ratios.
- For Austin Academy, the student must reside in the court ordered boundary.
- School enrollment capacities have been established limiting the number of students at each campus.

These factors will impact final student assignment. No choice shall be denied for any reason other than the choice would compromise the established ethnic ratio, the court order, or enrollment caps.

After the completion of the Choice of School process, Student Services must identify students whose choices cause schools to violate mandated compliance with 22 to 1 capacity limits, building capacity limits, court ordered boundary (Austin Academy), or existing ethnic balance requirements. Identification of students for denial of their choice shall be done based on distance from the school to the student's address using updated transportation software. Students residing on a designated bus route to a school and **who have no alternative option** for district provided transportation will not be considered for denial of choice. **"Special program" participants** that have met eligibility requirements to attend a special offering at a school shall not be identified for denial of their choice of school.

Student Services will review all choices submitted and entered for each student by the campus. If we are unable to honor the student's first choice, the second and third choices will be reviewed. Any student that is denied their choice of school during the selection period will receive written notice of this fact from the Student Services Department.

A student who has been attending an elementary school will not be denied the right to remain at the school unless dire circumstances require denial by the district. Please refer to the "Sibling Rule" section for information regarding how this rule affects denial of choice identification for elementary students.

Established feeder patterns are set for each school and are referred to when secondary schools reach their capacity. Secondary students that live within a school's feeder pattern will not be considered for denial of their choice of the school when that school is listed as their first choice. When necessary, students living outside the boundaries of the school will be extracted using updated district transportation software. A student that has been attending a secondary school will not be denied the opportunity to remain at the school unless dire circumstances require denial by the district. Please refer to the "Sibling Rule" section for details regarding the influence of this factor on the extraction process of secondary students.

## SECOND & THIRD CHOICE SELECTIONS

No student's school choice will be denied for any reason other than their choice would compromise compliance with established ethnicity ratios, court ordered boundary (Austin Academy), or enrollment capacity limits. The choice selection process asks parents to designate a second and third choice of school on their student's selection form. This request is made so that if a first choice selection cannot be honored by the school district, a second and third choice can be evaluated in a timely manner. Parents do not have to denote a second and third choice on the form for the document to be valid. Their failure to do so simply voids their opportunity to have a say in instances when a second or third choice is needed.

Parents are asked to mark the form with a (1) for the first choice, a (2) for the second choice, and a (3) for the third choice. If different schools are indicated on the form as choices and it is not clear which choice is first, the school should reject the form and the parent should be asked to submit another form more clearly indicating their order of preference for the schools marked. Whenever the student's first choice is denied and either their second or third choice is honored, Student Services will notify parents in writing regarding the student's next year location. If a second or third choice was needed and the parent did not indicate any alternative choices, Student Services will assign the student to the closest available school to the student's residence and place them on the waitlist for their preferred campus. See waiting list procedures for more information.

## ELEMENTARY CAPACITY LIMITS

State law caps the teacher-student ratio at 22:1 for the first four grading cycles of the school year in Kindergarten through fourth grade. GISD maintains this ratio for pre-kindergarten classes as well. The district imposes a local capacity limit on the fifth grade classrooms of 28 students per teacher. The state designated pupil/teacher limits in grades K through 4 may be lifted for the last 12 weeks of school. Information will be disseminated by the Executive Director of Student Services to the campus if the caps are going to be lifted.

## BUILDING CAPACITY LIMITS FOR SECONDARY SCHOOLS

Secondary schools have their capacity limits governed by the number of teaching stations available on the campus. The building capacity is distributed among all the grade levels assigned to the campus. As reconfiguration of a facility takes place through construction, renovation, or program placement, the campus capacity number can change.

## DESIGNATED ZONES

When secondary schools reach their student population capacities or fall out of compliance with ethnic balance requirements, the District will set school boundaries to control overcrowding or achieve required ethnic balance. The imposed enrollment restrictions will remain in force at the individual schools until the desired enrollment outcomes are achieved.

When a secondary campus is designated as closed by Student Services, the campus will be notified to only enroll students that live in their designated zone or students that have academic vestment.

## ESL PROGRAM AND SCHOOL CHOICE

The ESL program is offered in all GISD schools. Students participating in the ESL program are given either the elementary (SP-1071) or secondary (SP-1072) choice of school form in which to indicate a next year choice of school during the choice period. ESL students fall under the same opportunities and restrictions that apply to regular program students regarding honoring choices.

The campus data clerk will input the student's school choices for the next year on the applications screen in Skyward. The system automatically codes a choice code of "E" for all current year ESL participants.

The campus may be approached by parents of ESL students that would like their child to complete the year in the ESL program, but "intend to withdraw" from ESL for the next school year. In this case, parents will need to complete the SP1055,

SP1055V or SP1055sp form (**See Forms Section**). The data clerk should forward the SP1055, SP1055V or SP1055sp to Student Services Enrollment Center for the program change to be entered into Skyward.

## BILINGUAL PROGRAM AND SCHOOL CHOICE

The bilingual program is offered in nearly all GISD elementary schools at most grade levels. Students participating in the bilingual program are given either the elementary (SP-1071) or secondary (SP-1072) choice of school form in which to indicate a next year choice of school during the choice period. Because middle schools do not offer the bilingual program, all bilingual fifth graders who are not exiting the program will be enrolled in the ESL program for grade six. Bilingual students fall under the same opportunities and restrictions that apply to regular program students regarding honoring choices.

The campus data clerk will input the student's school choices for the next year on the Applications screen on Skyward.

The campus may be approached by parents of bilingual students that would like their child to complete the year in the bilingual program, but "intend to withdraw" from bilingual for the next school year. In this case, parents will need to complete the SP1055, SP1055V or SP1055sp form (**See Forms Section**). The data clerk should forward the SP1055, SP1055V or SP1055sp to Student Services Enrollment Center for the program change to be entered into Skyward.

## SIBLING RULE

It is the intent of the Garland school district to minimize the situations whereby a parent has their children split among different schools. Thus, the "sibling rule" has been developed to help achieve this goal. The following information explains the application of the sibling rule regarding enrollment and choice of school:

### **ELEMENTARY**

**ENROLLMENT:** State law caps the teacher-student ratio at 22:1 for the first four grading cycles of the school year in Kindergarten through fourth grade. GISD maintains this ratio for pre-kindergarten classes as well. The district imposes a local capacity limit on the fifth grade classrooms at 28 students per teacher. In order for a student to be admitted to an elementary school, an open seat under the capacity limit and/or any existing ethnic balance requirements of the District's federal desegregation plan. At the time of enrollment, the district will attempt to place elementary siblings in the same school.

**CHOICE DENIAL:** A sibling that is not currently attending the school and who has chosen the school for next year does not offer any protection to a sibling that is identified for denial of choice due to overcrowding or ethnic balance mandates.

**TRANSFER:** A student who requests a transfer to a school where a sibling has been accepted for enrollment will have approval of the transfer (subject to availability of an unrestricted seat and other applicable choice rules).

**MAGNETS:** Grade levels at the Academies, MST Centers, and the Classical Centers are comprised of both magnet students meeting special qualifications to attend the school and a limited number of neighborhood children. Students entering the school under the "magnet designation" do not offer any protection for a sibling to secure a neighborhood seat. For neighborhood children, the sibling rule is applied the same as in non-magnet school settings (**refer to guidelines in above paragraph**).

### **SECONDARY**

**ENROLLMENT:** Secondary schools have a student capacity limit dictated by the available teaching stations on the campus. Whenever secondary schools reach student capacity or violate any ethnic ratio requirements, they receive assigned boundaries for enrollment purposes.

**CHOICE DENIAL:** When a secondary student begins attending a secondary school, it is only under extreme circumstances that the District would deny them their opportunity to remain at the school. A regular program student that is academically vested at a secondary school offers protection for other regular program siblings to attend the school. A secondary student who has not attended the school (*non-vested*) will not offer protection to a regular program sibling that is identified for denial of choice as a member of a new incoming group of students to the secondary school.

**TRANSFER:** A student seeking to transfer to a school that has enrollment restrictions will have approval of the request dependent upon choice of school guidelines and any imposed enrollment restrictions.

**MAGNETS:** Magnet programs are special curriculum programs that require students to meet the admission criteria. Non-magnet siblings are not afforded special consideration under the sibling rule. The non-magnet sibling will be admitted only as space is available.



## DISTRICT-ASSIGNED SCHOOL PLACEMENT FOR DISPLACED STUDENTS

It is the District's obligation to select a school for students whose parents fail or refuse to provide a choice of school to the District. The Executive Director of Student Services will designate the choice period. Skyward will automatically assign students whose parents failed to provide a choice during the Choice Period to their current location as their first choice for processing, with the exception of current PK, 5<sup>th</sup> or 8<sup>th</sup> grade students whose school will be assigned by the district.

1. Displaced students from the previous year, that that received bus transportation to the school to which they were displaced will be notified that transportation will be discontinued for the next school year. Students will be allowed to remain at their current campus without transportation, or they may choose a campus in their neighborhood or a bus eligible school.
2. The District will not assign siblings into different schools, whenever possible, if the students are eligible to attend classes in the same building. Both siblings must individually meet the qualifications for admission to the school to be placed together on a campus (**See section on “Sibling Rule”**)
3. Before students are assigned **neighborhood seats** at Austin, Hillside, Kimberlin or Walnut Glen Academies or the MST Centers at Jackson, Beaver and Watson, or the Classical Centers at Vial and Brandenburg, the school must check to see that available seats exist. Students that already attend one of these magnet schools as a neighborhood student and did not make a choice of school are to be assigned back to the school. The assignment will be honored subject to space availability.
4. The campus data clerk shall enter campus-assigned choices into the computer for PK, 5<sup>th</sup>, and 8<sup>th</sup> grade students. All other students for whom parents declined to submit a choice form will have the right to remain at their current location.
5. Upon direction from Student Services, schools will mail each parent/guardian a notification letter disclosing the district-made choice for their child (**See Forms Section**). If the letter is returned, investigate the validity of the address of record. When necessary, hand deliver the letter to the student to take home to their parent.

## FINE ARTS SHARED AND PROTECTED MIDDLE SCHOOLS CONCEPT

In order to monitor the District's music program's team-teaching process, middle schools have a “protected” and “shared” status assigned to them by the Fine Arts Director.

Under this concept, the high school fine arts director is the only one who may teach at the protected middle school campuses and he/she may only team-teach at the school's shared middle school campuses. The high school director is permitted a one-time rehearsal of a middle school ensemble from a non-protected/shared campus as a part of the school's ensemble contest preparation.

High school fine arts directors are discouraged from soliciting invitations to perform on middle school campuses during the choice of school period. This should be applied to middle schools for elementary campuses. A fine arts group may perform at another school campus by invitation for special activities.

## STUDENT RECRUITMENT/NO CONTACT RULE

No principal, teacher, or other GISD personnel is permitted to influence or dissuade a student from choosing a school where a desegregated education can be obtained. No one is permitted to favor or penalize any student or other person because of his or her choice of school.

Representatives of district programs such as Athletics, Visual and Performing Arts (VAPA), Career and Technical Education and magnet programs housed within the Department of Innovation may visit campuses to provide standard program information to groups of students. Individual student recruitment is prohibited. Concerns regarding student recruitment shall be directed to the Executive Director of Student Services and School Choice.

## ORGANIZATIONAL TRYOUTS

All student tryouts and elections for school-sponsored extracurricular organizations must be conducted after the conclusion of the Choice of School process. Students that are denied their initial school selection should be afforded adequate opportunity to participate in tryouts and elections at their alternate choice location.

## RETAINED FIFTH/EIGHTH GRADER'S CHOICES

Either at the end of the school year or after the conclusion of summer school, principals will make decisions for retaining students. If the student was scheduled to move into a middle or high school and will not do so because of retention, the student's next year school assignment will need correcting. Until the school corrects the location assignment, the retained fifth and eighth graders will not have a valid school selection on file with the District.

The retained 5<sup>th</sup> or 8<sup>th</sup> grade student will not be denied an opportunity to return to their previous location if current seats are available. A parent may seek a transfer of their retained child to another school. District guidelines permit elementary parents to select another available school for their child who has been retained. Any request to transfer a retained middle school student is to be

directed to the Student Services Department for review. High school students will not be transferred due to failure to advance their grade classification.

When a campus must change the location assignment of a retained 5<sup>th</sup> or 8<sup>th</sup> grade student, the Student Services Department must be contacted. The schools will not be able to make the necessary change in school assignment. Schools will need to supply the department with the name and ID number of the retained student. This process must be completed before the student files are rolled at the completion of summer school.

## PRESERVING CHOICE FOR WITHDRAWN OR TRANSFER STUDENTS

Withdrawing from a campus will inactivate the Choice of School that was entered into Skyward. If the student wishes to return to the district for the following school year, the student must complete the enrollment process for Garland ISD. **Students that are withdrawn to transfer to another school within the Garland district will automatically have their next year choice preserved.** If the family needs to have the next year school placement altered, the campus can provide the parent with a next-year school transfer request form. The form will need to be forwarded to Student Services so that the department can process the request.

## WITHDRAWING WITH INTENT TO ALTER CHOICE

Upon re-enrollment into the district, the student will remain bound by any legitimate school assignment that was in force for either the current year or next year, unless the District is unable to honor the placement because of capacity or ethnic balance limitations. If the parent/guardian seeks to alter the preserved assignment upon the child's reinstatement to the district, a transfer of school request will need to be submitted to the district. The change request will be reviewed by the district in a manner consistent with the guidelines for processing all school transfers.

## WAITING LIST PROCEDURES

### **For PK-12 Students**

The parent of any child that is denied enrollment into a school due to enrollment caps or ethnicity ratios shall be advised of the existence of a wait list. The waitlist is for currently enrolled students who are not at their preferred campus. Parents shall be advised that the list is not processed on a first-come, first-served basis. Wait lists for the current school year remain active until the beginning of the fifth six weeks grading period. The following criteria shall be used in administering district wait list procedures:

1. Split siblings will be accommodated first using the nearest to school rule. Exception: Magnet students do not offer any advantage under the district's "sibling rule" to their non-magnet sibling regarding a wait list.
2. Individual students residing nearest the school will be given the next highest priority on the list. Bus eligible students are also screened through the "closest to the school" guideline. There is no priority given to bus eligible students.
3. On rare occasions, the Department of Student Services will need to supersede the waiting list at a school to enroll a student for whom the District has no other viable enrollment option.

When elementary openings occur, school personnel shall act expeditiously in calling students from their wait list. Secondary schools will be contacted by the Student Services Department when permitted to take additional enrollment from their wait list.

Parents that are extended an invitation to enter a school from the wait list should be given 24 hours to make a decision. Parents should be informed that declining an invitation will remove their child's name from the list except in cases where all of the children in the family cannot be accommodated at the same time. Parents of students that are receiving displaced transportation and deny an opportunity to enter a school from a wait list do not automatically lose existing displaced transportation.

When parents accept an invitation to transfer to a school from the wait list, the receiving school shall notify the sending school that the transfer has been approved. If the transfer is taking place after the choice of school period has begun, the Student Services data person must be contacted so that the student's next year location assignment can be altered.

#### **Wait List Format**

All campuses will follow the waitlist guidelines listed in this section, and will utilize the Skyward wait list as a means of recording student information for their campus wait list.

#### **Wait List Summer Procedures:**

If necessary, the Student Services department will add names to the wait list during summer vacation. Parents wishing to add their child's name to individual campus waitlists must do so by notifying the campus after the summer break has ended.

## **TRANSFERS WITHIN GARLAND ISD**

### **TRANSFER REQUEST**

A parent/guardian request for transfer of their child from one GISD campus to another must be submitted to the district in writing. Form SP-1017 and SP1017sp in Spanish are used to record a parent/guardian request for transfer (**See Forms Section**). These forms are available at every campus and at the Student Services Center.

Open campuses may process any transfer requests that they receive during the school year. From the end of the choice period until schools return from summer vacation, Student Services will process all school-transfer requests for the following year. After schools return from the summer break, campuses will resume the handling of all transfer requests. Parents should direct their request for school transfer to the campus to which they seek to have their child attend. Student Services' administrators will serve as the district's appeal officers for transfer denials made by the campus.

Transfer requests are considered for a change of residency or for a compelling hardship. Proof of residency must accompany the transfer request if a change of address occurs. Only the parent or legal guardian in Skyward may request a transfer. ID should be verified.

### **ELIGIBILITY**

To be considered for a transfer, a student must currently hold a good attendance, disciplinary, and academic record. School bus transportation is not provided for students unless they reside in a designated transportation zone. Students must be delivered and picked up on time.

Currently enrolled students may submit a transfer request for the following school year from the end of their choice period until the last day of school. Transfers are considered before the school year begins and before the second semester begins. Only one transfer is allowed per school year.

### **TRANSFER PROCEDURES**

From the start of the Choice of School period, until files roll, only Student Services can change the student's campus location in Skyward.

After the first day of school, the following procedures should be followed by the campus for student transfers:

1. A transfer request must be made in writing to the principal of the receiving school. If the principal of the receiving school approves the transfer, the parent and the sending school must be notified.
2. After notice, the sending school must withdraw the student using the appropriate withdrawal code. This will allow the receiving school to activate the student record under their location.
3. The permanent records of the student need to be requested from the receiving school.

## ATHLETIC ELIGIBILITY AND TRANSFER OF SCHOOLS

Once a student has attended a GISD high school, a transfer to another Garland high school will adversely affect his/her varsity eligibility at the new school. According to the Constitution and Contest Rules of the U.I.L. (Section 440(b) – Residence Rule) Students who have the option to attend more than one high school in a district, rather than being assigned to a school according to attendance zones, are eligible at the school they first select. If that student enrolls in any other GISD high school, that student will not be eligible for varsity athletic competition for one calendar year from the date of enrollment in the new high school (**See section on “U.I.L. Eligibility” on page 11**).

## TRANSFER REQUEST FOR PROGRAMMATIC REASONS

Transfer requests based on a desire to participate in a special program/course offering at a campus are to be directed to the principal of the receiving school at which the program/course is taught. A student may not be considered for a programmatic transfer if the course or program is offered at their home campus. If approval of the transfer is granted, the special program transfer form SP-908 (**See Forms Section**) stipulating that the student agrees to remain in the special program/course for the full academic year to which the transfer pertains must be signed by the principal and the parent. A copy of the completed form is to be forwarded to the Student Services Department for final approval and to alter the assigned location.

The district will impose a deadline for processing programmatic transfer requests. The following limits will apply to processing programmatic transfer requests:

1. The district will process requests for programmatic transfers for the next school year from the **end of the choice period until the last day of the spring semester**.
2. **With the beginning of the summer vacation and extending through the academic school year**, the district will NOT process programmatic transfer requests for the current school year.

The time limits are not intended to prohibit qualified “magnet” students from accessing a “magnet program” for which the student has made previous

application for admission and has been placed upon a waiting list by the program coordinator. Neither are the limitations intended to disqualify students that are enrolling new to the district from applying for and/or receiving available seating in a program/course for which they qualify.

The Special Education Department will process student transfer requests that pertain to self-contained educational programs.

## PUBLIC EDUCATION GRANTS

Students in low performing schools and districts can seek to transfer to other schools and districts under public education grants. The Garland Independent School District operates under a federal order that governs the District's admission policies. Under these policies, the district does not enroll any student who does not live within the district. This would prevent the district from accepting enrollment for any student applying for transfer from another school district under the PEG process.

District students eligible for Public Education Grants could apply for another district school through the provisions and guidelines set-forth in the Federal Court Order for Choice of School. District students could also apply to another Texas public school district for admission under the PEG program.

**NOTE: The opportunity to transfer within district from low performing schools has to be completed during the choice window.**

## REPORTS FOR CHOICE OF SCHOOL

Bi-annual Reports – Submitted two times a year by the Superintendent to the federal judge who oversees the District's desegregation plan.

## **SPECIAL EDUCATION AND CHOICE OF SCHOOL**

### SPEECH-ONLY STUDENTS AND CHOICE

Many 3 and 4 year olds receive speech therapy as the only Special Education service from the district. These students are referred to as "building level speech-only" (BLS) students. The BLS student must be assigned an eligibility code of zero (0) to prevent foundation school funds from being drawn on the student's attendance. In order to receive federal funding, campuses must keep a record of the contact hours of service provided to these children. Building-level speech-only (BLS) students do not participate in regular education classes. The capacity counts in Skyward are designed so that when the BLS student is coded appropriately, it does not subtract a regular seat from the school's seat count. The parent/guardian of a building level speech-only (BLS) student can choose to

receive the speech service on any age appropriate campus in the district that offers the service.

The parent of a current BLS student turning 4 years old on or before September 1 of the next school year may designate a school for Pre-K enrollment by using the choice of school form only if the student will be eligible for Pre-K. (See page 14 for information about Pre-K eligibility.) If the student is found to be eligible for Pre-K enrollment, the choice of school selection can be entered on the Skyward application screen.

The parent of a BLS student turning 5 years old on or before September 1 of the next school year may designate a school for Kindergarten enrollment by using the choice of school form. The choice of school selection for Kindergarten should be entered on the Skyward application screen.

## REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF(RDSPD)

The Garland Independent School District has children residing within its school boundaries that attend the Regional Day School Program for the Deaf (RDSPD). It will be the responsibility of the Special Education Department to inform the Regional Day School Program of the dates that the school district will conduct its choice of school period.

The GISD does not bear responsibility for the failure of the RDSPD to conduct an assessment to forecast the future dismissal of a student from the day school program, which could have permitted the student to participate in the choice period.

## EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

When ECSE students (including ABC/KN) are projected by their teacher as ready to **transition from ECSE to Pre-K**, the student's parent will be extended the opportunity to make a next-year choice of school selection during the choice period if the student is eligible for Pre-K enrollment. (See Pre-K eligibility in previous section.) Special Education will provide the child's school with a parental letter of explanation that is to be attached to the choice of school form. Both documents need to be sent home to the parent/guardian. Upon the return of the form, the campus will input the student's next year school selection if the student is eligible for Pre-K enrollment. The parent's choice of school is contingent upon the student's placement based on ARD Committee decisions.

When ECSE or BLS students (including ABC/KN) are projected by their teacher as ready to **transition from ECSE to Kindergarten**, the student's parent will be extended the opportunity to make a next-year choice of school selection during the choice period. Special Education will provide the child's school with a parental letter of explanation that is to be attached to the choice of school form.



Both documents need to be sent home to the parent/guardian. Upon the return of the form, the campus will input the student's next year school selection. The parent's choice of school is contingent upon the student's placement based on ARD Committee decisions.

The ECSE students show up in Skyward system with early childhood (**EE**) as their designated grade level. The Special Education Coordinator will be responsible for entering the Choice of School codes for students remaining in ECSE.

## SELF-CONTAINED SPECIAL EDUCATION PLACEMENT

Self-contained Special Education programs (ECSE, A.L.E., ABC, BA, BASE) for students with severe disabilities are not offered at all school locations and are limited as to the number of students that can be served per class. These two factors cause the need for District assignment of students qualifying for this programming. Students that will continue in the self-contained Special Education program for the next school year are not given a Choice of School form. The placement process is outlined to parents in a form letter SP-1026 (**See Forms Section**) distributed by the Special Education Department. The Special Education Coordinator will make the choice of school placement decision in Skyward.

Special Education personnel will make a school assignment and check the appropriate school on the choice form. The forms are to be signed and dated by Special Education personnel. The data entry process of self-contained school placement will be performed by the Special Education Department in Skyward.

When school personnel project a self-contained student will exit their self-contained placement by year's end, the parent shall be allowed to complete a regular choice form for the student. The schools are responsible for identifying these students. Should the student not actually be exited from their self-contained program by the end of the school year, the school will notify the Special Education department of the student's name and ID number so the Special Education department can make an appropriate school choice for the student.

## **ACADEMY/MAGNET/SPECIAL PROGRAMS**

### MAGNET SCHOOLS

With several magnet programs, Garland ISD allows families to customize education based on individual interests and learning styles. There's something for everyone—from 3 years old-12th grade.

Each program has unique criteria that students must meet in order to apply. Those already participating in a GISD magnet are eligible to remain in that

program as long as they continue to meet the qualifications and expectations. If more students apply for a magnet than there are seats available, a lottery or ranking system will be used to fill all openings.

## **ELEMENTARY**

### **Academy for Excellence**

#### **Kimberlin Academy for Excellence**

#### **Hillside Academy for Excellence**

#### **Walnut Glen Academy for Excellence**

- Advanced coursework in language arts, social studies, math and science
- Wide range of enrichment opportunities, including STEAM School activities and projects that give students hands-on discovery learning
- Full range of fine arts, including choir, orchestra and visual art
- Combined achievement and ability score of 250 with no less than the 75th percentile in any area

### **Classical Center**

#### **Classical Center at Vial Elementary School**

- Curriculum enriched with writing/publishing opportunities
- Character education, leadership development and citizenship/patriotism activities
- Full range of fine arts, including choir, piano, visual art and theater arts
- 50th percentile in reading and math on the achievement test

### **Dual Language**

#### **Classical Center at Vial Elementary School**

- Students learn to read, write, listen and speak in English and Spanish
- 50% of academic instruction provided in English and 50% in Spanish
- 50th percentile in reading and math on the achievement test
- Only students entering kindergarten and first grade or transferring from another dual language program may apply

### **Math, Science & Technology (MST)**

#### **Beaver Technology Center for Math & Science**

#### **Watson Technology Center for Math & Science**

- Collaborative studies focusing on real-world problem-solving through project-based learning and STEAM School electives
- Classes utilize Apple Macbooks, iPads, Smart Boards and PC laptops
- Full range of fine arts, including music and visual arts
- 75th percentile in reading and math on the achievement test

### **Montessori**

#### **Herfurth Elementary School**

### **Luna Elementary School**

- Individualized, integrated instruction with multisensory materials rather than textbooks
- Students learn at their own pace through hands-on activities and interacting with students of different ages
- 50th percentile in reading and math on the achievement test, plus a required observation
- Tuition-based for 3 and 4-year-olds

## **MIDDLE SCHOOL**

### **Academy for Excellence**

#### **Austin Academy for Excellence**

- Advanced coursework in English, math, reading, social studies, and science
- Full range of fine arts, including band, choir, orchestra, piano, art and theater arts
- Leadership and enrichment offerings, including Pentathlon, Mock Legislature and Campus Leadership Council
- Combined achievement and ability score of 250 with no less than 75th percentile in any area

### **Classical Center**

#### **Classical Center at Brandenburg Middle School**

- Curriculum enriched with writing/publishing opportunities, character education and leadership development
- Full range of fine arts, including band, choir, piano, art and theater arts
- Dance, gymnastics and Latin offered
- 50th percentile in reading and math on the achievement test

### **Global Business, Language & Leadership**

#### **Sellers Middle School**

- Business elective class and language course options, including Mandarin Chinese
- Leadership development through community service activities
- Full range of fine arts, including band, choir, art and theater arts
- 50th percentile in reading and math on the achievement test

### **Math, Science & Technology (MST)**

#### **Jackson Technology Center for Math & Science**

- Collaborative studies focusing on real-world problem-solving
- Classes utilize Apple Macbooks, iPads, Smart Boards and Chromebooks
- Full range of fine arts, including band, choir, art and theater arts
- 75th percentile in reading and math on the achievement test

## **HIGH SCHOOL**

### **Academy of Visual and Performing Arts**

### **Garland High School**

- Advanced coursework for artistic students in theater, piano, orchestra, vocal music, film studies, visual arts and instrumental music
- Strong arts foundation developed in conjunction with students' academic program
- Semi-professional and early collegiate education and experience in students' chosen disciplines
- Audition or portfolio required

### **IB World School**

#### **Garland High School**

- Teaches proficiency in English, math, history, science, a second language and chosen electives while participating in an in-depth exploration of the study of human behavior and the process of educational inquiry
- Internationally based standards of achievement
- 85th percentile in reading or math on the achievement test
- Only students entering ninth-11th grades may apply

### **College & Career/Classical**

#### **Lakeview Centennial High School**

- Business & Marketing, Future Teacher Internship, Law & Criminal Justice, and Television Production & Broadcasting programs allow students to explore college and career interests
- Advanced piano, Latin, dance and gymnastics courses available
- 50th percentile in reading and math on the achievement test
- Only students entering ninth-11th grades may apply

### **Accelerated Math & Science**

#### **North Garland High School**

- Allows students to advance faster, taking more math and science courses throughout high school
- Additional testing determines students' math and science track
- 80th percentile in reading and math on the achievement test
- Only students entering ninth and 10th grades may apply

### **Math, Science & Technology (MST)**

#### **North Garland High School**

- Interactive multimedia instruction that focuses on practical applications of math, science and technology
- Students select a concentration of study, including architecture, computer science, multimedia applications, telecommunications, medical studies, engineering, biomedical forensics and multimedia broadcast
- 75th percentile in reading and math on the achievement test
- Only students entering ninth and 10th grades may apply

### **Global Business, Language & Leadership**

### **Naaman Forest High School**

- Courses in business, marketing, finance, Mandarin Chinese and international studies prepare students to be globally competitive
- Opportunities to earn industry certifications, pursue College Board's prestigious AP Capstone Diploma, and travel or study abroad
- Students network with industry professionals and learn outside the classroom through business etiquette events, internships and job shadowing
- 50th percentile in reading and math on the achievement test

### **Air Force Junior ROTC**

#### **Rowlett High School**

- Leadership development program training students in aerospace science, communication and health/fitness
- Drill and marching team competitions, field trips, community parades and service events are part of the cadet experience
- Overall 3.0 grade-point average in 8th grade or high school years, plus required interview and essay
- Students entering ninth-12th grades may apply

### **Collegiate Academy**

#### **Lakeview Centennial High School**

- Dual-credit courses allow students to graduate with a high school diploma and an Associate of Science degree from DCCCD
- 70th percentile in reading and math on the achievement test
- Students can also participate in College & Career/Classical magnet
- Only students entering ninth and 10th grades may apply

### **Collegiate Academy**

#### **Naaman Forest High School**

- Dual-credit courses allow students to graduate with a high school diploma and an Associate of Arts or an Associate of Science degree from DCCCD
- 50th percentile in reading and math on the achievement test
- Students can also participate in Global Business, Language and Leadership magnet
- Only students entering ninth grade may apply

### **Early College High School (ECHS)**

South Garland High School

Rowlett High School

- Dual-credit courses allow students to earn up to 60 college credits in addition to a high school diploma
- Social/emotional support helps students as they earn an associate degree and/or certifications
- Students entering ninth grade may apply with no testing, grading or attendance requirements

### **Pathways in Technology Early College High School (P-TECH)**

Garland High School  
Lakeview Centennial High School  
Naaman Forest High School  
North Garland High School  
Rowlett High School  
Sachse High School  
South Garland High School

- Industry partners provide students with technical and workplace skills
- Dual-credit courses allow students to earn up to 60 college credits in addition to a high school diploma
- Social/emotional support helps students as they earn an associate degree and/or certifications
- Students entering ninth grade may apply with no testing, grading or attendance requirements

Source: 2019 GISD Magnet Programs Brochure

## **TRANSPORTATION**

### **BUS TRANSPORTATION**

The District shall provide bus transportation to students that live in eligible transportation zones. Transportation is also provided to other students for whom the District receives state transportation funding.

The District will provide transportation to a designated school for displaced students. In situations where all students from a route designed only for displaced students are accommodated back into their neighborhood schools before school starts, the alternative route will be eliminated. If after school starts, all children on an alternate route return to their neighborhood schools, the route will be eliminated. Once a student begins attending a school via an alternate bus, it will be an option for the student to continue to ride the bus for the remainder of the current school year. Alternate bus routes are created only to serve current school year circumstances. Eligibility for ridership on alternate bus routes set to accommodate displaced students is not designed to carry over to the next school year.

Special program bus routes to a school do not always mirror regular education routes to the same campus. When possible, special education program routes are designed to transport students to the school nearest the student's home that offers the necessary program. When bus transportation is determined by the ARD Committee to be a necessary related service for the student, they will be transported via predetermined routes to a designated school with the appropriate program. Except as determined by an ARD committee, special education students will not be transported to a school under two miles.

Prior to the beginning of the thirty-day choice period, next year transportation routes are established and published for public review. The Transportation Department is available to assist schools in answering any questions regarding designated transportation routes and rider eligibility.

## SEATING FOR DISPLACED BUS STUDENTS

Due to the 22 to 1 cap limits and ethnic balance requirements, some students may find their closest school unavailable for enrollment. The student then becomes displaced to an available district designated school. If the student resides in a designated transport area, transportation will be provided. If notice of the displacement occurs just prior to the start of school and the student must be bussed to the alternate location, the Transportation Department may not have an opportunity to arrange the student's bus transportation before the first day of school. Therefore, the child may become a no-show because of a lack of a way to get to school until the bus can be routed. In this situation, the district wishes to utilize discretion in giving away an elementary child's seat because the student is a no-show.

If a campus is involved in enrolling displaced students from another school, campus personnel will need to verify a student's eligibility for transportation to the alternate location. When transportation is to be provided, the school must notify the Student Services so that they may route the student. The school receiving the displaced student shall provide Transportation with the student's name, grade level, address, phone number(s), and parent/guardian name. Transportation will contact the family regarding route information. Displaced student bus routes are for one year only and do not carry a guarantee of transportation to the same location for the next school year.

Exhibit 4

Estimated 2019-20 Transportation Costs



# MEMORANDUM

Garland Independent School District

December 6, 2019

To: Dr. Ricardo López  
Superintendent

From: Brian Abbett  
Director of Transportation

Re: December 2019 Semi-Annual Report to Judge Kinkeade

Per your request the following information is being submitted:

A. Estimated cost of transportation for the 2019-2020 school year:

1. Kimberlin, Hillside, Walnut Glen & Austin Academies	\$1,208,243.00
Lakeview Centennial, Naaman Forest and South Garland Collegiate Academies	\$ 990,962.00
2. Garland High School – I.B.	\$ 437,281.00
3. Beaver, Watson, Jackson, North Garland MST Centers	\$ 1,618,794.00
4. Classical Center at Vial Elementary and Brandenburg Middle School	\$ 864,812.00
5. Rowlett High School (P- Tech)	\$ 210,914.00

B. Estimated costs for achieving racial balance in 2019-20 \$ 993,217.00

C. Number of students being transported is as follows:

1. Magnets

1. Kimberlin Academy	221
2. Hillside Academy	214
3. Walnut Glen Academy	116
4. Austin Academy	515
5. Beaver Technology Center	162
6. Watson Technology Center	231

Judge Kinkeade  
Semi- Annual Report  
December 6, 2019

7.	Luna Montessori	82
8.	Herfurth Montessori	146
9.	Classical Center at Vial Elementary	215
10.	Classical Center at Brandenburg M.S.	467
11.	Jackson Technology Center	541
12.	Lakeview High School (College & Career)	580*
13.	North Garland High School (MST)	488
14.	Naaman Forest H.S. (Collegiate and Global Business)	141*
15.	Rowlett High School (P-Tech and JROTC)	95*
16.	South Garland H.S. (Early College)	29*

2. Garland High School – I.B. 364\*

\*These totals do not include Magnet students transported by buses from regular designated transportation areas.

3. Extended Day (Not applicable- Fall semester)

D. For the 2020-2021 school year, there are no bus route changes related to ethnic balance and/or to the Department of Justice Inquiry.

BA/GG

CC: Dr. Shelley Garrett  
Dr. Brent Ringo  
Mechelle Hogan  
Jeremy Smith

Exhibit 5

2019-2020 Recruiting Schedule



DATE: December 11, 2019

TO: Mechelle Hogan

FROM: Dr. Gradyne Brown, Assistant Superintendent - Human Resources  
Atticus Wisener, Secondary Director - Human Resources  
Alex Rivera, Elementary Recruitment Coordinator - Human Resources  
Dr. Kishawna Wiggins, Secondary Recruitment Coordinator - Human Resources

RE: Semi-Annual Kinkeade Report

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The following are current recruiting efforts as they pertain to all teachers, especially minority teachers. Also, attached you will find a copy of the 2019-2020 recruiting schedule.

- Continue to recruit at HBCU's and HSI's in and out of state
- Expand mock interview efforts to other universities and Alt Cert Programs: currently held at UTD, one-on-one and small groups at Harris Hill, expanding to include the University of Texas at El Paso
- Expand our Recruiting efforts into states that are having educational budget issues such as Oklahoma, Arkansas, and South Carolina
- Attend Virtual Job Fairs to learn about new and progressive recruiting strategies i.e. Texas Teachers
- Secure recruiters for all teacher/job fairs including assistant principals, principals and personnel from different departments such as FACE, ELL, SPED etc.
- Stay abreast of the new state mandates that affect Texas Teaching Certificates and Educator Preparation Programs (EPP's), Alt Cert Programs (ACP's), and edTPA
- Continue to increase the number of Hispanic recruiters utilized at HSI's
- Finalize the branding process for all recruiting materials including signs, table clothes, handouts, giveaways
- Continue to build and nurture relationships with colleges and universities
- Utilize new hires during recruiting events at their alma mater
- Begin using Stay Surveys and continue monitoring Exit Survey data to identify retention trends

Date	Code	University/College	Location
<b>Fall 2019 Recruiting Schedule</b>			
9/12/2019	2	Huston Tillotson Univ Career Fair	Austin, TX
9/26/2019	2	Texas Southern University - Career Fair	Houston, TX
10/9/2019	1	University of Pine Bluff - UAPB/ SEARK Career and Networking	Pine Bluff, AR
10/11/2019		Stephen F. Austin Teacher Job Fair	Nacogdoches, TX
10/16 - 10-19	3	46th Annual TABE Conference	Corpus Christi, TX
10/24/2019	1	Grambling State Univ Career & Athletic Fair	Grambling, LA
10/29/2019		Univerisy of Louisiana Lafayette	Lafayette, LA
10/30/2019		Louisiana State University	Baton Rouge, LA
10/30/2019		Sam Houston State Univ - Teacher Career Fair	Sam Houston, TX
11/4/2019	3	UT San Antonio Educator Job Fair	San Antonio, TX
11/5/2019	3	Texas State University Teacher Job Fair	San Marcos, TX
11/5/2019	3	TX A&M University- Kingsville Teacher Job Fair	Kingsville, TX
11/6/2019	3	TX A&M Corpus Christi Education Fair	Corpus Christi, TX
11/6/2019		UT Austin Teacher Career Fair	Austin, TX
11/7/2019	3	UT Rio Grande Valley Brownsville Teacher Job Expo	Brownsville, TX
11/8/2019	3	UT Rio Grande Valley Edinburg Teacher Job Expo	Edinburg, TX
11/8/2019		TWU/ UNT Education Career Fair	Denton, TX
11/13 - 11/17		47th Annual NABSE Conference	Dallas, TX
11/15/2019	3	UT El Paso - Teacher Job	El Paso, TX
Date	Code	University/College	Location
<b>Spring 2020 Recruiting Schedule</b>			
2/7/2020	1	Clark Atlanta University Career Fair	Atlanta, GA
2/12/2020	2	Prairie View A&M Teacher Fair	Prairie View, TX
2/18/2020	1	Grambling State University	Grambling, LA
02/20- 02/23/20	2	TABSE 35th Annual State Conference	San Antonio, TX
2/25 - 2/28/20	3	NABE 49th Annual Conference	Las Vegas, Nevada
3/4/2020	1	The University of Tennessee Education Job Fair	Knoxville, TN
3/19/2020		Baylor University Teacher Job Fair	Waco, TX
3/19/2020	1	Jackson State University HBCU	Jackson, MS
3/20/2020		SFA Teacher Job Fair	Nacogdoches, TX
3/24/2020		Texas Tech	Lubbock, TX
3/24/2020	1	Hampton University Education Career Fair	Hampton, VA
3/25/2020		TX A&M Commerce Teacher Career Fair	Commerce, TX
3/26/2020	3	UT Rio Grande Valley Brownsville Teacher Job Expo	Brownsville, TX
3/27/2020	3	UT Rio Grande Valley Edinburg Teacher Job Expo	Edinburg, TX
3/30/2020		TX A&M College Station	College Station, TX
4/1/2020		UT Austin	Austin, TX
4/1/2020		Tri-University Teacher Job Fair	Abilene, TX
4/2/2020	3	TX A&M Kingsville	Kingsville, TX
4/2/2020		Texas State University Teacher Job Fair	San Marcos, TX
4/7/2020		University of Arkansas Teacher Education Career Fair	Fayetteville, AR
4/2/2020	1	Louisiana Tech University Teacher Recruitment Day	Ruston, LA
4/9/2020		UNT/TWU Education Career Fair	Denton, TX
4/15/2020	3	TX A&M Corpus Christi Education Fair	Corpus Christi, TX
4/15/2020		Sam Houston State University	Huntsville, TX
4/17/2020	3	UT El Paso	El Paso, TX
4/17/2020		Midwestern State University Education Fair	Wichita Falls, TX
4/20/2020		NCTASPA	Arlington, TX
4/22/2020		Texas A&M International University	Laredo, TX
6/8/2020		GISD All Call Job Fair	Garland, TX
7/21/2020		GISD All Call Job Fair	Garland, TX
7/23/2020		Texas Teachers Job Fair	Hurst Convention Center
TBD		UT Dallas	Richardson, TX
TBD		UT Tyler East Texas	Tyler, TX
TBD	3	UT San Antonio	San Antonio, TX
TBD		iTeach Texas Alt Cert Program Job Fair	Denton, TX

1= HBCU Out of State, 2= HBCU in State, 3= HSI